

Institutional Effectiveness 2014-2015

IE Expected Outcomes for Assessing AY 2013-14 and Planning AY 2014-15

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

VPAA-Purpose	Statement of Purpose
VPAA-01	Objective Measurement of General Education
VPAA-02	Job Placement Rate
VPAA-03	Employer Satisfaction
VPAA-04	Academic Audits
VPAA-05	Dual Admission Agreements
VPAA-06	Quality Enhancement Plan Topic Exploration
VPAA-07	General Education Core Assessment

Asst. VP for Academic Affairs

ACAD-Purpose	Statement of Purpose
ACAD-01	Full-time/Part-time Faculty FTE Ratio
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
ACAD-07	Learning Support Student Success in ENGL 0810 and ENGL 1010

Business & Technology

BTCH-Purpose	Statement of Purpose
BTCH-01	Business Field Test
BTCH-02	UP Business Areas of Emphasis Exit Exam
BTCH-03	Online Course Offerings in Business and Technology
BTCH-04	Business Program Accreditation
BTCH-05	Academic Audit

Career Readiness

CARE-Purpose	Statement of Purpose
CARE-01	Mechatronics Certificate Exit Exam
CARE-02	Enrollment Increase
CARE-03	Mechatronic Capstone Course Project Presentation to Industry

Education

EDUC-Purpose	Statement of Purpose
EDUC-01	NAEYC Accreditation
EDUC-02	Assessment of General Education Core Courses

Humanities

HUMA-Purpose	Statement of Purpose
HUMA-01	Humanities Online Offerings
HUMA-02	Assessment of General Education Core Courses

Languages

LANG-Purpose	Statement of Purpose
LANG-01	English Faculty Handbook
LANG-02	Creation of Best Practices
LANG-03	Revision of English General Education Assessment
LANG-04	Adjunct Faculty Mentoring System

Mathematics	
<u>MATH-Purpose</u>	Statement of Purpose
<u>MATH-01</u>	Learning Support Program
<u>MATH-02</u>	Assessment of General Education Core Courses
<u>MATH-03</u>	Learning Support Program - SAILS
Natural Science	
<u>NASC-Purpose</u>	Statement of Purpose
<u>NASC-01</u>	General Education Assessment
<u>NASC-02</u>	Natural Sciences Online Offerings
Nursing	
<u>NURS-Purpose</u>	Statement of Purpose
<u>NURS-01</u>	Nursing Licensure Pass Rate
<u>NURS-02</u>	Completion Rate
<u>NURS-03</u>	Nursing Program Accreditation
<u>NURS-04</u>	Paramedic Program Implementation
Social Sciences	
<u>SOSC-Purpose</u>	Statement of Purpose
<u>SOSC-01</u>	Social Sciences D2L Training
<u>SOSC-02</u>	Social Sciences Online Offerings
<u>SOSC-03</u>	Evaluation of General Education Assessment Tool
<u>SOSC-04</u>	Implementation of Standard Course Syllabi
<u>SOSC-05</u>	Evaluation of General Education Core Course Assessment Instruments
Workforce Development & Extended Services	
<u>WDES-Purpose</u>	Statement of Purpose
<u>WDES-01</u>	Satisfaction Rating of TN Correctional Academy Training Participants
<u>WDES-02</u>	Facility Use Evaluation
<u>WDES-03</u>	Track Utilization of the Kuder Career Assessment Survey Tool
Fayetteville Center	
<u>FVCT-Purpose</u>	Statement of Purpose
<u>FVCT-01</u>	ACE Programs of Study Expansion
<u>FVCT-02</u>	Workforce Development Readiness at the Fayetteville Center of Motlow College
<u>FVCT-03</u>	Awareness of Student Services at the Fayetteville Center
<u>FVCT-04</u>	Center Directors' Success Initiatives
McMinnville Center	
<u>MMCT-Purpose</u>	Statement of Purpose
<u>MMCT-01</u>	Student Satisfaction with McMinnville Center Services
<u>MMCT-02</u>	Center Directors' Success Initiatives
<u>MMCT-03</u>	Smithville Location Startup
<u>MMCT-04</u>	McMinnville Center Community Involvement
<u>MMCT-05</u>	McMinnville Center Enrollment Initiative
Smyrna Site	
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<u>SMST-01</u>	Alternative Class Formats
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<u>SMST-03</u>	Center Directors' Success Initiatives
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Bookstore	
Advancement	
<u>ADMT-Purpose</u>	Statement of Purpose
<u>ADMT-01</u>	Fundraise for Transitional Student Scholarship
<u>ADMT-02</u>	Increase Contacts in the Community
<u>ADMT-03</u>	Systematic Donor Mailings
<u>ADMT-04</u>	Fundraise to Sustain MSCC Nursing Program

<u>ADMT-05</u>	Fundraise to Endow the Motlow Ladies Philanthropic Society Scholarship
Business Office	
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<u>BOFF-02</u>	Improving Efficiency in the Business Office
Financial Aid	
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<u>FINA-01</u>	Non-Traditional Lottery Identification
<u>FINA-02</u>	Point of Service Satisfaction Evaluation for the Financial Aid Office
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Student Affairs	
Vice President of Student Affairs	
<u>SAVP-Purpose</u>	Statement of Purpose
<u>SAVP-01</u>	Student Affairs Staff Training
<u>SAVP-02</u>	Develop Term Registration Numbers Database
Asst. Vice President of Student Affairs	
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<u>ADMS-Purpose</u>	Statement of Purpose
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<u>ADMS-02</u>	Satisfaction with Assistance
<u>ADMS-03</u>	Satisfaction with Courteousness of Staff
<u>ADMS-04</u>	Implementation of DegreeWorks
Athletics	
<u>ATHL-Purpose</u>	Statement of Purpose
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<u>ATHL-02</u>	Athletic Progress Reports for Student Athletes
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<u>DITS-01</u>	Satisfaction with Services for Students with Disabilities
<u>DITS-02</u>	Test Taking Presentations
Student & Campus Relations	
<u>STCR-Purpose</u>	Statement of Purpose
<u>STCR-01</u>	MP3
<u>STCR-02</u>	Adult Learner Association
Student Success	
<u>SSCS-Purpose</u>	Statement of Purpose
<u>SSCS-01</u>	New Student Orientation Program
<u>SSCS-02</u>	Tracking MTSU Dual Admissions Students
<u>SSCS-03</u>	Advising Central Website
<u>SSCS-04</u>	Academic Check-ups/Mentoring Program
Technology & Administrative Services	
<u>ITCH-Purpose</u>	Statement of Purpose
<u>ITCH-01</u>	Identification of Sustainability Projects
<u>ITCH-02</u>	Identification of Future Mobile Applications
Academic Technologies	
<u>ACTH-Purpose</u>	Statement of Purpose
<u>ACTH-01</u>	Technology Training and Support
<u>ACTH-02</u>	Technology Newsletter
<u>ACTH-03</u>	Technology Showcase

<u>ACTH-04</u>	Support Technology by Maintaining and Upgrading Existing Instructional Technologies
Administrative Services	
<u>ADSV-Purpose</u>	Statement of Purpose
<u>ADSV-01</u>	Provide Reliable Access to BANNER Administrative Systems
<u>ADSV-02</u>	Administrative Services Training
<u>ADSV-03</u>	Provide Ad Hoc Reports to End Users
<u>ADSV-04</u>	Provide Technical Cross-Training
<u>ADSV-05</u>	Local Software System Development for Student Retention
<u>ADSV-06</u>	Admission Application Revision
Facilities Services	
<u>FACS-Purpose</u>	Statement of Purpose
<u>FACS-01</u>	Maintenance Work Order Completion Rate
<u>FACS-02</u>	Preventive Work Order Completion Rate
<u>FACS-03</u>	Satisfaction with Facilities and Facilities Services
<u>FACS-04</u>	Efficiency Plan
Library	
<u>LIBY-Purpose</u>	Statement of Purpose
<u>LIBY-01</u>	Library User Satisfaction - Alumni
<u>LIBY-02</u>	Student Satisfaction with Library Assistance
<u>LIBY-03</u>	Faculty Satisfaction with Library Resources
<u>LIBY-04</u>	Student Satisfaction with Library Orientations
<u>LIBY-05</u>	Library Orientation of Developmental Students
Research, Planning and Communication	
<u>RPCO-Purpose</u>	Statement of Purpose
<u>RPCO-01</u>	Retention of Students through Social Media
<u>RPCO-02</u>	Student Satisfaction with Web Sites and Social Media
<u>RPCO-03</u>	Faculty and Staff Satisfaction with RPCO Publications
Technical Operations	
<u>TEOP-Purpose</u>	Statement of Purpose
<u>TEOP-01</u>	Technical Operations Support Satisfaction
<u>TEOP-02</u>	Annual Replacement of End-User Computers and Printers
<u>TEOP-03</u>	Annual Replacement of Network Servers and Equipment
<u>TEOP-04</u>	Student Satisfaction with Computers
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<u>TEOP-06</u>	Faculty Satisfaction with Technology Rating

Motlow State Community College
Institutional Effectiveness Plan
Assessing Year: July 1, 2013 – June 30, 2014

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:

2013-14

Benchmark: Fall 2013 to Spring 2014 Progression Rate – 74.7%

Actual: Fall 2013 to Spring 2014 Progression Rate – _____ (unavailable as of 7/9/14)

2012-13

Benchmark: Fall 2012 to Spring 2013 Progression Rate – 74.3%

Actual: Fall 2012 to Spring 2013 Progression Rate – 69.1%

2011-12

Benchmark: Fall 2011 to Spring 2012 Progression Rate – 73.9%

Actual: Fall 2011 to Spring 2012 Progression Rate – 71.1%

2010-11

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

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

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.

Describe Needed Changes: This IE Plan is completed and will not be renewed for 2014-15.

List of Supporting Documentation: Funding Formula Indicators Report from TBR

Date Last Updated: June 2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Campus Wide

Related Strategic Goal:

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

Action Plan #: CWAA-02

Action Plan Title: Increase Number of Certificate and Degrees Awarded

Desired Outcome: Motlow will exceed an annual increase in the number of awards of 7%.

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.

Timeline: Annual

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Report of Graduates will show an annual increase in awards of 7% or greater using 2010 Report of Graduates as a benchmark.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2013-14

Benchmark: 2012 Awards: 600

Actual: 2012 Awards: 658

This goal was achieved.

2012-13

Benchmark: 2012 Awards: 560

Actual: 2012 Awards: 638

This goal was achieved.

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.

2011-12

Benchmark: 2011 Awards: 523

Actual: 2011 Awards: 647

This goal was achieved.

2010-11

Benchmark: 2010 Awards: 492

Actual: 2010 Awards: 584

This goal was achieved.

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.

Describe Needed Changes: This IE Plan is completed and will not be renewed for 2014-15.

List of Supporting Documentation: Report of Graduates

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Campus Wide

Related Strategic Goal:

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

Action Plan #: CWAA-03

Action Plan Title: Online/ITV Course Student Satisfaction

Desired 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.

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.

Completion Date: Annual

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Results of Satisfaction with Student Services Survey

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress

Spring 2014

Results from the Spring 2014 Student Satisfaction with Services show 93.6% of the respondents found their overall experience in an ITV course to be “excellent”, “good”, “fair” or “neutral;” therefore this goal was met.

86. My overall experience with my ITV course was:

Item	Count	Percent %
Excellent	39	31.0%
Good	45	35.7%
Neutral	17	13.5%
Fair	17	13.5%
Poor	8	6.4%

Fall 2012

Results from the fall 2012 satisfaction survey show that 92.6% of the respondents found their overall experience in an ITV course to be “excellent”, “good”, “fair” or “neutral;” therefore, the goal was met.

86. My overall experience with my ITV course was:

Item	Count	Percent %
Excellent	16	30.2%
Good	26	49.1%
Neutral	4	7.6%
Fair	3	5.7%
Poor	4	7.6%

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.

Fall 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%

Fall 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%

Fall 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%

Fall 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%

Describe Needed Changes: This IE Plan is completed and will not be renewed for 2014-15.

List of Supporting Documentation: Included in body of IE plan

Date Last Updated: 6/15/2014

Motlow State Community College
Institutional Effectiveness Plan

Unit: Vice President for Academic Affairs **Interim Unit Head:** Cynthia Kelley

Division: Academic Affairs

Statement of Purpose: The Office of the Vice President for Academic Affairs provides leadership for and coordination of academic programs. The Vice President for Academic Affairs serves and the chief academic officer for Motlow State Community College and is the advocate for all academic issues.

Reviewed 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Vice President for Academic Affairs

Related Strategic Goal:

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

Action Plan #: VPAA-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 Vice President for Academic Affairs 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 Vice President for Academic Affairs, 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 Vice President for Academic Affairs. 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 Vice President for Academic Affairs 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 Vice President for Academic Affairs 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 2014

The MSCC scores for the ETS Proficiency Profile test in spring 2014 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 except for Humanities.

This goal was met in six of seven categories and in total score.

	MSCC Mean Score	Mean Score of Peers (latest available)
Total Score	442.6	438.2
Critical Thinking	111.14	110.71
Reading	117.95	116.68
Writing	114.22	112.89
Mathematics	112.45	111.77
Humanities	113.81	113.88
Social Sciences	113.52	112.49
Natural Sciences	115.19	114.19

Spring 2013

The MSCC scores for the ETS Proficiency Profile test in spring 2013 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	442.42	438.30
Critical Thinking	111.26	110.39
Reading	117.80	116.32
Writing	114.24	112.64
Mathematics	112.18	111.46
Humanities	113.98	113.58
Social Sciences	113.28	112.19
Natural Sciences	115.24	113.95

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: MSCC ETS Scores and Comparative Scores in body of IE plan.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Vice President for Academic Affairs

Related Strategic Goal:

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

Action Plan #: VPAA-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 Vice President for Academic Affairs.

Timeline:

Based on the spring 2013 data and progress made last year on this goal, three projects will continue this year.

- 1) Finalize the Trevecca University articulation for AAS business graduates in the fall semester so students can enter the program in the spring.
- 2) Continue the implementation of the fast-track business program in Smyrna.
- 3) Implement the recommendations from the academic audit for the general technology degree.

New data will be available in spring 2014 to measure the success of these action items.

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: Completed

Describe Progress:

Spring 2014

Motlow's career education placement rate in spring 2014 for 2012 graduates was 94%. The overall goal was met. The placement rates for the mechatronics and general technology degrees remain at 100%. Nursing placement was 98%. These three degree programs require no intervention. Business technology moved up to 75% and early education fell to 70%.

Spring 2013

Motlow's career education placement rate in spring 2013 for 2011 graduates was 88%. The overall goal was still not met. The placement rates for the nursing and early childhood education degrees remain at 100% and still require no intervention. Business technology moved up to 50% and the general technology moved up to 67%.

- 1) The agreement with Trevecca University to articulate AAS business graduates was finished by Trevecca staff, and the agreement was presented to the Academic Affairs committee in April. The committee had several questions about the agreement, and the motion was tabled. A subcommittee was formed and will report back to the Vice President for Academic Affairs in the fall. Therefore, this action will be carried over.
- 2) The fast-track business AAS was revised and will continue into the next academic year. A new marketing plan for the Smyrna center highlighted this degree to bring new students into this program. This action will also be carried over.
- 3) As a result of the work of the assigned faculty member's work, a new degree in Information Systems Technology was presented to the TBR. Approval is expected at the June, 2013 board meeting. The degree will start in fall 2013. This action item is completed.
- 4) The general technology audit was completed, and the recommended initiatives are set to begin in fall 2013; therefore, this item will be carried over.

New data to measure these actions will be available in spring 2014.

Spring 2012

Motlow's career education job placement rate in spring 2012 for spring 2010 graduates was 88%. The goal was not met. 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 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:

2014-15

This IE plan will move to departmental level for departments with AAS and certificate programs. It will not be renewed for 2015-16 by the academic vice president.

2013-14

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:

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Vice President for Academic Affairs

Related Strategic Goal:

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

Action Plan #: VPAA-03

Action Plan Title: Employer Satisfaction

Desired Outcome: Departments that have improvement suggestions will implement all applicable suggestions and track on a three year cycle.

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. The College will gather a representative sample of regional employers and conduct focus groups to assess the satisfaction level of the employers.

After the data is gathered, department heads in the AAS areas will review the information and create plans to address any identified short coming in the graduates.

Team Members: When data is available, it will be reviewed by the Vice President for Academic Affairs and distributed to the relevant department heads. Department heads and faculty in the disciplines will be responsible for implementation and assessment.

Timeline:

The nursing, ECED, and business programs will have selected and implemented their action plans by September, 2013. Details of those plans will be included here when all decisions are made.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Detailed reports of progress toward implementation will be submitted in the spring until the Employer Satisfaction Survey is repeated.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Spring 2014

Employer Satisfaction is measured every three years. The last time it was assessed was 2012-13 and goals were met.

Spring 2013

The new methodology was implemented, along with the new Performance Funding standard. The new standard reads as follows: "Full points for the Employer Satisfaction Survey will be awarded if institutions implement their proposals as approved and provide a preliminary analysis of the results in the 2012-13 Performance Funding Report." The preliminary data analysis and action summary is provided as an attachment.

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:

2014-15

This IE plan will move to departmental level for departments with AAS and certificate programs. It will not be renewed for 2015-16 by the academic vice president.

2013-14

Based on the assessment information, three disciplines had recommendations for improvements. Those changes will be implemented and tracked over the next three years.

The original success indicator (At least 80 percent of the respondents to the Employer Survey will agree that they would hire more MSCC graduates) is no longer used and has been replaced with a continuous improvement cycle based on the data gleaned from the interviews. Data will be gathered again in three years to track progress on the changes and to look for new areas of improvement.

List of Supporting Documentation:

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Vice President for Academic Affairs

Related Strategic Goal:

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

Action Plan #: VPAA-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 Vice President for Academic Affairs 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:

Spring 2014

The Languages and Social Sciences departments each completed an academic audit in 2013-14. The audits were voluntary and done in preparation for the 2014-15 University Parallel audit. The Social Sciences audit on Psychology and the Languages audit on English both received excellent reports following the site visits.

Spring 2013

The business and technology department completed their academic audit self-study of the general technology program. The document was reviewed by the Vice President for Academic Affairs in January and submitted to the TBR office in February, 2013. The audit review team visited the campus in April. The program received 5 commendations, 5 affirmations, and 6 recommendations.

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

List of Supporting Documentation: [AA Report for Psychology](#), [AA Report for English](#)

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Vice President for Academic Affairs

Related Strategic Goal:

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

Action Plan #: VPAA-05

Action Plan Title: Dual Admission Agreements

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

Describe Progress:

All Dual Agreement plans have been signed. This IE is completed and will not be renewed.

Describe Needed Changes: This IE is completed. No changes needed.

List of Supporting Documentation:

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Vice President for Academic Affairs

Related Strategic Goal:

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

Action Plan #: VPAA-06

Action Plan Title: Quality Enhancement Plan Topic Exploration

Desired Outcomes:

- (1) Provide a summary of the topics explored to improve student learning and/or the environment supporting student learning.
- (2) Make a case that MSCC has utilized a broad-based process (e.g., leadership and structure) to identify key issues that have emerged from institutional assessment.
- (3) Provides documentation that the institution is basing the topic selection process on assessment information (quantitative and qualitative).
- (4) Identify the next steps in clarifying the topic selection as it relates to developing the QEP.

Action Plan: [Enter action plan.]

Team Members: VPAA, faculty, students, and Research, Planning and Communication staff

Timeline: All outcomes achieved by June 30, 2014

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: QEP Topic Committee member list and minutes, survey results and feedback from students and faculty, slideshows of student success data, workshop meeting minutes, etc. will provide evidence of the achievement of the desired outcomes.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 2013-Spring 2014

In fall 2013, a QEP Topic Exploration Committee was established. The committee was chaired by interim VPAA. The committee guided the process of QEP topic exploration. Several members of the committees as well as other faculty attended the SACSCOC 2013 Annual Meeting in December 2013 to attend sessions on development of QEPs and successful implantation of a variety of QEP topics by other institutions. The attendees reported back to the committee following the meeting with suggestions for selecting the next QEP topic.

At the spring 2014 spring assembly, faculty members were surveyed to gain their feedback on the next QEP topic and faculty development/training needs. Feedback was very diverse and ranged from general to very specific. The QEP Topic Exploration Committee reviewed the results of this survey as well as previous indicators of student success in basic skill areas. The committee decided to limit the next QEP topic to one of the following core skill areas: reading, writing or math. Workshops were held on each campus with faculty to give them a look at a variety of quantitative data on MSCC student and graduate competencies in core skill areas. Anecdotal data on students' core skill competencies was shared and discussed. A second survey was administered in which faculty selected the top two core skill areas for the next QEP topic.

Also in spring 2014, students were surveyed on their perceived competencies in selected core skill areas and their ranking of importance of adequate core skills in success as a student. The survey was administered as a part of CCSSE.

Using data gained from faculty and students, the committee elected to invite representatives from institutions that had completed successful QEP impact reports on the two top core skill areas to present at fall assembly 2014.

Describe Needed Changes: Continue to work on QEP topic exploration and development in AY 2014-15. Faculty development on SLO development, collaborative learning, student engagement, etc. and presentations of other successful QEP topics on reading and writing will be held.

List of Supporting Documentation: [Committee Member List](#), [Committee Minutes \(Nov. 2013 and Feb. 2014\)](#), [Performance Indicators to Guide QEP Topic Selection Workshop Presentation](#), [Spring Core Skills Workshop Meeting Minutes](#), [2014 Spring Assembly QEP Topic Survey Results](#), [Core Skills QEP Topic Survey Results](#), and [CCSSE QEP Topic Survey Results](#)

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Vice President for Academic Affairs

Related Strategic Goal:

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

Action Plan #: VPAA-07

Action Plan Title: Assessment of General Education Core

Desired Outcome: The general education core will be assessed in accordance with, and as required by, the institution's general education core assessment schedule and as outlined in the Action Plan provided below.

Description of Action Plan and Related Activities: Through a systematic assessment of all courses in general education, the institution is able to assess that the courses are meeting the learning outcomes specified in each class. General education core courses will be assessed on a two year rotation cycle for the majority of the classes, and for ENGL 1010, MATH 1530, and SPCH 1010 the assessments will occur every semester in accordance with requirements by TBR. Furthermore, the required documentation required by the TBR will be submitted each fall.

For all general education assessments, the department head will complete the required paperwork and will submit the forms to the Vice President for Academic Affairs for review and to examine the change from one assessment cycle to the next. The Vice President for Academic Affairs will affirm the plan and forward it on to the Office of Institutional Research, Planning, and Communication. If changes are requested by the Vice President for Academic Affairs, the plan will be returned to the department head with questions, comments, and/or suggestions. The relevant department head is the liaison with the departmental faculty for data sharing and improvement plan creation if required. Periodically, general education assessment will be a topic on the agenda for discussion at the Academic Affairs Leadership Team (AALT) meetings.

Team Members: Vice President for Academic Affairs, Assistant VP of Academic Affairs, and department heads whose departments contain general education courses

Timeline: Review annually

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: All general education assessment documents will be clearly and accurately written and will contain supporting documentation. The reports will contain clear action items for any needed improvement plans, and follow-up documentation will be provided. The documents will be submitted on time. The required reports for TBR will be submitted on time and will be in good order when they are presented to Vice President for Academic Affairs.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: All general education classes that were scheduled in the rotation were evaluated this year. Additionally, the required documentation that TBR requests each fall was submitted on time.

Spring 2014

The following classes were evaluated this term: ENGL 2230, ENGL 2130, ENGL 1010, SPCH 1010, MATH 1530, MATH 1010, PSCI 1030, BIOL 2020, BIOL 1120, POLS 1030, HIST 1110, HIST 2020, GEOG 2010, and PSYC 1030

Fall 2013

The following classes were evaluated this term: ENGL 1010, MUSA 1030, MATH 1910, MATH 1530, CHEM 1110, HPE 2340, and ANTH 2010

Spring 2013

The following classes were evaluated this term: ENGL 1010, ENGL 1020, ECON 2020, THEA 1030, MATH 1530, MATH 1710, GEOL 1030, CHEM 1120, PHYS 2120, HIST 2030, and SOCI 1020.

Fall 2012

The following classes were evaluated this term: ECON 2010, ARTA 1030, SPCH 1010, ENGL 1010, ENGL 1020, MATH 1530, MATH 1630, BIOL 1110, BIOL 2010, HIST 2010, and SOCI 1010

Spring 2012

The following classes were evaluated this term: ENGL 1010, ENGL 1020, ENGL 2130, ENGL 2330, BIOL 2020, BIOL 1120, PSYC 1030, HIST 2020, MATH 1010, and MATH 1530.

Fall 2011

The following classes were evaluated this term: HPE 2340, MUSA 1030, ENGL 1010, MATH 1530, CHEM 1110, PSCI 1030, ANTH 2010, and POLS 1030.

Describe Needed Changes: All department heads discussed the results with faculty, and if needed, changes were made in the teaching of the class or to the instrument itself. The inclusion of documentation is improving but some areas still need to be strengthened.

List of Supporting Documentation: All GE assessment reports are available online at <http://www.msc.edu/rpc/assessment.aspx>.

Date Last Updated: 6/15/2014

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 6/15/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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 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: AVPAA, Academic Department Heads

Timeline: Review annually

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Argos reports will show the move toward generating 60% of the college's FTE through the use of full-time faculty in the classroom in each educational program and at each college center.

Current Status: On Schedule

Describe Progress Below

Fall 2013-Spring 2014

The FTE percentage of full-time faculty teaching the college's classes on a regular basis within the non-transfer programs remains steady from the 2012-13 academic year. Additionally, the percentage remains at approximately 50% or below for the humanities and social sciences disciplines. Efforts are being made to hire full-time temporary faculty in each discipline to increase the full-time quality instruction for the large volume of students who enroll in the general education courses within those areas.

In the 2013-14 academic year, after the importance of the appropriate 60/40 ratio was discussed the previous year with academic leaders and after the new Smyrna classroom building was opened, the FTE percentage generated by full-time faculty at all locations stayed steady in fall 2013 at 57% and jumped to 60% in spring 2014. This overall increase is due, in part, to the careful, streamlined scheduling within the academic unit, the implementation of graduation plans for students so that only the classes needed are being offered, and the opportunities for full-time faculty to teach more of the college's classes that resulted from the streamlined scheduling process. While we have not seen a large shift in full-time faculty teaching at locations other than the Moore County campus, the importance of providing full-time faculty in Smyrna and McMinnville, specifically, has been brought to the attention of the new academic leadership team. Plans are to continue to shift faculty to offer the best instruction to students at all locations.

Fall 2012-Spring 2013

For fall 2012, the overall average of the college's FTE dropped from the previous year slightly to 55 percent, yet the spring 2013 percentage jumped to 58% overall. While the percentage of FTE for full-time faculty in transfer programs, such as humanities, languages, and social sciences remained close to 50%, the percentage of FTE in non-transfer programs averaged at 71% or higher. The high percentage for the non-transfer programs is due in part to the smaller population of students and the introduction of salaried, term-contract faculty to serve in Career Readiness and the specialization of the concentration requirements in the Business Technology major. The percentages for the academic year show a slight improvement from the previous year. (See Table 1.)

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 55% for fall 2012 and 58% for spring 2013. This is an increase from the 2011-12 academic year. Most notably, while the Moore County campus had 68% of its classes taught by full-time faculty in fall and 70% in spring, 51% and 53% of classes held at the Smyrna Center were taught by full-time faculty in fall 2012 and spring 2013. A new classroom building is under construction at the Smyrna Center and will be open summer 2013. 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 at

other centers varies according to the needs of the student population and the number of full-time faculty at each location. Interestingly, the percentage of full-time faculty teaching at our Smyrna location is steadily increasing from the 2011-12 academic year.

Fall 2011-Spring 2012

In fall 2011, The FTE full-time/part-time ratio generated by non-transfer programs, i.e. nursing, career readiness, and business and technology, remained high due in part to the smaller student population requiring the area of emphasis classes and the number of full-time faculty within the specific departments. The ratios varied only slightly in spring 2012. Social science, languages, and the humanities areas remained close or under 50% of their class offerings taught by full-time faculty for the full academic year; the lower percentages were due, in part, to the high volume of students enrolling in the general education classes offered within these areas. Due to budget constraints, additional full-time faculty were not added. (See Table 1.)

For fall 2011, the average of the college's average percentage of FTEs generated by full-time faculty was 51%. During the 2011-12 academic year, the college was in transition due to a shift in the student population from the Moore County campus to the Smyrna and McMinnville locations. Full-time faculty remained predominantly at the Moore County campus and had yet to shift their teaching loads to the other centers. The impending development of a new Smyrna classroom building prevented any noticeable moves of full-time faculty. Adjuncts continued to be utilized at the off-campus locations and the 60%/40% full-time/part-time FTE ratio was not an active goal within the academic unit. Regardless, in spring 2012, a 5% increase in the full-time ratio (56%) indicated a move toward the benchmark. (See Table 2.)

Educational Program	Fall 2011			Spring 2012			Fall 2012			Spring 2013			Fall 2013			Spring 2014		
	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%
Business and Technology	183	15.25		273	22.75		289	24.08		295	24.58		238	19.83		270	22.5	
Full-time	177	14.75	97%	252	21.00	92%	256	21.33	89%	240	20.00	81%	192	16	81%	249	20.75	92%
Part-time	6	0.50	3%	21	1.75	8%	33	2.75	11%	55	4.58	19%	46	3.83	19%	21	1.75	8%
Career Readiness	8	0.67		0	0.00		0	0.00		0	0.00		96	8		118	9.83	
Full-time	8	0.67	100%	0	0.00	0%	0	0.00	0%	0	0.00	0%	88	7.33	92%	94	7.83	80%
Part-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	8	0.67	8%	24	2	20%
Education	108	9.00		113	9.42		127	10.58		108	9.00		122	10.17		87	7.25	
Full-time	64	5.33	59%	60	5.00	53%	66	5.50	52%	53	4.42	49%	76	6.33	62%	62	5.17	71%
Part-time	44	3.67	41%	53	4.42	47%	61	5.08	48%	55	4.58	51%	46	3.83	38%	25	2.08	29%
Humanities	260	21.67		248	20.67		265	22.08		249	20.75		291	24.25		270	22.5	
Full-time	122	10.17	47%	118	9.83	48%	126	10.50	48%	119	9.92	48%	126	10.5	43%	114	9.5	42%
Part-time	138	11.50	53%	130	10.83	52%	139	11.58	52%	130	10.83	52%	165	13.75	57%	156	13	58%
Languages	495	41.25		451	37.58		468	39.00		405	33.75		498	41.5		419	34.92	
Full-time	213	17.75	43%	229	19.08	51%	258	21.50	55%	225	18.75	56%	243	20.25	49%	215	17.92	51%
Part-time	282	23.50	57%	222	18.50	49%	210	17.50	45%	180	15.00	44%	255	21.25	51%	204	17	49%
Mathematics	258	21.50		242	20.17		244	20.33		250	20.83		280	23.33		246	20.5	
Full-time	158	13.17	61%	149	12.42	62%	163	13.58	67%	163	13.58	65%	160	13.33	57%	141	11.75	57%
Part-time	97	8.08	38%	93	7.75	38%	81	6.75	33%	87	7.25	35%	120	10	43%	105	8.75	43%
Natural Science	208	17.33		206	17.17		200	16.67		180	15.00		236	19.67		216	18	
Full-time	124	10.33	60%	140	11.67	68%	112	9.33	56%	120	10.00	67%	132	11	56%	120	10	56%
Part-time	84	7.00	40%	66	5.50	32%	88	7.33	44%	60	5.00	33%	104	8.67	44%	96	8	44%
Nursing	80	6.67		76	6.33		90	7.50		87	7.25		88	7.33		88	7.33	
Full-time	65	5.42	81%	62	5.17	82%	65	5.42	72%	62	5.17	71%	88	7.33	100%	87	7.25	99%
Part-time	15	1.25	19%	14	1.17	18%	25	2.08	28%	25	2.08	29%	0	0	0%	1	0.08	1%
Social Science	435	36.25		416	34.67		397	33.08		382	31.83		448	37.33		422	35.17	
Full-time	168	14.00	39%	158	13.17	38%	160	13.33	40%	187	15.58	49%	213	17.75	48%	187	15.58	44%
Part-time	264	22.00	61%	258	21.50	62%	237	19.75	60%	195	16.25	51%	235	19.85	52%	235	19.58	56%
Total	2,035	170		2,025	169		2,080	173		1,956	163		2,297	191		2,136	178	
Full-time	1,099	92	54%	1,168	97	58%	1,206	100	58%	1,169	97	60%	1,318	110	57%	1,269	106	59%
Part-time	930	78	46%	857	71	42%	874	73	42%	787	66	40%	979	142	43%	867	72	41%

Table 1

Campus	Fall 2011			Spring 2012			Fall 2012			Spring 2013			Fall 2013			Spring 2014		
	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%
Main	802	66.83		767	63.92		779	64.92		721	60.08		779	64.92		710	59.17	
Full-time	555	46.25	69%	558	46.50	73%	561	46.75	72%	527	43.92	73%	596	49.67	77%	542	45.17	76%
Part-time	247	20.58	31%	209	17.42	27%	218	18.17	28%	194	16.17	27%	183	15.25	23%	168	14	24%
Cascade	6	0.50		6	0.50		6	0.50		6	0.50		6	0.50		6	0.50	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%
Part-time	6	0.50	100%	6	0.50	100%	6	0.50	100%	6	0.50	100%	6	0.50	100%	6	0.50	100%
Central	9	0.75		6	0.50		6	0.50		6	0.50		6	0.50		6	0.50	
Full-time	3	0.25	33%	3	0.25	50%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%
Part-time	6	0.50	67%	3	0.25	50%	6	0.50	100%	6	0.50	100%	6	0.50	100%	6	0.50	100%
Coffee	6	0.50		6	0.50		6	0.50		6	0.50		21	1.75		21	1.75	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0	0%	0	0	0%
Part-time	6	0.50	100%	6	0.50	100%	6	0.50	100%	6	0.50	100%	21	1.75	100%	21	1.75	100%
Community	3	0.25		3	0.25		6	0.50		6	0.50		6	0.50		6	0.50	
Full-time	0	0.00	0%	0	0.00	0%	3	0.25	50%	3	0.25	50%	3	0.25	50%	3	0.25	50%
Part-time	3	0.25	100%	3	0.25	100%	3	0.25	50%	3	0.25	50%	3	0.25	50%	3	0.25	50%
Franklin	9	0.75		6	0.50		6	0.50		9	0.75		12	1		12	1	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	3	0.25	33%	3	0.25	25%	3	0.25	25%
Part-time	9	0.75	100%	6	0.50	100%	6	0.50	100%	6	0.50	67%	9	0.75	75%	9	0.75	75%
MTEC	12	1.00		18	1.50		9	0.75		9	0.75		15	1.25		24	2	
Full-time	6	0.50	50%	12	1.00	67%	0	0.00	0%	6	0.50	67%	12	1	80%	24	2	100%
Part-time	6	0.50	50%	6	0.50	33%	9	0.75	100%	3	0.25	33%	3	0.25	20%	0	0	0%
Tullahoma	12	1.00		9	0.75		9	0.75		12	1.00		12	1.00		12	1.00	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	100%	0	0.00	0%
Part-time	12	1.00	100%	9	0.75	100%	9	0.75	100%	12	1.00	100%	12	1.00	0%	12	1.00	100%
Main Total	859	72	-	821	68	-	827	69	-	775	65	-	857	71	-	797	66	-
Full-time	564	47	66%	573	48	70%	564	47	68%	539	45	70%	614	51	72%	572	48	72%
Part-time	295	25	34%	248	21	30%	263	22	32%	236	20	30%	243	20	28%	225	19	28%

Campus	Fall 2011			Spring 2012			Fall 2012			Spring 2013			Fall 2013			Spring 2014		
	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%
McMinnville	343	28.58		374	31.17		345	28.75		360	30.00		381	31.75		354	29.5	
Full-time	204	17.00	59%	220	18.33	59%	195	16.25	57%	206	17.17	57%	209	17.42	55%	226	18.83	64%
Part-time	139	11.58	41%	154	12.83	41%	150	12.50	43%	154	12.83	43%	172	14.33	45%	128	10.67	36%
Bridgestone	0	0.00		0	0.00		24	2.00		24	2.00		32	2.67		8	0.67	
Full-time	0	0.00	0%	0	0.00	0%	24	2.00	100%	24	2.00	100%	24	2	75%	0	0	0%
Part-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	8	0.67	25%	8	0.67	100%
Cannon	6	0.50		6	0.50		9	0.75		9	0.75		9	0.75		6	0.50	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%
Part-time	6	0.50	100%	6	0.50	0%	9	0.75	100%	9	0.75	100%	9	0.75	100%	6	0.50	100%
DeKalb	15	1.25		12	1.00		18	1.50		3	0.25		3	0.25		0	0	
Full-time	0	0.00	0%	0	0.00	0%	3	0.25	17%	0	0.00	0%	3	0.25	100%	0	0	0%
Part-time	15	1.25	100%	12	1.00	100%	15	1.25	83%	3	0.25	100%	0	0	0%	0	0	0%
Smithville	0	0.00		6	0.50		3	0.25		6	0.50		12	1.00		6	0.5	
Full-time	0	0.00	0%	3	0.25	50%	0	0.00	0%	3	0.25	50%	0	0.00	0%	0	0	0%
Part-time	0	0.00	0%	3	0.25	50%	3	0.25	100%	3	0.25	50%	12	1.00	100%	6	0.5	100%
Spencer	3	0.25		3	0.25		3	0.25		3	0.25		6	0.50		6	0.50	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%
Part-time	3	0.25	100%	3	0.25	100%	3	0.25	100%	3	0.25	100%	6	0.50	100%	6	0.50	100%
Warren	9	0.75		9	0.75		10	0.83		10	0.83		14	1.17		14	1.17	
Full-time	3	0.25	33%	3	0.25	33%	4	0.33	40%	4	0.33	40%	8	0.67	57%	8	0.67	57%
Part-time	6	0.50	67%	6	0.50	67%	6	0.50	60%	6	0.50	60%	6	0.5	43%	6	0.5	43%
White	42	3.50		45	3.75		39	3.25		36	3.00		42	3.5		42	3.5	
Full-time	3	0.25	7%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0	0%	0	0	0%
Part-time	39	3.25	93%	45	3.75	100%	39	3.25	100%	36	3.00	100%	42	3.5	100%	42	3.5	100%
McMinnville Total	418	35	-	455	38	-	451	38	-	451	38	-	499	42	-	436	36	-
Full-time	210	18	50%	226	19	50%	226	19	50%	237	20	53%	244	20	49%	234	20	54%
Part-time	208	17	50%	229	19	50%	225	19	50%	214	18	47%	255	21	51%	202	17	46%

Campus	Fall 2011			Spring 2012			Fall 2012			Spring 2013			Fall 2013			Spring 2014		
	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%
Fayetteville	236	19.67		226	18.83		228	19.00		189	15.75		215	17.92		187	15.58	
Full-time	98	8.17	42%	127	10.58	56%	119	9.92	52%	108	9.00	57%	133	11.08	62%	126	10.5	67%
Part-time	138	11.50	58%	99	8.25	44%	109	9.08	48%	81	6.75	43%	82	6.83	38%	61	5.8	33%

Campus	Fall 2011			Spring 2012			Fall 2012			Spring 2013			Fall 2013			Spring 2014		
	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%	Tot Hrs	FTE	%
Smyma	494	41.17		518	43.17		544	45.33		526	43.83		693	57.75		649	54.08	
Full-time	235	19.58	48%	261	21.75	50%	291	24.25	53%	285	23.75	54%	324	27	47%	306	25.5	47%
Part-time	259	21.58	52%	257	21.42	50%	253	21.08	47%	241	20.08	46%	369	30.75	53%	343	28.58	53%
Bridgestone @La Vergne	0	0.00		0	0.00		0	0.00		0	0.00		0	0		40	3.33	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0	0%	28	2.33	70%
Part-time	0	0.00	0%	0	0.00	0%												

Campus	Fall 2011			Spring 2012			Fall 2012			Spring 2013			Fall 2013			Spring 2014		
	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%
Main	802	66.83		767	63.92		779	64.92		721	60.08		779	64.92		710	59.17	
Full-time	555	46.25	69%	558	46.50	73%	561	46.75	72%	527	43.92	73%	596	49.67	77%	542	45.17	76%
Part-time	247	20.58	31%	209	17.42	27%	218	18.17	28%	194	16.17	27%	183	15.25	23%	168	14	24%
Cascade	6	0.50		6	0.50		6	0.50		6	0.50		6	0.50		6	0.50	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%
Part-time	6	0.50	100%	6	0.50	100%	6	0.50	100%	6	0.50	100%	6	0.50	100%	6	0.50	100%
Central	9	0.75		6	0.50		6	0.50		6	0.50		6	0.50		6	0.50	
Full-time	3	0.25	33%	3	0.25	50%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%
Part-time	6	0.50	67%	3	0.25	50%	6	0.50	100%	6	0.50	100%	6	0.50	100%	6	0.50	100%
Coffee	6	0.50		6	0.50		6	0.50		6	0.50		21	1.75		21	1.75	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0	0%	0	0	0%
Part-time	6	0.50	100%	6	0.50	100%	6	0.50	100%	6	0.50	100%	21	1.75	100%	21	1.75	100%
Community	3	0.25		3	0.25		6	0.50		6	0.50		6	0.50		6	0.50	
Full-time	0	0.00	0%	0	0.00	0%	3	0.25	50%	3	0.25	50%	3	0.25	50%	3	0.25	50%
Part-time	3	0.25	100%	3	0.25	100%	3	0.25	50%	3	0.25	50%	3	0.25	50%	3	0.25	50%
Franklin	9	0.75		6	0.50		6	0.50		9	0.75		12	1		12	1	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	3	0.25	33%	3	0.25	25%	3	0.25	25%
Part-time	9	0.75	100%	6	0.50	100%	6	0.50	100%	6	0.50	67%	9	0.75	75%	9	0.75	75%
MTEC	12	1.00		18	1.50		9	0.75		9	0.75		15	1.25		24	2	
Full-time	6	0.50	50%	12	1.00	67%	0	0.00	0%	6	0.50	67%	12	1	80%	24	2	100%
Part-time	6	0.50	50%	6	0.50	33%	9	0.75	100%	3	0.25	33%	3	0.25	20%	0	0	0%
Tulahoma	12	1.00		9	0.75		9	0.75		12	1.00		12	1.00		12	1.00	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	100%	0	0.00	0%
Part-time	12	1.00	100%	9	0.75	100%	9	0.75	100%	12	1.00	100%	12	1.00	0%	12	1.00	100%
Main Total	859	72	-	821	68	-	827	69	-	775	65	-	857	71	-	797	66	-
Full-time	564	47	66%	573	48	70%	564	47	68%	539	45	70%	614	51	72%	572	48	72%
Part-time	295	25	34%	248	21	30%	263	22	32%	236	20	30%	243	20	28%	225	19	28%

Campus	Fall 2011			Spring 2012			Fall 2012			Spring 2013			Fall 2013			Spring 2014		
	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%
McMinnville	343	28.58		374	31.17		345	28.75		360	30.00		381	31.75		354	29.5	
Full-time	204	17.00	59%	220	18.33	59%	195	16.25	57%	206	17.17	57%	209	17.42	55%	226	18.83	64%
Part-time	139	11.58	41%	154	12.83	41%	150	12.50	43%	154	12.83	43%	172	14.33	45%	128	10.67	36%
Bridgestone	0	0.00		0	0.00		24	2.00		24	2.00		32	2.67		8	0.67	
Full-time	0	0.00	0%	0	0.00	0%	24	2.00	100%	24	2.00	100%	24	2	75%	0	0	0%
Part-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	8	0.67	25%	8	0.67	100%
Cannon	6	0.50		6	0.50		9	0.75		9	0.75		9	0.75		6	0.50	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%
Part-time	6	0.50	100%	6	0.50	0%	9	0.75	100%	9	0.75	100%	9	0.75	100%	6	0.50	100%
DeKalb	15	1.25		12	1.00		18	1.50		3	0.25		3	0.25		0	0	
Full-time	0	0.00	0%	0	0.00	0%	3	0.25	17%	0	0.00	0%	3	0.25	100%	0	0	0%
Part-time	15	1.25	100%	12	1.00	100%	15	1.25	83%	3	0.25	100%	0	0	0%	0	0	0%
Smithville	0	0.00		6	0.50		3	0.25		6	0.50		12	1.00		6	0.5	
Full-time	0	0.00	0%	3	0.25	50%	0	0.00	0%	3	0.25	50%	0	0.00	0%	0	0	0%
Part-time	0	0.00	0%	3	0.25	50%	3	0.25	100%	3	0.25	50%	12	1.00	100%	6	0.5	100%
Spencer	3	0.25		3	0.25		3	0.25		3	0.25		6	0.50		6	0.50	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%
Part-time	3	0.25	100%	3	0.25	100%	3	0.25	100%	3	0.25	100%	6	0.50	100%	6	0.50	100%
Warren	9	0.75		9	0.75		10	0.83		10	0.83		14	1.17		14	1.17	
Full-time	3	0.25	33%	3	0.25	33%	4	0.33	40%	4	0.33	40%	8	0.67	57%	8	0.67	57%
Part-time	6	0.50	67%	6	0.50	67%	6	0.50	60%	6	0.50	60%	6	0.5	43%	6	0.5	43%
White	42	3.50		45	3.75		39	3.25		36	3.00		42	3.5		42	3.5	
Full-time	3	0.25	7%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0	0%	0	0	0%
Part-time	39	3.25	93%	45	3.75	100%	39	3.25	100%	36	3.00	100%	42	3.5	100%	42	3.5	100%
McMinnville Total	418	35	-	455	38	-	451	38	-	451	38	-	499	42	-	436	36	-
Full-time	210	18	50%	226	19	50%	226	19	50%	237	20	53%	244	20	49%	234	20	54%
Part-time	208	17	50%	229	19	50%	225	19	50%	214	18	47%	255	21	51%	202	17	46%

Campus	Fall 2011			Spring 2012			Fall 2012			Spring 2013			Fall 2013			Spring 2014		
	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%
Fayetteville	236	19.67		226	18.83		228	19.00		189	15.75		215	17.92		187	15.58	
Full-time	98	8.17	42%	127	10.58	56%	119	9.92	52%	108	9.00	57%	133	11.08	62%	126	10.5	67%
Part-time	138	11.50	58%	99	8.25	44%	109	9.08	48%	81	6.75	43%	82	6.83	38%	61	5.8	33%

Campus	Fall 2011			Spring 2012			Fall 2012			Spring 2013			Fall 2013			Spring 2014		
	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%	TotHrs	FTE	%
Smyrna	494	41.17		518	43.17		544	45.33		526	43.83		693	57.75		649	54.08	
Full-time	235	19.58	48%	261	21.75	50%	291	24.25	53%	285	23.75	54%	324	27	47%	306	25.5	47%
Part-time	259	21.58	52%	257	21.42	50%	253	21.08	47%	241	20.08	46%	369	30.75	53%	343	28.58	53%
Bridgestone @LaVergne	0	0.00		0	0.00		0	0.00		0	0.00		0	0		40	3.33	
Full-time	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0.00	0%	0	0	0%	28	2.33	70%
Part-time																		

Describe Needed Changes: This IE Plan is completed and will not be renewed for 2014-15.

List of Supporting Documentation: Argos tables included

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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:

Spring 2014

As shown below in the excerpt from the 2013 National Aggregate Data Prepared for Motlow State Community College, our institution's average cost per credit hour is one dollar over the national average at \$137 and over the national average of cost per FTE Student by \$26, a drop from the previous year's FTE 34 dollar overage from the national average. While the narrowing gap in the cost per FTE Student is only minimally significant, the drop shows a move towards

tighter scheduling to decrease the number of offerings of the same classes and to offer the classes at optimum times for our student population. These changes are increasing student enrollment in the scheduled sections. Full-time faculty will continue to be scheduled during peak class hours to increase FTE generated by their instructional loads.

Benchmark	Institution			NCCBP Percentiles				
	Reported Value	%Rank	N	10th	25th	Midn	75th	90th
Form 20A Cost/Credit Hour per FTE Student (FY 2012)								
Cost per Credit Hour	\$137	51%	225	\$90	\$108	\$136	\$172	\$252
Cost per FTE Student	\$4,105	51%	225	\$2,705	\$3,232	\$4,079	\$5,164	\$7,568

Spring 2013

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 is one discipline that is a significant outlier: Business Administration and Management. In the case of this discipline, the college amasses a 165 dollar higher instructional cost for Motlow than the national average. While Motlow does have one significant higher outlier, in the Business Administration and Management area, the instructional cost for Art, for example, is 36 dollars lower than the national average, while the Music discipline measures in at 81 dollars under the national average. According to the 2012 Kansas Cost Study, 58 percent of all Motlow College disciplines keep the instructional costs below the national average.

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:

This IE Plan is completed and will not be renewed for 2014-15.

List of Supporting Documentation: 2013 NCCBP Form 20A shown above; 2012 NCCBP Form 20A shown above; Kansas Cost Study Table 3-2 - Instructional Costs Per Student Credit Hour by Academic Discipline

Date Last Updated: 6/15/2014

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

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: Assistant VP for Academic Affairs will report that 100% of the curricular syllabi have 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. With the growth of Motlow's distance education offerings and the specific nature of the content of syllabi intended for distance education courses, the AVPAA and department heads are beginning to move towards including syllabi for online courses as a part of the annual review.

Describe Needed Changes: This IE Plan is completed and will not be renewed for 2014-15.

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

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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 beginning the Fall 2011 semester.

2013-14

The addition of the Tennessee Transfer Pathway for the Associate of Science in Teaching, Early Childhood Education PreK-3 was approved by Motlow College's Academic Affairs Committee in

April 2014, and has been added to the college's program offerings. As new transfer pathways are approved by the Tennessee Board of Regents, are beneficial to our student population and retention, and can be offered based on our faculty pool, we will continue to add them to our program offerings.

Spring 2013

During the 2012-13 academic year, the Art TTP was approved and replaced Motlow's Art university parallel program of study in the academic offerings inventory. While several university parallel programs remain as outliers in our inventory due to the lack of applicable TTPs available, Motlow has fully converted its program of study inventory with the available TTPs to provide seamless transfer and the best possible education for its students.

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 has full-filled the requirements until other TTPs become available. This IE Plan is completed and will not be renewed for 2014-15.

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

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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: Completion rates within Motlow College's online courses will fall within an eight percent point -gap 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. As reported by the Chronicle in July 2011, "[The study] followed the enrollment history of 51,000 community-college students in Washington state between 2004 and 2009 [and] found an eight percentage-point gap in completion rates between traditional and online courses." This plan will compare the average course pass rate for online section with traditional on-ground classes.

Team Members: Asst. VP of Academic Affairs

Timeline: Review annually

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Institution generated reports will show 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:

2013-14

Online, hybrid, and interactive television courses created and taught by Motlow College's faculty show an 81% success rate for fall 2013, up from fall 2012's 79 percent success rate. Additionally, in spring 2014, the overall success rate measures in at 87%, up from the 79

percent student success rate in spring 2013. For both fall and spring of the 2013-14 academic year, the success rate falls within the eight percent point gap compared to conventional on-ground course success rate, as evidenced by the ARGOS report below. This improvement can be credited to the online course development training now required for each faculty member developing and teaching Motlow College classes within the Desire2Learn platform. The training completions are documented and can be viewed in Distance Ed Workshop Training F13 document.

College-Level Course Pass/Fail Rates by Method								
	Fall 2010	Spring 11	Fall 2011	Spring 12	Fall 2012	Spring 13	Fall 2013	Spring 14
Conventional								
Pass (A-D)	83%	84%	83%	85%	84%	86%	84%	86%
Fail (F)	10%	10%	11%	10%	10%	9%	12%	10%
Withdraw (W)	7%	6%	7%	5%	5%	5%	4%	4%
Online								
Pass (A-D)	73%	72%	80%	76%	77%	78%	75%	80%
Fail (F)	17%	16%	19%	14%	13%	13%	15%	12%
Withdraw (W)	11%	12%	8%	10%	10%	9%	11%	8%
Hybrid								
Pass (A-D)	--	--	93%	71%	80%	79%	80%	91%
Fail (F)	--	--	0%	20%	14%	18%	13%	5%
Withdraw (W)	--	--	7%	9%	6%	3%	7%	4%
ITV								
Pass (A-D)	83%	88%	85%	86%	90%	90%	87%	91%
Fail (F)	10%	9%	9%	8%	6%	6%	6%	5%
Withdraw (W)	7%	4%	5%	6%	4%	4%	7%	4%
RODP								
Pass (A-D)	67%	71%	71%	65%	70%	70%	65%	73%
Fail (F)	21%	17%	16%	22%	16%	16%	21%	15%
Withdraw (W)	12%	12%	13%	13%	14%	14%	14%	12%
All Types								
Pass (A-D)	81%	83%	81%	82%	83%	84%	82%	85%
Fail (F)	11%	11%	12%	11%	11%	10%	12%	10%
Withdraw (W)	8%	7%	7%	6%	6%	6%	6%	5%

2012-13

Online courses are more broadly defined under Motlow College's Distance Education policy 2:05:00:00 as purely online, hybrid, and interactive television (ITV). To understand fully the success of distance education, the total percentage of passing students must be looked at for the online, hybrid, and ITV courses. In fall 2012, an average percentage of students who passed distance education courses measured in at just over 79 percent, while the conventional delivery pass rate was at 84% A 5 percent discrepancy is worth note but within the eight percent point-gap range defined in the July 2011 Chronicle article. In addition, the spring 2013 success rates for distance education stayed right at 79 percent, and the conventional delivery rose to 86 percent success rate. The hybrid and ITV delivery consistently produce better results.

College-Level Course Pass/Fail Rates by Method

	Fall 2010	Spring 11	Fall 2011	Spring 12	Fall 2012	Spring 13
Conventional						
Pass (A-D)	83%	84%	83%	85%	84%	86%
Fail (F)	10%	10%	11%	10%	10%	9%
Withdraw (W)	7%	6%	7%	5%	5%	5%
Online						
Pass (A-D)	73%	72%	80%	76%	77%	78%
Fail (F)	17%	16%	19%	14%	13%	13%
Withdraw (W)	11%	12%	8%	10%	10%	9%
Hybrid						
Pass (A-D)	--	--	93%	71%	80%	79%
Fail (F)	--	--	0%	20%	14%	18%
Withdraw (W)	--	--	7%	9%	6%	3%
ITV						
Pass (A-D)	83%	88%	85%	86%	90%	90%
Fail (F)	10%	9%	9%	8%	6%	6%
Withdraw (W)	7%	4%	5%	6%	4%	4%
RODP						
Pass (A-D)	67%	71%	71%	65%	70%	70%
Fail (F)	21%	17%	16%	22%	16%	16%
Withdraw (W)	12%	12%	13%	13%	14%	14%
All Types						
Pass (A-D)	81%	83%	81%	82%	83%	84%
Fail (F)	11%	11%	12%	11%	11%	10%
Withdraw (W)	8%	7%	7%	6%	6%	6%

Describe Needed Changes: This IE Plan is completed and will not be renewed for 2014-15.

List of Supporting Documentation:

http://www.mscc.edu/humanresources/policies/Academic/2050000_Distance_Education.pdf; [Pass/Fail Rates by Method; http://chronicle.com/article/Community-College-Students/128281/](http://chronicle.com/article/Community-College-Students/128281/)

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 2014

According to a faculty comment, the 2014 Spring Assembly was the best Motlow College has had in 21 years. The assembly included a QEP topic selection update and survey of potential

topics for faculty feedback. Additionally, Dr. Randy Shulte, Assistant Vice Chancellor for Academic Affairs from the Tennessee Board of Regents, presented the history and the importance of the Academic Audit. All presentations received a 70% or higher satisfaction rate from faculty. Session topics suggested for future assemblies included developing effective communication and enrollment increase strategies.

Fall 2013

The 2013 Fall Assembly yielded a 70% or above satisfaction rate from faculty and staff in attendance. The President's State of the College Address, a TCC Brand Campaign Kick-off, a library update, and the Title IX update comprised the agenda. Positive comments included that the sessions were an effective use of time and very informative. Improvements suggested included a recommendation to provide a SACSCOC and other pertinent accreditation updates as needed.

Spring 2013

The Spring Assembly 2013 results survey that rated a continental breakfast, a Learning Support update, an Advising for Success presentation, and a Financial Aid workshop yielded a 70% or above satisfaction with all aspects of the spring assembly. Comments from faculty included the benefits of the financial aid presentation.

Fall 2012

For the Fall 2012 Assembly, faculty rated the President's State of the College Address, a Title IX session, a SACS fifth year update, a session on Academic Freedom, Lunch, a Student Behavior Committee Presentation, a copyright session, and an advisor training session. With the exception of the Sacs update showing a 66.7% satisfaction rate, and the advisor training session with a 41.5% satisfaction rate, faculty scored a 70% or higher satisfaction rate with the program components. Comments from faculty include a shared dissatisfaction with the lack of new information in the copyright lecture and in advisement training.

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 generally satisfied with assembly presentations and are learning pertinent information. To anticipate

the needs of the faculty, the AVPAA is working with executive staff to provide data for analysis to be presented in the President's State of the College Address and to schedule longer workshops during assembly for departments to discuss relevant issues and new information and to create data-driven recommendations for retention.

List of Supporting Documentation: [Fall Assembly 2013 Results](#) and [Spring Assembly 2014 Results](#)

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Academic Affairs - Asst. VP

Related Strategic Goal:

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

Action Plan #: ACAD-08

Action Plan Title: Learning Support Student Success in ENGL 0810 Learning Support Writing and ENGL 1010 English Composition I co-requisite model

Desired Outcome: Eighty percent of the Learning Support students who take the ENGL 0810/ENGL 1010 co-requisite model course will complete both the ENGL 0810 competencies and the ENGL 1010 college-level course successfully in one semester.

Description of Action Plan and Related Activities: The institution will begin to track Learning Support students who enroll in the ENGL 0810/ENGL 1010 co-requisite model course to determine if enrolling the first-level college course simultaneously with the ENGL 0810 Learning Support Writing increases the percentage of students passing the first-level courses.

Team Members: Asst. VP of Academic Affairs, Department Chairs/Directors, and Learning Support faculty

Timeline: Review annually

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: The report to measure the success of the plan includes Pass/Fail Rates of Learning Support Students and Learning Support Students in the Next College Level Courses

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Describe Needed Changes

List of Supporting Documentation:

Date Last Updated: 6/15/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Business & Technology

Unit Head: Donna McKoon

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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 was collected and reported at the end of the spring 2014 semester. Department faculty will conduct a complete analysis of the data during the fall 2014 semester.

Describe Progress Below

2014

Programs of Study	Accounting	Business Computer Applications	Business Computer
Programming	Business Management		
Average Concentration Test Scores		(# Graduates)	72.4
		(5)	
		69.2	
		(4)	
		70.75	
		(3)	
		68.8	
(5)			
	Overall Average Score for Total Participants	(# Graduates)	
		70.3	
(19)			

Analysis and/or Use of Results: The expected/desired overall average score was achieved. However, the expected/desired average score was not 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 increased from the previous year. The results of the 2013 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 2014 semester.

2013

Programs of Study	Accounting	Business Computer Applications	Business Computer
Programming	Business Management		
Average Concentration Test Scores		(# Graduates)	74
		(8)	
		64	
		(3)	
		68	
		(1)	
		79	
(4)			
	Overall Average Score for Total Participants	(# Graduates)	
		73	

(16)
Analysis and/or Use of Results: The expected/desired overall average score was achieved. However, the expected/desired average score was not 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 increased from the previous year. The results of the 2012 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 2013 semester.

2012

Programs of Study	Accounting	Business Computer Applications	Business Computer
Programming	Business Management		
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	Business Computer Applications	Business Computer
Programming	Business Management		
Average Concentration Test Scores		(# Graduates)	67.7
		(10)	

		68	
(1)		64.5	
		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	Business Computer Applications	Business Computer
Programming	Business Management		
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	Business Computer Applications	Business Computer
Programming	Business Management		
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)	72.00 (5) 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)	73.44 (9) 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.

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: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 2014 semester.

Describe Progress Below

2014

Business
Administration & Economics
Management

Areas of Emphasis Accounting,
Business Education Entrepreneurship Information Systems Office

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

64.5
(24)
59
(2)
74
(2)
61
(2)
64

(1)

**Overall Average Score for Total Participants
(# Graduates)**
64.5

(31)

Analysis and/or Use of Results: The overall average score for 2014 increased by 2.26 percentage points as compared to the 2013 overall average score, and is 5.5 percentage points below the expected minimum mean of 70 percent; consequently, the desired outcome was not achieved for 2014. As in years past, the results of the 2013 exam were reviewed by the department faculty, and a detailed question analysis and review of the associated course material and content was completed. Based on that review, faculty worked independently to revise the questions in their respective discipline areas.

Corrective Action(s): Faculty will meet during the fall 2014 semester to review the overall exam and specifically the results of the spring 2014 exam; a detailed question analysis will be completed. Questions will be revised based on the results those actions.

2013

Business
Administration & Economics
Management

Areas of Emphasis Accounting,
Business Education Entrepreneurship Information Systems Office

Average Emphasis Exam Scores
(# Graduates)

62.24

(33)

75

(2)

46

(1)

N/A

N/A

Overall Average Score for Total Participants
(# Graduates)

62.5

(36)

Analysis and/or Use of Results: The overall average score for 2013 dropped by 3.5 percentage points as compared to the 2012 overall average score, and is 7.5 percentage points below the expected minimum mean of 70 percent; consequently, the desired outcome was not achieved for 2013. As in years past, the results of the 2012 exam were reviewed by the department faculty, and a detailed question analysis and review of the associated course material and content was completed. Based on that review, faculty worked independently to revise the questions in their respective discipline areas.

Corrective Action(s): Faculty will meet during the fall 2013 semester to review the overall exam and specifically the results of the spring 2013 exam; a detailed question analysis will be completed. Questions will be revised based on the results those actions.

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: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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: Behind Schedule

Describe Progress:

Fall 2013-Spring 2014

ACCT 2410 Income Tax Accounting-Personal has not been developed online yet. The course will be developed during the next academic year and be ready to teach online in the fall of 2015.

The online course, BUS 2900, *Entrepreneurship*, was completed during the fall 2011 semester and was included in the schedule of classes for the spring 2012 semester. INFS 1290, *Current Trends in Business Computing Technologies*, is currently under development and will be completed during the summer 2013 semester; course has been included in the schedules of classes for the fall 2013 semester. Development of ACCT 2410, *Income Tax Accounting-Personal*, will commence during the fall 2013 semester, to be completed no later than the end of the spring 2014 semester. Thus far, this goal has been met.

Describe Needed Changes: ACCT 2410 will be developed online during the next academic year.

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

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Business & Technology

Related Strategic Goal:

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

Action Plan #: BTCH-04

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: \$2,0150

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: On Schedule

Describe Progress:

Fall 2013-Spring 2014

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/?page=membership_list.

Institution Status	City	State ▼	Country	Region	Institution Type	Accredited
Motlow State Community College	Tullahoma	Tennessee	United States	Region 3	Associate Degree	Accredited

2013

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

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: None at this time.

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
– on file in RPC office

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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: 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.

Team Members: Chair and department 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 the standards that have been met and not met. For those that have not been met, the department will develop a course of action and a timeline for corrective action.

Current Status: On Schedule

Describe Progress:

Fall 2013-Spring 2014

Response to Academic Audit will start fall of 2014 instead of fall of 2013 due to a change in the department chair.

Fall 2012-Spring 2013

Self-Study was completed and submitted in February, 2013. The Academic Audit Team conducted a site visit on April 2, 2013. The final audit report was received from the Tennessee Board of Regents on June 7, 2013. The Conclusion, Commendations and Recommendations are provided below.

CONCLUSIONS

The audit team believed that the General Technology program at Motlow State Community College is a viable program. It is evident that all stakeholders have an interest in the success of the program. To ensure this program maintains its value, improvements should be focused in areas of collaboration as well as assessment and evaluation. Below are the audit team's reported commendations, affirmations, and recommendations.

Commendations

Commendation #1 – The program is commended for having Program Learning Outcomes in place.

Commendation #2 – The Audit Team commends the open and candid evaluation of weaknesses.

Commendation #3 – The Audit Team commends the clear concise "Concentration of Study" tool for advisors.

Commendation #4 – The Audit Team commends the program's cultivation of a positive working relationship with the TTC programs.

Commendation #5 - The Audit Team commends the personal and specific advising planning sessions with students.

Affirmations

Affirmation #1 – The Audit Team affirms the report's improvement initiative to formalize and create a support system for the General Technology Program.

Affirmation #2 – The Audit Team affirms the intention to identify specific strategies to improve the graduation rate.

Affirmation #3 – The Audit Team affirms the decision to revise the student learning outcomes with the current mission of the program.

Affirmation #4 – The Audit Team affirms the program’s intention to facilitate relevant, meaningful course selections for individuals seeking the degree.

Affirmation #5 - The Audit Team affirms the decision to simplify the number of credit hours being accepted into the program

Recommendations

Recommendation #1 – The department chair and other relevant personnel should collaborate with the institutional research officer to collect and analyze data that can inform decision-making.

Recommendation #2 – To use institutional data to determine the primary areas in which students are not progressing toward degree completion as a starting point for creating targeted action plans that can be implemented, assessed, and improved.

Recommendation #3 – Reconsider the Matrix of Improvement Initiatives specifically identifying actions and responsibilities.

Recommendation #4 – The audit team recommends that the program capture data related to overall student performance, comparing data with other programs.

Recommendation #5- Suggest collaborative advisor training on best curriculum planning strategies for the GEN TECH Student.

Recommendation #6 - Seek to strengthen collaboration among major stakeholders in addressing issues related to the program.

Describe Needed Changes:

This IE Plan is completed and will not be renewed for 2014-15.

List of Supporting Documentation: TBR Academic Audit Report – on file in RPC office

Date Last Updated: 6/15/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Career Readiness

Unit Head: Fred Rascoe

Division: Academic Affairs

Statement of Purpose: The Department of Career Readiness supports the mission of Motlow College in preparing students for employment and career advancement. Certificates in work readiness and Mechatronics and an AAS in Mechatronics Technology prepare students with the necessary skill sets to be successful in their career endeavors. Students obtain high quality, hand-on training and instruction in the technical skills that are necessary for today's industry.

The **mission** of the department is to 1) provide technology based training of mechatronic systems and processes to students seeking career opportunities in the manufacturing and industrial environment, and 2) prepare students with the skill sets necessary to be competitive in today's job market.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014- June 30, 2015
Assessing Year: July 1, 2013- June 30, 2014

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 (Rubrics)	Strategic Planning Priorities & Goals Student Learning Outcomes	General Learning Outcomes (Rubrics)	(Rubrics) Program Exit	
			Examination Questions	Assessment
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*
Michael Leigh, Mechatronics Instructor

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

Est. Cost: \$50

Budgeted: Included in current budget

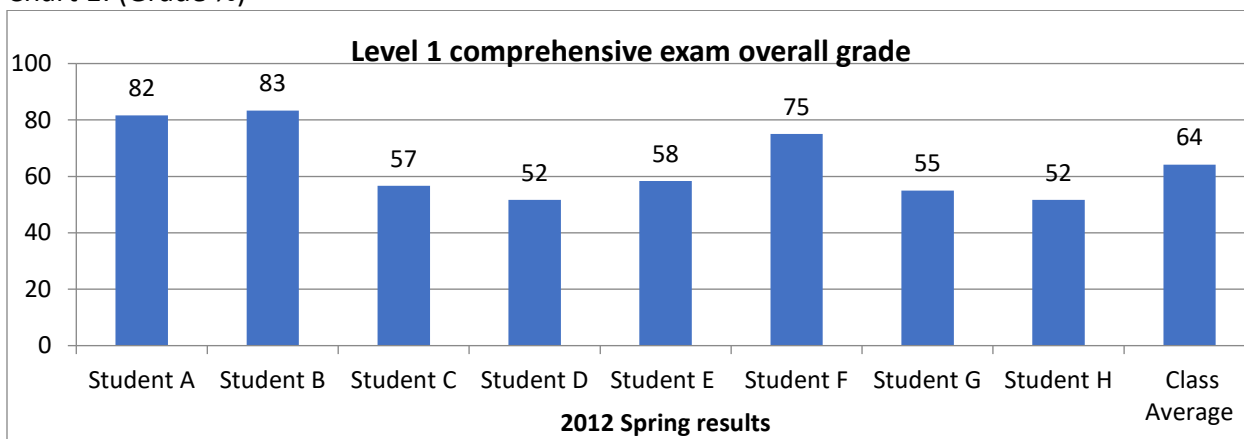
Evidence of Success: Mechatronics Certificate of Credit Program Exit Examination will show that the students completing the exit examination achieved a minimum mean of 70%.

Assessment of Spring 2012 Mechatronic Students level 1 Rev 1

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

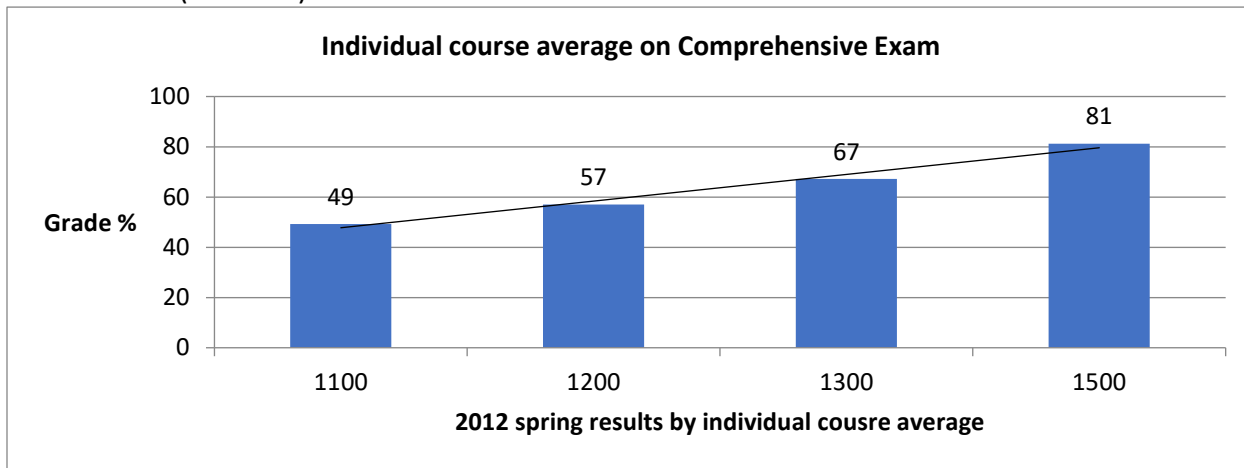
Current Status: Class Group exam took place on April 26th, 2012. A total of eight students completed the four Mechatronics courses for Level 1 Certification in Spring Semester 2012. The Control group average was 64%. Please see Chart 1

Chart 1: (Grade %)



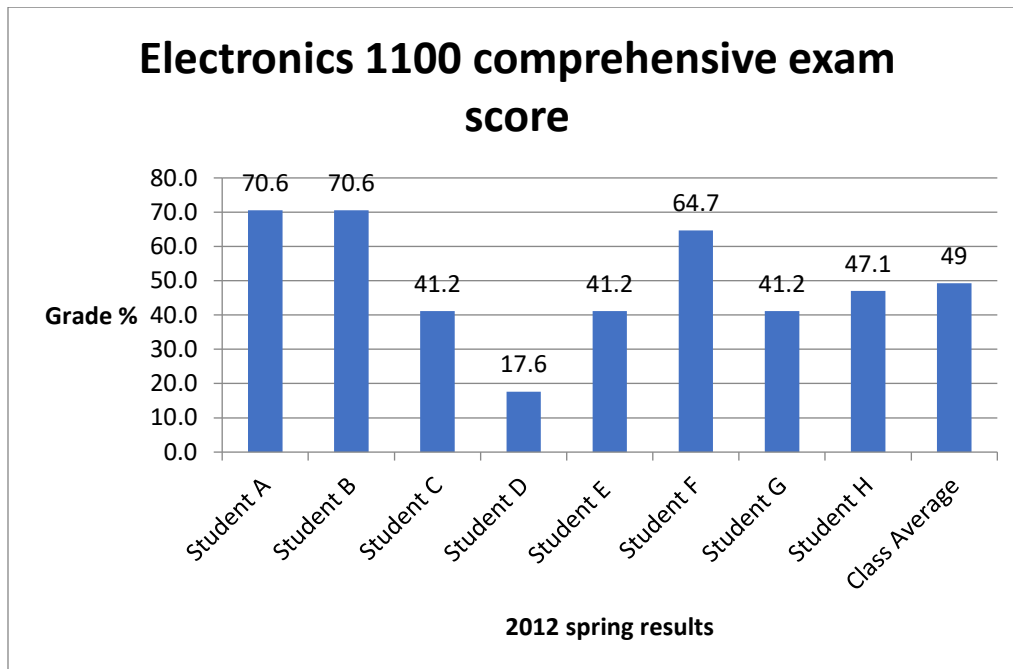
Analysis of Control group: After doing a detail review of the comprehensive exam data, two points stand out.

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: (for Fall 2012 and Spring 2013)

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.
3. A comprehensive math test score of 15 is now required for a student to enter into the Mechatronics program. By increasing the math skills of the student before entering the program should improve the overall average.

List of supporting Documentation: See Excel file: comprehensive test scores spring 2012.xls

Following pages are results of implementing described changes for Mechatronics Level 1 Fall of 2012 and Spring of 2013.

Assessment of Fall 2012 thru Spring 2013 Mechatronic Students level 1 Rev 2

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

Current Status: Class Group exams took place on end of fall 2012 & spring 2013 semester. A total of fifty-six students completed the four Mechatronics courses for Level 1 Certification in Fall 2012 & Spring 2013 semesters. The Control group average was 64%. Fifty-three students were available to take the comprehensive level 1 exam. The fall 2012 and spring 2013 group average was 79% .

Results shows a 15% improvement and achieving 9% above the 70% desired outcome

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.

Results shows a
19.8% improvement in ME1100
12% improvement in ME1200
17% improvement in ME1300
7.8% improvement in ME1500
With ME 1100 & ME 1200 being within .2% of each other

Second Point: The 1100 course uses more math applications than the other 3 courses.

Results shows a
19.8% improvement in ME1100

Assessment of Spring 2013 thru Fall 2014 Mechatronic Students level 1 Rev 2

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

Current Status: Class Group exams took place on end of fall 2013 & spring 2014 semester. A total of fifty-five students completed the four Mechatronics courses for Level 1 Certification in Fall 2012 & Spring 2013 semesters. The Control group average was 64%. Fifty-five students were available to take the comprehensive level 1 exam. The fall 2012 and spring 2013 group average was 77.4% .

Results shows a 13.4% improvement and achieving 7.4% above the 70% desired outcome

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.

Results shows a

21% improvement in ME1100
15% improvement in ME1200
13.6% improvement in ME1300
2.7% improvement in ME1500
With ME 1100 & ME 1200 being within 2% of each other

Second Point: The 1100 course uses more math applications than the other 3 courses.

Results shows a
21% improvement in ME1100

Third Point: 1100 & 1200 scores are now performing over 70% for the Fall 2013 & Spring 2014

Results shows a
70.3% in ME1100
72% in ME1200

Summary of Described Changes:

- 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. **Completed and will continue in future.**
- 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. **Completed and will continue in future.**
- A comprehensive math test score of 15 is now required for a student to enter into the Mechatronics program. By increasing the math skills of the student before entering the program should improve the overall average. **Completed and will continue in future.**

List of supporting Documentation: See Excel file: comprehensive test scores all classes.xls

Date of last update: 5/19/14

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013– June 30, 2014

Unit: Career Readiness

Related Strategic Goal:

1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: CARE-02

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: Fred Rascoe
Keith Hamilton (Bridgestone)

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.

CRN 81967 is in LaVergne

Course Information
Electrical Components - MECH 1100 S01
CRN: 81967
Duration: Aug 25, 2012 - Sep 20, 2012

Status: Active

Enrollment Counts

	Maximum	Actual	Remaining
Enrollment:	12	12	0
Cross List:	0	0	0

Summary Class List Record

Number	Student Name	ID	Reg Status	Level	Credits
1	Barton, Tyler C.	A00149344	**Registered**	Undergraduate	4.000
2	Boyce, Adam T.	A00003583	**Web Registered**	Undergraduate	4.000
3	Douglas, Kristopher L.	A00072033	**Web Registered**	Undergraduate	4.000
4	Fleming, Brian J.	A00148738	**Registered**	Undergraduate	4.000
5	Gasser, Joseph L.	A00149777	**Web Registered**	Undergraduate	4.000
6	Griffin, Jody D.	A00150049	**Registered**	Undergraduate	4.000
7	Hernandez, Anastacio	A00135092	**Registered**	Undergraduate	4.000
8	Lovvorn, Rocky R.	A00147852	**Registered**	Undergraduate	4.000
9	Partain, Jonathan D.	A00148085	**Registered**	Undergraduate	4.000
10	Payne, Terrance C.	A00150078	**Registered**	Undergraduate	4.000
11	Powell, Bryan	A00149264	**Registered**	Undergraduate	4.000
12	Thompson, Jamie L.	A00149657	**Registered**	Undergraduate	4.000

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

Equipment has been installed in Lavergne Bridgestone and classes were first offered in the Fall of 2012. There were 2 cohorts of students, one was an accelerated cohort and another one was a traditional cohort. At the end of the fall semester we were able to award 15 certificates in Mechatronics Level 1.

In the Spring of 2013 another accelerated cohort was created. This cohort completed the certificate program in the spring and was awarded a Mechtronics Certificate Level 1 in May. Also in May the traditional cohort completed their coursework and were awarded a certificate. In the Spring Motlow awarded 22 Level 1 Certificates.

For the fall/spring 2013 calendar year Motlow awarded 37 certificates to students taking the level 1 program that was started in LaVergne. This is an ongoing program.

July 16, 2014: This CARE had been completed June 2013 and will not require any more updates therefore this CARE will not be continued.

Describe Needed Changes: none

List of Supporting Documentation: Class schedules for Fall 2012 and spring 2013

Date Last Updated: July 16, 2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Career Readiness

Related Strategic Goal:

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

Action Plan #: CARE-03

Action Plan Title: Mechatronic Capstone Course Project Presentation to Industry

Desired Outcome: Invite and have attend a minimum of 3 representatives from industry to witness a presentation by the graduating students on a design project given to them during the Mech 2600 manufacturing process course. The representatives will critique and complete a report to the instructor in charge.

Description of Action Plan and Related Activities:

1. The students in Mech 2600 are given a design project that they will need to complete in the semester taken. After completing the design project they will develop a presentation on the project to include:
 - a. Project chosen
 - b. Analysis methods
 - c. Results obtained
 - d. Interpretation of results
 - e. Skills used to include teamwork
2. Industry representatives will be asked to offer a critique of the project to include:
 - a. Relevancy to industry
 - b. Improvements to project
 - c. Future project plans/ideas
 - d. General comments
3. Dept of Career Readiness will meet in the following summer to review comments and critiques and plan implementation of selected ideas.
4. Ideas implemented in the following Spring project.

Team Members: Fred Rascoe, Director of Career Readiness and Mechatronics Instructor
Shane Buchanan, Mechatronics Instructor
Dr.Khalid Tantawi, mechatronics Instructor
Paul Sand, mechatronics instructor
Larry Flatt, mechatronics instructor

Timeline: To be administered no later than May 3, 2014

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Meeting minutes to document review of the comments and implementation plan. Projects based on comments.

Complete the following when assessing a plan

Planning Phase

1. The students in Mech 2600 are given a design project that they will need to complete in the semester taken. After completing the design project they will develop a presentation on the project to include:
 - f. Project chosen
 - g. Analysis methods
 - h. Results obtained
 - i. Interpretation of results
 - j. Skills used to include teamwork

Results: Complete on Spring 2014 (5/7/14 & 5/8/14) by 2 classes of Mech 2600.

Both

presentations were videotaped and performed before an industrial panel of area businesses. (video are on file with Career Readiness Department).

2. Industry representatives will be asked to offer a critique of the project to include:
 - e. Relevancy to industry
 - f. Improvements to project
 - g. Future project plans/ideas
 - h. General comments

Results: Complete on Spring 2014 by 2 classes of Mech 2600. Both presentations were video

Taped and performed before an industrial panel of area businesses. (surveys are attached to

Care-04 email see: Mech 2600 industry surveys for spring 2014. Hard copy on file with

Career Readiness)

3. Dept of Career Readiness will meet in the following summer to review comments and critiques and plan implementation of selected ideas.

Results: (from email on file with Career readiness)

Here is the minutes of the industrial survey Care-04 meeting on 5/27/14 at 1:00pm (ITV with McMinnville and LaVergne campus)

Attending: Fred Rascoe, Larry Flatt, Paul Sand, Omar Tantawi, Dr. Khalid Tantawi, Shane Buchanan

Care-04

1. Agreed to capture small part of cost analysis(ROI) and root cause analysis into MECH 2600 Project. Thoughts are some cost analysis is part of 4 yr degree (Engineering Econ)
2. Root Cause analysis will use the PFMEA format from Mech 2100
3. MECH 2300 will also try to integrate cost analysis from the CNC part of class

4. Ideas implemented in the following Spring project.

Results: (actions from item 3)

Care-04

1. Agreed to capture small part of cost analysis(ROI) and root cause analysis into MECH 2600 Project. Thoughts are some cost analysis is part of 4 yr degree (Engineering Econ)
2. Root Cause analysis will use the PFMEA format from Mech 2100
3. MECH 2300 will also try to integrate cost analysis from the CNC part of class

Describe Needed Changes: The IE Plan is completed and will not be renewed for 2014-15.

List of supporting Documentation:

Video files of Mech 2600 student presentations to industry
Mech 2600 Industry Surveys for Spring 2014

Date of last update: 6/19/2014

Assessing Year 2013:

MECH 2600
Presentation Review

Motlow State Community Colleges values your feedback on the presentation of our graduating class in Mechatronics.

- A. What did you like about the presentation?
- B. What did you think could have been improved?
- C. Do you feel that the project is pertinent to industry?

D. Do you have any suggestions for future projects?

E. Any other comments?

Name _____

Company _____

MECH 2600
Presentation Review

Fred
Larry
Shane
Ingrid
Allen Northcutt
Rex
Wil James
Brian
Nathan

Motlow State Community Colleges values your feedback on the presentation of our graduating class in Mechatronics.

- A. What did you like about the presentation? *Good visual aids. Good presentation.*
- B. What did you think could have been improved? *More on Cost/Savings analysis if time permits, Total Time / Demand. Need that to hit a target.*
- C. Do you feel that the project is pertinent to industry? *Yes, dealt with Maintenance system engineering, Keizen, and efficiency improvements.*
- D. Do you have any suggestions for future projects? *Great trainers, May be locked in to / project? can it be modified? future students will learn about past class improvements.*
- E. Any other comments? *Congratulations to the staff and Students. Project flowed well. Applies to real world problems.*

Name Rodney Baker
Company Yorozu Automotive

Goal

Set Goals

Identify Goals

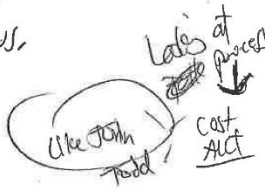
Problem Identification

Problems seen here are similar to what you will see in the field
Sensors bad
Sensors out of adjustment
Items coming loose and misaligned

Obvious that the staff and program developers are in touch with problems in processes in the mfg process.

Details on cost associated with Kahan

⑩ Continuous Improvement



see initial Pen
48 sec after Kahan.

Need to determine cost/gain

adding what

How did the workload get divided up?

X program

How much was

Time what is the demand

MECH 2600

Presentation Review

Motlow State Community Colleges values your feedback on the presentation of our graduating class in Mechatronics.

A. What did you like about the presentation?

or Time management
Several skills taught, trained, developed - team building, analytics, diagnostics, optimization, brainstorming, troubleshooting maintenance, tie in to past classes; video - before + after.

B. What did you think could have been improved?

Perhaps class should be two semesters to allow further improvements.

C. Do you feel that the project is pertinent to industry?

See A skills above. Real life project, individual & team accountability; automation system; program optimization.

D. Do you have any suggestions for future projects?

Include product from local industry in lieu of valves, pens. Introduce industry safety standards into project.

E. Any other comments?

Very well done.

Name

Todd Herzog

Company

Accu-Router, Inc.

MECH 2600

Presentation Review

Motlow State Community Colleges values your feedback on the presentation of our graduating class in Mechatronics.

A. What did you like about the presentation?

NICE TO SEE ALL THE STUDENTS PARTICIPATE. USE OF VIDEO IS NICE ALSO AS A PROCESS LIKE THIS IS BETTER WHEN SEEN.

B. What did you think could have been improved?

• DATA DRIVEN DECISIONS - THE VALUE OF "10" OF IMPACT. WHY WAS THIS A 10?

C. Do you feel that the project is pertinent to industry?

• VERY MUCH. I SEE A LOT OF BASIC DISCIPLINES (PNEUMATIC, ELECTRIC, PROGRAMMING, ETC) BEING USED AND APPLIED.

D. Do you have any suggestions for future projects?

• GOOD KAIZEN, WOULD ALSO LIKE TO SEE DESIGN (FROM SCRATCH).

E. Any other comments?

Name JOHN DILLINGER

Company BRIDGESTONE

Motlow State Community College

Institutional Effectiveness Plan

Unit: Education

Unit Head: Bryan Thomas

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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 Education Department has applied for accreditation and completed an Academic Audit of the Early Childhood Program in preparation for completing the Self Study Report. The self-study is currently underway with a projected report submission date of March 2014.

Team Members: The Education Department coordinates the application and self-study process utilizing other campus constituencies as resources as appropriate. Work is on schedule 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) in 2015.

Current Status: On Schedule

Describe Progress:

Fall 2013-Spring 2014

The self-study report was submitted on time and was accepted for evaluation. The on-site evaluation will take place during September; we have not yet been notified of the date.

Fall 2012-Spring 2013

The application for the required self-study was submitted on December 14, 2012, and the self-study is currently underway. This process is now on schedule and moving forward. The complete application package is on file in the Education Department Office.

Fall 2011-Spring 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: None at this point in time.

List of Supporting Documentation:

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Education

Related Strategic Goal:

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

Action Plan #: EDUC-02

Action Title: Assessment of General Education Core Courses

Desired Outcome: HPE courses in the general education core will be assessed per the general education core assessment schedule using a pre-test/post-test instrument.

Description of Action Plan and Related Activities: HPE 2340, Wellness Perspectives and Lifestyles, will be assessed Fall Term 2013, according to the schedule.

The departmental chair and faculty, in conjunction with the Institutional Research staff, decided to utilize the pre- post-test method of assessment for this course. Faculty designed the instruments and scoring techniques used and then administered the test instrument the first week of the Fall semester and again the last week of the semester. r technique to gather data. The departmental director compiled the data submitted a report to Institutional Research.

Expected Student Learning Outcomes:

- (1) Students will explore the relationship between the individual and society as it affects the personal behavior of the individual, the family, and the community.
- (2) Students will think critically about the interdependent nature of the individual, family, and society in shaping human behavior and determining quality of life.
- (3) Students will develop an understanding of the relationship between a healthy lifestyles and the prevention of cardiovascular risk factors.
- (4) Students will think critically about how individuals are influenced by economic, cultural, and family institutions when evaluating their own lifestyles.

Performance Measure(s): Pre-test/ Post-test

Effectiveness Standard: From pre-test to post-test for each item, 75% of students will show an incremental gain of 10%.

Timeline: Bi-Annual - This course is assessed on a rotating basis in odd numbered fall terms.

Est. Cost:

Budgeted: Included in current budget

Evidence of Success: From pre-test to post-test for each item, 75% of students will show an incremental gain of 10%.

Current Status: On Schedule

Describe Progress:

Assessment Results 2013-2014

Assessment Results 2013-2014

HPE 2340 Pre- and Post-test Results for Fall 2013

Question	Expected Student Learning Outcome			
Pre-Test				
% Correct				
Post-Test				
% Correct				
% Difference				
Q1	1, 2, 3, 4	75	89	+14
Q2	1,4	86	94	+8
Q3	1,2,4	43	80	+37
Q4	1,2,4	65	86	+21
Q5	1,2,3,4	46	76	+30
Q6	1,2,3,4	54	89	+35
Q7	1, 2,3,4	59	83	+24
Q8	1,2,4	58	82	+24
Q9	1, 2,3	16	59	+43
Q10	1, 2, 4,	51	89	+38
Average				+27.4

A total of 66 students took both the pre- and post-test. They were enrolled in three sections in three locations. An average of 27.4 showed an increased average score from pre-test to post-test.

Assessment Results 2011-2012

HPE 2340 Pre- and Post-test Results for Fall 2011

Question	Expected Student Learning Outcome			
Pre-Test				
% Correct				
Post-Test				
% Correct				
% Difference				
Q1	1, 2, 3, 4	88	90	+2
Q2	1,4	92	90	-2
Q3	1,2,4	68	98	+30
Q4	1,2,4	92	100	+8
Q5	1,2,3,4	44	80	+36
Q6	1,2,3,4	74	86	+12
Q7	1, 2,3,4	80	92	+12
Q8	1,2,4	68	80	+12
Q9	1, 2,3	54	82	+28
Q10	1, 2, 4,	68	98	+30
Average				+16.8

A total of 50 students took both the pre- and post-test. They were enrolled in three sections in three locations. An average of 16.8 showed an increased average score from pre-test to post-test.

Assessment Results: 2009-2010

Question Number	Expected Student Learning Outcome	Pre-test % Correct	Post-test % Correct
Difference	75% of students will show an incremental gain of 10%.		

1 1, 2, 3, 4 90% 100% +10% An analysis of each student's score revealed that students had incremental gains as follows:

% Students	% Gain
19	10
34	20
6	30

13	40
6	>50
16	0
6	-10

The goal was met since 78% of students showed incremental gains of 10% or greater.

2	1,4	97%	100%	+3%
3	1,2,4	69%	97%	+41%
4	1,2,4	94%	100%	+6%
5	1,2,3,4	22%	47%	+114%
6	1,2,3,4	75%	91%	+21%
7	1, 2,3,4	78%	100%	+28%
8	1,2,4	63%	75%	+19%
9	1, 2,3	34%	75%	+121%
10	1, 2, 4,	66%	91%	+38%

Describe Needed Changes:

Use of Assessment Results: Results of this assessment are used by HPE faculty to re-evaluate the course syllabus prior to each academic year. Additionally, the instrument itself is reviewed and updated prior to each assessment to reflect new fitness/health information as it becomes available and the changing standards in the field. (This course is assessed on a rotating basis in odd numbered fall terms.)

The goal of twenty percent was exceeded by this group of students. Faculty are in the process of evaluating each question to update the test for the next rotation of assessment in fall 2015.

List of Supporting Documentation: Pre-Test/Post-Test document; test results – shown in body

Date Last Updated: 6/15/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Humanities

Unit Head: Brian Robinson

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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2014 – June 30, 2015

Unit: Humanities

Related Strategic Goal:

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

Action Plan #: HUMA-01

Action Plan Title: Humanities Online Offerings

Desired Outcome: The Department of Humanities will increase its online course offerings by one additional course in Fall 2014 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 Humanities Department will increase its online course offerings.

The Humanities Department currently offers the following courses in fully online format:

1. ARTA 1030 Art Appreciation
2. THEA 1030 Intro to Theatre
3. SPCH 1010 Fundamentals of Speech

We also offer a hybrid version of SPCH 1010

The department will add one additional fully online MSCC course:

MUSA 1030 Music Appreciation.

Responsible Faculty Member:

David Bethea

Timeline: Fall 2014 semester (implementation)

Est. Cost: \$2,100.00

Budgeted: Budget increase needed

Evidence of Success: The MSCC Fall 2014 Class Schedule will show MUSA 1030 Is offered as a fully online course offering.

Current Status: Needs adjustment

Describe Progress: Dr. Bethea, Dr. Shelley McCoy, and the Humanities Department Chair participated in an online webinar with McGraw-Hill to discuss and review online resources available for the chosen textbook. Dr. McCoy created a D2L shell to upload course material for consideration. Dr. Bethea is in the process of determining course content.

Describe Needed Changes: It was determined in the webinar that additional time is needed to have the course complete and online. The new proposed date is Spring 2015.

List of Supporting Documentation: D2L shell

Date Last Updated: 6/15/14

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Humanities

Action Plan #: HUMA-02

Action Plan Title: Assessment of General Education Core Courses

Desired Outcome: Humanities courses in the general education core will be assessed per the general education core assessment schedule using entry/exit tests.

Description of Action Plan and Related Activities:

- 1) Prior to each assessment, full-time faculty reevaluate the various testing instruments to ensure that all questions relate to Student Learning Outcomes and course content to be covered.
- 2) Department Chair meets with faculty members involved in assessment each semester to explain the assessment process.
- 3) Various testing results are compiled by sectional instructors and sent to Department Chair.
- 4) Department Chair compiles course results, noting any Effectiveness Standards not met.
- 5) Course results are discussed with faculty members.
- 6) Faculty in each discipline assessed discuss potential remedies for noted failures to meet Effectiveness Standards.
- 7) Possible solutions are incorporated into courses not meeting standards.

The Department Chair and faculty will develop the assessment instruments and scoring methods. They will also administer the assessments and work together to compile the results. The Department Chair will write a report summarizing the results using the designated Student Learning Outcomes Use of Assessment Results form. This is to be submitted to the Director of Institutional Research, Planning, and Effectiveness approximately 6 weeks after the end of the semester of the assessment.

The Humanities Department utilizes various testing instruments constructed by course faculty that are appropriate for assessing the specific course. Two different instruments will be used for this assessment period:

- MUS 1030 pre/post test: From pre-test to post-test for each item, 70% of students will show and incremental gain of 10%

- SPCH 1010 embedded assessment of the persuasive speech: At least 70% of a random sample of students will meet or exceed expected outcomes as defined by the Communication faculty based on TBR SLOs for Oral Communication.

Team Members: Department Chair and Full time faculty

Timeline: Fall 2013 semester - MUS 1030 Spring 2014 SPCH 1010

Est. Cost: none

Budgeted: Included in current budget

Evidence of Success: Results of assessments will meet or exceed standards.

Current Status: on schedule

Describe Progress: MUSA 1030: Failed to achieve the 10% gain on 3 questions on the pre/post test. SPCH 1010: Achieved an increase in a focus area.

Fall 2013-Spring 2014

MUSA 1030 Assessment Results:

Question	SLO #	Pre-Test					
# Correct	Pre-Test						
% Correct	Post-Test						
# Correct	Post-Test						
% Correct	% Difference	Standard Met?					
Q1	6	329	72%	320	82%	10%	Yes
Q2	2,6	354	78%	324	83%	6%	No
Q3	2,6	302	66%	309	79%	13%	Yes
Q4	1,2,3,5	319	70%	310	80%	10%	Yes
Q5	1,2,3,5	302	66%	264	68%	2%	No
Q6	1,2,3,5	222	49%	277	71%	23%	Yes
Q7	1,2,6	156	34%	302	78%	43%	Yes
Q8	2,6	165	36%	265	68%	32%	Yes
Q9	1,2,3,6	157	34%	211	54%	20%	Yes
Q10	1,2,3	127	28%	183	47%	19%	Yes
Q11	1,2,3,5	284	62%	349	90%	27%	Yes
Q12	1	204	45%	298	77%	32%	Yes
Q13	1,3,5	160	35%	169	43%	8%	No
Q14	1,6	173	38%	295	76%	38%	Yes
Q15	1,3,6	194	43%	253	65%	22%	Yes
Q16	6	154	34%	244	63%	28%	Yes
Q17	1,2,3,4,5	206	45%	229	59%	14%	Yes
Q18	1,2,3,4,5	256	56%	312	80%	24%	Yes
Q19	1,6	311	68%	330	85%	17%	Yes
Q20	3,6	147	32%	235	60%	28%	Yes

456 students completed the pre-test and 389 students completed the post-test.

Use of Assessment Results: Although we met the majority of our standards, our Music faculty both full time and adjunct, determined that some of the material addressed in the assessment

List of Supporting Documentation: None
Date Last Updated: 6/15/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Languages

Unit Head: Wes Spratlin

Division: Academic Affairs

Statement of Purpose: The Languages Department will prepare students to write effectively, perceptively, and correctly in their collegiate courses and in their careers after graduation. We have four major concerns: First, Learning Support 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 Learning Support. Second, freshman composition courses will prepare students for writing and reading assignments they will encounter throughout their college experience. 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 personal and professional 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 our 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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Languages

Related Strategic Goal:

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

Action Plan #: LANG-01

Action Plan Title: English Faculty Handbook

Desired Outcome: By June 30, 2014, the Languages Department will develop an English Faculty Handbook as a means of better communicating policies and procedures (particularly those associated with General Education Assessment) and improving consistency between individual course sections regarding grading standards, pedagogical approach, departmental and MSCC policies, and basic course design.

Team Members: All full-time Faculty members; volunteer Adjunct Faculty members

Team Members: All full-time Faculty members; volunteer Adjunct Faculty members

Est. Cost: \$0

Budgeted: Included in current budget

Description of Action Plan and Related Activities: The department Chair will seek input regarding desired content and will then produce a draft of the Handbook for Faculty review. The Handbook will include all information pertaining to the three basic aspects of teaching MSCC English courses: 1). Materials regarding classroom activities (such as updated Course Syllabi and relevant policies such as those related to plagiarism, student misconduct, retention of graded essays, etc.), 2). Materials regarding non-classroom teaching responsibilities (such as maintaining office hours, advising students, serving on committees, etc.), and 3). Materials regarding administrative responsibilities/policies (such as General Education Assessment procedures, Reporting Student Attendance, FERPA regulations, Students with Disability procedures, etc.). The Handbook will also contain up-to-date Languages Department reports such as Use of General Education Assessment reports and Institutional Effectiveness Reports.

To facilitate ease-of-use, the Handbook will be a searchable PDF document that includes a Table of Contents. It will be posted on the Languages Department's web page so that it can be easily accessed by all full and part-time Faculty as well as by administrative assistants, site Directors, and other MSCC administrators.

Evidence of Success: Success will be determined when the Handbook has been developed, approved, and utilized for one full term.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

Fall 2013-Spring 2014

The handbook was completed and placed online at the beginning of Fall semester 2013 (available here: <http://www.mscc.edu/languages/index.aspx>). The chair was able to use the

Handbook at all four Adjunct Orientations to review policies, to explain General Education Assessment procedures, and to introduce the department's newly created Description of Excellent Writing and Grading Rubric. We feel the Handbook played an integral part in the department's improved participation rates for the General Education Assessment rate, which went from 65% in S13 to 98% in F13 and to 100% in S14.

Anecdotally, Faculty reported that the Handbook helped them tremendously by serving as their principle source of information regarding many initiatives at Motlow this year including Reporting Student Attendance, Early Alert, and the Master Syllabus Template, as well as policies regarding FERPA, Students with Disabilities, and Academic Misconduct.

Moreover, the Handbook has been a useful tool for the Chair when introducing new adjuncts to teaching at Motlow. At the first meeting, the Chair presents the new Adjunct with a thumb drive containing a Word version of the Handbook and then walks the new Adjunct through the Table of Contents.

Describe Needed Changes: The Handbook will continue to be updated each semester to reflect changes in policies and procedures.

List of Supporting Documentation: Attached are the lists of Faculty who turned in the required assessment materials for F13 and S14. This list was maintained by the departmental secretary who received assessments from Faculty before forwarding them to the Office of Research, Planning, and Communication.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Languages

Related Strategic Goal:

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

Action Plan #: LANG-02

Action Plan Title: Creation of Best Practices memos for READ 0810 and ENGL 0810

Desired Outcome: By June 30, 2014, 72% of students attempting the Learning Support Program reading and writing courses will successfully complete the program with an A-C grade.

Description of Action Plan and Related Activities: The Learning Support team (faculty, staff, and administrators) will create Best Practices memos that compile successful teaching strategies determined by the faculty to result in higher student completion rates and will then communicate these best practices to all faculty teaching READ 0810 and ENGL 0810.

Implementation Timeline: Best Practices memos will be in place by Dec. 15, 2013.

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

Timeline: Review and evaluate on December 15, 2013.

Est. Cost: ?

Budgeted: Funding other than budget

Evidence of Success: Pass/Fail rates of READ 0810 and ENGL 0810

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress: This Plan was overtaken by events and is considered on-hold by the department. We are currently redesigning both ENGL and READ learning Support courses per TBR mandate and will pilot the new design in F14. We will then pick up this Plan after the redesign and create Best Practices documents for implementation in F15.

Fall 2013-Spring 2014

[Enter assessment data and use of assessment data here.]

Fall 2012-Spring 2013

Below are pass/fail rates for READ 0810 and ENGL 0810. We will use pass/fail data for these classes in S14 for comparison to determine success:

**Learning Support Students w/ Pass Rate
Fall 2012 by Site**

Campus	ENGL 810			READ 810		
	Attempted	Grade A-C	%	Attempted	Grade A-C	%
Fayetteville	32	24	75%	41	29	71%
McMinnville	29	21	72%	27	25	93%
Moore	84	40	48%	78	58	74%
Smyrna	133	88	66%	108	82	76%
Total	278	173	62%	254	194	76%

**Learning Support Students w/ Pass Rate
Spring 2013 by Site**

Campus	ENGL 810			READ 810		
	Attempted	Grade A-C	%	Attempted	Grade A-C	%
Fayetteville	11	10	91%	0	0	0%
McMinnville	21	11	52%	12	8	67%
Moore	63	38	60%	44	27	61%
Smyrna	65	41	63%	54	32	59%
Total	160	100	63%	110	67	61%

Describe Needed Changes: See above.

List of Supporting Documentation: Original redesign TBR proposal explaining the redesign

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Languages

Related Strategic Goal:

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

Action Plan #: LANG-03

Action Plan Title: Revision of English General Education Assessment

Desired Outcome: Increase General Education Assessment participation rates for Fall 2013 – Spring 2014 to 95%. The Fall 2012 - Spring 2013 rate of participation was 65%.

Description of Action Plan and Related Activities: The purpose of the Revision of the English General Education Assessment is to improve participation rates by faculty in the assessment as well as to increase the reliability of data. We will achieve this by reinforcing the connection between student outcomes, course design, textbook choices, and assessment assignments while also simplifying assessment procedures.

By Aug. 30, 2013, the Languages Department will have in place the following: New SLO's for both ENGL 1010 and 1020, new textbooks that reflect the new SLO's, new assessment assignments reflecting the new SLO's, and new procedures for conducting and then reporting the results of General Education Assessments. Because we believe that the low participation rate has been due to faculty confusion regarding assessment procedures, we are improving our communication between the Chair and all faculty (in particular adjunct faculty) by requiring the Chair to contact faculty directly regarding assessment responsibilities at the beginning of the semester and then monitoring faculty participation at the end of the semester.

Our Assessment model is an essay with a rubric. The new procedure will be for the Chair to mail assessment instructions and rubrics to faculty members for each section of the course to be assessed at the beginning of the semester. The faculty will then assign the assessment essay assignment, grade it, and then fill out the paper rubric immediately. Once all of the rubrics are completed, the faculty member will return the rubrics to the Chair who will then forward them to the Director of Research, Planning, and Communication. The rubrics will then be read via existing technology, and the data recorded.

Team Members: All full-time Faculty members; volunteer Adjunct Faculty members

Timeline: Review and evaluate on January 30, 2014.

Est. Cost: \$0

Budgeted: no funding needed

Evidence of Success: Success will be determined when participation rates for the ENGL 1010 General Education Assessment reaches 95% of the faculty teaching ENGL 1010.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress:

Fall 2013-Spring 2014

[Enter assessment data and use of assessment data here.]

Describe Needed Changes: [Update with needed changes for 2014-2015.]

List of Supporting Documentation: [List supporting documents and email them along with your updated IE Plans.]

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015

Unit: Languages

Related Strategic Goal:

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

Action Plan #: LANG-04

Action Plan Title: Adjunct Faculty Mentoring System

Desired Outcome: By Aug 15, 2014, the Languages Department will develop an English Adjunct Faculty Mentoring System in order to improve communication between the discipline and its adjunct faculty and to ensure implementation of the many curriculum and policy changes the discipline has instituted over the past two years.

Team Members: All full-time Faculty members; volunteer Adjunct Faculty members

Team Members: All full-time Faculty members; volunteer Adjunct Faculty members

Est. Cost: \$0

Budgeted: Included in current budget

Description of Action Plan and Related Activities: The Languages Department Chair will assign each adjunct to a full-time faculty member closest to his or her campus (the Chair will be assigned any dual enrollment instructors based at high schools). These faculty will maintain email contact with their assigned adjuncts and will encourage them to meet on their campus with the faculty mentor and to attend English Discipline meetings in order to provide feedback regarding the Discipline's policies, procedures, teaching materials, etc.

Evidence of Success: In Aug. of 2014, the department will conduct a survey of adjunct faculty. One question on the survey will ask the adjunct faculty member to rate the extent to which he or she has been included in academic activities such as curriculum development or policy revision. Possible responses will be "Significantly," "Satisfactorily," "Somewhat," or "Very Little." The survey will be repeated at the end of the Spring 2015 semester. Evidence of Success will be an improvement in the response between Fall and Spring with our target being 80% of the adjunct faculty responding that they have been included either Significantly or Satisfactorily.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 6/15/2014

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.

Reviewed: 6/17/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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 and support.

Team Members: MSCC Mathematics Department Faculty

Timeline: June 2014

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Students involved in learning support course work will be tracked and identified as either succeeding or failing.

Current Status: Completed

Assessing Year:

During the assessing year (July 1, 2013 – June 30, 2014) there were 1067 students enrolled in MATH 1010, MATH 1530, and MATH 1630 combined. 123 students (12%) withdrew from their mathematics course within the institutions withdrawal period and have “W” grades recorded on their records for the course. Of the 944 students completing their courses, 278 students (29%) were Learning Support completers, and 666 students (71%) did not have to complete Learning Support Mathematics before enrolling in college-level mathematics.

The percentage of Learning Support completers who received passing grades in their first college level mathematics course was 81% (225 students), while 84% (558 students) of non-Learning Support Mathematics completers passed their courses.

Chart Showing Success Rates of Developmental Mathematics Completers Versus Success Rate of

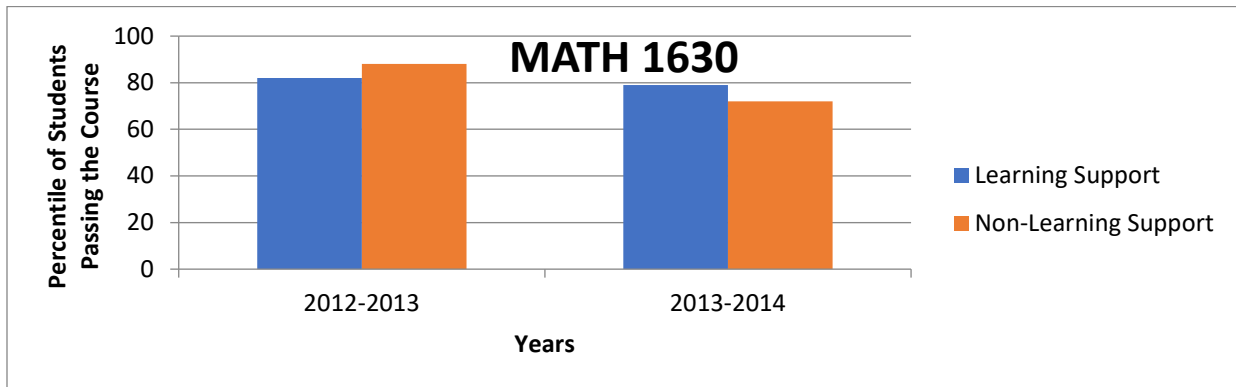
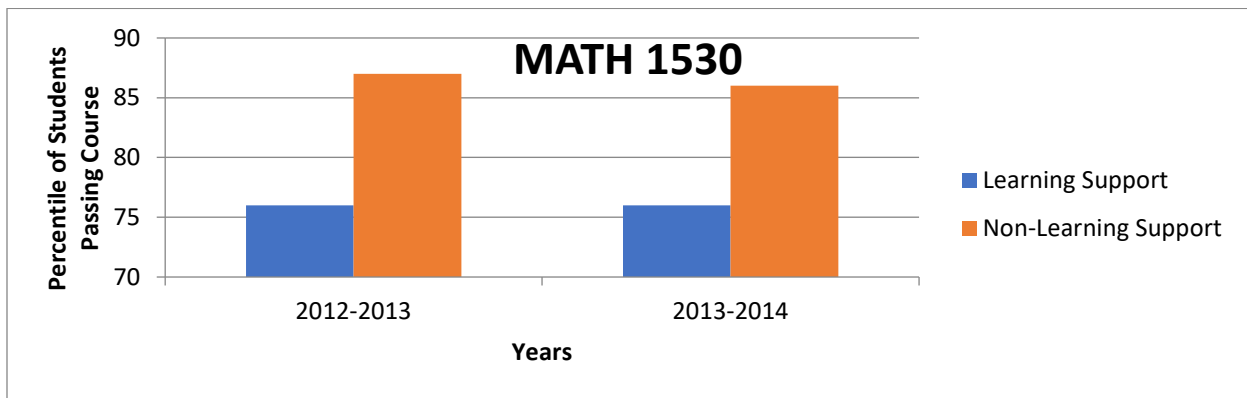
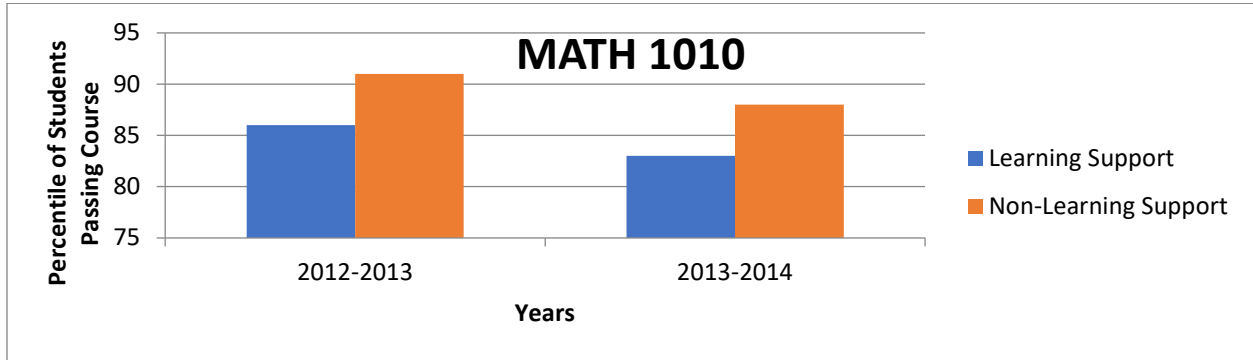
**Non-Developmental Mathematics Students in MATH 1010, MATH 1530, and MATH 1630
Assessing Year July 1, 2012 – June 30, 2013**

COMPLETERS	Course	Total Enrolled	LS COMPLETERS		NON-LS	
			No. and %-ile of W's Compl-eters	Total Graded	No. and %-ile of LS	
			No. and %-ile of Non-DSP	passing No. and %-ile	passing No. and %-ile	
Failing						
			MATH			
			1010	416	24	
			(6%)	392		
					172	
			(44%)	143		
			(83%)	29		
			(17%)		220	
			(56%)	193		
			(88%)	27		
(12%)						
			MATH			
			1530	419		
				50		
			(12%)	369	63	
			(17%)	48		
			(76%)	15		
			(24%)		306	
			(83%)	264		
			(86%)	42		
(14%)						
			MATH 1630	232	49	
			(21%)	183	43	
			(23%)	34		
			(79%)	9		
			(21%)		140	
			(77%)	101		
			(72%)	39		
(28%)						
			TOTAL			
			1067	123		
			(12%)	944		
					278	
			(29%)	225		
			(81%)	53		
			(19%)		666	
			(71%)	558		
			(84%)	108		
(16%)						

In the fall of 2012, the Moore County Campus, McMinnville Center, Fayetteville Center, and Smyrna Center had Learning Support Mathematics in a laboratory setting. MATH 1710, Pre-Calculus I/College Algebra, cannot be taken right after MATH 0810, students need to take a bridge course to satisfy the prerequisites. MATH 1530, Probability and Statistics is a course that

can be taken right after successfully completing MATH 0810, Learning Support Mathematics, has now replaced MATH 1710 in this analysis.

Comparing last year with this year we can see:



During the Fall Convocation in August 2014, the mathematics department will discuss the comparisons and differences between students who take learning support mathematics and those who do not.

Needed Changes: This IE will not be renewed for 2014-15.

List of Supporting Documentation:

A report generated by computer services' personnel after the spring term grades have been posted, which shows differences in pass/fail rates between students who were required by Learning Support guidelines to complete successfully five mathematics competencies and students who are not required to enroll in any learning support mathematics courses.

Date Last Updated: 06/17/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Mathematics

Related Strategic Goal:

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

Action Plan #: MATH-02

Action Title: Assessment of General Education Core Courses

Desired Outcome: The desired outcome is two-fold:

- 1) The post-test average will be at least 10 percentage points higher than the pre-tests average.
- 2) Each item on the post-test will have at least 50% correct responses.

Description of Action Plan and Related Activities: The department chair and faculty will decide upon the assessment to be used. They will select or design the instruments and scoring techniques to be used and then administer the instrument or technique to gather data. The departmental chair will compile the data and write a report using the designed Student Learning Outcomes Use of Assessment Results and Effectiveness within 6 weeks after the end of the semester of the assessment.

Spring 2013 MATH 1710 (College Algebra/Pre-Calculus I)

This course satisfies the mathematics requirements for the following emphases under the Tennessee Transfer Pathway (TTP): Art, Criminal Justice Administration (AA and AS), English, Foreign Language, History (AA and AS), Mass Communications (AA and AS), Psychology (AA and AS)

Non TTP: General Studies (Track 1 and Track 2), Pre-Law (AA and AS), Speech and Theatre, Mechatronics Technology

This course is a study of functions and their graphs with emphasis on linear, quadratic, polynomial, rational, exponential, and logarithmic functions: equations, inequalities, and systems; matrices, conic sections, sequences and series; and probability.

Expected Student Learning Outcomes (SLO): After completing MATH 1710, students will use mathematics to:

- a) Solve problems and determine if the solutions are reasonable
- b) Model real world behaviors and apply mathematical concepts to the solution of real-life problems
- c) Make meaningful connections between mathematics and other disciplines.

- d) Use technology for mathematical reasoning and problem solving
- e) Apply mathematical and/or basic statistical reasoning to analyze data and graphs.

Performance Measure(s):

A pre-test was administered either the first or second day of class and a post-test containing exactly the same questions as the pre-test was administered as part of the final exam. The questions included the following topics: lines, function identification, conic sections, domain and/or range, rational roots/zeros of a polynomial, finding asymptotes, graphing polynomial functions, evaluating logarithms, solving logarithmic and exponential equations, solving matrix equations, solving non-linear equations, summation, conic sections, sequences and series, and probability.

Effectiveness Standard: Effectiveness is determined according to the following two measures:

- 1) The post-test average score will be at least 20 percentage points higher than the pre-tests average score.
- 2) Each item will have at least 50% correct responses on the post-test

Team Members: Math faculty and chair

Timeline: Fall 2009

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.

Current Status: On Schedule

Describe Progress:

Fall 2013-Spring 2014

- 1) Assessment results showed a 32 percent point gain from pre-test to post-test, as the average of the pre-test scores was 23 and the average of the post-tests was 55.
- 2) Post-test data from item analysis, however, indicate that 53 percent or more of the 97 students (i.e. more than 50%) responded incorrectly to problems concerning asymptotes, rational roots/zeros, conic sections, probability and summation.

Results of the pre-test were as follows: (97 students)

Expected

Student

Learning

Outcome Number	Question Number	Missed	Number Correct	% Missed	% Correct
a	1	77	20	79%	21%
a	2	87	10	89%	11%
a	3	82	15	85%	15%
b	4	84	13	87%	13%
b	5	81	16	84%	16%
b	6	69	28	71%	29%
c	7	74	23	76%	24%
c	8	59	38	61%	39%
c	9	82	15	85%	15%
d	10	77	20	79%	21%
d	11	82	15	85%	15%
d	12	70	27	72%	28%
e	13	65	32	27%	33%
e	14	71	26	73%	27%
e	15	59	38	61%	39%

Results of the post-test were as follows: (97 students)

Expected

Student

Learning

Outcome

Number

Outcome Number	Question Number	Missed	Number Correct	% Missed	% Correct	Change In Percentage
a	1	49	48	51%	49%	+28
a	2	40	57	41%	59%	+48
a	3	35	62	36%	64%	+49
b	4	44	53	45%	55%	+42
b	5	30	67	31%	69%	+53
b	6	28	69	29%	71%	+42
c	7	36	64	37%	63%	+39
c	8	24	73	25%	75%	+36
c	9	54	43	56%	44%	+29
d	10	33	64	34%	66%	+45
d	11	46	51	47%	53%	+38
d	12	25	72	26%	74%	+46
e	13	17	80	18%	82%	+49
e	14	19	78	20%	80%	+53
e	15	29	68	30%	70%	+31

Ninety-seven (97) students took both the pre-test and the post-test. The average of the pre-test scores was 23% and the average of the post-test scores was 55%. Assessment results showed a 32 percentage

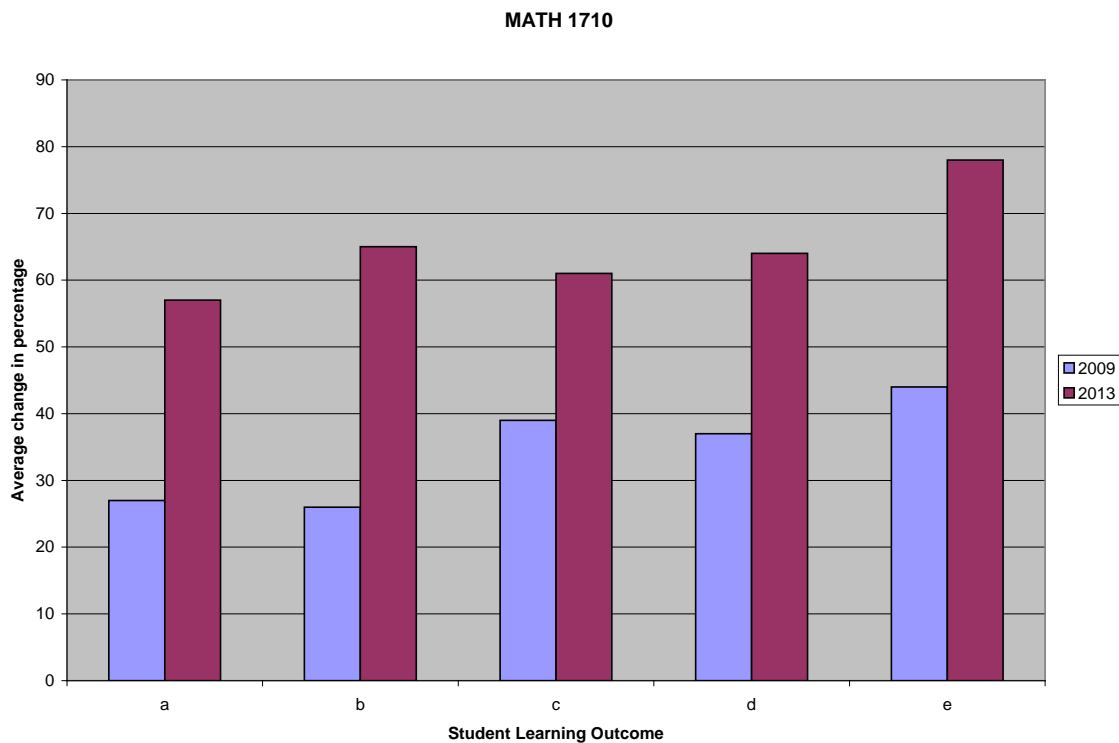
point gain from pre-test to post-test, thus meeting the effectiveness standard that the post-test average score be at least 20 percentage points higher than the pre-test average score.

- f) The effectiveness standard that each item will have at least 50% correct responses on the post-test was met by all problems except problem 1 and problem 9, which involves finding asymptotes and probability. These involve SLO a (Solve problems and determine if the solutions are reasonable) and SLO c (Make meaningful connections between mathematics and other disciplines).

Use of Assessment Results:

The initial teaching of the items identified in the item analysis as needing improvement occurs in this course. Faculty are concerned that the question concerning asymptotes were still missed by more than 50% of the students on the post-test. More emphasis was to be put on this item to see if an increase in correct answers would be seen. This was not the case and faculty who teach MATH 1710 will be looking into online solutions that students can try.

From the analysis reports from 2009 and 2013, we can see the following:



According to the chart above, the average change in percentage points in each learning outcome has increased considerably from 2009.

Describe Needed Changes:

The mathematics department has decided to leave the questions the way they are on the exam. For the two concepts that were not satisfied with being 50% or over (probability and finding asymptotes), the faculty would like to try having the students use online services that are free. If the faculty start using online services such as; interactive math games, online tutorials, etc., then when the pre/post-test happens again, the evaluation can be assessed again to see if it has changed these two concepts.

List of Supporting Documentation:

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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-03

Action Plan Title: Learning Support Program - SAILS

Desired Outcome: The success rate of students who are required to take Motlow College's Learning Support Math, embedded in high school math bridge courses within the college's service area and before entering collegiate mathematics at Motlow College, will be at least 50%.

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. 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 during the following semester.

Team Members: MSCC Mathematics Department Faculty

Timeline: Fall 2013

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Students involved in learning support course work will be tracked and identified as either succeeding or failing in their first collegiate mathematics course.

Complete the following when assessing a plan

Current Status: Terminated

The data is not sufficient enough to differentiate between the students who have taken the SAILS program and those who have not.

Describe Progress:

Due to lack of influence on the SAILS curriculum and instruction, this IE plan will be terminated.

Date last updated: 6/17/2014

Motlow State Community College
Institutional Effectiveness Plan

Unit: Natural Science

Unit Head: David Palmer

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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Natural Science

Related Strategic Goal:

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

Action Plan #:: NASC-01

Action Title: Assessment of General Education Core Courses

Desired Outcome: Natural Science courses in the general education core will be assessed per the general education core assessment schedule using pre-/post-tests.

Description of Action Plan and Related Activities:

- 1) Prior to each assessment, full-time faculty reevaluate the Pre/Post-Test instruments to ensure that all questions relate to Student Learning Outcomes and course content to be covered.
- 2) Department Chair meets with faculty members involved in assessment each semester to explain the assessment process.
- 3) Pre/Post-Test results are compiled by sectional instructors and sent to Department Chair.
- 4) Department Chair compiles course results, noting any Effectiveness Standards not met.
- 5) Course results are discussed with faculty members.
- 6) Faculty in each discipline assessed discuss potential remedies for noted failures to meet Effectiveness Standards.
- 7) Possible solutions are incorporated into courses not meeting standards.

Assessment Procedures: The Department Chair and faculty will develop the assessment instruments and scoring methods. They will also administer the assessments and work together to compile the results. The Department Chair will write a report summarizing the results using the designated Student Learning Outcomes Use of Assessment Results form. This is to be submitted to the Director of Institutional Research, Planning, and Effectiveness approximately 6 weeks after the end of the semester of the assessment.

The Natural Science Department utilizes a Pre/Post-Test constructed by course faculty. Two Effectiveness Standards are used for each assessed course:

- 1) The percentage of Post-Test correct responses per item will be at least 20 points higher than the percentage of Pre-Test correct responses per item if the Pre-Test value is below 50%.
- 2) Each item will have at least 50% correct responses on the Post-Test.

Team Members: Department Chair and FT Faculty

Timeline:

Fall 2014 semester

Natural Science	BIOL 1110
Natural Science	PSCI 1030
Natural Science	BIOL 2010

Spring 2015 semester

Natural Science	GEOL 1030
Natural Science	CHEM 1120
Natural Science	PHYS 2120

Est. Cost: \$

Budgeted: Included in current budget

Evidence of Success: Results of pre-/post-tests will meet or exceed effectiveness standards

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 2013-Spring 2014

Fall 2013 semester

Natural Sciences	PSCI 1030 (assessed in S14)
Natural Sciences	CHEM 1110 (assessed as scheduled in F13)

Spring 2014 semester

Natural Sciences	BIOL 1120 (assessed as scheduled)
Natural Sciences	BIOL 2020 (assessed as scheduled)
Natural Sciences	PHYS 2020 (not assessed due to low enrollment)

CHEM 1110 – F13

#	SLO	Pre-Test						
# Correct	Pre-Test							
% Correct	Post-Test							
# Correct	Post-Test							
% Correct	% Difference		Effectiveness Standard #1					
Met/Not								
Met?	Effectiveness Standard #2							
Met/Not Met?								
Q1	1	73	85%	62	87%	2%	NA	Y
Q2	1	83	97%	65	92%	-5%	NA	Y
Q3	1	43	50%	41	58%	8%	NA	Y
Q4	2	54	63%	54	76%	13%	NA	Y
Q5	4	65	76%	43	61%	-15%	NA	Y

Q6	2	72	84%	61	86%	2%	NA	Y
Q7	2	63	73%	58	82%	8%	NA	Y
Q8	2	23	27%	41	58%	31%	Y	Y
Q9	3	45	52%	34	48%	-4%	NA	N
Q10	3	20	23%	36	51%	27%	Y	Y
Q11	3	48	56%	55	77%	22%	NA	Y
Q12	4	40	47%	46	65%	18%	N	Y
Q13	4	38	44%	48	68%	23%	Y	Y
Q14	5	26	30%	24	34%	4%	N	N
Q15	5	44	51%	53	75%	23%	Y	Y

BIOL 1120 – S14

BIOL 1120 GE Pre-and Post-test Results for S14

Question Pre-Test

Correct Pre-Test

% Correct Post-Test

Correct Post-Test

% Correct % Difference Effectiveness Standard #1

Met/Not

Met? Effectiveness Standard #2

Met/Not Met?

Q1	51	43%	42	44%	1%	N	N
Q2	82	69%	77	80%	11%	NA	Y
Q3	54	46%	51	53%	7%	N	Y
Q4	77	65%	73	76%	11%	NA	Y
Q5	58	49%	63	66%	16%	N	Y
Q6	90	76%	80	83%	7%	NA	Y
Q7	39	33%	73	76%	43%	Y	Y
Q8	53	45%	67	70%	25%	Y	Y
Q9	33	28%	28	29%	1%	N	N
Q10	80	68%	76	79%	11%	NA	Y
Q11	82	69%	80	83%	14%	NA	Y
Q12	109	92%	91	95%	2%	NA	Y
Q13	62	53%	62	65%	12%	NA	Y
Q14	53	45%	58	60%	16%	N	Y
Q15	37	31%	44	46%	14%	N	N
Q16	48	41%	58	60%	20%	N	Y
Q17	33	28%	63	66%	38%	Y	Y
Q18	17	14%	14	15%	0%	N	N
Q19	37	31%	80	83%	52%	Y	Y
Q20	46	39%	58	60%	21%	Y	Y
Q21	98	83%	84	88%	4%	NA	Y
Q22	69	58%	84	88%	29%	NA	Y
Q23	38	32%	52	54%	22%	Y	Y

Q24	50	42%	75	78%	36%	Y	Y
Q25	34	29%	65	68%	39%	Y	Y

BIOL 2020 – S14

BIOL 2020 GE Pre-and Post-test Results for S14

Question	Pre-Test						
# Correct	Pre-Test						
% Correct	Post-Test						
# Correct	Post-Test						
% Correct	% Difference		Effectiveness Standard #1				
Met/Not							
Met?	Effectiveness Standard #2						
Met/Not Met?							
Q1	117	44%	75	52%	8%	N	Y
Q2	138	62%	102	65%	4%	NA	Y
Q3	190	85%	120	77%	-8%	NA	Y
Q4	88	39%	88	56%	17%	N	Y
Q5	143	64%	92	59%	-5%	NA	Y
Q6	119	53%	113	72%	19%	NA	Y
Q7	97	43%	106	68%	24%	Y	Y
Q8	36	16%	49	31%	15%	N	N
Q9	134	60%	115	74%	14%	NA	Y
Q10	88	39%	94	60%	21%	Y	Y
Q11	71	32%	97	62%	30%	Y	Y
Q12	173	78%	115	74%	-4%	NA	Y
Q13	123	55%	113	72%	17%	NA	Y
Q14	100	45%	98	63%	18%	N	Y
Q15	75	34%	80	51%	18%	N	Y
Q16	111	50%	76	49%	-1%	NA	N
Q17	79	35%	73	47%	11%	N	N
Q18	110	49%	115	74%	24%	Y	Y
Q19	166	74%	117	75%	1%	NA	Y
Q20	120	54%	111	71%	17%	NA	Y
Q21	94	42%	92	59%	17%	N	Y
Q22	105	47%	121	78%	30%	Y	Y
Q23	99	44%	107	69%	24%	Y	Y
Q24	103	46%	84	54%	8%	N	Y
Q25	76	34%	61	39%	5%	N	N

PSCI 1030 – S14

Question	SLO	Pre-Test					
# Correct	Pre-Test						
% Correct	Post-Test						
# Correct	Post-Test						
% Correct	% Difference		Effectiveness Standard #1				

Met/Not Met?	Effectiveness Standard #2	Met/Not Met?	Met/Not Met?	Met/Not Met?	Met/Not Met?	Met/Not Met?	Met/Not Met?	Met/Not Met?	Met/Not Met?
Q1	2	39	87%	22	67%	-20%	NA	Y	
Q2	2	22	49%	26	79%	30%	Y	Y	
Q3	1	20	44%	21	64%	19%	Y	Y	
Q4	3	24	53%	24	73%	19%	NA	Y	
Q5	3	15	33%	25	76%	42%	Y	Y	
Q6	4	28	62%	18	55%	-8%	NA	Y	
Q7	5	17	38%	14	42%	5%	N	N	
Q8	3	17	38%	17	52%	14%	N	Y	
Q9	5	18	40%	18	55%	15%	N	Y	
Q10	5	13	29%	14	42%	14%	N	N	
Q11	5	16	36%	17	52%	16%	N	Y	
Q12	5	16	36%	8	24%	-11%	N	N	

Overall, GE assessment results met the effectiveness standards. However, department chair and faculty were not satisfied with the results and made plans to make changes to future assessments to improve assessment scores.

Describe Needed Changes: These changes include administering the pre-tests during the first week of classes and making changes to the test questions as well as shortening some of the longer pre-/post-tests to 10 questions. The changes will be made in GE courses assessed for F14-S15.

List of Supporting Documentation: F13 and S14 GE Assessments data in body

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Natural Science

Related Strategic Goal:

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

Action Plan #: NASC-02

Action Plan Title: Natural Sciences Online Offerings

Desired Outcome: The Department of Natural Sciences will increase its fully online and hybrid course offerings in the fall 2014 and spring 2015 semesters. The department will assess student final grades hybrid/online courses verses conventional courses to ensure continuity between the course outcome.

Desired Outcome Prior To June 2014: The Department of Natural Sciences 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:

4. BIOL 2010 Anatomy & Physiology I
5. BIOL 2020 Anatomy & Physiology II

The department will add these courses in Fall 2014 semester:

- BIOL 1110 (General Biology I both full and Hybrid)
- BIOL 2010 & 2020 (Anatomy & Physiology I & II both full hybrid courses)
- BIOL 1330 (Environmental Science hybrid)
- BIOL 2230 (Microbiology, both full and hybrid courses)
- CHEM 1110 (General Chemistry I full online)
- CHEM 1120 (General Chemistry II full online)

The following courses will be offered in the Spring 2015 semester:

- BIOL 1030 (full online)

- BIOL 1120 (full online)

Team Members: Department Chair and full-time faculty

1. Cheri Gregory
2. Elizabeth Fitch
3. Janet Forde
4. David Palmer

Timeline: spring 2014 semester (implementation)

Est. Cost: \$6,300.99

Budgeted: Budget increase needed

Evidence of Success: The MSCC course schedules will show the designated courses offered as hybrid or fully online. Final grade reports will demonstrate continuity between the hybrid/online courses and conventional courses.

Current Status: Ahead of Schedule

Describe Progress: The following list of online courses are currently in development and these courses have been placed on the schedule for a Fall 2014 or Spring 2015:

- BIOL 1110 & BIOL 1120 (General Biology I & II)
- BIOL 1110 (General Biology I Hybrid)
- BIOL 2010 & 2020 (Anatomy & Physiology I & II hybrid courses)
- BIOL 1330 (Environmental Science)
- BIOL 2230 (Microbiology, both full and hybrid courses)
- CHEM 1110 (General Chemistry I)
- CHEM 1120 (General Chemistry II)

All are on schedule to be implemented in the Fall 2014 semester

Fall 2013-Spring 2014

During this academic year hybrid and online courses were developed in the Department of Natural Sciences for the coming academic year and course offerings are listed on the Fall 2014 schedule.

Grades within our department's online offerings were comparable to courses offered in the conventional format as illustrated at the top of page 3. There was never greater than a 6% vacillation in a pass/fail rate or a 2% vacillation in withdrawals in comparison. This type of

continuity will need to be maintained and the propagation of improved strategies will be discuss used during the faculty fall assembly department meeting.

Course/Method	Fall 2013			Spring 2014		
	Pass	Fail	Withdraw	Pass	Fail	Withdraw
BIOL 2010						
Conv	82%	7%	11%	82%	12%	6%
Online	89%	11%	0%	95%	0%	5%
BIOL 2020						
Conv	91%	6%	3%	90%	6%	4%
Online	88%	4%	8%	94%	2%	4%

Describe Needed Changes:

The department faculty will continue to develop hybrid and online courses for the spring 2015 semester and continue to monitor student grades by method.

List of Supporting Documentation: Course schedules (available online); Final grade reports for both BIOL 2010 and BIOL 2020

Date Last Updated: 6/15/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Nursing

Unit Head: Pat Hendrix

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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 and provide information about various options for NCLEX review courses 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 2014 on the main campus and Smyrna campus 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 – 2013

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
				2012
				2013
				2014
				57
				67
				62
				70
				61
				65
				56
				66
				61
				69
				53
				98.25%
				98.5%
				98.4%
				98.57%
				87%
				88.42%
				87.42%

87.9%
90.34%
83.04%

January – December 2013

Of the 61 graduates from May 2013, 53 passed on the first attempt for a pass rate of 87%. Tennessee's pass rate is 86.6% and the national pass rate of 83.04%.

January – December 2012

70 graduates, all tested for NCLEX; one did not pass on the first try but passed second attempt

Total pass rate: 98.57%

TN pass rate: 93.89%

National pass rate: 90.34%

MSCC Three year average: 98.49% (nursing programs' NCLEX pass rate will begin to be evaluated by TBON on a rolling, three-year average)

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: For increased student access and options, multiple NCLEX review course information sites will be made available to Level II nursing students yearly.

List of Supporting Documentation:

Tennessee Board of Nursing Annual report for 2013 on file in Director's office.

NLNAC annual reports submitted in Fall 2013 and kept on file in Director's office.

Minutes of meeting May 15, 2014 – IE evaluation and planning meeting with nursing faculty.

Level meeting minutes

Date Last Updated: 06/12/14

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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:

- Begin to systematically utilize case studies into instruction.
- Provide an opportunity for remediation as needed 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 possible exception of final exams.
- The Student Self-Test Analysis tool for individualized exam review will be made available to at-risk students.
- Readmission policies will be reviewed with the student by the Nursing Director (or designated Level Coordinator) at the Exit Interview.
- Provide opportunity for LPN-RN students to check out IPADs which were purchased through RXTN grant; the purpose of the grant is to support those interested in entering the healthcare field through mentoring, coaching, outreach, and shared curriculum/resources among LPN-to-RN Transition programs.
- Request has been submitted to have students purchase case studies/practice tests plus adaptive testing to improve NCLEX-RN pass rate.

Team Members: Nursing faculty and director

Timeline:

- Remediation offered per individual student need, when in clinical jeopardy.
- Case studies used to supplement instruction.

- Midterm deficiencies will be sent out at mid-term.
- Test review after each core clinical course exam in Fall 2014 and Spring 2015.
- 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.
- RxTN grant personnel to track and provide academic coaching to LPN to RN transition students.
- Case studies/practice tests and adaptive testing would be available to all students beginning fall 2014 if approved.

Est. Cost: \$ 0

Budgeted: Included in current budget

Evidence of Success:

- Remediation offered to each student to whom it is recommended as documented on counseling forms.
- All students below 75% theory average and 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.
- The Student Self-Test Analysis tool will be offered to all at-risk students.
- 100% of students scheduling an Exit Interview will receive a review of readmission policies, as documented on Exit Interview forms.
- Presence of a fully staffed and functioning grant team for the RxTN grant.
- Case Studies incorporated into learning activities for students.

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 2014

47 out of 79 generic students admitted 2011 graduated in 2013, plus 3 completed in 2014 = $50/79 = 63.4\%$ completion rate. LPN Transition students completion rate (admitted 2012): 14 out of the 20 completed = 70%

Program completion: $64/99 = 65\%$

Spring 2013

64 out of 92 students admitted in Fall 2010 and Summer 2011 completed within 6 semesters – program completion rate is 70%. LPN Transition Student completion rate: 15/16 = 94%

Spring 2012

66 out of 92 students admitted in Fall 2009 and Summer 2010 completed within 6 semesters – program completion rate is 72%. LPN Transition Student completion rate: 19/20 = 95%

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.

$61 - 15 = 46$

$(46 + 12) - 20 = 38$

$38/46 = 83\%$ 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:

A Student Self-Test Analysis tool will be made available to all at-risk students since approximately 35% of all students exiting the program in AY 2012-13 failed theory in at least one nursing class. Approximately 29% withdrew from nursing courses due to various reasons, including financial concerns, personal issues, and lack of desire to enter the nursing profession. It is anticipated that the implementation of a completion coach, according to RxTN guidelines, will assist students in successful completion of the program by addressing issues that hinder program completion.

The completion coach has been active in meeting with LPN students and generic students. He provided a presentation on Test Preparation.

Students during the AY 2013-2014 requested more learning helps. Use of case studies is part of the action plan, to assist the implementation a plan to have students purchase case studies/practice tests and adaptive testing has been submitted.

List of Supporting Documentation:

Banner

NLNAC and TBON annual reports

Annual Selection grid from selection committee available in Director's office

Documentation of recommended remediation and exit interviews within student files

Quarterly RxTN grant reports

Date Last Updated: 06/12/14

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 Accreditation Commission for Education in Nursing (ACEN)

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 ACEN standards.
- The Nursing Director will complete the annual report for ACEN and report any substantive changes.
- Pay annual dues to ACEN as required.
- Recruit and hire qualified, MSN-prepared nurses to use as clinical adjuncts to meet the ACEN criteria 2.2 – “Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing; a minimum of 50% of the part-time faculty also hold a graduate degree with a major in nursing.”
- All full-time nursing faculty members that did not attend an ACEN Self-Study Forum in AY 2013-14 will be given the opportunity to attend in AY 2014-15.
- All newly-hired full-time, tenure-track nursing faculty members will attend an ACEN Self-Study Forum within the first two years of employment.
- All nursing department members will follow the created, ongoing timeline for completion of the ACEN Self-Study submission and site visit.

Team Members: Nursing director and faculty

Timeline: Annually and ongoing

Est. Cost: \$ 2125

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 due date, Fall 2013.

- The ACEN 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 2013-14.
 - Opportunity given to remaining full-time faculty to attend an NLNAC Self-Study Forum.
 - All newly-hired, full-time, tenure-track nursing faculty will attend a self-study forum within two years of employment.
 - Adherence to the timeline to completion for the ACEN Self-Study Report submission and site visit.
- Statement of accreditation.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2014

No change in accreditation status. The change of name from NLNAC to ACEN occurred over the summer and documents were changed in the fall 2013. ACEN was notified of changes made to the program philosophy and program student learning outcomes. The SPEP is being revised and will be reviewed at the beginning of the fall semester 2014. Annual report to ACEN was completed and submitted. Dues were paid. Program maintained a minimum of 50% of part-time faculty held a MSN degree or higher. One faculty person attended ACEN Self-Study Forum and two new faculty members are registered for the Forum in the fall of 2014. The self-study report is being completed over the summer with the assistance of faculty. The anticipated site visit during early spring semester 2015.

2013

No change in accreditation status. May 7, 2013 SPEP meeting in which nursing director and faculty reviewed the 2012-13 report and planned for revised SPEP, based on new 2013 NLNAC Standards & Criteria, to be implemented Fall 2013. Annual NLNAC report completed and submitted by director. Annual dues paid to NLNAC. Greater than 50% of part-time faculty held an MSN degree or higher during AY 2012-13. Six faculty members attended the NLNAC Self-Study Forum in March 2013.

2012

No changes in status. NLNAC notified of placement of permanent director. Annual NLNAC report submitted and on file in director's office. The next accreditation visit is scheduled for Spring 2015. Six faculty members scheduled to attend an NLNAC Self Study Forum in March 2013.

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: For faculty support and to promote a more complete understanding of the accreditation process, all newly-hired, full-time, tenure-track nursing faculty members will benefit from attending a self-study forum. Revisions were made to SPEP according to new Standards & Criteria by the NLNAC.

List of Supporting Documentation:

NLNAC letter of accreditation kept on file in the director's office.

NLNAC report and SPEP kept on file in the director's office.

Receipt of dues paid kept by nursing secretary.

A faculty profile list is kept by the director, outlining the educational preparation for all part-time instructors.

Date Last Updated: 06/12/14

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Nursing

Related Strategic Goal:

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

Action Plan #: NURS-04

Action Plan Title: Paramedic Program Implementation

Desired Outcome: To increase the number of Motlow students receiving certificates and associate degrees by offering both a Paramedic certificate and AAS degree, Motlow State Community College will receive and maintain full approval and accreditation for its Paramedic program by the TN State Board of EMS, the Commission on Accreditation of Allied Health Educational Programs (CAAHEP), and the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Description of Action Plan and Related Activities:

- The Motlow College EMS department is participating in the TBR-mandated process to create a shared curriculum for TN Paramedic certificate and AAS degree. Once created and approved, this curriculum will be offered at the Fayetteville Center.
- Once the approved curriculum is available, a site visit and approval will be requested from the TN State Board of EMS.
- Submission of Letter of Review Self Study Report (LSSR) to CoAEMSP).
- Admit the first class of Paramedic students under a Letter of Review (LoR).
- Job search for an EMS Program Coordinator who will lead approval and accreditation plans.
- First class of paramedics starting fall 2014

Team Members: Director of Nursing & Allied Health, EMS Program Coordinator, and EMS faculty

Timeline: August 2013: EMS Program Coordinator hired on or before August 1, 2013.

Fall 2013: Submission of LSSR.

December 2013: Program approval by the end of the 2013 calendar year.

Spring or Summer 2014: First class admitted, date depending on curriculum outcomes.

Fall 2014: Final approval by CAAHEP and CoAEMSP

Spring 2015: move to State Fire Academy

Est. Cost: \$1750

Budgeted: Included in current budget

Evidence of Success:

- Approved, shared curriculum for Paramedic certificate and degree program implemented.
- Letter of approval from the TN State Board of EMS.
- Letter of Review received from CoAEMSP, with approval to admit first class.
- Successful job search for EMS Program Coordinator.

Complete the following when assessing a plan

Current Status: On Schedule

Date Last Updated: 06/11/14

2014

Certifications for EMT, AEMT and Paramedic have been approved with final review by TBR being completed at this time. The AAS-Paramedic is also approved. All courses are now in the course inventory with students being enrolled for fall 2014. Initial review by the state was done in the spring and final review will be in fall 2014. The EMS coordinator position was filled by Drew Hooker. He has added Justus Smith as a FT instructor.

Motlow State Community College

Institutional Effectiveness Plan

Unit: Social Sciences

Unit Head: Bryan K. Thomas

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 and Tennessee Transfer Pathways 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, social work, and interdisciplinary studies, including honors courses. Courses are offered in conventional, ACE, ITV, fully-online, and hybrid format. The department complements the curriculum and the college's commitment to public service by offering cultural and civic programs. Furthermore, the department supports the mission of the college to improve graduation and retention by partnering and collaborating with the Student Success Center and its initiatives.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Social Sciences

Related Strategic Goal:

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

Action Plan #: SOSC-01

Action Plan Title: Social Sciences D2L Training

Desired Outcome: The Department of Social Sciences will comply with the college's mission of increasing the integrity of distance learning and promoting online success by completing all necessary trainings. All (100%) Full-time Social Sciences Faculty members who are developing a web/hybrid course, maintaining a web/hybrid course, or utilizing D2L to facilitate instruction in a web/hybrid course will complete the appropriate D2L trainings. This plan will go into effect during the 2013-2014 academic calendar year.

Description of Action Plan and Related Activities:

The Motlow College Strategic Plan 2010-2015 Access Priority 3.1 states that "Motlow State Community College will monitor and improve the effectiveness of educational programs and services." In compliance with this goal, the Department of Social Science will complete all D2L trainings deemed necessary by the college.

The Department of Social Sciences currently offers the following courses in online/hybrid format:

6. PSYC 1030 General Psychology
7. PSYC 1040 Abnormal Psychology
8. PSYC 2014 Psychology of Human Sexuality
9. PSYC 2120 Social Psychology
10. PSYC 2130 Life Span Psychology
11. CRMJ 1010 Introduction to Criminal Justice
12. POLS 1030 American Government
13. CRMJ 2020 Introduction to Corrections
14. HIST 2010 Survey of American History I
15. HIST 2030 Tennessee History
16. HIST 2020 Survey of American History II

Team Members:

Social Sciences faculty who develop, maintain, or utilize D2L for online/hybrid courses.

David Bowlby, Jared Bratten, Scott Cook, Lucy Craig, Dayron Deaton-Owens, Tabatha Edwards, Stephen Guerin, Pamela Harris, Heather Koller, John Selman, Bryan Thomas.

Timeline: 2013-2014 academic calendar year (implementation)

Est. Cost: \$0 (unless travel funded) **Budgeted:** Included in current budget

Evidence of Success: The Department Chair of Social Sciences will identify all Social Sciences Faculty who develop, maintain, or utilize D2L for online/hybrid course instruction and notify them of the required trainings. The Department Chair will then collaborate with the director of the Center of Emphasis for Academic Technologies, Dr. Shelley McCoy, to confirm and assess the participation rates. A percentage of faculty will be calculated to determine if we met our goal of 100% participation.

Current Status: Completed

Describe Progress: The goal of training all (100%) full-time Social Sciences faculty who utilize D2L in any manner was accomplished. Professor Moneda Grimes was omitted because she does not utilize D2L for any aspect of instruction. New full-time temporary instructor, Jared Bratten, has completed his training as well. His certificate is not included in the documented evidence because the training was completed recently and his temporary teaching contract has not officially started. The Department of Social Sciences has successfully contributed to the college's mission of increasing the integrity of distance learning and promoting online success by completing all necessary trainings.

Fall 2013-Spring 2014

The current Institutional Effectiveness Plans (IEP) for the Social Sciences Department involves proper Desire 2 Learn (D2L) training provided by a technological specialist. According to this plan, all members of the Social Sciences Department who utilize D2L in any way must receive annual training in one of the three categories: developer, maintainer, and refresher. The *developer* title refers to an instructor who has agreed and been assigned to develop a D2L course "from scratch." Before the instructor begins the course development process, he or she must complete an intense course developer training session. Other experienced course developers from the program serve as mentors to the new developers. Once the course is developed, the department chairperson completes a quality assurance survey in order to ensure that the course is ready for publication and student enrollment. This course will serve as the Master Copy for the developer and other instructors who may be called on to teach the course. The *maintainer* title refers to an instructor who has developed a fully-online course

and teaches this course on a regular, semester-by-semester schedule. This training involves keeping the course current for quality purposes as textbook adoptions, available technologies, and educational/political initiatives change. This training ensures that any instructor, including the developer, using the Master Copy, will have an updated version of the web course. Proper maintenance of online courses is key to online course quality. The *refresher* title refers to any instructor who uses any aspect of online learning to facilitate learning in that particular course. In the future, the department plans to require that all instructors, even those who do not teach fully-online courses, receive refresher training, demonstrating the department's effort to meet student demand and educational/political initiatives.

Describe Needed Changes: The desired outcome was achieved and no changes are necessary.

List of Supporting Documentation:

PDF scanned file containing all D2L certificates of completion.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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: Increase Social Sciences Online Offerings

Desired Outcome: The Department of Social Science will increase its fully online course offerings by two additional courses, one in spring 2014 and one in Fall 2014. The goal is 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:

17. PSYC 1030 General Psychology
18. PSYC 1040 Abnormal Psychology
19. PSYC 2014 Psychology of Human Sexuality
20. PSYC 2120 Social Psychology
21. PSYC 2130 Life Span Psychology
22. CRMJ 1010 Introduction to Criminal Justice
23. CRMJ 2020 Introduction to Corrections
24. HIST 2010 Survey of American History I
25. HIST 2030 Tennessee History
26. HIST 2020 Survey of American History II
27. POLS 1030 American Government

The department will add two additional fully online MSCC courses:

1. CRMJ 2010 Introduction to Law Enforcement
2. CRMJ 1020 Introduction to the Legal Process

Team Members: Dr. Lucy Craig

Timeline: CRMJ 2010 Introduction to Law Enforcement Spring 2014 (implementation); CRMJ 1020 Introduction to the Legal Process Fall 2014 (implementation)

Est. Cost: \$0 (Redistributed Time) **Budgeted:** Budget increase needed

Evidence of Success: The MSCC Spring 2014 Class Schedule will show CRMJ 2010 offered as a fully online course. The MSCC Fall 2014 Class Schedule will show CRMJ 1020 offered as a fully online course.

Current Status: Completed

Describe Progress: The goal of increasing the department's fully online course offerings by adding two additional courses was accomplished. The enrollment numbers for Spring 2014 were high and the department will monitor the progress of the CRMJ 1020 WEB that will debut Fall 2014. The department will continue to offer these courses in fully online format in the future. The Department of Social Sciences has successfully contributed to MSCC's effort of increasing access to post-secondary education along with the promotion of online success.

Describe Needed Changes: The desired outcome was achieved and no changes are necessary.

List of Supporting Documentation:

Spring 2014 Class Schedule

NR 12062 CRMJ 2010 W77 BAY 3.000	Intro to Law Enforcement	TBA	24		21	3
Philip Pipitone (P) 01/16-05/08	WEB					

Fall 2014 Class Schedule

SR	82339 CRMJ 1020						
	W77 60M 3.000	Intro to the Legal Process	TBA	25	12	13	
Philip Pipitone (P)	08/25-12/13	WEB					

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Social Sciences

Related Strategic Goal:

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

Action Plan #: SOSC-03

Action Plan Title: Evaluation of General Education Core Course Assessment Instruments

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 spring 2014 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	Embedded
HIST 1120 Survey of World Civilization II	Embedded
HIST 2010 Survey of American History I	Embedded
HIST 2020 Survey of American History II	Embedded
HIST 2030 Tennessee History	Embedded
POLS 1030 American Government	Embedded
POLS 2010 State and Local Government	Embedded

PSYC 1030 General Psychology	Pre-Test/Post-Test
SOCI 1010 Introduction to Sociology	Embedded
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. Another trend that has emerged is that the participation rates of post-test completion are significantly lower than that of the pre-test completion rate. During the current assessment cycle, however, the department discovered a way to increase post-test participation. Instructors were encouraged by the department chair to use a computer lab for post-test administration on a day with strong student attendance. This drastically improved student participation rates.

Initially, the Department of Social Sciences researched and determined that the use of embedded assessment is more valid, reliable, and allows for an assessment method that is linked to the students' grades; however, the manual data entry/collection method is outdated. Upon further investigation, the Department of Social Sciences reached an alternative conclusion that assessment format must be determined at the program level rather than at the departmental level. The assessment method must take into consideration the strengths/weaknesses and preferences of the faculty who are teaching the material and assessing the knowledge retention. Each program selected 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 Spring 2014.

The following course will switch from pre-test/post-test assessment to embedded assessment in Spring 2014:

- HIST 2020+H

Team Members: Department chair and faculty

Timeline: June 30, 2014

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: The Department of Social Science will have implemented the optimal method(s) for each social science course in the general education assessment cycle and will have prepared the needed assessment instruments needed for Spring 2014 GE assessments. Assessment results will be evaluated prior to June 30, 2014.

Current Status: Completed

Describe Progress: In the Fall 2013 semester, General Education assessment for ANTH 2010 was completed. Using a pre/post-test method, 3 sections of ANTH 2010 were assessed. The results are provided on the following page. In the Spring 2014 semester, General Education assessment for HIST 1110, POLS 1030, PSYC 1030, GEOG 2010, and HIST 2020+H was completed. Using a pre/post-test method, 4 sections of GEOG 2010 and 21 sections of PSYC 1030 were assessed. The results are provided on the following pages. Using an embedded print method, 3 sections of HIST 1110, 3 sections of POLS 1030, and 37 sections of HIST 2020+H were assessed. The results are provided on the following pages.

Fall 2013-Spring 2014

ANTH 2010

Question/SLO	Pre-Test		Post-Test		
# Correct	Pre-Test		Post-Test		
% Correct	Post-Test		Post-Test		
# Correct	Post-Test		Post-Test		
% Correct	% Difference		Post-Test		
Q1 (SLO #2)	33	59%	30	70%	11%
Q2 (SLO #3)	47	84%	39	91%	7%
Q3 (SLO #4)	53	95%	34	79%	-16%
Q4 (SLO #5)	32	57%	37	86%	29%
Q5 (SLO #6)	50	89%	40	93%	4%

*56 students completed the pre-test and 43 students completed the post-test.

Use of Assessment Results:

In Fall 2013, Introduction to Anthropology (ANTH 2010) was assessed using an online Pre-Test/Post-Test format. Five of the six Student Learning Outcomes (SLOs) were assessed by one multiple choice question: SLO 2 (question 1), SLO 3 (question 2), SLO 4 (question 3), SLO 5 (question 4), and SLO 6 (question 5). SLO 1 was not assessed due to the fact that it is very general. In other words, SLOs 2—6 cover the specifics of what is stated in SLO 1. Incremental gains between pre-test and post-test were observed for all SLOs except SLO #4. All SLOs were achieved at the Effectiveness Standard of 70%. The Anthropology faculty discussed some concerns pertaining to the assessment. These include difficulty getting all section instructors and students to complete both the pre-test and the post-test, and the time interval between pre-test and post-test (i.e., pre-test at the beginning of the semester and post-test at the end of the semester). The Anthropology faculty and Department Chair of Social Sciences concluded that it is easier to get on-ground students to participate in the assessments than it is to get WEB students to participate in the assessments. A computer lab classroom can be reserved during

class time for on-ground student assessment. Regarding the poor results for SLO #4, the low number of questions could enhance the impact guessing has on overall results. Teaching methodologies and course content were not considered to be a contributory factor. As a result, the Anthropology faculty and the Department Chair of Social Sciences recommend two actions: 1) Offer incentives to students (on-ground and WEB) in order to increase participation in the post-test; 2) Adding 2 questions per SLO (including SLO 1 which was not assessed this time) for a total of 12 questions in order to eliminate the impact guessing could have on the results. This will be done in advance of the next scheduled general education assessment of Introduction to Anthropology (ANTH 2010).

The General Education Assessment pre/post-test questions were updated during the Summer of 2013. The questions will be revised again before the next assessment.

HIST 1110

Assessment Results:

Student Learning Outcome	Question	Percentage Correct
1	1	80
2	2	98
3	3	83
4	4	83
5	5	82
6	6	77
7	7	87
8	8	92
9	9	82
10	10	90

Use of Assessment Results:

Since the last assessment of HIST 1110 (Fall 2009), new embedded questions have been developed so that each SLO is assessed by current Historical content. All involved instructors felt that this makes the results more relevant and updated. Only three sections of this course were randomly selected for general education core assessment purposes during the Spring 2014 semester. The benchmark of 70% correct was exceeded for every expected student learning outcome. Regular and adjunct faculty teaching HIST 1110 were provided with these results and discussion was encouraged. The faculty teaching this course are satisfied with the current SLOs because they demonstrate the essence of the course. It was their opinion that changing the SLOs or the assessment methodology is not necessary. Assessment results for this

course have been consistently strong since the first assessment in Fall 2009. Although both sets of results surpassed the benchmark, the current results (Spring 2014) were significantly higher than past results, indicating an improvement in teaching and learning methods. Comparisons to past assessments of this course will continue to be monitored. With regard to SLO 6 (77% correct), the instructors plan to dedicate additional class time to that SLO next year. It also has been suggested by the department chair and full/part-time faculty that an electronic format of data entry be used for the next cycle of embedded assessments. The current method requires the chair to rely on manual data compilation and calculations, which is more prone to produce errors.

POLS 1030

Assessment Results:

Student Learning Outcome	Question	Percentage Correct
1	1	78
1	2	80
2	3	76
2	4	91
3	5	91
3	6	73
4	7	81
4	8	86
5	9	90.5
5	10	90.5

Use of Assessment Results:

Since the last assessment of POLS 1030 (Fall 2011), new embedded questions have been developed so that each SLO is assessed by a total of 2 questions. In the past, only one question was used to assess each SLO. All involved instructors felt that this makes the results more valid and reliable. Only two sections of this course were randomly selected for general education core assessment purposes during the Spring 2014 semester. The benchmark of 70% correct was exceeded for every expected student learning outcome. Regular and adjunct faculty teaching POLS 1030 were provided with these results and discussion was encouraged. The faculty teaching this course are satisfied with the current SLOs because they demonstrate the essence of the course. It was their opinion that changing the SLOs or the assessment methodology is not necessary. Assessment results for this course have been consistently strong for many years. Comparisons to past assessments of this course will continue to be monitored. With regard to SLO 3 (73% correct), the instructors plan to dedicate additional class time to that SLO next year. It also has been suggested by the department chair and full/part-time faculty that an electronic format of data entry be used for the next cycle of embedded assessments. The current method requires the chair to rely on manual data compilation and calculations, which is more prone to produce errors.

GEOG 2010

Assessment Results:**Question and Assessed SLO(s) Pre-Test**

	# Correct	Pre-Test		# Correct	Post-Test	
	% Correct	Post-Test		% Correct	% Difference	
Q1 (1)	61	87%	58	91%	3%	
Q2 (1)	53	76%	58	91%	15%	
Q3 (2)	43	61%	53	83%	21%	
Q4 (2)	39	56%	31	48%	-7%	
Q5 (3)	31	44%	32	50%	6%	
Q6 (3)	34	49%	47	73%	25%	
Q7 (4)	11	16%	18	28%	12%	
Q8 (5)	37	53%	58	91%	38%	
Q9 (5)	26	37%	35	55%	18%	
Q10 (6)	42	60%	54	84%	24%	
Q11 (6)	22	31%	36	56%	25%	
Q12 (7)	42	60%	47	73%	13%	
Q13 (7)	41	59%	40	63%	4%	
Q14 (8)	43	61%	52	81%	20%	
Q15 (9)	45	64%	51	80%	15%	
Q16 (9)	25	36%	46	72%	36%	
Q17 (10)	25	36%	30	47%	11%	
Q18 (10)	50	71%	48	75%	4%	

*70 students completed the pre-test and 64 students completed the post-test.

Use of Assessment Results:

In Spring 2014, geography faculty were consulted about the General Education Core Assessment of World Geography, GEOG 2010. Discussion of the results included the following points:

1. This was the department's first general education assessment of the new GEOG 2010 World Geography SLOs via Pre-Post Test (developed January 2014 by J. Pockrus). There were ten overall student learning outcomes (SLOs); the SLOs were specifically evaluated by the pre and post-test. Each SLO was assessed by 2 pre/post-test questions except SLOs 4 and 8, which were addressed by only one pre/post-test question. A total of 20 questions were created for the pre/post-test. Two questions were omitted due to answer key option errors, bringing the total down to 18 questions. The omitted questions will be revised for all future assessments. See SLOs on previous page.
2. The Spring 2014 results showed significant incremental learning (average gain = 19.94%) as identified by the percent difference between percent correct across the pre and post test results. This gain does indicate an improvement in learning; however, there is much opportunity for improvement in terms of reaching the benchmark for SLO assessment.

3. As each of the ten SLOs were assessed, using the 70% pass rate benchmark to indicate achievement of the SLO, the benchmarks for only 5 of the 10 SLO's were achieved. The SLOs not achieved at the 70% pass rate were: (2) Understand how geography influenced the development of civilizations, (3) Identify the world's major cultural, racial and ethnic groups and their population concentrations, (4) Understand how cultural, agricultural, religious, political, and social practices impact the environment, (6) Understand how cultural, religious, and political practices impact world affairs, and (10) Understand how physical geography impacts a region's economic, cultural and social landscape. Cultural and developmental geographical concepts appear to be the topics the majority of students were having difficulty comprehending. It is recommended that instruction directed at SLOs 2, 3, 4, 6, and 10 be increased and/or teaching/learning methods be modified. Because the SLOs were recently modified this semester, it is assumed that there will be a learning curve for the instructors in terms of adjusting the curriculum to address the new SLOs. Furthermore, omitted questions 8 and 16 will also be revised.
4. Pre/post-test sample size is better than in previous assessments indicating that instructors were more successful at getting students to complete both the pre and post-test. The reason for this may be because all instructors were encouraged to designate class time to use a computer lab to complete the assessments. Collaboration between the Office of Research and Planning and the Department Chair also proved to be a vital component. Frequent reminders to complete the assessments, both pre/post-test seem to have benefited all involved stakeholders.

HIST 2020

Assessment Results:

Questions	SLO	Percentage Correct
1	1	61.35
2	1	76.95
3	2	85.82
4	2	69.1
5	3	87.41
6	3	85.95
7	4	52.69
8	4	92.38
9	5	96.08
10	5	80.36

Use of Assessment Results:

In Spring 2012 HIST 2020 was assessed using an online pre-test/post-test method. Only one of the five SLOs was achieved at the Effectiveness Standard of 70%. The history faculty discussed the possible reasons for this: 1) only one question assessed each SLO; 2) the time interval between pre-test and post-test (i.e., pre-test at the beginning of the semester and post-test at the end of the semester), and 3) difficulty in getting full compliance with all section instructors and students to complete both the pre-test and post-test. Teaching methodologies were not considered to be a contributory factor. As a result, the history faculty made the following recommendations: 1) switch to embedded assessment, 2) revision and expansion of the assessment questions so that each SLO is assessed by two questions, 3) retain the SLOs as written.

In Spring 2014, HIST 2020 was assessed using an embedded print method. Four of the five SLOs were achieved at the benchmark standard of 70%. The embedded method allows for faculty to teach SLO material at a distributed pace, assessing one SLO at a time, rather than teaching all SLOs over the course of the semester and assessing all SLOs at once. The embedded method usually results in higher participation rates because the assessment questions are embedded in exams, which directly impacts the students' grades. The benchmark for SLO #1 (see previous page) was missed by a narrow margin. To address this concern, faculty will consider using more class time or different teaching/learning methods when covering the topic. In contrast to the Spring 2012 HIST 2020 assessment cycle, the recent embedded print format utilized 2 questions to assess each SLO in order to increase validity and reliability. Overall, the department is satisfied with the results and will continue monitoring the effectiveness of the general education assessment tools. It also has been suggested by the department chair and full/part-time faculty that an electronic format of data entry be used for the next cycle of embedded assessments. The current method requires the chair to rely on manual data compilation and calculations, which is more prone to produce errors.

PSYC 1030

Assessment Results:

Question	Pre-Test # Correct	Pre-Test % Correct	Post-Test # Correct	Post-Test % Correct	% Difference
Q1	192	74%	177	87%	13%
Q2	109	42%	108	53%	11%
Q3	159	61%	159	78%	17%
Q4	164	63%	163	80%	17%
Q5	202	78%	170	83%	5%
Q6	100	39%	107	52%	14%
Q7	117	45%	156	76%	31%
Q8	162	63%	162	79%	17%
Q9	158	61%	151	74%	13%
Q10	120	46%	167	82%	36%
Q11	158	61%	161	79%	18%
Q12	137	53%	135	66%	13%
Q13	82	32%	119	58%	27%
Q14	122	47%	145	71%	24%
Q15	75	29%	145	71%	42%
Q16	104	40%	124	61%	21%

Use of Assessment Results:

In Spring 2014, psychology faculty were consulted about the General Education Core Assessment of General Psychology, PSYC 1030. Discussion of the results included the following points:

1. This was the department's first general education assessment of the new PSYC 1030 General Psychology SLOs via Pre-Post Test (developed January 2014 by S. Guerin) derived from the APA Guidelines for Undergraduate Psychology Major, Version 2.0 (APA 2013). See SLOs on previous

page. There were two overall goals, five objectives, and ten student learning outcomes (SLOs); the SLOs were specifically evaluated by the pre and post-test.

2. The Spring 2014 results showed significant incremental learning (average gain = 16.15%) as identified by the percent difference between percent correct across the pre and post test results.
3. As each of the ten SLOs was assessed by two test questions, using the 70% pass rate benchmark to indicate achievement of the SLO, 9 of the 10 SLO's were achieved. The only SLO not achieved at the 70% pass rate was 3: *Identify key characteristics of major content domains in psychology (e.g., cognition and learning, developmental (life span), biological, and sociocultural)*. These are some of the more difficult topics for students to grasp in General Psychology. In looking at the two questions (5 and 6) which tapped this SLO, not enough students understood what cognitive psychology involved or that operant and classical conditioning are forms of learning. It is recommended that instruction directed at SLO 1.2a be increased and/or teaching methods modified. Alternately, it may be advisable to reconsider rewriting questions 5 and 6 to perhaps more clearly reflect face validity with SLO 3.

Pre and post-test sample size is better than in previous assessments indicating that faculty were more successful at getting students to complete both the pre and post-test. The reason for this may be because all full and part-time faculty were encouraged to designate class time to use a computer lab to complete the pre-post-tests. Collaboration between the Office of Research and Planning and the Department Chair also proved to be a vital component. Frequent reminders seem to have benefited all involved stakeholders.

Describe Needed Changes: An electronic method of data collection/entry needs to be implemented for embedded assessment methods.

List of Supporting Documentation: General Education Use of Assessment Results for Fall 2013 and Spring 2014

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Social Sciences

Related Strategic Goal:

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

Action Plan #: SOSOC-04

Action Plan Title: Implementation of Standard Course Syllabi

Desired Outcome:

- A total of 90% of all course syllabi will be modified from the current format to the new standard syllabus format by the end of the Fall 2014 semester.
- A total of 100% of all course syllabi will be modified from the current format to the new standard syllabus format by the end of the Spring 2015 semester.

The desired outcomes will be completely assessed by June 30, 2015.

Description of Action Plan and Related Activities: In compliance with institutional policy, a Standard Syllabus is to be completed for each course offered at Motlow. A copy should appear on the web page of the Department in which the course is listed. These Standard syllabi play a role in the making of the image of the College, provide a means of communicating course outcomes to stakeholders, and contribute to continuity and consistency in the courses from semester to semester. They may be used to secure approval of state agencies, to determine whether the course is parallel to one offered at a four-year institution, to achieve the best articulation and coordination in instruction, for research that deals with curricular development and accreditation reports, and to aid new faculty members in their preparations. Criteria necessary in the judgment of the quality and adequacy of a course vary with the course.

Each Standard Syllabus is to be reviewed annually by those faculty members teaching that course and appropriate changes made to reflect changes or to add information to make the syllabus up-to-date. A joint effort between faculty members who are teaching the same course is needed to provide consistency in content. A faculty member should review the current syllabus prior to teaching a course for the first time, and a Standard Syllabus should be developed during the semester prior to a newly developed course being taught for the first time.

In preparing Standard Syllabi, faculty members should use the Master Syllabus Template. However, disciplines that undergo formal accreditation should create their own Syllabus Template in keeping with their accrediting body's suggestions and/or recommendations if the discipline's faculty feel that deviation from the MSCC Master Syllabus Template is necessary.

The Department of Social Sciences will identify departmental syllabi that are not currently in Standard Syllabus format. The Department Chair will assign courses that are not in Standard Syllabus format to full/part-time faculty. Using syllabus templates, a Standard Syllabus will be created for all 36 courses offered by the department. The Department Chair will review all syllabi and upon approval, will notify the Information Technology Specialist (Webmaster) to replace all outdated syllabi on the Departmental website with all updated Standard Syllabi. The updated Standard Syllabi will be ready for Fall 2014 implementation. The total percentage of course syllabi modified to the updated Standard Syllabi format will be calculated at the end of the Fall 2014 and Spring 2015 semesters.

Team Members: Department chair and faculty

Timeline: June 30, 2015

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success:

Documentation:

- 1) Fall 2014 Calculations of Standard Syllabus Completions (90% completion rate)
- 2) Spring 2015 Calculations of Standard Syllabus Completions (100% completion rate)

Assessment results will be evaluated prior to June 30, 2015.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress:

Fall 2013-Spring 2014

[Enter assessment data and use of assessment data here.]

Describe Needed Changes: [Update with needed changes for 2014-2015.]

List of Supporting Documentation: [List supporting documents and email them along with your updated IE Plans.]

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Social Sciences

Related Strategic Goal:

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

Action Plan #: SOSC-05

Action Plan Title: Assessment of General Education Core Courses

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 2014 and Spring 2015 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	Embedded
HIST 1120 Survey of World Civilization II	Embedded
HIST 2010 Survey of American History I	Embedded
HIST 2020 Survey of American History II	Embedded
HIST 2030 Tennessee History	Embedded
POLS 1030 American Government	Embedded
POLS 2010 State and Local Government	Embedded

PSYC 1030 General Psychology	Pre-Test/Post-Test
SOCI 1010 Introduction to Sociology	Embedded
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. Another trend that has emerged is that the participation rates of post-test completion are significantly lower than that of the pre-test completion rate. During the current assessment cycle, however, the department discovered a way to increase post-test participation. Instructors were encouraged by the department chair to use a computer lab for post-test administration on a day with strong student attendance. This drastically improved student participation rates.

Initially, the Department of Social Sciences researched and determined that the use of embedded assessment is more valid, reliable, and allows for an assessment method that is linked to the students' grades; however, the manual data entry/collection method is outdated. Upon further investigation, the Department of Social Sciences reached an alternative conclusion that assessment format must be determined at the program level rather than at the departmental level. The assessment method must take into consideration the strengths/weaknesses and preferences of the faculty who are teaching the material and assessing the knowledge retention. Each program selected 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 Spring 2014.

The following courses will undergo General Education Core assessment in Fall 2014 and Spring:

Fall 2014	Social Sciences	HIST 2010	embedded - print	
Fall 2014	Social Sciences	SOCI 1010	embedded - print	
Spring 2015		Social Sciences	HIST 2030	embedded - print
Spring 2015		Social Sciences	SOCI 1020	embedded - print

Team Members: Department chair and faculty

Timeline: June 30, 2014

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: The Department of Social Science will have implemented the optimal method(s) for each social science course in the general education assessment cycle and will have prepared the needed assessment instruments needed for Fall 2014 and Spring 2015 GE assessments. Assessment results will be evaluated prior to June 30, 2015.

Current Status: Choose an item.

Describe Progress:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 6/15/2015

Motlow State Community College

Institutional Effectiveness Plan

Unit: Workforce Development & Extended Services **Unit Head:** Tom Dillingham

Division: Academic Affairs

Statement of Purpose: In 1974 the Community Services unit was formed to offer helpful public service and continuing educational training programs which promoted personal enrichment. In 1978, the Industrial and Business Institute (IBI) was established as a training resource for the businesses, industries, governmental agencies, and citizens in its 11-county service area. In the mid- 1990's, the name of the Industrial and Business Institute was changed to the Economic & Community Development unit to align more closely to the Tennessee ECD department. For nearly 40 years, Motlow College has provided a variety of educational and non-credit training programs to help meet the challenges of a rapidly changing and highly technological working environment. These programs and areas of emphasis have resulted in issuing thousands of CEU's - Continuing Education Units (certificates of non-credit training), hosting over 73,000 class participants through 3700 programs, and generating over \$5million in revenue.

Additionally, Motlow College supports 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 Department 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. In early 2010, ECD & ES worked with the Information Technology unit to create an electronic Facility Reservation Request program. This effort greatly helped the efficiency and speed of reserving a room.

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 created the unit of Career Planning & Extended Services which emphasized support services to students through the Kuder career preference survey; working with businesses, industries and government organizations to assist students in the job placement process; offering assistance with resume writing and interviewing skills; conducting Career Fairs; posting current job opportunities on the Career Planning web page; and engaging students in Cooperative Education and Internship opportunities, if requested.

Beginning June, 2014, a community-driven emphasis to prepare job applicants to become “Career Ready” has resulted in a new unit entitled “Workforce Development & Extended Services” to focus on:

1. Responding to business and industry requests to conduct various “Industrial Readiness” non-credit training programs to determine prospective employees’ competencies and skill levels
2. Processing facility reservations and rental fees
3. Administering the Regents On-line Continuing Education database for student registrations
4. Supporting the TN Correction Academy training requirements

Reviewed: 7/1/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Workforce Development & Extended Services

Related Strategic Goal:

4.2 Advance our college as a role model for sustainability.

Action Plan #: WDES -01

Action Plan Title: Satisfaction Rating of TN Correctional Academy Training Participants

Desired Outcome: For the participants in training through the TN Correction Academy in Tullahoma, our goal is to achieve an overall participant satisfaction rate of classes conducted through the Workforce Development & 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 Workforce Development & 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 WD & ES or other MSCC staff will tabulate the results of the evaluation and monitor assessment.

Timeline: July 1, 2013 – June 30, 2014

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.

2014

For this assessment, the results were a 3.5 rating on a 4-point scale. This objective is being met.

2013

For this assessment, the results were a 4.0 rating on a 4-point scale.

2012

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.

2011

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: The TN Dept of Labor is moving towards more on-line training; however there is no training satisfaction rating or evaluation form issued from the on-line vendor which makes tracking the satisfaction rate harder to obtain.

Objectives were met; although continuous improvement opportunities are always being reviewed and implemented.

List of Supporting Documentation: [Supporting Documents](#)

Date Last Updated: 7/7/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Workforce Development & Extended Services

Related Strategic Goal: 3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: WDES -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 Workforce Development & Extended Services, or designee, will send a Facility Use Survey form to the requester to seek evaluation in the following 7 categories: Room Cleanliness, Comfort Level, Restrooms, Building/Grounds Appearance, Accessibility, Video/audio, and Reservation Process. Each category will have a rating of either: Excellent, Good, Fair, or Poor.

Team Members: The Director of WD & ES or other MSCC staff will tabulate the results of the evaluation and monitor assessment.

Timeline: July 1, 2013 – June 30, 2014

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 WD & 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.

2014

The number of responses produced a 3.92 rating on a 4-point survey scale. This objective is being met.

2013

The number of responses produced a 4.0 rating on a 4-point survey scale. This objective is being met.

2012

The number of responses produced a 3.63 rating on a 4-point survey scale. This objective is being met.

2011

The number of responses produced a 3.57 rating on a 4-point survey scale. This objective is being met.

Describe Needed Changes: We have changed the Evaluation Form to include the rating “Reservation Process” and also, we converted the form from only a manual process to an electronic format.

No major issues were highlighted by users. Only a few minor problems warranted communication to either Facilities or IT. However, we strive for continuous improvement of both the electronic facility reservation program and analysis of the returned surveys.

List of Supporting Documentation: Evaluation calculations are included. [Supporting documents](#)

Date Last Updated: 7/7/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Workforce Development & Extended Services

Related Strategic Goal:

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

Action Plan #: WDES -03

Action Plan Title: Track Utilization of the Kuder Career Assessment Survey Tool

Desired Outcome: Our goal for the first year would be to establish a benchmark for the survey usage by our students, graduates, and the community we serve.

Description of Action Plan and Related Activities: Career Planning & Extended Services will begin an accounting measurement of the number of participants during the upcoming year.

Team Members: The Director of WD&ES or other MSCC staff will tabulate the results of the survey utilization.

Timeline: July 1, 2013 – June 30, 2014

Est. Cost: \$750

Budgeted: Included in current budget

Evidence of Success: With this being the first year this objective will be in place, we will have the evidence of success to be the established benchmark of utilization.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress: During July 1, 2013 and June 30, 2014, the Kuder Database Management System recorded 66 new Motlow College student users and 69 returning users taking advantage of the career planning tools offered in this program. WD & ES is pleased with this result.

2014

Since the Career Planning portion of work assignments in the WD & ES unit were separated from the Extended Services' duties and responsibilities on June 1, 2014, this WDES – 03 Action Plan will no longer be a part of the newly formed Workforce Development & Extended Services unit.

Describe Needed Changes: Due to reorganizations, the Kuder survey is staying with Students Affairs/Student Success while personnel previously responsible for its use are moving to Academic Affairs. This IE Plan will not be renewed for 2014-15.

List of Supporting Documentation: See attachment for validation and verification of the Kuder program.

Date Last Updated: 7/1/2014

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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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.

Fall 2012 – After holding an ACE informational meeting on July 24, 2012, an ACE cohort for AS General Studies and one for AS in Teaching was developed with a start date of Fall 2012 and end date of Summer 2013. This would be the sixth General Studies cohort and third AST cohort for the Fayetteville Center. A total of 11 prospective ACE students attended ACE orientation on August 21, 2012.

Fall 2013 - Due to low interest in the ACE program, sufficient number of students was not available to begin a new ACE cohort for the fall 2013 term. However, ACE classes were offered for those students who needed to “drop into” the program and get the classes they needed.

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 ([ACE Press Release.pdf](#)), (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: ARGOS report will show that 50% of ACE Cohort will graduate in 150% time.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

2013-2014

The ACE program at the Fayetteville Center is experiencing a very low number of interested students. After speaking to prospective students who had shown interest in the past, several reasons were given. Students lacked financial aid eligibility due to past academic performance, students needed to work instead of attend school, or the program they wished to follow was not offered in the ACE format.

For the fall 2013 term, there were not a sufficient number of students to form a cohort. As a result, there will not be ACE graduates for May 2015. The ACE classes were still offered in the fall 2013 term for those students needing the classes to complete their degree requirements. We consider these students “drop-ins”. They will not be true ACE graduates.

The cohort that began fall 2012 also dissolved due to following reasons: lack of interest, loss of student financial aid and work obligations. As a result, there were no new ACE graduates for the spring 2014 academic year.

2012

The ACE program is growing at the Fayetteville Center. Students in the program are the best advertising and these students are the reason the program is growing. Since the inception of the program, eligible students have been allowed to register for ACE classes even if they are not part of the cohort. This has allowed even more eligible students the opportunity to graduate and has allowed the ACE classes to maintain the minimum enrollment numbers. The support system in place in this type of offering encourages students to complete their degree.

For the ACE classes beginning January 2012 (Co-Hort and Drop-ins)

Total Number of Students = 17

Total Graduates as of December 2015 (as of this report) = 4

Graduation in 100% to 150% of time = 23%

*Students are still completing classes

For the ACE classes beginning August 2012 (Co-hort and Drop-ins)

Total Number of Students = 17

Total Graduates as of August 2015 (as of this report) = 6

Graduation in 100% to 150% of time = 35%

*Students are still completing classes

2011

For the ACE classes beginning January 2011 (Co-Hort and Drop-in)

Total Number of Students = 6

Total Graduates as of December 2013 = 3

Graduation in 100% to 150% of time = 50%

For the ACE classes beginning August 2011 (Co-hort and Drop-ins)

Total Number of Students = 18

Total Graduates as of August 2014 (as of this report) = 11

Graduation in 100% to 150% of time = 61%

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.

For the ACE classes beginning January 2010 (Co-hort and Drop-ins)

Total Number of Students = 14
Total Graduates as of December 2012 = 8
Graduation in 100% to 150% of time = 57%

For the ACE classes beginning August 2010 (Co-hort and Drop-ins)

Total Number of Students = 19
Total Graduates as of August 2013 = 14
Graduation in 100% to 150% of time = 73%

Describe Needed Changes:

Updated 2013-2014:

This institutional effectiveness plan will cease at the end of this academic year 2013-2014 due to low interest in the program.

Future growth of the program will be supported by redistributed time of a new faculty member who will be working with the program on the Moore County campus. Additional marketing in the service area will be helpful.

The ACE program will continue to be offered at the Fayetteville Center by combining enrollment numbers via ITV with the McMinnville Center. Beginning fall 2014, a cohort of ACE AS General Studies students will begin this new format.

Past Updated Changes:

Additional marketing would assist the growth of this program. It is also noted that the ACE program information can be difficult to find on the MSCC website. A better web presence would be beneficial. Advertising through the use of television commercials or radio spots would target the population of students interested in the ACE program.

It is noted that the ACE classes at the Fayetteville Center can be shared with other campuses via ITV in order to maintain the minimum enrollment numbers and possible expansion of class offerings.

Due to the decrease in interest in the AST ACE program, a new cohort is not planned to begin Fall 2013.

Due to the steady interest in the ACE General Studies program, a new cohort is planned to begin Fall 2013.

List of Supporting Documentation: no supporting documents for 2014-15

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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. ([CAT Meeting Notes.pdf](#), [Sign In Sheets.pdf](#))

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: Completed

Describe Progress:

Spring 2014

0 students completed the WDRC at the Fayetteville Center. None of the four classes were offered at the Fayetteville Center during the planning period.

This institutional effectiveness plan will cease at the ending of this cycle.

Fall 2013

14 students Enrolled in the WDRC at that Fayetteville Center. First module began Monday, November 5, 2013. Of the 14, 9 completed all four modules. This is a 64% completion rate and exceeds the desired outcome of 50%. ([WDRC Fayetteville Roster.xlsx](#))

14 students enrolled in the WDRC at the Fayetteville Center. The class maximum is 25. This is 56% enrollment. The desired outcome of 75% was not met. ([WDRC Fayetteville Roster.xlsx](#))

Of the 14 students enrolled in the WDRC at the Fayetteville Center, 7 students heard of the program because of initiatives supported by the Fayetteville Lincoln County Industry and Educators Partnership (recently renamed to Opportunity Lincoln). This met the 50% desired outcome. ([WDRC Fayetteville Roster.xls](#))

Each student was surveyed regarding their satisfaction with the modules. However, the survey results were not tabulated by the Data Analyst. The survey results are attached and upon review appear to favor the training the student's received. ([WDRC Surveys.pdf](#), [WDRC Surveys module 3.pdf](#), [WDRC Surveys module 1 and 2.pdf](#))

Spring 2013

Due to lack of interest in the program, the modules were cancelled.

Describe Needed Changes:

No changes needed due to zero interest by local industry.

Changes will be directed by the Director of Career Readiness to assure the DOL grant requirements and outcomes are met.

List of Supporting Documentation:

[List supporting documents and email them along with your updated IE Plans.]

- [CAT Meeting Notes.pdf](#)
- [Sign In Sheets.pdf](#)
- [WDRC Surveys.pdf](#)
- [WDRC Surveys module 3.pdf](#)
- [WDRC Surveys module 1 and 2.pdf](#)
- [WDRC Fayetteville Roster.xlsx](#)

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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, and 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: Behind Schedule

Describe Progress:

Fall 2013

According to the annual student satisfaction survey (SSatisfactionF13Fayettevilleall.docx) administered to students in the fall 2013 term, **87.5%** of students surveyed stated that they were aware of the learning support services (tutoring, writing lab, math lab) available to students at the Fayetteville Center. Goal achieved.

According to the annual student satisfaction survey (SSatisfactionF13Fayettevilleall.docx) administered to students in the fall 2013 term, **87.5%** of students surveyed stated that they were aware of the different scheduling options available to students at the Fayetteville Center. Goal achieved.

Focus groups were not formed during the fall semester due to the inability to get the needed number of students to keep the appointment for the meeting. At one meeting, only one student appeared. The meeting was not held with only one student.

Spring 2014

The student satisfaction survey (S14SSSFayettevillecampusonly.docx) was administered during the spring 2014 term.

According to the annual student satisfaction survey (S14SSSFayettevillecampusonly.docx) administered to students in the spring 2014 term, **89.3%** of students surveyed stated that they were aware of the learning support services (tutoring, writing lab, math lab) available to students at the Fayetteville Center. Goal achieved.

According to the annual student satisfaction survey (S14SSSFayettevillecampusonly.docx) administered to students in the spring 2014 term, **87.5%** of students surveyed stated that they were aware of the different scheduling options available to students at the Fayetteville Center. Goal achieved.

Focus groups were not formed during the fall semester due to the inability to get the needed number of students to keep the appointment for the meeting.

Fall 2012

According to the annual student satisfaction survey ([SSF12Fayettevilleonly.pdf](#)) administered to students in the fall 2012 term, **96.9%** of students surveyed stated that they were aware of the learning support services (tutoring, writing lab, math lab) available to students at the Fayetteville Center. Goal achieved.

According to the annual student satisfaction survey ([SSF12Fayettevilleonly.pdf](#)) administered to students in the fall 2012 term, **75%** of students surveyed stated that they were aware of the different scheduling options available to students at the Fayetteville Center. Goal achieved.

The focus group met three times during the fall 2012 term. ([Minutes of SAS Focus Group Sept Oct Nov 2012.pdf](#)) The following actions were recommended:

- Student workers would man a table outside the learning support lab during the first two weeks of the semester in order to encourage students to visit the learning support labs. Candy should be handed out so students would stop at the table. This initiative supports awareness of services.
- All faculty are to be notified of the learning support lab hours via e-mail early each term and encouraged to share this information with their students. This initiative supports awareness of services. ([Learning Support Lab Hours Fall 2012.pdf](#))
- To assure students know a direct contact at the Fayetteville Center, a letter from the Fayetteville Center will be generated on a weekly basis and sent to each student who applies for admission and has a Lincoln County, TN or an Alabama zip code. This initiative supports academic success. ([Letter from Director Fall Term 2013 02042013.pdf](#))
- To assist with admission obstacles, students would receive a phone call from a staff member at the Fayetteville Center prior to registration. The students name would appear on an admission or financial aid hold report that would be generated weekly and e-mailed to Laura Monks, Director. ([Financial Aid Holds 02042013.pdf](#), [Applicant Holds 02042013.pdf](#))

Spring 2013

The student satisfaction survey is only conducted in the fall term. The results regarding awareness of services will be conducted again Fall 2013.

The focus group met twice during the spring 2013 term ([Minutes of SAS Focus Group April 8 and 29 2013.pdf](#)) . A survey ([FayettevilleS13.pdf](#)) was conducted of current students. The following actions were recommended:

- Continue to have advisement completed by full time faculty as much as possible.
- Emphasize location, low cost and closeness to home in future marketing campaigns for the Fayetteville Center.
- Seek full time faculty to teach more sections at the Fayetteville Center.

- Seek additional partnerships with four year universities so students do not have to travel to continue their education.
- Work with the PR department to publish student success stories in the local paper, on television or on the web.
- Promote small class sizes and student activities.

Describe Needed Changes:

Changes based on findings in 2013-2014:

A focus group is a good method to gather qualitative data. Students asking other students about their ideas and thoughts bring a lot to the discussion in a focus group. However, this academic year the students who stated they wished to be included in the focus group did not commit to the responsibility.

As a result, the Director will seek an alternative method of gathering information from students to assist with this institutional effectiveness plan in the future.

Past Changes:

A focus group will continue to meet each semester with the Director of the Fayetteville Center to make recommendations and to develop initiatives based on past focus group recommendations.

At this time, students are aware of the learning support services and the different scheduling options available at the Fayetteville Center. If the goal is not achieved on future student satisfaction surveys, the focus group will research ways and make recommendations to assure this goal is met.

Additional marketing needs to be done to assure students in the Fayetteville Center area know of the opportunities available at the location.

List of Supporting Documentation:

[List supporting documents and email them along with your updated IE Plans.]

- SSatisfactionF13Fayettevilleall.docx
- S14SSSFayettevillecampusonly.docx

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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: Behind Schedule

Describe Progress: This year, the majority of our department chairs were new. It took this year to bring them up to speed on the purpose of the adjunct orientation and get them on board. They are now going to build their departmental information into it for the next year.

Fall 2013-Spring 2014

Even though we did not meet the goal this year, we made significant progress with the department chairs and are confident that next year will produce better results. We did create

complete listings of courses offered at our Center by semester along with the online offerings by semester. This form is attached.

Spring 2013

In addition to the normal updating of the online orientation, we added a survey. We achieved an 89% satisfaction rate on the survey which was just short of our goal, and we had 53% of the adjuncts to complete online orientation. Our goal was not met; next year, we will make extra efforts to increase the percentage of adjuncts that complete this orientation.

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:

With the department chairs on board for the online adjunct orientation, there are no other changes identified.

For the upcoming year, we plan to develop a program mapping for the various majors. This will aid both students and advisors in graduation planning.

List of Supporting Documentation: Fayetteville Center courses by semester.

Date Last Updated: 6/15/2014

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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 year 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.

Team Members: McMinnville Center Faculty and Staff, IRPE staff

Timeline: Review and evaluate June 2014

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 it is feasible.

Current Status: On Schedule

Describe Progress Below

Fall 2013

The results of the Student Satisfaction Survey showed that 99% of the students were satisfied with the services. This outcome was met, and we feel our extra efforts to assist students have helped. We do plan to continue that. This year, our focus group decided to do Spring Olympics. This did not work out as well as we hoped, so we will try something different next year. See attached survey for documentation.

Fall 2012

The results of the Student Satisfaction Survey showed that 93% of the students were satisfied with the services. This outcome was met, but we have implemented a new procedure for assisting students. We are checking not only admissions holds when they ask what they need, but we are also checking shot records and financial aid requirements for each one. This process will hopefully improve our score for next year. Our students focus group met and determined they wanted a popcorn machine. One was purchased through the Student Government Association in the Spring 2013 semester. See attached survey for documentation.

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: There are no changes identified.

List of Supporting Documentation: Student Satisfaction Survey

Date Last Updated: 06/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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, 2014

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: We will measure our success by achieving a 90% survey satisfaction rate and having 90% of the adjuncts to complete the online orientation.

Current Status: Behind Schedule

Describe Progress: This year, the majority of our department chairs were new. It took this year to bring them up to speed on the purpose of the adjunct orientation and get them on board. They are now going to build their departmental information into it for the next year.

Fall 2013-Spring 2014

Even though we did not meet the goal this year, we made significant progress with the department chairs and are confident that next year will produce better results. We did create

complete listings of courses offered at our Center by semester along with the online offerings by semester. This form is attached.

Spring 2013

In addition to the normal updating of the online orientation, we added a survey. We achieved an 89% satisfaction rate on the survey which was just short of our goal, and we had 53% of the adjuncts to complete online orientation. Our goal was not met; next year, we will make extra efforts to increase the percentage of adjuncts that complete this orientation.

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: With the department chairs on board for the online adjunct orientation, there are no other changes identified.

For the upcoming year, we plan to develop a program mapping for the various majors. This will aid both students and advisors in graduation planning.

List of Supporting Documentation: McMinnville Center courses by semester

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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 2014

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Classes will increase at Smithville location in spring 2014.

Current Status: Completed

Describe Progress:

Fall 2013

This year, we did have a few more classes added. We now have the Smithville Location prepared for classes.

Fall 2012

The site was ready for classes with a computer lab and regular classroom. Only one class had enough enrollments to be offered for the Fall semester.

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:

For Fall 2013, we are sending a Motlow representative once every two weeks in the summer to the Smithville location to work with potential students to try and increase enrollment there. This IE plan is completed and will not be renewed for 2014-15.

List of Supporting Documentation: The Smithville schedules are attached.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

Unit: McMinnville Center

Related Strategic Goal: 3.1 Monitor and improve the effectiveness of educational programs and services.

Action Plan #: MMCT-04

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.

Current Status: On Schedule

Describe Progress:

Fall 2013-Spring 2014

This goal is being met. Some of the community events include Chamber Board meetings, Chair of the Education and P16 committee, Business Roundtable Action Committee Meetings, Secretary for Warren County Foundation for Education, Citizens for Progress committee, Citizens for Progress Fundraising Committee, Tennessee Promise groups in all five counties, and the Pre-K Advisory Board.

Fall 2012-Spring 2013

This goal is being met. Some of the community events include radio shows, civic club presentations, Chamber Board meetings, Chair of the Education and P16 committee, Business Roundtable Action Committee Meetings, Secretary for Warren County Foundation for Education, SACS meeting with visiting committee for Warren County Schools, Citizens for

Progress committee, Bud Godwin Gospel Singing Fundraising Committee for Citizens for Progress, and the Pre-K Advisory Board.

Describe Needed Changes: This IE plan has been completed and will not be renewed for 2014-15.

List of Supporting Documentation: Copies of charted activities are attached.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 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.

Current Status: On Schedule

Describe Progress:

Fall 2013

We did revise this goal, and we have a temporary part-time financial aid person in place. Copies of phone calls she is making to students with missing financial aid requirements are attached.

Fall 2012

We have performed the follow-up calls to students. Basically, we found that students did not enroll because a) life happened, or b) they did not get their financial aid completed. Due to these findings, we would like to revise this goal for next year to work with students earlier on their financial aid requirements. This seems to be key in enrollment.

Describe Needed Changes:

Fall 2014

We expect to have some new initiative next year in place to promote the TN Promise program.

Fall 2013

For next year, our plans are to change this effort from an admissions focus to a financial aid focus. During the summer, we plan to contact as many students as time permits that have outstanding financial aid requirements with no activity. We believe this will help more students to enroll and remain enrolled.

List of Supporting Documentation: Copies of students contacted with missing financial aid requirements are attached.

Date Last Updated: 6/15/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Smyrna Site

Unit Head: Cheryl Hyland

Division: Academic Affairs

Statement of Purpose: The mission of the Smyrna Center, under the direct supervision of the Academic Affairs Department, is to deliver quality academic programs in order to meet the needs of both traditional and nontraditional students primarily within Rutherford County. In support of the departments mission, the center delivers:

- Courses for students pursuing university parallel programs;
- Courses for students pursuing career education/terminal degree programs;
- Courses for academically qualified dual admission students;
- Courses for academically qualified dual enrollment high school students and
- Academic and student support services.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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, 2014

Est. Cost: \$ 0

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: Behind Schedule

Describe Progress:

Fall 2013-Spring 2014:

In order to stay current with Tennessee Board of Regents recommendations, Motlow College opted to discontinue the “Weekend Warrior” program, which impacted alternative class enrollment at the Smyrna Center. Changes in enrollment are outlined below:

Fall 2012/Spring 2013:

2014:

Hybrid	283
277	
Independent Study	22
19	
Two-Way Video (ITV)	156
(ITV)	230
Online	403
428	
Total:	864
954	

Fall 2013/Spring

Hybrid
Independent Study
Two-Way Video
Online
Total:

Total Percentage Increase For Assessment Year: 10.41%

Fall 2012-Spring 2013:

Currently, we are ahead of schedule with the following alternative class formats reporting an increase in student enrollment:

Hybrid Courses- 864% increase in student enrollment

Online- 55% increase in student enrollment

Two areas did, however, show a decline but it was not large enough to impact the overall action plan progress:

Independent Study- 87% decrease in student enrollment

Two-Way Video and Audio (ITV)- 6% decrease in student enrollment

Describe Needed Changes:

Fall 2013-Spring 2014:

Addressing the academic needs of our non-traditional students, the Smyrna Center will continue to offer courses in a variety of formats. The Adult College Express (ACE) program was introduced at Smyrna in the fall and has the potential for growth in this geographic area. Additionally, it is anticipated our online course enrollment will continue to grow as new courses are developed.

Fall 2012-Spring 2013:

It is anticipated student enrollment in alternative class format courses will continue to increase over the next year. As the academic schedule is developed, projected student enrollment increases will be taken into consideration and additional course sections added as needed.

List of Supporting Documentation:

Argos Produced Student Enrollment by Campus and Course Format

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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: On Schedule

Describe Progress:

Fall 2013-Spring 2014

Beginning fall 2013, the college implemented a new advising process utilizing full-time faculty and Faculty Advising Coordinators. Subsequently, the Student Success Center reduced advising services, focusing on student retention. Respondents to the 2013 Student Satisfaction Survey indicate 72.9%

received advising services from faculty, 57.1% from the Student Success Center, and 5.7% from “Other”.

Ninety-six percent of the respondents indicated they found the advice “Helpful” and 97.2% found the assistance at the Student Success Center “Satisfactory”.

Fall 2012-Spring 2013

Results from the annual Student Satisfaction Survey indicated 93.3% of Smyrna respondents were “Satisfied” or “Very Satisfied” with the Smyrna advising process.

Describe Needed Changes:

Fall 2013-Spring 2014

Individual respondent comments indicate a strong Smyrna student preference for their assigned faculty adviser to work on the Smyrna campus for ease of access, as well as advising services available in the evening and on Saturdays.

Note: Due to the large student to faculty ratio that exists on the Smyrna campus, it may not be feasible for each Smyrna student to have a Smyrna based adviser due to the large advising load it would create for faculty.

Spring 2013

The college is currently implementing a new advisement process utilizing Faculty Advisement Coordinators in an effort to increase faculty involvement in the advising process college wide. The current academic advisors will shift their focus toward student retention and intervention efforts. Due to the large number of students at the Smyrna Center, it is unknown at this time whether sufficient faculty will be available to meet current advising needs. As such, student advising needs will continue to be monitored and adjustments will be made if it becomes apparent the new process is ineffective.

List of Supporting Documentation:

2013 Student Satisfaction Survey

Date Last Updated: 6/05/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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, 2014

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 the online orientation.

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress:

Fall 2013-Spring 2014:

Beginning fall 2013, six of the nine Department Chairs were new to their position and subsequently had no awareness or understanding of the adjunct hiring and orientation process. Additionally, there were unexpected changes in scheduling/staffing procedures resulting in some confusion regarding roles and responsibilities among Center Directors and Department Chairs. We are hopeful that with new Vice President of Academic Affairs assuming duties this

month, effective procedures will be established and we will continue to make progress. The Center Directors are working on developing a complete listing of available courses at each location and hope to have it completed by September 1, 2014.

Fall 2013-Spring 2013:

A survey was developed this year to assess adjunct satisfaction with the online orientation component. Our goal was to achieve a 90% online orientation completion rate, with 90% also indicating satisfaction with the survey. However, our goal was not met as only 53% of adjunct instructors completed the online orientation and 89% indicated satisfaction with the survey. Adjunct instructors will continue to be notified as to the need for them to complete the survey and completion results provided to the Center Directors.

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: We are hopeful now that the new Department Chairs have been in place for almost a year, we will be able to continue to progress and move forward with identified plans and goals.

For the upcoming year, we plan to develop program mapping for each program major within the college in order to assist students and advisors in program progression and completion.

List of Supporting Documentation:

Date Last Updated: 6/15/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Business Affairs

Unit Head: Hilda Tunstill

Division: Business Affairs

Statement of Purpose: The mission of the Business Affairs Unit is to support programs, services, and operations at multiple sites and to serve a diverse student body, faculty, and staff. In support of the institutional mission, the Business Affairs Unit:

- oversees the operations of the Financial Aid Office, Business Office, and Advancement Office;
- submits budgets and financial statements in the format defined by the Tennessee Board of Regents;
- coordinates auxiliary enterprises
- manages the Foundation's Financial Records Systems;
- directs the administration and supervision of Foundation cash receipts and disbursements, financial record keeping and fiscal reporting, account and notes receivable, and purchasing; and
- serves as Treasurer of the Motlow College Foundation

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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: At least 95% of the respondents to the Satisfaction of Student Services Survey will be satisfied with the auxiliary services of Cafeteria and Bookstore. 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: Reviewed after the survey is completed for each fall semester.

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.

Current Status: On Schedule

Describe Progress: The Satisfaction of Student Services Survey is reviewed to determine if at least 95% of the respondents are satisfied with the auxiliary services of the Cafeteria and Bookstore. The bookstore is calculated based on an average score for Moore County Campus along with the off-campus sites of McMinnville and Smyrna. The Fayetteville campus does not have an on-site bookstore.

Fall 2013-Spring 2014

If you have made purchases from MSCC's bookstore, was the service provided satisfactory?

Yes – 92.2 %

No – 7.8%

If you have made purchases from MSCC's bookstore, was the staff member(s) who assisted you courteous?

Yes –92.93 %

No –7.07 %

If you purchased books online through MSCC's bookstore, was the service satisfactory?

Yes –89.3 %

No –10.7%

If you used the rental book program through the MSCC bookstore, was the service satisfactory?

Yes –94.7 %

No – 5.3%

If you have eaten at MSCC's cafeteria, was the service provided satisfactory?

Yes – 96.3%

No - 3.7%

If you have eaten at MSCC's cafeteria, please rate the quality of the food.

93.9% rated the food Very satisfactory or satisfactory

6.1% rated the food as unsatisfactory or very unsatisfactory

Describe Progress: Not all areas accomplished the desired outcome of 95%. Late in the spring semester of 2014, both the bookstore and the cafeteria incurred new managers. The goal of the team is to meet with both managers and go over the results of the survey. Hopefully, both managers will make customer satisfaction a priority.

List of Supporting Documentation: Compilation of Satisfaction Survey Results for 13-14

Fall 2012

Moore County

If you have made purchases from MSCC's bookstore, was the service provided satisfactory?

Yes – 95.33 %

No –3.67%

If you have made purchases from MSCC's bookstore, was the staff member(s) who assisted you courteous?

Yes –95.03 %

No –4.97 %

If you purchased books online through MSCC's bookstore, was the service satisfactory?

Yes –95.1 %

No –4.9 %

If you used the rental book program through the MSCC bookstore, was the service satisfactory?

Yes –98.06 %

No – 1.94%

If you have eaten at MSCC's cafeteria, was the service provided satisfactory?

Yes – 96.2%

No - 3.9%

If you have eaten at MSCC's cafeteria, please rate the quality of the food.

85.9% rated the food Very satisfactory or satisfactory

14.1% rated the food as unsatisfactory or very unsatisfactory

In all but one area, the expected outcome was met. The last question dealing with the rating of the quality of food in the cafeteria was rated at 85.9%.

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 the quality of food in cafeteria was below the anticipated outcome of 95%, a discussion with the cafeteria manager was conducted on June 12 to reiterate the importance of serving quality food in both appearance and substance.

List of Supporting Documentation: Compilation of Survey Results 13-14

Date Last Updated: 6/12/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 Fall 2012 to Fall 2013.

Description of Action Plan and Related Activities: In Spring of 2012, Motlow College and Follett Bookstore implemented the procedure of charging books at the Follett Bookstore for eligible financial aid students. This is typically available to eligible students a week before classes start and two days into the first week of class. 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 was developed to determine the percentage of financial aid students that were successful semester completers. The two semesters compared were Fall 2012 to Fall 2013. 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: Compare the current fall semester to the previous fall semester.

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Comparing the Argos listing for Fall 2012 to Fall 2013 of successful semester completers of students receiving financial aid.

Current Status: On Schedule

Fall 2013-Spring 2014

Describe Progress: An Argos report was generated comparing data between Fall 2012 to Fall 2013. The purpose of this report was to compare financial aid completers to determine if the procedure of charging for books the percentage of successful financial aid completers increased. The comparison resulted in an increase of .058%. The anticipated outcome is an increase of 2%; thereof, the anticipated outcome was not achieved.

Describe Needed Changes: Enrollment at the College has not leveled out yet; therefore, a stable comparison has not been able to be made yet. Financial Aid staff will continue to communicate to students and faculty and staff the availability of using the procedure to charge books at the bookstore instead of waiting 7 days into the semester to receive a check to obtain needed books.

List of Supporting Documentation: Argos Report for Fall 2012 and Fall 2013

Spring 2013

Describe Progress: An Argos report was generated to pull comparative data between Spring 2012 to Spring 2013 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 a decrease of 11.42%. The anticipated outcome is an increase of 2%; thereof, the anticipated outcome was not achieved.

Describe Needed Changes: With enrollment declines in both fall 2012 and spring 2013, a drop in the percentage of successful financial aid completers was not a surprise. When enrollment levels out, this will reflect a better representation of the successful financial aid completers. Staff will continue to communicate to students and faculty and staff the availability of using the procedure to charge books at the bookstore instead of waiting 7 days into the semester to receive a check to obtain needed books.

List of Supporting Documentation: Argos Report for Spring 2012 and Spring 2013

Spring 2012

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.

Describe Needed Changes:

Since spring 2012 was the first semester of offering the bookstore voucher, the business affairs staff feel 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: 6/12/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Advancement

Unit Head: Jan Rogers

Division: Business Affairs

Statement of Purpose:

The Advancement Unit provides the opportunity for individuals, civic, and corporate entities, faculty and staff, and alumni to invest their time and financial resources toward funding of the "margin of excellence" in educational programming.

The unit:

- Brings recognition to the College with the success of its fundraising efforts and through scholarships provided by the Motlow College Foundation
- Builds the endowment established by the Motlow College Foundation which will benefit the citizens of this area for generations to come

The Advancement Unit develops positive relationships with students, the campus community, individuals, alumni, and the business and corporate sector as well as the Motlow College Foundation Trustees by providing the avenue to facilitate channeling of financial resources to enrich and empower the students at Motlow. The Advancement Unit fulfills its mission when funds are used to provide educational, professional development, and cultural opportunities that would not otherwise be possible due to the College's budgetary constraints.

The unit is affiliated with the National Council for Resource Development (NCRD), the Tennessee Council for Resource Development (TCRD), and the Tennessee Advancement Resources Council (TARC) to keep abreast of current trends in institutional advancement.

The Advancement Unit, in conjunction with the College, seeks to develop alliances with business, industry, government agencies, and other educational institutions to enhance instruction, civic responsibility, and public service.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 continue to be asked to participate in fundraising efforts targeting industry in their respective areas.

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 again to all trustees by the end of 7/2013.

Est. Cost: Apx. \$200

Budgeted: Included in current budget

Evidence of Success:

- (1) Fundraise an additional \$5000 minimum
- (2) Continue awarding to deserving students- \$10,000 minimum

Complete the following when assessing a plan

Current Status: Ongoing

Describe Progress: Goal was achieved. To Date, \$38,100 has been raised with \$5,200 donated in 13-14. A total of \$16,950 has been awarded to students, including \$2,300 in 13.14

Fall 2013-Spring 2014

\$5,200 in donations received; \$2300 awarded in scholarship funds. Discussed at 6/6/14 Foundation Trustees meeting and asked for help with continuing fundraising in support of this fund.

2012-13

To date, \$36,600 has been raised for this fund; \$14,400 has been awarded to eligible students in the 2012-2013 academic year.

Describe Needed Changes: More aggressive fundraising. Remind Financial Aid staff that funds are available and ask for student recommendations.

List of Supporting Documentation: Marketing Piece distributed to Trustees on 6/6/14

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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:

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 6/30/13**

Current Status: Ongoing

Describe Progress: Goal was achieved. Foundation golf tournament held 9/20/13 netted \$8,900; 2014 gala netted \$43,000; Lincoln County golf tournament held 5/16/14 netted \$5,500. Spring tea and Fall coffee held for MLPS with one member offering a \$25,000 funding match for an endowment. Gifts in kind total \$35,800.

Fall 2013-Spring 2014: In addition to the above, donation totals for other funds are:

Campaign to Sustain High Quality Nursing Program \$5,600; Chari-tea (MLPS) Scholarship fund \$13,250; MLPS Endowment fund \$23,975; STEM \$4,425 (88350) \$4000 (84685) and \$50,000 of \$500,000 new pledge (88851). Hiatt funds i/a/o apx \$300,000 to be added to the STEM endowment. \$100,000 received from IRA QCD. Nursing Alumni donation received i/a/o \$175.

2012-13

Annual gala held 3/13 netting \$40,100; Lincoln County and Franklin County golf tournaments held netting \$16,600; Fundraising for Transitional Scholarship totals \$23,000 for academic year 2012-2013(as of 5/1/13); Fundraising for Motlow Ladies Philanthropic Society totals \$17,700 for academic year 2012-2013(as of 5/1/13); \$50,000 raised for STEM program; \$52,000 for Nursing program (for Meti-Man); Other gifts in kind of \$2,550; Additional donations for Smyrna Expansion exceed \$800,000 (\$494,000 from CHF and \$313,850 commitment from RCIDB)

Describe Needed Changes: None

List of Supporting Documentation: 2013 Fall Coffee (MLPS) invitation; 2013 Foundation Golf Tournament flyer; 2014 Gala invitation; Spring Tea invitation; 2014 Lincoln County Golf Flyer; letters pertaining to the MLPS endowment campaign.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 2013.

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: ongoing

Describe Progress: Goal was achieved. 436 planned giving letters mailed 10/13; Area CPAs and all Foundation Trustees asked to share information regarding the QCD from IRA extension; Internal Campaign information sent to all faculty, adjunct faculty and staff in 10/13; MLPS Endowment fund-total of 397 pieces mailed out 4/14.

Fall 2013-Spring 2014

\$100,000 QCD received; \$23,975 total received to date for MLPS endowment; Internal campaign total \$9,700;

Describe Needed Changes: None

List of Supporting Documentation: Planned giving letter bulk mailing; message to Trustees; CPA's contacted; internal campaign letter and attachments; letters for MLPS Endowment campaign

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 \$5,000 for MSCC Nursing Program

Description of Action Plan and Related Activities:

Continue to talk with hospital CEOs and CNAs about supporting our program by committing to an annual donation. Continue to use the marketing piece which was designed for use in fundraising. The Director of Advancement will speak with Trustees to encourage their participation in the campaign.

Team Members: Director of Advancement (Jan Rogers); President (MaryLou Apple); Coordinator of Advancement and Special Events (Phyllis Daniel)

Timeline:

Est. Cost: Apx. \$160 for marketing piece **Budgeted:** Included in current budget

Evidence of Success:

- (3) At least one donation of \$5000
- (4) Participation by Trustees resulting in donation(s)

Complete the following when assessing a plan

Current Status: ongoing

Describe Progress: Goal was achieved. \$5,600 received in donations

Fall 2013-Spring 2014

Discussed campaign at 6/6/14 Trustees meeting to encourage contacting hospital administrators in their counties to ask for more support of this campaign

Describe Needed Changes: Intensify efforts for this project. Get more trustees involved.

List of Supporting Documentation: Marketing piece given to Foundation Trustees again 6/6/14.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Advancement

Related Strategic Goal:

4.1 Increase resources from external sources.

Action Plan #: ADMT-05

Action Plan Title: Fundraise to endow the Motlow Ladies Philanthropic Society scholarship

Desired Outcome: Raise at least \$25,000 which will be matched by an anonymous donor resulting in at least \$50,000 in the endowment fund

Description of Action Plan and Related Activities:

Contact all current and prior MLPS members as well as business leaders with letters and/or e mail explaining our initiative and the need for the endowment

Team Members: Director of Advancement (Jan Rogers); President (MaryLou Apple); Coordinator of Advancement and Special Events (Phyllis Daniel); VP of Business Affairs (Hilda Tunstill) and Motlow College Foundation Trustees

Timeline: To be complete by the end of calendar year 2014 (AY 14-15)

Est. Cost: \$100

Budgeted: Included in current budget

Evidence of Success: An endowment with at least \$50,000 will be set up with the earnings going into the Motlow Ladies Philanthropic Society scholarship fund

Current Status: On Schedule

Describe Progress Below

New initiative beginning in February 2014

PREVIOUS YEARS

N/A

Describe Needed Changes: N/A

List of Supporting Documentation: Will be included when assessing 2014-2015

Date Last Updated: 7/16/14. Inadvertently omitted from IEP report of 6/2014

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 Colleges of Applied Technology 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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 annual training as needed 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:

SPRING 2014

For the period July 1, 2013 to June 30, 2014, the goal has been met as indicated by an approval rating of 97.8% in Fall 2013/Spring 2013. The approval rating was 95.83% for Fall 2012, 100% for Fall 2011, and 96.17% for Fall 2010.

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.

SPRING 2013

For the period July 1, 2012 to June 30, 2013, the goal has NOT been met as indicated by approval rating of 95.83% in Fall 2012. The approval rating for Fall 2011 was 100%. 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 the Fall of 2011, we changed that routine to try to improve the training. One of the staff from the Moore County Business Office traveled to each site and provided on-site training. This helped identify and address local site issues that may factor in to achieving maximum student satisfaction with Business Office services. It also gave the staff at the off sites a break in having to travel to Moore County and may have boosted morale as well. Additional training is planned for Summer 2013. We believe the timing of the training being right before the Fall busy time is best for the College employees and should translate into maximum student satisfaction.

Since the goal was not met in the Fall 2012 survey, the results by site were reviewed. It was determined that 3 out of 39 students were dissatisfied at the Smyrna location with the Business Office. Although the Business Office function at each of the satellite campus is not actually under the direction of the Business Office, the site Director was contacted about the results. It was determined that a personnel change was recently made in Smyrna that should improve future survey results. No further changes are deemed necessary.

The Business Office believes good communication is critical to achieving student satisfaction with Business Office and will continue to strive to meet the 97% satisfaction goal.

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 is pleased to be able to continue to provide high levels of student satisfaction. To help reinforce the positive results and also strive for continuous improvement, we plan to have a Business Office retreat during the upcoming new fiscal year. We hope the

retreat will give the staff additional opportunity to offer their input on how to keep the level of student satisfaction high and improve it as well. We also hope the retreat will also help maintain a high level of morale.

The Business Office will continue to strive to meet the 97% satisfaction goal.

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: BOFF-1 Supporting Documentation 2013-2014

Date Last Updated: 06/13/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 June 2015, 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, we when attending conferences, training and other occasions when interacting with other Higher Education institutions, we will look for best practices or other initiative 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

Describe Progress:

SPRING 2014:

For the period July 1, 2013 to June 30, 2014, the goal was met. The Business Office has adopted two new best practices for efficiency in support of sustainability.

In March 2014, the Business Office updated all forms to reflect the use of Banner indexes. In addition, we have standardized the use of the index and account number.

Banner indexes are simply shortcuts for the fund, org and program. These indexes correspond to the old Accounting system numbers and employees are very familiar with them. Previously, employees were using a mixture of indexes, funds, orgs and programs. It was very inefficient and confusing for everyone.

In conjunction with the updating of forms, helpful information was provided to employees showing what indexes were assigned to their departments as well as information explaining the various FOAP elements of Banner. (Fund, org, Account, Program). In addition, frequently used Account number lists have been developed and distributed to help internal users with their form preparation. Time will be saved by persons filling out the forms as well as Business Office staff processing the forms.

In May 2014, the Business Office tested and implemented direct deposit for employee reimbursement for a limited number of employees. Direct deposit is a best practice and using it for all employee reimbursement is our next goal. Direct deposit allows for safer deposit of funds and savings of staff time and hassle. Staff receiving a reimbursement receive an email with an attachment detailing the reimbursement. Business Office staff no longer have to contact employees by phone that they have a check to pick up. Employees receiving checks save time by not needing to pick the check up or run to the bank to deposit the check. We will also avoid the common problem of employees losing their reimbursement checks. For the next fiscal year, we plan to implement direct deposit for employee reimbursement to the majority of, if not all, employees.

SPRING 2013:

For the period July 1, 2012 to June 30, 2013, the goal was met. The Business Office has adopted two new best practices for efficiency in support of sustainability.

In March 2013, the Business Office implemented BDMS (Scanning).

The Business Office has implemented scanning for two key areas as of March 2013. All journal vouchers will be scanned and will be accessible electronically. Hard copies will be maintained only until the financial and compliance audit is completed. Having the information available electronically will enable users to easily see the journal voucher within the Banner system and the supporting documentation rather than having to search for, pull the hard copies and then subsequently re-file. It will also be possible for Business Office employees to see the scanned journal voucher in Banner when looking at account detail.

Scanning for the checks runs and all check supporting documentation has also been implemented as of March 2013. This will also have similar benefits and will be more efficient in the long run.

In May 2013, the Business Office implemented SciQuest. SciQuest is an electronic requisition system that allows users to submit requisitions for purchase orders electronically rather than the traditional hard copy method. The highlight of the SciQuest system is it uses electronic approval ques and should streamline the purchasing process and also eliminate the hard copy submittal of purchasing requisitions. SciQuest will allow for much more efficient purchasing.

SciQuest is a best practice that helps reduce the transactional cost of purchasing. Other TBR schools have been using SciQuest with success and Motlow should be able to benefit from its use as well.

Initial reaction from internal users has been very positive.

FALL 2011:

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.

Reactions 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: BOFF-2 Supporting Documentation 2013-2014

Date Last Updated: 6/15/2014

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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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: Completed

Describe Progress:

2013-14

The RFIBUDG report was ran on June 26, 2014 for the 2012 – 13 and 2013 – 14 years. The numbers for the 2012 – 13 year totaled 21. The numbers for the 2013 – 2014 year totaled 15. This is a decline from the previous year. In discussions with the Scholarship/Work Study Coordinator, she shared that she had noticed many returning students' lost continuing eligibility and many new potential students that were evaluated for eligibility did not meet the eligibility requirements.

2012-13

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.

The RFIBUDG report was ran on June 13, 2013 for the 2011 – 12 and 2012 – 13 years. The numbers for the 2012 – 13 year totaled 21. This is a decline from the previous year. The financial aid office has noted that during the 2012 – 13 year, eligibility may have been lost due to returning students' loss of eligibility: income changes and not meeting other renewal eligibility criteria.

Describe Needed Changes:

This IE plan is completed and will not be renewed for 2014-15.

List of Supporting Documentation:

RFIBUDG prints for 12-13 and 13-14

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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 2013 term.

Team Members: Financial Aid, IR Staff, and IT staff members

Timeline: Review progress and evaluate June 30, 2013.

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: Completed

Describe Progress:

2013-14

During the 13 – 14 year the financial aid office structure changed and the point of service instrument was not implemented. The Student Satisfaction Survey was evaluated with the following results:

Question	Main Campus	Smyrna	Fayetteville	McMinnville
149. Please rate your experience(s) with the office.	96.8% Average or better	96.3% Average or better	97.9% Average or better	97.9% Average or better
150. Please rate the level of service provided.	95.8% Average or better	98.1% Average or better	98.5% Average or better	97.5% Average or better
139. Have you visited the Motlow financial aid web site for services such as looking up financial aid information or securing forms?	69.5% Have	62% Have	60.5% Have	75% Have
140. How helpful was the financial aid information on the web site?	96.3% Average or better	97.6% Average or better	99.3% Average or better	99.1% Average or better

2012-13

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.

- Due to multiple items changing in the financial aid office structure in the 2012 – 2013 year the full aspect of the Goal could not be implemented. The baseline year will have to be moved to the 2013 – 2014 year.
- Copies of the Student Satisfaction Survey results are being distributed to the financial aid staff for review, comments, and suggestions. Also, copies of the draft Point of Service (POS) Survey instrument will be distributed to the financial aid staff for review, comments, and suggestions. The results of these

reviews will be evaluated to design a survey instrument that can be used on the Main Campus, Smyrna Campus, and Financial Aid Lab. Survey Collection boxes have been purchased for all three locations to collect POS results.

Describe Needed Changes:

This IE plan is completed and will not be renewed for 2014-15.

List of Supporting Documentation:

Copies of Student Satisfaction Surveys from Main Campus, Smyrna, McMinnville, and Fayetteville

Draft copies of the Point of Service Survey instruments developed for the Financial Aid Offices in Lynchburg and Smyrna. F12 Fin Aid Student Satisfaction Survey Results for All Campuses and a copy of distribution notice to financial aid staff to review the survey results and POS instrument for review, comments, and suggestions.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 Web site 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 web site 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 web site 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 2013. 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 web site information was for those who had visited the site.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress:

2013-14

The redesign of the financial aid web site is still on-going. It was delayed during this year due to other initiatives. The results of the Student Satisfaction Survey are positive.

The survey demonstrates that students are utilizing the financial aid web site:

- Main Campus shows that 62% of respondents had used the website. 99.3% indicated that the web site was average or better for helpfulness.
- Smyrna Campus shows that 60.5% of respondents had used the website. 96.3% indicated that the web site was average or better for helpfulness.
- Fayetteville Campus shows that 75% of respondents had used the website. 97.6% indicated that the web site was average or better for helpfulness.
- Main Campus shows that 69.5% of respondents had used the website. 99.1% indicated that the web site was average or better for helpfulness.

2012-13

The redesign has actually started earlier than planned with the redesign of the scholarship section of the web site. This redesign element has consolidated information in a searchable format for all Institutional and Foundation scholarships and has integrated links to scholarship applications in one location.

- Multiple updates of the financial aid web page have been implemented. We are continuing to add and update additional materials that should facilitate ease of use and enhance the student's experience.
 - The financial aid homepage has been updated with expanded information, additional links and an informational video
 - Multiple links have been updated and enhanced
 - Links have been added to provide tutorial videos, privacy information, and contact information
- Evaluations will take place during the next Student Satisfaction Survey period

Describe Needed Changes:

During the 2014 – 15 year additional updates will be made to the financial aid web site to enhance the experience for our students.

Continued work to complete all sections of the financial aid web site redesign.

List of Supporting Documentation:

Copies of the Student Satisfaction Survey from Main Campus, Smyrna, Fayetteville, and McMinnville

Financial Aid Home Page

How to Apply Link on FinAid Website

Tutorial Web Link

Date Last Updated: 6/15/2014

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, including aiding in student retention and completion, and to sustain the employment 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

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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: 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, and (if qualified), members of underrepresented groups will be interviewed for each vacancy.

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. Additionally, HR will monitor the applicant pools and ensure that applicants from underrepresented groups are included in the interview process.

Team Members: Student Affairs, Academic Affairs, Business Affairs, Information Technology and Facilities Units

Timeline: Review progress and evaluate June 30, 2014.

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, and members of underrepresented groups included in the interview process.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2013-14

In alignment with the 2010-2015 Access and Diversity Plan, Goal 3, Objective 3.1, the Human Resources department has worked diligently to ensure that all job postings are placed in an

ever increasing list of diversity publications and job boards. Special efforts are made to monitor and ensure that the percentage of qualified underrepresented candidates who apply are equally represented in the list of those who are interviewed.

Of the 15 positions that were filled in the last year, a 40% (6 postings) sample was taken. We went down 1% as compared to last year having 19% minority applicants. However, we increased in the number of minorities interviewed to 24% which was up 3% from last year. Of those interviewed, two minorities were hired.

2013

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, 19% of our applicants were minorities. Of those applicants who were interviewed, 21% of these applicants were minorities.

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:

Because the majority of the unfilled jobs are support staff, we need to do a better job of targeting and broadening our advertising efforts for those jobs equally as well as we do for administrative and executive positions.

Desired outcome was updated to include having underrepresented applicants actually interviewed as opposed to simply applying.

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 applicant results pulled from sample job postings

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Human Resources

Related Strategic Goal:

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

Action Plan #: HRES-02

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, as research suggests contact with students improves performance and retention.

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 to which they are assigned. 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” motivational items will be given to each student at the beginning of the term and at mid-term. Additionally, the Federal Work Study Coordinator in the department will do a survey by mid-term to see how many of the students have a Graduation Planning System (GPS) plan in place.

Team Members: Human Resources Department; Student-worker Supervisors

Timeline: Review progress and evaluate at the end of June 30, 2014

Est. Cost: \$1,500

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 for Fall 2013 as compared to Spring 2014
2. List of motivational items given in the “welcome aboard” packets

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

2013-14

There was an 8% decrease in the fall to spring retention rates of Federal Work Study students as compared to 2012-13. After investigating, we found it challenging to contact students via email, and have learned that students favor other means of communication, i.e., texting or social media. In the future, we will ask at the beginning of the semester how they would prefer to be contacted.

Also, due to a transition in the Federal Work Study Coordinator position in the Human Resources department, we failed to complete our mid-term “stick with it” activity, although we did have a successful “welcome aboard” campaign. We are committed to evaluating the plan and making continuous improvements to address these issues.

In an effort to reach our desired outcome of academic progress and retention, we will add the step of surveying all students in the program by mid-term to verify that they have a Graduation Planning System plan in place.

2012-13

The fall 2012 group of Federal Work Study students who received Human Resources involvement had an 88% Fall to Spring retention rate, a 13% increase over the baseline group and a rate of 23% above that of the system Fall to Spring Retention rate of 65% for 2010. See attached evidence including findings, successes, and challenges.

2011-12

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%.

2010-11

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:

The Federal Work Study Program has been terminated at Motlow. The IE Plan will not be renewed for 2014-15.

List of Supporting Documentation:

Federal Work Study Rosters for Fall 2013 as compared to Spring 2014

List of motivational items given in the “welcome aboard” packets

Federal Work Study student roster. Findings, Successes & Challenges.

Date Last Updated: 6/15/2014

Motlow State Community College Institutional Effectiveness Plan

Unit: Student Affairs - Vice President

Unit Head: Jerry Tunstill

Division: Student Affairs

Statement of Purpose: Student Affairs supports the College's Mission by providing programs and services where students from varied backgrounds with diverse goals and needs are afforded both the conditions and opportunities for student success. In support of the College's Mission, the Vice President oversees the operations of the following units/offices:

- Admissions and Records
- Assistant Vice President for Student Affairs
- Athletics
- Disability and Testing Services
- Student and Campus Relations
- Student Success

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Student Affairs - Vice President

Related Strategic Goal:

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

Action Plan #: SAVP-01

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, 2015

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:

9/7/12 Planned training for use of Excel in the workplace.

Identified the training topics of entering data, editing a worksheet, functions, basic formatting, multiple workbooks, special formatting, working with data.

9/14/12

In working with my assistant vp, we could not find an appropriate time during the fall term without numerous conflicts for the training of staff.

10/17/12

Determined that fall term would not work for training. After discussion with my assistant vp, I decided to defer training to the spring term.

1/16/13

After discussing with my assistant vp, I decided to drop the Excel training for the time being. We wanted something more about the individual worker.

1/28/13

My assistant vp will identify an on ground training session with an external speaker.

4/1/13

Training scheduled for April 12, 2013 from 11:00 a.m. to 1:00 p.m.

4/2/13

Training location confirmed for MT 105 A&B.

4/12/13

Student Affairs Training -- "You, Your Dreams, Your Journey - Both Personally and Professionally" with Mr. Vincent Windrow, Director of Intercultural and Diversity Affairs from MTSU.

4/18/13

Received training evaluations from attendees.

5/10/13

Compiled results form 4/12/13 training with Mr. Windrow.

All twenty-four in attendance submitted evaluations. 100% rated the presentation very good or excellent.

The desired outcome was achieved. We will continue our training efforts during 2013-14.

7/15/13

Discussed ideas for training with Assistant VP. Assistant VP to get feedback for direct reports on how to change training for 2013-14.

8/23/13

Update from Assistant VP. Proposed a Student Affairs retreat that would incorporate at least one training session. After discussing, I approved the retreat. I suggested that the retreat be at or near the end of the term. Assistant VP to get back with me during October with the retreat date and tentative speaker plans.

10/15/13

Retreat is planned for Friday, December 6, 2013. The location will be at the Fayetteville Center. Searching for speaker on the topic of "Institutional Effectiveness Assessment in Student Affairs". AVP to give me an update in November.

11/4/2013

Speaker set. Dr. Thomas Cozum, Director of Institutional Effectiveness and Assessment at Alabama A&M University will conduct a session on "Institutional Effectiveness Assessment in Student Affairs". Another session by Ms. Debra Smith will be on "Increasing Productivity and Creativity by Organization".

12/6/13

All offices closed and all 26 Student Affairs staff participating in the retreat at the Fayetteville Center.

1/14/2014

Received training evaluations from attendees.

2/19/2014

Compiled results from 12/6/13 training with Dr. Cozum.

Twenty-five of the twenty-six in attendance submitted evaluations. 100% rated the presentation very good or excellent.

2/25/2014

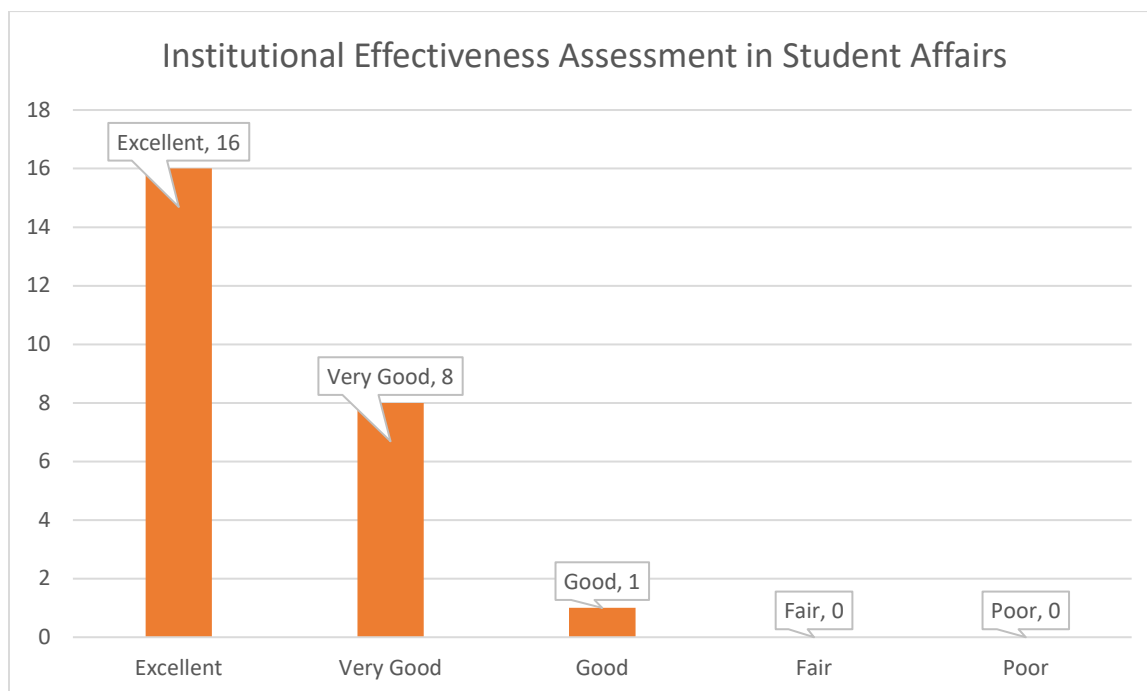
Compiled results from 12/6/13 training with Ms. Smith.

All twenty-six in attendance submitted evaluations. 96.15% rated the presentation good or excellent.

Fall 2013-Spring 2014

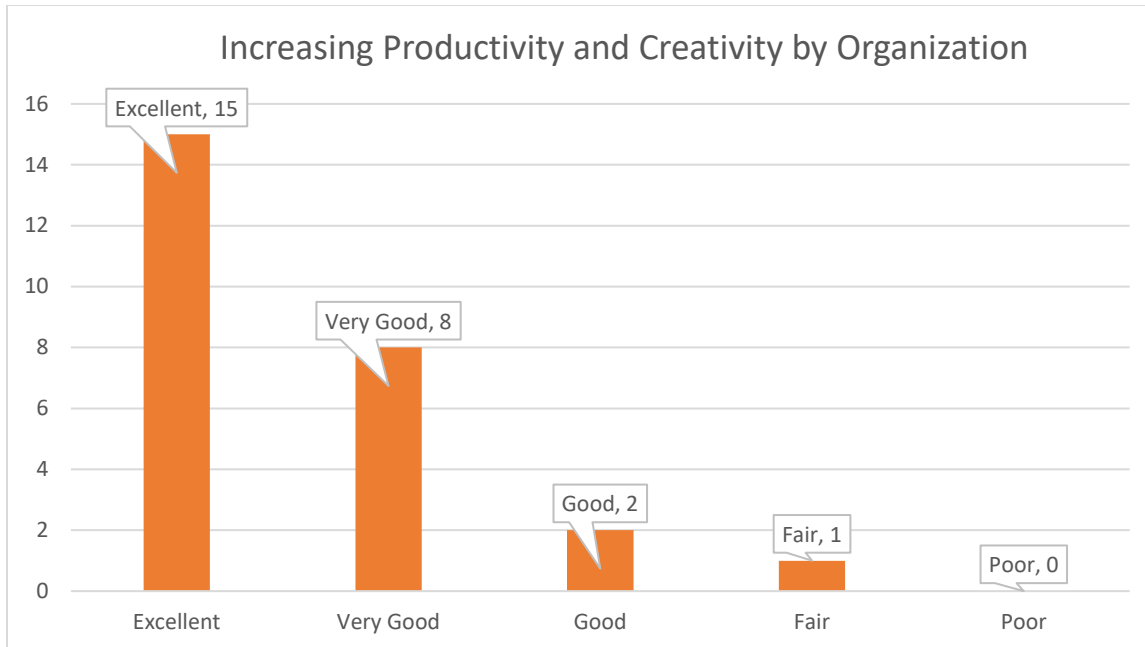
[Enter assessment data and use of assessment data here.]

Evaluation of Training Topic “Institutional Effectiveness Assessment in Student Affairs”



Twenty-five of the twenty-six in attendance submitted evaluations. 100% rated the presentation very good or excellent.

Evaluation of Training Topic “Increasing Productivity and Creativity by Organization”



All twenty-six in attendance submitted evaluations. 96.15% rated the presentation good or excellent.

Describe Needed Changes: [Update with needed changes for 2014-2015.

The desired outcome was achieved. We will continue our training efforts during 2014-15.

List of Supporting Documentation: [List supporting documents and email them along with your updated IE Plans.]

1. Evaluations – Dr. Coaxum
2. Evaluations Summary – Dr. Coaxum
3. Evaluations – Ms. Smith
4. Evaluations Summary – Ms. Smith

Date Last Updated: 6/9/2014

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

Unit: Student Affairs - Vice President

Related Strategic Goal:

4.2 Advance our college as a role model for sustainability.

Action Plan #: SAVP-02

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. Creation of an ARGOS report to compare data from the Registration Numbers Database.

Team Members:

Vice President or Designee
Student Affairs Staff
IT Administrative Services Staff
Others as Needed

Timeline: December 31, 2014

Est. Cost: < \$400

Budgeted: Included in current budget

Evidence of Success: Report of data from the newly created Registration Numbers Database and creation of ARGOS report to compare data from the Registration Numbers Database

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

9/28/12

Met with the A&R Graduation Analyst to discuss current process for doing enrollment comparisons. Requested the Graduation Analyst list the manual steps used to get the prior term numbers for current term comparisons.

10/10/12

Received the list of manual steps from the Graduation Analyst.

10/17/12

Discussed questions I had about the manual steps with the Graduation Analyst. After clarification, began creating workflow to show the manual process.

10/25/12

Finished the workflow showing the manual process.

11/7/12

Utilizing the completed workflow, discussed the current manual process with the Director of Administrative Computing. Banner ODS/EDW is supposed to allow for the capture of a point in time of the Banner Student Database. I requested use of Banner ODS/EDW to allow comparisons of current term enrollment with the same point in time for the previous year's same term.

11/14/12

Confirmed that Banner ODS/EDW will not be available for use.

11/28/12

Working with test SQL coding for Headcount and FTE for use in a new database. Need to identify date fields needed.

12/12/12

Identified SOATERM as source of the dates for determining first day of class and the first day of registration in order to calculate the number of days from those dates.

1/14/13

Submitted ARGOS request to create an external table that can be populated from Banner with registration data from the first day of registration through the 14th day.

1/16/13

Discussed with IT various scenarios on how to calculate date differences.

1/23/13

Date calculation is not consistent. IT trying a different SQL function.

1/30/13

Not much progress IT. Other urgent IT issues taking priority

2/20/13

Having problems syncing report creation with table entries. Other IT priorities delaying work.

3/18/13

IT was successful in creating partial data in an external table. However, not syncing with Headcount and FTE and no data. Other IT priorities delaying work.

3/27/13

Initial table layout decided.

4/1/13

Began loading table with Summer 2013 and Fall 2013 Registration Data.

4/22/13

Tested data being posted to the initial table design. Adjusted date calculations to better reflect time for registration start and 14th day. Unable to get accurate data into the table for prior terms.

5/13/13

Due to IT workload, graduation, Smyrna Center's new building work, SAC's 5th year report, and etc., decided to defer remaining work to the next planning year. However, will continue to post current registration data to the table.

7/15/13

Reviewed possible times that IT could divert time to this project. Due to the TBR requiring Business Process Modeling (BPM) teams from the areas listed below, additional work has been delayed until January, 2014.

TBR required participation in BPM process

4. Bursar
5. Student Accounts
6. Board of Regents
7. Business Office
8. Financial Aid
9. Admissions and Records
10. Course Section Schedulers
11. Academic Departments

1/20/14 – 1/20/14

Reviewed table and tested loading prior data manually to table.

1/27/14—1/31/14

Made adjustments to manual load process.

2/10/14—2/14/14

Executive Assistant created spreadsheet from data on paper for Spring 2013.

2/24/14—2/28/14

Reviewed Spring 2013 spreadsheet for accuracy

3/17/14—3/28/14

Manually entered Spring 2013 data via Argos report.

4/7/14—4/11/14

Reviewed manually entered data

4/21/14—4/25/14

Used table to compare two semesters. Determined table is working but too cumbersome to manually compare data.

5/8/14—5/9/14

Discussed availability of IT time to create an ARGOS report to compare semester to semester data from the table. Due to TBR BPM process meeting, will not have time until next fiscal year.

Fall 2013-Spring 2014

Extract of Manual Loaded data

DATE	HEADCOUNT	FTE
11/12/2012	1169	810.07
11/13/2012	1569	1060.67
11/14/2012	1783	1211
11/15/2012	1962	1323.8
11/16/2012	2082	1387.67
11/17/2012	2105	1406.73
11/18/2012	2111	1411.47
11/19/2012	2199	1472.73
11/20/2012	2344	1560.2
11/21/2012	2398	1597.33
11/22/2012	2410	1606.13
11/23/2012	2424	1615.6
11/24/2012	2437	1623.13
11/25/2012	2456	1635.07
11/26/2012	2538	1686.27
11/27/2012	2607	1729.47
11/28/2012	2679	1778.13
11/29/2012	2750	1817.13
11/30/2012	2801	1841.4
12/1/2012	2822	1853.53
12/2/2012	2836	1862.53
12/3/2012	2890	1890.87

12/4/2012	2966	1934.07
12/5/2012	3053	1976.53
12/6/2012	3118	2016.87
12/7/2012	3170	2043.67
12/8/2012	3182	2050.53
12/9/2012	3195	2057.4
12/10/2012	3274	2093.13
12/11/2012	3332	2121.53
12/12/2012	3378	2152.27
12/13/2012	3418	2175.73
12/14/2012	3491	2204.93
12/15/2012	3500	2210.6
12/16/2012	3508	2217.93
12/17/2012	3540	2234.67
12/18/2012	3573	2249.73
12/19/2012	3629	2279.73
12/20/2012	3664	2298.6
12/21/2012	3680	2305.87
12/22/2012	3688	2309.47
12/23/2012	3695	2313.47
12/24/2012	3699	2317.2
12/25/2012	3706	2319.93
12/26/2012	3717	2326.47
12/27/2012	3728	2333.47
12/28/2012	3739	2338.93
12/29/2012	3752	2344.67
12/30/2012	3763	2348
12/31/2012	3769	2352
1/1/2013	3778	2357.2
1/2/2013	3835	2383.6
1/3/2013	3925	2427.53
1/4/2013	3989	2460
1/5/2013	4013	2469.4
1/6/2013	4032	2481.13
1/7/2013	4124	2530.4
1/8/2013	4191	2567.8
1/9/2013	4266	2600.07
1/10/2013	4368	2636.67
1/11/2013	3962	2416.6
1/12/2013	3901	2383.33
1/13/2013	3905	2384.8
1/14/2013	4036	2431.8
1/15/2013	4144	2446.8
1/16/2013	4243	2498.87

1/17/2013	4298	2526.8
1/18/2013	4309	2531.07
1/19/2013	4300	2524.53
1/20/2013	4295	2522.13
1/21/2013	4302	2524.27
1/22/2013	4355	2552.67
1/23/2013	4406	2573.93
1/24/2013	4373	2554.8
1/25/2013	4373	2554.07
1/26/2013	4373	2552.07
1/27/2013	4371	2550.07
1/28/2013	4368	2544.13
1/29/2013	4362	2539.07
1/30/2013	4357	2532.4
1/31/2013	4354	2528.67

Partial Extract from new table for selected term comparisons.

TERM	DATE	DAYS_CLASS_BEGIN	DAYS_OF_REG	HEADCOUNT	FTE
201380	4/1/2013	-145	0	386	234.87
201380	4/2/2013	-144	1	477	291.47
201380	4/2/2013	-144	1	511	315.4
201380	4/3/2013	-143	2	618	393.87
201380	4/4/2013	-142	3	699	453.2
201380	4/5/2013	-141	4	738	474.47
201380	4/6/2013	-140	5	756	487.07
201380	4/7/2013	-139	6	779	501.93
201380	4/8/2013	-138	7	828	536.73
201380	4/9/2013	-137	8	886	573.07
201380	4/10/2013	-136	9	923	595.2
201380	4/11/2013	-135	10	963	622.13
201380	4/12/2013	-134	11	978	632.93
201380	4/13/2013	-133	12	989	640.33
201380	4/14/2013	-132	13	997	647.47
201380	4/15/2013	-131	14	1033	672.33
201380	4/16/2013	-130	15	1058	691.27
201380	4/17/2013	-129	16	1082	708.47
201380	4/18/2013	-128	17	1107	724.27
201380	4/19/2013	-127	18	1130	738.8
201380	4/20/2013	-126	19	1145	744.53
201380	4/21/2013	-125	20	1153	750.67
201380	4/22/2013	-124	21	1179	770.87
201380	4/23/2013	-123	22	1209	788.87
201380	4/24/2013	-122	23	1232	805.4
201380	4/25/2013	-121	24	1252	820.47
201380	4/26/2013	-120	25	1267	829.27

201380	4/27/2013	-119	26	1271	831.27
201380	4/28/2013	-118	27	1271	831.27
201380	4/29/2013	-117	28	1295	843.27
201380	4/30/2013	-116	29	1326	862.73
201380	5/1/2013	-115	30	1349	880.33
201380	5/2/2013	-114	31	1371	897.8
201380	5/3/2013	-113	32	1389	907.87
201380	5/4/2013	-112	33	1399	913.13
201380	5/5/2013	-111	34	1402	914.6
201380	5/6/2013	-110	35	1444	935.13
201380	5/7/2013	-109	36	1463	950.27
201380	5/8/2013	-108	37	1494	969.93
201380	5/9/2013	-107	38	1519	986.93
201380	5/10/2013	-106	39	1538	999.4
201380	5/11/2013	-105	40	1544	1,003.33
201380	5/12/2013	-104	41	1549	1,006.93
201380	5/13/2013	-103	42	1566	1,017.80
201380	5/14/2013	-102	43	1574	1,022.00
201380	5/15/2013	-101	44	1584	1,029.80
201380	5/16/2013	-100	45	1602	1,043.47
201380	5/17/2013	-99	46	1618	1,054.27
201380	5/18/2013	-98	47	1622	1,055.53
201380	5/19/2013	-97	48	1624	1,058.00
201380	5/20/2013	-96	49	1642	1,069.33
201380	5/21/2013	-95	50	1659	1,081.87
201380	5/22/2013	-94	51	1678	1,094.93
201380	5/23/2013	-93	52	1703	1,110.93
201380	5/24/2013	-92	53	1709	1,115.80
201380	5/25/2013	-91	54	1714	1,118.53
201380	5/26/2013	-90	55	1722	1,124.27
201380	5/27/2013	-89	56	1725	1,124.53
201380	5/28/2013	-88	57	1740	1,133.00
201380	5/29/2013	-87	58	1755	1,142.67
201380	5/30/2013	-86	59	1797	1,153.40
201380	5/31/2013	-85	60	1811	1,164.40
201380	6/1/2013	-84	61	1817	1,166.20
201380	6/2/2013	-83	62	1823	1,170.33
201380	6/3/2013	-82	63	1840	1,179.80
201380	6/4/2013	-81	64	1859	1,191.87
201380	6/5/2013	-80	65	1867	1,196.07
201380	6/6/2013	-79	66	1876	1,204.40
201380	6/7/2013	-78	67	1916	1,221.93
201380	6/8/2013	-77	68	1922	1,224.73
201380	6/9/2013	-76	69	1926	1,226.73

201380	6/10/2013	-75	70	1937	1,231.87
201380	6/11/2013	-74	71	2005	1,269.07
201380	6/12/2013	-73	72	2034	1,279.93
201380	6/13/2013	-72	73	2074	1,296.40
201380	6/14/2013	-71	74	2104	1,316.73
201380	6/15/2013	-70	75	2104	1,318.20
201380	6/16/2013	-69	76	2107	1,319.60
201380	6/17/2013	-68	77	2131	1,332.00
201380	6/18/2013	-67	78	2132	1,332.67
201380	6/18/2013	-67	78	2179	1,366.33
201380	6/19/2013	-66	79	2214	1,391.27
201380	6/20/2013	-65	80	2224	1,397.13
201380	6/21/2013	-64	81	2257	1,421.87
201380	6/22/2013	-63	82	2264	1,427.47
201380	6/23/2013	-62	83	2270	1,433.13
201380	6/24/2013	-61	84	2281	1,444.53
201380	6/25/2013	-60	85	2337	1,487.67
201380	6/26/2013	-59	86	2376	1,516.67
201380	6/27/2013	-58	87	2391	1,523.93
201380	6/28/2013	-57	88	2435	1,555.27
201380	6/29/2013	-56	89	2442	1,560.93
201380	6/30/2013	-55	90	2445	1,562.80
201380	7/1/2013	-54	91	2457	1,569.80
201380	7/2/2013	-53	92	2471	1,580.73
201380	7/3/2013	-52	93	2488	1,591.33
201380	7/4/2013	-51	94	2496	1,595.73
201380	7/5/2013	-50	95	2507	1,601.53
201380	7/6/2013	-49	96	2519	1,608.87
201380	7/7/2013	-48	97	2526	1,613.60
201380	7/8/2013	-47	98	2574	1,646.00
201380	7/9/2013	-46	99	2669	1,704.13
201380	7/10/2013	-45	100	2727	1,749.67
201380	7/11/2013	-44	101	2785	1,787.73
201380	7/12/2013	-43	102	2834	1,824.60
201380	7/13/2013	-42	103	2845	1,830.20
201380	7/14/2013	-41	104	2850	1,832.80
201380	7/15/2013	-40	105	2908	1,877.80
201380	7/16/2013	-39	106	2995	1,942.13
201380	7/17/2013	-38	107	3028	1,963.73
201380	7/18/2013	-37	108	3077	1,997.20
201380	7/19/2013	-36	109	3125	2,032.60
201380	7/20/2013	-35	110	3132	2,035.73
201380	7/21/2013	-34	111	3135	2,037.40
201380	7/22/2013	-33	112	3169	2,056.60

201380	7/23/2013	-32	113	3227	2,096.33
201380	7/24/2013	-31	114	3290	2,130.93
201380	7/25/2013	-30	115	3332	2,152.60
201380	7/27/2013	-28	117	3355	2,164.80
201380	7/28/2013	-27	118	3358	2,165.13
201380	7/29/2013	-26	119	3388	2,186.13
201380	7/30/2013	-25	120	3474	2,238.47
201380	7/31/2013	-24	121	3536	2,267.53
201380	8/1/2013	-23	122	3603	2,295.27
201380	8/2/2013	-22	123	3688	2,339.73
201380	8/3/2013	-21	124	3703	2,342.93
201380	8/4/2013	-20	125	3707	2,344.07
201380	8/5/2013	-19	126	3757	2,368.93
201380	8/6/2013	-18	127	3881	2,424.40
201380	8/7/2013	-17	128	4043	2,492.27
201380	8/8/2013	-16	129	4120	2,540.27
201380	8/9/2013	-15	130	4188	2,582.07
201380	8/10/2013	-14	131	4193	2,584.00
201380	8/11/2013	-13	132	4196	2,585.93
201380	8/12/2013	-12	133	4255	2,606.80
201380	8/13/2013	-11	134	4368	2,669.47
201380	8/14/2013	-10	135	4427	2,698.60
201380	8/15/2013	-9	136	4576	2,783.33
201380	8/16/2013	-8	137	4749	2,876.07
201380	8/17/2013	-7	138	4759	2,877.73
201380	8/18/2013	-6	139	4767	2,878.67
201380	8/19/2013	-5	140	4875	2,923.87
201380	8/20/2013	-4	141	5011	3,002.33
201380	8/21/2013	-3	142	4327	2,624.20
201380	8/22/2013	-2	143	4516	2,749.33
201380	8/23/2013	-1	144	4669	2,835.80
201380	8/24/2013	0	145	4655	2,830.13
201380	8/25/2013	1	146	4660	2,829.40
201380	8/26/2013	2	147	4832	2,869.33
201380	8/27/2013	3	148	4908	2,913.33
201380	8/28/2013	4	149	4961	2,937.00
201380	8/29/2013	5	150	4935	2,918.67
201380	8/30/2013	6	151	4938	2,917.33
201380	8/31/2013	7	152	4937	2,916.13
201380	9/1/2013	8	153	4936	2,914.67
201380	9/2/2013	9	154	4934	2,913.40
201380	9/3/2013	10	155	4921	2,905.40
201380	9/4/2013	11	156	4916	2,898.80
201380	9/5/2013	12	157	4911	2,893.07

201380	9/6/2013	13	158	4905	2,889.20
201380	9/7/2013	14	159	4903	2,887.60
201480	4/7/2014	-140	0	463	300.4
201480	4/8/2014	-139	1	600	391.73
201480	4/9/2014	-138	2	677	444.47
201480	4/10/2014	-137	3	729	480.2
201480	4/11/2014	-136	4	759	502.87
201480	4/12/2014	-135	5	770	508.2
201480	4/13/2014	-134	6	783	515.6
201480	4/14/2014	-133	7	821	540.93
201480	4/15/2014	-132	8	876	578.2
201480	4/16/2014	-131	9	918	608.67
201480	4/17/2014	-130	10	943	622.53
201480	4/18/2014	-129	11	962	633.93
201480	4/19/2014	-128	12	968	636.67
201480	4/20/2014	-127	13	969	637
201480	4/21/2014	-126	14	1005	666.07
201480	4/22/2014	-125	15	1055	700.8
201480	4/23/2014	-124	16	1086	718.67
201480	4/24/2014	-123	17	1116	740.4
201480	4/25/2014	-122	18	1128	747.07
201480	4/26/2014	-121	19	1135	751.4
201480	4/27/2014	-120	20	1138	752.87
201480	4/28/2014	-119	21	1165	769.73
201480	4/29/2014	-118	22	1196	787.53
201480	4/30/2014	-117	23	1229	810.53
201480	5/1/2014	-116	24	1244	820.8
201480	5/2/2014	-115	25	1268	834.13
201480	5/3/2014	-114	26	1277	839.8
201480	5/4/2014	-113	27	1281	843.07
201480	5/5/2014	-112	28	1300	857.4
201480	5/6/2014	-111	29	1318	867.4
201480	5/7/2014	-110	30	1344	885.13
201480	5/8/2014	-109	31	1370	903.93
201480	5/9/2014	-108	32	1382	910.27
201480	5/10/2014	-107	33	1389	916.33
201480	5/11/2014	-106	34	1396	922.47
201480	5/12/2014	-105	35	1418	935.47
201480	5/13/2014	-104	36	1440	950.33
201480	5/14/2014	-103	37	1455	961.13
201480	5/15/2014	-102	38	1476	975.13
201480	5/16/2014	-101	39	1488	981.07
201480	5/17/2014	-100	40	1493	985.13
201480	5/18/2014	-99	41	1496	987.4

201480	5/19/2014	-98	42	1516	1,003.20
201480	5/20/2014	-97	43	1528	1,010.93
201480	5/21/2014	-96	44	1545	1,022.80
201480	5/22/2014	-95	45	1564	1,034.27
201480	5/23/2014	-94	46	1576	1,041.60
201480	5/24/2014	-93	47	1581	1,045.53
201480	5/25/2014	-92	48	1582	1,047.20
201480	5/26/2014	-91	49	1586	1,048.73
201480	5/27/2014	-90	50	1606	1,060.87

The table creation based on daily runs is successful. However, it is clear that a new ARGOS report is needed to eliminate the need to manually search extracted data for comparison.

Describe Needed Changes:

This IE Plan is complete and will not be renewed for 2014-15.

List of Supporting Documentation:

1. Workflow of manual process for Enrollment Comparisons.pdf
2. SQL Testing for getting Headcount and FTE for a specified term.pdf
3. Dates Fields.pdf
4. First Argos Request.pdf
5. Banner External Table Initial Design.pdf
6. Summer and Fall 2013 Initial updates.pdf
7. Manual Load Table Spring 2013.pdf
8. Newly created Hcount and FTE Comparison table.pdf

Date Last Updated: 6/12/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Student Affairs

Unit Head: Regina Burden

Division: Student Affairs

Statement of Purpose:

The Student Affairs division and Institutional Advancement Unit consists of several units 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 Student Success Center, Athletics, Career Planning and Placement, Disability and Testing Services, , Recruiting (Assistant Directors), and Student Affairs. The activities supported by the offices include advisement, recruiting, registration, retention, grade reporting, collegiate athletics, job placement and career services, disabled student support services, new student orientation, student discipline, student government, student organizations, student publications, testing, and tutoring.

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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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: Faculty will administer to students; director of IRPE; Assistant VP of Student Affairs; directors of student affairs units

Timeline: Prior to the end of the semester

Est. Cost: \$0

Budgeted: Choose an item.

Evidence 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: On Schedule

Describe Progress:

2013-14

The Point of Service forms have been effective. Each area asks students to respond to the level of service received. The majority of the feedback continues to be positive. If negative comments are received, the immediate supervisor is notified and discussion held regarding the response.

2012-13

Student Satisfaction surveys were distributed to students at all campuses. Responses were compared with other small colleges. Although students are satisfied with services received, suggestions for improvement were also provided.

Point of service forms have been distributed to all campuses. Students are asked to complete the forms and place in a locked box. The majority of the feedback provided has been positive, however, when negative comments have been made, the appropriate director is notified to discuss with the respective staff person.

Describe Needed Changes: Although the desired outcome has been achieved, consistent distribution of the point of service forms is needed and encourage more students to participate in the CCSSE.

List of Supporting Documentation:

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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: Completed

Describe Progress:

2013-14

Although the website geared towards transfer students to MTSU has not been fully developed, strategies have been put in place to assist with the progress of the population. A Retention Transfer Specialist position has been created to keep students informed of deadlines and pertinent information regarding MTSU. Special sessions are held for students individually and in small groups to assist them with the transfer process. Students planning

to transfer have met with the Transfer Admissions Counselor when visiting off campus sites as well. Coding the students in BANNER continues to be a challenge.

2012-13

Students attending new student orientations are asked if planning to transfer to MTSU via pre/post- test. They have not been coded in BANNER to receive emailed information regarding deadlines and other pertinent data, however, students have been assisted both individually and collectively in small groups.

Describe Needed Changes:

This IE Plan will not be renewed for 2014-15.

List of Supporting Documentation:

Date Last Updated: 6/15/2014

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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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, 2013.

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: On Schedule

Describe Progress:

Fall 2013

Fall term 2013, there were 1,106 first-time freshman enrolled. Of the 1,106 enrolled, no students still had admissions holds at the end of the term, staff send out reminders during the

semester. Use of email has been an effective means of communication. We met our goal this term and will continue sending the second email to remind students.

Fall 2012

Fall term 2012, there were 1,004 first-time freshmen enrolled. Of the 1,004 enrolled, 6 (.05) students still had admissions holds at the end of the term, staff send 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 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 (.05) 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:

List of Supporting Documentation: [List supporting documents and email them along with your updated IE Plans.]

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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, 2013.

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: On Schedule

Describe Progress:

2013

The student Satisfaction survey indicated the 96.5% 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 strive to help students in a friendly and helpful manner. Training is always a top priority.

2012

The Student Satisfaction survey indicated the 97.6% 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 for students into college. Any new personnel will have extensive training.

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: I will have monthly meetings with A & R staff to remind everyone that customer service is our goal.

List of Supporting Documentation: Attached is the topics for our first meeting

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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, 2013.

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: On Schedule

Describe Progress:

2013

The Student Satisfaction survey indicated that 96% 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.

2012

The Student Satisfaction survey indicated that 96% 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.

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: We will continue to talk about how important a smile and friendly service is to our students. Will continue to meet with off campus sites to discuss any changes occurring in Admissions so students are kept informed about changes.

List of Supporting Documentation: [List supporting documents and email them along with your updated IE Plans.]

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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: Completed

Describe Progress:

Fall 2013

The new fall catalog for 2013 was entered in Degree Works. We continue to trouble shoot problems as they come up. The Graduation Analyst sends student's evaluation for graduation using Degree Works. The Director of Student Success uses Degree Works for training for their FAST TEAM and Advisement Coordinators. We have 1498 degree works graduation plans built in Degree Works.

Fall 2012

New Catalog for fall 2012 was entered in Degree Works. We will continue to trouble shoot problems as they arise in Degree Works so that we can promote accurate information given to students, advisors and faculty.

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: This IE Plan is completed and will not be renewed.

List of Supporting Documentation:

Date Last Updated: 6/15/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Athletics

Unit Head: Tori Raby-Gentry

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.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Athletics

Related Strategic Goal:

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

Action Plan #: ATHL-01

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: This is an annual process. We continue to have success in yearly completion.

2014

This goal was met. Graduation rates for softball-89% (8/9); baseball-80% (8/10); men's basketball-100% (2/2); women's basketball-100% (2/2).

Retention Rates

1. The 1 softball player that did not graduate plans to return in the fall to complete her degree.
2. The 2 baseball players that did not graduate will be transferring to a four year institution.

2013

This goal was met. Graduation rates for softball-100% (3/3); baseball-77% (10/13); men's basketball-78% (7/9); women's basketball-75% (3/4).

Retention Rates

1. 2 of the 3 baseball players that did not graduate this fall will be finishing up their degree this Fall here at Motlow.
2. 1 of the 2 men's basketball players will be transferring to a 4-year institution.
3. The only women's basketball player that did not graduate plans to enroll in a community college closer to home and finish her degree.

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: The department's graduation rate continues to be one of the highest in the state. We will continue to monitor academic progress reports, require mandatory study hall, and follow-up with instructors. We will work to do a better job of early detection to student-athletes that may need more one-on-one assistance.

List of Supporting Documentation: I am enclosing our conference form for graduation rates, as well as a copy of our progress reports.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Athletics

Related Strategic Goal:

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

Action Plan #: ATHL-02

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 outcome.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: Our student-athletes continue to meet expectations of our graduation rate.

2013-2014

This goal was met. The athletic department graduated %89 of our athletes. Our coaches did a

good job monitoring our student-athletes' progress in the classroom through use of progress reports, as well as follow-up with instructors.

2012

This goal was met. The athletic department graduated 79% of our athletes. Based on how the TCCAA's graduation rate calculations we graduated 87% of our student-athletes. They allowed us to count student-athletes that would be finishing up their degree during this fall semester. Coaches used progress reports to monitor students' attendance and grades to ensure each athlete was handling their responsibilities.

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: We attempted to utilize email to send out progress reports to teachers, in an attempt to make the task easier for their schedules. However, the return rate was much lower, requiring us to continue utilizing the paper format. This so far is our best option in requiring information.

List of Supporting Documentation: I am attaching one of our academic progress report forms.

Date Last Updated: 6/15/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Disability & Testing Services

Unit Head: Sonya Hood

Division: Student Affairs

Statement of Purpose:

The Disability Services unit provides assistance to students with disabilities. The Testing Center offers a wide variety of testing options for potential and current students.

The unit:

- Coordinates services for students with disabilities
- Coordinates testing for all campuses

The unit functions within the student affairs division. Congruent with the mission of the college, the Disability and Testing Services Unit provides support services that seek to enrich and empower students and the community it serves.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 who are registered with the Office of Disability Services. The Director will ask the students who are registered with the Disability Services office at the end of each academic year to complete the survey.

Team Members: Staff of Disability and Testing Services

Timeline: Annually

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: Students registered with the Office of Disability Services will complete a Survey of Services provided by the Office of Disability Services. 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:

2013-14

From the surveys received all but one where rated excellent when asked how satisfied they were with the services received from the Office of Disability Services and the other one was good. There were no negative comments or ratings.

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: Based on results from the surveys, the Office of Disability Services will continue to strive for excellence. The office will continue to find ways to improve services and to provide the best quality services to our students with disabilities.

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:

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Disability & Testing Services

Related Strategic Goal:

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

Action Plan #: DITS-02

Action Plan Title: Test Taking Presentations

Desired Outcome: Each academic year have two presentations for students that deal with test taking. Topics could include, but not limited to, tips for test taking, tips for taking effective notes, strategies for test taking, strategies for assisting with test anxiety, etc. The outcome would be for students to receive helpful information to put into use while taking tests which ultimately hopefully would lead to improved test scores.

Description of Action Plan and Related Activities: The staff of Disability and Testing Services will be responsible for coordinating the presenters, topic, and location of the presentations. The presentations will be advertised to students by way of flyers, electronic monitors, emails going out to the student's Motlow e-mails and any other form of advertisement for the campus. An e-mail reminder will be sent out the day before the presentation. The staff of Disability and Testing will coordinate with Faculty to bring their classes when appropriate.

Team Members: The staff of Disability and Testing Services

Timeline: Annually

Est. Cost: \$2000

Budgeted: Included in current budget

Evidence of Success: Students will complete a pretest and posttest to see if the presentation was educational and/or helpful to the students.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress:

2013-14

[Enter assessment data and use of assessment data here.]

Describe Needed Changes: [Update with needed changes for 2014-2015.]

List of Supporting Documentation: [List supporting documents and email them along with your updated IE Plans.]

Date Last Updated: 6/15/2014

Motlow State Community College
Institutional Effectiveness Plan

Unit: Student & Campus Relations

Unit Head: Brenda Cannon

Division: Student Affairs

Statement of Purpose:

The mission of the Student and Campus Relations Unit is to support student success through the development and implementation of student initiatives, recruitment, and retention and to ensure a successful academic, social, and cultural experience for all Motlow students. This office collaborates with students, faculty, and staff and the greater Motlow College community to assist students.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 2012-2013 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:

2013-2014

The 2013-2014 program year completed the third year of the Motlow College Participant Partnership Program. The program continued on the Moore County campus and Fayetteville Center and was expanded to the Smyrna Center. The program was successful at securing an Access and Diversity Grant from the Tennessee Board of Regents in the amount of \$27,275.

The MP3 Leadership Team consisted of the Assistant Vice President for Student Affairs who served as the primary administrator. Coordinators were the Director of Disability and Testing Services, Director of Student and Campus Relations, Assistant Director of Student Success, Dr. Phyllis D. Adams, Dr. Elbert Ross, and Mr. George Ortega. This team was responsible for planning, implementing, and assessing all activities associated with the program.

This year was a rebuilding year for the program as it only had four students return from the previous year. The goals were to enroll 60 students into the program during the 2013-2014 year and to complete the year with an overall 2.5 GPA among participants. A total of 50 students were enrolled; the students' ended the year with a --- GPA. Other assessment measures include but are not limited to evaluation of monthly sessions, mentoring training, cultural and enrichment activities, and Year-end Celebration. A total of 39 volunteer mentors, 11 community-based and 28 campus-based, served during the program year.

The following is program's year calendar:

August 2013

--MP3 Marketing and Recruitment Initiatives held in conjunction with Welcome Week

--Interest Meetings

September 2013

--Mentors Training

Trainers: Mr. Edwan O'Neal, Director of Upward Bound Program at the North Alabama Center for

Educational Excellence, Huntsville, Alabama—Moore County campus, and

Ms. Regina J. Burden, Assistant Vice President for Student Affairs—Smyrna Center

--Selected Participants

--Hosted Meet and Greet to include participants and mentors—both campuses
October 2013
--Hosted Monthly Meeting
November 2013
--Hosted Monthly Meeting
December 2013
--Hosted MP3 Holiday Social, Razz's Restaurant in Smyrna, TN
--Conducted Toys for Tots Service Project
February 2014
--Hosted Monthly Meeting
March 2014
--Hosted Monthly Meeting
April 2014
--Went on the Cultural Trip to Memphis
 University of Memphis
 Civil Right Museum and Lorraine Hotel
 Memphis Grizzlies professional basketball game
--Hosted Year-end Celebration Banquet
--Service Learning Project
 The Henry Center, Tullahoma
May 2014
--Graduation
June 2014
--2014-15 Planning Meeting

The program continued to provide twice weekly study hall sessions for the participants. Students were required to attend one of the two one hour and thirty minute session, but was encouraged to attend both sessions. Grades were monitored and tracked through progress reports which were completed by instructors and retained and monitored by the Director of Disability and Testing Services. Problematic areas of study were immediately addressed by providing one-on-one tutoring to the participant. In addition to program coordinators serving as tutors, students received support from the Honors Scholars' Tutorial Program. Through the A&D Grant, the program was successful at hiring tutors as well. Hiring tutors was based on students' needs.

Each activity was evaluated. Evaluations are on file in the Office of Testing and Disability Services on the Moore County campus and in the Office of the Assistant Director of Student Success at the Smyrna Campus.

2012-2013

During the 2012-2013 year, MP3 operated in its second full academic year and concluded the year with much success. The program continued on the Moore County campus and Fayetteville Center. Because the MP3 Smyrna Center coordinator continued to work between the Moore County campus and Smyrna Center and the new Smyrna building was still under construction,

the MP3 program was not implemented in Smyrna; however initial planning for the Smyrna program began.

The MP3 Leadership Team consisted of the Assistant Vice President for Student Affairs acting as the primary administrator and program leader. MP3 coordinators were the Director of Testing and Disability Services, Director of Student and Campus Relations, Athletic Director, Assistant Director of Student Success, and Coordinator of Testing. This team was responsible for planning, implementing, and assessing all activities for MP3.

During the year, MP3 enrolled 38 students and had 26 volunteer mentors, representing both the internal college community and the external community. Of the 26 mentors, eight were community leaders. Of the 38 students, 16 students graduated in May, 10 transferred out, and 1 moved out of state. Based on these numbers, a maximum of 10 students could return for the 2013-2014 program year.

The year's activities included:

August, 2012

--MP3 Marketing and Recruitment Initiatives held in conjunction with Welcome Week

--Interest Meetings

--Mentors Training

Trainer: Ms. Carla Draper-Holloway, Director of the Honors Center at Alabama A&M University

September, 2012

--Selected Participants

--Hosted Meet and Greet to include participants and mentors

October, 2012

--Hosted Monthly Meeting

November, 2012

--Hosted Monthly Meeting

December, 2012

--Hosted MP3 Holiday Social

--Conducted Toys for Tots Service Project

January, 2013

--Hosted Monthly Meeting

Topic: Interviewing Skills

Presenter: Ms. Laura Jent, Executive Director of Human Resources, Motlow College

February, 2013

--Hosted Monthly Meeting

Topic: Financial Responsibility

Presenter: Ms. Hilda Tunstill, Vice President for Business Affairs, Motlow College

April, 2013

--Hosted Monthly Meeting

Topic: Transition from Community College to University

Presenter: Ms. Dawn Copeland, Assistant Vice President for Academic Affairs, Motlow College

--Hosted Annual Cultural Trip

Birmingham, Alabama

Toured University of Alabama, Birmingham; Sixteenth Street Baptist Church; Birmingham Zoo
May, 2013

--Hosted Year-end Banquet Celebration

Speaker: Mr. Edwan O'Neal, Director of Upward Bound Program at the North Alabama Center
for

Educational Excellence, Huntsville, Alabama

The program continued to provide twice weekly study hall sessions for the participants. Students were required to attend one of the two one hour and thirty minute session, but was could attend to both. Grades were monitored and tracked through progress reports which were completed by instructors and retained and monitored by the Athletic Director. Problematic areas of study were immediately addressed by providing one-on-one tutoring to the participant. In addition to program coordinators serving as tutors, students were referred to the Honors Scholars' Tutorial Program for support. Several faculty intervened and provided tutoring as well.

Each activity was evaluated. Evaluations are on file in the Office of Testing and Disability Services.

To enhance the MP3 program, we wrote and submitted an grant to the TBR Office of Access and Diversity. On May 15, 2013, we were notified by the TBR that the grant will be funded for the 2013-14 year. Program planning for the new year is underway at both Smyrna and Moore County campuses.

2011-2012

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: [Update with needed changes for 2014-2015.] Coordinators have identified two immediate needed changes for the upcoming program year. The program's goals are to

1. Enroll 50 students for the 2014-2015 year, and
2. Host a participants' retreat in September to officially begin the new year

List of Supporting Documentation: [List supporting documents and email them along with your updated IE Plans.]

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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:

2013-14

With the implementation of Access2 Success during the 2013-14 year, it is feasible that the A2S platform can become a catalysis for the formal organization of The Adult Learners Association. The identified A2S student population mirrors students who can be served through the Adult Learners Association. Participation would expand beyond this select group; however, this group can possibly be a core population for the association. Additionally, interest in forming an Adult Learners group beyond the Student Affairs Unit has been expressed. To support this initiative the following activities have occurred:

- began conversation on supporting Adult Learners Association beyond Student Affairs
- attended a formal workshop on Characteristics of Adult Learners
- monitor A2S student retention and withdrawals and communicate with students weekly
- coordinated an event for A2S students that supports retention
- collaborate with off-campus peers regarding Adult Learners groups
- collaborated with director of adult studies programs at private 4-year institutions

2012-13

The organization and planning of Adult Learners Association continues; however, the implementation of the association did not come to fruition during the 2012-13 academic year. Information and training on adult learners associations/groups/organizations continued via the following vehicles:

- initiated interest conversations with Motlow College adult learners, including SGA President and other adult learners
- scheduled meeting with the Assistant Director of the June Anderson Center for Women at MTSU
- participated in an Adult Learners Webinar
- continued to provide academic, personal, and intellectual support to adult learners
- collaborate with director of and students in Motlow ACE Program

2011-12

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:

[Update with needed changes for 2014-2015.]

In the 2014-2015 program year, we propose to recognize and honor adult learners during Adult Learners Week at all Motlow campuses. On the Moore County campus, formal discussion will begin regarding the desire, interest, and need to have a formal Adult Learners organization. The response from the targeted population will determine its future. The Director of Student and Campus Relations will spearhead this activity.

The target date to have an Adult Learners Association in place is fall 2013. The association will be based out of the Moore County campus and spearheaded by the Director of Campus and Student Relations. Once the program has proven successful, it will be expanded to satellite campuses.

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: [List supporting documents and email them along with your updated IE Plans.]

Date Last Updated: 6/15/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Student Success

Unit Head: Rhonda Cotham

Division: Student Affairs

Statement of Purpose:

Provide services and resources to ensure that students successfully achieve academic goals and persist to graduation in three years from Motlow College. The Student Success staff partners with faculty, staff, and administrators in upholding the mission, standards, and requirements of the College

The duties of the Student Success Staff include, but are not limited to, the following items:

OVERSIGHT OF EARLY ALERT PROGRAM:

- Work with IT to define and implement an Early Alert program for Motlow College
- Serve as primary resource when students are referred as at-risk by faculty
- Determine campus location and appropriate staff to address situation
- Serve as resource for Moore County students referred for assistance
- Determine needs and assist/mentor student as needed

ACADEMIC COACHING:

- Review of student and advisor concerns (especially at risk students)
- Academic Check Ups (meetings with first-time freshmen to evaluate their academic progress prior to mid-term)
- Probation Student Mentoring Program
- Discuss strategies that can assist student with improvement regarding:
 - time management
 - study habits
 - student engagement (with instructor and other students)
 - other resources and skills as needed
- Resource referrals based on student success issues

NEW STUDENT ORIENTATION:

- Provide oversight of NSO program for all campuses
- Recruit, hire, manage and evaluate FAST Team members
- Coordinate, schedule and facilitate NSO Program for Moore County Campus
- Track and Monitor progress of First-time Freshmen
- Coordinate follow-up procedures and evaluation

SPECIFIC STUDENT SUCCESS/ INITIATIVES:

- Director serves as Co-Chair of Student Success Committee
- Director oversees MyMotlow GPS development, maintenance, and training
- Review data for student success initiative improvement and implementation
- Student Success Resources (website, workshops, etc.)
- Academic Coaching
- Academic Check-ups
- Probation Mentoring
- Referral to services based on student need (tutoring, website resources, external, etc.)
- Director coordinates Welcome Week activities at all four campuses

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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/Assistant 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) 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: Data continues to support that orientations continue to prove to be a positive resource for students beginning at Motlow College.

2013-14

Summer 2013 sessions were completed with a total of 1197 students attending at all four locations. Of the 1197 a total of 1018 registered for the Fall, 2013 term (85%). Of those registered for Fall, 2013, 790 returned in Spring, 2014 (78%).

Most of the loss from Fall to Spring was due to unsuccessful academic progress and our team has begun discussing how this can be addressed at future orientations and in other retention initiatives.

As always, feedback is used from the previous years and we are constantly striving to improve the process.

2012-13

A Freshman Academic Success Team was established to provide orientation services to this group.

Summer 2012 sessions are completed and work for the summer 2013 sessions is underway. A pre- and post-test have been created and incorporated into the orientation processes. A student must complete the pre-test prior to being forwarded to the registration process for a session and the post-test is required prior to being allowed to register for classes at the end of the orientation session. The data feeds into ARGOS where a report allows us to track the data.

As stated in our plan, contact was made with the students continually throughout the term. Copies of those e-mails are attached.

Based on the feedback from last year's sessions and data, changes have been made to provide better resources to our students at orientation. We will continue to monitor the program and make changes as necessary.

Only 78% returned and when contacted, most of the loss was due to students who had gone into unsatisfactory progress. As stated, changes were made to provide more information regarding Satisfactory Academic Progress, Financial Aid requirements, etc. at the Summer 2013 orientations.

Describe Needed Changes:

Based on the feedback from both FAST team (Orientation) members as well as students, the leadership team will implement changes to presentations and orientation as a whole to better the process. An example is that of more one-on-one time with someone to discuss their program and their foundational first semester. More detail will also be given to the importance of satisfactory academic progress and the impacts that it can have on a student in regard to financial aid eligibility if they do not maintain it.

Contact with these students on a regular basis with follow-up will occur in the Fall. Academic Check-ups will be done to see where students are struggling and to direct them to appropriate resources.

List of Supporting Documentation: Pre-Post Test Results (Fall 2013); examples of some of the e-mail correspondence with students throughout their first semester; Student Satisfaction Survey results for new student orientation from all four locations.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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:

The Dual Admission student tracking system and related ARGOS reports have been created and are being utilized along with the post-test of our first-time freshmen.

At orientations, first-time freshmen are asked if they plan to transfer and if yes, where? Those choosing MTSU are sent information regarding the Dual Admissions program with MTSU.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2013-14

Staff utilized the NSO student list to reach out to all students who noted that they would be transferring to MTSU via e-mail and also information sessions which included Motlow and MTSU staff (publicized to all students) were held at both the Moore and Smyrna campuses, but were not attended well.

Currently, --- students are participating in the MTSU Dual Admissions program.

2012-13

The Dual Admissions Program currently has 21 students who have signed "Intent to Participate" forms. The Director of Student Success has worked with the Director of Admissions to implement a tracking system. They have worked with IT to create and implement a reporting tool in ARGOS.

E-mails were sent to FT Freshmen in Fall to start to increase awareness of the program.

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:

Based on our continued low numbers, the responsible staff will begin work together to determine and implement new initiatives to grow this program.

List of Supporting Documentation: Flyers/E-mails used for contact with those students

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2013 – June 30, 2014

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: Completed

Describe Progress:

2013-14

Advisement page was created and in the time since last reported, the advising process has moved to the academic unit. Our unit will no longer be responsible for the upkeep of this page.

2012-13

An advising website has been created and is being maintained by the Student Success Center. However, an evaluation process has not been created to assess the resource.

Describe Needed Changes:

Please close out this IE plan.

An evaluation will be created and submitted to advisors and students during the Fall 2013 term after promoting the site for use with the new advisement coordinators and both faculty and students.

List of Supporting Documentation: [List supporting documents and email them along with your updated IE Plans.] <http://www.msc.edu/advisement/index.aspx>

Date Last Updated: 6/15/2014

Motlow State Community College
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Planning Year: July 1, 2014 – June 30, 2015

Unit: Student Success

Related Strategic Goal:

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

Action Plan #: SSCS-04

Action Plan Title: Academic Check-ups/Mentoring Program

Desired Outcome: All first-time freshmen (FTF) who attend orientation will be encouraged to attend an academic check-up early in the start of their first semester. These check-ups are not required, but we are setting a goal that at least 85% of those students will participate in a check-up. Of those who participate in a check-up, we are setting a goal of retaining at least 85% of that population into the following term.

Description of Action Plan and Related Activities: FTF who attend orientation will be contacted by Student Success Staff beginning in the 3rd week of classes and appointments will be scheduled to bring students in for their initial check-up.

The goal of the academic check-up is to connect early with students and to begin a mentoring/coaching relationship where students (especially those who are considered at risk) can be directed to appropriate resources available to assist them if needed.

Check-ups include the following:

- Discussion of semester to date
- Life outside of school (work, responsibilities, etc)
- Each class is discussed individually (attendance grades to date, etc)
- Study/test taking habits and strategies
- Student engagement (clubs, activities, etc)
- Providing a point of contact for whatever student might need (if it isn't us, we get them where they need to go)

Students will be encouraged to take responsibility and will be asked what they can do to bring up grades, attend more regularly, etc. Based on these discussions, staff will discuss and refer students to programs and resources available to assist them.

Students who are noted as being potential "at-risk" students will be tagged as follow-up if needed and a recurring appointments will be scheduled for two weeks later. Students will then be asked about recommendations made at earlier meeting and if they have followed up on those recommendations.

A tracking system has been developed and implemented to monitor the progression of each student including those who attended a check-up and those who did not. This tracking system will provide the ability to monitor retention from semester-to-semester, year-to year, and progress toward graduation.

This tracking system connects to BANNER and provides data information for comparison i.e. male vs. female, traditional vs. nontraditional, socioeconomic (did student received pell), low ACT vs. high ACT, ethnicity, etc.

Data can help us to see what students are succeeding and what students are falling into probation status. Hopefully data will help us as an institution to better serve target groups who tend to be more at-risk.

Team Members: Director of Student Success and Student Success staff

Timeline: Fall semester (for FTF starting that term), Spring semester (for FTF starting that term),
Summer Semester (For FTF starting that term.)

Est. Cost: No Additional Funds at this time **Budgeted:** Choose an item.

Evidence of Success:

Tracking data will show that the number of students who do participate in check-ups are more likely to be retained than those who do not. Our goal is that at least 85% of those who attend check-ups will be retained.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: Orientations for Fall, 2014 have begun. Check-ups will begin within the first three weeks of that term for all FTF who enroll.

2013-14

This is a new IE and will be evaluated at this time next year.

Describe Needed Changes:

List of Supporting Documentation: Pre-Post Test Results (Fall 2013); examples of some of the e-mail correspondence with students throughout their first semester; Student Satisfaction Survey results for new student orientation from all four locations.

Date Last Updated: 6/15/2014

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

Reviewed: 6/15/2014

Motlow State Community College
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Assessing Year: July 1, 2013 – June 30, 2014

Unit: Information Technology & Administrative Services

Related Strategic Goal:

4.2 Advance our college as a role model for sustainability.

Action Plan #: ITCH-01

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, 2014

Est. Cost: \$

Budgeted: Included in current budget

Evidence of Success: Project is submitted to appropriate unit for implementation.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2013-14

Energy efficient lighting systems were installed in the library on the Moore County campus and in portions of both buildings on the Fayetteville campus. New roofs were installed on the Ingram and Forrester buildings on the Moore County campus that will result in energy savings.

2012-13

Geothermal Pump in New Smyrna Building

A geothermal heat pump was installed in the new classroom/office building opening fall 2013 at Smyrna Center. Though the installation price of the geothermal system was more expensive than that of an air-source system of the same heating and cooling capacity, the additional costs will be returned in energy savings in five to seven years.

Energy Efficient Doors and Windows in Simon Hall

The Simon Hall building was originally built in the late 1960's and all of the doors and windows were constructed using single pane glass. We replaced all of the doors except one in 2011 and this year we are replacing the last door along with replacing about 50% of the windows in the Simon Hall building. The new doors and windows are double pane insulated glass which will improve the operating energy savings for this building.

2011-12

No action has been taken.

Describe Needed Changes: [Update with needed changes for 2014-2015.]

List of Supporting Documentation: [List supporting documents and email them along with your updated IE Plans.]

Date Last Updated: 6/15/2014

Motlow State Community College
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Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Information Technology & Administrative Services

Related Strategic Goal:

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

Action Plan #: ITCH-02

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, 2014

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:

2013-14

We continued to talk to vendors to get information on products. We talked to other schools within TBR to assess satisfaction with products that they are/were using. We are currently evaluating a product that IT will present to Executive staff for consideration during the next few weeks.

2012-13

Two vendors presented their mobile apps to MSCC staff in 2012-13. The first did not meet the college's needs or timeline. The second appears to meet both and was tentatively selected. The business office is in process of reviewing their contract. We have also been in touch with other TBR schools and the main office to learn more about mobile apps they are using or acquiring. Various apps are in use by the TBR schools and there is not a standard mobile app that is used system-wide.

2011-12

Have met with vendors and looked at various methods for providing mobile apps.

Describe Needed Changes: [Update with needed changes for 2014-2015.]

List of Supporting Documentation: [List supporting documents and email them along with your updated IE Plans.]

Date Last Updated: 6/15/2014

Motlow State Community College
Institutional Effectiveness Plan

Unit: Academic Technologies

Unit Head: Shelley McCoy

Division: Information Technology & Administrative Services

Statement of Purpose:

The Center for Academic Technologies supports the institutional mission by providing innovative technologies in the teaching and learning process. The center encourages the integration of technology into the curriculum by providing training and support for faculty, staff, and students on software and hardware available on the Motlow State Community College campuses.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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, Microsoft Office software, and other software and hardware as requested.

Description of Action Plan and Related Activities: Survey faculty and staff on the **quality** of training and support and improve any weak areas.

Monitor first-time faculty log-ins to the course management system. Keep track of attendees at workshops using an Excel spreadsheet maintained by the C.A.T. Director. Use evaluation forms handed out at workshops to garner input about the effectiveness of workshops. Include items related to the Center for Academic Technologies on the Information Technology Survey administered each fall.

Team Members: Director of the Center for Academic Technologies and Center Staff

Timeline: June 30, 2015

Est. Cost: \$ 575.00

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) with satisfactory ratings. Summary showing averages will be provided. Satisfactory or higher rating on services as indicated on technology surveys, specifically the annual CIS survey.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: We had more first-time faculty users this year than we did last year. Some of this increase is probably attributable to the increase in the number of new adjunct faculty.

This academic year a record number of faculty attended Desire2Learn (D2L) training sessions. More sessions than ever before were offered, due largely to a major update to D2L, our campus Course Management System. Faculty indicated a high level of satisfaction with the workshop presentations.

Fall 2013 and Spring 2014

52 faculty, administrators and staff logged into D2L for the first time in 2013-14

161 faculty, staff, students, administrators attended training sessions

Workshop evaluations showed faculty satisfaction with the training. Ninety-seven to 100% either Agreed or Strongly Agreed with satisfaction on the six criteria evaluating the workshop.

The party of the CIS survey that related to Academic Technologies showed that about half (33 people) of the respondents had not attended C.A.T. workshops and forty-one *had* attended at least one. The ones who had not attended a workshop indicated the main reasons were that they did not need one or did not see sessions that applied to them. Of the 44 who said they attended one or more workshop, 88.6% said they learned something from attending. Forty-six of 51 respondents who answered the question about whether they would attend future sessions said they would.

Describe Needed Changes:

More online, self-paced training so as to meet the varying schedules of faculty and staff. This is particularly true for support staff whose needs are much more varied than those of faculty. In general, faculty request training about D2L, whereas staff request training about Excel, Access, Powerpoint, Publisher, and Adobe Acrobat products.

List of Supporting Documentation:

[Initial users-2013-14.csv](#)

[training-attendees su2013-sp2014.xlsx](#)

[Workshop-tally-sheet13-14.pdf](#)

[IT-survey-results-workshops.docx](#)

Date Last Updated: 6/15/2014

Motlow State Community College
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Assessing Year: July 1, 2013 – June 30, 2014

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.

Items 42 and 43 on the Information Technology annual survey will ask about the Technology Newsletter.

Team Members: Center for Academic Technologies Staff

Timeline: June 30, 2014

Est. Cost: \$0

Budgeted: Included in current budget

Evidence of Success: A satisfactory or higher rating on division survey.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2013-14

On the I.T. survey sent out in the Fall of 2013, 65 people responded that they had received the newsletter. It is sent to *all* Faculty and Staff, so 65 out of several hundred recipients is not a good response rate. However, of those that responded to the question about satisfaction with

the newsletter, all 48 were either "Satisfied" or "Very Satisfied" with it. No one responded that they were "Unsatisfied" or "Very Unsatisfied" with the Technology Newsletter.

Describe Needed Changes: The low number of those responding to these items on the survey indicates that relatively few of our campus community read the newsletter. Based on this fact, low response rate; it seems necessary to find another means for disseminating helpful information about campus technology and helpful Internet sites. Some possible ways are a separate web page linked to our home page or a link to a .pdf or web page available through the course management system. However, the course management route would make it unlikely support staff would see the newsletter. The Director of the Center for Academic Technologies will investigate the possibility for creating a separate page that links from the campus home page.

List of Supporting Documentation: [Technology Newsletter Responses.docx](#)

Date last updated: 6/15/2014

Motlow State Community College
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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 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.

Description of Action Plan and Related Activities: The Director of the Center for Academic Technologies will assist faculty and students with the creation and display of student-created multimedia projects. The Technology Showcase will take place during Spring Semester.

The Director of the Center for Academic Technologies will count the attendees at the Honors Symposium/Technology Showcase. The Director will compile a list of students and the projects which they created.

Team Members: The Director of the Center for Academic Technologies and representatives from academic departments.

Timeline: June 30, 2015

Est. Cost: \$ unknown – the cost will be minimal and 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.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2013-14

Each year the Technology Showcase has been held in conjunction with the Honors Symposium. This year 20 students participated. The reason for the lower participation this year was due to one of the Honors faculty being out for an extended illness and therefore did not have time to devote to having students create multimedia projects. The Director has made herself available to talk to classes about potential projects and will further promote multimedia projects by offering to come and talk to classes about projects they could do to meet course requirements. Over 100 faculty and students viewed the Technology Showcase this year.

Describe Needed Changes: Classes in addition to Honors classes could be included in future Technology Showcases. More faculty buy-in is needed to increase the value of this activity. Promotion at Academic Leadership meetings would be beneficial. Support of new Vice President for Academic Affairs is crucial. In the past, Academic Affairs has provided \$500 to allow prizes to be awarded to students. The method for awarding the prizes (e.g. advertising) needs to be improved.

List of Supporting Documentation:

[List-of-projects_sp2014.xlsx](#)

[Symposium-showcase-attendees.pdf](#)

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
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Assessing Year: July 1, 2013 – June 30, 2014

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, specifically “Smart Classrooms.” Continuing to provide support to faculty and students in navigating and troubleshooting Desire2Learn, the college’s course management system.

I.T. Survey given each fall. Questions 22 and 23 relate to Smart Classrooms and support of technology. Documentation of the number of upgrades of existing Smart Classrooms and installation of new Smart Classrooms.

Team Members: Center for Academic Technologies Staff

Timeline: June 30, 2014

Est. Cost: Varies, supported by I.T. and TAF funds **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:

2013-14

[Enter assessment data and use of assessment data here.]

Enabled existing classrooms to incorporate technology for teaching and learning. Provided support for both faculty and students in using hardware on campus and user support for students off-campus who took online, hybrid, and technology-enhanced classes.

This past year we have installed six completely new smart classrooms and upgraded four smart classrooms from consumer-type to commercial-type classroom equipment. We have also upgraded one classroom on the main campus with Apple TV.

Seventy-two percent of respondents agreed/strongly agreed that our Smart Classrooms are up-to-date and high quality (12.3% of respondents indicated the item did not apply to them, consequently only 15.8% disagreed that classrooms were up-to-date and high quality). Eighty-eight percent of respondents to the survey agreed/strongly agreed that Motlow State Community College offers strong support for the use of technology. Seven percent disagreed and five percent said the item did not apply to them.

The Center for Academic Technologies will continue to maintain and support Smart Classrooms. To some degree the extent to which this can happen is dependent on available funding, however the Center will make every effort to get the most for our educational dollar.

Describe Needed Changes: Possibility of additional personnel or training of existing personnel in administering ITV classrooms.

List of Supporting Documentation:

[smart-classrooms_2013-14.pdf](#)

[IT-Survey-Results_Smart_2013-14.pdf](#)

Date Last Updated: 6/15/2014

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 and encourage end-users (faculty, staff, students and alumni) in the productive and efficient utilization of all administrative computing systems, as well as identify and facilitate training opportunities for third-party products, which interface with the administrative systems.

The unit:

- Maintains and provides end-user support 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
 - Intellectcheck
 - Formfusion
 - Argos
 - ODS
 - Eprint
 - Workflow
 - Runner Clean-Address
 - Nelnet
 - Touchnet
 - SciQuest
 - DegreeWorks
 - BDMS
 - UC4 (AppWorx)
 - 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

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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:

2013-14

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 displayed in the following electronic document (items 26 through 30):
Administrative Computing Services – BannerArgos Survey results 2013.docx

Describe Needed Changes: No change is needed.

List of Supporting Documentation: Supporting documentation results are included with this report

Date Last Updated: 6/15/2014

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Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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:

2013-14

The overall satisfaction of respondents, who felt this survey question was applicable was 77%, as reflected in the annual IT and Administrative Computing Survey. This falls below the expected outcome for the action plan.

The survey results are displayed in the following electronic document (items #35):

Describe Needed Changes:

During the 2013-2014 assessing period, many of the end-user training needs were removed from the responsibility of the Administrative Computing Services Department. TBR began modifying the current business processes, while the BANNER vendor (Ellucian) began a new training delivery system. The end-user training needs for BANNER and MyMotlow were no longer performed by Administrative Computing Services. Item #35 of the *IT and Administrative Computing Survey* reflects end-user attitudes for BANNER, MyMotlow and ARGOS training, and because of the new training initiatives, may not be an actual reflection of end-user attitudes toward Administrative Computing Services training services.

As a result, in the *IT and Administrative Computing Survey* item #35, training topics will be clarified and will exclude BANNER and MyMotlow training.

List of Supporting Documentation: Supporting documentation results are included with this report and are also on file in the Office of Research, Planning and Communication.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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:

2013-14

The overall respondent satisfaction, as reflected in the annual IT and Administrative Computing Survey, is greater than 85%. This is slightly below the desired outcome expected for the action plan.

The survey results are displayed in the following electronic document (items 32 through 34):
Administrative Computing Services – Banner Argos Survey results 2013.docx

Describe Needed Changes: The online ARGOS report request form needs to be more easily located by potential report requestors. While the request form is already available online within the Motlow Intranet, it will additionally be available online in MyMotlow, thus given requestors multiple ways of locating the form. In addition, dates of report request and report completion will be closely monitored, with the intent of reducing the completion time frame.

List of Supporting Documentation: Supporting documentation results are included with this report and are also on file in the Office of Research, Planning and Communication.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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:

2013-14

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 change is needed.

List of Supporting Documentation:

Supporting documentation results are included with this report and are also on file in the Office of Research, Planning and Communication.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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
- Parking Decal and Ticketing System
- Wait Line Management
- Early Alert System
- Student Complaint System
- Student Behavior Incident Reporting System
- Employee Training Reporting System

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 survey 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:

2013-14

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 Software System/Web Form Development” results are available for viewing at:

https://docs.google.com/spreadsheet/ccc?key=0AIQ5DK_vKdnpdGJ1ZWFWaGICTjVZeUZ6WTVIQWJvVXc&usp=drive_web#gid=0

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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
- Career-Day Signup
- Financial Aid Scholarship Applications
- Financial Aid Authorization Agreement
- Nursing Exam Registration
- Orientation Post Survey
- Exam Proctoring Registration
- Report Request
- Student Loan Application
- Work Study Application
- Administrative Council Ballot

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 survey 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:

2013-14

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 Software System/Web Form Development” results are available for viewing at:

https://docs.google.com/spreadsheet/ccc?key=0AIQ5DK_vKdnpdGJ1ZWFWaGICTjVZeUZ6WTVIQWJvVXc&usp=drive_web#gid=0

Date Last Updated: 6/15/2014

**Motlow State Community College
Institutional Effectiveness Plan**

Unit: Facilities Services

Unit Head: Billy Garner

Division: Information Technology & Administrative Services

Statement of Purpose:

The mission of Motlow State Community College's (MSCC) Facilities Services Unit is to support a quality learning and working atmosphere for all students, faculty, staff, and community-based customers through cost-effective and efficient operational and support services. To provide this level of service, MSCC's Facilities Services department is also tasked to concurrently plan for future improvements in facilities and services, while ever increasing its level of environmental stewardship campus-wide.

Reviewed: 7/23/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 in the Maximo system.

Description of Action Plan and Related Activities: Select a working computerized maintenance system used within the community college system that allows us to 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. We will continue to monitor manually until the electronic system is implemented.

Timeline: Annually reviewed

Est. Cost: \$750

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: On Schedule

Describe Progress: We have evaluated 3 separate systems that will allow us to grow our capabilities of tracking MWO's as entered in to the system.

2013-14

Since the Maximo system could not be upgraded or updated, our tracking system has been manually captured. Our MWO process captures two categories of MWO's:

1. 12,125 MWO's for routine trouble calls were submitted during the 2013-2014 school year. Part of the items submitted helped identify those items that need to be rolled in to the preventative maintenance MWO system when the new system is purchased and implemented.
2. The number of delinquent work orders were undeterminable due to software problems.
3. We were unable to determine the percent completed of the regular Maintenance Work Orders (MWOs) within the timeframe as specified by the priority assigned to each MWO due to the systems problems.

2012-13

An attempt was made to run a report in Maximo to determine the number of work orders used in 1 and 2 below however the Maximo software failed so the numbers were manually obtained from Maximo:

1. The total number of work orders performed for the year was 11,602.
2. The number of delinquent work orders were undeterminable due to software problems.
3. We were unable to determine the percent completed 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 unknown due to the software problems and that the action required is to purchase new software.

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 the purchase of new software is needed.

List of Supporting Documentation: Included in document

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 Maintenance 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: Select a working computerized maintenance system used within the community college system that allows us to 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. We will enter data into the CMMS in a way that allows you to monitor the work orders per a specific category. This data is entered weekly 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: \$750

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: On Schedule

Describe Progress: We have evaluated 3 separate systems that will allow us to grow our capabilities of tracking PMWO's as entered into the system.

2013-14

An attempt was made to run a report in Maximo to determine the work order numbers used in 1 and 2 below however the Maximo software failed:

- (1) The total number of PM work orders performed was undeterminable due to software problems.
- (2) The total number of PM work orders completed under 30 days was undeterminable due to software problems.
- (3) Therefore the 30-day completion rate was undeterminable.
- (4) Data was reviewed by the Facilities Services staff and determined that the expected outcome was unknown due to the software problems and that the action required is to purchase new software as indicated above. Our general feeling is that a few more PMWO's were completed due to annual assessments of all facilities across MSCC.

2012-13

An attempt was made to run a report in Maximo to determine the work order numbers used in 1 and 2 below however the Maximo software failed:

- (5) The total number of PM work orders performed was undeterminable due to software problems.
- (6) The total number of PM work orders completed under 30 days was undeterminable due to software problems.
- (7) Therefore the 30-day completion rate was undeterminable.
- (8) Data was reviewed by the Facilities Services staff and determined that the expected outcome was unknown due to the software problems and that the action required is to purchase new software.

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 the purchase of new software is needed.

List of Supporting Documentation: Included in document

Date Last Updated: 7/23/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 an applicable 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 applicable students and community surveyed find appearance and cleanliness of the grounds and facilities of Motlow college to be acceptable.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2013-14

1. Class/meeting room cleanliness is acceptable – 81.5% of the respondents rated this “strongly agree,” or “agree”.
2. Class/meeting room comfort level is acceptable – 65.1% of the respondents rated this “strongly agree,” or “agree”.
3. Restroom cleanliness is acceptable – 74.5% of the respondents rated this “strongly agree,” or “agree”.
4. Restroom appearance is acceptable – 74.5% of the respondents rated this “strongly agree,” or “agree”.
5. Building appearance is acceptable – 80.6% of the respondents rated this “strongly agree,” or “agree”.
6. Grounds appearance is acceptable – 80.9% of the respondents rated this “strongly agree,” or “agree”.
7. Facility Services personnel cooperative, friendly, and helpful – 79.0% of the respondents rated this “strongly agree,” or “agree”.
8. Custodial issues are resolved accurately and in a reasonable time frame – 77.5% of the respondents rated this “strongly agree,” or “agree”.
9. Grounds issues are resolved accurately and in a reasonable time frame – 80.75% of the respondents rated this “strongly agree,” or “agree”.
10. Maintenance issues are resolved accurately and in a reasonable time frame – 79.0% 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 77.34% therefore no further action is required. We did some decline in the overall rating and we will work with the individual groups to address performance and morale throughout the department.

2012-13

1. Class/meeting room cleanliness is acceptable – 77.5% of the respondents rated this “strongly agree,” or “agree”.
2. Class/meeting room comfort level is acceptable – 71% of the respondents rated this “strongly agree,” or “agree”.
3. Restroom cleanliness is acceptable – 69.7% of the respondents rated this “strongly agree,” or “agree”.
4. Restroom appearance is acceptable – 76.4% of the respondents rated this “strongly agree,” or “agree”.

5. Building appearance is acceptable – 87.7% of the respondents rated this “strongly agree,” or “agree”.
6. Grounds appearance is acceptable – 92.8% of the respondents rated this “strongly agree,” or “agree”.
7. Facility Services personnel cooperative, friendly, and helpful – 94.8% of the respondents rated this “strongly agree,” or “agree”.
8. Custodial issues are resolved accurately and in a reasonable time frame – 90.9% of the respondents rated this “strongly agree,” or “agree”.
9. Grounds issues are resolved accurately and in a reasonable time frame – 90.3% of the respondents rated this “strongly agree,” or “agree”.
10. Maintenance issues are resolved accurately and in a reasonable time frame – 86.8% 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 83.8% therefore no further action is required.

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, 3 and 4 did not meet the desired outcome individually however for a sum total the results were met. Issues within the department affected building and campus grounds appearances and those items are being addressed to improve overall standards.

List of Supporting Documentation: Included in document

Date Last Updated: 7/23/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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: On Schedule

Describe Progress:

2013-14

Installed new roofs on Ingram and Forrester buildings. Began completion of the next phase of the Underground Chill/Hot water piping upgrade from Ingram to Eoff buildings. Requested approval and have been granted approval to continue during the 2014-2015 school year the Simon Hall renovation, Chiller replacement for power house mechanical room, Powers Auditorium upgrade in Eoff, Two upgrade projects in Forrester and upgrades of both the baseball and softball complexes.

Describe Needed Changes:

The desired outcome was achieved on the above listed buildings but this is an ongoing need as all buildings continue to age. The project list for 2014-2015 is aggressive but will move us forward at a rapid pace in continuing to grow student and faculty levels of satisfaction toward their institution.

2012-13

Installed a new roof on Eoff Hall and Crouch buildings. Installed new exterior doors on Nisbett, Simon Hall, and Forrester buildings. Installed another section of the underground piping system between the Clayton-glass library building and the Ingram building.

Describe Needed Changes:

The desired outcome was achieved on the above listed buildings but this is an ongoing need as all buildings continue to age. The next buildings scheduled for roofs are Forrester and Ingram. The underground piping is scheduled to be funded again this year.

List of Supporting Documentation: Capital planning document submitted to TBR for consideration for 2015-2016 AY

Date Last Updated: 7/23/2014

Motlow State Community College
Institutional Effectiveness Plan

Unit: Library

Unit Head: Allen Stuart Gaetjens

Division: Information Technology & Administrative Services

Statement of Purpose: The Library supports the institutional mission by answering information inquiries, providing research tools, and promoting informational literacy to students, faculty, staff, and the community.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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."

Current Status: On Schedule

Describe Progress:

2013

Of the students who responded, 93.7% rated library services as good or excellent. The library met the goal.

2012

The survey was not conducted in 2012.

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:

2014-15

The Smyrna library has expanded and the library moved a staff member from the main campus to the Smyrna campus. These changes should increase the satisfaction of students there which would be reflected in the 2015 triennial alumni survey.

Survey results were reviewed and discussed by library staff at the regularly scheduled December meeting. No changes were needed.

List of Supporting Documentation: 2012 Alumni survey

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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?"

Current Status: On Schedule

Describe Progress:

2013

Overall, 98.7% of students indicated that library staff was helpful. The percentages at each campus were: Moore County, 98.7%; McMinnville, 99.3%; Fayetteville, 100%; and Smyrna, 97.1%. The library met the goal.

2012

Overall, 98% of students indicated that library staff was helpful. The percentages at each campus were: Moore County 96%, McMinnville 100%, Fayetteville 100%, and Smyrna 97%. The library met the goal.

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:

2014-15 Even though the library met the goal with almost all respondents rating us as helpful, the library staff always wants to look for ways to extend service beyond current levels. In the fall of 2013 the Smyrna library expanded and the library reassigned a staff member from Moore County to the Smyrna library. This change means the library's service desk will be consistently staffed and that the librarian can leave the library to make classroom presentations and meet with faculty. In the coming year all of our reference librarians and site coordinators will make a push to promote library research instruction in the classroom. This should help students use library resources more effectively and develop personal connections with the library staff.

List of Supporting Documentation: Spring 2014 Student Satisfaction Survey

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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.

Current Status: On Schedule

Describe Progress:

2013

The survey had slightly better faculty response this year with 10-15 faculty members responding to each of the library's survey questions. The faculty thought the library's collections met their student's needs at the following rates: books 93.3%, periodicals 100%, videos 90.1%. The library met this goal.

2012

The survey had very low faculty response this year so the results do not seem meaningful for this assessment. 100% of the faculty who expressed an opinion thought the book (7 out of 7) and video collections (8 out of 8) met their student's needs. The periodical collections were judged to meet the need of students by 83% of the faculty respondents (5 out of 6). The library met this goal.

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:

2014-15

Since purchasing the Films on Demand collection in 2011 the collections have consistently met the goal, but the library would like to see greater use of the library's collections and greater confidence from the faculty that the library's collections are meeting the needs of the students. This coming year the library will have an open meeting for faculty to learn about the library collections and collection policies. We will also promote the IT and Administrative Services Survey on the library's electronic bulletin board during the survey period so the results will be more robust.

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

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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?"

Current Status: On Schedule

Describe Progress:

2013

98.8% of the students who received library instruction acknowledged that it helped them. The library met the goal.

2012

100% of the students who received library instruction acknowledged that it helped them. The library met the goal.

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:

2013

Students consistently report classroom library instruction helps them. The library staff would like to continue this success and share this experience with more students.

2012, 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: Spring 2014 Student Success Survey

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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?"

Current Status: Completed

Describe Progress:

2013

[Enter assessment data and use of assessment data here.]

2012

Motlow has reorganized their learning support classes into labs so there is not a good way to incorporate library instruction into the classes. This plan is no longer active.

2011

During the Spring 2011 semester there were 12 DSPS 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:

2013

[Update with needed changes for 2014-2015.]

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: [List supporting documents and email them along with your updated IE Plans.]

Date Last Updated: 6/15/2014

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, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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: 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 2014.

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:

2013-14

The number of likes for the main college page has grown to 3,041. We consistently add the FB like feature to appropriate ads and it appears on the main web site and mobile web site. Event participants are asked to like our page in exchange for promotion materials. We have greatly increased the number of posts to the main FB page with an average of 2-3 posts per week in fall and spring semesters. Fayetteville and McMinnville Center also make frequent FB posts.

2012-13

The number of likes for the main college page has grown to 2,504. We consistently add the FB like feature to appropriate ads and it appears on the main web site and mobile web site. Event participants are asked to like our page in exchange for promotion materials. We have greatly increased the number of posts to the main FB page with an average of 2 posts per week in fall and spring semesters. We have also increased the posts to the Smyrna Center FB page.

2011-12

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. Continue to the number of facebook posts from main college and encourage increase in post on center FB pages.. 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:

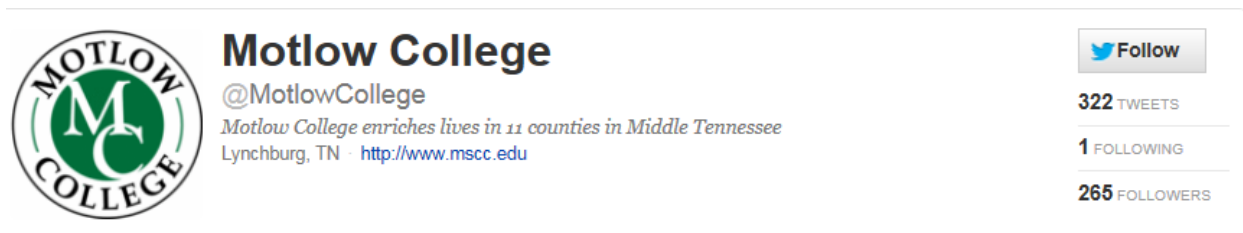
Artwork for 'Like Button' given to students at events



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



Screenshot showing Facebook likes for Motlow Sports



Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Research, Planning & Communication

Related Strategic Goal:

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

Action Plan #: RPCO-02

Action Plan Title: Student Satisfaction with Web Sites and Social Media

Desired Outcome: Achieve satisfaction with web, mobile, and social media sites of 92% or higher with responds being either excellent, average or above average.

Prior to July 1, 2012

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 2014.

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:

2013-14

The goal for this and future years is to achieve satisfaction of 92% or higher with respondents being either excellent, average or above average. This goal was met.

The spring 2014 Student Satisfaction with Services survey showed 759 of the 761 (99%) responding students had accessed the college web site, 77% had visited college mobile site, 9% had gone to college Youtube site, 43% visited college FaceBook page and 10% had visited college Twitter page.

Spring 2014 responses were as follows:

How useful was the information on the Motlow College web site?

Excellent	56.0%
Above Average	32.5%
Average	11.1%
Poor	0.4%

How useful was the information on the Motlow College mobile web site?

Excellent	37.4%
Above Average	23.8%
Average	32.0%
Poor	6.9%

How useful was the information on the Motlow College YouTube site?

Excellent	55.4%
Above Average	27.7%
Average	10.8%
Poor	6.2%

How useful was the information in the Motlow College Facebook posts?

Excellent	44.4%
Above Average	28.9%
Average	24.2%
Poor	2.5%

How useful was the information in the Motlow College Twitter tweets?

Excellent	50.8%
Above Average	29.2%
Average	20.0%
Poor	0%

2012-13

The goal for this and future years is to achieve satisfaction of 92% or higher with responds being either excellent, average or above average. This goal was met.

The fall 2012 Student Satisfaction with Services survey showed 364 of the 365 (95%) responding students had accessed the college web site, 50% had visited college mobile site, 6% had gone to college Youtube site, 37% visited college FaceBook page and 5% had visited college Twitter page .

Fall 2012 responses were as follows:

How useful was the information on the Motlow College web site?

Excellent	54.4%
Above Average	30.1%
Average	15.2%
Poor	0.3%

How useful was the information on the Motlow College mobile web site?

Excellent	54.4%
Above Average	30.1%
Average	15.2%
Poor	0.3%

How useful was the information on the Motlow College YouTube site?

Excellent	34.3%
Above Average	26.9%
Average	31.5%
Poor	7.4%

How useful was the information in the Motlow College Facebook posts?

Excellent	50%
Above Average	33.3%
Average	11.1%
Poor	5.6%

How useful was the information in the Motlow College Twitter tweets?

Excellent	41.2%
Above Average	31.6%
Average	26.5%

Poor 0.7%

2011-12

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: Data in body of IE plan

Date Last Updated: 6/28/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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: 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 2014.

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:

2013

The 2013 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 2013 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.

2012

The 2012 results of the IT Survey on “Please rate your satisfaction with the RPCO web site” showed that 94% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2012 results of the IT Survey on “Please rate your satisfaction with the MSCC Fact Book.” showed that 97% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

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 are shown in body.

Date Last Updated: 6/15/2014

Motlow State Community College

Institutional Effectiveness Plan

Unit: Technical Operations

Unit Head: Matt Hulvey

Division: Information Technology & Administrative Services

Statement of Purpose:

ITT Services primary purpose is to meet the informational technology needs of the college by providing a variety of administrative and academic computing services and telecommunication services. ITT Services accomplishes this by maintaining a current, effective and secure computing network. ITT Services uses a variety of methods to ensure that these tasks are accomplished. Included in these methods are:

- Providing the latest in computer technology as applicable to the end user as allowed by the budgetary process.
- Providing the latest in network technologies as allowed by the budgetary process.
- Maintaining an effective wide area network that serves all four Motlow campuses.
- Maintaining the “smart” classrooms and ITV rooms with the latest technology as allowed by the budgetary process.
- Providing and maintaining an effective voice communication system.
- Repairing or replacing broken equipment in a timely fashion.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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."

Current Status: On Schedule

Describe Progress:

2013-14

Results of the ITT survey that was administered in Fall 2011 indicate that 98.7% of the survey respondents agreed that the overall support from ITT is adequate. This goal was met.

2012

Results of the ITT survey that was administered in Fall 2011 indicate that 98.2% of the survey respondents agreed that the overall support from ITT is adequate. This goal was met.

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:**2013-14**

Results were over 98%, no changes needed.

2011-12

Survey results and comments were reviewed with staff. A weekend Helpdesk was established for the Spring 2012 semester as a trial. 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: Data included in document.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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.

Current Status: On Schedule

Describe Progress:

2013

60 more new computers were purchased during this fiscal year to continue to keep faculty and staff computers up to date.

2012

42 more new computers were purchased during this fiscal year to continue to keep faculty and staff computers up to date.

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. No changes needed.

List of Supporting Documentation: Data included in document.

Date Last Updated: 6/14/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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 Technical Operations 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.

Current Status: On Schedule

Describe Progress:

2013

Budget transfers totaling \$100,000.00 were made to the R&R accounts.

2012

Budget transfers totaling \$91,000.00 were made to the R&R accounts.

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: No needed changes. The amount budgeted was transferred to the account.

Budget is reviewed to insure that adequate funds are available to meet the needs.

List of Supporting Documentation: Data included in document.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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.

Current Status: On Schedule

Describe Progress:

Spring 2014

- If you have used MSCC’s computers, have they been in good working order? 98.9% of the respondents said “yes” to this question.
- If you have used MSCC’s help desk, did you find the service provided satisfactory? 96.9% of the respondents said “yes” to this question.

Fall 2012

- If you have used MSCC's computers, have they been in good working order? 97.7% of the respondents said "yes" to this question.
- If you have used MSCC's help desk, did you find the service provided satisfactory? 97.6% of the respondents said "yes" to this question.

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 changes needed.

List of Supporting Documentation: Results of Satisfaction of Student Services Survey shown in body.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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.

Current Status: On Schedule

Describe Progress:

Spring 2014

If you have taken any interactive video courses were there any equipment problems?

Yes –74.40% No –25.6%

We had new rooms installed just prior to the Fall 2013 semester. Testing and troubleshooting was done prior to the start of classes, but there were still some bugs to be worked out with the new equipment.

If you have taken any interactive video courses and there were equipment problems, were the problems resolved promptly?

Yes – 91% No – 9%

Fall 2012

If you have taken any interactive video courses were there any equipment problems?

Yes –88.0% No –12.0%

If you have taken any interactive video courses and there were equipment problems, were the problems resolved promptly?

Yes – 88.0% No – 12.0%

This goal was met.

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: Additional bandwidth is being purchased and installed over the summer to provide better video transmission between campuses.

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 are shown in body.

Date Last Updated: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2014 – June 30, 2015
Assessing Year: July 1, 2013 – June 30, 2014

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.

Current Status: On Schedule

Describe Progress:

Fall 2013

Excluding the N/A category,

- There is a clear vision of the use of technology for the institutional good: 91.1% 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: 95.3% satisfaction
- The rating for there is strong support for the use of technology is: 95.8 %
- The overall, technology is readily available and adequate to meet current needs rating is: 97.1 % satisfaction

Fall 2012

Excluding the N/A category,

- There is a clear vision of the use of technology for the institutional good: 90.3% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 88.8% satisfaction (much of the TAF money this year had to be used to install new Learning Support Labs and so all needs were not met.)
- The rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 82.0% satisfaction
- The rating for there is strong support for the use of technology is: 92.5 %
- The overall, technology is readily available and adequate to meet current needs rating is: 92.7% satisfaction

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 changes needed.

List of Supporting Documentation: Results of Information Technology and Telecommunications Survey are shown in body.

Date Last Updated: 6/15/2014