

## IE Expected Outcomes for Assessing AY 2014-15 and Planning AY 2015-16

Click on an EO number to view the expected outcome.

### Academic Affairs

Vice President of Academic Affairs

[ACAF-Purpose](#) Statement of Purpose

[ACAF-01](#) Assessment of General Education Core

[ACAF-02](#) Academic Audits

[ACAF-03](#) QEP Development

[ACAF-04](#) Professional Development

[ACAF-05](#) Co-requisite Remediation Success

[ACAF-06](#) Student Satisfaction with Writing Centers and Math Labs

### Business & Technology

[BTCH-Purpose](#) Statement of Purpose

[BTCH-01](#) Business Technology Field Test

[BTCH-02](#) University Parallel Major Business Areas of Emphasis Exit Exam

[BTCH-03](#) Business and Technology Online Offerings

[BTCH-04](#) Business Program Accreditation

[BTCH-05](#) Satisfaction of Graduating Students, Alumni and Employers

[BTCH-06](#) Job Placement

[BTCH-07](#) GE Assessments

### Career Readiness

[CARE-Purpose](#) Statement of Purpose

[CARE-01](#) Level 1 Mechatronics Exit Exam

[CARE-02](#) Level 2 Mechatronics Exit Exam

[CARE-03](#) Satisfaction of Mechatronics AAS Employers

[CARE-04](#) Satisfaction of Mechatronics AAS Graduating Students

[CARE-05](#) Satisfaction of Mechatronics AAS Alumni

[CARE-06](#) Mechatronics AAS and C1 Job Placement Rate

[CARE-07](#) ATMAE Accreditation

### Education

[EDUC-Purpose](#) Statement of Purpose

[EDUC-01](#) NAEYC Accreditation

[EDUC-02](#) Assessment of General Education Core Courses

[EDUC-03](#) Job Placement Rates for ECED AAS Graduates

### Humanities

[HUMA-Purpose](#) Statement of Purpose

[HUMA-01](#) Humanities Online Offerings

[HUMA-02](#) Assessment of General Education Core Courses

[HUMA-03](#) First Year Experience Course

### Languages

[LANG-Purpose](#) Statement of Purpose

[LANG-01](#) English Faculty Handbook

[LANG-02](#) Creation of Best Practices memos for READ 810 and ENGL 810

[LANG-03](#) Revision of ENGL GE Core Courses to be Assessment of General Education Core Courses

[LANG-04](#) Adjunct Mentoring System

[LANG-05](#) English Online Course Offerings

### Mathematics

[MATH-Purpose](#) Statement of Purpose

[MATH-01](#) Assessment of General Education Core Courses

[MATH-02](#) Math Online Course Offerings

### Natural Science

[NASC-Purpose](#) Statement of Purpose

[NASC-01](#) Assessment of General Education Core Courses

[NASC-02](#) Natural Science Online Offerings

[NASC-03](#) Co-Curricular Assignments for Center Activities/Events

### Nursing

[NURS-Purpose](#) Statement of Purpose

[NURS-01](#) Nursing Licensure Pass Rate

[NURS-02](#) Nursing Program Completion Rate

NURS-03 Nursing Program Accreditation  
NURS-04 Paramedic Program Implementation to be Paramedic Program Accreditation  
NURS-05 Satisfaction with Nursing Program - Graduating Student and Employers of Graduates  
NURS-06 Satisfaction with Paramedic Program - Graduating Student and Employers of Graduates  
NURS-07 Paramedic Exit Exams/Field Tests (AAS and C2)  
NURS-08 EMT and AEMT Exit Exams/Field Tests

Social Sciences

SOSC-Purpose Statement of Purpose  
SOSC-01 Social Sciences D2L Training  
SOSC-02 Social Sciences Online Offerings  
SOSC-03 Assessment of General Education Core Courses  
SOSC-04 Implementation of Standard Course Syllabi

Workforce Development & Extended Services

WDES-Purpose Statement of Purpose  
WDES-01 Satisfaction Rating of TN Correctional Academy Training Participants  
WDES-02 Satisfaction with Facility Scheduling for Special Events

Fayetteville Center

FVCT-Purpose Statement of Purpose  
FVCT-01 Increase ACE Program Graduates  
FVCT-02 Workforce Development Readiness at Fayetteville Center  
FVCT-03 Awareness of Services at Fayetteville Center  
FVCT-04 Center Directors' Success Initiatives  
FVCT-05 Co-Curricular Engagement - Fayetteville Center Activities/Events  
FVCT-06 Learning Community

McMinnville Center

MMCT-Purpose Statement of Purpose  
MMCT-01 Student Satisfaction with McMinnville Center Services  
MMCT-02 Center Directors' Success Initiatives  
MMCT-03 Tennessee Promise Student Enrollment  
MMCT-04 McMinnville Center Enrollment Increase  
MMCT-05 Co-Curricular Engagement - McMinnville Center Activities/Events

Smyrna Site

SMST-Purpose Statement of Purpose  
SMST-01 Increase Enrollment in Course Sections with Alternative Formats  
SMST-02 Satisfaction with Student Advising  
SMST-03 Center Directors' Success Initiatives

Business Affairs

BUSA-Purpose Statement of Purpose  
BUSA-01 Student Satisfaction with Auxiliary Services  
BUSA-02 Improved Course Completion Rates for FA Recipients Who Charged Textbooks  
BUSA-03 Composite Financial Index (CFI)

Advancement

ADMT-Purpose Statement of Purpose  
ADMT-01 Fundraise for Transitional Scholarship  
ADMT-02 Successful Fundraising Events  
ADMT-03 Fundraise for ACE Scholarships  
ADMT-04 Fundraise to Sustain Nursing Program  
ADMT-05 Fundraise to Endow Motlow Ladies Philanthropic Society Scholarship

Business Office

BOFF-Purpose Statement of Purpose  
BOFF-01 Student Satisfaction with Business Office Services  
BOFF-02 Improving Efficiency in the Business Office

Internal Audit

INAD-Purpose Statement of Purpose  
INAD-01 Successful Required TBR Audits  
INAD-02 Management Risk Assessment Review

Human Resources

HRES-Purpose Statement of Purpose  
HRES-01 Non-discriminatory Applicant Pool  
HRES-02 Faculty Competence Compliance with SACSCOC

Student Affairs

Vice President of Student Affairs

STUD-Purpose Statement of Purpose  
STUD-01 Student Satisfaction with Student Affairs Services  
STUD-02 Student Affairs Professional Development  
STUD-03 Adult Learner Access and Success Assessment and Survey  
 Admissions  
ADMS-Purpose Statement of Purpose  
ADMS-01 Requirements for Admission  
ADMS-02 Satisfaction with Assistance by Admissions and Records  
 Athletics  
ATHL-Purpose Statement of Purpose  
ATHL-01 Athletic Retention  
ATHL-02 Academic Progress Reports for Student-Athletes  
 Disability & Testing Services  
DITS-Purpose Statement of Purpose  
DITS-01 Satisfaction with Services for Students with Disabilities  
DITS-02 Test Taking Presentations  
 Financial Aid  
FINA-Purpose Statement of Purpose  
FINA-01 Financial Aid Web Site Redesign to be Improving Communications to Applying Students  
FINA-02 Student Satisfaction with Financial Aid compared to Peer Institutions  
 Student & Campus Relations  
STCR-Purpose Statement of Purpose  
STCR-01 Motlow Participant Partnership Program (MP3)  
STCR-02 Satisfaction with Campus Events and Speakers  
 Student Success  
SSCS-Purpose Statement of Purpose  
SSCS-01 New Student Orientation Program  
SSCS-02 Completion Coach Connection  
SSCS-03 Recruitment Tracking System  
 Technology & Administrative Services  
ITCH-Purpose Statement of Purpose  
ITCH-01 Annual Professional Development  
ITCH-02 Data Standards Initiative  
 Administrative Services  
ADSV-Purpose Statement of Purpose  
ADSV-01 Provide Reliable Access to Banner Administrative Systems  
ADSV-02 Ad-hoc Report to End Users  
ADSV-03 Technical Cross Training to be Professional Development  
ADSV-04 Local Software System Development  
ADSV-05 Admission Application Revision  
 Facilities Services  
FACS-Purpose Statement of Purpose  
FACS-01 Replacement of Maintenance Work Order Request System  
FACS-02 Replacement Preventative Maintenance System  
FACS-03 Satisfaction with Facilities and Facilities Services  
FACS-04 Efficiency Plan  
 Library  
LIBY-Purpose Statement of Purpose  
LIBY-01 Student Satisfaction with Library Services  
LIBY-02 Faculty Satisfaction with Collection  
LIBY-03 Student Satisfaction with Classroom Library Instruction  
 Research, Planning and Communication  
RPCO-Purpose Statement of Purpose  
RPCO-01 Increase Student Engagement through Social Media  
RPCO-02 Student Satisfaction with Social Media Postings  
RPCO-03 Faculty and Staff Satisfaction with RPCO Publications  
 Security  
SECU-Purpose Statement of Purpose  
SECU-01 Security & Safety Awareness for Employees and Students  
SECU-02 Expectations & Attitudes of Employees & Students Regarding Personal Safety  
 Technical Operations  
TEOP-Purpose Statement of Purpose

<u>TEOP-01</u>	Technical Operations Support Satisfaction
<u>TEOP-02</u>	Student Satisfaction with Computers (in Labs and Public Areas)
<u>TEOP-03</u>	(Student) Satisfaction with ITV Equipment Functionality
<u>TEOP-04</u>	(Faculty) Satisfaction with Technology

**Motlow State Community College**  
**Institutional Effectiveness Plan**

**Unit:** 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.

The VPAA office includes the assistant VPAA, the High School Partnerships Program Specialist, the Academic Assessment Specialist and support positions.

Reviewed 12/1/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Academic Affairs

**Related Strategic Goal:**

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

**Action Plan #:** ACAF-01

**Action Plan Title:** Objective Measurement of General Education

**Desired Outcome:**

1. 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.
2. The general education core will be assessed on a two-year rotating schedule.

**Description of Action Plan and Related Activities:**

1. 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.
2. General education core courses (with an enrollment of 50 or more) are assessed at least on once every two years. The two-year schedule is developed by the Director of Research, Planning and Communication and approved by participating department chairs and the Academic Assessment Specialist. GE courses are assessed using a variety of methods including common grading rubrics, embedded questions, and pre-/post-tests. Some assessments are online while others are print. Chairs work with faculty to choose assessment instrument and delivery method. Faculty strive for 100% student participation on GE assessments. Assessment results are reviewed and discussed at the end of

each semester to determine what needs to be improved and to develop plans for making the improvements. Academic chairs report the process using GE Use of Assessment Forms. These completed forms are available on the web at [http://www.mscc.edu/academic\\_affairs/assessment.aspx](http://www.mscc.edu/academic_affairs/assessment.aspx).

**Team Members:** Vice President for Academic Affairs, Assistant Vice President for Academic Affairs, Department Chairs/Directors, Director of Research, Planning and Communication and Academic Assessment Specialist

**Timeline:** Ongoing

**Es. Cost:** \$

**Budgeted:** Included in current budget

**Evidence of Success:**

1. 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.
2. GE Course assessment results will meet or exceed the effectiveness standards.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:**

**2014-15**

The desired outcome was partially met.

**1. ETS Scores**

The MSCC scores for the ETS Proficiency Profile test in spring 2015 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.

	<b>MSCC Mean Score</b>	<b>Mean Score of Peers (latest available)</b>
Total Score	442.24	438.2
Critical Thinking	111.10	110.71
Reading	117.68	116.68
Writing	114.08	112.89
Mathematics	112.42	111.77
Humanities	113.99	113.88
Social Sciences	113.22	112.49

## 2. General Education Assessment Results

The following tables show the courses assessed during the 2014-15 academic year. While some course effectiveness standards were not fully met, changes toward improvement have been identified and implemented. Many departments have recently developed and implemented curriculum guides that include best practices and sample assignments. Many have also enhanced interdepartmental communication pairing full-time faculty with adjunct faculty to improve communications on departmental and course information.

Most course effectiveness standards were achieved. Those achievements combined with diligent review and improvements ensure a robust general education core that effectively prepares students. The overall health of the general education core at Motlow is sound. This is further supported by the college's ETS scores that regularly exceed national ETS mean scores.

### GE Core Courses Assessed in AY 2014-15

Course	Effectiveness Standards Meet	Use of Assessment Results / Changes Made Toward Improvement
ARTA 1030	Partially Met	Revised and clarified effectiveness standards
BIOL 1110	Partially Met	Revised and clarified effectiveness standards; changed pre-/post-test questions; added focus on modules that covered SLOs that were not achieved
BIOL 2010	Partially Met	Added focus on modules that covered SLOs that were not achieved
CHEM 1120	Partially Met	Revised student learning outcomes and pre-/post-test questions; supplemental study material added on D2L for students
ECON 2010	Met	Increased emphasis on certain modules
ECON 2020	Met	Raised effectiveness standards
ENGL 1010	Partially Met	Revised syllabus; increased promotion of use of best practices and curriculum guide
ENGL 1020	Met	Revised syllabus; increased promotion of use of best practices and curriculum guide
GEOL 1030	Partially Met	Revised student learning outcomes, effectiveness standards and pre-/post-test questions; renewed focus on implementation of best practices; will pilot assessment in spring 2016 to gauge impact of recent improvements
HIST 2010	Met	Revised student learning outcomes; implemented standard syllabus; developed new embedded questions
HIST 2030	Met	Revised embedded questions; promoted use of best practices
MATH 1530	Met	Provided adjunct faculty with guidance on SLO achievement and use of MyMath labs
MATH 1630	Met	Revised and added pre-/post-test questions
MATH 1710	Met	Instructional video created for faculty with explicit instructions on SLO achievement; supplemental study material added on D2L for students



SOCI 1010 Partially Met Revised student learning outcomes and pre-/post-test questions; developed and implemented standard syllabus

SOCI 1020 Partially Met Encouraged use of curriculum guide and best practices

SPCH 1010 Met Developed best practices & curriculum guide; implemented improved faculty communication process

THEA 1030 Partially Met Developed best practices & curriculum guide; implemented improved faculty communication process; will pilot assessment in spring 2016 to gauge impact of recent improvements

**2013-14**

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.

	<b>MSCC Mean Score</b>	<b>Mean Score of Peers (latest available)</b>
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

**2012-13**

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.

	<b>MSCC Mean Score</b>	<b>Mean Score of Peers (latest available)</b>
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

**2011-12**

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.

	<b>MSCC Mean Score</b>	<b>Mean Score of Peers (latest available)</b>
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

### **2010-11**

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.

	<b>MSCC Mean Score</b>	<b>Mean Score of Peers (latest available)</b>
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

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.

### 2009-2010

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.

	<b>MSCC Mean Score</b>	<b>Mean Score of Peers (latest available)</b>
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

### 2008- 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.

	<b>MSCC Mean Score</b>	<b>Mean Score of Peers (latest available)</b>
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 departmental meetings before the first week of classes in fall 2015. Beginning in fall 2015, chairs will work with faculty to develop detailed action plans for improving ETS scores and GE assessment results. The action plans are to contain specific steps/tasks to be completed in the fall 2015 semester, the faculty/staff members responsible for the tasks and the deadline for completion.

An ad-hoc committee with academic members and members from other divisions will identify ways to improve the participation in ETS testing and to ensure only graduating students are participating in the test.

IT staff will provide coding necessary to put holds on students who are required to take the ETS.

**List of Supporting Documentation:** MSCC ETS Scores and GE Assessment summaries in body of IE plan.

**Date Last Updated:** 12/1/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Academic Affairs

**Related Strategic Goal:**

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

**Action Plan #:** ACAF-02

**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:**

**2014-15**

In 2014-15, MSCC completed an academic audit of the University Parallel program. All required standards were met and the college received an excellent report from auditors following the site visit.

**2013-2014**

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.

**2012-2013**

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:**

The results of the 2014-15 UP audit were shared with all participating faculty and staff. The recommendations made by the auditors will be reviewed and plans will be developed to implement changes related to the recommendations.

In 2015-16 MSCC will conduct a THEC required audit of the Associate Science Degree in Teaching. Additionally, MSCC will conduct a voluntary audit of Biology to identify and address any issues before the required UP audit in 2019-20. In the next 3 years, MSCC will continue to conduct voluntary audits prior to THEC required audits to proactively address any necessary issues. Additionally, department chairs and faculty will continue to develop curriculum handbooks and encourage the use of these handbooks and related supplemental materials.

**List of Supporting Documentation:** 2014-15 UP Academic Audit Forms; 2014-15 Auditors Report for MSCC UP Program

**Date Last Updated:** 12/1/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Academic Affairs

**Related Strategic Goal:**

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

**Action Plan #:** ACAF-03

**Action Plan Title:** Quality Enhancement Plan Topic Exploration

**Desired Outcomes:**

To meet the following THEC PF guidelines for QEP Topic Exploration Standard 1.F

- (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:** The VPAA will chair a college committee to lead QEP Topic Exploration. Student outcome data will be reviewed by the committee members and among faculty, staff and students. Additional quantitative and qualitative data will be gathered from students, faculty and staff.

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

**Timeline:** All outcomes achieved by June 30, 2015

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** THEC Score for PF Standard 1.F will show all desired outcomes were met.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:**

### **Fall 2014-Spring 2015**

THEC awarded 10 of 10 possible points signifying that all desired outcomes for the IE plan were met.

### **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:** The Performance Funding and SACSCOC schedules for QEP Topic Exploration did not align. THEC PF required QEP topic selection at the end of 2014-15 while SACSCOC will not require topic selection until the end of 2015-16. Therefore MSCC will continue to QEP Topic Exploration in 2015-16. SACSCOC leaders will continue to review student outcome data and gather feedback on a potential QEP topic. Sessions and workshops are planned throughout 2015-16. A QEP Standing Committee will develop the Quality Enhancement Plan.

**List of Supporting Documentation:** [2014-15 Performance Funding Standard 1.F – QEP Topic Exploration Report](#); [THEC Score for 2014-15 Standard 1.F](#)

**Date Last Updated:** 12/1/16



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Academic Affairs

**Related Strategic Goal:**

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

**Action Plan #:** ACAF-04

**Action Plan Title:** Professional Development

**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:**

**2014-15**

The desired outcomes were met.

The 2014 Fall Assembly included an overview of the state of the college by the President as well as sessions on campus safety, human resources/benefits and library resources and services. Faculty satisfaction with all sessions was 80% or greater. Suggestions for future sessions included academic advising, GPS, and D2L.

The 2015 Spring Assembly included academic updates and a range of advising workshops including Advising for New Faculty, Advanced Advising and Using the GPS. All presentations and workshops received a 80% or higher satisfaction rate from the faculty. Suggestions for future topics included TN Promise, financial aid, more on advising and SACSCOC accreditation.

#### **2013-14**

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.

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.

#### **2013-12**

The desired outcomes were met.

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.

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.

#### **2011-12**

The desired outcomes were met.

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.

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. Topics suggested by the faculty will be incorporated in future workshops and presentations. Currently multiple workshops and sessions are planned for 2015-16 on SACSCOC accreditation and QEP topic development.

**List of Supporting Documentation:** Fall Assembly 2014 Results and Spring Assembly 2015 Results

**Date Last Updated:** 12/1/16

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Academic Affairs

**Related Strategic Goal:**

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

**Action Plan #:** ACAF-05

**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:** Banner data will show that at least 80% of the students enrolled in the ENGL 810/1010 co-requisite pilot in Fall 2014 will complete both the ENGL 0810 competencies and the ENGL 1010 college-level course successfully.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:**

**2014-15**

The desired outcomes were met.

In the spring and summer of 2014, the Languages chair and faculty developed the curriculum, materials and manuals for ENGL 0810/ENGL 1010 co-requisite courses. The ENGL 810 curriculum was redesigned so that the instruction was directly related to the ENGL 1010 assignments. The newly redesigned course allowed ENGL 0810 faculty to focus on individual student needs and writing skills and serve as a coach and mentor to students.

The co-requisite model was piloted in fall 2014. The pilot included four sections of ENGL 0810 on two different campuses (all students enrolled in 1010 concurrently). The course sections included a total of 54 total students with ACT Writing sub-scores ranging from 13-17.

	#	%
Students included in Pilot	54	
Earned a D or better in ENGL 1010	44	82%
Earned a C or better in ENGL 1010	40	74%
Received ENGL 0810 competencies but did not successfully complete ENGL 1010	10	19%

Prior to this pilot implementation, a remedial writing course was pre-requisite and it had to be successfully completed before a student could enroll in the first college-level writing course. Using this pre-requisite model, an average of 33% of the MSCC students who completed ENGL 0810 passed ENGL 1010 the following semester.

The course completion rate of pilot co-requisite model was 49% higher than the course completion rate of the pre-requisite model. With this impressive increase in student completion of first-year English, the co-requisite model will be used for ENGL 0810 courses beginning fall 2015.

**Describe Needed Changes:** With successful implementation of the ENGL 810/1010 pilot, the co-requisite model will be implemented all ENGL 810 courses in Fall 2015. Additionally the co-requisite model will be also used in READ 810/MSCC 1300 and MATH 810/1010 beginning in Fall 2015.

**List of Supporting Documentation:** ENGL 810/1010 co-requisite course completion data included in document.

**Date Last Updated:** 12/1/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Academic Affairs

**Related Strategic Goal:**

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

**Action Plan #:** ACAF-06

**Action Plan Title:** Student Satisfaction with Writing Centers and Math Labs

**Desired Outcome:** 1) Student satisfaction with writing centers and math labs will be assessed.  
2) A desired outcome will be established for AY 2016-17

**Description of Action Plan and Related Activities:**

1) VPAA will work with Director of Research, Planning and Communication to gauge student satisfaction with writing centers and math labs. Questions will be developed and added to the annual Student Satisfaction with Services Survey.

2) Following the 2015-16 implementation of the Student Satisfaction with Services Survey, the VPAA will review the results to establish a baseline and determine a desired outcome for the 2016-17 IE Plan.

**Team Members:** VPAA and the Director of Research, Planning and Communication

**Timeline:** Complete by June 2016.

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** The results of the 2015-16 Student Satisfaction with Services Survey will show a baseline and the 2016-17 IE Plan for Student Satisfaction with Writing Centers and Math Labs will show established desired outcome for future assessments.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:** Will report progress and assessment for the first time in 2016-17.

**Describe Needed Changes:** N/A

**List of Supporting Documentation:** Results of the 2015-16 Student Satisfaction with Services Survey

**Date Last Updated:** 12/1/2015

# Motlow State Community College

## Institutional Effectiveness Plan

**Unit:** Business & Technology

**Unit Head:** Melody Edmonds

**Division:** Academic Affairs

**Statement of Purpose:** The Business and Technology Department supports 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: 10/23/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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.

Business Technology majors preparing to graduate are tested in the semester they graduate. 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:** \$0

**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 2015 semester. Department faculty will conduct a complete analysis of the data during the fall 2014 semester.

**Describe Progress Below**

**2015**

<b>Programs of Study</b>	Accounting	Business Computer Applications	Business Computer
Programming	Business Management		
<b>Average Concentration Test Scores</b>		<b>(# Graduates)</b>	70.25
		(12)	
		(0)	
		(0)	
(2)		60.5	
	<b>Overall Average Score for Total Participants</b>	<b>(# Graduates)</b>	
(14)		67.85	

**Analysis and/or Use of Results:** The expected/desired overall average score was not achieved. The expected/desired average score was achieved in Accounting but not in Business Management. It should be noted that the number of students participating in the field test decreased from the previous year. The results of the 2014-2015 field test will be distributed to the department faculty. A detailed question analysis and review of the associated course material and content will be completed. Faculty work independently with the department test coordinator to change and update the test questions.

**Corrective Action(s):** The business department is creating new tests for the Spring 2016 semester. All of the faculty are working together to ensure the questions are covered in the required classes the students are taking. We are also sending emails to students about preparing for the exam.

**2014**

<b>Programs of Study</b>	Accounting	Business Computer Applications	Business Computer
Programming	Business Management		

<b>Average Concentration Test Scores</b>	<b>(# Graduates)</b>	72.4
	(5)	
	69.2	
	(4)	
	70.75	
	(3)	
	68.8	
(5)		
<b>Overall Average Score for Total Participants</b>	<b>(# Graduates)</b>	
	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

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

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

(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 Management	Business Computer Applications	Business Computer
<b>Average Concentration Test Scores</b>		<b>(# Graduates)</b>	67.7
	(10)	68	
	(1)	64.5	
		(2)	
		68.5	
(10)		<b>Overall Average Score for Total Participants</b>	<b>(# Graduates)</b>
		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 Management	Business Computer Applications	Business Computer
<b>Average Concentration Test Scores</b>		<b>(# Graduates)</b>	73
	(2)	64	
	(4)	66.50	
		(2)	
		72	
(12)		<b>Overall Average Score for Total Participants</b>	<b>(# Graduates)</b>
		70	

(20)

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

years. The one year in which the expected/desired overall average score was not achieved, 2009, there was a problem in getting the review packets distributed in a timely fashion, which we think led to the low scores.

## 2009

Programs of Study	Accounting Programming	Business Management	Business Computer Applications	Business Computer
<b>Average Concentration Test Scores</b>	66.00		<b>(# Graduates)</b> (5)	N/A
(2)	63.40		(10)	69.50
<b>Overall Average Score for Total Participants</b>			<b>(# Graduates)</b>	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
<b>Average Concentration Test Scores</b>	75.11		<b>(# Graduates)</b> (2)	(5)
(9)	61.00			N/A
<b>Overall Average Score for Total Participants</b>			<b>(# Graduates)</b>	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.

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

Action	Responsible Parties	Deadline
Create new exam	Full-time business faculty	March 15, 2016
Emails sent to graduating students		Dr. Janice Harder As Intent to
Graduate forms are filed		

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

**Date Last Updated:** 10/26/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 at the end of the semester in which the student is planning to graduate. 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.

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:** \$00

**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

**Describe Progress Below**

2015

Business  
Administration & Economics  
Management

Areas of Emphasis Accounting,  
Business Education Entrepreneurship Information Systems Office

Average Emphasis Exam Scores  
(# Graduates)

66.70

(43)

62.0

(1)

72.0

(1)

(0)

(0)

Overall Average Score for Total Participants  
(# Graduates)

66.71

(45)

**Analysis and/or Use of Results:** The overall average score for 2015 increased by 2.21 percentage points as compared to the 2014 overall average score, and is 3.29 percentage points below the expected minimum mean of 70 percent; consequently, the desired outcome was not achieved for 2015. As in years past, the results of the 2014-2015 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):** The business department is creating new tests for the Spring 2016 semester. All of the faculty are working together to ensure the questions are covered in the required classes the students are taking. We are also sending emails to students about preparing for the exam.

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.

<b>Action</b>	<b>Responsible Parties</b>	<b>Deadline</b>
Create new exam	Full-time business faculty	March 15, 2016
Emails sent to graduating students		Dr. Janice Harder As Intent to
Graduate forms are filed		

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

**Date Last Updated:** 10/26/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Business & Technology

**Related Strategic Goal:**

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

**Action Plan #:** BTCH-03

**Action Plan Title:** Quality and student success in online courses

**Desired Outcome:** Online courses will achieve a success rate within 5% of the on-ground courses.

**Description of Action Plan and Related Activities:** The Business and Technology Department will complete quality assurance surveys for all online courses in academic year 2015-16. In the years following, a schedule will be established for each course to be assessed on a 3 year cycle with a few courses being completed each year.

**Timeline:** All online business and technology department courses will be assessed in 2015-16.

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Verification at the end of the academic year will determine if the passing rates between online and on-ground courses are within 5%.

**Current Status:** On Schedule

**Describe Progress:** This is a new Institutional Effectiveness Plan, so there is no progress at this time.

**Describe Needed Changes:** As a new plan, changes will not be identified until the end of the 2015-16 academic year.

**List of Supporting Documentation:** Table of passing rates comparing online and on-ground courses

**Date Last Updated:** 10/26/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 bi-annual quality assurance 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. Bi-annual quality assurance reports are required by the Accreditation Council for Business Schools and Programs to ensure that accreditation criteria are being maintained. The following activities will be conducted yearly to ensure adherence to the standards:

- Institutional effectiveness plans will be maintained annually which include data needed for the bi-annual quality assurance reports
- Annual fees will be paid to ACBSP through departmental funds as required
- Faculty will maintain annually updated course syllabi
- All full-time and adjunct faculty will meet ACBSP and SACSCOC credentialing standards
- Full-time faculty will maintain a contact system with adjunct faculty for quality assurance

**Timeline:** Annually reviewed

**Est. Cost:** \$2,150

**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 2014-Spring 2015**

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](http://www.acbsp.org/?page=membership_list).

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

**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](http://www.acbsp.org/?page=membership_list).

Institution Status	City	State ▼	Country	Region	Institution Type	Accredited
Motlow State Community College		Tallahoma	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.

**Describe Needed Changes:**

<b>Action</b>	<b>Responsible Parties</b>	<b>Deadline</b>
Institutional effectiveness plans maintained annually		Melody Edmonds June 15, 2016
Annual ACBSP fees paid	Elizabeth Lamb	May 30, 2016
Faculty maintain updated course syllabi		All full-time faculty May 30, 2016
All full-time faculty and adjuncts meet ACBSP and SACSCOC credentialing standards	Melody Edmonds	ongoing
Maintain contact system with adjuncts		All full-time faculty ongoing

**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:** 10/27/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**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:** Satisfaction of Graduating Students, Alumni and Employers (for AAS majors)

**Desired Outcome:** Surveys of graduating students, alumni, and employers will have at least a 70% satisfaction rate for the 2015-16 academic year.

**Description of Action Plan and Related Activities:**

Surveys will be created, distributed and collected from graduating students, alumni, and employers. After the surveys are returned, the business department will meet and determine at least one action for the academic year 2016-17 to improve the results.

<b>Action</b>	<b>Responsible Parties</b>	<b>Deadline</b>
Create surveys	Melody Edmonds	February 28, 2016
Send graduating student survey to testing center	Melody Edmonds	February 28, 2016
Send out alumni and employer surveys	Elizabeth Lamb	March 30, 2016

**Timeline:** Surveys will be sent out in March 2016.

**Est. Cost:** \$100

**Budgeted:** Included in current budget

**Evidence of Success:** There is no evidence of success at this time as the first surveys will be sent out in March 2016.

**Current Status:** On Schedule

**Describe Progress:** N/A at this time

**Describe Needed Changes:** N/A at this time

**List of Supporting Documentation:** N/A at this time

**Date Last Updated:** 10/23/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Business & Technology

**Related Strategic Goal:**

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

**Action Plan #:** BTCH-06

**Action Plan Title:** Job Placement of Business AAS Graduates

**Desired Outcome:** Business and Technology Department AAS graduates will maintain a minimum of a job placement rate of 90% each year.

**Description of Action Plan and Related Activities:**

Job placement rates are tracked each year by the institutional research department. The Business and Technology Department will work with local business and industry to establish relationships and encourage them to interview and hire our graduates.

<b>Action</b>	<b>Responsible Parties</b>	<b>Deadline</b>
Review job placement data and develop an action plan to increase the rate business and technology department faculty		All full-time January 11, 2016

**Timeline:** The business department will review the prior year data during the Spring departmental meeting and develop an action plan based on the results.

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** While job placement rates have been tracked, this is a new plan for the business department. Success should be able to be measured next year.

**Current Status:** On Schedule

**Describe Progress:** There is no progress at this date since this is a new plan.

**Describe Needed Changes:**

**List of Supporting Documentation:**

**Date Last Updated:** 10/27/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Business & Technology

**Related Strategic Goal:**

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

**Action Plan #:** BTCH-07

**Action Plan Title:** Assessment of Business General Education Core Courses

**Desired Outcome:** ECON 2010 and ECON 2020 are the General Education Core Courses assessed by the Business Department. Each of these is done as an embedded assessment every other year. The goal is to have students achieve a 70% or better on this assessment.

**Description of Action Plan and Related Activities:**

The business department is currently reviewing each question in detail to determine the most frequently missed. The full-time Economics faculty will determine which questions should be modified or changed, as well as how to focus on the material.

<b>Action</b>	<b>Responsible Parties</b>	<b>Deadline</b>
Review and revise test questions	May 2016	Full-time Economics faculty
Determine new focuses on the course material	May 2016	Full-time Economics faculty

**Timeline:** This review will occur during the Spring 2016 semester.

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** A newly modified set of test questions will be created by May 2016.

**Current Status:** On Schedule

**Describe Progress:** None at this time since this is a new plan.

**Describe Needed Changes:**

**List of Supporting Documentation:**

**Date Last Updated:** 10/26/15



# 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, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 75 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
<b>Results</b>				
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				

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

**Team Members:** Director of Career Readiness and Mechatronics Instructors

**Timeline:** *Annual upon completion of level 1 courses by students*

**Est. Cost:** \$50

**Budgeted:** Included in current budget

**Evidence of Success:** Mechatronics Certificate of Credit Program Exit Examination results will show that the students completing the exit examination achieved a minimum mean of 75%.

**Current Status:** On Schedule

### **Assessment of Fall 2014 thru spring 2015 Mechatronic Students level 1 Rev 3**

Class Group exams took place on end of fall 2014 & spring 2015 semester. A total of fifty-eight students completed the four Mechatronics courses for Level 1 Certification in Fall 2014 & Spring 2015 semesters. The Control group average (fall 13- spring 14) was 77.4%. Fifty-eight students were available to take the comprehensive level 1 exam. The fall 2014 and spring 2015 group average was 71%.

Results shows a 6.4 % decline and 4% below the new 75% desired target. The desired outcome was not met.

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

First Point: The student averages were the lowest in the first 2 courses of the series.

Calendar between f13/s14 & f14/s15

Course #	Course Name	% improvement
MECH 1100	Electrical	-10.2
MECH 1200	Mechanical	-7.2
MECH 1300	Fluid Power	-6.6
MECH 1500	PLC	-3.4

Second Point: Now 3 of the 4 courses are not meeting the new target of 75% (only MECH 1500 is of 78.6% which is the last course the students take before the comprehensive exam)

Results shows a Decline in all classes from the previous year.

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

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. The desired outcome was met.

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

First Point: The student averages were the lowest in the first 2 courses of the series with MECH 1100 & MECH 1200 being within 2% of each other.

Course #	Course Name	% improvement
MECH 1100	Electrical	21
MECH 1200	Mechanical	15
MECH 1300	Fluid Power	13.6
MECH 1500	PLC	2.7

Second Point: The MECH 1100 course uses more math applications than the other 3 courses. Results shows a 21% improvement in MECH 1100.

Third Point: MECH 1100 & MECH 1200 scores are now performing over 70% for the Fall 2013 & Spring 2014. Results shows a 70.3% in MECH 1100 and 72% in MECH 1200.

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

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 with MECH 1100 & MECH 1200 being within .2% of each other.

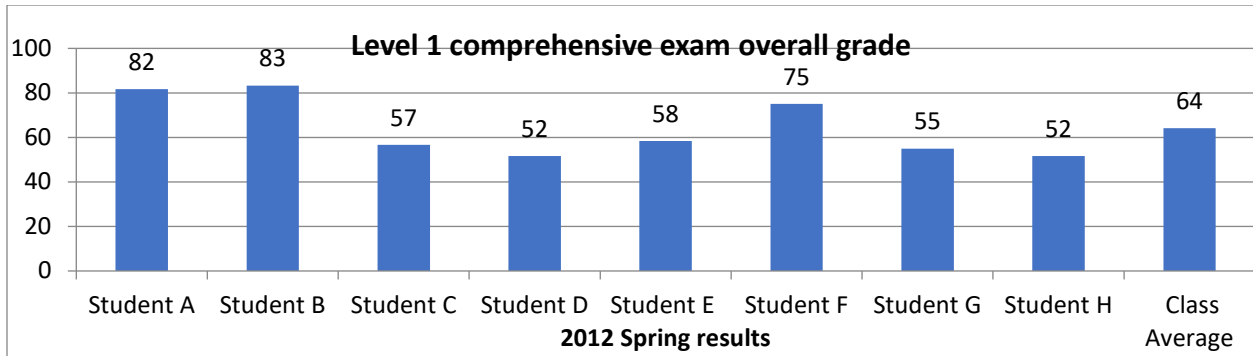
Course #	Course Name	% improvement
MECH 1100	Electrical	19.8
MECH 1200	Mechanical	12
MECH 1300	Fluid Power	17
MECH 1500	PLC	7.8

Second Point: The MECH 1100 course uses more math applications than the other 3 courses. Results shows a 19.8% improvement in MECH 1100.

### **Assessment of Spring 2012 Mechatronic Students level 1 Rev 1**

Class Group exam took place on April 26<sup>th</sup>, 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%.

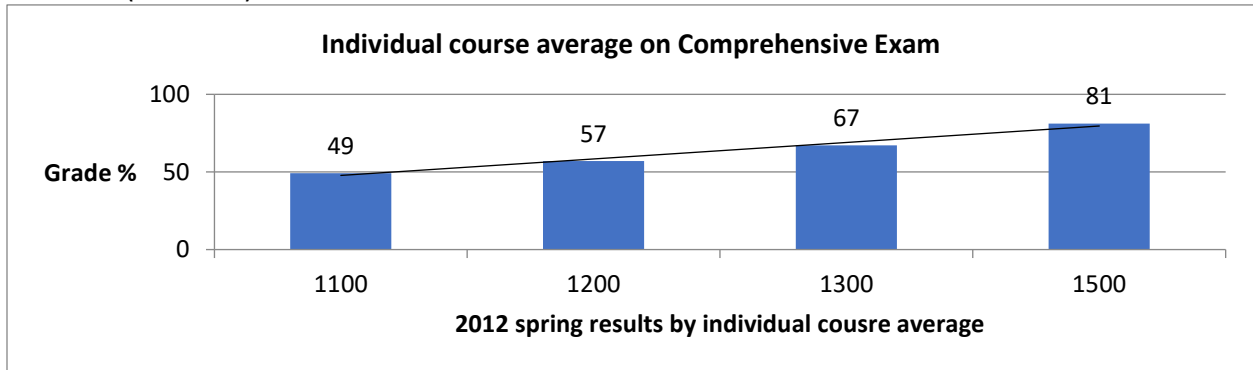
Chart 1: (Grade %)



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

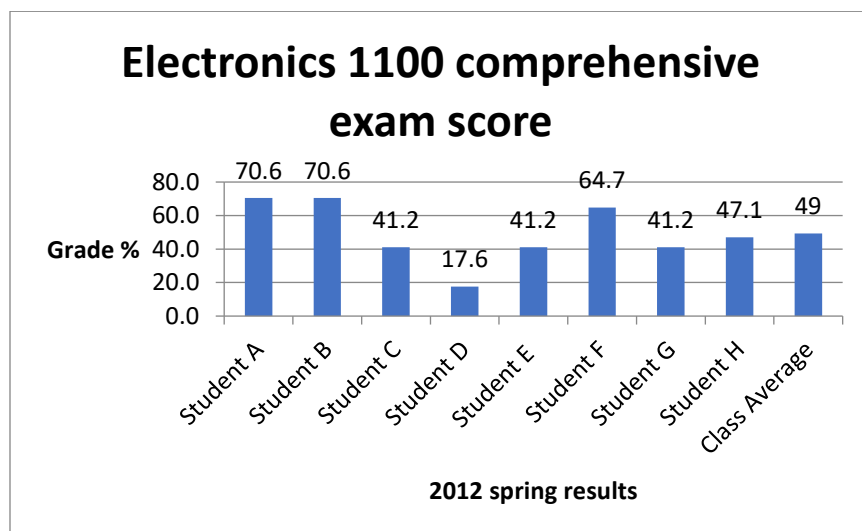
First Point: The student averages were the lowest in the first 2 courses of the series.

Chart 2: (Grade %)



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

Chart 3



### **Needed Changes:**

The results of implementing described changes for Mechatronics Level 1 Fall of 2013 and Spring of 2014.

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. **Completed and will continue in future.**
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. **Completed and will continue in future.**
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. **Completed and will continue in future.**

Original plan Mechatronics Level 1 Fall of 2012 and Spring of 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:** [Comprehensive Test Scores All Classes](#)

**Date of last update:** 7-29-15



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Career Readiness

**Related Strategic Goal:**

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

**Action Plan #:** CARE-02

**Action Plan Title:** Level 2 Exit Exam

**Desired Outcome:** All students graduating with an AAS degree in Mechatronics Technology will make a 70% or better on a comprehensive exit exam covering all six level 2 mechatronic courses.

**Description of Action Plan and Related Activities:**

1. Develop a comprehensive exit exam for AAS graduating students.
2. Administer the exam at the end of each spring semester
3. With the team analyze the results and
4. Establish necessary changes to curricula or program based upon the results of testing

**Team Members:** Director of Career Readiness and Mechatronics Instructors

**Timeline:** To be administered end of spring 2016 semester

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Level 2 Exit Exam results will show that graduating AAS students made a 70% minimum on the exit exam.

**Complete the following when assessing a plan**

**Current Status:** Choose an item.

**List of supporting Documentation:** [Mechatronics Final Comp Exam.docx](#)

**Date of last update:** 7/15/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**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:** Satisfaction of Employers

**Desired Outcome:** All employers will be satisfied to extremely satisfied with the MECH students and level of knowledge that they have coming out of college.

**Description of Action Plan and Related Activities:**

5. Develop survey to administer to local industries
6. Create a database of industries that have hired our graduates
7. Distribute survey to the industries
8. Allow 2 months to complete
9. Review the results and develop action plans based on results

**Team Members:** Director of Career Readiness and Mechatronics Instructors

**Timeline:** Distribute survey end of spring semester

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Results of Employer Satisfaction survey will show that at least 100% respondents with all those that respond give a satisfactory or better response.

**Complete the following when assessing a plan**

**Current Status:** On schedule

**List of supporting Documentation:** [Employer Survey 2015 mechatronics.docx](#)

**Date of last update:** 7/15/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Career Readiness

**Related Strategic Goal:**

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

**Action Plan #:** CARE-04

**Action Plan Title:** Satisfaction of graduating students

**Desired Outcome:** All graduating MECH students will give a satisfactory or better review of the training and education that they received at Motlow in the Mechatronics program.

**Description of Action Plan and Related Activities:**

10. Develop survey to administer to graduating students
11. Administer survey during last two weeks of spring semester
12. Review of survey in May with the team
13. Develop countermeasures for improvement from results of survey

**Team Members:** Director of Career Readiness and Mechatronics Instructors

**Timeline:** Last two weeks of the spring semester each year

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Survey results will show that 100% of respondents satisfied or very satisfied.

**Complete the following when assessing a plan**

**Current Status:** On schedule

**List of supporting Documentation:** [Student Survey 2015 Mechatronics](#)

**Date of last update:** 7/15/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Career Readiness

**Related Strategic Goal:**

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

**Action Plan #:** CARE-05

**Action Plan Title:** Satisfaction of MECH Alumni

**Desired Outcome:** 100% MECH alumni responding to survey will be satisfied or very satisfied with the Mechatronics program

**Description of Action Plan and Related Activities:**

14. Develop survey for alumni that have been employed up to 5 years removed from Motlow.
15. Maintain a listing of alumni and current employer
16. Administer survey end of spring semester
17. Allow 2 months to complete
18. Review results and develop plans for improvement

**Team Members:** Director of Career Readiness and Mechatronics Instructors

**Timeline:** To be administered during May of each calendar year

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Survey results will show 100% MECH alumni responding to survey were satisfied or very satisfied with the Mechatronics program.

**Complete the following when assessing a plan**

**Current Status:** On schedule

**List of supporting Documentation:** [Alumni Survey 2015 - Mechatronics.docx](#)

**Date of last update:** 7/15/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Career Readiness

**Related Strategic Goal:**

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

**Action Plan #:** CARE-06

**Action Plan Title:** Job placement rate

**Desired Outcome:** 97% of MECH C1 and AAS graduates are employed in their field within a year of graduation or met an approved exemption. All MECH C1 and AAS graduates will provide job placement information.

**Description of Action Plan and Related Activities: to be completed by department secretary**

19. Establish a list of graduates for each spring by end of spring semester
20. Establish a contact methodology to keep in contact with the graduate
21. Make direct contact for a minimum of 3 months past graduation to ascertain employment
22. Record employment on employment sheet
23. Report on employment in department meeting and advisory board meeting in summer

**Team Members:** Director of Career Readiness and Mechatronics Instructors

**Timeline:** To be active May – August, each calendar year

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Job placement reports will show 97% of MECH C1 and AAS graduates are employed in their field within a year of graduation or met an approved exemption. Further, results will show all MECH C1 and AAS graduates will provide job placement information.

**Complete the following when assessing a plan**

**Current Status:** On schedule

**List of supporting Documentation:** [Graduate Employment Rate 2015.xlsx](#)

**Date of last update:** 7/15/ 2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Career Readiness

**Related Strategic Goal:**

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

**Action Plan #:** CARE-07

**Action Plan Title:** Maintaining of ATMAE accreditation

**Desired Outcome:** Acquire and maintain ATMAE accreditation for the AAS in Mechatronics Technology. Using the ATMAE accreditation for continuous improvement planning.

**Description of Action Plan and Related Activities:**

- 24. Initial accreditation will be given at the annual ATMAE meeting in November 2015
- 25. Prepare two year report and submit on surveys and continuous improvement plans
- 26. Submit report

**Team Members:** Director of Career Readiness and Mechatronics Instructors

**Timeline:** Report to be submitted by August 2016

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Accreditation letter from ATMAE will show MECH program is accrediting with no conditions.

**Complete the following when assessing a plan**

**Current Status:** On schedule

**List of supporting Documentation:** Motlow ATMAE Self Study

**Date of last update:** 7/15/2015





# **Motlow State Community College**

## **Institutional Effectiveness Plan**

**Unit:** Education

**Unit Head:** Charle Coffey

**Division:** Academic Affairs

### **Statement of Purpose:**

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

Our mission is to:

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

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

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

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

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

**Last Reviewed:** 7/15/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** Maintain NAEYC (National Association for the Education of the Young Child) accreditation for the Associate of Applied Science degree in Early Childhood Education.

**Description of Action Plan and Related Activities:** The Education Department has earned NAEYC accreditation with no conditions. Debra Simpson has been named the Early Childhood Education coordinator and will work with department chair, Bryan Thomas, to monitor the program in order to maintain accreditation.

**Team Members:** The Education Department coordinates the application and self-study process utilizing other campus constituencies as resources as appropriate. The Education Department will serve as the team.

**Timeline:** Continuing

**Est. Cost:** Cost of NAEYC annual fee   **Budgeted:** Included in current budget

**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 2020 when the next self-study is to be submitted and accepted for evaluation.

**Current Status:** On Schedule

**Describe Progress:**

**Fall 2014-Spring 2015**

The desired outcome was met. Site visit was successful and the ECED department received full accreditation with no conditions. The accreditation letter was received March 18, 2015.

**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:** Department chair and faculty will continue to implement key assessments, review results and make evidence-based quality improvements. The annual report will be written and submitted in March 2016.

**List of Supporting Documentation:** [NAEYC Accreditation Letter](#)

**Date Last Updated:** 8/31/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 2015, according to the schedule.

The department chair and faculty, in conjunction with the Institutional Research staff, decided to utilize the pre/post-test method of assessment for this course. Previously, a paper-pencil format was used. The faculty recently decided to transition to online D2L administration. Faculty designed the instruments and scoring techniques and then administered the assessment the first week of the Fall 2015 semester. The assessment will be administered again toward the end of the Fall 2015 semester.

**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 online

**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**

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:**

Results of this assessment are used by HPE faculty to re-evaluate the course syllabus prior to each academic year. Additionally, the instrument itself will 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:** 8/31/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Education

**Related Strategic Goal:**

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

**Action Plan #:** EDUC-03

**Action Title:** Job Placement Status for Early Childhood Education (ECED) Majors

**Desired Outcome:** 97% of ECED C1 and AAS graduates are employed in their field within a year of graduation or met an approved exemption. All ECED C1 and AAS graduates will provide job placement information.

**Description of Action Plan and Related Activities:** During this planning period, the Department of Education will devise a method for tracking job statuses of our ECED A.A.S. majors. Creating a FaceBook page for Motlow ECED alum has been discussed as a potential tracking option. By the end of this planning period, the Education Department will have a list of all alum who need to be tracked, the tracking strategy will be in place, and the effectiveness of the tracking strategy will be monitored.

**Timeline:** July 1, 2015—June 30, 2016

**Est. Cost:**

**Budgeted:** Included in current budget

**Evidence of Success:** Job placement reports will show 97% of ECED C1 and AAS graduates are employed in their field within a year of graduation or met an approved exemption. Further, results will show all ECED C1 and AAS graduates will provide job placement information.

**Current Status:** Choose an item.

**Describe Progress:**

**List of Supporting Documentation:**

**Date Last Updated:** 9/2/2015



# 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

### **Action Plan & Outcome Assessment Report for Institutional Effectiveness**

**Planning Year: July 1, 2015 – June 30, 2016**

**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Humanities

#### **Related Strategic Goal:**

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

**Action Plan #:** HUMA-01

**Action Plan Title:** Student Success in Online Courses

**Desired Outcome:** The department will conduct a review of its online courses, institute a common set of Best Practices, and achieve a success rate in online courses that is within 5% of the success rate for students in conventional sections of ARTA 1030, SPCH 1010, and THEA 1030.

#### **Description of Action Plan and Related Activities:**

- 1.) The faculty and the department chair will continue to review student performance data from online and conventional courses.
- 2.) A set of best practices for online courses will be established by the department and disseminated to all faculty in the department
- 3.) A curriculum handbook will be created for ARTA 1030, SPCH 1010, and THEA 1030.

4.) Faculty meeting will occur at the end of each semester to provide assistance in learning how to implement best practices and modify curriculum to ensure that online courses meet or exceed the desired effectiveness standard.

**Team Members:** Department Chair and full-time faculty

**Timeline:** Spring 2016 semester (implementation)

**Est. Cost:** \$0.00

**Budgeted:** Included in current budget

**Evidence of Success:** Final grade reports will demonstrate continuity of student passing rates between the online courses and conventional courses with a vacillation of less than 6%.

**Current Status:** On Schedule

**Describe Progress:**

The department is currently meeting its goal of less than a 6% difference in student success as determined by final grades between its conventional and online courses in all courses.

**Fall 2014-Spring 2015**

The desired outcome was achieved. During this academic year, 20 conventional sections of ARTA 1030 and 3 online, 57 conventional sections of SPCH 1010 and 2 online, 17 conventional sections of THEA 1030 and 1 online.

Student success rates in these courses were as follows:

Course/Method	Fall 2014			Spring 2015		
	Pass	Fail	Withdraw	Pass	Fail	Withdraw
<b>ARTA 1030</b>						
Conv.	86%	9%	5%	89%	7%	4%
Online	96%	0%	4%	89%	9%	2%
<b>SPCH 1010</b>						
Conv.	88%	8%	4%	86%	9%	5%
Online	85%	5%	10%	89%	6%	6%
<b>THEA 1030</b>						
Conv.	88%	9%	3%	81%	16%	3%
Online	92%	4%	4%	---	---	---

**Describe Needed Changes:**

Course	Semester Taught	Was the desired outcome met?	Uses of Results
--------	-----------------	------------------------------	-----------------

- |  |             |     |  |
|--|-------------|-----|--|
| • ARTA 1030  | Fall 2014   | Met | Although the vacillation was greater than 6%, the passing rate in this online section was 10% greater.   |
| • This represents only one class in one semester.  |             |     |  |
| • More data is needed to determine accuracy.   |             |     |  |
| • ARTA 1030  | Spring 2015 | Met | Two sections were evaluated and provided a more representative sample compared to the previous semester. |
| • There was a lower dropout rate in the online courses and a higher failure rate deviating 2% in each category |             |     |  |
| which resulted in an equal passing rate of 89%   |             |     |  |

SPCH 1010	Fall 2014 & Spring 2015	Met	No course specific changes at this time.
THEA 1030	Fall 2014	Met	No course specific changes at this time.

In order to ensure continued consistency of student success between conventional and online courses, the department faculty will create and implement a set of Best Practices for Online Courses by the beginning of Spring 2016.

**List of Supporting Documentation:** Course Completion Rate by Delivery Method F14-S15

**Date Last Updated:** 10/9/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Humanities

**Action Plan #:** Huma-02

**Action Plan Title:** Assessment of Humanities General Education Core Courses

**Desired Outcome:** Humanities courses in the general education core will be assessed per the two year rotating schedule and will meet or exceed designated effectiveness standards.

**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) Any changes needed are implemented and the assessment are given to students; after which, test are administered to students.
- 4) Course results are compiled and sent to the department chair, who notes if the effectiveness standards are met or not met.
- 5) Assessment results are discussed with faculty members.
- 6) Faculty in each discipline discuss curriculum changes and other changes for student learning outcomes that do not meet the effectiveness standards.
- 7) Possible solutions are incorporated into courses not meeting standards.

**Team Members:** Department Chair and full time faculty

**Timeline:** General education courses are on a two-year rotating schedule.

**Est. Cost:** none

**Budgeted:** Included in current budget

**Evidence of Success:** Use of Assessment forms will indicated if the Humanities general education courses met or exceeded effectiveness standards.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:** The desired outcomes were partially met.

<b>Course</b>	<b>Semester Assess</b>	<b>Results</b>	<b>Use of Results</b>
SPCH 1010	Fall 2014	All effectiveness standards were met.	Planned changes were deferred to Fall 15 due to implementation of a Speech curriculum handbook.
ARTA 1030	Fall 2014	All but one effectiveness standard was met.	Effectiveness standards will be rewritten.

SPCH 1010 Spring 2015 All effectiveness standards were met. The effectiveness standards will be raised from 70% to 80%, as well as implement and assess the effectiveness of the curriculum handbook. A change in the rubric to better align with student learning outcomes occurred.

THEA 1030 Spring 15 Only 2 of 20 effectiveness standards were met. Faculty will participate in mandatory professional development meeting and best practices will be developed for faculty to use. A curriculum handbook will be created and placed online. An adjunct contact system will be implemented to improve departmental and curriculum communication. Changes to the pre/post-test will be made and assessed in Spring 16.

**Describe Needed Changes:**

Needed changes are included in the above table.

**List of Supporting Documentation:** 2014-15 Use of Assessment forms for Humanities General Education core courses

**Date Last Updated:** 9/29/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Humanities

**Action Plan #:** HUMA-03

**Action Plan Title:** First Year Experience Course

**Desired Outcomes:**

- 1) Develop a comprehensive student assessment instrument for the First Year Experience Course
- 2) Develop a desired outcome for the First Year Experience Course

**Description of Action Plan and Related Activities:**

The First Year Experience Course is being offered for the first time in fall 2015. This course is designed to empower students to reach their educational and career goals. Students will become familiar with college resources, policies, and procedures while also improving their time management, study, research, and technology skills. Collaborative learning opportunities are designed to improve critical thinking, problem solving, and reading comprehension abilities.

- 1.) To achieve the desired outcomes, the department chair and faculty will develop an assessment instrument for the course in fall 2015 and pilot the instrument in spring 2015 to identify a baseline and develop a desired outcome for future course assessment.
- 2.) The faculty and the department chair will meet at the end of the semester to examine student performance and create specific effectiveness standards for the course.
- 3.) Changes in the assessment instrument will be made based upon the updated effectiveness standards.
- 4.) The faculty and the department chair will meet at the end of semester to continue to review effectiveness standards, student learning outcomes, and any changes in the curriculum and assessment instrument.

**Team Members:** Department Chair and full time faculty

**Timeline:** To complete by June 30, 2016

**Est. Cost:** none

**Budgeted:** Included in current budget

**Evidence of Success:** The finalized assessment tool, pilot data, and a measurable desired outcome will provide evidence of success for the 2015-16 desired outcome.

# 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:

- Learning Support in reading and writing will raise students' skills to a level commensurate with or surpassing the skills of students who are not required to enroll in Learning Support.
- Freshman composition courses will prepare students for writing and reading assignments that 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.
- The study of literature will expose students 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.
- 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: 9/11/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Assessing 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-01

**Action Plan Title:** English Curriculum Handbooks

**Desired Outcome:** To ensure understanding of assessment procedures and to increase the faculty participation rate for General Education Assessments.

**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.

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

**Timeline:** 2013-2015

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** 95% participate rate for General Education Assessments.

**Complete the following when assessing a plan**

**Current Status:** Completed

**Describe Progress:**

Fall 2013-Spring 2015

The desired outcome was achieved.

The department Chair sought input regarding content and produced a draft of the Handbook for Faculty review. The Handbook includes 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 also contains up-to-date Languages Department



reports such as Use of General Education Assessment reports and Institutional Effectiveness Reports.

The handbook was completed and placed online at the beginning of Fall semester 2013 (available here: <http://www.msc.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. **In 2014-2015, our participation rate was again 98%.** 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.

The Handbook was revised slightly by changing its title to The ENGL Curriculum Handbook and was used as a model for other departments as part of a college-wide initiative associated with the academic audit of the University Parallel TTP. The Handbook was also made more user-friendly for instructors of Composition by replicating and expanding much of its content to a D2L page. This page now houses 240 separate documents related to all three Composition courses and is accessible via a common **username (FreshmanComp)** and **password (Motlow)** by any stakeholder.

**Describe Needed Changes:** This action plan was completed in Spring 2015. Moving forward, the chair will ensure that the Handbook is mentioned in emails from full-time faculty to their adjunct contacts as part of the new Adjunct Contact System. We will also use this system prior to Assessments in S16 to ensure that all adjunct faculty are familiar with assessment procedures and responsibilities.

**List of Supporting Documentation:** [Lists of participating faculty for F14 and S15; D2L screen shots of the Freshman Composition Handbook](#)

**Date Last Updated:** 9/11/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing 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-02

**Action Plan Title:** LS Reading and Writing Student Success Rates

**Desired Outcome:**

Originally, our goal was that 72% of students attempting the Learning Support Program reading and writing courses will successfully complete the program with an A-C grade.

Due to the creation of co-requisite Learning Support courses, our desired outcome for this plan has changed. Now, **our goal is that 66% of the students enrolled in co-requisite courses will pass the college-level portion of that co-requisite pairing in the semester when they are enrolled in the Learning Support course.**

**Description of Action Plan and Related Activities:** The Learning Support team (faculty, staff, and administrators) has created Best Practices memos that compile successful teaching strategies determined by the faculty. The faculty also piloted the co-requisite model for both ENGL 0810 and READ 0810 in the Fall of 2014. Our Best Practices reflect the experiences of those pilots.

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

**Timeline:** Review and evaluate on May 30, 2016.

**Est. Cost:** 0

**Budgeted:** Funding other than budget

**Evidence of Success:** An ARGOS report on course completion rates will show that 66% of the students enrolled in co-requisite courses pass the college-level portion of that co-requisite pairing in the semester when they are enrolled in the Learning Support course.

**Current Status:** On Schedule

**Describe Progress:** Our desired outcome was not achieved. The completion rates in each course fell roughly 3% short of our benchmark of 72% completion.



<b>Course</b>	<b>F14 Pass Rate</b>	<b>S15 Pass Rate</b>
READ 810	76.7% (201/262)	63.2% (62/98)
ENGL 810	72.1% (204/283)	66.9% (73/109)

In the Spring and Summer of 2014, the Languages chair and faculty developed the curriculum, materials and Best Practices for ENGL 0810/ENGL 1010 and READ 0810/ENGL 1010 co-requisite courses per TBR mandate. The ENGL 0810 and READ 0801 curricula was redesigned so that the instruction was directly related to the ENGL 1010 assignments. The newly redesigned courses allowed Learning Support faculty to focus on individual student needs and reading/writing skills while serving as coaches and mentors to students.

**Describe Needed Changes:**

The co-requisite models were piloted in fall 2014. The pilot included four sections of ENGL 0810 and two sections of READ 0810 on two different campuses (all students enrolled in 1010 concurrently). The course sections included a total of 93 total students with ACT Writing sub-scores ranging from 13-17.

<b>ENGL 0810/ENGL 1010</b>	<b>#</b>	<b>%</b>
Students included in Pilot	54	
Earned a D or better in ENGL 1010	44	82%
Earned a C or better in ENGL 1010	40	74%
Received ENGL 0810 competencies but did not successfully complete ENGL 1010	10	19%
 <b>READ 0810/ENGL 1010</b>	 <b>#</b>	 <b>%</b>
Students included in Pilot	39	
Earned a D or better in ENGL 1010	33	85%
Earned a C or better in ENGL 1010	30	77%
Received ENGL 0810 competencies but did not successfully complete ENGL 1010	1	3%

Prior to this pilot implementation, remedial writing and reading courses were pre-requisites and had to be successfully completed before a student could enroll in the first college-level writing course. Using this pre-requisite model, an average of 33% of the MSCC students who completed ENGL 0810 passed ENGL 1010 the following semester. The course completion rate of pilot co-requisite model was 49% higher than the course completion rate of the pre-requisite model. With this impressive increase in student completion of first-year English, the co-requisite model will be used for ENGL 0810 courses beginning fall 2015. The READ 0810 course will become a co-requisite of the new MSCC 1300 First Year Experience Course.

**List of Supporting Documentation:** Pilot success rates (included above); Best Practices for ENGL 0810 and READ 0810

**Date Last Updated:** 9/11/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing 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-03

**Action Plan Title:** Languages General Education Assessment

**Desired Outcome:** Languages General Education courses will be assessed on at least a two-year rotating basis and will meet or exceed effectiveness standards.

**Description of Action Plan and Related Activities:** English discipline courses with the highest annual enrollment (ENGL 1010, 1020, 2130, and 2230) will be assessed per the following timeline:

Spring 2016: ENGL 1010, 1020, 2130, and 2230

Fall 2016: ENGL 1010 2130

Spring 2017: ENGL 1020 and 2230

Fall 2017: ENGL 1010 and 2130

Spring 2018: ENGL 1020 and 2230

ENGL 1010 and 10102 Assessment Description: Faculty will use a common essay prompt and a common rubric to score the final essay for each course. Rubrics will be returned to the discipline secretary who will make a record of all returned rubrics. Completed rubrics will be forwarded to the Office of Research, Planning, and Communication who will then compile results for the discipline. The department chair will share results with faculty and report the faculty's plans for improvement in the Use of Assessments Results reports.

ENGL 2130 and 2230 Assessment Description: Faculty will receive embedded test questions at the beginning of the assessing semester. Faculty will then incorporate the questions into exams in whatever way they choose. At the end of the semester, faculty will record the results on a common rubric. Completed rubrics will be forwarded to the Office of Research, Planning, and Communication who will then compile results for the discipline. The department chair will share results with faculty and report the faculty's plans for improvement in the Use of Assessments Results reports

**Team Members:** All ENGL full and part-time faculty members.

**Timeline:** Review and evaluate on May 30, 2016.

**Est. Cost:** \$0

**Budgeted:** no funding needed

**Evidence of Success:** General Education Use of Assessment Results reports will show the desired outcome that at least 72% of students will score "Exceeds Criteria" or "Meets Criteria" for questions associated with each Student Learning Outcome.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:**

The ENGL discipline had been assessing ENGL 1010 each semester in order to complete a report required by TBR. This report is no longer required. Therefore, the discipline will assess ENGL 1010 once per year. This once-per-year schedule will now also apply to all four of our highest enrollment courses: 1010, 1020, 2130, and 2230.

**Describe Needed Changes:**

2014-2015 Summary of General Education Assessment Results Plans for Improvement

COURSE	SEMESTER ASSESSED	EFFECTIVENESS STANDARD ACHIEVED	USE OF ASSESSMENT RESULTS PLANS FOR IMPROVEMENT
ENGL 1010	F14	Partially met	Creation of a freshman composition handbook to communicate standards, share best practices, and achieve consistency.
ENGL 1010	S15	Partially Met	Subcommittee formed to explore best practices related specifically to teaching command of surface features in student writing
ENGL 1020	S15	Met	Faculty will incorporate findings of the sub-committee described above
ENGL 2130	S14	Partially Met	For more reliable and useful data, faculty will revise SLO's and move to an embedded assessment in S16
ENGL 2230	S14	Partially Met	For more reliable and useful data, faculty will revise SLO's and move to an embedded assessment in S16

**List of Supporting Documentation:** Use of Assessment Results reports 2014-2015

**Date Last Updated:** 9/11/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing 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 Contact System

**Desired Outcome:** At least 80% of Languages adjunct faculty will be satisfied regarding the extent to which they feel their input is sought by the department

**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. Adjunct faculty will also be invited to join sub-committees charged with selecting new textbooks and reviewing general education assessment procedures.

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

**Timeline:** May 30, 2016

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Survey results will show that 80% of adjunct faculty surveyed are satisfied regarding the extent to which they feel their input is sought by the department.

**Current Status:** On Schedule

**Complete the following when assessing a plan**

**Describe Progress:** The 40 adjunct faculty for the Languages department were surveyed in Fall 2014. Of those 40, only 14 responded. However, 100% of the respondents answered "Very Good" or "Good" to the prompt, "Rate your level of satisfaction as an adjunct English faculty member at Motlow."

**Describe Needed Changes:** The department needs to increase the survey participation rate in order to produce more reliable data. We believe the survey was sent too late in the semester when adjunct faculty were pre-occupied with end of the semester duties. The survey for Fall 2015 will be sent in early November and will be available up to the beginning of Spring semester. We will also use the Adjunct Contact System to reach out to adjunct faculty regarding the importance of the survey.

**List of Supporting Documentation:** Survey of Adjunct Faculty F14

**Date Last Updated:** 9/11/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing 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-05

**Action Plan Title:** Student Success in Online Courses

**Desired Outcome:** The department will conduct a review of its online courses, institute a common set of Best Practices, and achieve a success rate in online courses that is within 5% of the success rate for students in conventional sections of the highest enrollment courses: ENGL 1010, 1020, 2130, and 2230.

**Description of Action Plan and Related Activities:** A set of Best Practices for Online Courses will be established by the department, and all online courses will be redesigned (if necessary) by the course maintainers to reflect those Best Practices.

**Team Members:** Department Chair and full-time faculty

1. John Hart
2. Jay Stringfield
3. Dawn Copeland

**Timeline:** Spring 2016 semester (implementation)

**Est. Cost:** \$0.00

**Budgeted:** Included in current budget

**Evidence of Success:** Final grade reports will demonstrate continuity of student passing rates between the online courses and conventional courses with a vacillation of less than 6%.

**Current Status:** On Schedule

**Describe Progress:**

The department is currently meeting its goal of less than a 6% difference in student success as determined by final grades between its conventional and online courses in all courses.

**Fall 2014-Spring 2015**

The desired outcome was achieved.

During this academic year, 198 conventional sections of ENGL 1010, 1020, 2130, and 2230 were taught. 32 online sections of those courses were taught.

Student success rates in these courses were as follows:

Course/Method	Fall 2014			Spring 2015		
	Pass	Fail	Withdraw	Pass	Fail	Withdraw
<b>ENGL 1010</b>						
Conv	89%	8%	3%	81%	14%	5%
Online	94%	5%	1%	81%	10%	8%
<b>ENGL 1020</b>						
Conv	79%	8%	10%	90%	7%	3%
Online	77%	17%	6%	85%	9%	5%
<b>ENGL 2130</b>						
Conv.	90%	3%	7%	91%	4%	5%
Online	85%	9%	6%	92%	4%	4%
<b>ENGL 2330</b>						
Conv.	90%	3%	7%	97%	2%	1%
Online	86%	7%	7%	92%	4%	4%

**Describe Needed Changes:**

In order to ensure continued consistency of student success between conventional and online courses, the department faculty will create and implement a set of Best Practices for Online Courses by the beginning of Spring 2016. These Best Practices will reflect our existing Best Practices for Conventional Courses (available here:

<http://www.msc.edu/languages/ENGLBestPractices.pdf>) but will modify these to reflect the unique requirements or web-based instruction.

**List of Supporting Documentation:** Course Completion Rate by Delivery Method F14-S15

**Date Last Updated:** 8/31/2015

**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**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Mathematics

**Action Plan #:** MATH-01

**Action Plan Title:** Assessment of Mathematics General Education Core Courses

**Desired Outcome:** Mathematics courses in the general education core will be assessed per the two year rotating schedule and will meet or exceed designated effectiveness standards.

**Description of Action Plan and Related Activities:**

- 8) 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.
  - 9) Department Chair meets with faculty members involved in assessment each semester to explain the assessment process.
  - 10) Any changes needed are implemented and the assessment are given to students; after which, test are administered to students.
  - 11) Course results are compiled by the department chair, who notes if the effectiveness standards are met or not met.
  - 12) Assessment results are discussed with faculty members.
  - 13) Faculty in each discipline discuss curriculum changes and other changes for student learning outcomes that do not meet the effectiveness standards.
- 14) Possible solutions are incorporated into courses not meeting standards.

**Team Members:** Department Chair and Full time faculty

**Timeline:**

General education courses are on a two-year rotating schedule.

**Est. Cost:** none

**Budgeted:** Included in current budget

**Evidence of Success:**

Use of assessment forms will indicated if the mathematic general education courses met or exceeded effectiveness standards.

**Current Status:** On Schedule

**Describe Progress:**

The desired outcomes were partially met.

<b>Course</b>	<b>Semester Assessed</b>	<b>Results</b>	<b>Use of Results</b>
MATH 1530	Spring 2015	Effectiveness standards were partially met.	It was decided that an instructional shell for unmet effectiveness standards would be placed in D2L for faculty to use at their discretion. The faculty chair will also provide a professional development opportunity for adjunct faculty to learn about MyMath Lab.
MATH 1710	Spring 2015	All effectiveness standards were met.	A video was created to specifically address low performance on students learning outcomes. The video is available for faculty to use as an instructional tool at their discretion. It was further decided that the effectiveness standard would increase from 50% correct to 55% correct.
MATH 1630	Fall 2014	All effectiveness standards were met.	It was determined that the math full-time faculty would revise specific questions on the pre/post-test to specifically align with the designated learning outcomes.
MATH 1530	Fall 2014	Effectiveness standards were partially met.	Changes were deferred to the spring.

**Describe Needed Changes:**

Needed changes are included in the above table.

**List of Supporting Documentation:**

Use of assessment forms, departmental minutes, and links of instructional shells in D2L will be provided for supporting documentation.

**Date Last Updated:** October 19, 2015.

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Mathematics

**Related Strategic Goal:**

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

**Action Plan #:** MATH-02

**Action Plan Title:** Mathematics Online Courses Completion Rate

**Desired Outcome:**

1. The success rate of students who are taking an online mathematics class will be at least 50% or will increase over the previous year.
2. The success rate of students who are taking an online mathematics class will be comparable to students who took the same class as an on-ground class.

**Description of Action Plan and Related Activities:**

There are currently six online mathematics courses offered by Motlow State Community College. They are:

**Taught Every Semester**

MATH 0810 – Learning Support Mathematics

MATH 1003 – Intermediate Algebra

MATH 1530 – Probability and Statistics

**Taught Every Fall Semester**

MATH 1630 – Finite Mathematics

MATH 1710 – College Algebra

**Taught Every Spring Semester**

MATH 1830 – Business Calculus

After the end of each semester report is generated by computer services', which shows differences in pass/fail rates between students who took an online course and compared to students who took the same course on ground. To collect this information, all students enrolled in MATH 1003, MATH 1530 will be assessed each semester and MATH 1630 and MATH 1710 will alternate during the fall semester. MATH 1830 will be assessed during the spring semester. MATH 0810 will be excluded because the on-ground class is actually an online self-taught class.

If the desired outcome is not met, then the Mathematics Dept. will meet and discuss strategies to be implemented in order to meet the desired outcome in the future. These strategies will be put into action the following semester

**Team Members:** MSCC Mathematics Department Faculty

**Timeline:** June 30, 2016

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** ARGOS report will show that students who took their mathematics course online compared to students who took the same course on ground.

**Current Status:** Choose an item.

**Describe Progress Below**

**2015-2016**

<b>Course</b>	<b>Semester Assessed</b>	<b>Was the Effectiveness Standard Met?</b>	<b>Use of</b>
<b>Results</b>			
<b>MATH 1003 (Online)</b>	<b>Spring 2015</b>	<b>No</b>	
<b>MATH 1530 (Online)</b>	<b>Spring 2015</b>	<b>No</b>	
<b>MATH 1830 (online)</b>	<b>Spring 2015</b>	<b>Yes</b>	

**Describe Needed Changes:**

**List of Supporting Documentation:**

Departmental minutes and data analyses of pass rates for courses will serve as supporting documents.

**Date Last Updated:** October 19, 2015

**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, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 general education core course assessments will meet or exceed defined effectiveness standards.

**Description of Action Plan and Related Activities:**

Prior to each assessment, full-time faculty review and student learning outcomes and revise as needed. Prior to each assessment, full-time faculty reevaluate the pre/post-test instruments and edit as needed to ensure that all questions relate to student learning outcomes and content covered in the course. The department chair also meets with faculty members involved in assessment each semester to explain the assessment process and review the course curriculum. The pre-tests are implemented during the first week of classes and pre/post-test results are compiled by the director of research, planning, and communication and then sent to department chair. The department chair then compiles the course results, noting any unmet effectiveness standards. At that point, the course results are discussed with faculty members and faculty in each discipline assessed discuss potential methods to address unmet effectiveness standards; after which, possible solutions are incorporated into the courses.

**Team Members:** Department Chair and FT Faculty

**Timeline:** Two Year Rotating Schedule

<b>Semester</b>	<b>Course</b>
<b>Fall 2014</b>	BIOL 1110
<b>Fall 2014</b>	BIOL 2010
<b>Spring 2015</b>	GEOL 1030
<b>Spring 2015</b>	CHEM 1120
<b>Fall 2015</b>	CHEM 1110
<b>Fall 2015</b>	PSCI 1030
<b>Spring 2016</b>	BIOL 1120
<b>Spring 2016</b>	BIOL 2020
<b>Spring 2016</b>	PHYS 2020

**Est. Cost:** \$

**Budgeted:** Included in current budget

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

**Assessment Results:**

<b>Course</b>	<b>Semester Assess</b>	<b>Results</b>	<b>Use of Assessment</b>
<b>BIOL 1110</b>	<b>Fall 2014</b>	<b>Effectiveness standards were partially met.</b>	<b>There is not action plan here. It was stated that time will be dedicated in class to address unmet standards. (Something we may want to address. This was in 14)</b>
<b>BIOL 2010</b>	<b>Fall 2014</b>	<b>Effectiveness standards were partially met.</b>	<b>There is not action plan here. It was stated that time will be dedicated in class to address unmet standards. (Something we may want to address. This was in 14)</b>
<b>GEOL 1030</b>	<b>Spring 2015</b>	<b>Effectiveness standards were partially met</b>	<b>The department will revise students learning outcomes, as well as revise the pre/post-test to better align with the updated students learning outcomes. The faculty will also revise curriculum to include best teaching strategies to address unmet effectiveness standards. Due to an unusual discrepancy in students taking the pre-test versus students taking the post test, it was determined that GEOL 1030 would be placed on the spring 2016 assessment schedule with hopes of acquiring more reliable and accurate data on student performance.</b>
<b>CHEM 1120</b>	<b>Spring 2015</b>	<b>Spring 2015</b>	<b>The department is in the process of revising the pre/post-test to ensure that questions are clear. The department is also revising the student learning outcomes and placing lectures online for students to review. By placing the lectures online, students are able to continuously review difficult concepts that are attributing to unmet effectiveness standards and student learning outcomes.</b>

**Current Status:** On Schedule

**Describe Progress:**

**Fall 2015-Spring 2016**

**Fall 2015 semester**

Natural Science	GEOL 1030
Natural Science	CHEM 1120
Natural Science	PHYS 2020 (not assessed due to low enrollment)

**Spring 2016 semester**

Natural Science	BIOL 1120
Natural Science	BIOL 2020
Natural Science	PHYS 2020

Faculty members will continue to stress the meeting of student learning outcomes through lecture and lab activities. Special consideration will be given when covering the topics that did not meet effectiveness standards. In addition, these questions will be revised for clarity. However, the 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:** Faculty decided that the number of SLO's and questions should be limited to approximately five SLO's and ten test questions. Faculty found that many students do not take the testing process seriously due to no grade being attached. Therefore, the use of extra credit in order to encourage student participation is being discussion and will be utilized in the fall 2015 semester. The use of extra credit will be consistent across the department. David, is it being discuss or being implemented.

The changes will be made in GE courses assessed for F15-S16.

**List of Supporting Documentation:** S15 and F15 GE Assessments data in body, [CHEM 1120 S15 GE Use of Assessment](#), [GEOL 1030 S15 Use of Assessment](#)

**Date Last Updated:** 9/10/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** 1. The Department of Natural Sciences will increase its fully online and hybrid course offerings in the fall 2014 and spring 2015 semesters. 2. The department will assess student final grades hybrid/online courses versus conventional courses to ensure continuity between the course outcome.

Desired Outcome Prior To June 2015: The Department of Natural Sciences will increase its fully online course offerings by three additional courses in spring 2016 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 Natural Science will increase its online course offerings.

The Department of Natural Sciences currently offers the following courses in fully online format:

1. BIOL 2010 (Anatomy & Physiology I, both full hybrid courses)
2. BIOL 2020 (Anatomy & Physiology II, both full hybrid courses)
3. BIOL 1110 (General Biology I both full and Hybrid)
4. BIOL 1120 (General Biology I both full and Hybrid)
5. BIOL 1330 (Environmental Science hybrid)
6. BIOL 2230 (Microbiology, both full and hybrid courses)
7. CHEM 1110 (General Chemistry I full online)
8. CHEM 1120 (General Chemistry II full online)

The department added these courses:

Summer 2015

- BIOL 1030 (Introduction to Biology, full online)

Fall 2015

- BIOL 2420 (Genetics, full online)

**Team Members:** Department Chair and full-time faculty

4. Cheri Gregory
5. Elizabeth Fitch
6. Janet Forde
7. David Palmer

**Timeline:** Spring 2015 semester (implementation), Fall 2015 semester (implementation)

**S15 Est. Cost:** \$6,300.99, **F15 Est. Cost:** \$5,600. 00  
needed

**Budgeted:** Budget increase

**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 2015 or Spring 2016:

- BIOL 1030 Hybrid (Introduction to Biology, Non-majors)
- BIOL 2420 (Genetics, full online)

All are on schedule to be implemented in the Spring 2016 semester

### **Fall 2014-Spring 2015**

During this academic year two online courses were developed in the Department of Natural Sciences for the coming academic year. Course offerings are listed on the Fall 2015 schedule.

Grades within our department's online offerings were comparable to courses offered in the conventional format as illustrated below and at the top of page 3. An additional table incorporating all current biology courses was added to increase the survey sample size in order to maximize accuracy of the results.

The data regarding BIOL 2010 and BIOL 2020 indicates that there was never greater than an 8.6% difference in a pass/fail rate or an 11% vacillation in withdrawals in comparison. However, the mean variance for withdrawals in BIOL 2010 & BIOL 2020 was 2.9% with the 11%

seemingly being an anomaly. This type of continuity will need to be maintained and the propagation of improved strategies will be discussed during the faculty spring assembly department meeting.

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

Course/Method	Fall 2014			Spring 2015		
	Pass %	Fail %	Withdraw %	Pass %	Fail %	Withdraw %
<b>BIOL 2010</b>						
Conventional	80.3	8.3	11.3	84.9	7.5	7.5
Online	71.7	17.3	10.8	77.2	13.6	9.0
<b>BIOL 2020</b>						
Conventional	94.1	4.4	1.4	91.2	5.8	2.9
Online	90.4	4.7	4.7	83.3	12.5	4.1

The data regarding all current biology courses offered indicates that there was never greater than a 6.8% difference in a pass/fail rate or an 5.2% variation in withdrawals in comparison. However, the variance for withdrawals when comparing fall and spring data improved from 5.2% to 1%. This type of continuity will need to be maintained and the propagation of improved strategies will be discussed during the faculty spring assembly department meeting.

Course/Method	Fall 2014			Spring 2015		
	Pass %	Fail %	Withdraw %	Pass %	Fail %	Withdraw %
<b>All Biology</b>						
Conventional	86.4	7.8	5.5	89.2	7.7	2.9
Online	79.6	9.5	10.7	87.6	8.4	3.9

The department has met its goal in developing hybrid and/or online alternative offerings for all current science courses. In the spring 2013 the Department of Natural Sciences only offered two online courses (BIOL 2010 & BIOL 2020). Currently the Department offers fifteen online courses. Only one higher division science course (Organic Chemistry) was omitted and does not have an online complement as the faculty considered this course not to be conducive to online instruction. The implementation and use of these online offerings will be continued in the spring 2016 semester and beyond.

**Describe Needed Changes:**

Faculty will continue to monitor student grades by method and make revisions as needed to bring the metrics of both conventional and online offerings into closer alignment. As additional courses are added to the catalog, course surveys and online course developments will ensue as needed.

**List of Supporting Documentation:** Fall 2014 Grades by Method, Spring 2015 Grades by Method

**Date Last Updated:** 9/10/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Natural Science

**Related Strategic Goal:**

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

**Action Plan #:** NASC-03

**Action Plan Title:** Co-curricular Assignments in Conjunction with Select Center Events

**Desired Outcome:** To increase co-curricular academic and social activities between the Department of Natural Sciences and other academic departments

**Description of Action Plan and Related Activities:**

- Initiate an assignments in cooperation and coordination with other academic departments
- Initiate social activities in coordination with other academic departments

**Team Members:** Department Chair and full-time faculty

- 8. Cheri Gregory
- 9. Elizabeth Fitch
- 10. Janet Forde
- 11. David Palmer

**Timeline:**

**Est. Cost:** 0

**Budgeted:** Choose an item.

**Evidence of Success:** Enter evidence of success

- Occurrence of coordinated assignments and activities
- Student input and responses

**Current Status:** Planning

**Describe Progress:** Initial contacts have been made and planning is in progress to coordinate several activities and assignments both academic and social.

**Describe Needed Changes:** Pending



**List of Supporting Documentation:** Communication has primarily taken place verbally (via personal or phone conversation) with no hardcopy documentation currently available.

**Date Last Updated:** 9/10/'15

# Motlow State Community College

## Institutional Effectiveness Plan

**Unit:** Nursing

**Unit Head:** Pat Hendrix

**Division:** Academic Affairs

**Statement of Purpose:** The Nursing and Allied Health Department supports the mission of Motlow State Community (MSCC) by:

- Supporting students' development of self-understanding and self-growth in the process of becoming a health care professional.
- 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 graduates for meeting present and future health care needs of the communities in which they serve.

Reviewed: 11/24/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 higher than the national pass rate for the National Council Licensing Examination (NCLEX-RN) and will be over 85%.

**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.
  - 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.
  - 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.

**Team Members:** Nursing director and faculty

**Timeline:** Annually

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** NCLEX score reports will show that MSCC nursing students achieved an annual program pass rate higher than the national pass rate for the National Council Licensing Examination (NCLEX-RN) and will be over 85%.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress: NCLEX PASSING RATE: 2010 – 2014**

MSCC Pass Rate Compared to the National Pass Rate

YEAR	NUMBER	PASSED	MSCC
TAKING TEST		NAT'L	
PASS RATE			
PASS RATE			
			2010
			2011
			2012
			2013
			2014
		2015	67
			62
			70
			61
			65
		51	66
			61
			69
			53
			63
		51	99%
			98%
			99%
			87%
			97%
		100%	87%
			88%
			90%
			83%
			82%
			85%

**January-December 2015**

Of the 51 students who graduated, 51 students passed on the first attempt for a pass rate of 100%. Tennessee's pass rate is 89.15% and the national pass rate is 85.49%.

**January-December 2014**

Of 65 students who graduated, 63 students passed on the first attempt for a pass rate of 97%. Tennessee's pass rate 87.44% and national pass rate of 81.79%.

**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%.

**Describe Needed Changes:** Nursing staff will continue to maintain the current level of instruction while assessing student learning outcomes and make any necessary improvements.

**List of Supporting Documentation:** NCLEX scores included in document

**Date Last Updated:** 11/18/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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.
- 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.
  - Simulations 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.

**Team Members:** Nursing faculty and director

**Timeline:** Ongoing

**Est. Cost:** \$ 0

**Budgeted:** Included in current budget

**Evidence of Success:** Banner report will show that at least 60 % of admitted nursing students will complete the nursing program within 150% of the length of the program.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Assessment Results and Use of Results:**

**Spring 2015**

The desired outcome was achieved. 52 out of 82 generic students admitted 2012 graduated in 2014, plus 5 completed in 2015 =  $57/82 = 69.5\%$  completion rate. LPN Transition students completion rate (admitted 2013): 14 out of the 18 completed = 78%. Program completion:  $71/100 = 71\%$

**Spring 2014**

The desired outcome was achieved. 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**

The desired outcome was achieved. 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**

The desired outcome was achieved. 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%
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2006	61	34 (2008)	3	37/61 = 60%
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Number of New Students

Admitted – NET 1410

(NET 1350 moved to Summer)

2007	69	40(2009)
------	----	----------

2008	70	(2010)
------	----	--------

2009	66	(2011)
------	----	--------



**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 data included in document

**Date Last Updated:** 06/12/14

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 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 newly-hired full-time, tenure-track nursing faculty members will attend an ACEN Self-Study Forum within the first two years of employment.
- An SPEP review will be conducted and updated as needed.
- The ACEN dues will be paid from the nursing budget and receipts kept on file.
- Opportunity given to remaining full-time faculty to attend an ACEN Self-Study Forum.
- All newly-hired, full-time, tenure-track nursing faculty will attend a self-study forum within two years of employment.

**Team Members:** Nursing director and faculty

**Timeline:** Annually and ongoing

**Est. Cost:** \$ 2125

**Budgeted:** Included in current budget

**Evidence of Success:** Letter from ACEN will show continued accreditation

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:**

**2015**

Site visit conducted spring 2015 and full accreditation granted in August 2015. Next accreditation visit scheduled in 2023. Two faculty members are scheduled to attend ACEN Self-Study Forum in fall 2015.

Notification sent to ACEN of placement of permanent director.

**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.

**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:** [ACEN Letter](#)

**Date Last Updated:** 11/20/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 Accreditation

**Desired Outcome:** 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 Nursing and Allied Health department director and faculty will:
  - Participate in CAAHEP site visit in fall 2015.
  - Receive full approval of accreditation from CAAHEP in spring 2016.
  - Maintain CAAHEP accreditation by:
    - Annually assessing for any needed changes in the plan and to review results, in accordance with CoAEMSP standards.
    - Completing the annual report for CoAEMSP and report any substantive changes.
- Paying annual dues to CoAEMSP as required.

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

**Timeline:** Ongoing

**Est. Cost:** \$1750

**Budgeted:** Included in current budget

**Evidence of Success:** Letter of Review received from CoAEMSP will show accreditation of program

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**2015**

During the year 2014-15, Nursing and Allied Health faculty and staff completed and submitted the LSSR (Letter of Review Self-study report).

10 students began the program in fall 2014 and 10 students completed in summer 2015. 60% of students successful passed state certification exam.

**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.

**Needed Changes:** It is anticipated that the CAAHEP site visit will be in fall 2015. We anticipate the receiving CAAHEP accreditation in spring 2016.

**Supporting Documentation:** CoAEMSP LSSR

**Date Last Updated:** 08/21/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Nursing

**Related Strategic Goal:**

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

**Action Plan #:** NURS-05

**Action Plan Title:** Satisfaction with Nursing Program - Graduating Student and Employers of Graduates

**Desired Outcome:**

- 85% of graduates will indicate on the graduate survey sent 6-12 months post-graduation that they are satisfied with the education they received from the Nursing Program.
- 85% of employers will respond to the employer survey sent 6-12 months post-graduation that they are satisfied with the graduate preparation for entry-level positions.

**Description of Action Plan and Related Activities:**

Electronic survey is reviewed by faculty.

6-12 months post-graduation, an electronic survey is sent to all nursing graduates.

6-12 months post-graduation, an electronic survey is sent to area hospital administrators asking them to evaluate new MSCC nursing graduates.

Beginning in 2015, the graduate survey will ask graduates to provide the name of their hiring agency and manager, including contact information.

**Team Members:** Director of Nursing and Allied Health; Nursing Coordinators

**Timeline:** Review to be completed by end of October

**Est. Cost:** \$0.00

**Budgeted:** Choose an item.

**Evidence of Success:** The summary of results will show that 85% of graduates and employers are satisfied with education provided by MSCC Nursing Program.

**Current Status:** On Schedule

**Describe Progress Below**

**2014-15**

The desired outcome was partially met.

Class of 2014 survey had 39 respondents (65 graduates) = 60% graduate responses. On the Class of 2014 survey, the question, "Please rate your overall satisfaction with the nursing education you received at MSCC" was mistakenly omitted secondary to editorial changes that were made to the survey.

Employer survey had 12 responses. 100% of respondents replied that they were "Very Satisfied" with this statement, "Overall, how would you evaluate the Motlow RN graduate's ability to perform safe and efficient care?"

**Describe Needed Changes:**

- Ensure survey is complete each year.
- Use the following evaluative scale: Very Unsatisfied; Dissatisfied; Satisfied; Very Satisfied; Not Applicable on both graduate and employer surveys.
- Update student emails prior to graduation.
- In 2015, include obtaining employment information and manager contact information.

**List of Supporting Documentation:** Annual Survey Results included in document

**Date Last Updated:** 08/21/15



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Nursing

**Related Strategic Goal:**

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

**Action Plan #:** NURS-06

**Action Plan Title:** Satisfaction with Paramedic Program - Graduating Student and Employers of Graduates

**Desired Outcome:**

- Paramedic graduates will indicate on graduate survey sent 6-12 months post-graduation that 85% of the graduates are satisfied/very satisfied with the education they received.
- Employers will respond to the employer survey sent 6-12 months post-graduation that 85% of them are satisfied/very satisfied with the paramedic preparation for an entry-level position.

**Description of Action Plan and Related Activities:**

- Survey will be reviewed annually by EMS program coordinator and paramedic instructor.
- Graduate survey will be sent electronically to graduates 6-12 months post-graduation.
- Employer survey will be sent electronically to graduates 6-12 months post-graduation.
- Data will be reviewed and used to evaluate need for program changes.

**Team Members:** EMS program coordinator and paramedic instructor

**Timeline:** Survey to be sent out annually six months post-graduation.

**Est. Cost:** \$0.00

**Budgeted:** Included in current budget

**Evidence of Success:** The summary of results will show that 85% of graduates and employers are satisfied with education provided by MSCC Paramedic Program.

**Current Status:** On Schedule

**Describe Progress Below**

Progress will be reporting after June 30, 2016.

**Describe Needed Changes:**

**List of Supporting Documentation:**

**Date Last Updated:** 08/21/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Nursing

**Related Strategic Goal:**

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

**Action Plan #:** NURS-07

**Action Plan Title:** Paramedic Exit Exams/Field Tests (AAS and C2)

**Desired Outcome:** MSCC paramedic students will achieve an annual program pass rate that will meet the state standard of being within 10 points of the national pass rate for the National Registry of Emergency Medicine Technicians Examination (NREMT).

**Description of Action Plan and Related Activities:**

- Provide tests that prepare students for NREMT exam.
- Each course exam will be analyzed and reviewed.
- Use cumulative and summative exams.
- Emphasize psychomotor practice of skills.

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

**Timeline:** Annually

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** NREMT score reports will show that MSCC paramedic students achieved an annual program pass rate met the state standard of being within 10 points of the national pass rate for the National Registry of Emergency Medicine Technicians Examination (NREMT).

**Current Status:** On Schedule

**Describe Progress Below**

**Summer 2015**

Of the 10 students who completed the Paramedic certificate, 7 passed the NREMT exam which is within 10 points of national pass rate. Outcome is met.

		YEAR	NUMBER		
# PASSED	MSCC	TAKING TEST	NREMT		
% PASS RATE	NAT'L				
% PASS RATE	Psychomotor # Taken		Psychomotor # Passed		
2015 10	7	70	77	10	100%

**Describe Needed Changes:**

**2015-16**

EMT faculty worked to implement new adaptive testing procedures and benchmarks prior to testing with NREMT.

**List of Supporting Documentation:** NREMT examination

**Date Last Updated:** 11/24/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Nursing

**Related Strategic Goal:**

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

**Action Plan #:** NURS-08

**Action Plan Title:** EMT and AEMT Exit Exams/Field Tests

**Desired Outcome:**

**Desired Outcome:** Maintain a NREMT pass rate within 10 points of the national average on cognitive exam within the first three attempts. Maintain an 80% or higher pass rate on psychomotor exam.

**Description of Action Plan and Related Activities:**

- Monitor the results of NREMT results annually.
- Analysis of each course exam will be completed and reviewed with faculty.
- Maintain qualified faculty.
- Emphasize psychomotor practice of skills.

**Team Members:** EMS program coordinator and EMT instructors

**Timeline:** To be reviewed each summer

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** NREMT reports will show that MSCC EMT and AEMT students achieve pass rates within 10 points of the national average on cognitive exam within the first three attempts and maintain an 80% or higher pass rate on psychomotor exam.

**Current Status:** On Schedule

**Describe Progress Below**

**2014-15**

**MSCC EMT NREMT Scores**  
**YEAR    NUMBER**  
**TAKING TEST    NREMT**

		# PASSED	% PASS RATE	MSCC NAT'L	Psychomotor Exam	Psychomotor Exam
% Pass Rate		# Passed	% PASS RATE	MSCC NAT'L	Psychomotor Exam	Psychomotor Exam
2014	23	13	57	68	23	100%

EMT – of the 23 students who completed the certificate, 13 (57%) passed the NREMT exam. The national state pass rate was 68%. The desired outcome was not met. 100% of the students completed the psychomotor exam.

		MSCC AEMT NREMT Scores		Psychomotor Exam	Psychomotor Exam	
% Pass Rate		YEAR	NUMBER	Psychomotor Exam	Psychomotor Exam	
		TAKING TEST	NREMT	Psychomotor Exam	Psychomotor Exam	
		# PASSED	MSCC	Psychomotor Exam	Psychomotor Exam	
		% PASS RATE	NAT'L	Psychomotor Exam	Psychomotor Exam	
		# Passed	Psychomotor Exam	Psychomotor Exam	Psychomotor Exam	
2015	9	6	67	70	9	100%

AEMT – of the nine students who completed the certificate, 6 passed (67%) passed the NREMT exam. The national pass rate was 70%. The desired outcome was met. 100% of the students passed the psychomotor exam.

**Describe Needed Changes:**

**2015-16**

More requirements in adaptive testing preparation and more focus on NREMT testing categories.

**List of Supporting Documentation:** NREMT exam results are included in document

**Date Last Updated:** 11/24/15

# **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: 7/15/2015

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

**Unit:** Social Sciences

**Related Strategic Goal:**

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

**Action Plan #:** SOSOC-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:

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

**Team Members:**

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



**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

#### **Fall 2014-Spring 2015**

Completed and to be terminated.

**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:** D2L certificates of completion

**Date Last Updated:** 7/7/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Social Sciences

**Related Strategic Goal:**

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

**Action Plan #:** SOSOC-02

**Action Plan Title:** Social Sciences Online Offerings / Monitor and Ensure Online Course Quality

**Desired Outcome:** The Department of Social Sciences will evaluate online course quality. Success will be determined by comparing course completion rates (percentages) for conventional and online courses. The goal is for course completion rates for conventional and online courses to be equal with +/- 5% degrees of freedom.

Prior to July 1, 2015

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 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 Sciences will evaluate online course quality by comparing course completion rates for conventional and online **psychology** courses. This will be an ongoing IE plan and a different academic discipline will be evaluated each academic calendar year. A list of all Social Sciences courses offered in online format is provided below. The **psychology** courses to be evaluated are also listed below in **bold italics**:

1. ***PSYC 1030 General Psychology***
2. ***PSYC 1040 Abnormal Psychology***
3. ***PSYC 2014 Psychology of Human Sexuality***
4. ***PSYC 2120 Social Psychology***
5. ***PSYC 2130 Life Span Psychology***
6. SOCI 1010 Introduction to Sociology
7. SOCI 2010 Marriage and Family
8. CRMJ 1010 Introduction to Criminal Justice
9. CRMJ 1020 Introduction to the Legal Process
10. CRMJ 2010 Introduction to Law Enforcement
11. CRMJ 2020 Introduction to Corrections
12. HIST 1110 Survey of World Civilization I
13. HIST 1120 Survey of World Civilization II
14. HIST 2010 Survey of American History I
15. HIST 2030 Tennessee History
16. HIST 2020 Survey of American History II
17. POLS 1030 American Government
18. ANTH 2010 Introduction to Anthropology
19. GEOG 2010 World Geography

**Team Members:** Department chair and faculty

**Timeline:** Annually

**Est. Cost:** \$0 (unless a meeting is held and travel is paid) increase

**Budgeted:** Slight travel budget

**Evidence of Success:** Success will be determined by comparing course completion rates (percentages) for conventional and online *psychology* courses (PSYC 1030, PSYC 1040, PSYC 2014, PSYC 2120, PSYC 2130).

**Current Status:** On Schedule

**Describe Progress:**

2014-15

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.

**From 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						

**From 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					

**Needed Changes:** Beginning in fall 2015, the focus of this IE plan changed from developing online sections of Social Science courses to monitor the quality of online courses compared to conventional courses with the assessment of overall course pass rates. During the 2015-16 academic year, the department chair and faculty will review course completion rates by method, identify outliers and work to identify and correct potential problem areas that are related to online instructional method.

**List of Supporting Documentation:**

**Date Last Updated:** 8/27/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Social Sciences

**Related Strategic Goal:**

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

**Action Plan #:** SOSOC-03

**Action Plan Title:** Assessment of General Education Core Courses

**Desired Outcome:** Social Sciences courses in the general education core will be assessed per the two year rotating schedule and will meet or exceed designated effectiveness standards.

**Description of Action Plan and Related Activities:**

- 15) 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.
- 16) Department Chair meets with faculty members involved in assessment each semester to explain the assessment process.
- 17) Any changes needed are implemented and the assessment are given to students; after which, test are administered to students.
- 18) Course results are compiled and sent to the department chair, who notes if the effectiveness standards are met or not met.
- 19) Assessment results are discussed with faculty members.
- 20) Faculty in each discipline discuss curriculum changes and other changes for student learning outcomes that do not meet the effectiveness standards.
- 21) Possible solutions are incorporated into courses not meeting standards.

**Team Members:** Department Chair and full time faculty

**Timeline:**

General education courses are on a two-year rotating schedule.

**Est. Cost:** none

**Budgeted:** Included in current budget

**Evidence of Success:**

Use of assessment forms will indicated if the Social Sciences general education courses met or exceeded effectiveness standards.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:**

The desired outcomes were partially met.

<b>Course</b>	<b>Semester Assess</b>	<b>Results</b>	<b>Use of Results</b>
HIST 2030	Spring 2015	Effectiveness standards were met.	The department will reword questions 3 and 12 on the Tennessee History Question form, promote the curriculum handbook, conduct a survey to obtain feedback on the curriculum handbook, and update the Tennessee question form.
SOCI 1020	Spring 2015	Effectiveness Standards were partially met.	The department will review and redesign the pre/post-tests to ensure that it better aligns with the designated student learning outcomes. The pre/post-test will be available during the first and last week of the semester. In an effort to have students take the post-test more seriously, faculty will be given the opportunity to count the post-test as a grade.
SOCI 1010	Fall 14	Effectiveness standards were partially met.	The department revised the pre/post-tests, created a standard syllabus to ensure that all faculty were teaching the same learning objectives, revised the student learning outcomes, and redesigned the curriculum to embed learning opportunities for student to use critical thinking skills.
PSYC 1030	Fall 14	Effectiveness standards were partially met.	The department revised question 5 and 6 and modify curriculum to better address unmet effectiveness standard
HIST 2010	Fall 14	All Effectiveness standards were fully met.	The department will revise question 5 and 6 because the scores for these questions were the lowest. The department created a standard syllabus, revised student learning outcomes, and developed additional learning objectives.

**Describe Needed Changes:**

Needed changes are included in the above table.

**List of Supporting Documentation:**

Use of assessment forms, departmental minutes, and the curriculum handbook will be provided for supporting documentation.

**Date Last Updated:** October 28, 2015.

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

**Unit:** Social Sciences

**Related Strategic Goal:**

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

**Action Plan #:** SOSC-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 converted 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:**

- 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.

**Current Status:** Completed

**Describe Progress:** Completed and to be terminated

**Fall 2014—Spring 2015**

The Department Chair reviewed all syllabi and notified the Information Technology Specialist (Webmaster) to replace all outdated syllabi on the Departmental website with all updated Standard Syllabi. This is complete.

**Fall 2013-Spring 2014**

The Social Sciences faculty collaborated to convert syllabi from all disciplines to standard syllabus format. As of Fall 2014, over 90% of all syllabi had been converted. As of Spring 2015,



100% of all standard syllabi had been converted.

**Describe Needed Changes:** None

**List of Supporting Documentation:** All syllabi in standard syllabus format are available on our departmental web site. Please visit [http://www.msc.edu/social\\_science/syllabi.aspx](http://www.msc.edu/social_science/syllabi.aspx)

**Date Last Updated:** 8/31/2015

# 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 5 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 Moore County 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: 9/10/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 Motlow College-contracted training courses for participants at 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. The Director of WD & ES or other MSCC staff will tabulate the results of the evaluation and monitor assessment.

**Team Members:** Other MSCC employees who assist WDES on a part-time basis are one Secretary and one part-time Coordinator.

**Timeline:** July 1, 2014 – June 30, 2015

**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 overall training objectives were successfully delivered and received by the participants.

**2015**

This goal was met. The results were a 4.37 on the 5-point survey scale.

**2014**

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

**2013**

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

**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. This objective was met.

**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:** 9/10/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 Workforce Development & Extended Services unit will offer a Facility Use Survey to Campus Property Users in order to lay plans 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. The Director of WD & ES or other MSCC staff will tabulate the results of the evaluation and monitor assessment.

**Team Members:** Other MSCC employees who assist WDES on a part-time basis are one Secretary and one part-time Coordinator.

**Timeline:** July 1, 2014 – June 30, 2015

**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.

**2015**

The number of responses produced a 3.98 rating on a 4-point survey scale. This objective is being met.

**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.

**For 2015**

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:** 9/10/2015

# Motlow State Community College

## Institutional Effectiveness Plan

**Unit:** Fayetteville Center

**Unit Head:** Debra Smith

**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**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 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.

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 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.

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.

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.

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.

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:**

#### **2014-2015**

The ACE program classes at the Fayetteville Center continued to be offered during this academic year through offering the classes as an ITV option and combining the ACE enrollments at the McMinnville Center via ITV. An ACE schedule was developed that would allow a student to enter the ACE program after the co-hort had begun. The new schedule of ACE classes added the option of not beginning a new co-hort each academic year to assist with building enrollment numbers.

The MSCC Marketing department placed a billboard 1.7 miles away from the Fayetteville Center campus to advertise the ACE program and developed a box of recruitment materials to share with ACE alumni. It has been noted that our ACE alumni are our best marketing tools.

This plan was terminated at the end of the 2014-15 academic year.

#### **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 2014-15:**

The ACE program at the Fayetteville Center has experienced the lowest interest and enrollment since its inception. The ITV option is the only way that the low enrollment numbers have been supported. However, the low enrollment numbers are not unique to the Fayetteville Center. All MSCC campuses have experienced low interest and enrollment.

Success of the program in the past was due to a population of non-traditional students needing retooling due to job loss and changes in our local economy. Students entering the program over the last two years predominantly needed classes to finish a degree and not to fulfill a full degree program. This was detrimental to the co-hort style of the program. The lack of scholarships to support students in the ACE program may have also led to the low enrollment numbers as many of the currently enrollment students are relying on financial aid or tuition reimbursement to fund tuition.

Suggested changes to impact growth of the ACE program may include:

- ACE scholarships
- A marketing campaign listing specific programs of study that can be completed through the ACE program
- Renaming a General Studies program of study to a more clearly defined path for adult students
- Forming a committee to provide Prior Learning Assessment credit
- Removing the application requirement and allowing open enrollment
- Full time ACE Coordinator to concentrate on recruitment and marketing of the ACE program

#### 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:**

**Date Last Updated:** 6/15/2015

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

**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:**

**Fall 2014/Spring 2015**

No updates. This program was not offered at the Fayetteville Center during the 2014-15 academic year due to low interest from local industry.

**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. This IE plan will be terminated.

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

#### **List of Supporting Documentation:**

**Date Last Updated:** 7/14/15

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

**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:** Completed

**Describe Progress:** This IE plan will be terminated.

**Spring 2015**

The student satisfaction survey (S15SSSFayettevillecampusonly.docx) was administered during the spring 2015 term.

According to the annual student satisfaction survey (S15SSSFayettevillecampusonly.docx) administered to students in the spring 2015 term, **95.8%** 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 (S15SSSFayettevillecampusonly.docx) administered to students in the spring 2015 term, **75%** of students surveyed stated that they were aware of the different scheduling options available to students at the Fayetteville Center. Goal achieved.

**Because the goal has been achieved the last two years, a focus group was not formed to investigate ways to achieve the stated goals.**

**Fall 2014**

The survey results were not available due to low participation.

**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 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 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.

### **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](#))

#### **Describe Needed Changes:**

##### Changes based on findings in 2014-15:

It has been determined that this plan lacks the ability to show a cycle of improvement. This plan will be terminated at the conclusion of the 2014-15 academic year. Although assuring awareness of learning support services and different scheduling options is needed, it is equally if not more needed to assure that students are seeking these options and taking advantage of these services. This plan also lacks the ability to assess the quality of these services or options.

##### 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:**

**Date Last Updated:** 7/15/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:**

**Fall 2015-Spring 2016**

Create an ITV handbook and suggested ITV course protocol to ensure ITV courses are handled correctly by faculty and staff, giving the students a better experience.

**Fall 2014-Spring 2015**

Host adjunct faculty open houses to increase our adjunct pool before our influx of TN Promise students enter in Fall 2015.

**Fall 2013-Spring 2014**

Create complete listings of courses at our Center and online offerings offered by semester.

**Fall 2012-Spring 2013**

Add a survey to the online adjunct orientation to assess its effectiveness. We wish to receive a 90% survey satisfaction rate.

**Fall 2011-Spring 2012**

Create an online adjunct orientation that can be used by all adjuncts, but specifically targeting those who cannot attend adjunct faculty orientation and those who start other than the beginning of the academic year.

**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 will be completed annually

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:**

**Fall 2014-Spring 2015**

We will receive many new qualified adjuncts as a result of these events.

**Fall 2013-Spring 2014**

The complete listings of courses by Center and online offerings will be posted on the Motlow website.

**Fall 2012-Spring 2013**

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

**Fall 2011-Spring 2012**

Our online adjunct orientation will be used by adjuncts returning for the Fall 2012-Spring 2013 academic year.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:**

**Fall 2014-Spring 2015**

We hosted adjunct faculty open houses at the Smyrna Center in Fall 2014, and in Spring 2015 we hosted them at both the Fayetteville and McMinnville Centers. We did receive many new qualified adjuncts as a result of these events.

**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.

**Fall 2012-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.



### **Fall 2011-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:**

For the upcoming year, we plan to create an ITV handbook and suggested ITV course protocol to ensure ITV courses are handled correctly by faculty and staff, giving the students a better experience.

**List of Supporting Documentation:** Copies of potential adjuncts attending our adjunct faculty open houses at our Smyrna, Fayetteville, and McMinnville Centers.

**Date Last Updated:** 7/15/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Fayetteville Site

**Related Strategic Goal:**

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

**Action Plan #:** FVCT-05

**Action Plan Title:** Co-Curricular Engagement

**Desired Outcome:** The Fayetteville Center will develop and pilot two to three co-curricular activities per academic year to improve student engagement.

**Description of Action Plan and Related Activities:** Research consistently demonstrates the importance of co-curricular engagement in student success and retention. Additionally, the increased emphasis on assessing student learning outcomes in order to satisfy external groups such as governing boards and accreditation agencies supports the development of engaged learning practices within higher education institutions.

In the past, academic learning and student development have often been viewed as separate independent processes. However, studies in this area indicate the importance of a holistic approach incorporating learning both within and outside the classroom environment. Academic course content and curriculum instruction are combined with external student-based activities encouraging broad-based peer and staff interaction, guiding the student toward intended academic learning outcomes. Supporting this effort, the Fayetteville Center will develop and implement two to three co-curricular activities per academic year working in conjunction with center faculty and staff.

Year One (Planning/Pilot Year) –

- A calendar of Fayetteville Center student events will be developed by the Assistant Director of Student Services and the Center Director.
- The calendar of events will be shared by e-mail with all faculty teaching at least one class at the Fayetteville Center.
- An e-mail will be sent to all Fayetteville Center faculty and staff announcing plans to explore co-curricular assessment and the ways student engagement inside and outside the classroom can be positively impacted. Possible ways the student events can be coordinated with classroom learning outcomes will be spotlighted in the e-mail. A request to pilot will be attached to the e-mail.
- Two events each semester will be identified as potential assessed activities.

- The identified activity will supplement learning outcomes in two or more classes taught at the Fayetteville Center in a given semester.
- A pilot assessment tool will be developed and administered.
- A drawing will be held for those who complete and submit the assessment tool. The name drawn will be awarded an item purchased through the Fayetteville Center operating fund budget.
- A team of Fayetteville Center staff and faculty who participate in the co-curricular activity will meet at the close of each semester to determine if the activities chosen that semester were appropriate and if student engagement was improved.

**Team Members:** Fayetteville Center Staff and Faculty

**Timeline:** Fall 2015 and Spring 2016 will be used to identify one or two student events

**Est. Cost:** \$ 300 (\$150 per semester) **Budgeted:** Included in current budget

**Complete the following after implementation of the action plan.**

**Current Status:** Choose an item.

**Describe Progress:**

**Describe Needed Changes:**

**List of Supporting Documentation:**

**Date Last Updated:** 7/15/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Fayetteville Site

**Related Strategic Goal:**

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

**Action Plan #:** FVCT-06

**Action Plan Title:** Learning Community Pilot – Engineering and Technology

**Desired Outcome:**

Students seeking an Engineering, Math or Technology related program of study will participate in the Engineering and Technology Learning Community (ETLC) offered at the Fayetteville Center and will persist to graduation at the same rate or greater rate than students not participating in the learning community opportunity.

**Description of Action Plan and Related Activities:**

A learning community is a cohort-based educational program. Students take classes with the same group of students and support each other throughout the program. A learning community will connect students to a small community of faculty, staff, and peers with similar interests. This will help students to build valuable connections and experiences as they prepare for jobs and/or transfer to a four-year university.

Research shows participation in a learning community results in many positive educational outcomes for students including better grades, higher rates of course completion, improved retention of students, and higher rates of graduation.

Year One (Planning/Pilot Year) –

- The Engineering and Technology Learning Community was approved by Academic Affairs in May 2015 to begin at the Fayetteville Center fall 2015.
- Eligible students will be identified at summer new student orientations. The students will meet with an advisor and be presented with the advantages of participating in a learning community.
- If the student is interested in participating, the student will be asked to contact the ETLC advisor by e-mail (etlc@mscc.edu).
- The Fayetteville Center Director will meet with the ETLC advisor to develop a list of eligible students. A welcome message will be sent out to these student prior to the beginning of the fall 2015 term.

- A two-hour block of meeting time will be scheduled each week. This block will accommodate most student's schedules since the majority of the students will be registered for the same courses.
- A pilot assessment tool will be developed and administered.
- Activities and guest speakers will be arranged for the group.
- A meeting space will be provided to the group for group study, group projects, and social time.
- Students will be encouraged to interact through an online portal.
- An end of semester assessment tool will be developed and administered.

**Team Members:** Fayetteville Center Staff and Faculty

**Timeline:** Fall 2015 and Spring 2016 will be used to pilot the learning community, to identify students who are eligible to participate, and to coordinate activities for the program participants.

**Est. Cost:** \$ 300 (\$150 per semester) **Budgeted:** Included in current budget

**Complete the following after implementation of the action plan.**

**Current Status:** Choose an item.

**Describe Progress:**

**Describe Needed Changes:**

**List of Supporting Documentation:** Program flyer (Motlow engineering technology learning community.pdf), ETLC website

**Date Last Updated:** 7/15/2015

# 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 vice president for academic 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: 07/21/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:**

The new desired outcome for the 2015-16 academic year is to score 95% on the Satisfaction of Student Services Survey.

Prior to June 2015, 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:**

A McMinnville Center Handbook will be created and distributed to staff members. The purpose is to ensure excellent customer service, and aid employees in giving out complete and correct information. We will also hold regular meetings with all faculty and staff to determine how we can better work together. Our goal is to serve our students efficiently and effectively.

Prior to June 2015, we had the following plan. 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 2015

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Beginning with the 2015-16 academic year, the Satisfaction of Student Services Survey results will show at least 95% satisfaction with services offered at the McMinnville site.

Prior to June 2015, the 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 2014**

The results of the Student Satisfaction Survey showed that 100% of the students were satisfied with the services. This outcome was met, but with the addition of the new TN Promise program and resulting influx of students, we are focusing on customer service for the upcoming year. Some said yes, but their response was for most of the time. We want to improve that percentage.

#### **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.

**Describe Needed Changes:** We decided to increase our goal this year, because we can always do better. More focus will be on customer service for this new influx of students.

**List of Supporting Documentation:** Student Satisfaction Survey results included in document

**Date Last Updated:** 07/21/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** Because there are new initiatives every year, the desired outcome changes annually.

**Fall 2015-Spring 2016**

Create an ITV handbook and suggested ITV course protocol to ensure ITV courses are handled correctly by faculty and staff, giving the students a better experience.

**Fall 2014-Spring 2015**

Host adjunct faculty open houses to increase our adjunct pool before our influx of TN Promise students enter in Fall 2015.

**Fall 2013-Spring 2014**

Create complete listings of courses at our Center and online offerings offered by semester.

**Fall 2012-Spring 2013**

Add a survey to the online adjunct orientation to assess its effectiveness. We wish to receive a 90% survey satisfaction rate.

**Fall 2011-Spring 2012**

Create an online adjunct orientation that can be used by all adjuncts, but specifically targeting those who cannot attend adjunct faculty orientation and those who start other than the beginning of the academic year.

**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 will be completed annually

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:**

**Fall 2014-Spring 2015**

We will receive many new qualified adjuncts as a result of these events.

**Fall 2013-Spring 2014**

The complete listings of courses by Center and online offerings will be posted on the Motlow website.

**Fall 2012-Spring 2013**

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

**Fall 2011-Spring 2012**

Our online adjunct orientation will be used by adjuncts returning for the Fall 2012-Spring 2013 academic year.

**Current Status:** On Schedule

**Describe Progress:**

**Fall 2014-Spring 2015**

We hosted adjunct faculty open houses at the Smyrna Center in Fall 2014, and in Spring 2015 we hosted them at both the Fayetteville and McMinnville Centers. We did receive many new qualified adjuncts as a result of these events.

**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.

**Fall 2012-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.

**Fall 2011-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:**

For the upcoming year, we plan to create an ITV handbook and suggested ITV course protocol to ensure ITV courses are handled correctly by faculty and staff, giving the students a better experience.

**List of Supporting Documentation:** Copies of potential adjuncts attending our adjunct faculty open houses at our Smyrna, Fayetteville, and McMinnville Centers.

**Date Last Updated:** 07/21/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** McMinnville Center

**Related Strategic Goal:**

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

**Action Plan #:** MMCT-03

**Action Plan Title:** TN Promise Plan

**Desired Outcome:**

Increase enrollment by 5% in fall 2016 through better communications with the area high schools and having more helpful and knowledgeable office staff regarding the TN Promise program.

**Description of Action Plan and Related Activities:** The McMinnville Center will develop an annual TN Promise plan to work with the area high schools, potential TN Promise students and parents, and the TN Promise mentors.

**Team Members:** McMinnville Center faculty and staff

**Timeline:** Expected results will be completed annually

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:**

ARGOS report will show enrollment at the McMinnville Center increased by 5% in fall 2015.

**Complete the following when assessing a plan**

**Current Status:** Choose an item.

**Describe Progress:**

**Describe Needed Changes:**

**List of Supporting Documentation:**

**Date Last Updated:** 07/21/2015



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

**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 were completed by June 2015

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** We will provide various forms of documentation to show attendance.

**Current Status:** Completed

**Describe Progress:**

**Fall 2014-Spring 2015**

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. With all of these community outreach activities firmly in place, we are considering this goal to be completed.

**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 is completed and will not be renewed for 2015-16.

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

**Date Last Updated:** 07/21/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** McMinnville Site

**Related Strategic Goal:**

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

**Action Plan #:** MMCT-05

**Action Plan Title:** Co-Curricular Engagement

**Desired Outcome:** The McMinnville Center will develop and pilot two to three co-curricular activities per academic year to improve student engagement.

**Description of Action Plan and Related Activities:** Research consistently demonstrates the importance of co-curricular engagement in student success and retention. Additionally, the increased emphasis on assessing student learning outcomes in order to satisfy external groups such as governing boards and accreditation agencies supports the development of engaged learning practices within higher education institutions.

In the past, academic learning and student development have often been viewed as separate independent processes. However, studies in this area indicate the importance of a holistic approach incorporating learning both within and outside the classroom environment. Academic course content and curriculum instruction are combined with external student-based activities encouraging broad-based peer and staff interaction, guiding the student toward intended academic learning outcomes. Supporting this effort, the McMinnville Center will develop and implement two to three co-curricular activities per academic year working in conjunction with center faculty and staff.

Year One (Planning/Pilot Year) –

- A calendar of McMinnville Center student events will be developed by the Assistant Director of Student Services and the Center Director.
- The calendar of events will be shared by e-mail with all faculty teaching at least one class at the McMinnville Center.
- An e-mail will be sent to all McMinnville Center faculty and staff announcing plans to explore co-curricular assessment and the ways student engagement inside and outside the classroom can be positively impacted. Possible ways the student events can be coordinated with classroom learning outcomes will be spotlighted in the e-mail. A request to pilot will be attached to the e-mail.
- Two events each semester will be identified as potential assessed activities.

- The identified activity will supplement learning outcomes in two or more classes taught at the McMinnville Center in a given semester.
- A pilot assessment tool will be developed and administered.
- A drawing will be held for those who complete and submit the assessment tool. The name drawn will be awarded an item purchased through the McMinnville Center operating fund budget.
- A team of McMinnville Center staff and faculty who participate in the co-curricular activity will meet at the close of each semester to determine if the activities chosen that semester were appropriate and if student engagement was improved.

**Team Members:** McMinnville Center Staff and Faculty

**Timeline:** Fall 2015 and Spring 2016 will be used to identify one or two student events

**Est. Cost:** \$ 300 (\$150 per semester) **Budgeted:** Included in current budget

**Complete the following after implementation of the action plan.**

**Current Status:** On Schedule

**Describe Progress:**

**Describe Needed Changes:**

**List of Supporting Documentation:**

**Date Last Updated:** 7/15/2015

# 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, 2015– June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Smyrna Center

**Related Strategic Goal: (Access)**

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 73% of all college students are considered nontraditional, with women making up the majority. As these adult learners (defined as age 25 or older) pursue their educational goals, frequently they also manage a variety of additional roles and responsibilities in regard to employment, childcare and/or caring for aging family members. Traditional age students also appear to be juggling multiple tasks. A 2013 survey by Citigroup found nearly 80% of students work a minimum of 19 hours while in school. As a result, successfully pursuing and completing a degree can pose a challenge for many higher education students.

Additionally, as states adopt funding formula measures tied directly to student success and retention, higher education institutions increasingly must rely on the effectiveness of academic and student

service programs. Within the state of Tennessee, Governor Haslam's *Drive to 55* initiative strives to

raise the percentage of Tennesseans possessing a college degree or certificate to 55 by the year 2025.

Starting with the class of 2015, high school seniors attending either a community college or college applied technology receive their first two years essentially free under Tennessee Promise.

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, ITV, Accelerated, Online, and Independent study 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, 2016

**Est. Cost:** \$ 0

**Budgeted:** Included in current budget

**Evidence of Success:** Records obtained from the BANNER and ARGOS database systems will indicate a 30% student enrollment increase in Hybrid, ITV, Accelerated, Online, and Independent Study courses within the specified time frame.

**Complete the following when assessing a plan**

**Current Status:** Ahead of Schedule

**Describe Progress:**

**Fall 2014-Spring 2015:**

This goal was met primarily due to the increase of ITV and Online academic course options at the Smyrna Center.

<u>Fall 2013/Spring 2014:</u> <u>2015:</u>		<u>Fall 2014/Spring</u>
Hybrid	277	Hybrid
327		
Independent Study	19	Independent Study
16		
Two-Way Video (ITV)	230	Two-Way Video
(ITV)	268	
Online	428	Online
670		
<b>Total:</b>	<b>954</b>	<b>Total:</b>
<b>1281</b>		

**Total Percentage Increase for Assessment Year: 34.28%**

**Fall 2013-Spring 2014:**

This goal was not met. 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:

<u>Fall 2012/Spring 2013:</u>		<u>Fall 2013/Spring</u>
<u>2014:</u>		
Hybrid	283	Hybrid
	277	
Independent Study	22	Independent Study
	19	
Two-Way Video (ITV)	156	Two-Way Video
(ITV)	230	
Online	403	Online
	428	
<b>Total:</b>	<b>864</b>	<b>Total:</b>
<b>954</b>		

**Total Percentage Increase For Assessment Year: 10.41%**

**Fall 2012-Spring 2013:**

This goal was met. 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 2014-Spring 2015:**

After academic administrative review, the decision was made to reinstate the “Weekend Warrior” program at the Smyrna campus beginning fall 2015. The Adult College Express Program (ACE) which began fall 2014 has been met with minimal interest by students, potentially due to the wide availability of other course options and the additional application provision required of all students.

**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:** 7/01/2015

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

**Unit:** Smyrna Center

**Related Strategic Goal: (Success)**

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 academic advising process.

**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 many students choose not to return because the college has failed to create an environment, inside or outside 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 completion of a post-secondary credential or degree, the Smyrna Center staff 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 each academic year and reviewed by the Smyrna center staff and director. Strengths and weaknesses of the advising process will be identified in order to implement changes to improve the process.

**Team Members:** Smyrna Center Staff

**Timeline:** Review progress at the end of academic year

**Estimated Cost:** None

**Budgeted:** Included in current budget

**Evidence of Success:** Results from the annual Student Satisfaction Survey will show 75% of Smyrna respondents find the Smyrna advising process “Helpful” or “Satisfactory”.

**Complete the following when assessing a plan**

**Current Status:** Completed

**Describe Progress:**

**Fall 2014-Spring 2015**

This goal was met. Respondents to the 2014 Student Satisfaction Survey indicate 69.2% received advising services through the Advisement Center, 61.5% from faculty, and 7.7% from “Other”. Ninety-one percent of the respondents indicated they found the advice “Helpful”.

**Fall 2013-Spring 2014**

This goal was met. 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**

This goal was met. Respondents to the 2012 Student Satisfaction Survey indicate 77.5% received advising services from faculty, 47.2% from the Advisement Center, and 3.4% from “Other”. Results from the annual Student Satisfaction Survey indicated 93.3% of Smyrna respondents found the advice “Helpful”.

**Describe Needed Changes:**

**Fall 2014-Spring 2015**

Due to changes in the academic advising process surrounding the creation and implementation of Completion Coaches at each Motlow campus, this goal has been discontinued.

**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:** 2015 Student Satisfaction Survey results included in body

**Date Last Updated:** 07/01/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Smyrna Center

**Related Strategic Goal: (Quality, Success)**

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 and implement one success initiative each year.

**Fall 2015-Spring 2016:**

Center Directors will develop:

- 1) Suggested protocol for determination of courses to be formatted ITV
- 2) ITV handbook for review by Academic, ITV, and Distance Learning departments and committees.

**Fall 2014-Spring 2015:**

Center Directors will develop a complete listing of available courses at each location to assist in student advising and completion

**Fall 2013-Spring 2014:**

Center Directors will develop a survey to assess adjunct satisfaction with the online adjunct orientation process.

**Fall 2012-Spring 2013:**

Center Directors will develop and implement an online adjunct orientation.

**Description of Action Plan and Related Activities:** Center Directors will identify and implement a success initiative each year with the assistance of other departmental personnel as needed.

**Team Members:** Fayetteville and McMinnville Center Directors, others as needed depending on the specific initiative

**Timeline:** Review progress at the end of the academic year

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:**

**Fall 2015-Spring 2016:**

Completion and submission to appropriate departments and committees of ITV handbook and suggested protocol for determining ITV formatted classes.

**Fall 2014-Spring 2015:**

Completion and submission of program mapping for Smyrna, Fayetteville, and McMinnville campuses.

**Fall 2013-Spring 2014:**

Completion and administration of adjunct survey assessing adjunct online orientation process.

**Fall 2012-Spring 2013:**

Development and implementation of online adjunct orientation.

**Complete the following when assessing a plan**

**Current Status:** Completed

**Describe Progress:**

**Fall 2014-Spring 2015:**

This goal was met. Program maps detailing course availability for each degree and certificate offered by the college were developed and submitted to the Vice President of Academic Affairs office, allowing academic advisors and students to more accurately develop degree plans and course schedules.

**Fall 2013-Spring 2014:**

This goal was met. 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 2012-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:** 7-7-2015

# 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, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** The results of Satisfaction of Student Services Survey will show that at least 95% of the responding students are satisfied with the services of the Motlow 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 2014 – Spring 2015**

The desired outcomes were achieved. Results from 2014-15 Student Satisfaction with Services Survey are shown below.



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

Yes – 97.4 %

No – 2.6 %

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

Yes –91.6%

No – 8.4%

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

Yes –98.8%

No – 1.2%

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

Yes – 99.2%

No – .8%

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

Yes – 88.3%

No – 11.7 %

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

83.3% rated the food Very satisfactory or satisfactory

16.7 % rated the food as unsatisfactory or very unsatisfactory

#### **Fall 2013-Spring 2014**

The desired outcome of 95% was achieved in 3 of the 4 categories for the bookstore. In the area of the cafeteria, both questions were well under the 95% level. I plan to meet with the cafeteria manager whom is beginning her second year with the Moore County Campus to reinforce that priority of good customer satisfaction.

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

### **Fall 2012**

Not all areas accomplished the desire 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.

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%.

### **Fall 2011**

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.

#### **3**

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:** Results of Student Satisfaction with Services shown in body.

**Date Last Updated:** 9/1/15

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

**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:** Improved Course Completion Rates for FA Recipients Who Charged Textbooks

**Desired Outcome:** A 2 % increase in financial aid recipients who are successful semester completers from Fall 2013 to Fall 2014.

**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 2013 to Fall 2014. 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 2013 to Fall 2014 of successful semester completers of students receiving financial aid.

**Current Status:** Completed

**Describe Progress:**

**Fall 2013 – Fall 2014**

An Argos report was generated comparing data between Fall 2013 to Fall 2014. 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 .348%. The anticipated outcome is an increase of 2%; thereof, the anticipated outcome was not achieved.

**Describe Needed Changes:** Since this option is solely left up to the student, it has not produced the results that were anticipated; therefore, a decision was made to terminate this action plan.

#### **Fall 2013-Spring 2014**

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.

#### **Spring 2013**

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.

#### **Spring 2012**

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 Fall 2013 and Fall 2014

**Date Last Updated:** 9/1/15



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Business Affairs

**Related Strategic Goal:**

4.2 Advance our college as a role model for sustainability.

**Action Plan #:** BUSA-03

**Action Plan Title:** Composite Financial Index (CFI)

**Desired Outcome:** in accordance with Strategic Financial Analysis for Higher Education, a CFI of 3.0 is an indicator that an institution is relatively financially healthy. The goal is for Motlow State Community College is to maintain a CFI of at least 3.0.

**Description of Action Plan and Related Activities:** Motlow State Community College will calculate the CFI ratio within thirty days of the submission of the published financial statements to the TBR System Office.

**Team Members:** Vice President for Business Affairs and Business Office Staff

**Timeline:** Calculation will be conducted in the late fall of each year.

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Obtaining the calculated CFI rate of 3.0.

**Current Status:** On Schedule

Plans are to assess in fiscal year of 2015-16.

**Date Last Updated:** 9/1/15

# **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**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:**

Will continue to distribute our marketing piece internally and externally to increase awareness and generate donations.

**Team Members:** Director of Advancement (Jan Rogers); President (Anthony Kinkel); Coordinator of Advancement and Special Events (Phyllis Daniel); VP of Business Affairs (Hilda Tunstill) and Motlow College Foundation Trustees

**Est. Cost:** \$100

**Budgeted:** Included in current budget

**Evidence of Success:** \$5,000 will be donated to provide financial assistance to select transitional students on an as-needed basis

**Complete the following when assessing a plan**

**Current Status:** Completed

**Describe Progress Below:**

**Fall 2014-Spring 2015**

The desired outcome was not achieved. \$1,000 was raised falling short of the goal of \$5,000. However, recommendations for recipients have decreased significantly.

**Fall 2013-Spring 2014**

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

\$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.

**Fall 2012-Spring 2013**

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:**

Redouble efforts to make financial aid staff aware of the availability of the scholarship to generate application. Efforts will continue although IE being terminated. This IE plan will not be continued for AY 2015-16.

**List of Supporting Documentation:** Marketing piece

**Date Last Updated:** 8/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Advancement

**Related Strategic Goal:**

4.1 Increase resources from external sources.

**Action Plan #:** ADMT-02

**Action Plan Title:** Successful Fundraising Events

**Desired Outcome:** At least 3 fundraising events per year to be held with at least \$15,000 raised from these events.

**Description of Action Plan and Related Activities:**

Plan and hold fundraising events throughout the year including golf tournaments and gala.

**Team Members:** Director of Advancement (Jan Rogers); President (Dr. Anthony Kinkel); Coordinator of Advancement and Special Events (Phyllis Daniel); VP of Business Affairs (Hilda Tunstill) and Motlow College Foundation Trustees; Marketing Department staff

**Est. Cost:** Apx. \$5000/year for travel and promotional items      **Budgeted:** Included in current budget

**Evidence of Success:** Documentation to show goal met or exceeded

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress Below:**

**Fall 2014-Spring 2015**

The Foundation Golf Tournament was held in September 2014 netting over \$12,000; The gala held in March 2015 netted apx \$43,000; Lincoln County golf tournament held in May 2015 netted \$6,300. The total endowment increased by apx. \$281,500 for AY 14-15, made up of additions including but not limited to: STEM Program \$25,300; Emergency Fund \$7,500; Bell/Harrison Endowment (new) \$10,000; Megan's Bridge Scholarship (new) \$15,000; Motlow Basketball Athletic Association \$9,500 (men), \$1,300 (women); Softball fundraiser \$7,700; Ready to Work \$187,900 (complete list attached)

### **Fall 2013-Spring 2014**

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.

In addition to the above, donation totals for other funds are: Campaign to **S**ustain 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.

### **Fall 2012-Spring 2013**

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:**

Continue to build participation in each event to achieve greater proceeds and explore other potential fundraising ideas.

**List of Supporting Documentation:** Schedule of changes in fund balances 7/1/14 – 6/15/15

**Date Last Updated:** 8/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Advancement

**Related Strategic Goal:**

4.1 Increase resources from external sources.

**Action Plan #:** ADMT-03

**Action Plan Title:** Fundraise for the new ACE Scholarship through the Motlow College Foundation

**Desired Outcome:** Raise a minimum of \$12,000 for scholarships for the 15-16 academic year

**Team Members:** Director of Advancement (Jan Rogers); President (Anthony Kinkel); Coordinator of Advancement and Special Events (Phyllis Daniel); VP of Business Affairs (Hilda Tunstill) and Motlow College Foundation Trustees; Marketing Department; VP and Ass't VP of Academic Affairs

**Est. Cost:** \$100

**Budgeted:** Included in current budget

**Evidence of Success:** Donation report will show that a minimum of \$12,000 was raised for ACE scholarships.

**Complete the following when assessing a plan**

**Current Status:** New

**Describe Progress Below :**

**Describe Needed Changes:**

**List of Supporting Documentation:** Marketing Card

**Date Last Updated:** 8/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 \$5000

**Description of Action Plan and Related Activities:**

Continue to solicit hospitals, clinics and doctors for donations as well as for additional scholarships

**Team Members:** Director of Advancement (Jan Rogers); President (Anthony Kinkel); Coordinator of Advancement and Special Events (Phyllis Daniel); VP of Business Affairs (Hilda Tunstill) and Motlow College Foundation Trustees

**Est. Cost:** \$100

**Budgeted:** Included in current budget

**Evidence of Success:** Documentation will show at least \$5000 donated to the Campaign to Sustain and at least one new scholarship fund started

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress Below:**

**Fall 2014-Spring 2015**

Goal was achieved. \$5,500 was raised for the campaign to sustain Nursing

**Fall 2013-Spring 2014**

Goal was achieved. \$5,600 received in donations.

**Describe Needed Changes:**

More effort to communicate with hospital CEO's, doctors' offices, clinics and surgery centers for donations to the program.



**Supporting Documentation:** Banner screen

**Date Last Updated:** 8/2015

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

**Unit:** Advancement

**Related Strategic Goal:**

4.1 Increase resources from external sources.

**Action Plan #:** ADMT-05

**Action Plan Title:** Fundraise to Endow Motlow Ladies Philanthropic Society Scholarship

**Desired Outcome:** Endow the Motlow Ladies Philanthropic Society scholarship (\$100,000 goal)

**Prior to June 30, 2015:** The initial challenge to raise \$25,000 was reached and another \$25,000 match was offered and met resulting in over \$50,000 raised by the Foundation which was matched by a donor resulting in an endowment exceeding \$105,000.

**Description of Action Plan and Related Activities:**

All current and prior MLPS members and Foundation Trustees were contacted, primarily by email. Facebook pages of the MLPS and the Motlow College Foundation were utilized as well. Updates were sent throughout the campaign.

**Team Members:** Director of Advancement (Jan Rogers); President (Anthony Kinkel); Coordinator of Advancement and Special Events (Phyllis Daniel); VP of Business Affairs (Hilda Tunstill) and Motlow College Foundation Trustees

**Est. Cost:** \$100

**Budgeted:** Included in current budget

**Evidence of Success:** Documentation showing an endowment has been established

**Complete the following when assessing a plan**

**Current Status:** Completed

**Describe Progress:**

**Fall 2014-Spring 2015**

The initial goal was a \$50,000 endowment which was exceeded. Total raised for endowment fund exceeds \$105,000

**Describe Needed Changes:** N/A-Project completed AY 2014-15, however, donations will continue to be added. This IE Plan is complete and will not be renewed for 2015-16.

**List of Supporting Documentation:** Copies of correspondence

**Date Last Updated:** 8/2015

# **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, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 Moore County 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 year 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 with 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 annual 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 2015**

For the period July 1, 2014 to June 30, 2015, the goal has not been met as indicated by an approval rating of 94.1% in Fall 2014/Spring 2015. The approval rating was 97.8% for Fall 2014, 95.83% for Fall 2012, 100% for Fall 2011, and 96.17% for Fall 2010.

Since the goal was not met in the most recent survey, a closer look at the survey results was taken. We found that a much smaller number of students took the survey in 2015 (248) as compared to 2014 (755). It appears the smaller number may not fully represent the true level of satisfaction. The College is looking at how better participation in the survey can be achieved.

In any event, the Business Office will participate in an internal retreat this fiscal year and brainstorm on substantive ways we can improve student satisfaction.

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.

### **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 again 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 other ways 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 2014-2015](#)

**Date Last Updated:** 09/10/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** Each fiscal year, 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 2015:**

For the period July 1, 2014 to June 30, 2015, the goal was met. The Business Office has adopted three new best practices for efficiency in support of sustainability.

In August 2014, Banner third party billing was implemented. Previously, all invoices were prepared manually. Now the invoice is generated through student Banner system automatically. We are still perfecting the process. This process prevents data entry errors. The invoice is processed through Evisions Form Fusion and provides more student detail. The automation of this process allows staff more time to review the third party contracts prior to billing.

In March 2015, the Business Office implemented direct deposit for employee reimbursement for all employee reimbursements. 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.

In June 2015, the Business office significantly changed the process for Faculty/Staff Vehicle Hangtags for 2015-16. The goal is to streamline the process.

Going forward, employees will not pick up parking hangtags and pay for them at the Business Office like in the past. A new form will be used for each individual that is employed as a full-time faculty and/or staff or regular part-time staff member. The appropriate Vice President will distribute the forms and hangtags to their appropriate faculty and/or staff. Each Vice President should ensure that the form is completed and returned to the Business Office. This form is only completed when the parking hangtag is issued. It is not required on an annual basis. The auto registration card will no longer be utilized for faculty and staff. The \$10 fee will be processed through payroll instead of each person having to pay in person. The deduction will occur on the October payroll of each year.

The hangtag no longer has an expiration date and is meant to be used while employed by Motlow. Only one hangtag will be issued per individual. The faculty/staff person should use this hangtag until further notice. When an employee departs from Motlow, each employee will turn in his/her hangtag to the Business Office as part of the out processing procedure.

#### **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 2014-2015](#)

**Date Last Updated:** 9/10/2015

**Motlow State Community College**  
**Institutional Effectiveness Plan**

**Unit:** Internal Audit

**Unit Head:** Tammy Wiseman

**Division:** Business Affairs

**Statement of Purpose:**

The Institute of Internal Auditors defines internal auditing as an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

The Internal Audit function adheres to The Institute of Internal Auditors' mandatory guidance including the Definition of Internal Auditing, the Code of Ethics, and the International Standards for the Professional Practice of Internal Auditing (Standards). This mandatory guidance constitutes principles of the fundamental requirements for the professional practice of internal auditing and for evaluating the effectiveness of the internal audit activity's performance.

**Reviewed:** 9/14/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Internal Audit

**Related Strategic Goal:**

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

**Action Plan #:** INAD-01

**Action Plan Title:** Successful Required TBR Audits

**Desired Outcome:** Office of Internal Audit will satisfactorily perform audits required by the Tennessee Board of Regents.

**Description of Action Plan and Related Activities:**

The current fiscal year Audit Plan serves as a guide for the upcoming year to budget audit hours and scheduling due dates for completion. A quarterly report is submitted to the Tennessee Board of Regents System-Wide Internal Audit of budgeted versus audit hours and explanation of any adjustments from the original Audit Plan.

**Team Members:** Internal Auditor

**Timeline:** annually

**Est. Cost:**

**Budgeted:** Included in current budget

**Evidence of Success:** The Year-End Status Report of the Internal Audit Plan for fiscal year 2015-2016 will show all audits were satisfactorily completed.

**Complete the following only when assessing a plan**

**Current Status:** On Schedule

**Describe Progress Below**

2015-16

**Describe Needed Changes:**

**List of Supporting Documentation:**

**Date Last Updated:** 9/14/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Internal Audit

**Related Strategic Goal:**

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

**Action Plan #:** INAD-02

**Action Plan Title:** Management Risk Assessment Review

**Desired Outcome:** To review Management Risk Assessments completed by Motlow State Community College as well as the Tennessee Center for Applied Technology at McMinnville, Murfreesboro, and Shelbyville assessing internal controls as required by the Tennessee Board of Regents on a three year cycle for each major process – Academic Affairs and Instruction, Auxiliary Services, Financial Management, Information Technology, Institutional Support, Physical Plant, and Student Services.

**Description of Action Plan and Related Activities:**

The Tennessee Board of Regents System-Wide Internal Audit has selected the Crawford Risk Analysis Tool to conduct risk assessments. This tool is a series of linked Excel spreadsheets with embedded macros that, based on management's input, produce various risk assessment documents. After review by the internal auditor, the required documents are submitted by management to the Tennessee Board of Regents System-Wide Internal Audit.

**Team Members:** Internal Auditor

**Timeline:** May 2016

**Est. Cost:**

**Budgeted:** Included in current budget

**Evidence of Success:** TBR correspondence will show the successful completion and submission of required documents to the Tennessee Board of Regents System Wide Internal Audit by the due date.

**Complete the following only when assessing a plan**

**Current Status:** On Schedule

**Describe Progress Below**

**Describe Needed Changes:**

**List of Supporting Documentation:**

**Date Last Updated: 9/14/15**

# **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, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** All applicant pools for vacant faculty and staff positions 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, 2016.

**Est. Cost:** \$12,500

**Budgeted:** Included in current budget

**Evidence of Success:** The summary sheet for each job posting for each job posting will show at least one diverse candidate.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:**

**2014-2015**

The desired outcome was partially achieved. Out of the applicant pools for 26 job postings, there were 8 that did not include an underrepresented candidate. 4 of those 8 were advertised twice in an attempt to obtain a more diverse pool.

## **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:****2014-2015**

Human Resources will increase its funding for outreach and advertising in new publications and in traditionally minority community centers and churches.

**2013-2014**

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:** 10/01/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Human Resources

**Related Strategic Goal:**

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

**Action Plan #:** HRES-02

**Action Plan Title:** Faculty Competency Compliance with SACSCOC

**Desired Outcome:** Human Resources will monitor and ensure that the College is 100% compliant with SACSCOC Faculty Competency Standard.

**Description of Action Plan and Related Activities:**

As new faculty are hired, Human Resources will work with each Department Chair to ensure that all new hires are vetted to meet SACSCOC Competency Standard using the Faculty Credential Approval Form. We will conduct a review and alert the VPAA that a faculty non-compliance issue needs to be resolved by the end of the academic year.

**Team Members:** Human Resources Staff, Vice President for Academic Affairs, Department Chairs

**Timeline:** June 30, 2016

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Summary form for vetted faculty will show 100% compliance with SACSCOC Faculty Competency Standard.

**Current Status:** On Schedule

**Describe Progress Below (if assessing year)**

Will report after implementation...2015-16 is implementation year

**Describe Needed Changes:**

**List of Supporting Documentation:** Faculty Credential Approval Form

**Date Last Updated:** 11/23/15





# Motlow State Community College

## Institutional Effectiveness Plan

**Unit:** Student Affairs

**Unit Head:** ~~Regina Burden~~ Cheryl Hyland

**Division:** Student Affairs

### Statement of Purpose:

The Student Affairs division ~~and Institutional Advancement Unit~~ consists of several units ~~two diverse functions~~ that work together to provide support services that seek to enrich and empower the students and community it serves. Student Affairs includes the offices of Admissions and Records, the Advisement- Student Success Center, Athletics, Career Planning and Placement, ~~Counseling~~ Disability ~~Disabilityy~~ and Testing, ~~Disability~~ Services, ~~Health and Wellness Services~~, Recruiting (Assistant Directors), and Student Affairs. The activities supported by the offices include advisement, recruiting, registration, retention, grade reporting, collegiate ~~and intramural~~ athletics, ~~health services and wellness activities~~, job placement and career services, ~~counseling~~, disabled student support services, new student orientation, student discipline, student government, student organizations, student publications, testing, and tutoring. Institutional Advancement, through its community relations, promotes the institution.

The diverse functions, working together, create an environment of support services and activities that promote success of a diverse student body with emphasis on development of the total person.

Reviewed: ~~6/15/2014~~ 12/10/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Student Affairs

**Related Strategic Goal: (Quality)**

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

**Action Plan #:** STUD-01

**Action Plan Title:** Student Satisfaction with Student Affairs Services

**Desired Outcome:** Student satisfaction with services provided by Student Affairs will improve by at least .5% annually. The Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) will be used to gauge satisfaction with these services.

Prior to July 1, 2015

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:** The Student Affairs division provides a wide variety of services to students in effort to improve student success. These services include:

- Academic advising with completion coaches
- Career counseling with completion coaches and student success staff
- Financial aid assistance
- Transfer credit assistance
- Assistance for students with disabilities

To provide the best possible level of service and to better meet students’ changing needs, the services provided by Student Affairs will be annually assessed using either the Community College Survey of Student Engagement (CCSSE) or the Survey of Entering Student Engagement (SENSE).

The director of Institutional Research, Planning, and Communication (IRC) will coordinate both the CCSSE and SENSE survey. Faculty members in pre-selected classes will administer the surveys, returning them to the IRC Director where they will be submitted for scoring. Results will be posted on the IRC web site.

Student Affairs staff and administrators will analyze the CCSSE and SENSE results for services provided by the Student Affairs division to identify areas for improvement. In an effort to better

assist students in persisting to completion of a post-secondary credential or degree, Student Services staff will develop and implement effective services.

The following CCSSE and SENSE items will be assessed.

<b>Service</b>	<b>CCSSE Item</b>	<b>SENSE Item</b>
Academic Advising	13.2a	20.3a
Career Counseling	13.2b	20.3b
Financial Aid	13.2g	20.3g
Transfer Credit Assistance	13.2j	20.3j
Disabilities Services	13.2k	20.3k

**Team Members:** Vice President of Student Affairs; Dean of Students; Student Affairs Unit Directors, Director of Institutional Research, Planning, and Communication, Participating Faculty.

**Timeline:** Annually

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Results from the CCSSE and SENSE survey will show that student satisfaction with services provided by Student Affairs improved by at least .5% annually.

**Current Status:** In progress

**Describe Progress:**

### **2014-2015**

With the desired outcome change in July 2015, 2014-15 data is used to set baseline for 2015-16.

<b>Service</b>	<b>CCSSE Item</b>	<b>15-16 Baseline</b>
Academic Advising	13.2a	90%
Career Counseling	13.2b	77%
Financial Aid	13.2g	83%
Transfer Credit Assistance	13.2j	80%
Disabilities Services	13.2k	79%

### **2013-2014**

This goal was not met. Results from the CCSSE survey indicate 74.58% of respondents indicated satisfaction with the college providing support needed to help succeed in college as “quite a bit” or “very much”.

### **2012-2013**

This goal was not met. Results from the CCSSE survey indicate 76.43% of respondents indicated satisfaction with the college providing support needed to help succeed in college as “quite a bit” or “very much”.

**Describe Needed Changes:** Under new presidential and administrative leadership, Motlow State Community College has recently made several changes created to improve student persistence and success. The recent establishment of Completion Coaches fall 2015 at each campus is designed to assist students in feeling supported in the pursuit and attainment of academic goals. Upon admission, students are assigned an individual campus based Coach who monitors academic progress in addition to providing guidance and assistance in dealing with external classroom challenges. Writing and Math tutoring services have also been implemented at each campus to provide academic skill development and “hands on” encouragement. Academic First Year Experience courses for students requiring Reading Learning Support are being piloted fall 2015 in an effort to aid students in adjusting to a collegiate academic environment.

The desired outcome of this IE plan was changed for coming 2015-16 year to better assess the specific services provided by the Student Affairs division. The previous desired outcome was too general to effectively assess specific student services.

**List of Supporting Documentation:** Community College Survey of Student Engagement (CCSSE) S15 results for baselines are shown in document

**Date Last Updated:** 09/01/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Student Affairs

**Related Strategic Goal: (Quality)**

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

**Action Plan #:** STUD-02

**Action Plan Title:** Student Affairs Professional Development

**Desired Outcome:**

- 1) Training and professional development needs of the staff will be assessed and professional development will be tailored to meet those needs.
- 2) Ninety-five percent of participants will indicate satisfaction with professional development and training presentations as “Very good” or “Excellent”.

**Description of Action Plan and Related Activities:** Student Affairs departments play a critical role in student higher education experience, contributing to self-exploration and intrapersonal growth. Recognizing continually changing student demographics and associated challenges both within and outside the classroom, student affairs personnel must remain current in terms of best practices.

In order to assess professional development needs within the division, a survey will be designed and administered to all division personnel. Based on survey results, a plan of action will be developed to include a minimum of one training workshop, presentation, and/or conference attendance opportunity each semester to designated staff within the unit.

Training topics will be selected from subjects such as customer service, student retention, FERPA, best practices, Financial Aid, “How to”, etc. Participants will be asked to complete an evaluation instrument at the end of training which will be returned to the Assistant Vice President. A summary report will be developed reflecting the overall rating. Where results are less than the desired outcome, the Assistant Vice President will meet with departmental heads to identify techniques to improve staff training and professional development.

**Team Members:** Vice President for Student Affairs; Dean of Students and Student Affairs Unit Heads

**Timeline:** June 30, 2016

**Est. Cost:** \$ 1,000

**Budgeted:** Included in current budget

**Evidence of Success:** 1) Scheduled professional development will be tailored to meet the needs of staff shown in results of professional development evaluation needs.

2) Evaluation results will show at least 95% of the respondents rated the overall training presentation as “Very good” “Excellent”.

**Current Status:** On Schedule

**Describe Progress:**

2014-2015:

This goal was met. Dr. Melissa Irvin, Director of Retention Services at Tennessee Technological University, conducted a session titled, “Improving Student Retention”. Twenty of twenty-one participants rated the session as “Very good” or “Excellent” (95.2%)

2013-2014:

This goal was met. Dr. Thomas Coaxum, Director of Institutional Effectiveness and Assessment at Alabama A & M University, conducted a session titled, “Institutional Effectiveness Assessment in Student Affairs”. A second professional development session was presented by Ms. Deb Smith of Motlow College on “Increasing Productivity and Creativity by Organization”. Twenty-five of twenty-six in attendance submitted evaluations regarding Dr. Coaxum’s presentation, rating it “Very good” or “Excellent” (96.36%). All twenty-six participants submitted evaluations regarding the presentation by Ms. Smith, rating it “Very good” or “Excellent” (100%).

2012-2013:

This goal was met. “You, Your Dreams, Your Journey-Both Personally and Professionally” workshop was presented by Mr. Ivan Jones and Mr. Vincent Windrow of Middle Tennessee State University. Of the twenty-four participants in attendance, all rated the presentation as “Very good” or “Excellent”.

**Describe Needed Changes:**

As part of the continual improvement process, a survey will be designed and administered to all staff within the division in order to effectively assess professional development needs. Additionally based on student feedback, results from the Survey of Entering Student Engagement (SENSE) will be analyzed and incorporated into staff development training and education. The Student Affairs Division will continue to actively seek to offer relevant professional development opportunities for personnel regarding best practices.

**List of Supporting Documentation:** Dr. Melissa Irvin Training Evaluations; Professional Development Needs Assessment Survey Form

**Date Last Updated:** 09/01/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Student Affairs

**Related Strategic Goal: (Quality)**

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

**Action Plan #:** STUD-03

**Action Plan Title:** Adult Learner Access and Success Assessment and Survey

**Desired Outcome:** 1) Complete a self-assessment of adult learner access and success. 2) Conduct a survey of adult learners

**Description of Action Plan and Related Activities:** A major component of Tennessee Reconnect and the 2015-25 Public Agenda is engaging adult learners. In 2015-16, the Office of Student Affairs will conduct a self-assessment of adult learner access and success including baseline quantitative and qualitative measures. Additionally, the office will conduct a survey among the adult learner population and utilize the results of the survey to assess student perceptions of campus environment and services.

The self-assessment report and survey results will be submitted to THEC as part of 2015-16 Quality Assurance Funding.

**Team Members:** Vice President for Student Affairs; Dean of Students

**Timeline:** June 30, 2016

**Est. Cost:** \$ 1,000

**Budgeted:** Included in current budget

**Evidence of Success:** 1) A completed self-assessment report of adult learner access and success including baseline quantitative and qualitative measures. 2) Results of the survey that assessed student perceptions of campus environment and services.

**Current Status:** On Schedule

**Describe Progress:** This is a new IE plan and will be assessed after 2015-16 implementation.

**Describe Needed Changes:** N/A



**List of Supporting Documentation: N/A**

**Date Last Updated: 12/10/2015**

# **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: 9/14/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 / Student Satisfaction with Admission Process and Related Communications

**Desired Outcome:**

- 1) 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.
- 2) Assess admissions process and communications with students and establish a desired outcome for future assessment of student satisfaction with the admissions process and communications.

Prior to July 1, 2015

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:** E-mail communications are sent to all students who have missing requirements when application is made. Follow-up e-mail communications are sent again about a month before pre-registration for the next term. E-mail became the means for communication with students in the fall term 2008 as an effectiveness measure. A conditional acceptance letter was added for first time freshman in the fall term 2011 as an additional effectiveness measure. This communication is disseminated immediately following admission application processing. Because of these actions, students receive information earlier than with past communication efforts, which provides greater opportunity for all requirements to be received in a timely fashion. IT staff assists Admissions and Records to identify progress towards the desired outcome of the action plan by creating and deploying a script, "First Time Freshman with holds".

**Team Members:** Financial Aid, Admissions and Records, and IT staff members

**Timeline:** Annually

**Est. Cost:** \$ 0

**Budgeted:** Included in current budget

**Evidence of Success:**

- 1) Output from the First Time Freshman with Holds script will show 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.
- 2) Results from assessment of admissions process and communications with students will produce an additional desired outcome for student satisfaction with the admissions process and communications.

**Prior to July 1, 2015**

Output from the First Time Freshman with Holds script will show 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.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:****Fall 2014**

In the fall term 2014, there were 1,081 first-time freshmen enrolled. Of the 1,081 enrolled, no students still had admissions holds at the end of the term. Admissions staff sent out e-mail reminders during the semester to students with active holds for missing requirements. Use of e-mail has been an effective means of communication. We met our goal again this term and will continue sending the second e-mail to remind students.

**Fall 2013**

In the fall term 2013, there were 1,106 first-time freshmen enrolled. Of the 1,106 enrolled, no students still had admissions holds at the end of the term. Admissions staff sent out e-mail reminders during the semester to students with active holds for missing requirements. Use of e-mail has been an effective means of communication. We met our goal again this term and will continue sending the second e-mail to remind students.

**Fall 2012**

In the 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. Admissions staff sent e-mail reminders to students with active holds for missing requirements as needed. Use of e-mail has been an effective means of communications. We met our goal again this term and will continue sending the second e-mail to remind students.

**Fall 2011**

In the 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. Admissions staff sends any

reminders needed. Use of e-mail has been an effective means of communications. We met our goal again this term and will continue sending the second e-mail to remind students.

### **Fall 2010**

In the 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. Admissions staff sends any reminders needed. Use of e-mail has been an effective means of communications. We met our goal again this term and will continue sending the second e-mail to remind students.

### **Fall 2009**

In the fall term 2009, there were 1,308 first-time freshmen enrolled. Of the 1,308 enrolled, 23 (.99%) students still had admissions holds at the end of the term. Admissions staff sends any reminders needed. Use of e-mail has been an effective means of communications. We met our goal again this term and will continue sending the second e-mail to remind students.

### **Describe Needed Changes:**

While the use of e-mail communication to students has proved to be effective, there is room to improve upon the quality of that correspondence. In fall 2015, admissions staff will make all admissions communication:

- consistent in format and appearance
- easier to view and understand from the student's perspective
- more accurately identify the appropriate response necessary from the recipient, and
- be disseminated on a more appropriate schedule as determined by student population characteristics.

In spring 2016, admissions staff will assess the admissions process and communications with students to identify other needed improvements and to establish a future desired outcome for student satisfaction with the admissions process and communications.

**List of Supporting Documentation:** [First Time Freshman with holds](#) (IT database script and the output results from said script for the fall term 2014); Student Communication examples: [First-time Freshman Conditional. pdf](#), [Transfer Conditional.pdf](#), [Readmit Conditional.pdf](#), [Special Conditional.pdf](#), [Transient Conditional.pdf](#).

**Date Last Updated:** 9/25/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Admissions

**Related Strategic Goal:**

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

**Action Plan #:** ADMS-02

**Action Plan Title:** Student Satisfaction with the Overall Customer Service provided by the Office of Admissions and Records

**Desired Outcome:** At least 95% of the respondents to the Student Services Survey will rate the overall customer service provided by the Office of Admissions and Records as satisfactory prior to the end of the assessing year.

Prior to July 1, 2015

At least 90% of the respondents to the Student Services Survey will rate the overall customer service provided by the Office of Admissions and Records as satisfactory prior to the end of the assessing year.

**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. The personnel of the Office of Admission and Records will review and evaluate results and make changes as needed. New staff receive customer service training as part of new employee orientation and training. Current staff attend professional development sessions and conferences which often include customer service best practices.

**Team Members:** Financial Aid, Admissions and Records, and IT staff members

**Timeline:** Review progress and evaluate December 1, 2015.

**Est. Cost:** \$ 0

**Budgeted:** Included in current budget

**Evidence of Success:** Results of the Student Services Survey will reflect that at least 95% of responding students rate the overall customer service provided by the Admission and Records Office as satisfactory.

Prior to July 1, 2015

Results of the Student Services Survey will reflect that at least 90% of responding students rate the overall customer service provided by the Admission and Records Office as satisfactory.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:**

**2014**

The Student Services Survey indicated that 92.9% of responding students rated the overall customer service provided by the Admissions and Records office as satisfactory. This survey represents all four campuses of MSCC. The expected outcome of 90% was met.

**2013**

The Student Services Survey indicated that 96.3% of responding students rated the overall customer service provided by the Admissions and Records office as satisfactory. This survey represents all four campuses of MSCC. The expected outcome of 90% was met. The Office of Admissions and Records strives to assist students in a professional and courteous manner. Continuous training in customer service and providing customers with accurate and complete information is always a top priority. Results and comments from the survey are also reviewed to identify any necessary corrective action to improve customer service.

**2012**

The Student Services Survey indicated that 96.8% of responding students rated the overall customer service provided by the Admissions and Records office as satisfactory. This survey represents all four campuses of MSCC. The expected outcome of 90% was met. The Office of Admissions and Records continually strives to assist students in a professional and courteous manner. Continuous training in customer service and providing customers with accurate and complete information is implemented at all campuses. Newly hired personnel will receive extensive training. Results and comments from the survey are also reviewed to identify any necessary corrective action to improve customer service.

**2011**

The Student Services Survey indicated that 96.4% of responding students rated the overall customer service provided by the Admissions and Records office as satisfactory. This survey represents all four campuses of MSCC. The expected outcome of 90% was met. The Office of Admissions and Records continually strives to assist students in a professional and courteous manner. Continuous training in customer service and providing customers with accurate and complete information is implemented at all campuses. Newly hired personnel will receive extensive training. Results and comments from the survey are also reviewed to identify any necessary corrective action to improve customer service.

## **2010**

The Student Services Survey indicated that 97.4% of responding students rated the overall customer service provided by the Admissions and Records office as satisfactory. This survey represents all four campuses of MSCC. The expected outcome of 90% was met. The Office of Admissions and Records continually strives to assist students in a professional and courteous manner. Continuous training in customer service and providing customers with accurate and complete information is implemented at all campuses. Newly hired personnel will receive extensive training. Results and comments from the survey are also reviewed to identify any necessary corrective action to improve customer service.

## **2009**

The Student Services Survey indicated that 95.8% of responding students rated the overall customer service provided by the Admissions and Records office as satisfactory. This survey represents all four campuses of MSCC. The expected outcome of 90% was met. The Office of Admissions and Records continually strives to assist students in a professional and courteous manner. Continuous training in customer service and providing customers with accurate and complete information is implemented at all campuses. Newly hired personnel will receive extensive training. Results and comments from the survey are also reviewed to identify any necessary corrective action to improve customer service.

**Describe Needed Changes:** For 2015-16, the desired outcome will be increased to 95%.

Leadership in the Office of Admissions and Records has been more active during the current assessment year by increasing the level of direct student interaction in the admissions and registration processes and in providing support for staff with examples of service.

As new personnel are hired, there will be extensive training in customer service and providing customers with accurate and complete information. Admissions and Records staff will also attend professional development training offered by TACRAO annually and all customer service training made available by Motlow State Community College. The Director of Admissions and Records will meet with admissions staff at each site for training every fall and spring semester covering best practices using actual scenarios and changes in the admission process and forms. The Director of Admissions and Records will also be included when Campus Directors schedule meetings so that any issues that may arise can be handled in a timely fashion.

**List of Supporting Documentation:** [SS S15 Admissions All Locations.docx](#) (results of the Student Services Survey)

**Date Last Updated:** 9/14/2015



# **Motlow State Community College**

## **Institutional Effectiveness Plan**

**Unit:** Athletics

**Unit Head:** Laura Monks

**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: 12/10/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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.

**2015**

This goal was met. Graduation rates for softball-80% (4/5); baseball-63% (5/8); men's basketball-100% (5/5 – 2 graduated spring 2015 and 3 graduated summer 2015); women's basketball-100% (7/7) – 5 graduated spring 2015, 2 graduated summer 2015).

### Retention Rates

1. The 1 softball player that did not graduate transferred to 4-year school.
2. The 3 baseball players that did not graduate 2 will be transferring to a four year institution and one will graduate spring 2016.

### **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

3. The 1 softball player that did not graduate plans to return in the fall to complete her degree.
4. 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.

#### **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:** [Sample Progress Report](#)

**Date Last Updated:** 12/3/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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.

**2014-15**

This goal was met. The athletic department graduated 84% of our athletes. Through the use of

progress reports, access to tutors, early alerts received by completion coaches and required study hall time each week, athletes completed required classes for graduation.

### **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:**

Completion Coaches will be asked to monitor athletes through mandatory academic checkup appointments.

**List of Supporting Documentation:** [2014-15 TCCAA Graduation Rates](#); [Sample Progress Report](#)

**Date Last Updated:** 12/4/15

# **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, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** At least ninety-five percent of the students who use the services provided by the Office of Disability Services will rate the services as good or excellent.

**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. Survey responses will be reviewed by the director and staff. 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.

**Team Members:** Staff of Disability and Testing Services

**Timeline:** Annually

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** The results of the Office of Disability Services Survey of Services will show 95% or more respondents find services good or excellent.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:**

**2014-2015**

From the surveys all were rated excellent when asked how satisfied they were with the services received from the Office of Disability Services. There were no negative ratings.

Summary of the results are below:

From all the surveys received for how satisfied are you with the services received from the Office of Disability Services the ratings were good or excellent. The scale is from 1 to 5 with 5 being the most satisfied and we received 5 on all but two of the surveys and on those two we received a 4.

### **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.

### **2012-13**

From the surveys received the question whether they were satisfied with their disability services received positive ratings. There were no rankings of poor.

### **2011-12**

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. To address the comment made last year about the tutoring we have asked the tutors to give us monthly updates on each student either by phone, person, or email. This seemed to work well. We knew if students were not meeting with the tutors and could follow up. We could also see the progress of how the students were doing.

From the comments made for this year we may need to meet with students once during the semester to check their progress.

**List of Supporting Documentation:** Summary of survey results (included in document); [sample survey](#)

**Date Last Updated:** 5/14/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** Students' post-test results will be at least ten percent higher than pre-test results on assessment of test taking presentation.

**Description of Action Plan and Related Activities:** 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.

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:** Summary of results will show that post-test results are at least ten percent higher than pre-test results on assessment of test taking presentation.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:****2014-2015**

We had scheduled five workshops and of the five workshops, three had to be rescheduled because of the snow days. We did have a few attend and of those that attended all the feedback on the evaluation forms were positive.

**Describe Needed Changes:**

We are going to try to add an online workshop that students can access at any time. I believe the biggest factor this year in low numbers were the multiple snow days the school had and it put everyone behind, including students.

**List of Supporting Documentation:** Flyers, pre-/post-test results and summary of evaluations

**Date Last Updated:** 5/14/15

**Motlow State Community College**  
**Institutional Effectiveness Plan**

**Unit:** Financial Aid

**Unit Head:** Joe Myers

**Division:** Student 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: 9/11/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Financial Aid

**Related Strategic Goal:**

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

**Action Plan #:** FINA-01

**Action Plan Title:** Student Satisfaction with usefulness of Financial Aid Web site

**Desired Outcome:** At least 85% of the students who access the Financial Aid web site will find the information on the site to be helpful.

**Description of Action Plan and Related Activities:** The Financial Aid Web Site provides students with forms, the financial aid handbook, tutorials, and a wide range of other information including:

- How to apply for financial aid
- Important dates and deadlines
- Link to login and check financial aid status
- Frequently asked questions and answers
- And more

Financial Aid staff continually update information on the web site with input from students and other campus departments as well as state and federal agencies. Updates are made to maintain current information and to improve access and usability of the site.

**Team Members:** Financial Aid Staff, IT staff, Web Master, Students, Foundation Office Staff

**Timeline:** Continuous; Annually

**Est. Cost:** \$ 200.00

**Budgeted:** Included in current budget

**Evidence of Success:** Results of the Satisfaction of Student Services Survey will show 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.

**Current Status:** On Schedule

**Describe Progress:**

### **2014-15**

The desired outcome was achieved. The results of the Student Satisfaction Survey indicated that 96.1 % of the respondents feel the financial aid web site is average or better. The results of the survey are demonstrating success. While the majority of the additional comments related to the website are good others pointed out areas for improvement. Some of the areas indicated for improvement were:

- Clearer
- Needs more information
- Needs updating
- Needs better menus
- Information on general financial aid knowledge
- Larger and bold fonts

### **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 2015-2016 financial aid year the financial aid web site will continue to be enhanced. Normal enhancements will continue to be implemented. Additional enhancements will be made by evaluating peer institutions websites and incorporating ideas gleaned from their design. We will also work with the college web master to increase the visibility of the Financial Aid Web Site to make it easier for students to find. Evaluation of the results and comments from the latest student satisfaction survey will be used to gauge areas for enhancement.

Also during the 2015-16 academic year, financial aid staff will develop an additional assessment of students' satisfaction with the financial aid web site. Currently, staff is considering the addition of student forums to be held at two or more centers to get more detailed feedback from students. If the pilot of the forums in spring 2016 proves successful, an additional desired outcome will be added to this plan for 2016-17 planning year.

**List of Supporting Documentation:** Student Satisfaction Survey Results; Financial Aid Web Updates

**Date Last Updated:** 9/11/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Business Affairs

**Related Strategic Goal:**

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

**Action Plan #:** FINA-02

**Action Plan Title:** Student Satisfaction with Financial Aid compared to Peer Institutions

**Desired Outcome:** Student's satisfaction with Financial Aid office assistance will compare favorably with students at peer institutions with Motlow CCSSE and SENSE means and/or frequency scores meeting or exceeding peer scores (on related items).

**Description of Action Plan and Related Activities:**

The Office of Research, Planning and Communication will administer CCSSE and SENSE on alternating years. The financial aid staff will utilize the results of the evaluated survey item to ensure that we are providing adequate financial aid services to our student population as compared to the Cohort. The staff will utilize staff meetings and conference calls to continually explore ways for improvements and simplifications of the financial aid process for our students.

**Team Members:** All Financial Aid Staff

**Timeline:** Ongoing; CCSSE and SENSE administered alternating years

**Est. Cost:** \$ 0.00

**Budgeted:** Included in current budget

**Evidence of Success:** The results for Community College Survey of Student Engagement Item 13.2g & Survey of Entering Student Engagement Item 18i will Motlow's means and/or frequency scores meet or exceed peer scores.

**Current Status:** On Schedule

**Describe Progress Below**

**2014-15**

The desired outcome was not achieved. Results from CCSSE implement in spring 2015 show the following for CCSSE Item 13.2g:

**13.2 How satisfied are you with the following services at this college?**

**1=Not at all, 2= Somewhat, 3=Very**

Item	Motlow College		Peers (Medium Colleges)		
	N	Mean	N	Mean	
13.2g. Financial Aid Advising		469	2.19	72,679	2.27

**Describe Needed Changes:** To improve student satisfaction with financial aid advising, the following changes will be implement in 2015-16:

- A full-time financial aid staff person will be located on the McMinnville Campus.
- A financial aid staff member will be visiting the Fayetteville Campus on a rotating schedule each semester.
- College Goal Tennessee events will be held on all four campuses.
- Plans are being made to implement Dynamic Forms, which will move the majority of the financial aid forms into an on-line format.
- Please let us know if you need additional information.

**List of Supporting Documentation:** The results of Item 13.2g of the Community College Survey of Student Engagement Motlow State Community College (2015 Administration) are included in the body.

**Date Last Updated:** 09/11/2015

# **Motlow State Community College**

## **Institutional Effectiveness Plan**

**Unit:** Student and Campus Relations

**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.

Some of the major functions/activities that are derived and administered out of the office are the Motlow Participant Partnership Program (MP3), Black History Month activities, Hispanic Month Activities, Women's History Month activities, observance of World Aids Day, Breast Cancer Awareness, hosting community leadership groups, participating in high school recruitment, coordinating TN Promise Moore County campus activities as well as supporting Tennessee's Drive to 55 campaign.

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** MP3 will enroll 35 students during the 2015-16 program year and move 75 percent of eligible participants to graduation and or successful transfer out status for the 2015-16 year. The program will host a minimum of four activities during the year.

**Description of Action Plan and Related Activities:**

MP3 Program will be revised and revamped during the 2015-16 academic year. Staffing reductions and reduced funding mandated the change. The program will consist of two fall semester meetings and two spring semester meetings, including a year-end reception will be held. A minimum of fifteen mentors will be recruited to support the program.

Activities include

August 2015 – MP3 signups

October 2015 – MP3 monthly meeting

December 2015 – MP3 monthly meeting

February 2016 – MP3 monthly meeting

April 2016 – MP3 monthly meeting and reception

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 for the 2014-15 year are:

Assistant Vice President for Student Affairs, Director of Student and Campus Relations, Director of Disability Services and Testing, Assistant Director of Student Success

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, 2014-June 30, 2015**

**Timeline:** July 1, 2012-June 20, 2013

**Est. Cost:** \$17, 744

**Est. Cost:** \$4,000

**Budgeted:** SERS TBR Funded Grant

**Budgeted:** Funding other than budget

**Evidence of Success:** The goals of the program were to 1) enroll 50 students across two primary campuses—Moore County and Smyrna. To supplement the enrollment, students from the Fayetteville Campus could become a part of the program, if needed; 2) assign each participant a high-quality mentor. Mentors were selected from within the campus faculty and staff and among community members. All mentors were required to attend Mentors’ Training. Training was held on the Moore County campus and Smyrna campus. To supplement training, mentors received mentoring manuals, were encouraged to net build among themselves, and received relative articles on best practices in mentoring.

A) Fifty students were enrolled during the program year. Students represented the Moore County campus and Smyrna campus. To participate in MP3, each participant met at least three of the eight eligibility criteria. Thirty-nine professional and community mentors were selected and trained for the 2014-15 program year. The academic goal of 2.5 GPA was reached in fall 2014.

B) Among the positive impacts of the program, students connected with their mentors and relationships were formed that proved successful in multiple areas—socially, culturally, emotionally, and academically. Because of the mentoring component, the College retained one student who had planned to dropout before the fall semester ended. The influence and connection of the mentor kept the student through the spring term. Positive impacts of the program go far beyond retention and mentoring. Students developing leadership skills, self-worth, as well as tenacity, grit, and a sense of belonging are immeasurable.

C) Retention rates proved successful, exceeding Motlow College rates. Charts below supports.

**Fall-to-Spring Retention Rates  
of MSCC MP3 Students (2014-2015)**

MP3 Cohort# in Original Cohort Following Spring		Fall-to-Spring Retention Rate	# Returned Following Spring	Transferred
F11	22	22	0	100%
F12	14	14	0	100%
F13	5	2	3	100%
F14	30	29	0	97%

**Comparative MSCC Fall-to-Spring Retention Rates**

	F11-S12	F12-S13	F13-S14	F14-S15
<b>All Students</b>	71%	70%	71%	72%
All Full-time	48%	46%	44%	49%
All Freshmen	73%	72%	73%	78%
All Traditional Aged	72%	74%	79%	81%

**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:**

##### **2014-2015**

The goals of the program were to 1) enroll 50 students across two primary campuses—Moore County and Smyrna. To supplement the enrollment, students from the Fayetteville Campus could become a part of the program, if needed; 2) assign each participant a high-quality mentor. Mentors were selected from within the campus faculty and staff and among community members. All mentors were required to attend Mentors’ Training. Training was held on the Moore County campus and Smyrna campus. To supplement training, mentors received mentoring manuals, were encouraged to net build among themselves, and received relative articles on best practices in mentoring.

A) Fifty students were enrolled during the program year. Students represented the Moore County campus and Smyrna campus. To participate in MP3, each participant met at least three of the eight eligibility criteria. Thirty-nine professional and community mentors were selected and trained for the 2014-15 program year. The academic goal of 2.5 GPA was reached in fall 2014.

B) Among the positive impacts of the program, students connected with their mentors and relationships were formed that proved successful in multiple areas—socially, culturally, emotionally, and academically. Because of the mentoring component, the College retained one student who had planned to dropout before the fall semester ended. The influence and connection of the mentor kept the student through the spring term. Positive impacts of the program go far beyond retention and mentoring. Students developing leadership skills, self-worth, as well as tenacity, grit, and a sense of belonging are immeasurable.

##### **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.

The following is a synopsis of the year and its evaluation from participants. Sessions were rated on a scale of 1-5 with 5 being the highest.

September 4, 2014—MP3 Mentors' Training, Smyrna Campus. Regina Burden was the trainer. Thirteen mentors were present. The presentation was titled "Effective Mentoring." Rating: 5

September 9, 2014-- MP3 Mentors' Training, Moore County Campus. Sidney McPhee was the trainer. Sixteen mentors were present. The presentation was titled "Effective Mentoring." Rating: 4

September 16, 2014—Mentors' and Mentees' Meet and Greet, Moore County campus. Rating: 5

September 23, 2014—Mentors' and Mentees' Meet and Greet, Smyrna Campus. Rating: 5

October 17, 2014—MP3 Retreat and Violence Against Women Training. A staff member from Haven of Hope presented the training. The retreat was conducted by Lance Ussery, founder of Upper Edge Adventure. Rating: 4

December 3, 2014—Holiday Social, Farmers Market, Murfreesboro, Tenn. Rating: 4

February 27, 2015—Monthly Meeting. Topic: Resume and Interviewing Skills. Presenter was Laura Jent, Executive Director of Human Resources, Motlow College. Rating: 5

March 27, 2015—Monthly Meeting. Topic: Physical Fitness. Presenter was Deborah Thomason, owner of Total Transformation Training. Rating: 5

April 10, 2015—Cultural Trip. Travel to Atlanta, GA. Visited three HBCUs: Morehouse College, Spellman, and Clark Atlanta; MLK Center for Non-Violence. Rating: 4

April 28, 2015—Year-end Celebration Banquet on the Moore County campus. Cary Holman, Motlow graduate was the speaker. Rating: 5

### **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:** Coordinators have identified two immediate needed changes for the upcoming program year. The program's goals are to

1. Enroll 50 students for the year, and
2. Host a participants' retreat in September to officially begin the new year

**List of Supporting Documentation:** 2014 Holiday Social Evaluations I; 2014 Holiday Social Evaluations II; Year-End Banquet Evaluations; Fitness Program Evaluations

**Date Last Updated:** 9/30/15

**Motlow State Community College**  
**Action Plan and Outcomes Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015-June 30, 2016**

**Unit:** Student and Campus Relations

**Related Strategic Goal:**

**Action Plan #:** STCR-02

**Action Plan Title:** Satisfaction with Campus Events and Speakers

**Desired Outcomes:** To host a minimum of five events spotlighting relevant issues and heritage celebrations across the four Motlow College campuses. Event attendees will evaluate the programs. The goal is to achieve an average satisfaction rate of 4.0 on a 5.0 scale.

**Description of Action Plan and Related Activities:**

The Office of Student and Campus Relation will coordinate and host events to heighten an awareness of and an appreciation for diversity and social issues that are in the forefront of our community. Programming will include but is not limited to Hispanic Month, Black History Month, Women's History Month, World Aids Day, Breast Cancer Awareness, Domestic Violence, and Autism. Additionally the office will host local leadership groups interested in higher education.

**Team Members:**

Director of Student and Campus Relations

**Timeline:** Annually

**Est. Cost:** Cost will be incurred by current budgets, including Student Affairs, Student and Campus Relations, and Office of the President

**Evidence of Success:**

A minimum of five events will be held. Evaluation results will show rating of programming of 4.0 out of 5.0 rating.

**Current Status:** Newly implemented

Complete the following when assessing a plan

New IE plan – will be assessed in June 2016.

**Describe Needed Changes:** N/A

**List of Supporting Documentation:** N/A

**Date Last Updated:** 11/25/2015

# 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**  
**Assessing 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-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 will return for the 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 and online students.

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:** Completed

**Describe Progress:** Data continues to support that orientations continue to prove to be a positive resource for students beginning at Motlow College.

**2014-15**

**Met**

- (1) Summer 2014 Pre- and Post-test results show that on each question 97% or higher had increased knowledge of important information.
- (2) Summer 2014 sessions were completed with a total of 1233 students attending at all four locations. Of the 1233 a total of 1040 registered for the Fall, 2014 term (84%). Of those registered for Fall, 2014, 83% returned in Spring, 2015.

**2013-14**

**Met**

- (1) Summer 2013 Pre- and Post-test results show that on each question 97% or higher had increased knowledge of important information.

(2) 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:**

#### Changes for 2015-16

While Student Success will continue to have New Student Orientations, after 2014-15 the orientations will not be assessed as an IE plan. This plan will be terminated and not be renewed for 2015-16.

#### Changes for 2014-15

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 2014); ARGOS Report data for students attending orientation and returning Spring Term 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, 2015 – June 30, 2016**  
**Assessing 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-02

**Action Plan Title:** Completion Coach Connection

**Desired Outcome:** 1) At least 85% of students will be satisfied with the services provided by completion coaches. 2) Fall-to-spring student retention rate will increase at least a 1.5% increase.

**Description of Action Plan and Related Activities:** Motlow provides its students with many opportunities to learn how to get the most out of their valuable college education and build skills for a successful future. One such opportunity is the implementation of Completion Coaches. Beginning with the Fall, 2015 term, all incoming freshmen will be assigned to a completion coach.

These coaches will use multiple methods to make connections with their assigned students and to provide them with important coaching and advising assistance.

- Meet and Greet
- E-mails to both their Motlow and Personal E-mail Accounts
- Texting via Motlow Alert System
- Phone calls
- Class visits

The coach and student meet initially to assess the individual's academic strengths, weaknesses and factors that impede academic progress and students will be encouraged to take responsibility for their education. Based on these discussions, staff will discuss and refer students to programs and resources available to assist them.

Academic coaching allows for coaches to empower students by helping them:

- objectively assess barriers to academic success
- establish attainable educational goals
- develop and maintain positive daily routines
- improve time management and organizational skills
- enhance self-esteem and self-advocacy skills
- develop a study schedule
- become active learners and class participants

- take effective lecture notes
- prepare for exams
- balance academic and social demands
- establish rapport with professors
- utilize college resources

Students who are noted as being potential “at-risk” students will be tagged for early and constant follow-up if needed and a recurring appointments will be scheduled.

A point of contact satisfaction survey will be developed in fall 2015 and be given to students after meeting with a completion coach (starting in spring 2016). This satisfaction survey will show satisfaction of visit with coach. At least 85% of students will be satisfied with the services provided by their completion coach. On spring 2016 census day, a Banner report will be generated for fall-to-spring retention desegregated by center and completion coach. This data will be reviewed by director and completion coaches. Student satisfaction and retention data will be used to improve services.

**Team Members:** Director of Student Success and Completion Coaches

**Timeline:** Annually

**Est. Cost:** No Additional Funds

**Budgeted:** Included in current budget

**Evidence of Success:** 1) Satisfaction survey results will show that at least 85% of students are satisfied with the services provided by completion coaches. 2) Banner report will show at least a 1.5% increase in fall-to-fall student retention.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:**

**2014-15**

Baseline retention data.

	<b>Fall 2014-Spring 2015</b>	<b>Fall 2014-Fall 2015</b>
All Students	73.5%	44.8%
Freshmen	78.0%	55.6%

**Describe Needed Changes:** N/A

**List of Supporting Documentation:** 2014-15 retention rates to establish baseline are included in the document.

**Date Last Updated:** 12/9/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Student Success

**Related Strategic Goal:**

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

**Action Plan #:** SSCS-03

**Action Plan Title:** Recruitment Tracking System

**Desired Outcome:** Development and implementation of Recruitment Tracking System to be utilized by campus recruiters for follow-up and tracking of prospective students

**Description of Action Plan and Related Activities:** With the implementation of basically full-time recruiters, Motlow will develop and implement a tracking system to use that will allow for the following:

- Gathering Contact and General Information from Prospective Students
- Entering of data into the system to build useable database
- Providing multiple follow-up attempts to students
- Tracking of prospective students in regard to program demographic (TnPromise, Adult, Veteran), interests, enrollment, etc.

Recruiters will use this system to reach out to prospective students in multiple formats:

- Phone follow-up
- Mailout
- Invitations to special events (Financial Aid Workshops, Community Service Events, etc.)

**Team Members:** Director of Student Success and Completion Coaches

**Timeline:** Annually

**Est. Cost:** No Additional Funds

**Budgeted:** Included in current budget

**Evidence of Success:** System will be developed and implemented by June 30, 2016.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:** N/A



**Describe Needed Changes:** N/A

**List of Supporting Documentation:** N/A

**Date Last Updated:** 11/9/15

# **Motlow State Community College**

## **Institutional Effectiveness Plan**

**Unit:** Information Technology & Administrative Services **Unit Head:** Cindy Logan

**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: 7/15/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Division of Information Technology and Administrative Services

**Related Strategic Goal:** 4.2 Advance our college as a role model for sustainability.

**Action Plan #:** ITCH-01

**Action Plan Title:** Annual professional development

**Desired Outcome:** Achieve at least 90% respondent satisfaction on the post-workshop survey provided to the workshop participants.

**Description of Action Plan and Related Activities:** Provide an annual workshop to the directors within the Division of Information Technology and Administrative Services, during which discussion and challenging exercises will allow the directors to improve their quality in leadership traits, which may include:

- Team Building
- Conflict Resolution
- Problem Solving
- Prioritization
- Action Planning
- Brainstorming Techniques
- Change Management
- Issue Analysis
- Motivation

**Team Members:**

- VP for Information Technology and Administrative Services
- Director for Research, Planning and Communication
- Director for Technical Operations
- Director for Administrative Computing Services
- Chief Security Officer
- Director of Libraries
- Director for Facilities
- Director of the Center for Academic Technologies

**Timeline:** Evaluate annually by December 1.

**Est. Cost:** \$500

**Budgeted:** Included in current budget

**Evidence of Success:** Results of the post-workshop survey will show at least 90% respondent satisfaction of the workshop benefits.

**Complete the following when assessing a plan**

**Current Status:**

**Describe Progress:**

**Describe Needed Changes:**

**List of Supporting Documentation:**

**Date Last Updated:** 7/13/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Division of Information Technology and Administrative Services

**Related Strategic Goal:** 4.2 Advance our college as a role model for sustainability.

**Action Plan #:** ITCH-02

**Action Plan Title:** Data Standards Initiative

**Desired Outcome:** The development of a timely, robust and dynamic data standards document, which will be referenced by all Motlow departments tasked with BANNER data entry, retrieval, reporting and analysis. Bi-monthly (every two months) updates to internal stakeholders with an overview and progress update of all BANNER-related data standard initiatives.

**Description of Action Plan and Related Activities:** The Vice President for Information Technology and Administrative Services will schedule bi-monthly (every two months) meetings, which will be attended by all team members. During the meetings, activities and discussion topics will include: 1) issues with data consistency and integrity; 2) issues with identifying and reporting on sub-populations or cohort; 3) issues encountered when data entry decisions are made and are not reported to all departments; 4) issues arising from interdepartmental communication breakdown; 5) strategies to promote interdepartmental support; 6) strategies for identifying and automating manual processes; 7) the development of a data standards document. The result of these meetings will be an accepted data standards document which will be revised as the team members deem appropriate. In addition, bi-monthly data standards updates will be communicated to all internal stakeholders.

**Team Members:**

- VP for Information Technology and Administrative Services
- Director for Research, Planning and Communication
- Director for Administrative Computing Services
- Coordinator for Academic Services
- Director for Financial Aid
- Assistant Director for Fiscal Services
- Director for Admissions and Records
- Director for Testing Services
- Assistant VP for Student Services

**Timeline:** June 30, 2016

**Est. Cost:** no cost

**Budgeted:** Included in current budget

**Evidence of Success:** Established and documented data standards manual, with documented bi-monthly (every two months) updates; meeting minutes from bi-monthly data standards committee meetings.

**Complete the following when assessing a plan**

**Current Status:**

**Describe Progress:**

**Describe Needed Changes:**

**List of Supporting Documentation:**

**Date Last Updated:** 7/15/2015

# Motlow State Community College

## Institutional Effectiveness Plan

**Unit:** Administrative Computing Services    **Unit Head:** Rexann Bumpus

**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 support encompasses all sites, Moore County, Smyrna, McMinnville, and Fayetteville.

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)
    - College Scheduler
  - 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: 08/15/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:**

**2014-15**

This continues to be measured through the annual IT and Administrative Computing Survey. There were 91.9% of respondents that access Banner. There were 69.3% who indicated upgrades and installations were done in a reasonable manner, with 22.6% indicating it was not applicable. Within the measurement of keeping the systems running, we have met our goal.

**26. In the last year, did you access BANNER?**

<b>Value</b>	<b>Count</b>	<b>Percent</b>
Yes	57	91.9%
No	5	8.1%

**28. BANNER software installations/upgrades are completed in a reasonable time frame.**

<b>Value</b>	<b>Count</b>	<b>Percent</b>
Strongly Agree	18	29.0%
Agree	25	40.3%
Disagree	5	8.1%
Strongly Disagree	0	0.0%
Not Applicable	14	22.6%

**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 – Banner Argos Survey results 2013.docx

**Describe Needed Changes:**

**2015-16**

We will keep track of unplanned outages, as well as, continue to do the annual IT and Administrative Computing Survey. Our goal will be to work more with users for testing of upgrades. The testing of the upgrades is an important piece of keeping the software up to date and running properly.

**2014-15**

We continued to strive to keep Banner and related systems up and running properly for the campuses. We had no unplanned outages. We have implemented upgrades in a timely manner and critical patches. We continue to help offices explore the capabilities of the software.

**List of Supporting Documentation:** Supporting documentation results are included with this report

**Date Last Updated:** 8/15/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** 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.

**Current Status:** On Schedule

**Describe Progress:**

**2014-15**

Out of the respondents, 32.3% indicate they use Argos. There 31% that indicate the process is reasonable and user-friendly. With, 63.5% indicating not applicable. We have exceeded our goal of 90% satisfaction. Out of those that responded, 96% are satisfied.

**32. In the last year, did you request an Argos report?**

<b>Value</b>	<b>Count</b>	<b>Percent</b>
Yes	20	32.3%
No	42	67.7%

**33. The Argos report request process is reasonable and user-friendly.**

<b>Value</b>	<b>Count</b>	<b>Percent</b>
Strongly Agree	8	12.7%
Agree	12	19.1%
Disagree	3	4.8%
Strongly Disagree	0	0.0%
Not Applicable	40	63.5%

**34. Argos report requests are completed in a reasonable time frame.**

<b>Value</b>	<b>Count</b>	<b>Percent</b>
Strongly Agree	8	12.9%
Agree	13	21.0%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable	40	64.5%

**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:**

**2015-16**

We have taken Argos requests by phone, meetings, emails, etc. We need to develop a better tracking mechanism so we can manage the request better. Maybe have a centralized email address for requesting service and reports. And we need to cleanup reporting that has been develop to have more consistency and non-duplicated reports.

**2014-15**

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.

**Date Last Updated:** 8/15/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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-03

**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.

**Current Status:** On Schedule

**Describe Progress:**

**2014-15**

We have seasoned staff and cross training has occurred internally. We have had staff attend outside training, when feasible. All the staff can provide coding and continue to learn about the different software. The student and finance analyst assist each other with coding projects. The DBA and Director, as well as, analyst continue to share knowledge. The reporting analyst is learning more about Banner processing.

**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:**

**2015-16**

This IE has been accomplished and there is not a need to continue to focus cross training.

**2014-15**

More projects were shared. A good example is Workflow. There are two analyst trained on Workflow. Reporting is a shared among analyst. ODS has been shared among the Director, Reporting Analyst, and DBA.

**List of Supporting Documentation:**

Supporting documentation results are included with this report.

**Date Last Updated:** 6/15/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Administrative Computing Services

**Related Strategic Goal:** 2.1 Enhance student persistence to completion of post-secondary credential or degree.

**Action Plan #:** ADSV-04

**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:** Survey results will show respondent satisfaction with locally developed software systems is 90% or higher.

**Current Status:** On Schedule

**Describe Progress:**

**2014-15**

We have delivered some custom self-service pages to enhance student processing. We continue to enhance those students, such as, testing sign in, exit exams sign in, Nursing applications, Facility tracking, etc. The development of these type of systems is on-going. Each are enhanced on a yearly basis. The results of the surveys are included from those who completed it. It has a 100% satisfaction rate.

**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:**

**2015-16**

IE 4 and 5 should be combined. We will expand the scope of the IE to include a focus on enrollment and retention, as well as, overall processing for the institution. We continue to develop new applications to be used on campus. College Scheduler, which compiles schedule options for students, is expected to be fully implemented during the next year. It is a purchased software. We also plan to implement the Ellucian delivered Mobile application. Revamping and reorganizing the use of Argos tools available to assist areas on campus is also a goal. We also are open to other areas of business process improvement, letter and email generations, tracking various students utilizing cohorts, tracking financial aid students and awarding. We will begin to track the success by the amount of staff time resources saved by the automation and the feedback from areas impacted.

**2014-15**

During this year, we maintained many of the areas listed. While, there is no resolution improving the advising system, at this time, we may have an opportunity to provide a locally developed system. With the new leadership and creation of Completion Coach, this has yet to be determined.

**List of Supporting Documentation:** [Survey of Software System/Web Form Development](#)

**Date Last Updated:** 8/15/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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-05

**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:**

**2014-15**

As stated in IE 4, we continue to make improvements to the internally developed software, as well as, create new. We implemented the Faculty Load and Compensation modules of Banner, created a Faculty absence self-service page, and implemented third party billing using Evisions FormFusion.

**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:**

**2015-16**

This IE should be combined with IE4 with the scope expanded to include process improvements with software development and/or creating Banner delivered processes to help with enrollment and retention.

**2014-15**

We completed a Resource Fair IT Drawing, Testing Sign-in, Dual Credit project, Nursing Competency Exam, and CLEP project. We had a 100% satisfaction from those who responded.

**List of Supporting Documentation:** Survey of Software System/Web Form Development

**Date Last Updated:** 8/15/2015

# **Motlow State Community College**

## **Institutional Effectiveness Plan**

**Unit:** Facilities Services

**Unit Head:** Brian Gafford

**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: 6/18/15

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**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:** Replacement of Maintenance Work Order Request System

**Desired Outcome:** 1) Installation, testing and implementation of new maintenance work order system for customer generated work order request. 2) Establishment of benchmarks and a desired outcome for completion rates.

**Description of Action Plan and Related Activities:**

Existing open market work order systems will be evaluated on capabilities, it integration, and cost. The Director of Facilities Service along with the Maintenance Supervisor will assess systems in place at other Colleges in the TBR system, examining suitability for Motlow's needs and past successes with the other colleges. Will then request proposals and requirements for the systems deemed practical for Motlow. Once proposals are received will review with Director of Information Technology for adaptability to our network. When a suitable system is found it will be acquired for the college.

**Timeline:** January 2016 - Systems evaluated and final selection made; March 2016 - System purchased and implementation to begin; June 2016 - System online and operational

**Est. Cost:** Approx \$6000 per year      **Budgeted:** Included in current budget

**Evidence of Success:**

An active maintenance work order system in operation that allows for campus submittal of work requests and projects. Ability to track maintenance requests and manpower utilization for all campuses.

**Complete the following when assessing a plan**

**Current Status:** On Schedule

**Describe Progress:** Complete after June 30, 2016

**Describe Needed Changes:** Complete after June 30, 2016

**List of Supporting Documentation:** Complete after June 30, 2016

**Date Last Updated:** 9/10/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2016 – June 30, 2017**

**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:** Replacement of Preventative Maintenance System

**Desired Outcome:** 1) Installation, testing and implementation of new preventative maintenance system. 2) Establishment of benchmarks and a desired outcome for completion rates.

**Description of Action Plan and Related Activities:**

Existing open market work order systems will be evaluated on capabilities, it integration, and cost. The Director of Facilities Service along with the Maintenance Supervisor will assess systems in place at other Colleges in the TBR system, examining suitability for Motlow's needs and past successes with the other colleges. Will then request proposals and requirements for the systems deemed practical for Motlow. Once proposals are received will review with Director of Information Technology for adaptability to our network. When a suitable system is found it will be acquired for the college.

**Timeline:**

January 2016 Systems evaluated and final selection made  
March 2016 System purchased and implementation to begin  
June 2016 System online and operational

**Est. Cost:** Approx \$6000 per year     **Budgeted:** Included in current budget

**Evidence of Success:** An active preventative maintenance system in operation that allows for automated issuing of preventative maintenance requests and scheduling. Ability to track preventative maintenance costs and manpower usage.

**Complete the following when assessing a plan**

**Current Status:** Choose an item.

**Describe Progress:** Complete after June 30, 2016

**Describe Needed Changes:** Complete after June 30, 2016

**List of Supporting Documentation:** Complete after June 30, 2016

**Date Last Updated:** 9/10/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** Students will rate the following items with ratings of “Meets”, “Exceeds”, or “Far Exceeds” for a sum total of at least 85% of the respondents.

1. Classroom Cleanliness
2. Restroom Cleanliness/Appearance
3. Classroom Comfort Level
4. Building/Grounds Accessibility
5. Building/Grounds Appearance
6. Maintenance Personal Cooperative, Helpful, Friendly

Prior to June 1, 2015

Students will 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.

**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 80% of the students 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:**

2014-2015

Goal Meet

1. Classroom cleanliness/appearance  
98.4% of the respondents rated this "far exceeds," "exceeds," or "meets".
2. Classroom comfort level  
98.3% of the respondents rated this "far exceeds," "exceeds," or "meets".
3. Restrooms cleanliness/appearance  
95.5% of the respondents rated this "far exceeds," "exceeds," or "meets".
4. Building/grounds appearance  
98.6% of the respondents rated this "far exceeds," "exceeds," or "meets".
5. Building/grounds accessibility  
98.2% 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".

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 97.8% therefore no further action is required.

2013-14

Goal not meet.

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”.

**Describe Needed Changes:**

2014-15

Multiple personnel changes were implemented to include Director of Facilities Service, Maintenance Supervisor, and Custodial Supervisor. These changes appear to have had positive impact of student satisfaction. This year’s student survey results were received in the same format as used in the 2007-08 survey.

2013-14

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:** [S15 Student Satisfaction Survey Results](#)

**Date Last Updated:** 9/10/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** Implement at least one new best practice for efficiency in support of sustainability

**Description of Action Plan and Related Activities:**

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 and continue five new best practices for efficiency in support of sustainability by 2016.

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. 4. Replace and upgrade interior and exterior lighting with new lighting technologies to include LED, high efficiency fluorescent and lighting controls. 5. Replace one of Moore counties gas fired chillers with new variable speed higher efficiency electrical unit.

**Team Members:** Facilities Services personnel

**Timeline:** Annually reviewed

**Est. Cost:** Varies

**Evidence of Success:** Report of best practice including potential effect on cost savings, efficiency and sustainability

**Current Status:** On Schedule

**Describe Progress:**

2014-15

Meet goal campus has five practices in implementation.

Finished replacement of Underground Chill/Hot water piping upgrade from Ingram to Eoff buildings. Which reduced makeup water to boiler and chiller feed water systems. This also allowed for a reduction in the chemicals required for water treatment. Upgraded Faculty Staff Parking lot with new LED fixtures that reduced the energy consumption by 75% while still maintaining the same light output. Began the design and project implementation for the chiller replacement on Moore Country Campus which will be completed by end of Calendar year 2015. Plan to upgrade lighting in the Regions student parking lot in the coming school year. Also on course for roof replacement for Nisbett and Power Buildings in fy 15-16.

2013-14

Meet Goal.

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:**

With a change in staffing sustainability continues to be implemented with internal and capital funding. A Certified Energy Manager has been hired by the college in the Director of Facilities Services position which will help in the evaluation of new initiatives. The capital maintenance funding cycle continues to be one of the major concerns, but use of other funds available has helped in moving forward with sustainability.

**List of Supporting Documentation:** Parking lot lighting spec sheet

**Date Last Updated:** 9/10/2015



# 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.

The library has a staffed, physical presence at each of the four Motlow locations. The library functions as a single library for equitable access to all on ground and online students. The vast majority of the library's collections (books, journals, and video) are electronic and accessible to all students at all locations as well as online to all students who have access to the internet. The library also has physical book collections at all four locations and routes books between locations on request through the daily campus courier.

The library locations are open whenever classes are in session as well as Monday – Friday 8:00 am – 4:30 pm on most days during the summer and between semesters.

Reviewed: 7/23/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Library

**Related Strategic Goal:**

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

**Action Plan #:** LIBY-01

**Action Plan Title:** Student Satisfaction with Library Assistance

**Desired Outcome:** A minimum of 90% of the students who respond to the Student Satisfaction Survey will rate the library staff as helpful.

2015: Change goal to from 85% to 90% of the respondents rating 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:**

**2015**

The desired outcome was achieved. 2014-15 survey results showed that 98.6% of students indicated that the library staff were helpful.

**2014**

The desired outcome was achieved. 98.8% of students who responded to the Student Satisfaction Survey indicated that the library staff were helpful.

**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:**

#### 2015-16

For the sixth year in a row over 98% of students find the library staff helpful. The library continues to try to maintain that level of service by seeking out additional staff training. We have invited the head of the campus phone center to talk to the staff about how her staff help people who call the college. (The library is also one of the points of service for off-campus calls.) We also have one of their notebooks which contains many answers to front-line questions. The library also invited the campus Completion Team to visit the library and discuss how the library could help student stay in school and graduate.

#### 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 results included in document

**Date Last Updated:** 7/24/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Library

**Related Strategic Goal:**

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

**Action Plan #:** LIBY-02

**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:**

**2014**

The faculty thought the library's collections met their student's needs this year at the following rates: books 90%; periodicals 94.7%; and videos 87.5%. The library met this goal.

**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**

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 results included in document

**Date Last Updated:** 7/24/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**Unit:** Library

**Related Strategic Goal:**

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

**Action Plan #:** LIBY-03

**Action Plan Title:** Student Satisfaction with classroom library instruction

**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.

**2015** Starting in the fall semester the library will do a point of service survey at the end of one half of the library instruction sessions. This will add a second outcome to our assessment of student satisfaction with library instruction.

**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:**

**2015**

93% of the students who received library instruction indicated that it helped them. This is down from previous years, but the sample size was small. Next year we will have additional data from the new point of service survey. The library met this goal.

**2014**

98.8% of students who received library instruction indicated that it helped them. The library met the goal.

**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:****2015**

The library will develop a brief new survey to use at the end of classroom library instruction sessions. One of the questions will be about the student's perception of whether the classroom library instruction was helpful.

**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 results included in document

**Date Last Updated:** 7/24/2015

# **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, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** Increase Student Engagement 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:**

**2014-15**

The desired outcome was achieved. The number of likes for the main college page has grown to 3,386. 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. Smyrna, Fayetteville and McMinnville centers also make frequent FB posts.

### 2013-14

The desired outcome was achieved. 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 desired outcome was achieved. 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.

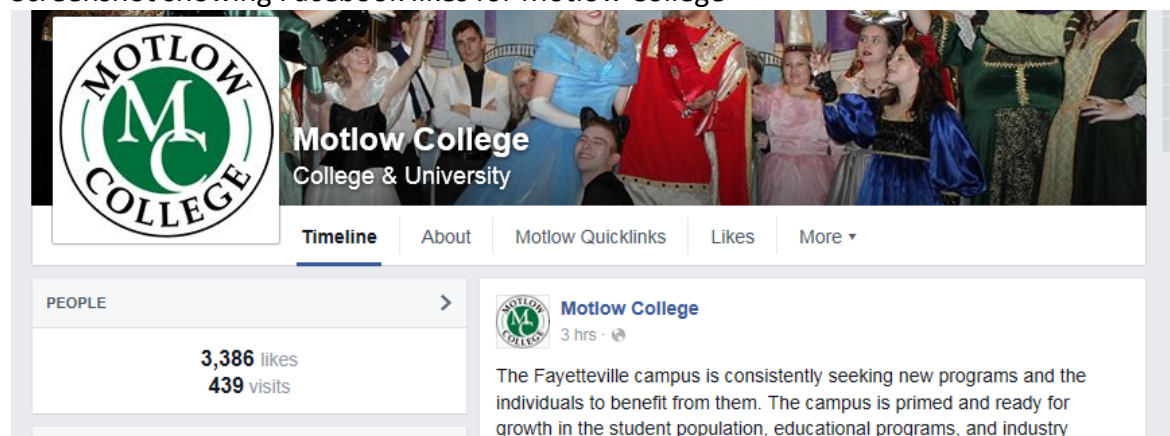
### 2011-12

The desired outcome was achieved. 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:** Will 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:

Screenshot showing Facebook likes for Motlow College



Screenshot showing Twitter tweets and follower for Motlow College



**Motlow College**  
@MotlowCollege  
Motlow Collegee enriches lives in 11

TWEETS 1,353   FOLLOWING 27   FOLLOWERS 1,057   LIKES 199

Tweets   Tweets & replies   Photos & videos

**Motlow College** @MotlowCollege · 3h  
Motlow Fayetteville campus primed and

Screenshot showing Twitter tweets and follower for Motlow Sports



**BUCKS**

**Motlow Sports**  
@MotlowSports

TWEETS 5,584   FOLLOWING 131   FOLLOWERS 945   LIKES 584

Tweets   Tweets & replies   Photos & videos

**Motlow Sports** @MotlowSports · Nov 25  
Stephaun Adams and @CinnCinnamon led the Bucks past M

Screenshot showing Facebook likes for Motlow Athletics



**Motlow College Athletics**  
School Sports Team

Timeline   About   Photos   Likes   More ▾

PEOPLE >  
1,018 likes

**Motlow College Athletics**  
November 25 at 7:56am · 🌐

Stephaun Adams and Darius Joell led the Motlow Bucks to a win over Northeast Mississippi Tuesday night. Read the details...

Date Last Updated: 10/15/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 Social Media Postings

**Desired Outcome:** Achieve satisfaction with social media sites of 92% or higher with responds being either excellent, average or above average.

Prior to July 1, 2014

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:** Promote deadlines, activities, events and news through the use of social media.

**Team Members:** Staff of office of Research, Planning and Communication

**Timeline:** Annually

**Est. Cost:** \$0

**Budgeted:** Included in current budget

**Evidence of Success:** Results of Student Satisfaction with Services survey will show satisfaction with social media sites of 92% or higher with responds being either excellent, average or above average.

**Complete the following after implementation of the action plan.**

**Current Status:** On Schedule

**Describe Progress:**



### **2014-15**

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 9% had gone to college Youtube site, 47% visited college FaceBook page and 17% had visited college Twitter page. Spring 2015 responses were as follows:

How useful was the information on the Motlow College YouTube site?

Excellent	65.5%
Above Average	20.7%
Average	10.3%
Poor	3.5%

How useful was the information in the Motlow College Facebook posts?

Excellent	44.0%
Above Average	24.6%
Average	29.1%
Poor	2.2%

How useful was the information in the Motlow College Twitter tweets?

Excellent	57.8%
Above Average	28.9%
Average	13.3%
Poor	0%

### **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%
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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 respondents 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:** The webmaster position moved to another area so this IE plan will only assess satisfaction with social media in 2015-16.

**List of Supporting Documentation:** Data in body of IE plan

**Date Last Updated:** 10/15/2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:**

**2014-15**

The 2014 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 2014 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.

**2013-14**

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.

**2012-13**

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.

**2011-12**

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.

**2010-11**

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.

**2009-10**

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:** Beginning in 2015-16, RPCO staff will work to provide online factbook information for the fall during the spring semester so that fall information will be available earlier than it has been in the past.

**List of Supporting Documentation:** Results of Technology Division Survey are shown in body.

**Date Last Updated:** 10/15/2015

**Motlow State Community College  
Institutional Effectiveness Plan**

**Unit:** Security

**Unit Head:** Ray Higginbotham

**Division:** Information Technology & Administrative Services

**Reviewed and Updated:** September 10, 2015



**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Security

**Related Strategic Goal:**

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

**Action Plan #:** SECU-01

**Action Plan Title:** Security & Safety Awareness for Employees and Students

**Desired Outcome:** Faculty, Staff and students will demonstrate their awareness of Security & Safety with at least 85% finding the training sessions to be informative.

**Description of Action Plan and Related Activities:**

Security Staff will conduct Security & Safety training throughout the academic year. Staff will also develop the Security web site and continuously update the site with additional supporting documentation and information. Material will be distributed throughout all Motlow Campuses promoting Safety & Security and increasing awareness. Increasing visibility of Security Staff will increase overall awareness and help to promote a safe and secure campus environment for all.

**Team Members:** Chief Security Officer

**Timeline:** June 30, 2016

**Est. Cost:** \$500.00

**Budgeted:** Funding other than budget

**Evidence of Success:** Training session evaluation summaries will show 85% of the training attendees strongly agree, or agree the training was informative.

**Current Status:** On Schedule

**Complete the following when assessing a plan**

**Describe Progress Below**

**2015-16:** In Progress

**Describe Needed Changes:**

**List of Supporting Documentation:**

**Date Last Updated:**

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**

**Unit:** Security

**Related Strategic Goal:**

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

**Action Plan #:** SECU-02

**Action Plan Title:** Gauge the Expectations & Attitudes of Employees & Students Regarding Personal Safety & Security

**Desired Outcome:** Improve personal safety & security on all Motlow Campuses by increasing overall awareness and developing positive attitudes and expectations regarding personal security.

**Description of Action Plan and Related Activities:**

Security will provide additional training, etc. Security Staff will actively engage faculty, staff, and students by conducting various training sessions throughout the academic year.

**Team Members:** Chief Security Officer

**Timeline:** June 30, 2016

**Est. Cost:** \$0.00

**Budgeted:** Included in current budget

**Evidence of Success:** Obtain an 85% rate of satisfaction on workshop evaluations. Follow up evaluations will demonstrate an increased level of satisfaction regarding personal safety & security among employees and staff.

**Current Status:** On Schedule

**Complete the following when assessing a plan**

**Describe Progress Below**

**2015-16:** In Progress

**Describe Needed Changes:**

**List of Supporting Documentation:**

**Date Last Updated:**

# 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 for all locations 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: 9/13/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 90% of the end users completing the Information Technology and Administrative Services survey expect the overall support from Technical Operations to be adequate or better. (This percentage was increased from 85% effective July 1, 2015)

**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. Two surveys are done annually, one for employees and one for students. The department uses feedback from the surveys and direct communication with end users to determine the level of satisfaction.

**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 90% of the respondents rate the statement "The overall support from ITT is adequate" as "Agree" or "Strongly Agree."

**Current Status:** On Schedule

**Describe Progress:**

**2014-15**

Results of the ITT survey that was administered in Fall 2014 indicate that 93.7% of the employee survey respondents agreed that the overall support from ITT is adequate. This goal was met.

**2013-14**

Results of the ITT survey that was administered in Fall 2012 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:** 9/13/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** 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 95% (This was increased from 90% effective July 1, 2015) 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:** Receive 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:** \$0

**Budgeted:** Included in current budget and TAF

**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 2015**

- If you have used MSCC’s computers, have they been in good working order? 98.4% of the respondents said “yes” to this question.
- If you have used MSCC’s help desk, did you find the service provided satisfactory? 97.9% of the respondents said “yes” to this question.



This goal was met.

### **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:** 9/13/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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:** 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. Survey results will be reviewed with staff and recommendations to improve service will be implemented if funds are available.

**Team Members:** Director of Technical Operations and staff.

**Timeline:** Annual

**Est. Cost:** \$25,000.00 annually

**Budgeted:** Included in renewal and replacement budget

**Evidence of Success:** 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 2015**

If you have taken any interactive video courses were there any equipment problems?

Yes –69.8%    No –30.2%

This is the lowest percentage we have received on this item since we have been doing this survey. Improvement has been made with the technology and its reliability.

If you have taken any interactive video courses and there were equipment problems, were the problems resolved promptly?

Yes – 81.8% No – 18.2%

This goal was met.

### **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:** 9/13/2015

**Motlow State Community College**  
**Action Plan & Outcome Assessment Report for Institutional Effectiveness**  
**Planning Year: July 1, 2015 – June 30, 2016**  
**Assessing Year: July 1, 2014 – June 30, 2015**

**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 Technology Rating

**Desired Outcome:** 85% of users will agree or strongly agree with the questions related to Motlow's effective use of current technologies.

**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 85% of the respondents to the *Evaluation of Information Technology and Telecommunications Survey* will rate questions related to technology as agree or strongly agree. (This goal was raised from 80% effective July 1, 2015)

**Current Status:** On Schedule

**Describe Progress:**

**Fall 2014**

Excluding the N/A category,

- There is a clear vision of the use of technology for the institutional good: 89.7% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 93.1% satisfaction
- The rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 89% satisfaction
- The rating for there is strong support for the use of technology is: 94.9 %
- The overall, technology is readily available and adequate to meet current needs rating is: 87.7 % satisfaction

The goal was met.

### **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:** 9/13/2015