Institutional Effectiveness 2013-2014

IE Expected Outcomes for Assessing AY 2012-13 and Planning AY 2013-14

Click on an EO number to view the expected outcome.

College Wide / President
CWAA-01   Progression Rate Improvement
CWAA-02   Increase in Number of Certificates and Degrees Awarded
CWAA-03   Online/ITV Course Student Satisfaction
Academic Affairs
VPAA-Purpose   Statement of Purpose
VPAA-01   Objective Measurement of General Education
VPAA-02   Job Placement Rate
VPAA-03   Employer Satisfaction
VPAA-04   Academic Audits
VPAA-05   Dual Admission Agreements
VPAA-06   Quality Enhancement Plan Implementation
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Asst. VP for Academic Affairs
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ACAD-02   Instructional Cost Per SCH
ACAD-03   Course Revision
ACAD-04   Curricular Changes
ACAD-05   Effectiveness of Online Pedagogy
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Business & Technology
BTCH-Purpose   Statement of Purpose
BTCH-01   Business Field Test
BTCH-02   UP Business Areas of Emphasis Exit Exam
BTCH-03   Online Course Offerings in Business and Technology
BTCH-04   Internationalization of Business Courses
BTCH-05   Business Program Accreditation
BTCH-06   Academic Audit
Career Readiness
CARE-Purpose   Statement of Purpose (Missing on mscc.edu)
CARE-01   Mechatronics Certificate Exit Exam
CARE-02   Internationalization of Career Readiness Course
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CARE-04   Mechatronic Capstone Course Project Presentation to Industry
Education
EDUC-Purpose   Statement of Purpose
EDUC-01   NAEYC Accreditation
EDUC-02   Internationalization of Education Courses
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EDUC-04   Academic Audit
EDUC-05   Assessment of General Education Core Courses
Humanities
HUMA-Purpose   Statement of Purpose
HUMA-01   Internationalization of Humanities Courses
HUMA-02   Humanities Online Offerings
HUMA-03   Assessment of General Education Core Courses

Languages
LANG-Purpose	Statement of Purpose
LANG-01	Spanish Online Course Offerings
LANG-02	Implementation of the Learning Support Program
LANG-03	Assessment of General Education Core Courses
LANG-04	Creation of Best Practices
LANG-05	Revision of English General Education Assessment

Mathematics
MATH-Purpose	Statement of Purpose
MATH-01	Learning Support Program
MATH-02	Internationalization of Math Courses
MATH-03	Assessment of General Education Core Courses
MATH-04	Learning Support Program - SAILS

Natural Science
NASC-Purpose	Statement of Purpose
NASC-01	Changing General Education Assessment Tool
NASC-02	Internationalization of Natural Science Courses
NASC-03	Assessment of General Education Core Courses
NASC-04	Natural Sciences Online Offerings

Nursing
NURS-Purpose	Statement of Purpose
NURS-01	Nursing Licensure Pass Rate
NURS-02	Completion Rate
NURS-03	Nursing Program Accreditation
NURS-04	Internationalization of Nursing Courses
NURS-05	Paramedic Program Implementation

Social Sciences
SOSC-Purpose	Statement of Purpose
SOSC-01	Internationalization of Social Sciences Courses
SOSC-02	Social Sciences Online Offerings
SOSC-03	Evaluation of General Education Assessment Tool
SOSC-04	Social Sciences D2L Training
SOSC-05	Increase Social Sciences Online Offerings
SOSC-06	Evaluation of General Education Assessment Tool

Fayetteville Center
FVCT-Purpose	Statement of Purpose
FVCT-01	ACE Programs of Study Expansion
FVCT-02	MSCC Fayetteville Center/Fayetteville Lincoln County Industrial Development Board Partnership
FVCT-03	Awareness of Student Services
FVCT-04	Center Directors' Success Initiatives

McMinnville Center
MMCT-Purpose	Statement of Purpose
MMCT-01	Student Satisfaction with McMinnville Center Services
MMCT-02	Center Directors' Success Initiatives
MMCT-03	Smithville Location Startup
MMCT-04	Dual Enrollment - Mechatronics at Warren County High School
MMCT-05	McMinnville Center Community Involvement
MMCT-06	McMinnville Center Enrollment Initiative

Smyrna Site
SMST-Purpose	Statement of Purpose
SMST-01	Alternative Class Formats
SMST-02	Satisfaction of Student Advising Process at the Smyrna Center
SMST-03	Center Directors' Success Initiatives

Business Affairs
BUSA-Purpose	Statement of Purpose

Motlow State Community College
Institutional Effectiveness Plan
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Campus Wide

EO: CWAA-01

EO Title: Progression Rate Improvement

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

Related Performance Funding Standard:
3.A Retention and Persistence

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

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

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

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

These strategies involve both student affairs and academic affairs employees.

Completion Date: Annual

Est. Cost: $18,000   **Budgeted:** Included in current budget

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

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

Assessment Results and Use of Results:

2012-13
Benchmark: Fall 2012 to Spring 2013 Progression Rate – 74.3%
Actual: Fall 2012 to Spring 2013 Progression Rate – 69.1%

Add use of 2012-13 assessment here.

2011-12
Benchmark: Fall 2011 to Spring 2012 Progression Rate – 73.9%
Actual: Fall 2011 to Spring 2012 Progression Rate – 71.1%

Add use of 2011-12 assessment here.

2010-11
Benchmark: Fall 2010 to Spring 2011 Progression Rate – 73.5%
Actual: Fall 2010 to Spring 2011 Progression Rate – 69%

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

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

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

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

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

List of Supporting Documentation:

- Memo from Student Success Committee
- Memo to Student Success Committee
- FAST Proposal
- DegreeWorks Kick-Off calendar
- Academic Affairs Leadership Team Minutes

Date Last Updated: June 2012

Motlow State Community College
Institutional Effectiveness Plan
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Campus Wide

EO: CWAA-02

EO Title: Increase Number of Certificate and Degrees Awarded

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

Related Performance Funding Standard:
3.B Student Success

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

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

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

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

Completion Date: Annual

Est. Cost: $0   **Budgeted:** Included in current budget

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

Assessment Results and Use of Results:

2012-13
Benchmark: 2012 Awards: 560
Actual: 2012 Awards: 638

Add use of 2012-13 assessment here.

2011-12
Benchmark: 2011 Awards: 523
Actual: 2011 Awards: 647

Add use of 2011-12 assessment here.

2010-11
Benchmark: 2010 Awards: 492
Actual: 2010 Awards: 584

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

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

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

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

Date Last Updated: June 2012

Motlow State Community College
Institutional Effectiveness Plan
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Campus Wide

EO: CWAA-03

EO Title: Online/ITV Course Student Satisfaction

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

Related Performance Funding Standard:
N/A

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

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

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

Completion Date: Annual

Est. Cost: $0   **Budgeted:** Included in current budget

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

Assessment Results and Use of Results:
The Distance Education committee reviewed its policy and discussed several needed changes. They will be implementing mandatory training for faculty before they begin teaching online and

mandatory yearly training for those who already teach. The processes for course review were also reviewed and revised as needed.

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

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

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

59. My overall experience with my ITV course was:

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

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

59. My overall experience with my ITV course was:

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

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

. My overall experience with my ITV course was:

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

2009 Results

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

My overall experience with my ITV course was:

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

2008 Results

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

My overall experience with my ITV course was:

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

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

Date Last Updated: June 2012

Motlow State Community College
Institutional Effectiveness Plan
Unit: Vice President for Academic Affairs   **Interim Unit Head:** Dawn Copeland

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.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Vice President for Academic Affairs

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

Action Plan #: VPAA-01

Action Plan Title: Objective Measurement of General Education

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

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

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

the spring 2012 math scores fall below the benchmark, an improvement plan will be required for the next year.

Team Members: The Vice President for Academic Affairs will oversee any needed improvement plans, and the relevant Department Chair/Director will be responsible plan implementation.

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

Est. Cost: $ **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Spring 2013
The MSCC scores for the ETS Proficiency Profile test in spring 2013 met or exceed the score of Motlow's peer institution group on all components of the profile test of the graduate's competency in general education core disciplines.

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

	MSCC Mean Score	**Mean Score of Peers (latest available)**
Total Score	442.42	438.30
Critical Thinking	111.26	110.39
Reading	117.80	116.32
Writing	114.24	112.64
Mathematics	112.18	111.46
Humanities	113.98	113.58
Social Sciences	113.28	112.19
Natural Sciences	115.24	113.95

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

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

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

Spring 2011
The MSCC scores for the ETS Proficiency Profile test in spring 2010 met or exceeded the score of Motlow's peer institution group on all components of the ETS Proficiency Profile test of graduates' competency in general education core disciplines except for Mathematics which was .36 less than that of peers.

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

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

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

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

	MSCC Mean Score	Mean Score of Peers (latest available)
Total Score	441.09*	440.67
Critical Thinking	111.79*	110.34
Reading	117.47*	117.55
Writing	113.82*	113.58

Mathematics	111.95	112.47
Humanities	114.57*	114.04
Social Sciences	112.87*	112.75
Natural Sciences	115.26*	114.32

Spring 2009

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

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

	MSCC Mean Score	Mean Score of Peers (latest available)
Total Score	442.72*	440.67
Critical Thinking	112.29*	110.34
Reading	117.99*	117.55
Writing	114.27*	113.58
Mathematics	112.11	112.47
Humanities	114.79*	114.04
Social Sciences	113.56*	112.75
Natural Sciences	115.71*	114.32

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

List of Supporting Documentation: ETS Proficiency Profile Score Summary Report (Scores shown in document)

Date Last Updated: June 2013

Motlow State Community College
Institutional Effectiveness Plan
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Vice President for Academic Affairs

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

Action Plan #: VPAA-02

Action Plan Title: Job Placement Rate

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

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

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

Timeline:
Based on the spring 2013 data and progress made last year on this goal, three projects will continue this year.
1) Finalize the Trevecca University articulation for AAS business graduates in the fall semester so students can enter the program in the spring.
2) Continue the implementation of the fast-track business program in Smyrna.
3) Implement the recommendations from the academic audit for the general technology degree.
New data will be available in spring 2014 to measure the success of these action items.

Est. Cost: $ **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

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

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

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

Spring 2012
Motlow's career education job placement rate in spring 2012 for spring 2010 graduates was 88%. The goal was not met. The placement rates for the nursing and early childhood education degrees are at 100%. The early childhood certificate is at 88% and the business information system certificate is at 100%. These programs do not need any intervention at this time. Two other areas showed a weakness and account for the drop in the college wide placement rate. The general technology degree placement rate is 67%; the business degree placement rate is 44%.

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

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

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

Describe Needed Changes:
The goal of creating new programs it the business area was only partially met. The department chair for business has been creating a new accelerated business format which will start in fall 2012 and is based at the Smyrna site. Additionally, the chair has been working with Trevecca University to create a pathway for these students into Trevecca's adult degree completion program. This agreement is not yet finalized and work on this agreement will continue next year.

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

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

List of Supporting Documentation: Job Placement Summary Reports (Performance Funding) – On file in RPC office
Date Last Updated: June 2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Vice President for Academic Affairs

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

Action Plan #: VPAA-03

Action Plan Title: Employer Satisfaction

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

Description of Action Plan and Related Activities: MSCC will provide quality academic programs and services to prepare students to be good employees when they enter the workforce. The College will gather a representative sample of regional employers and conduct focus groups to assess the satisfaction level of the employers.

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

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

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

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Spring 2013
The new methodology was implemented, along with the new Performance Funding standard. The new standard reads as follows: "Full points for the Employer Satisfaction Survey will be awarded if institutions implement their proposals as approved and provide a preliminary analysis of the results in the 2012-13 Performance Funding Report." The preliminary data analysis and action summary is provided as an attachment.

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

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

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

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

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

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

List of Supporting Documentation: 2012-13 Performance Funding Report – On file in RPC office

Date Last Updated: June, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Vice President for Academic Affairs

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

Action Plan #: VPAA-04

Action Plan Title: Academic Audit

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

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

Team Members: The department director and selected faculty

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

Est. Cost: $750   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:
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 findings from the general technology plan will be integrated into the business and technology department's 2013-2014 institutional effectiveness plans.

Academic Affairs will continue on the Academic Audit schedule for 2010-15 with no changes. The academic affairs unit will conduct an audit of the AA/AS unit in 2013-2014.

List of Supporting Documentation: Academic Audit Report and Materials – On file in RPC office

Date Last Updated: June 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Vice President for Academic Affairs

Related Strategic Goal:
2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: VPAA-05

Action Plan Title: Dual Admission Agreements

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

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

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

Team Members: The Provost and Student Affairs employees as needed

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

Est. Cost: $100   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: Ahead of Schedule

Describe Progress: The University of Memphis agreement is signed. The plan is completed.

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: June 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Vice President for Academic Affairs

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

Action Plan #: VPAA-06

Action Plan Title: Quality Enhancement Plan Implementation

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

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

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

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

Fall 2012

ENGL 2320—John Hart	ENGL 2230—Dawn Copeland
ACCT 1010—Ward Harder	BUS 2610—Susan Dickey
MUSA 1030—Tom Breece	NURS 1410—Melissa Russell
NURS 2410—Kimberly Hackney	PSYC 2120—Stephen Guerin
HPE 2340—Tori Raby-Gentry	MECH 1500—Fred Rascoe
EDU 1120— Billy Hix	SOCI 1020— Moneda Grimes, Dayron
Deaton-Owens	
ENGL 2310—John Hart	

Spring 2013

BUS 2010—Janice Harder	HPE 2300—Tori Raby-Gentry
COMM 1010—Cheri Williams	PSYC 2130—Bryan Thomas

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

Est. Cost: $0   **Budgeted:** Included in current budget

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

<u>Complete the following when assessing a plan</u>

Current Status: Completed

Describe Progress:

2012-13
The 2012-2013 year was a very successful year for the QEP implementation. All courses sited in the chart above received an international module. Additionally, all classes that developed modules in the 2011-2012 year continued to teach the modules. All assessments showed mastery of learning above the minimum 70 percent benchmark.

In addition to meeting the course implementation schedule, the use of the common survey for all international events such as the festivals and speakers and the exit surveys in all the classes with a QEP module were continued. The results of these surveys were distributed. These surveys showed positive gains as well against the established benchmarks.

As the QEP project is coming to an official close, the College has learned the following lessons.

First, the College learned a lesson in comradery as demonstrated by the overwhelming participation in the campus international festivals. Students at all four Motlow locations saw staff, administrators, and faculty working together to organize these events. These festivals have become a part of the campus culture and will continue.

Second, the College learned to make data-driven changes to large-scale projects. While data-driven change is at work every day in the classroom and in the programmatic changes required to keep a curriculum healthy, change in a project of this size and magnitude pushed the institution to grow and embrace the process of change when a project does not proceed as originally planned.

Third, the use of a grading rubric gave all faculty—both full-time and part-time—a new tool for effective grading of student work. The QEP project moved the use of the rubric out of a few disciplines like education and nursing and introduced the concept to a broader audience. Additionally, the use of the rubrics gave the faculty measurable data to demonstrate

that learning was taking place in the classroom with regard to the identified student learning outcomes.

Fourth, the College learned that a skill-based QEP topic is preferable to one that is designed to change feelings or perceptions.   While changing minds and hearts is admirable and arguably one of the intangible goals of a college education, to accurately frame and measure a personally transformative project like this topic sought to do is difficult. As diligently as the campus community tried, the College's CCSSE scores are still below the national norm, and work on this will continue. As a result of the rubric assessment of the student learning outcomes and the engagement of the students in the activities, several modules will continue as a permanent part of the curriculum. These modules are in education, music, composition, literature, mass communication, psychology, and nursing.

Fifth, the College learned that when approaching the next QEP topic that faculty training and a more aggressive pilot project schedule prior to the official start of the QEP makes more sense. By having a pilot done earlier than the initial implementation schedule, the College will adapt more quickly to indications that some aspect of the project is not living up to expectations.

Describe Needed Changes: This project is completed.

List of Supporting Documentation:
Available at http://www.mscc.edu/qep/Impact/qep.html

- Academic Leadership Meeting Minutes (Sampling)
- Course Sections and Enrollment in QEP Courses
- Grading Rubrics (Sampling)
- Grading Rubric Summary for All Participating Courses Fall 2012
- Grading Rubric Summary for All Participating Courses Spring 2013
- Intended Objectives and Learning Outcomes for QEP
- International Modules (Sampling)
- Press Releases for International Events in AY 2012-13
- QEP Schedule of Courses
- QEP Weekly Reports (Sampling)
- Student Perception Survey
- Summary of Multicultural Events in AY 2012-13
- Performance Funding Outcome Report
- Survey of Multicultural Event

Date Last Updated: June 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013– June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Vice President for Academic Affairs

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

Action Plan #: VPAA-07

Action Plan Title: Assessment of General Education Core

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

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

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

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

Timeline: Review annually

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

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

Spring 2013
The following classes were evaluated this term: ENGL 1010, ENGL 1020, ECON 2020, THEA 1030, MATH 1530, MATH 1710, GEOL 1030, CHEM 1120, PHYS 2120, HIST 2030, and SOCI 1020.

Fall 2012
The following classes were evaluated this term: ECON 2010, ARTA 1030, SPCH 1010, ENGL 1010, ENGL 1020, MATH 1530, MATH 1630, BIOL 1110, BIOL 2010, HIST 2010, and SOCI 1010

Describe Needed Changes: All department heads discussed the results with faculty, and if needed, changes were made in the teaching of the class or to the instrument itself. The inclusion of documentation is improving but some areas still need to be strengthened. With the appointment of five new department chairs at the end of the 2012-2013 academic year, training in accurate writing and documentation will be provided over the summer.

Spring 2012
The following classes were evaluated this term: ENGL 1010, ENGL 1020, ENGL 2130, ENGL 2330, BIOL 2020, BIOL 1120, PSYC 1030, HIST 2020, MATH 1010, and MATH 1530.

Fall 2011
The following classes were evaluated this term: HPE 2340, MUSA 1030, ENGL 1010, MATH 1530, CHEM 1110, PSCI 1030, ANTH 2010, and POLS 1030.

Describe Needed Changes: All department heads discussed the results with faculty, and if needed, changes were made in the teaching of the class or to the instrument itself. The overall writing of the general education assessments has improved but attention to proper writing and documentation is still ongoing.

List of Supporting Documentation: TBR general education report and all gen ed reports mentioned above – On file in RPC office

Date Last Updated: June 2013

Motlow State Community College
Institutional Effectiveness Plan

Unit: Asst. VP of Academic Affairs   **Unit Head:** Dawn Copeland

Division: Academic Affairs

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

Reviewed 6/15/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Academic Affairs - Asst. VP

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

Action Plan #: ACAD-01

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

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

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

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

Timeline: Review annually

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 2012-Spring 2013

For fall 2012, the overall average of the college's FTE dropped from the previous year slightly to 55 percent. While the total percentage of FTE for full-time faculty in transfer programs was a little lower at 51 percent, the percentage of FTE in non-transfer programs was high at 90%. The high percentage for the non-transfer programs is due in part to the smaller population of students and the introduction of salaried, term-contract faculty to serve in Career Readiness and the specialization of the concentration requirements in the Business Technology major. The percentages for spring 2013 were only slightly different, with 56 percent of the college's FTE taught by full-time faculty. The percentages in transfer and non-transfer programs remained fairly steady at 52 and 56 percent.

While MSCC's current benchmark of 60% of classes taught by full-time faculty is not met, the overall average of all classes taught by full-time faculty at all centers and campuses is 54% as indicated in Table 1 below. Most notably, the Moore County campus had 69% of its classes taught by full-time faculty in fall 2012 and 71 percent in spring 2013, while the Smyrna Center had 47% of its overall classes taught by full-time faculty in fall 2012 and 46 percent in spring 2013. A new classroom building is under construction at the Smyrna Center and will be open summer 2013. As a result, the location will be able to move full-time faculty from the Moore County campus to the new building to teach more of the classroom offerings. In addition, as noted in Table 2, the full-time/part time distribution in individual departments varies according to the needs of the student population and the number of full-time faculty within each department. Interestingly, the percentage of full-time faculty teaching at our Smyrna location is steadily increasing from our spring 2011 at 28 percent.

Table 1 – FT/PT by College Center Spring 2013

	Fayetteville Center			McMinnville Center			Motlow State Campus		
	Tot. Hrs	FTE	%	Tot. Hrs	FTE	%	Tot. Hrs	FTE	%
Full-time	11	9.31	49%	206	17.17	58%	549	45.75	71%
Part-time	116	9.64	51%	15	12.47	42%	227	18.94	29%
	227	19.73		356	29.64		776	64.69	

	Smyrna Classroom			Summary FTE by FT/PT		
	Tot. Hrs	FTE	%	Tot. Hrs	FTE	%
Full-time	211	17.61	41%	1,099	91.57	54%
Part-time	305	25.39	59%	941	78.39	46%
	516	43.00		2,040	169.96	

Table 2 – FT/PT by Educational Program in Fall 2012-Spring 2013

Educational Program	Fall 2012			Spring 2013		
	Tot Hrs	FTE	%	Tot Hrs	FTE	%
Transfer Programs (A.A, A.S. and A.S.T)						
Business and Technology		**183**	**15.25**		**170**	**14.17**
Full-time	150	12.50	82%	142	11.83	84%
Part-time	33	2.75	18%	28	2.33	16%
Education		**113**	**9.42**		**88**	**7.33**
Full-time	60	5.00	53%	42	3.50	48%
Part-time	53	4.42	47%	46	3.83	52%
Humanities		**262**	**21.83**		**243**	**20.25**
Full-time	102	8.50	39%	87	7.25	36%
Part-time	160	13.33	61%	156	13.00	64%
Languages		**468**	**39.00**		**404**	**33.67**
Full-time	234	19.50	50%	200	16.67	50%
Part-time	234	19.50	50%	204	17.00	50%
Mathematics		**244**	**20.33**		**250**	**20.83**
Full-time	151	12.58	62%	151	12.58	60%
Part-time	93	7.75	38%	99	8.25	40%
Natural Science		**200**	**16.67**		**178**	**14.83**
Full-time	112	9.33	56%	118	9.83	66%
Part-time	88	7.33	44%	60	5.00	34%
Social Science		**391**	**32.58**		**370**	**30.83**
Full-time	142	11.83	36%	151	12.58	41%
Part-time	249	20.75	64%	219	18.25	59%
Total Transfer		**1,861**	**155.08**		**1,703**	**141.92**
Full-time		951	79.25	51%	891	74.25	52%
Part-time		910	75.83	49%	812	67.67	48%
Non-Transfer Programs (A.A.S and Certificates)						
Business and Technology		**54**	**4.50**		**73**	**6.08**
Full-time	54	4.50	100%	58	4.83	79%
Part-time	0	0.00	0%	15	1.25	21%
Career Readiness		**45**	**3.75**		**35**	**2.92**
Full-time	45	3.75	100%	35	2.92	100%
Part-time	0	0.00	0%	0	0.00	0%
Education		**14**	**1.17**		**18**	**1.50**
Full-time	6	0.50	43%	9	0.75	50%
Part-time	8	0.67	57%	9	0.75	50%
Nursing		**90**	**7.50**		**87**	**7.25**

Full-time	78	6.50	87%	87	7.25	100%
Part-time	12	1.00	13%	0	0.00	0%
Total Non-Transfer	**203**	**16.92**		**213**	**17.75**	
Full-time	183	15.25	90%	189	15.75	89%
Part-time	20	1.67	10%	24	2.00	11%
Total	**2,064**	**172**		**1,916**	**160**	
Full-time	**1,134**	**95**	55%	**1,080**	**90**	56%
Part-time	**930**	**78**	45%	**836**	**70**	44%

Describe Needed Changes:

In spring 2013, the Academic Leadership Team (ALT) held their weekly meeting on April 5, at 10 a.m. The team discussed the college's full-time/part-time ratio and determined that while many disciplines are moving closer to the 60 percent benchmark, the declining enrollment pattern, the impact of the new Smyrna building and its opening, and the new healthcare regulations relating to the number of hours a part-time faculty member can teach will need to be considered before making any data-driven recommendations for change. A 50 percent full-time and 50 percent part-time ratio is reasonable and met at this time.

List of Supporting Documentation: FTE by Full-time and Part-time Faculty by Site; FTE by Full-time and Part-time Faculty by Educational Program; Leadership Teams Meeting Minutes 04/05/13

Date Last Updated: 6/15/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Academic Affairs - Asst. VP

Related Strategic Goal:
4.2 Advance our college as a role model for sustainability.

Action Plan #: ACAD-02

Action Plan Title: Instructional Cost per SCH

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

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

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

Timeline: Review annually

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: As shown in Table 1, MSCC is over the national average of cost per credit hour by one dollar and over the national average in cost per FTE by 34 dollars. According to the Kansas Cost Study report, there is one discipline that is a significant outlier: Business Administration and Management. In the case of this discipline, the college amasses a 165 dollar higher instructional cost for Motlow than the national average.

Spring 2013

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

Spring 2012
Currently, based on the 2011 Kansas Cost Study Report, a number of outliers for instructional cost per SCH, both on the high and low sides, exist. Accounting is $51.00 higher than the national average; Business Administration/Management is $136.00 higher; and Economics is $66.00 higher. Thus, Motlow's average instructional cost per SCH is $9.00 higher than the national average. Work began in Fall 2011 to review and address small faculty loads in the Business and Technology Department (Accounting, Business Administration/Management, and Economics), ultimately to increase FTE generated by the full-time faculty in that department and to reduce the instructional cost per SCH. Music is $53.00, and Art is $63.00, both lower than the national average; Sociology is $22.00 lower than the national average. Low instructional costs in Music, Art, and Sociology support the need for additional full-time professors to teach in those areas.

Table 1 Report of 2012 National Aggregate Data Prepared for

Motlow State Community College

Based on FY 2011 data   Institution   NCCBP

Percentiles

Benchmark   Reported Value   Mdn

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

	Reported Value	Mdn
Cost per Credit Hour	$132	$131
Cost per FTE Student	$3,966	$3,932

	Institution			NCCBP Percentile				
	Reported Value	% Rank	N	10th	25th	Mdn	75th	90th
**Form 20A	Cost/Credit Hour per FTE Student (FY 2011)**								
Cost per Credit Hour	$132	52%	233	$86	$106	$131	$167	$229
Cost per FTE Student	$3,966	52%	233	$2,584	$3,168	$3,932	$5,007	$6,859

Describe Needed Changes:

Beginning with scheduling for fall 2013, the AVPAA, department heads, and center directors will continue to make changes to scheduling, specifically in the Business Administration and Management area to increase the number of students in classes and decrease the number of sections. In addition, the production and number of graduates within the program will be reviewed. This will be the last assessment cycle the institution plans to use the Kansas Cost Study report due to the consistent inaccuracy of the data.

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

Date Last Updated: 6/15/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Academic Affairs - Asst. VP

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

Action Plan #: ACAD-03

Action Plan Title: Course Revision

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

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

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

Timeline: Review annually

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: Each year, the academic unit updates department syllabi and, if warranted, update the Motlow catalog for course descriptions or program changes based on those changes. With the growth of Motlow's distance education offerings and the specific nature of the content of syllabi intended for distance education courses, the AVPAA and department

heads are beginning to move towards including syllabi for online courses as a part of the annual review.

Describe Needed Changes: At this time, the departments are on schedule. Syllabi for distance education courses will need to be added to the annual review by fall 2014. Because the academic unit cannot provide empirical evidence through the compilation of annual data reflecting the percentage of syllabi reviewed, the plan will be closed out at the close of the assessment cycle.

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

Date Last Updated: 6/15/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Academic Affairs - Asst. VP

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

Action Plan #: ACAD-04

Action Plan Title: Curricular Changes

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

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

Team Members: Asst. VP of Academic Affairs

Timeline: Review annually

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

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

Spring 2013

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

Spring 2012
By the end of Spring 2012, TTPs were implemented for the following programs: Accounting, Biology, Business Administration, Chemistry, Civil Engineering, Computer Science, Criminal Justice, Economics, Electrical Engineering, English, Foreign Language, History, Information Systems, Mass Communications, Mathematics, Mechanical Engineering, Physics, Political Science, Pre-Health Professionals, Pre-Occupational Therapy, Pre-Physical Therapy, Psychology, Social Work, and Sociology. The college also initially adopted Pre-Nursing but chose to eliminate that option because it was only a one-year program that did not lead to a degree, thus lacking benefit for the college's students.

Describe Needed Changes: The college has full-filled the requirements until other TTPs become available.

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

Date Last Updated: 6/15/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Academic Affairs - Asst. VP

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

Action Plan #: ACAD-05

Action Plan Title: Effectiveness of Online Pedagogy

Desired Outcome: Completion rates within Motlow College's online courses will fall within an eight percent point -gap compared with traditional on-ground courses.

Description of Action Plan and Related Activities: In recent years, the college has developed and implemented a number of fully online courses across the disciplines. As reported by the <u>Chronicle</u> in July 2011, "[The study] followed the enrollment history of 51,000 community-college students in Washington state between 2004 and 2009 [and] found an eight percentage-point gap in completion rates between traditional and online courses." This plan will compare the average course pass rate for online section with traditional on-ground classes.

Team Members: Asst. VP of Academic Affairs

Timeline: Review annually

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: Online courses are more broadly defined under Motlow College's Distance Education policy 2:05:00:00 as purely online, hybrid, and interactive television (ITV). To understand fully the success of distance education, the total percentage of passing students must be looked at for the online, hybrid, and ITV courses. In fall 2012, an average percentage of students who passed distance education courses measured in at just over 79 percent, while the conventional delivery pass rate was at 84% A 5 percent discrepancy is worth note but within

the eight percent point-gap range defined in the July 2011 Chronicle article. In addition, the spring 2013 success rates for distance education stayed right at 79 percent, and the conventional delivery rose to 86 percent success rate. The hybrid and ITV delivery consistently produce better results.

College-Level Course Pass/Fail Rates by Method

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

Describe Needed Changes: During the 2013-14 academic year, the distance education committee plans to engage a professional online course developer and an expert in online pedagogy to improve the quality of instruction in the distance education environment. Engaging and retaining students who do not meet with an instructor on a regular basis will be addressed.

List of Supporting Documentation:
http://www.mscc.edu/humanresources/policies/Academic/2050000_Distance_Education.pdf;
Pass/Fail Rates by Method; http://chronicle.com/article/Community-College-Students/128281/

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Motlow State Community College
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Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Academic Affairs - Asst. VP

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

Action Plan #: ACAD-06

Action Plan Title: Development and Training for Faculty

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

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

Team Members: Asst. VP of Academic Affairs

Timeline: Review annually

Est. Cost: $0   **Budgeted:** Included in current budget

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

<u>**Complete the following when assessing a plan**</u>

Current Status: On Schedule

Describe Progress:

Spring 2013

The Spring Assembly 2013 results survey that rated a continental breakfast, a Learning Support update, an Advising for Success presentation, and a Financial Aid workshop yielded a 70% or

above satisfaction with all aspects of the spring assembly. Comments from faculty included the benefits of the financial aid presentation.

Fall 2012

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

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

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

Describe Needed Changes: According to the feedback on the surveys, faculty are generally satisfied with assembly presentations and are learning pertinent information. Based on the open-ended feedback for fall assembly 2012, and spring 2013, faculty request more hands-on, relevant training sessions and less time in uninformative sessions. To anticipate the needs of the faculty, the AVPAA is working with executive staff to provide data for analysis to be presented in the President's State of the College Address and to schedule longer workshops during assembly for departments to discuss relevant issues and new information and to create data-driven recommendations for retention.

List of Supporting Documentation: Fall Assembly 2012 Results and Spring Assembly 2013 Results

Date Last Updated: 6/15/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Academic Affairs - Asst. VP

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

Action Plan #: ACAD-08

Action Plan Title: Learning Support Student Success in the Next College Level Course

Desired Outcome: Fifteen percent more Learning Support students who take the next college-level courses in subsequent semester will pass the college level courses as opposed to the students who wait one or two semesters before enrolling in the next college-level course.

Description of Action Plan and Related Activities: The institution will begin to track Learning Support students who enroll in ENGL 1010 and MATH 0810 within one academic year after completing ENGL, READ, and MATH 0810 to determine if enrolling the first-level college course immediately after completing Learning Support increases the percentage of students passing the first-level courses.

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

Timeline: Review annually

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Describe Needed Changes

List of Supporting Documentation:

Date Last Updated: 6/15/2013

Motlow State Community College
Institutional Effectiveness Plan

Unit: Business & Technology   **Unit Head:** Donna McKoon

Division: Academic Affairs

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

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

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Business & Technology

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

Action Plan #: BTCH-01

Action Plan Title: Business Technology Field Test

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

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

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

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

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

Timeline: Annually reviewed

Est. Cost: $500 **Budgeted:** Included in current budget

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

Current Status: On Schedule

Data was collected and reported at the end of the spring 2013 semester. Department faculty will conduct a complete analysis of the data during the fall 2013 semester.

Describe Progress Below

2013

Programs of Study	Accounting	Business Computer Applications	Business Computer Programming	Business Management
Average Concentration Test Scores		**(# Graduates)**		74
		(8)		
		64		
		(3)		
		68		
		(1)		
		79		
(4)				

Overall Average Score for Total Participants	**(# Graduates)**
73	
(16)	

Analysis and/or Use of Results: The expected/desired overall average score was achieved. However, the expected/desired average score was not achieved in each of the program areas that had students completing the test. It should be noted that the number of students participating in the field test increased from the previous year. The results of the 2012 field test were distributed to the department faculty. A detailed question analysis and review of the associated course material and content was completed. Faculty worked independently with the department test coordinator to change and update the test questions.

Corrective Action(s): None required at this time; however, the overall field test will be reviewed again by the department faculty during the fall 2013 semester.

2012

Programs of Study	Accounting	Business Computer Applications	Business Computer Programming	Business Management
Average Concentration Test Scores		**(# Graduates)**		N/A

71
(2)

N/A
75.8
(5)

Overall Average Score for Total Participants   **(# Graduates)**
74
(7)

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

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

2011

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

Overall Average Score for Total Participants   **(# Graduates)**
67.7
(23)

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

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

Corrective Action(s): Pending.

2010

Programs of Study   Accounting   Business Computer Applications   Business Computer Programming   Business Management
   Average Concentration Test Scores   **(# Graduates)**   73
(2)
64
(4)   66.50
(2)
72

(12)

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

70

(20)

Analysis and Use of Results: The expected/desired overall average score was achieved. Not only was the overall expected/desired average score achieved, but the expected/desired average score was also achieved in two of the four programs. However, in the two programs were 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 let to the low scores.

2009

Programs of Study   Accounting   Business Computer Applications   Business Computer Programming   Business Management

Average Concentration Test Scores   **(# Graduates)**   N/A

66.00   (5)   69.50

(2)   63.40   (10)

Overall Average Score for Total Participants   **(# Graduates)**   64.88   (17)

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

2008

Programs of Study   Accounting   Business Computer Applications   Business Computer Programming   Business Management

Average Concentration Test Scores   **(# Graduates)**   72.00   (5)

61.00   (2)   N/A

75.11   (9)

Overall Average Score for Total Participants   **(# Graduates)**   72.38   (16)

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

2007

Programs of Study   Accounting   Business Computer Applications   Business Computer Programming   Business Management

Average Concentration Test Scores   **(# Graduates)**   73.44   (9)

67.60   (6)   N/A

74.27   (11)

Overall Average Score for Total Participants   **(# Graduates)**   72.64   (26)

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

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

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

Date Last Updated: June 14, 2013

Motlow State Community College
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Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Business & Technology

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

Action Plan #: BTCH-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 of 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 comprise of questions developed from what is considered to be the common core of the most significant business courses in the different programs. The remaining questions (40%) are designed to emphasize the individuality of the different programs of study.

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

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

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

Timeline: Annually reviewed

Est. Cost: $500   **Budgeted:** Included in current budget

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

Current Status: On Schedule

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

Describe Progress Below

2013

	Areas of Emphasis	Accounting,			
Business Administration & Economics Management	**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

Areas of Emphasis Accounting,

Business Administration & Economics Management

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

Areas of Emphasis Accounting,

Business Administration & Economics Management	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

	Areas of Emphasis	Accounting,		
Business Administration & Economics Management	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

Areas of Emphasis Accounting, Business Administration & Economics Management

Business Education Entrepreneurship   Information Systems Office

Average Emphasis Exam Scores
(# Graduates)
67.5
(33)
N/A
N/A
56
(1)

N/A

Overall Average Score for Total Participants
(# Graduates)
67

(34)

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

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

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

Date Last Updated: June 14, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Business & Technology

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

Action Plan #: BTCH-03

Action Plan Title: Online Course Offerings in Business and Technology

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

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

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

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

Timeline: Reference development and implementation timeline provided above.

Est. Cost: $7,000   **Budgeted:** Budget increase needed

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

Current Status: On Schedule

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

Describe Needed Changes: None at this time.

List of Supporting Documentation: MSCC Schedule of Classes

Date Last Updated: June 14, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Business & Technology

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

Action Plan #: BTCH-04

Action Plan Title: Internationalization of Business & Technology Courses

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

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

Internationalization Plan

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

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

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

International Module Objectives and Outcomes

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

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

Evaluation Rubrics

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

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

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

Planned Courses/Instructional Modules: No planned courses/instructional modules after the spring 2013 semester.

Results of Instructional Modules

Results for Spring 2013

ACCT 1010
(Spring 2013)

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

Achieved

Outcome	Yes	No
ACCT 1010 Q3.1-Q3.2 GLO1-GLO6 PLO1-PL12 Approved & in the process of being implemented. At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.		
1a. 86%	X	
1b. N/A		
2a. N/A		
2b. 84%	X	
3a. 88%	X	
3b. N/A		

Method & Summary of Results:
Three international education SLOs were selected to be evaluated by the module developer: 1a, 2b, & 3a. As part of the approved instructional module, students prepared a standard Accounting Balance Sheet based on Generally Accepted Accounting Principles (GAAP) in the United States and the International Financial Reporting Standards as adopted by the European Union. The two Accounting Balance Sheets were then compared and analyzed. Students were evaluated based on the content, correctness and quality of the work in accordance with the Evaluation Rubrics.   The expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

ACCT 1020
(Spring 2013)

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

Achieved

Outcome   Yes   No

ACCT 1020   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 94%   X

1b. N/A
2a. N/A
2b. 95%   X
3a. 89%   X
3b. N/A

Method & Summary of Results:
Three international education SLOs were selected to be evaluated by the module developer: 1a, 2b, & 3a. As part of the approved instructional module, students submitted a written report in the form of a PowerPoint document analyzing and comparing the International Accounting Concepts and Standards used in a foreign country with those of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics.   The expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

BUS 1210
(Spring 2013)

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

Achieved

Outcome   Yes   No

BUS 1210 Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 100%   X

1b. N/A
2a. 100%   X
2b. N/A
3a. 100%   X
3b. N/A

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

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

BUS 2010
(Spring 2013)

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

Achieved

Outcome	Yes	No

BUS 2610 Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 100% X

1b. N/A
2a. 100% X
2b. N/A
3a. 92%   X
3b. N/A

Three international education SLOs were selected to be evaluated by the module developer: 1a, 2a, & 3a. In accordance with the instructional module, students studied the flags of the top trading partners of the United States, and prepared a PowerPoint presentation and completed a classroom presentation. Students were then evaluated on the quality and accuracy of their presentation in accordance with the Evaluation Rubrics.   The expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

BUS 2610
(Spring 2013)

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

Achieved

Outcome	Yes	No

BUS 2610 Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 93%   X

1b. N/A
2a. 100% X
2b. N/A
3a. 96%   X
3b. N/A

Three international education SLOs were selected to be evaluated by the module developer: 1a, 2a, & 3a. To the extent which cultures within countries affect its laws and the legal rights of its citizens, students submitted a written report summarizing a specific international legal case and the ensuing trail(s) and outcome. Students were then evaluated on the quality of their report, including accuracy of information and use of correct grammar, in accordance with the Evaluation Rubrics.   The expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

ECON 2010
(Spring 2013)

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

Outcome   Yes   No

ECON 2010   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 89%   X

   1b. 87%   X

   2a. 89%   X

   2b. N/A

   3a. N/A

    3b. 89%   X

Method & Summary of Results:

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

Corrective Actions/Program Improvement Plan:

No corrective action required at this time.

ECON 2020
(Spring 2013)

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

Achieved

Outcome   Yes   No

ECON 2020   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 100% X

   1b. 98%   X

   2a. N/A

   2b. 100% X

   3a. 100% X

    3b. 99%   X

Method & Summary of Results:

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

Corrective Actions/Program Improvement Plan:

  No corrective action required at this time.

INFS 1010
(Spring 2013)

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

Achieved

Outcome   Yes   No

INFS 1010   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a.

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

NOTE: The instructional module was not completed for the spring 2013 semester. The scheduled full-time course instructor was not able to complete the course because of medical reasons.

Results for Fall 2012

ACCT 1010
(Fall 2012)

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

Achieved

Outcome   Yes No
ACCT 1010   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 88%   x

1b. N/A
2a. N/A
2b. 89%   x
3a. 93%   x
 3b. N/A

Method & Summary of Results:
Three international education SLOs were selected to be evaluated by the module developer: 1a, 2b, & 3a. As part of the approved instructional module, students prepared a standard Accounting Balance Sheet based on Generally Accepted Accounting Principles (GAAP) in the United States and the International Financial Reporting Standards as adopted by the European Union. The two Accounting Balance Sheets were then compared and analyzed. Students were evaluated based on the content, correctness and quality of the work in accordance with the Evaluation Rubrics.   The expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

ACCT 1020
(Fall 2012)

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

Achieved

Outcome   Yes No
ACCT 1020   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 83%   X

1b. N/A
2a. N/A
2b. 83%   X

3a. 75%   X
   3b. N/A

Method & Summary of Results:
Three international education SLOs were selected to be evaluated by the module developer: 1a, 2b, & 3a. As part of the approved instructional module, students submitted a written report in the form of a PowerPoint document analyzing and comparing the International Accounting Concepts and Standards used in a foreign country with those of the United States. Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics.   The expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

BUS 1210
(Fall 2012)

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

Achieved

  Outcome   Yes   No
BUS 1210 Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 94%   X
   1b. N/A
   2a. 92%   X
   2b. N/A
   3a. 91%   X
   3b. N/A

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

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

BUS 2610
(Fall 2012)

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

Achieved

  Outcome   Yes   No
BUS 2610 Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 77%   X
   1b. N/A
   2a. 88%   X
   2b. N/A
   3a. 85%   X
   3b. N/A

Three international education SLOs were selected to be evaluated by the module developer: 1a, 2a, & 3a. To the extent which cultures within countries affect its laws and the legal rights of its citizens, students submitted a written report summarizing a

specific international legal case and the ensuing trail(s) and outcome. Students were then evaluated on the quality of their report, including accuracy of information and use of correct grammar, in accordance with the Evaluation Rubrics.   The expected outcomes were achieved in all three categories.

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

ECON 2010
(Fall 2012)

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

Achieved

Outcome	Yes	No

ECON 2010   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 100% X
   1b. 100% X
   2a. 95%   X
   2b. N/A
   3a. N/A
    3b. 100%   X

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

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

ECON 2020
(Fall 2012)

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

Achieved

Outcome	Yes	No

ECON 2020   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 98%   X
   1b. 98% X
   2a. N/A
   2b. 98% X
   3a. 98%   X
    3b. 98%   X

Method & Summary of Results:
The module developer selected five international education SLOs to evaluate: 1a, 1b, 2b, 3a & 3b. As part of the approved instructional module, students selected different countries and then prepared and submitted written reports analyzing and comparing the selected country's healthcare system with that of the United States. Students were then evaluated on their

submitted material in accordance with the Evaluation Rubrics.   Of the five categories selected for evaluation, the expected outcomes were achieved in all five categories.

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

INFS 1010
(Fall 2012)

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

Achieved

Outcome	Yes	No

INFS 1010   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 100% X

1b. N/A
2a. 100%   X
2b. N/A
3a. N/A
 3b. 100%   X

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

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

Results for Spring 2012

ACCT 1020
(Spring 2012)

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

Achieved

Outcome	Yes	No

ACCT 1020   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 86%   X

1b. N/A
2a. N/A
2b. 83% X
3a. 64%   X
 3b. N/A

Method & Summary of Results:
Three international education SLOs were selected to be evaluated by the module developer: 1a, 2b, & 3a. As part of the approved instructional module, students submitted a written report in the form of a PowerPoint document analyzing and comparing the International Accounting Concepts and Standards used in a foreign country with those of the United States.

Students were then evaluated on their submitted material in accordance with the Evaluation Rubrics.   Of the three categories selected for evaluation, the expected outcomes were achieved in two of the categories, 1a and 2b, but were not achieved in one category, 3a.

Corrective Actions/Program Improvement Plan:
The overall results of the QEP Evaluation Rubrics were discussed by the Business and Technology Department faculty; the Accounting faculty then met and discussed in detail the results of the ACCT 1020 Evaluation Rubrics. The module developer and the faculty teaching the instructional module specifically reviewed the 3b SLO and decided to implement the following improvements/revisions: (1) to more thoroughly stress the importance of the project and to specifically stress the importance of being culturally exposed; (2) to provide an example or an outline for students to work with so they more fully understand what is required for the project; and (3) to continue to use the same question for SLO 3b, but to change the grading rubrics to a more realistic scale. The grading rubrics will now be:
4 - Meets all three comparisons requirements (economic, political and religious)
3 – Meets two of the three comparisons requirements
2 – Meets one of the three comparison requirements
1 – Meets none of the comparison requirements
   Additionally, instructors will place renewed emphasis on the subject matter content and encourage students to seek regular assistance in preparing their reports.

BUS 1210
(Spring 2012)

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

Achieved

Outcome	Yes	No

BUS 1210 Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 86%   X
   1b. N/A
   2a. 86%   X
   2b. N/A
   3a. 86%   X
    3b. N/A

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

<u>Corrective Actions/Program Improvement Plan:</u>
No corrective action required at this time.

ECON 2010
(Spring 2012)

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

Achieved

Outcome   Yes   No

ECON 2010   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 94%   X

1b. 96%   X
2a. 98%   X
2b. N/A
3a. N/A
3b. 98%   X

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

<u>Corrective Actions/Program Improvement Plan:</u>
  No corrective action required at this time.

ECON 2020
(Spring 2012)

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

Achieved

Outcome   Yes   No

ECON 2020   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 97%   X

1b. 85%   X
2a. N/A
2b. 96%   X
3a. 94%   X
3b. 96%   X

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

<u>Corrective Actions/Program Improvement Plan:</u>
No corrective action required at this time.

INFS 1010
(Spring 2012)

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

Achieved

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

  1b. N/A
  2a. 100%   X
  2b. N/A
  3a. N/A
  3b. 87%   X

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

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

Results for Fall 2011

BUS 1210
(Fall 2011)

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

Achieved

Outcome   Yes   No
BUS 1210 Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 89%   X

  1b. N/A
  2a. 87%   X
  2b. N/A
  3a. 87%   X
  3b. N/A

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

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

ECON 2010
(Fall 2011)

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

Achieved

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

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

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

Completion Date: Annual - internationalization plan terminates at the end of the spring 2013 semester.

Est. Cost: $50   **Budgeted:** Included in current budget

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

Current Status: On Schedule

Describe Progress:

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

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

List of Supporting Documentation:
Departmental meeting minutes and appropriate emails

Date Last Updated: June 14, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Business & Technology

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

Action Plan #: BTCH-05

Action Plan Title: Business Program Accreditation

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

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

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

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

Timeline: Annually reviewed

Est. Cost: $1,200   **Budgeted:** Included in current budget

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

Current Status: Completed

Describe Progress:

2013
The Business and Technology Department's business programs of study remain accredited by the Accreditation Council for Business Schools and Programs (ACBSP) as shown on the ACBSP website at http://www.acbsp.org/p/cm/ld/fid=14 .

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

2012
The Business and Technology Department's business programs of study remain accredited by the Accreditation Council for Business Schools and Programs (ACBSP) as shown on the ACBSP website at http://www.acbsp.org/p/cm/ld/fid=14 .

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

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

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

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

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

2010
The Business and Technology Department's business programs of study remain accredited by the Association of Collegiate Business Schools and Programs.

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

2008-2009
Self-study year for the next Self-Study Report for Reaffirmation.

1991-2007
The business program was first accredited in 1991. Since that time, the business program has undergone two major Self-Study Reports for Reaffirmation and continues to be accredited by the Association of Collegiate Business Schools and Programs. As part of each self-study process and the annual quality control reports, the Business and Technology Department continues to analyze and review all of the department's business programs of study to ensure that each is maintained and conducted in accordance to the standards and criteria as set forth by the Association of Collegiate Business Schools and Programs. The next self-study reaffirmation is scheduled for fall 2009.

Describe Needed Changes: No changes needed.

List of Supporting Documentation:
- Accreditation Council for Business Schools and Programs (ACBSP) web site shows MSCC accreditation status is current
- Letter of Reaffirmation of Accreditation from Association of Collegiate Business Schools and Programs – on file in RPC office

Date Last Updated: June 14, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Business & Technology

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

Action Plan #: BTCH-06

Action Plan Title: Academic Audit – Business Technology Major

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

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

- faculty-centered institutional effectiveness methodology;

- process that adequately documents ongoing activities, the results of those activities and how those results will effect quality program improvements; and

- continuous quality improvement plan.

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

Est. Cost: $750
Budgeted: Included in current budget

Evidence of Success: Academic Audit Reports will show the standards that have been met and not met. For those that have not been met, the department will develop a course of action and a timeline for corrective action.

Current Status: On Schedule

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

CONCLUSIONS

The audit team believed that the General Technology program at Motlow State

Community College is a viable program. It is evident that all stakeholders have an interest in

the success of the program. To ensure this program maintains it value, improvements should

be focused in areas of collaboration as well as assessment and evaluation. Below are the audit

team's reported commendations, affirmations, and recommendations.

Commendations

Commendation #1 – The program is commended for having Program Learning Outcomes in place.
Commendation #2 – The Audit Team commends the open and candid evaluation of weaknesses.
Commendation #3 – The Audit Team commends the clear concise "Concentration of Study" tool for advisors.
Commendation #4 – The Audit Team commends the program's cultivation of a positive working relationship with the TTC programs.
Commendation #5 - The Audit Team commends the personal and specific advising planning sessions with students.

Affirmations

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

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

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

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

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

Recommendations

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

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

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

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

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

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

Describe Needed Changes: The Business and Technology Department faculty will complete a full review of the audit report and will then develop a corrective action plan to address the audit Recommendations.

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

Date Last Updated: June 14,2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Career Readiness

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

Action Plan #: CARE-01

Action Plan Title: Mechatronics Certificate of Credit Program Exit Examination

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

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

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

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

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

Courses	Strategic Planning Priorities & Goals (Rubrics) Student Learning Outcomes	General Learning Outcomes (Rubrics) Program Exit Examination Questions	Program learning Outcomes (Rubrics) Assessment Results
MECH 1100	Q3.1	GLO1-GLO4	PLO1-PLO7	SLO1

SLO2
SLO3
SLO4
SLO5
SLO6
SLO7
SLO8
SLO9   11,42

27
14, 58
2
3,55, 57
1,14
2,34
15,59
  41,51,57,59

| MECH 1200 | Q3.1 | GLO1-GLO4 | PLO1-PLO7 | SLO10 |

SLO11
SLO12
SLO13
SLO14
SLO15
SLO16
SLO17
SLO18
SLO19
SLO20   30
4,5
12,26
28,33
4,5,50
6
32
17,33,53
29,54
40
  31

| MECH 1300 | Q3.1 | GLO1-GLO4 | PLO1-PLO7 | SLO21 |

SLO22
SLO23
SLO24
SLO25
SLO26
SLO27
SLO28

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

Summary of Results & Program Improvement Plan:

Corrective Actions:

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

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

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

Est. Cost: $50   **Budgeted:** Included in current budget

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

A. **Assessment of Spring 2012 Mechatronic Students level 1 Rev 1**

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

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

Chart 1: (Grade %)
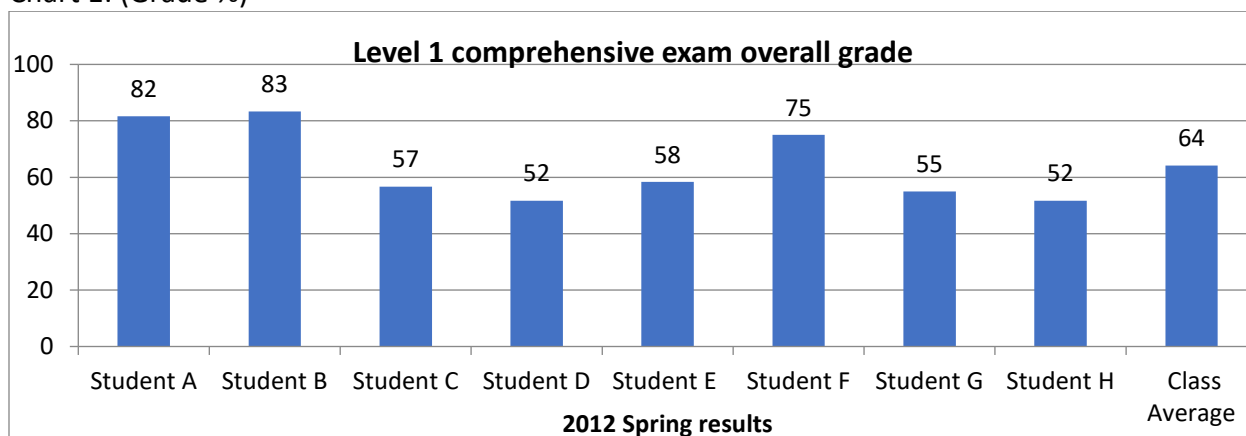
Chart: Level 1 comprehensive exam overall grade

Student A	Student B	Student C	Student D	Student E	Student F	Student G	Student H	Class Average
82	83	57	52	58	75	55	52	64

2012 Spring results

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.
See Chart 2: (Grade %) Content not available in text

Chart: Individual course average on Comprehensive Exam

1100	1200	1300	1500
49	57	67	81

Grade %

2012 spring results by individual cousre average

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

Chart 3

Electronics 1100 comprehensive exam score

2012 spring results
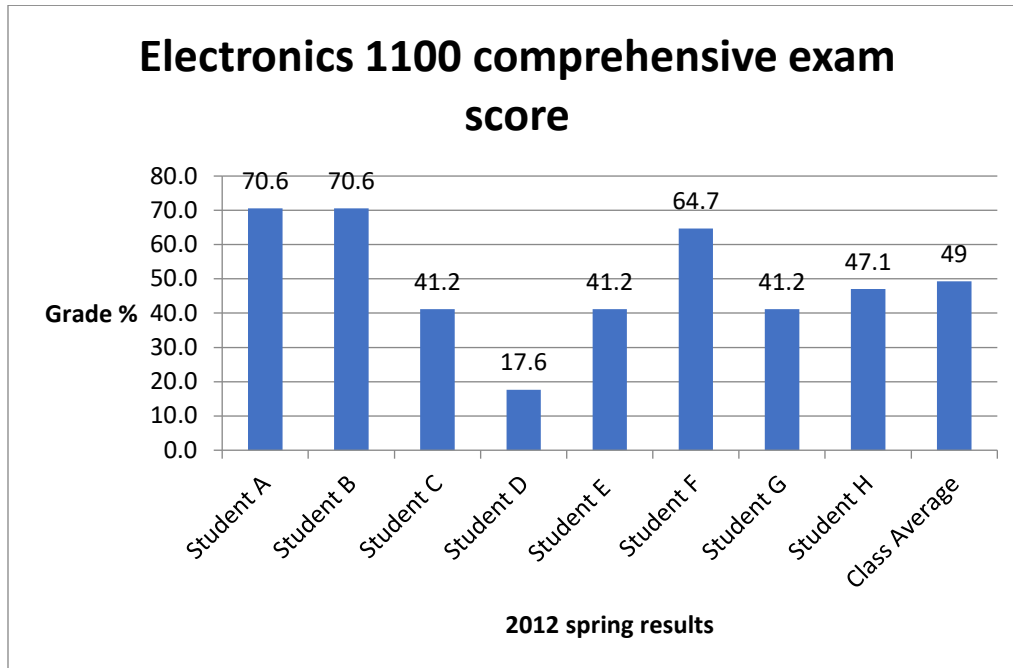
Describe Needed Changes: (for Fall 2012 and Spring 2013)
1. Currently all course finals are not comprehensive, but cover from the mid-term exam to the final exam. We will modify the course final to cover the entire course curriculum. Therefore requiring the student to review the entire semester worth of material. This will reinforce their memory over time.

2. The 1100 & 1200 classes are taken over several semesters before the comprehensive level 1 Exam. The Control group showed some details were lost over time. Therefore a voluntary detail review of the 1100 Electronics & 1200 Mechanics will be made available to the students before the comprehensive exam.

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

List of supporting Documentation: On file in Room MC162

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

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

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

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

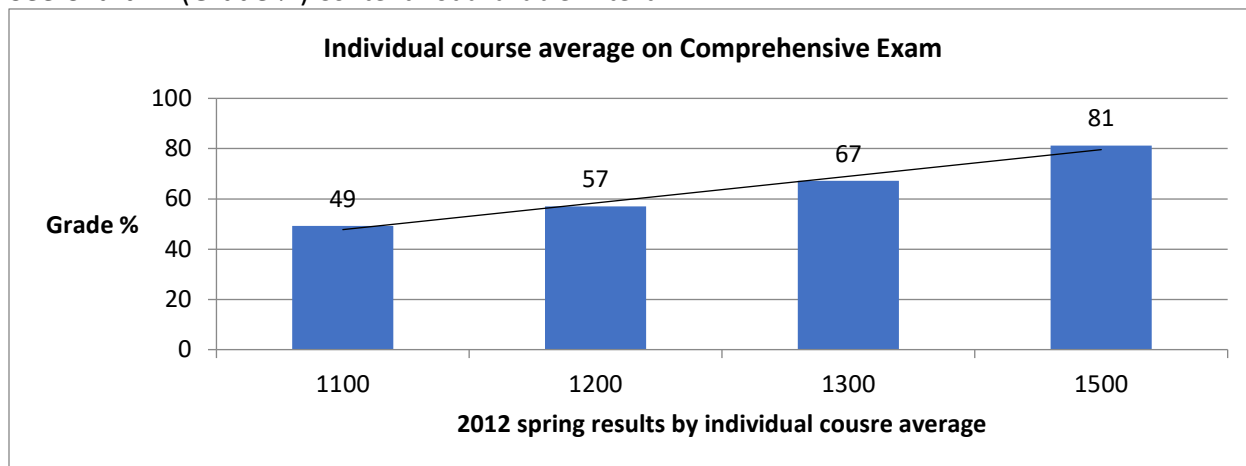**Analysis of Control group:** After doing a detail review of the comprehensive exam data, two points standout.
> **First Point:** The student averages were the lowest in the first 2 courses of the series.
> ***Results shows a***
> ***19.8% improvement in ME1100***
> ***12% improvement in ME1200***
> ***17% improvement in ME1300***
> ***7.8% improvement in ME1500***
> ***With ME 1100 & ME 1200 being within .2% of each other***

Second Point: The 1100 course uses more math applications than the other 3 courses.
> ***Results shows a 19.8% improvement in ME1100***

Summary of Described Changes:
4. 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.**

5. 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.**

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

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

Date of last update: 8/2/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Career Readiness

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

Action Plan #: CARE-02

Action Plan Title: Internationalization of Career Readiness Courses

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

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

Internationalization Plan

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

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

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

International Module Objectives and Outcomes

Objective	Outcome Category	Student Learning Outcomes (SLO)

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

2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline.   Comprehension   2b. students will describe how the course-related international content impacts their own occupational/professional development by describing the requirements of controlling hazardous substances and products for the European market.

3. Students in internationalized classes will demonstrate an awareness and understanding of the interdependency and consequences of international events and issues.   Application   3a. students will recognize how events in other nations affect the United States and how events in this country affect other nations by explaining the ramifications of having Hazardous substances in product not compliant to the RoHS standards.

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

Evaluation Rubrics

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

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

At the end of each semester, the Career Readiness faculty will evaluate the plan to determine if the expected outcomes were achieved for the indicated course. As appropriate and required, corrective actions will be undertaken in those instances were either the modules were not prepared, approved and implemented in accordance with the internationalized plans, or the

objectives and intended international student learning outcomes were not achieved in accordance with the rubrics developed and approved for the international modules. Additionally, the faculty will also evaluate the overall process to ensure that the internationalization module is complementing and promoting course material/content pertaining to the expected program and student learning outcomes as outlined in the Career Readiness Department Assessment and Improvement Plan.

Planned Courses/Instructional Modules

Mech 1500 -Fall 2012

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

Achieved

Outcome		Yes	No

Mech 1500   Q3.2   GLO1-GLO3   PLO1-PL03   approved At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a.   95   x

2b.   98   x

3a.   100   x

Method & Summary of Results: The modules were presented and students developed papers outside of class. The students prepared presentations and discussed the RoHS directives from 3 aspects; historical, technical, and future applications. All students took an exam on RoHS. All 27 students did extremely well and we exceeded our target with 100 percent.

Corrective Actions/Program Improvement Plan: continue implementation

Mech 1500 –Spring 2013

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

Achieved

Outcome		Yes	No

Mech 1500   Q3.2   GLO1-GLO3   PLO1-PL03   approved At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a.   100   x

2b.   100   x

3a.   100   x

Method & Summary of Results: The modules were presented and students developed papers outside of class. The students prepared presentations and discussed the RoHS directives from 3 aspects; historical, technical, and future applications. All students took an exam on RoHS. All 43 students did extremely well and we exceeded our target with 95 percent scoring either a 3 or 4.

Corrective Actions/Program Improvement Plan: continue implementation of plan

Completion Date: Annual

Est. Cost: $50   **Budgeted:** Included in current budget

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

Grading Rubric Summary for All Mechatronic Courses Participating in QEP in Spring 2013

International Education Student Learning Outcome	4 #	4 %	3 #	3 %	2 #	2 %	1 #	1 %	Mastery (3 or 4) #	Mastery (3 or 4) %	Total Students
1a. Students will increase their knowledge of cultures in the world around them. (all courses)	11	26%	30	70%	2	5%	-	0%	41	95%	43
MECH 1500	11	26%	30	70%	2	5%	-	0%	41	95%	43
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	17	40%	25	58%	1	2%	-	0%	42	98%	43
MECH 1500	17	40%	25	58%	1	2%	-	0%	42	98%	43
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	34	79%	9	21%	-	0%	-	0%	43	100%	43
MECH 1500	34	79%	9	21%	-	0%	-	0%	43	100%	43

Grading Rubric Summary for All Courses Participating in QEP in Fall 2012

International Education Student Learning Outcome	4 #	4 %	3 #	3 %	2 #	2 %	1 #	1 %	Mastery (3 or 4) #	Mastery (3 or 4) %	Total Students
1a. Students will increase their knowledge of cultures in the world around them. (all courses)	11	41%	16	59%	-	0%	-	0%	27	100%	27
MECH 1500	11	41%	16	59%	-	0%	-	0%	27	100%	27
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	27	100%	-	0%	-	0%	-	0%	27	100%	27
MECH 1500	27	100%	-	0%	-	0%	-	0%	27	100%	27
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	27	100%	-	0%	-	0%	-	0%	27	100%	27
MECH 1500	27	100%	-	0%	-	0%	-	0%	27	100%	27

Current Status: Completed

The QEP module for RoHS was included in the MECH 1500 curriculum starting Fall 2012. In Fall 2012 there were 2 MECH 1500 classes taught for a total of 27 students. In the Spring 2013 there were 4 MECH 1500 classes taught for a total of 43 students. Therefore a total of 6 MECH 1500 classes taught in which the QEP RoHS module was taught for a total of 70 students.

Describe Needed Changes: none

List of Supporting Documentation: Grading Rubric Summary Sheets for the Mechatronic 1500 course taught in Fall 2012 and Spring 2013 - in body

Date Last Updated: May 20, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012– June 30, 2013

Unit: Career Readiness

Related Strategic Goal:
1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: CARE-03

Action Plan Title: Enrollment Increase

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

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

Team Members: *Fred Rascoe*
Keith Hamilton (Bridgestone)

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

Est. Cost: 500,000 Equipment   **Budgeted:** Included in current budget

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

CRN 81967 is in LaVergne

Course Information
Electrical Components - MECH 1100 S01
CRN: 81967

Duration: Aug 25, 2012 - Sep 20, 2012
Status: Active

Enrollment Counts

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

Summary Class List

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

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

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

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

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

Describe Needed Changes: *none*

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

Date Last Updated: May 15, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

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: Mechatronic Capstone Course Project Presentation to Industry

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

Description of Action Plan and Related Activities:

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

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

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

Est. Cost: $0 **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On schedule

List of supporting Documentation:

Date of last update: 5/20/2013

MECH 2600
Presentation Review

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

    A.   What did you like about the presentation?

    B.   What did you think could have been improved?

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

    D.   Do you have any suggestions for future projects?

    E.   Any other comments?

Name _____

Company _____

MECH 2600

Presentation Review

Fred
Larry
Shane
Ingrid
Allen Northcutt
Rex
Wil   James
Brian
Nathan

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

A. What did you like about the presentation? Good visual aids. Good presentation.

B. What did you think could have been improved? More on Cost/savings analysis if time permits, Takt time / Demand. Need that to hit a target.

C. Do you feel that the project is pertinent to industry? Yes, dealt with Maintenance Uptime engineering Kaizen, and efficiency improvements.

D. Do you have any suggestions for future projects? Great teams, May be locked in to 1 project? can it be modified? future students will learn about past class improvements.

E. Any other comments? Congratulations to the staff and Students. Project flowed well. Applies to real world problems.

Name Rodney Baker

Company Yorozu Automotive

Goal

Set Goals

Identify Goals

Problem Identification

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

⊗ Continuous Improvements

Need to determine cost/gain

How did the workload get divided up?

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

Looks at
the process

Like John
Todd

Cost
Auct

Details on cost associated with kaizen

To see initial Run
48 sec after Kaizen.

X Program

How much was

adds a robot

Robot

Time
what is the demand

MECH 2600

Presentation Review

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

A. What did you like about the presentation?

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

B. What did you think could have been improved?

Perhaps class should be two semesters to allow further improvements.

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

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

D. Do you have any suggestions for future projects?

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

E. Any other comments?

Very well done.

Name _Todd Herzog_

Company _Accu-Router, Inc._

MECH 2600

Presentation Review

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

A. What did you like about the presentation?
NICE TO SEE ALL THE STUDENTS PARTICIPATE. USE OF VIDEO IS NICE ALSO AS A PROCESS LIKE THIS IS BETTER WHEN SEEN.

B. What did you think could have been improved?
• DATA DRIVEN DECISIONS — THE VALUE OF "10" OF /IMPACT. WHY WAS THIS A 10?

C. Do you feel that the project is pertinent to industry?
• VERY MUCH. I SEE A LOT OF BASIC DISCIPLINES (PNEUMATIC , ELECTRIC, PROGRAMMING, ETC) BEING USED AND APPLIED.

D. Do you have any suggestions for future projects?
• GOOD KAIZEN, WOULD ALSO LIKE TO SEE DESIGN (FROM SCRATCH).

E. Any other comments?

Name ___JOHN DILLINGER_____

Company ___BRIDGESTONE_____

Motlow State Community College
Institutional Effectiveness Plan

Unit: Education   **Unit Head:** Charle Coffey

Division: Academic Affairs

Statement of Purpose:

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

Our mission is to:

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

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

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

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

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

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Education

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

Action Plan #: EDUC-01

Action Plan Title: NAEYC Accreditation

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

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

Team Members: The Education Department coordinates the application and self study process utilizing other campus constituencies as resources as appropriate. Work is on schedule institution will host the visiting committee with arrangements coordinated by the Education Department.

Timeline: 2015

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

Evidence of Success: The Associate of Applied Science degree in Early Childhood Education will be fully accredited by the National Association for the Education of the Young Child (NAEYC) in 2015.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: 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.

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.

Describe Needed Changes:

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

Date Last Updated: August 9, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Education

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

Action Plan #: EDUC-02

Action Plan Title: Internationalization of Education Courses

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

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

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

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

International Module

Course: EDU 2110

College: Motlow College

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

Module Description:

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

Module Objectives:

Objective 1:

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

SLOs (Knowledge)

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

Objective 2:

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

SLOs (Comprehension)

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

Objective 3:

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

SLOs (Application)

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

Evaluation Rubric for EDU 2110

Learning
Outcome Category
          (4)Exceeds Standard
(4 Points
 for each criteria)   (3)Meets Basic Standard
(3 Points for each criteria)   (2)Partially Proficient
in covering standards
(2 Points for each criteria)   (1)Deficient or unsatisfactory in covering standards
   (1 Point for each criteria)

1A Knowledge
Students will increase their knowledge of cultures in the world around them and how those cultures influence public education   *Knowledge*

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

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

> *Comprehension*

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

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

Application

Student will present their digital story or reflective essay
Students address and present how forces beyond our borders has impacted education and our teaching in the STEM areas and discuss these impacts on the future workforce
Students address and present how outside forces from outside our nation has impacted education in the STEM areas
Students left gaps in their summary of how outside forces has impacted the education system in the US
  Students did very little if any summarization on the impact of outside forces on the US educational system

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

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

   Team Members*:* EDU instructors/HPE instructors

   Timeline: Fall 2011 – Spring 2013

Est. Cost: $500   **Budgeted in**: Current Budget

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

   <u>**Complete the following when assessing a plan**</u>

Current Status: Completed

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

Subsequent QEP modules were developed for EDU 2110 and HPE 2340 and implemented on schedule for Fall 2012 and Spring 2013. Assessment results are listed on our website at http://www.mscc.edu/qep/Impact/qep.html

Describe Needed Changes: EDU students performed exceptionally well on this module as evidenced on the attached table provided by Institutional Research. Additional modules were developed and implemented for EDU 1120, HPE 2340, and HPE 2300 according to the proposed schedule. This activity has been completed.

List of Supporting Documentation: Departmental meeting minutes; e-mail exchanges; assessment results

Date Last Updated: August 9, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Education

Related Strategic Goal:
1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: EDUC-03

Action Plan Title: Expand Adult College Express (ACE)

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

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

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

Timeline: Review progress and evaluate on December 1, 2011

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

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

Complete the following when assessing a plan

Current Status: Completed

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

We did not launch a complete cohort in either the General Studies or ECED ACE programs for spring2013 due to insufficient enrollment. However, we did add 4 new students to the ECED cohort and 7 new students joined the Fall 2012 General Studies ACE cohort.

Describe Needed Changes: This action plan has been deleted.

List of Supporting Documentation:

Date Last Updated: August 9, 2013

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

Unit: Education

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

Action Plan #: EDUC -04

Action Plan Title: Academic Audit

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

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

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

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

Est. Cost: $750   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: Completed

Describe Progress: Suggestions and recommendations have been implemented in preparation for the upcoming NAEYC accreditation self-study.

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

1. additional guidance for basic skills such as note-taking and analysis prior to the ninety hours of field observations; (This is being accomplished through guidance during ECED 2130, Initial Practicum class.)
2. systematic application of quality assurance measures: (This is being accomplished through alignment of courses with NAEYC standards and assessment measures.)
3. evaluation of the feasibility of embedded remediation for underprepared students.   (This is being evaluated by faculty.)

List of Supporting Documentation: Academic Audit Reports

Date Last Updated: August 9, 2013

Motlow State Community College
Institutional Effectiveness Plan
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Education

EO: EDUC-05

EO Title: Assessment of General Education Core Courses

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

Related Performance Funding Standard:
1.C.2 Undergraduate Program Review

Expected 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.

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

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

Est. Cost: **Budgeted:** Included in current budget

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

Expected Student Learning Outcomes:

(1)   Students will explore the relationship between the individual and society as it affects the personal behavior of the individual, the family, and the community.

(2)   Students will think critically about the interdependent nature of the individual, family, and society in shaping human behavior and determining quality of life.

(3) Students will develop an understanding of the relationship between a healthy lifestyles and the prevention of cardiovascular risk factors.

(4) Students will think critically about how individuals are influenced by economic, cultural, and family institutions when evaluating their own lifestyles.

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

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

Assessment Results: 2009-2010

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

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.

Use of Assessment Results:

Results of this assessment are used by HPE faculty to re-evaluate the course syllabus at the prior to each academic year. Additionally, the instrument itself is reviewed and updated prior to each assessment to reflect new fitness/health information as it becomes available and the changing standards in the field. (This course is assessed on a rotating basis in odd numbered fall terms.)   Faculty are in the process of evaluating each question to determine why the projected average of twenty percent was not met and defining the steps that will be implemented prior to testing during fall term 2013. Scores will be evaluated at the end of fall term to determine if goal was reached.

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

Date Last Updated: August 9, 2013

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 .

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

Unit: Humanities

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

Action Plan #: HUMA-01

Action Plan Title: Internationalization of Humanities Courses

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

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

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

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

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

International Module Objectives and Outcomes

Objective 1   **Learning Domain Student Learning Outcomes**

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

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

Objective 2   **Learning Domain Student Learning Outcomes**

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

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

Objective 3   **Learning Domain Student Learning Outcomes**

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

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

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

Planned Course/ Instructional Modules

THEA 1030 - Fall 2011

Course	Strategic Planning Priorities & Goals	Module Approved & Student Learning Outcomes (SLO) Of Selected Categories (Rubrics)	Implemented on Time	Expected Outcomes
			Achieved	
			Outcome Yes No	

THEA 1030   Q3.1-Q3.2   Yes.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 89%   x

  1b. na
  2a. 86%   x
  2b. na
  3a. na
   3b. 85%   x

THEA 1030 - Spring 2012

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

Achieved

Outcome	Yes	No

THEA 1030   Q3.1-Q3.2   Yes.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 86%   x

  1b. na
  2a. 86%   x
  2b. na
  3a. na
   3b. 86%   x

Method & Summary of Results:

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

Corrective Actions and Improvement Plans:

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

ARTA 1030 - Fall 2011

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

Achieved

Outcome	Yes	No

ARTA 1030   Q3.1-Q3.2   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 90%   x

  1b. na
  2a. 82%   x

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

ARTA 1030 - Spring 2012

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

Outcome	Yes	No

ARTA 1030   Q3.1-Q3.2   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 90%   x
 1b. na
 2a. 78%   x
 2b. na
 3a. na
 3b. 83%   x

Method & Summary of Results:

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

Corrective Actions and Improvement Plans:

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

SPCH 1010 - Spring 2012

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

Outcome	Yes	No

SPCH 1010   Q3.1-Q3.2   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 73%   x
 1b. na
 2a. 73%   x
 2b. na
 3a. na
 3b. 76%   x

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

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

MUSA 1030 - Spring 2012

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

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

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

Est. Cost: $ 0   **Budgeted:** Included in current budget

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

Current Status: Completed

Describe Progress:

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

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

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

In FALL 2012 there were 321 students assessed. 83% of the students assessed scored 3 or 4 on 1a. 84% scored 3 or 4 on 2a, and 88% scored 3 or 4 on 3b. Thus, the intended results were achieved in FALL 2012.

In SPRING 2013 there were 159 students assessed. 97% scored 3 or 4 on 1a. 85% scored 3 or 4 on 2a, and 945 scored 3 or 4 on 3b. Again the intended results were achieved.

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

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

In FALL 2012, 210 students were assessed. 86% scored 3 or 4 on 1b. 85% scored 3 or 4 on 2b. 85% scored 3 or 4 on 3b. Thus, the intended outcomes were achieved.

In SPRING 2013 there were 210 students assessed. 85% scored 3 or 4 on 1a. 85% scored 3 or 4 on 2a, and 83% scored 3 or 4 on 3b. The intended results were achieved.

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

In FALL 2012 there were 455 students assessed in SPCH 1010. There were 91% who scored 3 or 4 on 1a. 81% scored 3 or 4 on 2a, 735 scored 3 or 4 on 3b. The intended outcomes were achieved.

In SPRING 2013 430 students were assessed. 87% scored 3 or 4 on 1a. 80% scored 3 or 4 on 2a, and 77% scored 3 or 4 on 3b. The intended results were achieved.

MUSA 1030 was implemented in FALL 2012. There were 390 students assessed using the prescribed rubric. The goals were that 70% percent of those assessed would score 3 or 4 on the chosen SLO's. 90% scored 3 or 4 on 1a, 88% scored 3 or 4 on 2b, and 93% scored 3 or 4 on 3b. Thus, the intended outcomes were met for MUSA in Fall 2012.
In SPRING 2013, 389 students were assessed. 87% scored 3 or 4 on 1a. 86% scored 3 or 4 on 2b, and 83% scored 3 or 4 on 3b. Again the intended outcomes were achieved.

COMM 1010 was implemented in SPRING 2013. There were 35 students assessed using a prescribed rubric. The goals were that 70% of those assessed would score 3 or 4 on the chosen SLO's. 80% scored 3 or 4 on 1a. 83% scored 3 or 4 on 2a. There were only 54% scoring 3 or 4 on 3a. The results were achieved for 2 of the 3 SLO's. The results for one of the SLO's fell below the expected outcome.

Describe needed Changes: The plan is now complete. Thus, there is no change needed.

List of Supporting Documentation: Reference below the results per semester for the international modules.

FALL 2011 QEP Grading Rubric Summary for ARTA 1030

International Education Student Learning Outcome	4 #	4 %	3 #	3 %	2 #	2 %	1 #	1 %	Mastery (3 or 4) #	Mastery (3 or 4) %	Total Students
1.a Students will increase their knowledge of cultures in the world around them.	164	46%	27	8%	8	2%	158	44%	322	90%	357
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	0
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	123	34%	170	48%	44	12%	20	6%	293	82%	357
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0	0
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0	0
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	133	37%	165	46%	49	14%	10	3%	298	83%	357

FALL 2011 QEP Grading rubric Summary for THEA 1030

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

Spring 2012 Grading Rubric for ARTA 2012

International Education Student Learning Outcome	4 #	4 %	3 #	3 %	2 #	2 %	1 #	1 %	Mastery (3 or 4) #	Mastery (3 or 4) %	Total Students
1.a Students will increase their knowledge of cultures in the world around them.	90	42%	101	47%	22	10%	0	0%	191	90%	213
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	75	35%	91	43%	47	22%	0	0%	166	78%	213
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0	0
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0	0
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	75	35%	100	47%	36	17%	1	0%	175	83%	212

Spring 2012 Grading Rubric for THEA 1030

International Education Student Learning Outcome	4 #	4 %	3 #	3 %	2 #	2 %	1 #	1 %	Mastery (3 or 4) #	Mastery %	Total Students
1.a Students will increase their knowledge of cultures in the world around them.	83	41%	91	45%	20	1%	8	4%	174	86%	202
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0		
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	79	39%	95	47%	20	10%	8	4%	174	86%	202
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0	0
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0	0
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	81	40%	93	46%	20	10%	8	4%	174	86%	202

Spring 2012 Grading Rubric for SPCH 1010

International Education Student Learning Outcome	4 #	4 %	3 #	3 %	2 #	2 %	1 #	1 %	Mastery (3 or 4) #	Mastery %	Total Students
1.a Students will increase their knowledge of cultures in the world around them.	159	45%	99	28%	51	14%	12	3%	258	73%	352
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	133	41%	102	32%	77	24%	9	3%	235	73%	321
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0	
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0	
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	115	36%	128	40%	34	11%	44	14%	243	76%	321

FALL 2012 QEP Grading Rubric Summary for ARTA 1030

International Education Student Learning Outcome	4	3	2	1	Mastery (3 or 4)	Total Students

International Education Student Learning Outcome	4		3		2		1		Mastery (3 or 4)		Total Students
	#	%	#	%	#	%	#	%	#	%	
1.a Students will increase their knowledge of cultures in the world around them.	139	43%	145	45%	32	10%	5	2%	284	88%	321
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	0
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	115	36%	154	48%	46	14%	6	2%	269	84%	321
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0	0
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0	0
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	147	46%	135	42%	34	11%	5	2%	282	88%	321

FALL 2012 QEP Grading rubric Summary for THEA 1030

International Education Student Learning Outcome	4		3		2		1		Mastery (3 or 4)		Total Students
	#	%	#	%	#	%	#	%	#	%	
1.a Students will increase their knowledge of cultures in the world around them.	98	47%	83	40%	23	11%	6	3%	181	86%	210
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	0
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	96	46%	82	39%	26	12%	6	3%	178	85%	210
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0	0
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0	0
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	89	42%	89	42%	25	12%	7	3%	178	85%	210

FALL 2012 QEP Grading Rubric Summary for SPCH 1010

International Education Student Learning Outcome	4 #	4 %	3 #	3 %	2 #	2 %	1 #	1 %	Mastery (3 or 4) #	Mastery (3 or 4) %	Total Students
1.a Students will increase their knowledge of cultures in the world around them.	209	46%	205	45%	31	7%	10	2%	414	91%	455
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	0
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	194	43%	174	38%	73	16%	14	3%	368	81%	455
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0	0
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0	0
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	133	36%	168	37%	100	22%	24	5%	331	73%	455

FALL 2012 QEP Grading rubric Summary for MUSA 1030

International Education Student Learning Outcome	4 #	4 %	3 #	3 %	2 #	2 %	1 #	1 %	Mastery (3 or 4) #	Mastery (3 or 4) %	Total Students
1.a Students will increase their knowledge of cultures in the world around them.	277	71%	75	19%	19	5%	19	5%	352	90%	390
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	0
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	0	0	0	0	0	0	0	0	0	0	0
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	278	71%	67	17%	25	6%	20	5%	345	88%	390

3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations. 0 0 0 0 0 0 0 0 0 0 0

3b. Students will articulate the perspectives of other cultures and nations when analyzing world events. 289 74% 73 19% 17 4% 11 3% 362 93% 390

SPRING 2013 QEP Grading Rubric Summary for ARTA 1030

International Education Student Learning Outcome	4		3		2		1		Mastery (3 or 4)		Total Students
	#	%	#	%	#	%	#	%	#	%	
1.a Students will increase their knowledge of cultures in the world around them.	89	56%	65	41%	5	3%	0	0%	154	97%	159
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	0
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	67	42%	68	43%	24	15%	0	0%	135	85%	159
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0	0
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0	0
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	87	55%	63	40%	9	6%	0	0	150	94%	159

Spring 2013 QEP Grading rubric Summary for THEA 1030

International Education Student Learning Outcome	4		3		2		1		Mastery (3 or 4)		Total Students
	#	%	#	%	#	%	#	%	#	%	
1.a Students will increase their knowledge of cultures in the world around them.	68	48%	54	38%	19	13%	2	1%	122	85%	143
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	0

2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.   60   42%   61   43%   19   13%   3   2%   121   85%   143

2b. Students will describe how the course-related international content impacts their own occupational/professional development.   0   0   0   0   0   0   0   0   0   0   0

3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.   0   0   0   0   0   0   0   0   0   0   0

3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.   59   41%   59   41%   22   15%   3   2%   118   83%   143

Spring 2013 QEP Grading rubric Summary for SPCH 1010

International Education Student Learning Outcome	4		3		2		1		Mastery (3 or 4)		Total Students
	#	%	#	%	#	%	#	%	#	%	
1.a Students will increase their knowledge of cultures in the world around them.	218	51%	156	36%	48	11%	8	2%	374	87%	430
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	0
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	184	43%	161	37%	73	17%	12	3%	345	80%	430
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0	0
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0	0
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	153	36%	177	41%	82	19%	18	4%	330	77%	430

Spring 2013 QEP Grading Rubric for MUSA 1030

International Education Student Learning Outcome	4		3		2		1		Mastery (3 or 4)		Total Students
	#	%	#	%	#	%	#	%	#	%	
1.a Students will increase their knowledge of cultures in the world around them.	276	71%	61	16%	17	4%	35	9%	337	87%	389
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	0
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	0	0	0	0	0	0	0	0	0	0	0
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	281	72%	55	14%	17	4%	36	9%	336	86%	389
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	0	0	0	0	0	0	0	0	0	0	0
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	276	72%	62	16%	16	4%	35	9%	338	88%	385

Spring 2013 QEP Grading Rubric Summary for COMM 1010

International Education Student Learning Outcome	4		3		2		1		Mastery (3 or 4)		Total Students
	#	%	#	%	#	%	#	%	#	%	
1.a Students will increase their knowledge of cultures in the world around them.	10	29%	18	51%	5	14%	2	6%	28	80%	35
1b. Students will recognize the role that differing cultural perspectives play in shaping world events.	0	0	0	0	0	0	0	0	0	0	0
2a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practice of various academic disciplines and related occupations/professions.	12	34%	17	49%	4	11%	2	6%	29	83%	35
2b. Students will describe how the course-related international content impacts their own occupational/professional development.	0	0	0	0	0	0	0	0	0	0	0
3a. Students will recognize how events in other nations affect the United States and how events in this country affect other nations.	9	32%	6	21%	1	45	0	0	15	54%	28
3b. Students will articulate the perspectives of other cultures and nations when analyzing world events.	0	0	0	0	0	0	0	0	0	0	0

Date Last updated: 5/30/2013

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

Unit: Humanities

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

Action Plan #: HUMA-02

Action Plan Title: Humanities Online Offerings

Desired Outcome: The Department of Humanities will increase its online course offerings by one additional course in Fall 2014 in efforts to increase access to post-secondary education.

Description of Action Plan and Related Activities:
The Motlow College Strategic Plan 2010-2015 Access Priority 1.1 states that "Motlow State Community College will expand the use of technology to increase access to post-secondary education." In compliance with this goal, the Humanities Department will increase its online course offerings.

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

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

We also offer a hybrid version of SPCH 1010

The department will add one additional fully online MSCC course:

MUSA 1030 Music Appreciatiion.

Responsible Faculty Member: David Bethea

Timeline: Fall 2014 semester (implementation)

Est. Cost: $2,100.00   **Budgeted:** Budget increase needed

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

Complete the following when assessing a plan

Current Status: On Schedule

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

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

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

Date Last Updated: August 2013

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

Unit: Humanities

Action Plan #: HUMA-03

Action Plan Title: Assessment of General Education Core Courses

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

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

Team Members:
   1.   Department Chair
2.   Full time faculty

  Timeline: fall 2013 semester - MUS 1030 and SPCH 1010
Est. Cost: none
                                    Budgeted: Included in current budget
Assessment Procedures: The Department Chair and faculty will develop the assessment instruments and scoring methods. They will also administer the assessments and work together to compile the results. The Department Chair will write a report summarizing the results using the designated Student Learning Outcomes Use of Assessment Results form. This

is to be submitted to the Director of Institutional Research, Planning, and Effectiveness approximately 6 weeks after the end of the semester of the assessment.

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

1) MUS 1030 pre/post test: From pre-test to post-test for each item, 70% of students will show and incremental gain of 10%
2) SPCH 1010 embedded assessment of the persuasive speech: At least 70% of a random sample of students will meet or exceed expected outcomes as defined by the Communication faculty based on TBR SLOs for Oral Communication.

Evidence of Success:
Complete the following when assessing a plan
Current Status: On Schedule
Describe Progress: *(What were the results of your actions? Include date reported.)*
Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*
List of Supporting Documentation: *(Submit when reporting progress.)*
Date Last Updated: July 15, 2013

Motlow State Community College
Institutional Effectiveness Plan

Unit: Languages   **Unit Head:** Wes Spratlin

Division: Academic Affairs

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

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

Unit: Languages

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

Action Plan #: LANG-01

Action Plan Title: Spanish Online Course Offerings

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

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

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

Timeline: Review and evaluate on December 1, 2012.

Est. Cost: $ 4,200   **Budgeted:** Funding other than budget

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

Complete the following when assessing a plan

Current Status: Not carried forward. Terminated.

Describe Progress: A faculty member who had taught Spanish for us before was working on this project when a review of our faculty credentials resulted in the faculty member being vetted as not qualified to teach the course. When discussing this Goal/Action Plan with the Provost at the beginning of the new IE cycle, it was determined that because student interest

appears to be very low in all Foreign Language courses and because students have RODP Foreign Language course already available to them, this IE Plan would be terminated.

Describe Needed Changes: N/A

List of Supporting Documentation: N/A

Date Last Updated: 8/21/13

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

Unit: Languages

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

Action Plan #: LANG-02

Action Plan Title: Implementation of the Learning Support Program

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

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

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

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

Timeline: Review and evaluate on December 1, 2012.

Est. Cost: ?   **Budgeted:** Funding other than budget

Evidence of Success: Below are pass/fail rates suggesting that the Learning Support program has been fully implemented on all campuses:

Learning Support Students w/ Pass Rate

Fall 2012 by Site

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

Learning Support Students w/ Pass Rate
Spring 2013 by Site

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

Current Status: Completed

Describe Needed Changes: None needed

List of Supporting Documentation: N/A

Date Last Updated: 6/12/13

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

Unit: Languages

EO: LANG-03

EO Title: Assessment of General Education Core Courses

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

Related Performance Funding Standard:
N/A

Expected Outcome: Language courses in the general education core will be assessed per the general education core assessment schedule using essays.

Action Plan: The faculty will require the use of lab assistance to enhance classroom learning.

Completion Date: Per the general education core assessment schedule

Est. Cost: $0 **Budgeted:** Included in current budget

Assessment Procedures: The department chair and faculty will decide upon the assessment to be used. They will select or design the instruments and scoring techniques to be used and then administer the instrument or technique to gather data. The departmental chair will compile the data and write a report using the designated Student Learning Outcomes Use of Assessment Results form and submit the completed form to the director of Institutional Research, Planning and Effectiveness within 6 weeks after the end of the semester of the assessment.

Assessment Results and Use of Results: English Composition I (ENGL 1010) was assessed in Fall 2009. Approximately 33% (375 of 1,129) of students who were enrolled in ENGL 1010 near the end of the semester submitted essays, which were then assessed according to rubrics which measured the quality of the essays. An essay with a score of 3 is considered to be acceptable. We expected at least 72% of students to meet or exceed that score. The average combined score of all of the essays was a 3.45 and 82% of the students achieved a 3 or better. While the students exceeded the departmental expectations, the English faculty will continue to maintain and improve consistent grading standards. In addition, lab assistance will be required for those students who fall below the departmental expectations.

Results by SLO:

Student Learning Outcomes scoring 3 or above	5 Substantially exceeds requirements	4 Exceeds requirements	3 Meets requirements	2 Partially meets requirements	1 Does not meet requirements	%
1	113 30.1%	122 32.5%	95 25.3%	37 9.9%	8 2.1%	88%
2	94 25.1%	124 33.1%	94 25.1%	57 15.2%	6 1.6%	83%
3	55 14.7%	89 23.7%	126 33.6%	72 19.2%	33 8.8%	72%
4	45 12.0%	96 25.6%	134 35.7%	71 18.9%	29 7.7%	73%
5	90 24.0%	105				

28.0% 110
29.3% 57
15.2% 13
3.5%

81%

Results by the average score of individual papers:

Student Learning Outcomes	5	4	3	2	1
	Substantially exceeds requirements	Exceeds requirements		Meets requirements	
	Partially meets requirements	Does not meet requirements			
Number	63	128	116	60	8
Percentage	16.8%	34.1%	30.9%	16.0%	2.1%

List of Supporting Documentation: General Education Assessment for ENGL 1010 (Fall 2009) – shown in body

Date Last Updated:

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Languages

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

Action Plan #: LANG-04

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

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

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

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

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

Timeline: Review and evaluate on December 15, 2013.

Est. Cost: ?   **Budgeted:** Funding other than budget

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

Learning Support Students w/ Pass Rate
Fall 2012 by Site

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

Total	278	173	62%	254	194	76%

Learning Support Students w/ Pass Rate
Spring 2013 by Site

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

Current Status: On Schedule

Describe Needed Changes: None needed

List of Supporting Documentation: N/A

Date Last Updated: 8/21/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Languages

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

Action Plan #: LANG-05

Action Plan Title: Revision of English General Education Assessment

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

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

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

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

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

Timeline: Review and evaluate on January 30, 2014.

Est. Cost: $0   **Budgeted:** no funding needed

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

<u>Complete the following when assessing a plan</u>

Current Status:

Describe Progress:

Describe Needed Changes:

List of Supporting Documentation:

Motlow State Community College
Institutional Effectiveness Plan

Unit: Mathematics   **Unit Head:** Sandra Arman

Division: Academic Affairs

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

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013– June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Mathematics

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

Action Plan #: MATH-01

Action Plan Title: Developmental Program

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

Description of Action Plan and Related Activities: Faculty will become associated with available tutorial software and utilize it in order to increase student involvement in their respective areas of learning and support.

Team Members: MSCC Mathematics Department Faculty

Timeline: December 2011

Est. Cost: $0   **Budgeted:** Included in current budget

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

Current Status: On Schedule

Complete the following when assessing a plan
Describe Progress:

July 1, 2012 – June 30, 2013
During the assessing year (July 1, 2012 – June 30, 2013) there were 1149 students enrolled in MATH 1010, MATH 1710, and MATH 1630 combined. 101 students (9%) withdrew from their mathematics course within the institutions withdrawal period and have "W" grades recorded on their records for the course. Of the 1048 students completing their courses, 301 students (29%) were DSPM completers, and 848 students (81%) did not have to complete any DSPM courses before enrolling in college-level mathematics.

The percentage of DSPM completers who received passing grades in their first college level mathematics course was 78% (235 students), while 79% (667 students) of non-DSPM completers passed their courses.

Chart Showing Success Rates of Developmental Mathematics Completers Versus Success Rate of
Non-Developmental Mathematics Students in MATH 1010, MATH 1710, and MATH 1630
Assessing Year July 1, 2012 – June 30, 2013

		DSP COMPLETERS		**NON-DSP COMPLETERS**
Course	Total Enrolled	No. and %-ile of W's Total Graded		No. and %-ile of DSPM
	Compl-eters	No. and %-ile passing No. and %-ile		
Failing	No. and %-ile of Non-DSP	No. and %-ile Passing No. and		
		%-ile		

Failing

MATH
1010   496   31
(6%)   465
164
(35%)   151
(86%)   13
(8%)   301
(65%)   266
(88%)   35

(12%)

MATH
1710   405
42
(10%)   363   46
(13%)   32
(70%)   14
(30%)   317
(87%)   262
(83%)   55

(17%)

MATH 1630   248   29
(12%)   219   59
(27%)   52
(88%)   7
(12%)   161
(74%)   139
(86%)   22

(14%)

TOTAL
1149   102
(9%)   1047

269
(26%)   235
(87%)   34
(13%)   779
(74%)   667

(86%)   112

(12%)

In this analysis, the faculty were very pleased that the percentage of DSPM completers did succeed their expectations of 50% by being 78%, which was very close to the non-Learning Support students of 79%.

It should also be noted that this was the last year that DSPM courses were offered. This document will be changed from DSPM to Learning Support Mathematics. Also, MATH 1710 will be replaced by MATH 1530.

For the past 5 years, the average of DSPM completers who successfully completed their first collegiate math course (MATH 1010, MATH 1710, or MATH 1630) is 88.5%.

List of Supporting Documentation:
A report generated by computer services' personnel after the spring term grades have been posted, which shows differences in pass/fail rates between students who were required by DSP guidelines to complete successfully one or more basic/developmental mathematics courses and students who are not required to enroll in any basic and/or developmental mathematics courses.

Date Last Updated: 08/23/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013– June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Mathematics

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

Action Plan #: MATH-02

Action Plan Title: Internationalization of MATH 1010

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

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

Internationalization Plan

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

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

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

International Module Objectives and Outcomes

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

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

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

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

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

Evaluation Rubrics

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

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

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

Implemented Courses/Instructional Modules

MATH 1010
Spring 2013

Course (Rubrics)	Strategic Planning Priorities & Goals Module Approved &	General Learning Outcomes (Rubrics) Implemented on Time	Program Learning Outcomes (Rubrics) Expected Outcomes Of Selected Categories (Rubrics)		Student Learning Outcomes (SLO)
				Achieved	
				Outcome Yes No	

MATH 1010   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 93%   X

1b. 94%   X

2a. 90%   X

2b. N/A

3a. 86%   X
3b. N/A

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

Corrective Actions/Program Improvement Plan:

Outcomes 2b and 3b need to be included in the grading rubrics. They do not show up on the gizmo site. In relation to spring semester and the fall semester, they were identical. The data from the two semesters may be seen in the link below.

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

Timeline: International modules implemented in MATH 1010 beginning Fall 2011

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: QEP International Module is now closed. A comparison was made between 2011, 2012 and 2013 and the QEP achievement of the Student Learning Outcomes Rubrics. The chart of the comparison can be seen below:
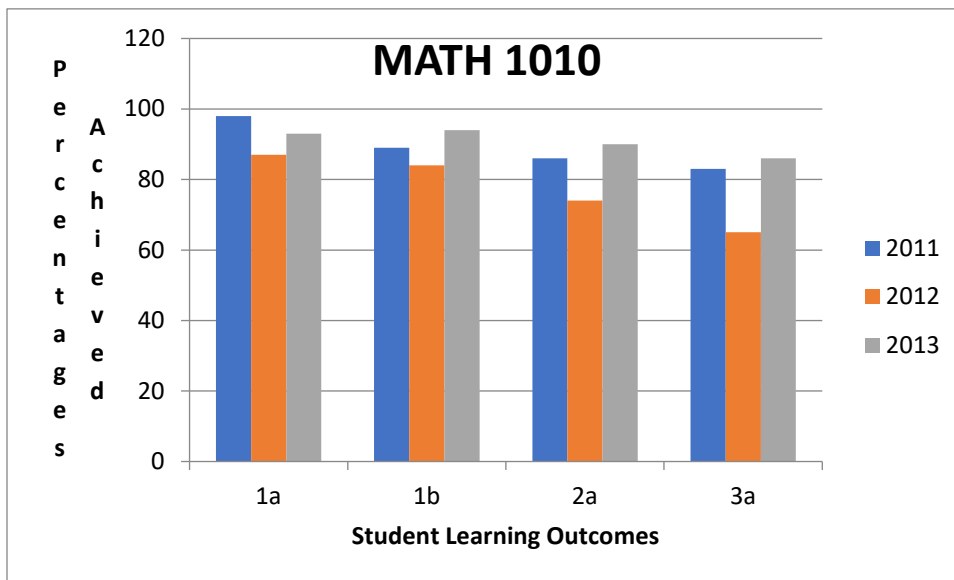
As shown, the 2012 percentages went down quite a bit, but has been brought back in 2013. The math faculty are happy with the results and the Institutional Effectiveness Plan is now closed.

List of Supporting Documentation: Assessment data included in body

Date Last Updated: 08/27/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013– June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Mathematics

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

Action Plan #: MATH-03

Action Title: Assessment of General Education Core Courses

Desired Outcome: The desired outcome is two-fold:

1) The post-test average will be at least 10 percentage points higher that the pre-tests average.

2) Each item on the post-test will have at least 50% correct responses.

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

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

This course satisfies the mathematics requirements for the following emphases under the Tennessee Transfer Pathway (TTP): Art, Criminal Justice Administration (AA and AS), English, Foreign Language, History (AA and AS), Mass Communications (AA and AS), Psychology (AA and AS)
Non TTP: General Studies (Track 1 and Track 2), Pre-Law (AA and AS), Speech and Theatre, Mechatronics Technology

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

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

a) Solve problems and determine if the solutions are reasonable
b) Model real world behaviors and apply mathematical concepts to the solution of real-life problems
c) Make meaningful connections between mathematics and other disciplines.
d) Use technology for mathematical reasoning and problem solving
e) Apply mathematical and/or basic statistical reasoning to analyze data and graphs.

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

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

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

Team Members: Math faculty and chair

Timeline: International modules implemented in MATH 1010 beginning Fall 2011

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Spring 2013

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

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

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

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

Expected Student Learning Outcome Number	Question Number	Number Missed	Number Correct	% Missed	% Correct	Change In Percentage Points

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

Ninety-seven (97) students took both the pre-test and the post-test. The average of the pre-test scores was 23% and the average of the post-test scores was 55%. Assessment results showed a 32 percentage point gain from pre-test to post-test, thus meeting the effectiveness standard that the post-test average score be at least 20 percentage points higher that the pre-test average score.

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

Use of Assessment Results:

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

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

MATH 1710
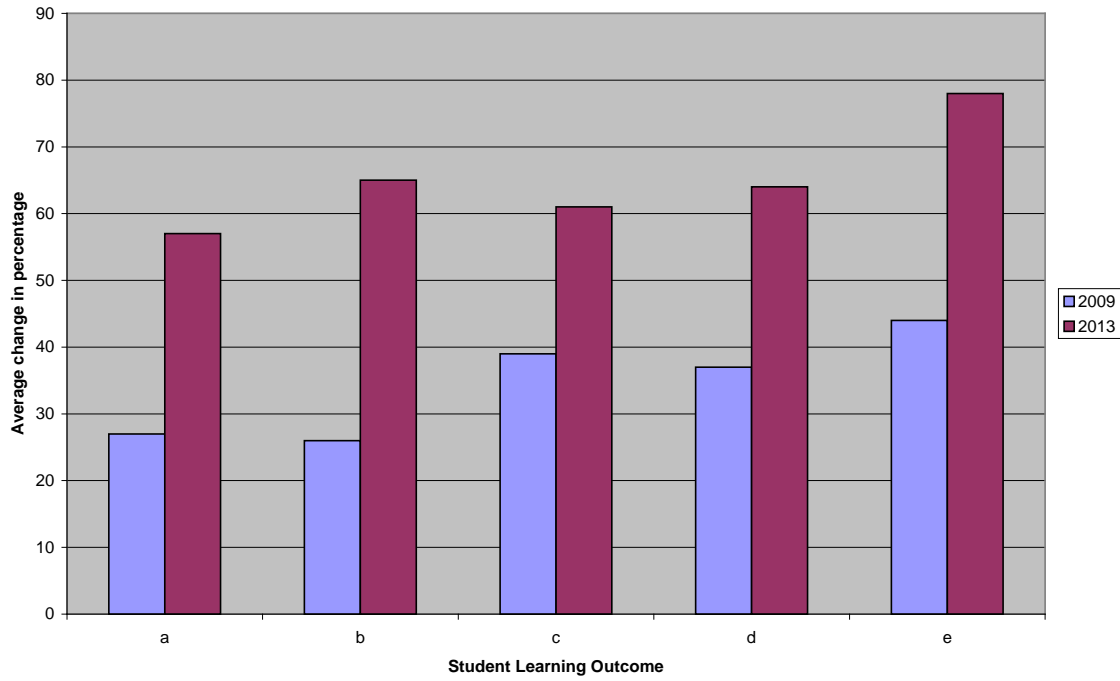
According to the chart above, the average change in percentage points in each learning outcome has increased considerably from 2009.

List of Supporting Documentation: Assessment data included in body

Date Last Updated: 08/27/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Mathematics

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

Action Plan #: MATH-04

Action Plan Title: Learning Support Program - SAILS

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

Description of Action Plan and Related Activities: Faculty will become associated with available tutorial software and utilize it in order to increase student involvement in their respective areas of learning support. If the desired outcome is not met, then the Mathematics Dept. will meet and discuss strategies to be implemented in order to meet the desired outcome in the future. These strategies will be put into action during the following semester.

Team Members: MSCC Mathematics Department Faculty

Timeline: Fall 2013

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following after implementation of the action plan.

Current Status:

Describe Progress:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 08/27/2013

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.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Natural Science

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

Action Plan #: NASC-01

Action Plan Title: Changing General Education Assessment Tool

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

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

NATURAL SCIENCE

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

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

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

Team Members: Natural Sciences Department Chair and faculty

Timeline: June 30, 2012

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: The objectives were not achieved and Assessment Plan has been terminated.

Describe Progress: Due to Department Chair turnover and the lack of faculty preparation no major progress has been achieved. However, the college is providing faculty training in the areas of online developpment and instructional technology.

Describe Needed Changes: I will encourage faculty training and hope to renew this goal in the future.

List of Supporting Documentation:

Date Last Updated: 07/15/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2012 – June 30, 2013
Assessing Year: July 1, 2013 – June 30, 2014

Unit: Natural Science

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

Action Plan #: NASC-02

Action Plan Title: Incorporating International Education into Natural Science Courses

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

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

Internationalization Plan

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

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

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

International Module Objectives and Outcomes

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

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

Evaluation Rubrics

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

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

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

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

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

Implemented Courses/Instructional Modules

BIOL 2230
Fall 2012

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

Achieved

Outcome	Yes	No

BIOL 2230   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 100% X
   1b. N/A
   2a. N/A
   2b. 100% X
   3a. N/A
   3b. 100% X

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

Corrective Actions/Program Improvement Plan:

No corrective action required at this time.

BIOL 2230
Spring 2013

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

Achieved

Outcome   Yes   No
BIOL 2230   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students
participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 97%   X
  1b. N/A
  2a. N/A
  2b. 100%   X
  3a. N/A
   3b. 100%   X

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

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

GEOL 1030
Fall 2012

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

Achieved

Outcome   Yes   No
GEOL 1030   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students
participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 91%   X
  1b. N/A
  2a. N/A
  2b. 90%   X
  3a. 92%   X

3b. N/A

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

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

GEOL 1030
Spring 2013

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

Achieved

Outcome   Yes   No
GEOL 1030   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 94%   X
  1b. N/A
  2a. N/A
  2b. 93%   X
  3a. 94%   X
   3b. N/A

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

Corrective Actions/Program Improvement Plan:
No corrective action required at this time.

Completion Date: Annual

Est. Cost: $50   **Budgeted:** Included in current budget

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

Current Status: On Schedule

Describe Progress:

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

Spring 2012
Students well exceeded the 70% benchmark in both courses, and combined with the rigor that each of these modules require, the Natural Science Department faculty are satisfied with the progress and the direction of the QEP modules for Geology 1030 and Biology 2230. The faculty who created these modules and the faculty who teach them will continue to utilize these modules in their classes and to monitor the progress for any changes in the pass rate for the selected SLOs.

Describe Needed Changes:

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

List of Supporting Documentation:
Departmental meeting minutes

Describe Needed Changes: The QEP and the International Module has been completed and this IE is terminated.

 Date Last Updated: July 15, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Natural Science

Action Plan #:: NASC-03

Action TItle: Assessment of General Education Core Courses

Related Strategic Goal:
1.1: Expand the use of technology to increase access to post-secondary education.
Desired Outcome: Natural Science courses in the general education core will be assessed per the general education core assessment schedule using entry/exit tests.

Description of Action Plan and Related Activities:

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

Team Members:
3. Mr. David Palmer
4. Mrs. Elizabeth Fitch
5.

Timeline: fall 2013 semester
  Natural Sciences PSCI 1030
  Natural Sciences CHEM 1110

Timeline: spring 2014 semester

Natural Sciences BIOL 1120
Natural Sciences BIOL 2020
Natural Sciences PHYS 2020

Budgeted: Included in current budget

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

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

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

4) Each item will have at least 50% correct responses on the Post-Test.

Evidence of Success:
Complete the following when assessing a plan

Current Status: On Schedule

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

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

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

Date Last Updated: July 15, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Natural Science

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

Action Plan #: NASC-04

Action Plan Title: Natural Sciences Online Offerings

Desired Outcome: The Department of Natural Sciences will increase its fully online course offerings by three additional courses in spring 2012 in efforts to increase access to post-secondary education.

Description of Action Plan and Related Activities:
The Motlow College Strategic Plan 2010-2015 Access Priority 1.1 states that "Motlow State Community College will expand the use of technology to increase access to post-secondary education." In compliance with this goal, the Department of Social Science will increase its online course offerings.

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

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

The department will add three additional fully online MSCC courses:

1. 1030 Introduction to Biology
2. BIOL 1110 General Biology I
3. BIOL 1120 General Biology II

Team Members:

6. Cheri Gregory
7. Elizabeth Fitch
8. Janet Forde
9. David Palmer

Timeline: spring 2014 semester (implementation)

Est. Cost: $6,300.99   **Budgeted:** Budget increase needed

Evidence of Success: The MSCC Spring 2012 Class Schedule will show POLS 1030, PSYC 2120, and PSYC 2130 are offered as fully online courses.

Current Status: On Schedule

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

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

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

Date Last Updated: July 18, 2013

Motlow State Community College
Institutional Effectiveness Plan

Unit: Nursing   **Unit Head:** Amy Huff

Division: Academic Affairs

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

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

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Nursing

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

Action Plan #: NURS-01

Action Plan Title: Nursing Licensure Pass Rate

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

Description of Action Plan and Related Activities:
- Administer and monitor results of HESI standardized subject exams and RN Exit HESI exams.
- Offer NCLEX review course on site for students and provide information about various options for NCLEX review courses yearly.
- Create exam questions utilizing the NCLEX blueprint and format.
- Require each student to create a plan for NCLEX preparation in NURS 2130.

Team Members: Nursing director and faculty

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

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success:
- All HESI exams will be administered as scheduled through the testing center; results will be compiled and reviewed by faculty.
- The NCLEX review course from a reputable company will be offered by May 31, 2014 for graduates interested in participating.
- 100% of students enrolled in NURS 2130 will submit an individualized plan for NCLEX preparation.
- Analysis of each exam will be created and reviewed immediately after each core nursing clinical course exam.

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: NCLEX PASSING RATE: 2005 – 2012
MSCC Pass Rate Compared to the National Pass Rate

YEAR	NUMBER TAKING TEST	PASSED	MSCC PASS RATE	NAT'L PASS RATE
2005	37	36	97.3%	87.3%
2006	51	49	96.1%	88.1%
2007	54	51	94.44%	85.47%
2008	56	53	94.74%	86.73%
2009	57	56	98.25%	88.42%
2010	67	66	98.5%	87.42%
2011	62	61	98.4%	87.9%
2012	70	69	98.57%	90.34%

January – December 2012
70 graduates, all tested for NCLEX; one did not pass on the first try but passed second attempt
Total pass rate: 98.57%
TN pass rate: 93.89%
National pass rate: 90.34%
MSCC Three year average: 98.49% (nursing programs' NCLEX pass rate will begin to be evaluated by TBON on a rolling, three-year average)

January – December 2011

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

January – December 2010

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

January – December 2009

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

January – December 2008

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

January – December 2007

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

October – December 2006

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

The 2006 national pass rate is 88.11%.

*October – December 2005

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

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

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

List of Supporting Documentation:
Tennessee Board of Nursing Annual report for 2012 on file in Director's office.
NLNAC and NLN annual reports submitted in Fall 2012 and kept on file in Director's office.
Minutes of meeting May 13, 2013 – IE evaluation and planning meeting for nursing faculty.
Level meeting minutes

Date Last Updated: 05/17/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Nursing

Related Strategic Goal:
2.2 Increase the number of students who complete associate degrees or certificates.

Action Plan #: NURS-02

Action Plan Title: Nursing Program Completion Rate

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

Description of Action Plan and Related Activities:

- Assign full-time nursing faculty program-of-study advisors to all Level I students.
- Provide 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.
- Implement RxTN Grant according to guidelines and proposal; 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.

Team Members: Nursing faculty and director

Timeline:

- Advisors assigned Fall 2013.
- Remediation offered per individual student need, when in clinical jeopardy.
- Midterm deficiencies will be sent out at mid-term.
- Test review after each core clinical course exam in Fall 2013 and Spring 2014.

- Readmission policies reviewed with exiting students during their self-scheduled Exit interview with the Director (or Level Coordinator designee) at any time during the academic year.
- RxTN grant personnel (program coordinator, technical clerk, and completion coach) hired by Fall 2013.

Est. Cost: $ 0   **Budgeted:** Included in current budget

Evidence of Success:
- Students enrolled in the first year nursing courses will be assigned and notified of their program-of-study advisors in the Fall semester 2013.
- Remediation offered to each student to whom it is recommended as documented on counseling forms.
- All students below 75% theory average and with a greater percentage of "needs improvement" than "satisfactory" evaluations in any one objective for clinicals will be sent a mid-term deficiency letter.
- Student test review will occur after every nursing clinical core course exam, with the exception of final exams.
- The Student Self-Test Analysis tool will be offered to all at-risk students.
- 100% of students scheduling an Exit Interview will receive a review of readmission policies, as documented on Exit Interview forms.
- Presence of a fully staffed and functioning grant team for the RxTN grant.

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

Complete the following when assessing a plan

Current Status: On Schedule

Assessment Results and Use of Results:

Spring 2013
64 out of 92 students admitted in Fall 2010 and Summer 2011 completed within 6 semesters – program completion rate is 70%. LPN Transition Student completion rate: 15/16 = 94%

Spring 2012
66 out of 92 students admitted in Fall 2009 and Summer 2010 completed within 6 semesters – program completion rate is 72%. LPN Transition Student completion rate: 19/20 = 95%

Spring 2011
66 out of 90 students admitted in Fall 2008 and Summer 2009 completed within 6 semesters –
program completion rate is 73%. Outcome met.

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

Spring 2009
34 of 61 students admitted in 2007 completed in 2008 and 3 additional students completed in
2009.
34 graduates in 2007 + 3 graduates in 2009 = 37 graduates
37/61 = 61%
This expected outcome is met.

Spring 2008
52 of 71 students admitted in 2006 completed in 2007 and 4 additional students completed in
2008.
52 graduates in 2007 + 4 graduates in 2008 = 56 graduates
56/71 = 79%
The expected outcome was met.

Report of 150% Completion Rates

Year Class Admitted	Number of New Students Admitted (NET1410+NET1350)	# of Students Graduating in 4 Semesters	# of Students Graduating in 6 Semesters	Completion Rate
2005	71	52 (2007)	4	56/71 = 79%
2006	61	34 (2008)	3	37/61 = 60%

Number of New Students
Admitted – NET 1410
 (NET 1350 moved to Summer)

2007	69	40(2009)		
2008	70	(2010)		
2009	66	(2011)		

Spring 2007
Fifty eight students began the program in fall 2004. 36 graduated in 2006, and one
completed in 2007. The 150% completion rate is calculated as follows:
36 graduates in 2006 + 1 graduate in 2007 = 37 graduates

37/58 = 64%
The expected result was met.

Spring 2006
Sixty new students began the program in fall 2003. Twenty-six students graduated in 2005, and thirteen students completed in 2006. The 150% completion rate is calculated as follows:
26 graduates in 2005 + 13 graduates in 2006 = 39 graduates
39/60 = 65%
The expected result was met.

 *Spring 2005
Thirty-eight students graduated. Sixty-one students were admitted in fall 2003. Twelve students were readmitted or transferred in. Fifteen students withdrew for non-academic reasons. Twenty students had academic failures.
61 – 15 = 46
(46 + 12) – 20 = 38
38/46 = 83% retention
 This expected result was met.

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

Describe Needed Changes:

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

List of Supporting Documentation:
Banner
NLNAC and TBON annual reports
Annual Selection grid from selection committee available in Director's office
List of advisors maintained by Director and distributed to faculty
Documentation of recommended remediation and exit interviews within student files
Quarterly RxTN grant reports

 Date Last Updated: 05/17/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Nursing

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

Action Plan #: NURS-03

Action Plan Title: Nursing Program Accreditation

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

Description of Action Plan and Related Activities:
- The nursing department director and faculty will review the Systematic Program Evaluation Plan (SPEP) annually in May to assess for any needed changes in the plan and to review results, in accordance with NLNAC standards.
- The Nursing Director will complete the annual report for NLNAC and report any substantive changes.
- Pay annual dues to NLNAC as required.
- Recruit and hire qualified, MSN-prepared nurses to use as clinical adjuncts to meet the NLNAC criteria 2.2 – "Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing; a minimum of 50% of the part-time faculty also hold a graduate degree with a major in nursing."
- All full-time nursing faculty members that did not attend an NLNAC Self-Study Forum in AY 2012-13 will be given the opportunity to attend in AY 2013-14.
- All newly-hired full-time, tenure-track nursing faculty members will attend an NLNAC Self-Study Forum within the first two years of employment.
- All nursing department members will follow the created, ongoing timeline for completion of the NLNAC Self-Study submission and site visit.

Team Members: Nursing director and faculty

Timeline: Annually and ongoing

Est. Cost: $ 2125   **Budgeted:** Included in current budget

Evidence of Success:
- An SPEP review will be conducted every May and updated as needed. Minutes of this meeting will be kept.
- The annual report will be completed and submitted by due date, Fall 2013.

- The NLNAC dues will be paid from the nursing budget and receipts kept on file.
- $\geq$ 50% of part-time faculty will be Master's prepared nurses for the academic year 2013-14.
- Opportunity given to remaining full-time faculty to attend an NLNAC Self-Study Forum.
- All newly-hired, full-time, tenure-track nursing faculty will attend a self-study forum within two years of employment.
- Adherence to the timeline to completion for the NLNAC Self-Study Report submission and site visit.
- Statement of accreditation.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:
2013
Program maintains accreditation. May 7, 2013 SPEP meeting in which nursing director and faculty reviewed the 2012-13 report and planned for revised SPEP, based on new 2013 NLNAC Standards & Criteria, to be implemented Fall 2013. Annual NLNAC report completed and submitted by director. Annual dues paid to NLNAC. Greater than 50% of part-time faculty held an MSN degree or higher during AY 2012-13. Six faculty members attended the NLNAC Self-Study Forum in March 2013.

2012
No changes in status. NLNAC notified of placement of permanent director. Annual NLNAC report submitted and on file in director's office. The next accreditation visit is scheduled for Spring 2015. Six faculty members scheduled to attend an NLNAC Self Study Forum in March 2013.

2011
No changes in status. The annual NLNAC report is on file in the director's office. The next accreditation visit is scheduled for Spring 2015.

2010
No changes in status. The annual NLNAC report is on file in the director's office. The next accreditation visit is scheduled for Spring 2015.

2009
The nursing department received formal notification of the action taken by the National League of Nursing Accrediting Commission at its meeting on February 25-26, 2010. The board of Commissioners voted to affirm continued accreditation of the program with the next accreditation visit scheduled for Spring 2015.

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

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

2007
The Nursing Program remains accredited. The review was conducted, and the accreditation was confirmed in summer 2007 pending written report addressing noncompliance with Standard Criterion 5 by Fall 2009. The Nursing Department has added an online LPN transition program, and in the fall of 2007, a full Nursing Program will be offered at Motlow's Smyrna Site. NLNAC report on file in Director's office. Expected outcome is met.

2006
The Nursing Program remains accredited. The department is preparing for the 2007 review.

2005
The nursing program remains accredited. This expected outcome is met.

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

List of Supporting Documentation:
NLNAC letter of accreditation kept on file in the director's office.
 NLNAC report and SPEP kept on file in the director's office.
 Receipt of dues paid kept by nursing secretary.
 A faculty profile list is kept by the director, outlining the educational preparation for all part-time instructors.

Date Last Updated: 05/17/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Nursing

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

Action Plan #: NURS-04

Action Plan Title: Internationalization of Nursing Courses

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

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

Internationalization Plan

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

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

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

International Module Objectives and Outcomes

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

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

2. Students in internationalized classes will acquire increased understanding of the international aspects of the respective subject area/course discipline.   Comprehension   Two SLOs (2a. & 2b.) will be developed by the module developer to evaluate student comprehension of the material contained in the instructional module.

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

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

Evaluation Rubrics

Category   **Evaluation Ratings**

	4	3	2	1

1a. Knowledge   All topics are addressed and all questions answered with at least 2 sentences about each. All topics are addressed and most questions answered with at least 2 sentences about each.   All topics are addressed, and most questions answered with 1 sentence about each.   One or more topics were not addressed.

1b. Recognition   Information clearly relates to the main topic. It includes several supporting details and/or examples.   Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.   Information clearly relates to the main topic. No details and/or examples are given.   Information has little or nothing to do with the main topic.

2a. Understanding   Shows a full understanding of the topic.   Shows a good understanding of the topic.   Shows a good understanding of parts of the topic.   Does not seem to understand the topic very well.

2b. Comprehension   Student is able to accurately answer almost all questions posed by classmates about the topic.   Student is able to accurately answer most questions posed by classmates about the topic.   Student is able to accurately answer a few questions posed by classmates about the topic.   Student is unable to accurately answer questions posed by classmates about the topic.

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

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

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

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

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

Planned Courses/Instructional Modules

NURS 1410
Fall 2012

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

Achieved

Outcome	Yes	No
NURS 1410	Q3.1-Q3.2	GLO1-GLO6

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

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

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

1.a. Students will increase their knowledge of cultures in the world around them, specifically norms for verbal and non-verbal communication of selected cultures.

2.a. Students will understand how international cultural diversity shapes the foundational elements, theory, research, and practices of various academic disciplines and related occupations/professions, including how cultural diversity impacts the nurse's ability to communicate therapeutically and to ultimately provide culturally competent nursing care.

3.b. Students will articulate the perspectives of other cultures and nations when analyzing world events, describing how nursing care, specifically communication, can be modified based upon the knowledge and understanding gained and presented.
        Submitted and approved Spring 2012. At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a.   x

1b.		
2a.	x	
2b.		
3a.		
3b.	x	

Method & Summary of Results:
The internationalized nursing module was administered according to the submitted plan. Seventy-four students participated in the module and received an evaluation.
For SLO 1.a. – 74 (100%) received a score of 4; no students received a score of 3, 2, or 1. For SLO 2.b. – 46 (62%) received a score of 4; 21 (28%) received a score of 3; 7 (9%) received a score of 2; and no students received a score of 1. For SLO 3.b. – 53 (72%) received a score of 4; 21 (28%) received a score of 3; no students received a score of 2; and no students received a score of 1. Overall, benchmarks were met, with greater than 70% of students meeting a goal of 3 or 4 for each SLO.

Corrective Actions/Program Improvement Plan:
Positive feedback regarding the assignment was received from some students and the entire class did well overall on the assignment. At this time, it is undecided whether the module will be kept within the nursing course curriculum; if so, it will be with a modified format and rubric.

NURS 2410
Fall 2012

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

Achieved

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

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

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

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

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

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

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

  1b.
  2a.
  2b.   x
  3a.
   3b.   x

Method & Summary of Results:

The internationalized nursing module was administered according to the submitted plan. Sixty-nine students participated in the module and received an evaluation.
For SLO 1.a. – 69 (100%) received a score of 4; no students received a score of 3, 2, or 1. For SLO 2.b. – 69 (100%) received a score of 4; no students received a score of 3, 2, or 1. For SLO 3.b. – 69 (100%) received a score of 4; no students received a score of 3, 2, or 1. Overall, benchmarks were met, with greater than 70% of students meeting a goal of 3 or 4 for each SLO.

Corrective Actions/Program Improvement Plan:
Positive feedback regarding the assignment was received from some students and the entire class did well overall on the assignment. At this time, it is undecided whether the module will be kept within the nursing course curriculum; if so, it will be with a modified format and rubric.

NURS 1420
Spring 2013

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

(Rubrics)

Achieved

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

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

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

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

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

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

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

At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs. .   1a.   x
   1b.
   2a.
   2b.   x
   3a.
    3b.   x

Method & Summary of Results:

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

A total of 65 Level I students participated in this assignment. For SLO 1.a. – 49 (75%) received a score of 4; 16 (25%) received a score of 3; and no students received a score of 2 or 1. For SLO 2.b. – 54 (83%) received a score of 4; 11 (17%) received a score of 3; and no students received a score of 2 or 1. For SLO 3.b. – 24 (37%) received a score of 4; 34 (52%) received a score of 3; no students received a score of 2; and no students received a score of 1. Overall, benchmarks were met, with greater than 70% of students meeting a goal of 3 or 4 for each SLO. As the objectives progressed from a knowledge level to comprehension to application, the number of students receiving higher rankings decreased but largely remained in the range considered acceptable.

Corrective Actions/Program Improvement Plan:

Positive feedback regarding the assignment was received from some students and the entire class did well overall on the assignment. At this time, it is undecided whether the module will be kept within the nursing course curriculum; if so, it will be with a modified format and rubric.

Implemented Courses/Instructional Modules

NURS 2420
Spring 2013

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

Achieved

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

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

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

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

         PLO1-PL12

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

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

3b. Students will articulate the perspectives of other cultures and nations when analyzing world events. This perspective will be illustrated by telling a story of a citizen in the assigned country who is seeking treatment for HIV/AIDS and related problems.
         Approved to be implemented Spring 2012.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a.   x
   1b.
   2a.
   2b.   x
   3a.
    3b.   x

Method & Summary of Results:

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

A total of 63 students participated in this assignment. For SLO 1.a. – 21 (33%) received a score of 4; 26 (41%) received a score of 3; 16 (25%) received a score of 2; and no students received a score of 1. For SLO 2.b. – 51 (81%) received a score of 4; 12 (19%) received a score of 3; and no students received a score of 2 or 1. For SLO 3.b. – 63 (100%) received a score of 4 and no students received a score of 3, 2, or 1.

Corrective Actions/Program Improvement Plan:

Positive feedback regarding the assignment was received from some students and the entire class did well overall on the assignment. At this time, it is undecided whether the module will be kept within the nursing course curriculum; if so, it will be with a modified format and rubric.

Completion Date: Annual

Est. Cost: $50   **Budgeted:** Included in current budget

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

Current Status: On Schedule

Describe Progress:

2013
Two modules were implemented in Fall 2012: NURS 1410 and NURS 2410. Two modules were implemented in Spring 2013: NURS 1420 and NURS 2420. In all four modules, greater than 70% of all students participating met every objective with a score or 3 or 4.

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

Describe Needed Changes:

Nursing faculty are considering whether to maintain the internationalized modules within the curriculum. If so, they will be done with revised formats, rubrics, and grading scales.

List of Supporting Documentation:
Nursing faculty meeting minutes from May 13, 2013 and January 14, 2013

Date Last Updated: 05/21/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Nursing

Related Strategic Goal:
2.2 Increase the number of students who complete associate degrees or certificates.

Action Plan #: NURS-03

Action Plan Title: Paramedic Program Implementation

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

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

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

Timeline: August 2013: EMS Program Coordinator hired on or before August 1, 2013.
Fall 2013: Submission of LSSR.
December 2013: Program approval by the end of the 2013 calendar year.
Spring or Summer 2014: First class admitted, date depending on curriculum outcomes.

Est. Cost: $1750   **Budgeted:** Included in current budget

Evidence of Success:
- Approved, shared curriculum for Paramedic certificate and degree program implemented.

- Letter of approval from the TN State Board of EMS.
  - Letter of Review received from CoAEMSP, with approval to admit first class.
- Successful job search for EMS Program Coordinator.

Complete the following when assessing a plan

Current Status: On Schedule

Date Last Updated: 05/28/13

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. The department supports the open access mission of the college by providing a full range of social science course offerings comprising anthropology, criminal justice, history, political science, psychology, sociology and interdisciplinary studies, including honors courses. The department complements the curriculum and the college's commitment to public service by offering cultural and civic programs.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Social Sciences

Related Strategic Goal:

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

Action Plan #: SOSC-01

Action Plan Title: Internationalization of Social Sciences Courses

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

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

Internationalization Plan

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

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

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

International Module Objectives and Outcomes

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

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

Evaluation Rubrics

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

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

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

PSYC 1030 General Psychology
Spring 2012

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

Achieved

  Outcome   Yes No

PSYC 1030   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Yes   At least 70% or more of the
students participating in the module will achieve an evaluation rating of three or higher on each of the selected
SLOs.   1a. 95%   X
   1b. N/A
   2a. N/A
   2b. 82%   X
   3a. N/A
    3b. 81%   X

Method & Summary of Results:

The complete PSYC 1030 International Module and Grading Rubric can be accessed at:
http://www.mscc.edu/qep/courses.htm
The module developer selected three international education SLOs to evaluate: 1a, 2b, & 3b. As part of the
approved instructional module and in conjunction with the course's coverage of the topic of sensation and
perception, students viewed the *PBS Discovering Psychology-Updated* program on **Cultural Psychology.** Students
were divided into small groups and each student given four articles (three from scholarly peer-reviewed journals)
on the effects of culture on perception to read and discuss as well as the textbook section on cultural factors in
perception. Using a stimulus picture from one of the research studies, students conducted a quasi-experimental
informal survey to see if their results approximated the results in one of the experimental studies. The small
groups pooled their survey findings. Each student then wrote a 1,250 word paper in APA format summarizing the
video, research articles, and their own qualitative analysis of their informal survey. The paper was scored
according to the approved scoring rubric developed for the module.
All three SLOs were achieved above the 70% benchmark. The results were reviewed by the psychology faculty of
the Department of Social Sciences and the department chair (PSYC 1030 module developer).
Mr. Bryan Thomas stated, "Regarding the Spring 2012, I taught a total of (3) PSYC 1030 courses that implemented
the International Module as required by our department. I have reviewed the Grading Rubric Summary of QEP
results for Spring 2012. I was pleased to discover that our department exceeded the benchmark of 70% of
students with a rubric score of 3 or 4. I feel that I have a firm grasp on teaching this internationalized module to
General Psychology students and feel that no changes need to be made in terms of learning outcomes, course
content, teaching methodologies, or the grading rubric."
Ms. Dayron Deaton-Owens stated, "I taught international modules in both my Sociology and Psychology classes. I
do not think there should be any changes regarding the current module for either class. Overall I think the
psychology IM is well executed. I believe the scores for the psychology IM are high. I think those high scores come
from the fact that most of us instructors have been able to teach this for several semesters and we know how to
go about the assignment and know where to help the students from previous experience. This is a huge help."
Dr. Stephen Guerin stated, "The results of the PSYC 1030 International Module this semester are very gratifying
and reflect a significant success in the achievement of the QEP SLOs. I recommend no changes or corrective
actions to the PSYC 1030 International Module at this time."

Corrective Actions/Program Improvement Plan:

  No corrective action is needed at this time.

HIST 2010 Survey of American History I
Spring 2012

Course	Strategic Planning Priorities & Goals	General Learning Outcomes (Rubrics)	Program

Learning Outcomes

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

Achieved

Outcome	Yes	No

HIST 2010   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. N/A

1b. 78%	X	
2a. 72%	X	
2b. N/A		
3a. N/A		
3b. 74%	X	

Method & Summary of Results:

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

The HIST 2012 International Module shows students that the ideas embodied in the founding documents of the United States—the Declaration of Independence and the Constitution—actually derive from the larger international movement known as The Enlightenment, which had its roots in Europe. Through lectures, assigned readings, class discussions and a final paper, students will see that the ideals which deeply influenced American development had international roots. The module developer selected three international SLOs to evaluate: 1b, 2a, and 3b. Students wrote a paper that was scored according to a grading rubric. An effectiveness standard was that at least 70% of students would achieve a paper rubric score of 3 or 4. The grade on the paper was also used in calculation of the student's final grade in the course.

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

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

Corrective Actions/Program Improvement Plan:
No corrective action is needed at this time.

HIST 2020 Survey of American History II
Spring 2012

Course	Strategic Planning Priorities & Goals	General Learning Outcomes (Rubrics)	Program

Learning Outcomes

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

Achieved

Outcome	Yes	No

HIST 2020   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 87%   X

   1b. N/A

   2a. 85%   X

   2b. N/A

   3a. 86%   X

    3b. N/A

Method & Summary of Results:

The complete HIST 2020 International Module and Grading rubric can be accessed at:

http://www.mscc.edu/qep/courses.htm

The HIST 2020 International Module focuses on the increasing population of Hispanic/Latino peoples in the U.S. The module seeks to help students develop an awareness and appreciation of Hispanic/Latino culture within the recent American experience and to apply this knowledge and comprehension is a paper. The module developer selected three international SLOs to evaluate: 1a, 2a, and 3a. The paper the students wrote for the module was graded using an associated rubric. The effectiveness standard was that 70% 0f the students would be expected to achieve a grade of 3 or 4 using the rubric. The grade on the paper was also used in computation of the student's final grade in the course.

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

Corrective Actions/Program Improvement Plan:

  No corrective action is needed at this time.

SOCI 1010 Introduction to Sociology
Spring 2012

Course	Strategic Planning Priorities & Goals	General Learning Outcomes (Rubrics)	Program Learning Outcomes (Rubrics)	Module Approved & Implemented on Time	Expected Outcomes	Student Learning Outcomes (SLO) Of Selected Categories (Rubrics)
						Achieved
Outcome						Yes No

SOSCI 1010   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a. 82%   X

   1b. N/A

   2a. 79%   X

   2b. N/A

   3a. 75%   X

    3b. N/A

Method & Summary of Results:

The complete SOCI 1010 International Module and Grading Rubric can accessed at:

http://www.mscc.edu/qep/courses.htm

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

The results showed that the assessed international SLOs were achieved above the effectiveness standard. The results were distributed to the sociology faculty for their review and discussion. Prof. Dayron Deaton-Owens, co-developer with Prof. Moneda Grimes, noted that, "…for the first semester, the scores were pretty good, but I do think that this next semester the scores will continue to increase. With this past semester under our belt, I believe that the instructors have some experience that we can use to help our students next semester. Experience, I believe is key. From viewing the result scores, I know that I need to help the students more with objective 3." Prof. Moneda Grimes stated, "I am glad that our department exceeded the established benchmark of 70% of students with a rubric score of 4 or 3." She also offered the following suggestions:

1) Full-time faculty should meet with or have a telephone conference with adjunct faculty to discuss or answer any questions or concerns. During this discussion teaching methodologies and grading rubric should be discussed in greater detail. If this is done I feel that our result would improve even more."

2) Faculty (including myself) should remind students even more often about the requirements and expectations. I reviewed with students but I would like to increase the discussions.

Corrective Actions/Program Improvement Plan:
No corrective action is needed at this time.

PSYC 2120 Social Psychology
Fall 2012

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

Achieved

Outcome	Yes	No

PSYC 2120   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a.   X

	Yes	No
1b.		N.A.
2a.	X	
2b.		N.A.
3a.	X	
3b.		N.A.

Method & Summary of Results:
The complete PSYC 2120 International Module and Grading Rubric can be accessed at:
http://www.mscc.edu/qep/courses.htm
The PSYC 2120 International Module illustrates how the international exchange of ideas and information through social media (e.g., Facebook, Twitter, etc.) affects the attitudes, beliefs, and behaviors of social groups around the world and, in particular, how a political and humanitarian crisis in an African country (Uganda) was disseminated through social media to initiate worldwide activism. Students conduct internet-based research on the KONY2012 social media initiative and write a rubric-scored research paper identifying and describing various social psychology

concepts. International SLOs 1a, 2a, and 3a were selected for evaluation. The effectiveness standard is that 70% of students will earn a score of 3 or 4 on the rubric.

The results showed that the assessed international SLOs were achieved above the effectiveness standard. Upon review, the Department Chair of Social Sciences is pleased to confirm that cultural awareness is continuing to grow at MSCC. Evidently, exploring the relationship between social media and attitudes, beliefs, and behaviors has increased our students' understanding of cultural differences.

SOCI 1020 Social Problems
Fall 2012

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

Achieved

Outcome	Yes	No

SOCI 1020   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Approved & in the process of being implemented.   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a.   X

1b.   N.A.
2a.   N.A.
2b.   X
3a.   X
3b.   N.A.

Method & Summary of Results:

The complete SOCI 1020 International Module and Grading Rubric can be accessed at:

http://www.mscc.edu/qep/courses.htm

The SOCI 1020 International Module focuses on helping students gain knowledge and understanding about the problems that are faced throughout the entire world. Students study various international problems including past and current problems facing the global community. Students select a social problem and pick a country that experiences that social issue. Classroom lectures and discussions augment the student's individual research. Students are to write a paper that is graded according to an associated rubric. The effectiveness standard is that 70% of students will earn a score of 3 or 4 on the rubric. Student Learning Outcomes 1a, 2b, and 3a were assessed.

The results showed that the assessed international SLOs were achieved above the effectiveness standard. Upon review, the Department Chair of Social Sciences is pleased to confirm that students are gaining a broader knowledge of cultures other than their own. Many students do not get an opportunity to study abroad. This international module has brought a new perspective on culture to the classroom.

PSYC 2130 Life Span Psychology
Spring 2013

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

Achieved

Outcome   Yes   No

PSYC 2130   Q3.1-Q3.2   GLO1-GLO6   PLO1-PL12   Development and approval in process and on schedule   At least 70% or more of the students participating in the module will achieve an evaluation rating of three or higher on each of the selected SLOs.   1a.

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

Method & Summary of Results:

The complete SOCI 1020 International Module and Grading Rubric can be accessed at:

http://www.mscc.edu/qep/courses.htm

The PSYC 2130 International Module examines the possible relationships between culture and parenting styles, along with the effects various parenting styles have on child development. Students will explore the impact culture has on the different methods parents utilize to raise their children. Students read the relevant section in the textbook, along with two scholarly articles about culture and parenting styles. Next, the students administer the instructor-developed parent history questionnaire to the required number of participants. The students then write a paper that compares and contrasts their questionnaire results to the information provided in the textbook and scholarly articles. The paper is graded according to an associated rubric. The effectiveness standard is that 70% of students will earn a score of 3 or 4 on the rubric. Student Learning Outcomes 1a, 2b, and 3b were assessed.

The results showed that the assessed international SLOs were achieved above the effectiveness standard. Module developer Bryan Thomas stated that, "This international module allowed students to effectively examine their own cultural values and perceptions on parenting and then, compare them to multiple cultures throughout the world. The scores definitely support this thought."

Completion Date: Annual

Est. Cost: $50   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: Completed

Describe Progress: International modules have developed and deployed in Fall 2011, Spring 2012, Fall 2012, and Spring 2013 semesters. The goal of this plan was accomplished. The assessment results were used to evaluate the effectiveness of the department's ability to increase cultural awareness of our students. The results were used to determine whether or not students developed the ability to compare their own cultural values, practices, and experiences to numerous cultures across the globe. The assessment results also were helpful in evaluating the students' abilities to analyze cultural differences regarding global events. Finally, the assessment results will be very useful for future references when international modules are scheduled to be implemented.

Describe Needed Changes: None at this time.

List of Supporting Documentation: Grading Rubric Summaries from Spring 2012, Fall 2012, and Spring 2013 are included in body. No data was collected in Fall 2011 because this was the first semester the modules were implemented.

Date Last Updated: August 14, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Social Sciences

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

Action Plan #: SOSC-02

Action Plan Title: Social Sciences Online Offerings

Desired Outcome: The Department of Social Science will increase its fully online course offerings by three additional courses in spring 2012 in efforts to increase access to post-secondary education.

Description of Action Plan and Related Activities:
The Motlow College Strategic Plan 2010-2015 Access Priority 1.1 states that "Motlow State Community College will expand the use of technology to increase access to post-secondary education." In compliance with this goal, the Department of Social Science will increase its online course offerings.

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

6. PSYC 1030 General Psychology
7. PSYC 1040 Abnormal Psychology
8. PSYC 2014 Psychology of Human Sexuality
9. CRMJ 1010 Introduction to Criminal Justice
10. CRMJ 2020 Introduction to Corrections
11. HIST 2010 Survey of American History I
12. HIST 2030 Tennessee History
13. HIST 2020 Survey of American History II

The department will add three additional fully online MSCC courses:

1. POLS 1030 American Government
2. PSYC 2120 Social Psychology
3. PSYC 2130 Life Span Psychology

Team Members:

10. Dr. David Bowlby
11. Dr. Stephen Guerin

12. Mr. Bryan Thomas

   Timeline: spring 2012 semester (implementation)

   Est. Cost: $6,300.99   **Budgeted:** Budget increase needed

   Evidence of Success: The MSCC Spring 2013 Class Schedule will show POLS 1030, PSYC 2120, and PSYC 2130 are offered as fully online courses.

   Complete the following when assessing a plan

   Current Status: Completed

   Describe Progress: The goal of increasing the department's fully online course offerings by adding three additional courses was accomplished. The enrollment numbers were high and 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.

   Date Reported: August 13, 2013

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

   List of Supporting Documentation:

   FROM SPRING 2013 CLASS SCHEDULE
   NR 11505   POLS   1030   W77   60M 3.000 American Government   TBA 25 24   1   David Dean Bowlby (P)
      01/17-05/09   WEB

   NR 11517   PSYC   2120   W77   60M 3.000 Social Psychology
            TBA 25   20   5   Stephen H Guerin (P)   01/17-05/09   WEB

   NR 11690   PSYC   2130   W77   BAY 3.000 Life Span Psychology   TBA 25 24   1   Bryan K Thomas (P)
      01/17-05/09   WEB

   Date Last Updated: August 13, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Social Sciences
Related Strategic Goal:
3.1 Monitor and improve the effectiveness of educational programs and services.
Action Plan #: SOSC-03
Action Plan Title: Evaluation of General Education Assessment Tool
Desired Outcome: The Department of Social Science will select the optimal method(s) for each social science course in the general education assessment cycle and begin preparing the needed instruments for fall 2012 implementation.
Description of Action Plan and Related Activities:
Currently, the Department of Social Science uses the following assessment methods for its general education courses.

SOCIAL SCIENCE

GENERAL EDUCATION CORE COURSE	CURRENT ASSESSMENT METHOD
ANTH 2010 Introduction to Anthropology	Pre-Test/Post-Test
GEOG 1030 Cultural Geography	
GEOG 2010 World Geography	Pre-Test/Post Test
HIST 1110 Survey of World Civilization I	
HIST 1120 Survey of World Civilization II	
HIST 2010 Survey of American History I	Pre-Test/Post-Test
HIST 2020 Survey of American History II	Pre-Test/Post-Test
HIST 2030 Tennessee History	
POLS 1030 American Government	Embedded Assessment
POLS 2010 State and Local Government	Embedded Assessment
PSYC 1030 General Psychology	Pre-Test/Post-Test
SOCI 1010 Introduction to Sociology	Pre-Test/Post-Test
SOCI 1020 Social Problems	Pre-Test/Post-Test

Despite the logistical advantages of online Pre-Test/Post-Test assessment, post-test scores occasionally reflect a reduction on students successfully meeting the benchmark of 70% pass rate on the post-test.

The Department of Social Science will research the best practices for assessing social science general education courses among TBR community colleges. The department will select the optimal method(s) for each social science course in the general education assessment cycle and begin preparing the needed assessment instruments for general education courses to be taught in fall 2012.

Team Members: Department chair and faculty
Timeline: June 30, 2013
Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: The Department of Social Science will have determined the optimal method(s) for each social science course in the general education assessment cycle will have made initial steps toward preparing the needed assessment instruments needed for fall 2012 GE assessments.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress: General Education assessment for HIST 2010 and SOCI 1010 is complete. Using an embedded assessment methodology, 26 sections of HIST 2010 were assessed with the following results obtained. Each SLO was achieved at the specified effectiveness standard of 70%.

Using pre-test/post-test assessment methodology, 14 sections of SOCI 1010 Introduction to Sociology taught by two full-time and four part-time instructors participated in the assessment via online administration. Evidently, the version of the pre-test/post-test used online had only 11 questions. That would indicate that one question used to assess SLO 6 (question 12) and both questions (13 and 14) used to assess SLO 7 were omitted for some reason. Based on the results, SLOs 1, 2, and 3 were achieved at the specified effectiveness standard while SLOS 4, 5, and 6 were not. SLO 7 evidently was not assessed. Generally there were fewer students completing the post-test as compared with the pre-test. Questions 10 and 11 actually showed a decline in percent correct from pre-test to post-test.

Describe Needed Changes:

No changes necessary for HIST 2010.

Changes are needed for SOCI 1010. These results were examined and discussed by the full-time sociology faculty. One faculty member thought that the SLOs were too narrow and should focus on larger sociological concepts. The wording of the questions was considered to be narrow and confusing by one faculty member and questions on important topics such as conflict theory and symbolic interaction were omitted. The faculty did not consider the course content or the teaching methodologies as responsible for the poor results. It was the consensus of opinion among the faculty that the results were severely confounded by methodological problems associated with student compliance with the pre-test/post-test approach. These included relying on students to voluntarily complete the pre-test/post-test online outside of class and ensuring that every student who completed a pre-test also completed a post-test. Another factor discussed was that because the score on both the pre and post-test had no bearing on the student's actual grade, many students may not have felt that answering the questions correctly was important to their actual grade. While the online pre-post-test method offers some advantages, its validity and reliability is suspect.

The following recommendations were made:

1. The full-time sociology faculty should meet to revisit the articulation of the student learning outcomes and conduct a redesign of assessment questions and methodology for this course. Specifically, switching to an embedded assessment approach was recommended.

List of Supporting Documentation:
- GE Use of Assessment Results for Fall 2012 – shown in body

Date Last Updated: August 22, 2013

Motlow State Community College
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Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

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: 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 by completing all necessary trainings. All (100%) 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:

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

The department will add three additional fully online MSCC courses:

4. POLS 1030 American Government

     5.   PSYC 2120 Social Psychology
6.   PSYC 2130 Life Span Psychology

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.

Complete the following when assessing a plan

Current Status: On Schedule

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

Describe Needed Changes: *(If desired outcome was not achieved, what changes will you make to achieve it?)*

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

Date Last Updated: August, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Social Sciences
Related Strategic Goal:
1.1: Expand the use of technology to increase access to post-secondary education.
Action Plan #: SOSC-05
Action Plan Title: Increase Social Sciences Online Offerings
Desired Outcome: The Department of Social Science will increase its fully online course offerings by two additional courses, one in spring 2014 and one in Fall 2014. The goal is to increase access to post-secondary education.

Description of Action Plan and Related Activities:
The Motlow College Strategic Plan 2010-2015 Access Priority 1.1 states that "Motlow State Community College will expand the use of technology to increase access to post-secondary education." In compliance with this goal, the Department of Social Science will increase its online course offerings.
The Department of Social Sciences currently offers the following courses in fully online format:
25. PSYC 1030 General Psychology
26. PSYC 1040 Abnormal Psychology
27. PSYC 2014 Psychology of Human Sexuality
28. PSYC 2120 Social Psychology
29. PSYC 2130 Life Span Psychology
30. CRMJ 1010 Introduction to Criminal Justice
31. CRMJ 2020 Introduction to Corrections
32. HIST 2010 Survey of American History I
33. HIST 2030 Tennessee History
34. HIST 2020 Survey of American History II
35. POLS 1030 American Government

The department will add two additional fully online MSCC courses:
7. CRMJ 2010 Introduction to Law Enforcement
8. CRMJ 1020 Introduction to the Legal Process

Team Members: Dr. Lucy Craig
Timeline: CRMJ 2010 Introduction to Law Enforcement Spring 2014 (implementation); CRMJ 1020 Introduction to the Legal Process Fall 2014 (implementation)
Est. Cost: $0 (Redistributed Time)   **Budgeted:** Budget increase needed
Evidence of Success: The MSCC Spring 2014 Class Schedule will show CRMJ 2010 offered as a fully online course. The MSCC Fall 2014 Class Schedule will show CRMJ 1020 offered as a fully online course.
Complete the following when assessing a plan
Current Status: On Schedule
Describe Progress:

Describe Needed Changes:
List of Supporting Documentation:
Date Last Updated: August 22, 2013

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Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Social Sciences

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

Action Plan #: SOSC-06

Action Plan Title: Evaluation of General Education Assessment Tool

Desired Outcome: The Department of Social Science will select the optimal method(s) for each social science course in the general education assessment cycle and begin preparing the needed instruments for spring 2014 implementation.

Description of Action Plan and Related Activities:

Currently, the Department of Social Science uses the following assessment methods for its general education courses.

SOCIAL SCIENCE

GENERAL EDUCATION CORE COURSE	CURRENT ASSESSMENT METHOD
ANTH 2010 Introduction to Anthropology	Pre-Test/Post-Test
GEOG 1030 Cultural Geography	
GEOG 2010 World Geography	Pre-Test/Post Test
HIST 1110 Survey of World Civilization I	Embedded
HIST 1120 Survey of World Civilization II	Embedded
HIST 2010 Survey of American History I	Embedded
HIST 2020 Survey of American History II	Pre-Test/Post-Test
HIST 2030 Tennessee History	Embedded
POLS 1030 American Government	Embedded
POLS 2010 State and Local Government	Embedded

PSYC 1030 General Psychology   Pre-Test/Post-Test

SOCI 1010 Introduction to Sociology   Embedded

SOCI 1020 Social Problems   Pre-Test/Post-Test

Despite the logistical advantages of online Pre-Test/Post-Test assessment, post-test scores occasionally reflect a reduction on students successfully meeting the benchmark of 70% pass rate on the post-test. Another trend that has emerged is that the participation rates of post-test completion are significantly lower than that of the pre-test completion rate.

The Department of Social Science has researched and determined that the use of embedded assessment is more valid, reliable, and allows for an assessment method that is linked to the students' grades. The department will select the optimal method(s) for each social science course in the general education assessment cycle and begin preparing the needed assessment instruments for general education courses to be taught in Spring 2014.

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

- PSYC 1030
- HIST 2020+HG
- GEOG 2010

Team Members: Department chair and faculty

Timeline: June 30, 2014

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: August 22, 2013

Motlow State Community College
Institutional Effectiveness Plan

Unit: Fayetteville Center   **Unit Head:** Laura Monks

Division: Academic Affairs

Statement of Purpose: The Fayetteville Center, a department within the Division of Academic Affairs, was expanded in 1988 to extend credit and non-credit education programs for both day and evening primarily to residents of Fayetteville-Lincoln County and, secondarily, to citizens in Madison and Jackson Counties in Alabama. In the fall of 2001, the center expanded services through the Don Sundquist Center of Advanced Technologies. The center focuses on business and industry training needs, primarily through non-credit courses, workshops and seminars. In support of the division's mission statement, the Center delivers:

- courses for students pursuing university parallel programs;
- courses for students pursuing career education programs;
- public service and continuing education programs to promote personal enrichment and economic and community development, and
- academic support and student support services.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Fayetteville Center

Related Strategic Goal:

2.2 Motlow State Community College will increase the number of students who complete associate degree or certificates.

Action Plan #: FVCT-01

Action Plan Title: ACE Program at the Fayetteville Center Increases Graduates of Motlow College

Desired Outcome: 50% of non-traditional students who enroll in an Adult College Express class at the Fayetteville Center will graduate in 150% of the expected time.

Description of Action Plan and Related Activities:
The ACE program is a cohort style program that allows a group of non-traditional age students (23 years of age or older) to take one class for five weeks by meeting for one or two nights a week for four hours each night. This type of class works well with the schedule of our non-traditional students because they only have to concentrate on one class at a time while still working their full time job and attending their family events. Many of the students who have enrolled in the ACE program have been attempting to attend school by taking one class each semester while not gaining much ground towards graduation. The ACE program also serves students who have stopped attending because "life got in the way" and wish to finish up program requirements.

The ACE program has been a success at the Moore County campus of Motlow College for several years. The Adult College Express program began in the spring of 2010 at the Fayetteville Center. The Director saw that there was a population of students at the Fayetteville Center that were not being served because of the low number of general education classes offered in the evening or not making due to low enrollment numbers. This population of students would be assured that the classes needed for their program of study would not only be offered but would also make and they would be given advance notice of their offering so they can plan their lives accordingly.

One or more informational sessions will be scheduled in the evening hours throughout the year to speak to prospective students about the ACE program. The estimated cost will cover the cost of food or other materials provided at informational sessions.

Fall 2009 – The ACE schedule was developed and approved. An interest meeting was held on October 26, 2009 on the campus of the Fayetteville Center for students who would be interested in participating in the ACE program. A total of 12 prospective students attended the interest meeting. From that meeting, a cohort of 8 students was formed and began the ACE program in January 2010.

Spring 2010 – A second informational meeting was held to gauge interest in a second general studies cohort and a cohort for the Associate of Science in Teaching. A total of nine prospective students attended. Along with the many phone calls and e-mails, a cohort for general studies and teaching was developed to begin Fall 2010. The AST ACE cohort was developed at the request of several educational assistants who wished to complete their degrees in education so they can teach; however, needed an option to take classes that allowed them to keep their daytime employment at their school.

A brochure was developed in partnership with Middle Tennessee State University to advertise both the MSCC ACE program and the MTSU Adult Degree Completion program. It was mailed to all households in the Lincoln County and northern part of Madison county, Alabama.

Summer 2011 – A third informational meeting was held to gauge interest in a third general studies and teaching cohort. A total of 8 prospective students attended. Again with many phone calls and e-mails from other prospective students, a cohort a third cohort for general studies and a second cohort for teaching was developed to begin Fall 2011. An ad was placed in our local paper prior to Fall 2011 promoting the ACE program. An e-mail was sent to all members of the Fayetteville Lincoln County Chamber of Commerce to advertise the ACE program and ask for applications. It spotlighted a current ACE student, Travis Jean.

Fall 2011 –Due to an increase in interest in the ACE program through office walk-ins and phone calls, a sufficient number of completed ACE applications. A fourth general studies cohort was developed to being Spring 2012.

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

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: ACE Partipants IE.xlsx

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%

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%

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

Complete the following when assessing a plan

Current Status: On Schedule

Fall 2010

Describe Progress: An informational session was held in April for prospective students wishing to enter the fall 2010 ACE program. Fall 2010, a second general studies ACE cohort was offered for students. An AST ACE option was offered for the first time.   A total of 19 prospective students were accepted into both cohorts combined. These students are targeted to complete their degree requirements in August 2012.

Describe Needed Changes: It is noted that more marketing is needed to recruitment more students for this type of program. To date, most of the interest has been generated through word of mouth. Each time a student inquiries about the ACE program the student is asked how they heard about the program.

List of Supporting Documentation: Information session sign in sheet, copies of marketing items.

Fall 2012

Describe Progress: 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.

Describe Needed 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: :
- Information session sign in sheet, copies of marketing items
- ACE Press Release.pdf
- ACE Partipants IE.xlsx

 Date Last Updated: May 2013

Motlow State Community College
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Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

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 be 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: On Schedule

Describe Progress:

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

List of Supporting Documentation:
- CAT Meeting Notes.pdf
- Sign In Sheets.pdf
- WDRC Surveys.pdf
- WDRC Surveys module 3.pdf
- WDRC Surveys module 1 and 2.pdf
- WDRC Fayetteville Roster.xlsx

Date Last Updated: 06/13/13

Motlow State Community College
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Assessing Year: July 1, 2012 – June 30, 2013

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: On Schedule

Describe Progress:

Fall 2012

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

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

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

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

Spring 2013

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

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

- Continue to have advisement completed by full time faculty as much as possible.
- Emphasize location, low cost and closeness to home in future marketing campaigns for the Fayetteville Center.
- Seek full time faculty to teach more sections at the Fayetteville Center.
- Seek additional partnerships with four year universities so students do not have to travel to continue their education.
- Work with the PR department to publish student success stories in the local paper, on television or on the web.
- Promote small class sizes and student activities.

Describe Needed Changes:

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:
- Focus group materials
- Fayetteville Student Survey S13.pdf
- SSF12Fayettevilleonly.pdf
- Minutes of SAS Focus Group Sept Oct Nov 2012.pdf
- Minutes of SAS Focus Group April 8 and 29 2013.pdf,
- Letter from Director Fall Term 2013 02042013.pdf,
- Financial Aid Holds 02042013.pdf,
- Applicant Holds 02042013.pdf,
- Learning Support Lab Hours Fall 2012.pdf

Date Last Updated: 6/13/13

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Unit: Fayetteville Center

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

Action Plan #: FVCT-04

Action Plan Title: Center Directors' Success Initiatives

Desired Outcome: The Center Directors will identify one success initiative each year and implement it.

Description of Action Plan and Related Activities: Center Directors will identify a success initiative each year. After the initiative is identified, they will complete the project with aid from others as needed for the specific project.

Team Members: McMinnville and Smyrna Center Directors, others as needed for the specific initiative

Timeline: Expected results can be completed by June 30, 2012

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

Spring 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.

<u>**Spring 2012**</u>
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 develop a list of courses at our respective locations with the semester each are taught. This will aid both students and advisors in graduation planning.

List of Supporting Documentation: Adjunct Survey Results Fall 2012, Online Adjunct Orientation Participation 2012

Date Last Updated: 6/13/13

Motlow State Community College
Institutional Effectiveness Plan

Unit: McMinnville Center   **Unit Head:** Melody Edmonds

Division: Academic Affairs

Statement of Purpose: The McMinnville Center, a unit under the prevue of the provost and vice president for student affairs, was established in 1986 to extend credit and non-credit programs to the citizens of the five northern counties of Warren, Van Buren, White, DeKalb, and Cannon. In support of the division's mission statement, the center delivers:

- courses for students pursuing university parallel programs;
- courses for students pursuing career education programs;
- public service and continuing education programs to promote personal enrichment and economic and community development; and
- academic support and student support services.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: McMinnville Site

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

Action Plan #: MMCT-01

Action Plan Title: Student Satisfaction with McMinnville Center Services

Desired Outcome: Prior to June 2012, our goal was for 90% of the respondents to the Satisfaction of Student Services Survey to be satisfied with the service offered at the McMinnville site. Our future plans are to identify other ways to meet student needs.

Description of Action Plan and Related Activities: An online Satisfaction of Student Services Survey will be made available to all enrolled credit students each semester. The director of institutional research, planning, and effectiveness will forward the responses to the director of the McMinnville Center and put them on the IRPE web site. The results of these plans will be reviewed by the Director of the McMinnville Center; actions will be taken as needed from the results. For our future plans, we are starting a student focus group that will meet once per year to discuss needed changes to McMinnville Student Services. Minutes from these meetings will be maintained at the Center. We will target specific areas to improve upon suggestions from the students.

Team Members: McMinnville Center Faculty and Staff, IRPE staff

Timeline: Review and evaluate June 2014

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Satisfaction of Student Services Survey results will show at least 90% satisfaction with services offered at the McMinnville site. At least one need identified from the student focus group will be acted on if it is feasible.

Current Status: On Schedule

Describe Progress Below

Fall 2012

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

Fall 2011
One hundred percent of the respondents were satisfied with the services. This expected outcome was met.

Fall 2010
One hundred percent of the respondents were satisfied with the services. This expected outcome was met. See attached student services survey for documentation.

Fall 2009
Over 95% of the respondents were satisfied with the services. This expected outcome was met.

Fall 2008
One hundred percent of the respondents were satisfied with the services. This expected outcome was met.

Fall 2007
 Eighty-seven percent of the respondents were satisfied with the services. This expected outcome was not met.

Describe Needed Changes: No changes are identified at this time.

List of Supporting Documentation: Student Satisfaction Survey 2012; SGA Focus Group Minutes

Date Last Updated: 05/30/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: McMinnville Center

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

Action Plan #: MMCT-02

Action Plan Title: Center Directors' Success Initiatives

Desired Outcome: The Center Directors will identify one success initiative each year and implement it.

Description of Action Plan and Related Activities: Center Directors will identify a success initiative each year. After the initiative is identified, they will complete the project with aid from others as needed for the specific project.

Team Members: Fayetteville and Smyrna Center Directors, others as needed for the specific initiative

Timeline: Expected results can be completed by June 30, 2014

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

Spring 2013
In addition to the normal updating of the online orientation, we added a survey. We achieved an 89% satisfaction rate on the survey which was just short of our goal, and we had 53% of the adjuncts to complete online orientation. Our goal was not met; next year, we will make extra efforts to increase the percentage of adjuncts that complete this orientation.

Spring 2012

This year, we worked together to create an online adjunct orientation in D2L. The goals were to introduce adjuncts to D2L, provide vital information to them at their convenience and maintain the availability throughout the semester, give those adjuncts who start in Spring or Summer the same information as those who start in the Fall, require an orientation for all even if they cannot attend the physical orientation, and give them a reference when they need information at a later time. This project was ready for adjuncts to use before the Fall 2012 semester.

Describe Needed Changes: For the upcoming year, we plan to develop a list of courses at our respective locations with the semester each are taught. This will aid both students and advisors in graduation planning.

List of Supporting Documentation: Adjunct Survey Results Fall 2012, Online Adjunct Orientation Participation 2012

Date Last Updated: 05/30/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: McMinnville Center

Related Strategic Goal: 1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: MMCT-03

Action Plan Title: Smithville Location Startup

Desired Outcome: The McMinnville Center will be responsible for having the Smithville Location ready to start classes in the Fall of 2013.

Description of Action Plan and Related Activities: To have this location ready for classes we began by securing a site code, held an informational meeting to determine interest, talked with the high school about typical student ACT scores to determine developmental needs. We will furnish one computer lab and one regular classroom for the Smithville classes. A schedule will be developed, adjunct faculty will be hired for staffing, and the schedule will be advertised in the Smithville newspaper. When possible, we will attend Smithville community events/meetings to promote this new class location.

Team Members: McMinnville Center Staff

Timeline: Expected results can be completed by August 2014

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: A site code has been secured, an informational meeting was held on October 20, and the high school apprised us of their developmental needs. Other work is ongoing.

Fall 2012
The site was ready for classes with a computer lab and regular classroom. Only one class had enough enrollments to be offered for the Fall semester.

Describe Needed Changes: For Fall 2013, we are sending a Motlow representative once every two weeks in the summer to the Smithville location to work with potential students to try and increase enrollment there.

List of Supporting Documentation: Smithville Class Fall 2012

Date Last Updated: 05/30/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: McMinnville Center

Related Strategic Goal: 1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: MMCT-04

Action Plan Title: Dual Enrollment – Mechatronics at Warren County High School

Desired Outcome: The McMinnville Center will get a Mechatronics class started in Fall 2013 at Warren County High School with at least 10 students.

Description of Action Plan and Related Activities: We will recruit students through attending college and parent nights as well as delivering informational packets to the schools. Funding is provided through the dual enrollment grant and Citizens for Progress scholarship for the tuition.

Team Members: McMinnville Center Faculty and Staff

Timeline: Expected results can be completed by August 2014

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Enrollment for Mechatronics will increase in AY 2013-14.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 2012
There were 13 students who enrolled in Mechatronics at Warren County High School. We exceeded this goal.

Spring 2012
We attended the college nights and parent nights for dual enrollment. Packets were created and delivered to the schools.

Describe Needed Changes: This goal should be deleted as it has now been met.

List of Supporting Documentation: Mechatronics Warren County High School Fall 2012

Date Last Updated: 05/30/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: McMinnville Center

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

Action Plan #: MMCT-05

Action Plan Title: McMinnville Center Community Involvement

Desired Outcome: The McMinnville Center will be involved in the community by attending at least 2 community events per month.

Description of Action Plan and Related Activities: We will attend various community events to maintain a strong community presence to promote Motlow's McMinnville Center in the community.

Team Members: McMinnville Center Faculty and Staff

Timeline: Expected results can be completed by June 2013

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

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: none

List of Supporting Documentation: Charted Activities Spreadsheets [1], [2], [3], [4] and [5]

Date Last Updated: 05/30/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: McMinnville Center

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

Action Plan #: MMCT-06

Action Plan Title: McMinnville Center Enrollment Initiative

Desired Outcome: The McMinnville Center will reach out to students interested in attending Motlow.

Description of Action Plan and Related Activities: We will maintain a record of students who pick up applications at the McMinnville Center. We will follow up within one month to see if the student has submitted an application and/or registered for classes. During this follow up call, we will determine if there is any extra assistance we can provide the student to get them started taking classes at Motlow.

Team Members: McMinnville Center Staff

Timeline: Expected results can be completed by June 2013

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: We will maintain a log in our office of these actions.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 2012
We have performed the follow-up calls to students. Basically, we found that students did not enroll because a) life happened, or b) they did not get their financial aid completed. Due to these findings, we would like to revise this goal for next year to work with students earlier on their financial aid requirements. This seems to be key in enrollment.

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

List of Supporting Documentation: Student Contact sheets

Date Last Updated: 05/30/13

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.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Smyrna Center

Related Strategic Goal:
2.2 Increase the number of students who complete associate degrees or certificates.

Action Plan #: SMST-01

Action Plan Title: Alternative Class Formats

Desired Outcome: The Smyrna Center will increase the number of student enrollments in alternative class formats (i.e., Hybrid, Accelerated, Online) at an annual rate of 30%.

Description of Action Plan and Related Activities: Recent numbers indicate that 73% of all college students can be identified as nontraditional, with women making up the majority. As these adult learners (defined as age 25 or older) pursue their educational goals, they frequently are also managing a variety of additional roles and responsibilities in regard to employment, childcare and/or caring for aging family members. As a result, successfully pursuing and completing a degree can pose a challenge. In addressing the needs and frequent time constraints of adult learners (and students in general), academic courses should be offered in a variety of formats in order to provide students the opportunity to attend classes as well as continue to fulfill their other roles and responsibilities. Pursuant to this effort of increasing student success and course completion the Smyrna Center will offer, as discipline appropriate, academic courses in Hybrid, Accelerated and Online format. Enrollment numbers in these courses will be collected and reviewed each semester by the Smyrna Center staff and director in order to determine progress toward this goal and/or if modifications need to be made.

Team Members: Smyrna Center Staff

Timeline: June 30, 2014

Est. Cost: $ 0   **Budgeted:** Included in current budget

Evidence of Success: Student enrollment in alternative class formats at the Smyrna Center will increase by 30% within the specified time frame.

Complete the following when assessing a plan

Current Status: Ahead of Schedule

Describe Progress:

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:

 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:

Date Last Updated: June 10, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Smyrna Center

Related Strategic Goal: 2.1 Enhance student persistence to completion of post-secondary credential or degree

Action Plan#: SMST-02

Action Plan Title: Satisfaction of Student Advising Process at the Smyrna Center

Desired Outcome: Seventy-five percent of Smyrna students responding to the annual Satisfaction with Student Services Survey will indicate satisfaction with the advising process (Academic and/or Financial).

Description of Action Plan and Related Activities: Research has consistently demonstrated that students who "drop out" of college typically do so at the end of their freshman year. While the reasons contributing to this occurrence are varied and outside the scope of institutional capabilities (i.e., lack of financial resources, change in work or family demands, uncertainty regarding academic goals, etc.), there are also indications that many students choose not to return because the college has failed to create an environment, inside or outside of the classroom, that is conducive to their learning and academic needs. Central to the provision of a "student friendly" environment is the advising process.

Students who participate in the process and develop a bond with an advisor are far more likely to complete their academic program. In an effort to better assist students in persisting to the completion of a post-secondary credential or degree, the staff at Smyrna Center will develop and implement effective advising services. These services will range from promoting and encouraging participation in the advising process:

1) At new student orientation
2) Through e-mail student reminders
3) Posted notifications throughout the Center
4) Classroom announcements

To providing accessible advising services:

1) Advising signup sheets
2) Expanded advising hours to include evenings and weekends for both scheduled appointments and "walk ins".
3) Prompt response to student/parental e-mails and phone calls regarding academic programs and services.

Results from the annual Student Satisfaction Survey pertaining to the Smyrna Center advising process will be collected on every fall semester and reviewed by Smyrna center staff and director to identify strengths and weaknesses of the advising process at Smyrna and to make changes as necessary to continually improve the process.

Team Members: Smyrna Center Staff

Timeline: Review progress at the end of cycle

Estimated Cost: None   **Budgeted**: Included in current budget

Evidence of Success: Results from the annual Student Satisfaction Survey will show that 75% of Smyrna respondents are either "Satisfied" or "Very Satisfied" with the Smyrna advising process.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:
Results from the annual Student Satisfaction Survey indicated 93.3% of Smyrna respondents were "Satisfied" or "Very Satisfied" with the Smyrna advising process.

Describe Needed Changes:
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: Student Satisfaction Survey results

Date Last Updated:
June 12, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Smyrna Center

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

Action Plan #: SMST-03

Action Plan Title: Center Directors' Success Initiatives

Desired Outcome: The Center Directors will identify one success initiative each year and implement it.

Description of Action Plan and Related Activities: Center Directors will identify a success initiative each year. After the initiative is identified, they will complete the project with aid from others as needed for the specific project.

Team Members: Fayetteville and McMinnville Center Directors, others as needed for the specific initiative

Timeline: Expected results can be completed by June 30, 2014

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

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: There are no changes to be made, but there will be a new project next year. For 2013-2014, we are planning on developing a list that will identify academic course availability by Center location and semester in order to assist students in planning and academic completion.

List of Supporting Documentation:

Date Last Updated: June 14, 2013

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

Updated: 02/09/10

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Business Affairs

Related Strategic Goal:
4.1 Increase resources from external sources.

Action Plan #: BUSA-01

Action Plan Title: Student Satisfaction with Auxiliary Services

Desired Outcome: Previously, at least 85% of the respondents to the Satisfaction of Student Services Survey will be satisfied with the auxiliary services of Cafeteria and Bookstore. For the Fiscal year ended June 30, 2012, this percentage will be increased to 95% and for the Bookstore this will be an average score of the Moore County Campus along with the off-campus sites of McMinnville and Smyrna.

Description of Action Plan and Related Activities: The questions on the Satisfaction of Student Services Survey will be calculated to determine of the desired outcome was obtained.

Team Members: Vice President for Business Affairs, Cafeteria Manager, and Bookstore Manager

Timeline: Reviewed after the survey is completed for each fall semester.

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Fewer concerns or issues addressed by faculty, staff, and students dealing with the cafeteria and bookstore.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress: The Satisfaction of Student Services Survey is reviewed to determine if at least 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 2012

Moore County

If you have made purchases from MSCC's bookstore, was the service provided satisfactory?
    Yes – 95.33 %
    No –3.67%

If you have made purchases from MSCC's bookstore, was the staff member(s) who assisted you courteous?
    Yes –95.03 %
     No –4.97 %

If you purchased books online through MSCC's bookstore, was the service satisfactory?
    Yes –95.1 %
    No –4.9 %

If you used the rental book program through the MSCC bookstore, was the service satisfactory?
    Yes –98.06 %
    No – 1.94%

If you have eaten at MSCC's cafeteria, was the service provided satisfactory?
    Yes – 96.2%
    No - 3.9%

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

    85.9% rated the food Very satisfactory or satisfactory
     14.1% rated the food as unsatisfactory or very unsatisfactory

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

Describe Progress: The Satisfaction of Student Services Survey is reviewed to determine if at least 85% of the respondents are satisfied with the auxiliary services of the Cafeteria and Bookstore.

Fall 2011

If you have made purchases from MSCC's bookstore, was the service provided satisfactory?
    Yes – 96.82 %
    No –3.18 %

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

Yes –94.87 %
No –5.13 %

If you purchased books online through MSCC's bookstore, was the service satisfactory?
Yes –95.45 %
No –4.55 %

If you used the rental book program through the MSCC bookstore, was the service satisfactory?
Yes –97.56 %
No – 2.44%

If you have eaten at MSCC's cafeteria, was the service provided satisfactory?
Yes – 98.00%
No - 2.00%

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

96.97% rated the food Very satisfactory or satisfactory
3.03% rated the food as unsatisfactory or very unsatisfactory

In all but one area, the expected outcome was met. Question 2 above is the area dealing with courtesy of bookstore staff.

Fall 2010
If you have made purchases from MSCC's bookstore, was the service provided satisfactory?
Yes – 96.41%
No – 3.59%

If you have made purchases from MSCC's bookstore, was the staff member(s) who assisted you courteous?
Yes – 96.41%
No – 3.59%

If you purchased books online through MSCC's bookstore, was the service satisfactory?
Yes – 93.88%
No – 6.12%

If you used the rental book program through the MSCC bookstore, was the service satisfactory?
Yes – 92.31%
No – 7.69%

If you have eaten at MSCC's cafeteria, was the service provided satisfactory?
Yes – 97.86%
No - 2.14%

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

   92.15% rated the food Very satisfactory or satisfactory

    5% rated the food as unsatisfactory or very unsatisfactory

The expected outcome was met.

Fall 2009

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

   Yes – 94.50%

   No – 5.50%

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

   Yes – 93.14%

   No – 6.86%

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

   Yes – 96.00%

   No – 4.00%

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

   Yes – 94.81%

   No - 5.19%

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

   89.32% rated the food Very satisfactory or satisfactory

    N/A   rated the food as unsatisfactory

This expected outcome was met.

Fall 2008

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

   Yes – 96.55%

   No – 3.45%

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

   Yes – 94.78%

   No – 5.22%

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

   Yes – 96.32%

   No – 3.68%

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

Yes – 94.77%

No - 5.23%

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

88.89% rated the food Very satisfactory or satisfactory

11.12% rated the food as unsatisfactory

This expected outcome was met.

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

List of Supporting Documentation: Satisfaction of Student Services Survey Results – Fall 2012 – shown in document body.

Date Last Updated: June 12, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Business Affairs

Related Strategic Goal:
2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: BUSA-02

Action Plan Title: Planning, Developing, and Implementing Financial Aid Recipients Charging Books at Follett Bookstore with the anticipated result of increasing Successful Semester Completers

Desired Outcome: A 2 % increase in financial aid recipients who are successful semester completers from Spring 2012 to Spring 2013.

Description of Action Plan and Related Activities: In Spring of 2012, Motlow College and Follett Bookstore will implement the procedure of charging books at the Follett Bookstore. This will be available to eligible students as of January 8, 2012 with a Financial Aid credit balance. The charge period will be a three-day period from January 9-11, 2012. The intent is for students not to have to wait until after classes start to receive their books; therefore, they will be successful completers of their classes. An Argos report will be developed for Spring 2011 to determine the percentage of financial aid students that were successful semester completers and this will be compared to Spring 2012. In Spring 2013, the time period for charging was extended to 7 days. 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 spring semester to the previous spring semester.

Est. Cost: $0   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: Completed

Spring 2013

Describe Progress: An Argos report was generated to pull comparative data between Spring 2012 to Spring 2013 for financial aid completers to determine if the procedure of charging for books increased the percentage of successful financial aid completers.   The comparison resulted in a decrease of 11.42%. The anticipated outcome is an increase of 2%; thereof, the anticipated outcome was not achieved.

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

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

Spring 2012

Describe Progress: An Argos report was generated to pull comparative data between Spring 2011 to Spring 2012 for financial aid completers to determine if the procedure of charging for books increased the percentage of successful financial aid completers.   The comparison resulted in an increase of 1.57%. The anticipated outcome is an increase of 2%; thereof, the anticipated outcome was not achieved.

Describe Needed Changes: Since Spring 2012 was the first semester of offering the bookstore voucher, the business affairs staff feel that this option of bookstore charging should be communicated earlier to the student population. The goal is to communicate this option to students at least one month prior to the start of classes for the Spring of 2013.

List of Supporting Documentation: Argos Report for Spring 2011 – FA Percentage Spring 11 and Spring 2012 – FA Percentage Spring 12

Date Last Updated: June 12, 2013

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.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Advancement

Related Strategic Goal:
4.1 Increase resources from external sources.

Action Plan #: ADMT-01

Action Plan Title: Fundraise for the Transitional Scholarship

Desired Outcome: Additional funds of at least $5,000 to provide financial assistance to select transitional students on an as-needed basis

Description of Action Plan and Related Activities: The marketing piece will continue to be distributed with focus being on small industries. Motlow College Foundation Trustees will continue to be asked to participate in fundraising efforts targeting industry in their respective areas.

Team Members: Director of Advancement (Jan Rogers); President (MaryLou Apple); Coordinator of Advancement and Special Events (Phyllis Daniel); Executive Director of Financial Aid (Joe Myers); and Vice President of Business Affairs (Hilda Tunstill); Motlow College Trustees

Timeline: Information to be distributed again to all trustees by the end of 7/2013.

Est. Cost: Apx. $200   **Budgeted:** Included in current budget

Evidence of Success:
   (1) Fundraise an additional $5000 minimum
(2) Continue awarding to deserving students- $10,000 minimum

Complete the following when assessing a plan

Current Status: Successful fundraising effort; Eligible students identified

Describe Progress: 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: None needed…will continue current efforts.

List of Supporting Documentation: Banner screen shots

Date Last Updated: June 11, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Advancement

Related Strategic Goal: 4.1 Increase resources from external sources.

Action Plan #: ADMT-02

Action Plan Title: increase the contacts with individuals in the community, specifically face-to-face visits

Desired Outcome: Develop relationships with and raise at least $15,000 from individuals in the MSCC service area who have the resources and the interest in supporting Motlow College.

Description of Action Plan and Related Activities: The Director of Advancement will plan and hold fundraising events through the year and meet with donors in the community and volunteers (Trustees) who help open doors for personal contact.

The staff in the Office of Advancement will review the success of each event immediately following the event and decide on any needed changes for upcoming events.

Team Members: Director of Advancement (Jan Rogers), Coordinator of Advancement and Special Events (Phyllis Daniel), President (Dr. MaryLou Apple)

Timeline:

Est. Cost: App. $5,000 year for travel **Budgeted:** Included in current budget

Evidence of Success:
(1) Documentation will show that at least three fundraising events per year were held.
(2) Budget information will show that at least $15,000 was raised as a result of these events.

Complete the following when assessing a plan Assessment will take place after 6/30/13**

Current Status: Active and In progress

Describe Progress: Annual gala held 3/13 netting $40,100; Lincoln County and Franklin County golf tournaments held netting $16,600; Fundraising for Transitional Scholarship totals $23,000 for academic year 2012-2013(as of 5/1/13); Fundraising for Motlow Ladies Philanthropic Society totals $17,700 for academic year 2012-2013(as of 5/1/13); $50,000 raised for STEM program; $52,000 for Nursing program (for Meti-Man); Other gifts in kind of $2,550;

Additional donations for Smyrna Expansion exceed $800,000 ($494,000 from CHF and $313,850 commitment from RCIDB)

Describe Needed Changes: None

List of Supporting Documentation: Call reports and info used in solicitation of donation from RCIDB.

Date Last Updated: June 11, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Advancement

Related Strategic Goal: 4.1 Increase resources from external sources.

Action Plan #: ADMT-03

Action Plan Title: Systematic donor mailings

Desired Outcome: Each donor will receive at least two annual fund requests a year and one planned gift (focus on estate planning) letter per year.

Description of Action Plan and Related Activities: The Director of Advancement will write letters to a selected list of donors and/or prospects seeking annual gifts. There will also be a letter targeting donors age 55 and older for planned gifts.

Team Members: Advancement Office Staff

Timeline: Planned giving letter will go out in November of 2013.

Est. Cost: App. $1,500 for mailings   **Budgeted:** Included in current budget

Evidence of Success:
(1) Documentation will show at least 250 letters for annual fund gifts and 125 planned giving letters are sent in a series of three annual mailings.
(2) Documentation will show increased donations and/or memberships from the previous year.

Complete the following when assessing a plan

Current Status: Mailings have been successful in bringing in gifts

Describe Progress: External Campaign resulted in donations of $
Which includes additional gift from Christy Houston Foundation which was
Remitted directly to the college rather than pass through the Foundation
Internal Campaign resulted in donations of $

Describe Needed Changes: n/a

List of Supporting Documentation: Copy of 1/4/13 planned giving letter (over 300 sent)regarding the extension of the deadline to rollover from IRA accounts; copy of e mail sent

regarding the same; December 19, 2012 letter; 11/27 letter to CEO of Stones River Hospital (also DeKalb County Hospital); 11/1 internal campaign letter; Solicitation letters to K. Vann, Tim McGill CEO River Park Hospital, and 3rd letter sent to Ingram Industries; letter sent to Coffee County industry regarding Mechatronics; 8/7 letter to David Hall, Diamond Gusset Jeans (new to area); 7/30 letter to Ken Preston, President Southern Wheels in Motion Car Club; 7/17 letter to Bob Spivey with request support with RCIDB; 7/16 letter to STMC;

 Date Last Updated: 6/11/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Advancement

Related Strategic Goal:
4.1 Increase resources from external sources.

Action Plan #: ADMT-04

Action Plan Title: Fundraise to Sustain MSCC Nursing Program

Desired Outcome: Raise at least $5,000 for MSCC Nursing Program

Description of Action Plan and Related Activities:
Continue to talk with hospital CEOs and CNAs about supporting our program by committing to an annual donation. Continue to use the marketing piece which was designed for use in fundraising. The Director of Advancement will speak with Trustees to encourage their participation in the campaign.

Team Members: Director of Advancement (Jan Rogers); President (MaryLou Apple); Coordinator of Advancement and Special Events (Phyllis Daniel)

Timeline:

Est. Cost: Apx. $160 for marketing piece   **Budgeted:** Included in current budget

Evidence of Success:
(3) At least one donation of $5000
(4) Participation by Trustees resulting in donation(s)

Complete the following when assessing a plan ** ASSESSMENT WILL TAKE PLACE AFTER 6/30/2013

Current Status: Ongoing.

Describe Progress: One area hospital has made a $5000 donation. Gift in Kind donation valued at $2500 has been made; $52,000 in funds previously donated but held to be designated was moved to this campaign to purchase a METI-Man (Simulation mannequin)

Describe Needed Changes: Intensify efforts for this project. Get more trustees involved.

List of Supporting Documentation: <u>Letters acknowledging donations; News article; Banner screen shot</u>

Date Last Updated: 6/11/13

Motlow State Community College
Institutional Effectiveness Plan

Unit: Business Office   **Unit Head:** Jay Turney

Division: Business Affairs

Statement of Purpose:

The mission of the Motlow College Business Office is to meet the varied support needs of the College and the Tennessee Technology Centers at Murfreesboro, McMinnville, and Shelbyville by

- providing effective and efficient fiscal support services including cash receipts and disbursements, student billings and receivables, accounts and loans receivables, cash management, and grant management;
- accurately and efficiently administering and processing all payrolls;
- providing efficient procedures for the purchase of equipment, materials, and supplies at the best available prices;
- providing contract support and approving all contracts;
- assuring implementation and continuous improvement of internal controls for safeguarding the assets of the institutions;
- assisting with the design, implementation, and maintenance of computerized information systems; and
- providing accurate and timely financial record keeping and fiscal reporting for both internal and external users in accordance with generally accepted governmental accounting standards and with the policies and procedures of the college and the Tennessee Board of Regents.

Date Last Updated: 2/15/10

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Business Office

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

Action Plan #: BOFF-01

Action Plan Title: Student Satisfaction with Business Office services

Desired Outcome: Students will be satisfied with Business Office Services as indicated by at least 97% of respondents to the Satisfaction of Student Services Survey rating the following question with a "yes". *If you have had contact with MSCC's Business Office, was the service satisfactory?*

Prior to July 1, 2011, the goal was 95% of respondents to the Satisfaction of Student Services Survey will rate the following question with a "yes".

Description of Action Plan and Related Activities: The Business Office takes numerous steps to ensure a high level of student satisfaction with Business Office services. The primary focus is to provide both students and staff that provide Business Office services to students accurate and timely information. This communication happens year round and the methods of communication include telephone, email messages, the MSCC website, on campus electronic signs and on campus hard copy signs.

Activities that we deem especially important to our achieving our goal include conducting annual training as needed involving all locations to inform Business Office staff and others that the Business Office works closely with of changes in procedure that may have occurred. The training will include information about communicating with students regarding the payment plan, consequences of dropping a class if enrolled in payment plan or receiving Financial Aid, discussing solutions to most common student complaints and discussing customer service techniques when dealing with difficult students.

In addition, the Business Office will work to provide better general communication to all off campus sites to have all Motlow staff on the same page regarding Business Office procedures and information. This will help ensure students get consistent answers from all staff providing Business Office services and will maximize student satisfaction.

Each Fall when we get the scores from the Office of Institutional Research, Planning, and Effectiveness, management reviews the results and then communicates those results to all

staff. We ask staff to take a fresh look at how we can maintain and improve a high level of student satisfaction. All feedback and ideas are considered. The majority of the feedback is centered on ensuring we provide both students and staff that provide Business Office services to students accurate and timely information.

Team Members: Business Office employees and related student services personnel at all MSCC sites

Timeline: Review progress and evaluate annually upon receipt of Fall survey results.

Est. Cost: $500   **Budgeted:** Included in current budget

Evidence of Success: The Office of Institutional Research, Planning, and Effectiveness will make the online survey available to all credit students each fall semester. The results of the survey will be posted on the IRPE website .

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

SPRING 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 will continue to work to improve communication regarding Business Office procedures and information in an effort to maintain or improve the level of student satisfaction. Our goal is to maintain a high level of satisfaction on a consistent basis (year to year basis). The failure to reach the increased goal of 97% (which was previously 95%) is disappointing but we feel it is mainly due to a personnel issue at the Smyrna site. We will continue to keep the desired outcome of 97% going forward. We will continue to explore ways to improve communication and overall customer service in hopes of achieving our outcome in the Fall 2013 survey.

We will continue to look for more changes like this to help improve overall communication and ensure that students are satisfied with the service that the Business Office provides.

List of Supporting Documentation: Business Office IE Supporting Documentation 06-01-13

Date Last Updated: 06/1/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Business Office

Related Strategic Goal:
4.2 Advance our college as a role model for sustainability.

Action Plan #: BOFF-02

Action Plan Title: Improving Efficiency in the Business Office

Desired Outcome: By June 2014, 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

SPRING 2013

Describe Progress: 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.

Postive 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: Business Office IE Supporting Documentation 06-01-13

Date Last Updated: 6/1/13

Motlow State Community College
Institutional Effectiveness Plan

Unit: Financial Aid   **Unit Head:** Joe Myers

Division: Business Affairs

Statement of Purpose:

The Financial Aid office:

- Provides equal opportunities to all who wish to further their education through the use of federal, state, private, and institutional financial assistance;
- Counsels students concerning educational financing and indebtedness;
- Uses existing technology to enhance student services.

The Financial Aid Office is a unit within the Division of Business Affairs. The college maintains membership in the National Association of Student Financial Aid Administrators, the Southern Association of Student Financial Aid Administrators, and the Tennessee Association of Financial Aid Administrators.

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

Unit: Financial Aid

Related Strategic Goal:
1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: FINA-01

Action Plan Title: Non-Traditional Lottery Identification

Desired Outcome: Additional non-traditional lottery awards will be offered to students who have eligibility for the Non-Traditional Lottery scholarship that otherwise might not self-identify themselves for eligibility consideration.

Description of Action Plan and Related Activities: The financial aid office will work to develop a program to assist with the identification of potentially eligible students for the Non-Traditional Lottery Scholarship. These will be students that have already completed a FAFSA for the evaluated year. The identified students will be evaluated and if eligible will be awarded the Non-Traditional Lottery Scholarship.

Team Members: Financial Aid, Admissions and Records, and IT staff members

Timeline: Review progress and evaluate December 1, 2011.

Est. Cost: $ 200   **Budgeted:** Included in current budget

Evidence of Success: Beginning fall 2011, the new program will be implemented to identify potential student eligibility for the Non-Traditional Lottery Scholarship. The number of 2011 financial aid year original offered non-traditional scholarships to students should show an increase in original offered awards from the previous financial aid year original offered awards. Any addition to the number of original offered awards will indicate a successful outcome for this action plan.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress: The original plan was to develop queries to identify potentially eligible students for the Non-Traditional Lottery Scholarship beginning during the fall 2011 term. The attempts to develop useful queries were unsuccessful. In an effort to identify additional

students with possible eligibility, staff worked with students as they came to the office with other questions to look for eligibility indicators.

By running RFIBUDG reports on June 13, 2012 the original offered Non-Traditional Lottery Scholarships for the financial aid 2010 - 2011 year totaled 31 and for the financial aid 2011 - 12 year totaled 27. The original offers did not increase during the review period.

The RFIBUDG report was ran on June 13, 2013 for the 2011 – 12 and 2012 – 13 years. The numbers for the 2012 – 13 year totaled 21. This is a decline from the previous year. The financial aid office has noted that during the 2012 – 13 year, eligibility may have been lost due to returning students' loss of eligibility: income changes and not meeting other renewal eligibility criteria.

Describe Needed Changes: The ultimate goal of this action plan is to increase the number of students awarded the Non-Traditional Lottery scholarship. During the upcoming year additional efforts will be developed in an attempt to reach potentially eligible students.
- A section will be developed and added to the financial aid webpage highlighting the eligibility requirements for the scholarship,
- Efforts will be made to have an information box posted on the main homepage during the peak or primary registration period,
- Staff will continue efforts to alert walk-in students of eligibility possibilities,
- Other, additional efforts and actions will be implemented as they are identified.

List of Supporting Documentation: RFIBUDG report for Aid Year: 2011 - 2012 for Fund: NONTR and RFIBUDG report for Aid Year: 2012 - 2013 for Fund: NONTR

Date Last Updated: June 13, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Financial Aid

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

Action Plan #: FINA-02

Action Plan Title: Point of Service Satisfaction Evaluation for the Financial Aid Office

Desired Outcome: Evaluate and develop a Point of Service survey instrument and evaluation procedure to be utilized in the financial aid office on the Lynchburg Campus and Smyrna to complement the results of the financial aid section of the Satisfaction of Student Services Survey.

Description of Action Plan and Related Activities: The financial aid office staff will research instruments used by other institutions to evaluate financial aid offices. Using the information collected, the financial aid staff will develop a survey instrument to capture the student's opinions at the point of service, providing an immediate reaction opposed to one developed at the end of year as in the Student Survey. The development process will be used to determine if the instrument will be paper, online or both. An evaluation process will be developed to identify such items as frequency of collection, process of evaluation, utilization of results, etc. The instrument should be complete and able to be implemented during the Fall 2013 term.

Team Members: Financial Aid, IR Staff, and IT staff members

Timeline: Review progress and evaluate June 30, 2013.

Est. Cost: $ 0   **Budgeted:** Included in current budget

Evidence of Success: Finalization of a Usable Point of Service Survey Instrument and process for the Financial aid Office.

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress: The financial aid office has reviewed multiple financial aid office surveys from other colleges and universities across the country in on-line reviews. These reviews have

been useful in finalizing the instrument that the Motlow College Financial Aid Office will be using in the Lynchburg and Smyrna offices beginning Fall of 2012.

Both locations will utilize the same survey instrument with each campus identified separately. The decision was made to utilize very similar questions as was used on the Satisfaction of Student Services Survey to have a clear alignment for data comparison. Lockable survey collection boxes will be provided in the Lynchburg and Smyrna offices to collect the completed survey forms. Individuals visiting the financial aid offices in Lynchburg and Smyrna will be provided the opportunity to complete the survey after completing their business with the respective office.

The Point Of Service survey results will be evaluated against the results gathered from the Satisfaction of Student Services Survey results. The analysis of these results will be shared with financial aid staff in order to identify areas for improvement.

The baseline results will be taken from the 2012 – 2013 evaluations and additional goals will be set at that time moving forward.

- Due to multiple items changing in the financial aid office structure in the 2012 – 2013 year the full aspect of the Goal could not be implemented. The baseline year will have to be moved to the 2013 – 2014 year.
o Copies of the Student Satisfaction Survey results are being distributed to the financial aid staff for review, comments, and suggestions. Also, copies of the draft Point of Service (POS) Survey instrument will be distributed to the financial aid staff for review, comments, and suggestions. The results of these reviews will be evaluated to design a survey instrument that can be used on the Main Campus, Smyrna Campus, and Financial Aid Lab. Survey Collection boxes have been purchased for all three locations to collect POS results.

Describe Needed Changes: No changes are needed at this point in the process.

List of Supporting Documentation: Draft copies of the Point of Service Survey instruments developed for the Financial Aid Offices in Lynchburg and Smyrna. F12 Fin Aid Student Satisfaction Survey Results for All Campuses and a copy of distribution notice to financial aid staff to review the survey results and POS instrument for review, comments, and suggestions.

Date Last Updated: June 14, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Financial Aid

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

Action Plan #: FINA-03

Action Plan Title: Financial Aid Web site Redesign

Desired Outcome: Due to continued changes in the area of financial aid rules, regulations, and disclosures the current financial aid web site will be redesigned during the 2012 – 2013 financial aid year to provide financial aid customers with a better experience.

Description of Action Plan and Related Activities: During the 2012 – 2013 financial aid year the financial aid web site will be redesigned. This redesign is needed to provide better information and service to our financial aid community. During the redesign the current page content and layout will be evaluated to identify areas needing improvement. Information that is now contained in multiple locations such as the Motlow College Catalog, Financial Aid Handbook, and web site will be centralized into one location on the redesigned financial aid homepage in a user-friendly centralized location.

Team Members: Financial Aid Staff, IT staff, Web Master, Students, Foundation Office Staff

Timeline: The process will officially begin Fall 2012 with the final process to be completed by the end of Summer 2013. After that period, continued updates will be made as needed to continually provide the financial aid community with a more user-friendly site.

Est. Cost: $ 200.00   **Budgeted:** Included in current budget

Evidence of Success: The results of the first Satisfaction of Student Services Survey following the Summer of 2013 will indicate an 85% or higher positive rating to the question related to how helpful the financial aid web site information was for those who had visited the site.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress: 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.
    - o The financial aid homepage has been updated with expanded information, additional links and an informational video
    - o Multiple links have been updated and enhanced
    - o 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: Continued work to complete all sections of the financial aid web site redesign.

List of Supporting Documentation: Screen prints of the financial aid web page updates

Date Last Updated: June 14, 2013

Motlow State Community College
Institutional Effectiveness Plan

Unit: Human Resources   **Unit Head:** Laura Jent

Division: Human Resources

Statement of Purpose:

The mission of the Motlow College Human Resources Office is to support the overall strategic plan and mission of the College and to sustain the 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

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Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Human Resources

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

Action Plan #: HRES-01

Action Plan Title: Non-discriminatory Applicant Pool

Desired Outcome: The applicant pool for each vacant faculty and staff position will include submissions from underrepresented groups in the recruiting area.

Description of Action Plan and Related Activities: Upon determining the demographics of the recruiting area, Human Resources will work with hiring managers to include focused recruiting using mediums that will attract a diverse population.

Team Members: Student Affairs, Academic Affairs, Business Affairs, Information Technology and Facilities Units

Timeline: Review progress and evaluate June 30, 2013.

Est. Cost: $12,500   **Budgeted:** Included in current budget

Evidence of Success: A diverse applicant pool of faculty and staff representing underrepresented populations reflective of the recruiting area in all job postings.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

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: 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: <u>Affirmative Action applicant results pulled from sample job postings</u>

Date Last Updated: June 30, 2013

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Unit: Human Resources

Related Strategic Goal:
2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: HRES-02

Action Plan Title: Fostering Federal Work Study Students

Desired Outcome: Federal Work Study students will be provided with a smooth transition and orientation into the Motlow workforce, and follow-up contact will be made to guide them through to completion of their job while maintaining successful academic progress.

Description of Action Plan and Related Activities: The department of Human Resources will provide a thorough orientation to Federal Work Study students and introduce them to the supervisor of the unit they are assigned to. A contact list with our department names and numbers will be given to all work study students should they have questions, and follow-up contact along with "welcome aboard", "stick with it", and "you did it" goodie bags will be given by the Human Resources department to each student at the beginning, mid-term, and end of the semester.

Team Members: Human Resources Department; Student-worker Supervisors

Timeline: Review progress and evaluate at the end of June 30, 2013

Est. Cost: $500   **Budgeted:** Included in current budget

Evidence of Success: Beginning fall 2011, the persistence to completion rates of Federal Work Study students will be monitored, and those in the Federal Work Study program will meet or exceed the rates of non work study students.
1. **Federal Work Study Rosters**
2. **Pre-assessment Survey Results**
3. **Post-assessment Survey Results**

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2013
The fall 2012 group of Federal Work Study students who received Human Resources involvement had an 88% Fall to Spring retention rate, a 13% increase over the baseline group and a rate of 23% above that of the system Fall to Spring Retention rate of 65% for 2010. See attached evidence including findings, successes, and challenges.

2012
A Federal Work Study student roster was obtained from Financial Aid, and contact was made with each student. All FWS students were given a "welcome aboard" gift with school supplies and a campus contact list at the time of employment paperwork processing. Several weeks into the semester, each member of the Human Resources department was assigned a group of students to contact and check on the students' academic progress. Mid-term "stick with it" and finals "you did it" gift bags were sent to the students' job sights, and prior to the end of the semester, a post-assessment survey was emailed to the group.

Our 2010 baseline group of FWS students had a 75% Fall-to-Spring retention rate with no Human Resources initiatives in place. The Fall 2011 group of FWS students who received Human Resources involvement had an 86% Fall-to-Spring retention rate, an 11% increase over the baseline group and a rate that is 21% above that of the system Fall-to-Spring retention rate of 65%.

2011
The initial effort for action plan HRES-03 began with a pre-assessment survey sent via email to all federal work-study students, followed by a welcome packet sent to each student containing Motlow school supply items and a laminated sheet with Human Resources and important campus contact numbers and information. Several weeks into the semester, each member of the Human Resources department made contact with approximately 5 students to check on their academic progress. At mid-terms a "stick with it" fun pack was sent to all work-study students, and another "congratulations you made it" fun pack was sent near finals. The assigned work supervisors were contacted to verify the student's completion of work requirements, and prior to the end of the semester, a post-assessment survey was sent to the student group.

This group of federal work-study students established our baseline, and retention and completion data will not be available for comparison until the end of Spring 2012.

Describe Needed Changes:

List of Supporting Documentation: Federal Work Study student roster. Findings, Successes & Challenges.

Date Last Updated: June 30, 2013

Motlow State Community College
Institutional Effectiveness Plan

Unit: Student Affairs - Vice President   **Unit Head:** Jerry Tunstill

Division: Student Affairs

Statement of Purpose: Student Affairs supports the College's Mission by providing programs and services where students from varied backgrounds with diverse goals and needs are afforded both the conditions and opportunities for student success. In support of the College's Mission, the Vice President oversees the operations of the following units/offices:

- Admissions and Records
- Assistant Vice President for Student Affairs
- Athletics
- Career Planning and Extended Services
- Disability and Testing Services
- Student and Campus Relations
- Student Success

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Unit: Student Affairs - Vice President

Related Strategic Goal:
4.2 Advance our college as a role model for sustainability.

Action Plan #: SAVP-01

Action Plan Title: Implementation of Banner DegreeWorks

Desired Outcome: Increase efficiency by reducing these steps to ten or less and to eliminate the need to create a manual list of requirements for each advisee.

Description of Action Plan and Related Activities:

Rationale
Currently it takes twenty or more steps, some very cumbersome, for an advisor to determine the progress of a student toward degree completion. Under the current system, the following list represents some of the steps required to complete this task:
1. Log in to MyMotlow
2. Select Menu "Faculty and Advisors"
3. Select "Student Information Menu"
4. Select Menu "Academic Transcript"
5. Select the Term and then "Submit"
6. Enter Student ID or Search Criteria and Select Submit
7. Select Student from results of step 6 and Select Submit
8. Select Transcript Level
9. Select Transcript Type
10. Select "Display Transcript"
11. Transcript is Displayed on Screen with Courses Listed by Term Taken
12. Keep Item 11 Information on Screen or Print for Use
13. Go to the Motlow Home Page
14. Select "Faculty and Staff"
15. Select "Catalog"
16. Select "Programs"
17. Find the Program (ex. A.A.S in Nursing) and Select
18. Print the Program of Study for Comparison with the Item 12
19. Search the Transcript by Term for Each Course Requirement on the Program of Study
20. Manually Create a List of Requirements Completed and Remaining from the Student
21. And More Steps to Research Uncertain Items on the Transcript

If the advisor or the student doesn't keep the list created in step 20 above, the entire process has to be repeated.

Description
  A dedicated team of Motlow Staff will work with SungarhHE to install, test and implement DegreeWorks to interface with the Banner Student System. The Vice President will monitor training and testing by periodically reviewing status reports produced by the Team Lead and/or SundgardHE Staff and intervene if/when necessary.

Team Members: Vice President for Student Affairs and the Implementation Team. The Implementation Team members are as follows:
Director of Student Success, Team Lead
Director of Admissions and Records
Director of Administrative Computing
Programmer Analyst
  Graduation Analyst
Coordinator of Academic Services

  Timeline: March, 2012

  Est. Cost: $145,000   **Budgeted:** Included in current budget

  Evidence of Success: Status reports from SungardHE and/or Team Lead and data examples from the Test Environment. The benchmark of success is a DegreeWorks production environment go-live based on the current MSCC Catalog.

  Complete the following when assessing a plan

  Current Status: Completed

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

September 20- 21, 2011
Sungard's Tim Morrison and Laurie Perry help the project kick-off meeting and technical training on the Moore County Campus.

November 29th thru December 1, 2011
Sungard's Laurie Perry conducted Training Session with the following objectives:
     Demonstrated ability to troubleshoot student data issues and their application to course requirements on the Web
     Demonstrated ability to place Exceptions on student records
     Demonstrated ability to run extracts, and bulk audits via Transit.

January 24th thru January 26, 2012
Sungard's Laurie Perry conducted Training Session with the following objectives:
    All users will have appropriate permissions.
    Demonstrated ability to manage the Planner and Templates functionality
    The "Go Live" Checklist will indicate the status of all critical components.
    Software Cut-Over Plan will be evaluated.
    Internal Training Plan for each user class will be evaluated.

January 30 and 31st, 2012
DegreeWorks Cloned to DegreeWorks Production.

February 28, 2012
Per discussions with Team Lead, discovered that IT was having difficulty with the link from Banner Web to DegreeWorks. Instructed Team lead to inform the Sundgard Project Manager and copy the District Manager and myself. Immediately after notification, Sundgard reacted and problem was resolved in short order.

End of February 2012
Links completed giving access via Banner Web and available to the faculty for training by the second week of March.

March 2012
DegreeWorks Live for the 2011-12 Catalog. Steps needed for an advisor to determine the progress of a student toward degree completion have been reduced to 7 as shown below:
1. Log in to MyMotlow
2. Select Menu "Faculty and Advisiors"
3. Select Menu "DegreeWorks"
4. Select the Term and then "Submit"
5. Enter Student ID or Search Criteria and Select Submit
6. Confirm the Student Selected and Select Submit
7. DegreeWorks Displays Student Details
   a. Requirements
   b. Progress Toward Degree
   c. Courses Completed
   d. Courses Needed (With Courses Offered to Satisfy the Requirement)

The above steps take less than five minutes and eliminate the need to maintain a paper copy of the information. The information is always readily available within DegreeWorks.
Initial training dates were as follows:

    Fayetteville Center - March 19 - 9:00 a.m. - 11:00 a.m.   - Coordinator - Laura Monks

McMinnville Center - March 21 - 9:30 a.m. - 11:30 a.m. and 2:00 p.m. - 4:00 p.m. - Coordinator - Melody Edmonds

Moore County Campus - March 16 - 9:30 a.m. - 11:30 a.m. and 1:30 p.m. - 3:30 p.m. - Coordinator - Rhonda Cotham

March 19 - 1:30 p.m. - 3:30 p.m. - Coordinator - Rhonda Cotham

March 26 - 9:00 a.m. - 11:00 a.m. - Coordinator - Rhonda Cotham

Smyrna Center - March 23 - 10:00 a.m. - 12:00 p.m. - Coordinator - Cheryl Hyland
June 14, 2013 – This was completed and closed during 2011-12

Describe Needed Changes: none

List of Supporting Documentation:
- Data Examples from the Test Environment
- Status reports from SungardHE and Team Lead
- DegreeWorks Training Schedule

Date Last Updated: 6/14/2013

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Unit: Student Affairs - Vice President

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

Action Plan #: SAVP-02

Action Plan Title: Student Affairs Staff Training

Desired Outcome: At least 85% of the respondents to the training evaluation will rate the overall presentation as "Good" or a higher.

Description of Action Plan and Related Activities: The Vice President for Student Affairs will select and schedule at a minimum one training session for the staff in the Student Affairs. The training topic will be selected from subjects such as customer service, FERPA," How to" training, etc. An evaluation instrument will be distributed to participants. Completed evaluations will be returned to the Vice President. A summary report will be compiled and studied to determine the overall rating. Where results are less than the desired outcome, the Vice President will meet with department heads to brainstorm ways to improve the staff training.

Team Members: Vice President for Student Affairs and Unit Heads

Timeline: June, 2013

Est. Cost: $ 1,000   **Budgeted:** Included in current budget

Evidence of Success: Evaluation results will show at least 85% of the respondents will rate the overall training presentation as "Good" or higher.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:
9/7/12 Planned training for use of Excel in the workplace.
Identified the training topics of entering data, editing a worksheet, functions, basic formatting, multiple workbooks, special formatting, working with data.

9/14/12
In working with my assistant vp, we could not find an appropriate time during the fall term without numerous conflicts for the training of staff.

10/17/12
Determined that fall term would not work for training. After discussion with my assistant vp, I decided to defer training to the spring term.

1/16/13
After discussing with my assistant vp, I decided to drop the Excel training for the time being. We wanted something more about the individual worker.

1/28/13
My assistant vp will identify an on ground training session with an external speaker.

4/1/13
Training scheduled for April 12, 2013 from 11:00 a.m. to 1:00 p.m.

4/2/13
Training location confirmed for MT 105 A&B.

4/12/13
Student Affairs Training -- "You, Your Dreams, Your Journey - Both Personally and Professionally" with Mr. Vincent Windrow, Director of Intercultural and Diversity Affairs from MTSU.

4/18/13
Received training evaluations from attendees.

5/10/13
Compiled results form 4/12/13 training with Mr. Windrow.

All twenty-four in attendance submitted evaluations. 100% rated the presentation very good or excellent.

 The desired outcome was achieved. We will continue our training efforts during 2013-14.

 Describe Needed Changes: none

List of Supporting Documentation:
   1. Training Notification
   2. Attendee List

3. Evaluations
4. Evaluations Summary

Date Last Updated: 6/14/13

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Unit: Student Affairs - Vice President

Related Strategic Goal:
4.2 Advance our college as a role model for sustainability.

Action Plan #: SAVP-03

Action Plan Title: Develop Term Registration Numbers Database

Desired Outcome: Increase efficiency by developing an automated method of capturing and storing registration numbers by day of registration for each term. Currently, it is a manual process to find a past term's registration numbers on a specific day and determine the number of days of registration from the beginning of the past term's first day of registration.

Description of Action Plan and Related Activities: Develop and implement a database with automated updates from daily ARGOS runs of registration numbers to include term identifiers, registration date, and the day number of registration. The Vice President or designee will monitor the project based on team status reports.

Team Members:
  Vice President or Designee
Student Affairs Staff
IT Administrative Services Staff
Others as Needed

Timeline: December 31, 2013

Est. Cost: < $400   **Budgeted:** Included in current budget

Evidence of Success: Report of data from the newly created Registration Numbers Database.

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress:

9/28/12

Met with the A&R Graduation Analyst to discuss current process for doing enrollment comparisons. Requested the Graduation Analyst list the manual steps used to get the prior term numbers for current term comparisons.

10/10/12
Received the list of manual steps from the Graduation Analyst.

10/17/12
Discussed questions I had about the manual steps with the Graduation Analyst.
After clarification, began creating workflow to show the manual process.

10/25/12
Finished the workflow showing the manual process.

11/7/12
Utilizing the completed workflow, discussed the current manual process with the Director of Administrative Computing. Banner ODS/EDW is supposed to allow for the capture of a point in time of the Banner Student Database. I requested use of Banner ODS/EDW to allow comparisons of current term enrollment with the same point in time for the previous year's same term.

11/14/12
Confirmed that Banner ODS/EDW will not be available for use.

11/28/12
Working with test SQL coding for Headcount and FTE for use in a new database. Need to identify date fields needed.
12/12/12
Identified SOATERM as source of the dates for determining first day of class and the first day of registration in order to calculate the number of days from those dates.

1/14/13
Submitted ARGOS request to create and external table that can be populated from Banner with registration data from the first day of registration through the 14th day.

1/16/13
Discussed with IT various scenarios on how to calculate date differences.

1/23/13
Date calculation is not consistent. IT trying a different SQL function.

1/30/13
Not much progress IT. Other urgent IT issues taking priority

2/20/13
Having problems syncing report creation with table entries. Other IT priorities delaying work.

3/18/13
IT was successful in creating partial data in an external table. However, not syncing with Headcount and FTE and no data. Other IT priorities delaying work.

3/27/13
Initial table layout decided.

4/1/13
Began loading table with Summer 2013 and Fall 2013 Registration Data.

4/22/13
Tested data being posted to the initial table design. Adjusted date calculations to better reflect time for registration start and 14th day. Unable to get accurate data into the table for prior terms.

5/13/13
Due to IT workload, graduation, Smyrna Center's new building work, SAC's 5th year report, and etc., decided to defer remaining work to the next planning year. However, will continue to post current registration data to the table.

Describe Needed Changes: Attempt to get more IT time once current IT demands slows.
Due to higher priority projects, we will continue work on this project in the next planning year.

List of Supporting Documentation:
1. Workflow of manual process for Enrollment Comparisons.pdf
2. SQL Testing for getting Headcount and FTE for a specified term.pdf
3. Dates Fields.pdf
4. First Argos Request.pdf
5. Banner External Table Initial Design.pdf
6. Summer and Fall 2013 Initial updates.pdf

Date Last Updated: 6/10/13

Motlow State Community College
Institutional Effectiveness Plan

Unit: Student Affairs   **Unit Head:** Regina Burden

Division: Student Affairs

Statement of Purpose:

The Student Affairs and Institutional Advancement Unit consists of two diverse functions that work together to provide support services that seek to enrich and empower the students and community it serves. Student Affairs includes the offices of Admissions and Records, the Advisement Center, Athletics, Career Planning and Placement, Counseling and Testing, Disability Services, Health and Wellness Services, Recruiting (Assistant Directors), and Student Affairs. The activities supported by the offices include advisement, recruiting, registration, retention, grade reporting, collegiate and intramural athletics, health services and wellness activities, job placement and career services, counseling, disabled student support services, new student orientation, student discipline, student government, student organizations, student publications, testing, and tutoring. Institutional Advancement, through its community relations, promotes the institution.

The diverse functions, working together, create an environment of support services and activities that promote success of a diverse student body with emphasis on development of the total person.

Motlow State Community College
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.

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Unit: Admissions

Related Strategic Goal:
1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: ADMS-01

Action Plan Title: Requirements for Admission

Desired Outcome: The number of students lacking requirements for admission to the college by the end of their first term of enrollment will not exceed 10% of the total number of first-time freshmen.

Description of Action Plan and Related Activities: Emails are sent to all students who have missing requirements when application is made. Follow-up emails are sent again about a month before pre-registration for the next term. In the fall 2008 as an effectiveness measure, email became the means for communication with students. In the fall 2011 as an effectiveness measure, a conditional acceptance letter was added for first time freshman. This is sent out as soon as they apply. Students receive information earlier so all requirements will be received in a timely fashion.

Team Members: Financial Aid, Admissions and Records, and IT staff members

Timeline: Review progress and evaluate December 1, 2013.

Est. Cost: $ 0   **Budgeted:** Included in current budget

Evidence of Success: More first-time freshmen will meet application requirements.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

Fall 2012
Fall term 2012, there were 1,004 first-time freshmen enrolled. Of the 1,004 enrolled, 6 (.05) students still had admissions holds at the end of the term, staff send any reminders needed.

Use of email has been an effective means of communications. We met our goal again this term and will continue sending the second email to remind students.

Fall 2011
Fall term 2011, there were 1, 156 first-time freshmen enrolled. Of the 1156 enrolled, 2 (.01) students still had admissions holds at the end of the term, staff sends any reminders needed. Use of email has been an effective means of communications. We met our goal again this term and will continue sending the second email to remind students.

Fall 2010
Fall term 2010, there were 1,190 first-time freshmen enrolled. Of the 1190 enrolled, 6 (.05) Students still had admissions holds at the end of the term; staff sends any reminders needed. Use of
Email has been an effective means of communications. We met our goal again this term and will
continue sending the second email to remind students.

Fall 2009
Fall term 2009, there were 1308 first-time freshmen enrolled. Of the 1308 enrolled, 23 (.99%)
students still had admissions holds at the end of the term; staff sends any reminders needed. Use of email has been an effective means of communications. We met our goal again this term and will continue sending the second email to remind students.

Fall 2008
Fall term 2008, there were 1134 first-time freshmen enrolled. Of the 1134 enrolled, 52 (4.59%) students still had admissions holds at the end of the term; staff sends any reminders needed. Use of email has been an effective means of communication. We met our goal again this term and will continue sending the second email to remind students.

Fall 2007
Fall term 2007, there were 1062 first-time freshmen enrolled. Of the 1062 enrolled, 93 students still had admissions holds at the end of the term. That is 6.78% much better than our 10% goal. We met our goal again this term and will continue sending the second email to remind students.

Findings will be used to determine if additional measures need to be taken, such as the sending of a more direct, third, tentative letter and a review of contacts to determine more effective means of obtaining information from students.

Describe Needed Changes: None at this time.

List of Supporting Documentation:

Date Last Updated: 7/8/13

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Unit: Admissions

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

Action Plan #: ADMS-02

Action Plan Title: Satisfaction with Assistance by the Office of Admissions and Records

Desired Outcome: At least 90% of the respondents to the Satisfaction of Student Services Survey will rate the assistance by the Office of Admissions and Records as satisfactory.

Description of Action Plan and Related Activities: The Office of Institutional Research, Planning, and Effectiveness will make the online survey available to students during the fall semester. The office will post the results of the survey on the IRPE web site. Admission and Records Office personnel will review and evaluate results and make changes as needed. With new personnel being hired, there will be extensive training in customer service and providing customers with correct answers. The Director of Admissions and Records will meet with each off campus site staff for training each semester. When the off campus site Directors have a meeting they will include the Director of Admissions and Records so that any issues that may arise may be handled in a timely fashion.

Team Members: Financial Aid, Admissions and Records, and IT staff members

Timeline: Review progress and evaluate December 1, 2013.

Est. Cost: $ 0   **Budgeted:** Included in current budget

Evidence of Success: Satisfaction with Student Services Survey Results will show that at least 90% of responding students rate the assistance of Admission and Records Office as satisfactory.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

2012

The Student Satisfaction survey indicated the 97.6% rated assistance offered by the Admissions and Records office as satisfactory. This survey represents all four campuses. The expected outcome of 90% was met. We will continue to service student in a friendly and helpful manner. We will continue to train off-campus sites so there will be a smoother transition for students into college. Any new personnel will have extensive training.

2011

Ninety-five percent of the respondents to the Satisfaction of Student Services Survey rated assistance offered by the Admissions and Records Office as satisfactory. This survey represents all four campuses.
The expected outcome of 90%was met. We will continue to service student in a friendly and helpful manner. We will continue to train off-campus sites so there will be a smoother transition into college.
Any new personnel will be trained have extensive training.

2010

Ninety-seven percent of the respondents to the Satisfaction of Student Services Survey rated the
assistance offered by the Admissions and Records Office as satisfactory. The expected outcome of 90% was met. We will continue to service students in a friendly and helpful manner. We will continue to train off-campus sites with the application process so that the process for students will be a smoother transition into college.

2009

Ninety-four percent of the respondents to the Satisfaction of Student Services Survey rated the assistance offered by the Admissions and Records Office as satisfactory. The expected outcome of 90% was met. We will continue to service students in a friendly and helpful manner. We will continue to train off-campus sites with the application process so that the process for students will be a smoother transition into college.

2008

Ninety-one percent of the respondents to the Satisfaction of Student Services Survey rated the assistance offered by the Admissions and Records Office as satisfactory. The expected outcome of 90% was met. We will continue to service students in a friendly and helpful manner.
We will continue to train off-campus sites with the application process so that the process for students will be a smoother transition into college.

2007

Eighty-nine percent of the respondents to the Satisfaction of Student Services Survey rated the assistance offered by the Admissions and Records Office as satisfactory. This expected outcome was not met. The satisfaction rate fell below 90%, the director of admissions and records and the director's vice president will discuss ways to improve services by the office of admissions and records.

Describe Needed Changes: None at this time

List of Supporting Documentation:

Date Last Updated: 7/8/13

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Unit: Admissions

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

Action Plan #: ADMS-03

Action Plan Title: Satisfaction with the Courteousness of the Staff of the Office of Admissions and Records

Desired Outcome: At least 90% of the respondents to the Satisfaction of Student Services Survey will rate the courteousness of the staff of the Office of Admissions and Records as satisfactory.

Description of Action Plan and Related Activities: The Office of Institutional Research, Planning, and Effectiveness will make the online survey available to students during the fall semester. The office will post the results of the survey on the IRPE web site. Admission and Records Office personnel will review and evaluate results and make changes as needed. With new personnel being hired for the admissions front desk, there will be extensive training in customer service and providing customers with correct information. The Admissions and Records staff will attend professional development training offered by TACRAO each summer and any other customer service training made available through MSCC.

Team Members: Financial Aid, Admissions and Records, and IT staff members

Timeline: Review progress and evaluate December 1, 2013.

Est. Cost: $ 0   **Budgeted:** Included in current budget

Evidence of Success: Satisfaction with Student Services Survey Results will show that at least 90% of responding students rate the courteousness of Admission and Records Office as satisfactory.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

2012

The Student Satisfaction survey indicated that 96% agreed that the staff at Motlow College was courteous. This represents all four campuses at MSCC. The satisfaction rate was above the 90% expected outcome. Results and comments are reviewed and any corrective action occurs to improve services to students.

2011

The Student Satisfaction survey indicated that 97.88% agreed that the staff at Motlow College was courteous. This represents all four campuses at MSCC. The satisfaction rate was above the 90% expected outcome. Results and comments are reviewed and any corrective action occurs to improve services to students.

2010

The Student Satisfaction survey indicated that 97.87% agreed that the staff at Motlow College was courteous. The satisfaction rate was above the 90% expected outcome. Results and comments are reviewed and any corrective action occurs to improve services to students.

2009

The Student Satisfaction Survey indicated that 93.6% agreed that the staff at Motlow College was courteous. The satisfaction rate was above the 90% expected outcome. Results and comments are reviewed and any corrective action occurs to improve services to students.

2008

The Student Satisfaction Survey indicated that 91.43% agreed that the staff at Motlow College was courteous. The satisfaction rate was above the 90% expected outcome. Results and comments are reviewed and any corrective action occurs to improve services to students.

2007

Eighty-four percent of the respondents to the Satisfaction with student Services Survey agreed that the staff was courteous. This expected outcome was not met. The satisfaction rate fell below 90%, the director of admissions and records and the director's vice president will discuss ways to improve services by the office of admissions and records.

Describe Needed Changes: None

List of Supporting Documentation:

Date Last Updated: 7/8/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Admissions

Related Strategic Goal:
2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: ADMS-04

Action Plan Title: Implementation of Degree Works

Desired Outcome: Students and faculty will access on the web a degree audit and get accurate information about graduation requirements.

Description of Action Plan and Related Activities: Complete training on how to develop Degree Works and keep it updated. Graduation Analyst will update catalog accurately to reflect changes in program of studies each year.

Team Members: Graduation Analyst, Director of Student Success, Director of Admissions and Records, Coordinator of Academic Services, and Programmer Analyst I

Timeline: Use bench line implementation for fall 2012. Measurement to begin spring 2013

Est. Cost: Cost of Degree Works   **Budgeted:** Included in current budget

Evidence of Success: Increase usage yearly by 10%

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: Graduation Analyst, Director of Admissions and Records, Director of Student Success, Coordinator of Academic Services, and Programmer Analyst I will continue with training and building of Degree Works through February 2012. The fall 2011 catalog is being built in Degree Works. Each year when changes occur in programs Graduation Analyst will update Degree Works to reflect those changes for each new catalog. Degree Works will promote accurate information given to students, advisors and faculty.

Fall 2012

New Catalog for fall 2012 was entered in Degree Works. We will continue to trouble shoot problems as they arise in Degree Works so that we can promote accurate information given to students, advisors and faculty.

Describe Needed Changes: New catalog changes each year.

List of Supporting Documentation:

Date Last Updated: 7/8/13

Motlow State Community College
Institutional Effectiveness Plan

Unit: Athletics   **Unit Head:** Tori Raby-Gentry

Division: Student Affairs

Statement of Purpose:

The athletics department of Motlow State Community College provides opportunity for total development and lifetime success of student athletes by instilling the qualities of discipline, teamwork, sportsmanship, competitiveness, and good character.

The department brings recognition to the college with the success of our teams, student athletes, and coaches; and increases revenues for the college through increased enrollment, concessions, and fund-raising projects.

The department develops positive relationships with the community by offering instructional camps and clinics, providing use of facilities, hosting competitive athletic contests, and interacting with area middle schools and high schools providing public service and community development.

The athletics department is a unit within the Student Affairs division. The department is affiliated with the National Junior College Athletic Association, the Tennessee Community College Athletic Association, and the National Association for Collegiate Directors of Athletics in order to provide high levels of competition for our student athletes.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Athletics

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

Action Plan #: ATHL-01

Action Plan Title: Athletic Mentoring Program

Desired Outcome: Develop and maintain a mentoring program for at risk elementary school students with local elementary schools.

Description of Action Plan and Related Activities: Attend Robert E. Lee Elementary School one hour per week to mentor and tutor elementary students. This initiative will be assessed based upon feedback from athletes who serve as tutors, and from teachers and students at the elementary schools whose class is being tutored.

Team Members: Head Coaches of all sports in the athletic department.

Timeline: Assessed and reviewed annually

Est. Cost: $500   **Budgeted:** Included in current budget

Evidence of Success: Evidence of progress being made will be from the coaches monitoring the Athletic Mentoring Program.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

2012
This goal was not met. Due to changes in women's basketball personnel and a lack of interested students, coaches chose to focus attention elsewhere. This is a program that will be re-visited in the near future.

2011

This goal was not met. Due to changes in softball personal and the lack of students interested in this particular program the coaches have decided not to continue this mentoring program. However, this does not precluded if the opportunity arrives in the future**.**

2010
18 athletes (softball players) were involved in the fall 2010. The Motlow players are not assigned to one child in particular at Robert E. Lee. They are assigned to classrooms, so there are hundreds of elementary school students that benefit from the program.

2009
Mentoring

1. 17 athletes (softball players) were involved in the mentoring at Robert E. Lee in the fall 2009. 17 athletes (softball players) were involved in the mentoring at Robert E. Lee in the fall 2008. The Motlow athletes are not assigned to one child in particular at Robert E. Lee. They are assigned to classrooms, so there are hundreds of elementary school students that benefit from the program.
2. Stays the same as last year.

2008
The Motlow players end up spending a greater amount of time at Robert E. Lee than the required one hour per week. The elementary students love the interaction with our student-athletes and our student-athletes gain a tremendous amount of pride by helping the youngsters.

Mentoring

1. 17 athletes (softball players) were involved with the mentoring at Robert E. Lee in the fall 2008. 13 athletes (softball players were involved with the mentoring at Robert E. Lee in the fall 2007. The Motlow athletes are not assigned to one child in particular at Robert E. Lee. They are assigned to classrooms, so there are hundreds of elementary school students that benefit from the program.
2. The Motlow athletes read to the elementary students, tutor them in math and other subjects, eat lunch with the children, and be role models.

Describe Needed Changes: Finished the program.

List of Supporting Documentation: No supporting documentation

Date Last Updated: 12-14-11

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Athletics

Related Strategic Goal:
2.2 Increase the number of students who complete associate degrees or certificates.

Action Plan #: ATHL-02

Action Plan Title: Athletic Retention

Desired Outcome: The combined graduation and transfer rates within 150% (3 years) of normal graduation time (2 years) will be at least 75% for basketball players, at least 50% for baseball players and at least 75% for softball players.

Description of Action Plan and Related Activities: Our student-athletes deliver Progress Reports to each individual instructor every two – three weeks. The instructor includes the player's grade, number of absences, number of times tardy, and the academic progress of the student-athlete. Coaches are also in contact with instructors by email and phone. We offered a study hall to the student-athletes twice a week during the year.

Team Members: Head Coaches of all sports in the athletic department.

Timeline: Assessed and reviewed annually

Est. Cost: $500   **Budgeted:** Included in current budget

Evidence of Success: Evidence of progress being made will be from the coaches, athletic director and VP of Student Affairs.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2013
This goal was met. Graduation rates for softball-100% (3/3); baseball-77% (10/13); men's basketball-78% (7/9); women's basketball-75% (3/4).

Retention Rates
1. 2 of the 3 baseball players that did not graduate this fall will be finishing up their degree this Fall here at Motlow.
2. 1 of the 2 men's basketball players will be transferring to a 4-year institution.
3. The only women's basketball player that did not graduate plans to enroll in a community college closer to home and finish her degree.

2012
This goal was met. Graduation rates for softball- 66%(4/6); baseball- 76%; men's basketball- 100% (8/8); women's basketball- 87% (7/8)

Retention Rates
1. 3 baseball players that did not graduate from Motlow are planning to transfer to 4-year schools. 1 player is currently enrolling here at Motlow next semester.
2. The 1 women's basketball player is finishing up here degree at Motlow next year.
3. The 2 softball players that did not graduate from Motlow transferred to 4-year schools and are playing softball next year.
4. Not all junior college athletes have to graduate from their junior college to play at a NCAA Division 1 school. If the student athlete was a qualifier with the NCAA Clearing House after graduating from high school, he/she does not have to graduate from the junior college to be eligible to play sports at the NCAA Division 1 level. He/she must have completed 48 hours of college credit courses to be eligible.

2011
Graduation rate for softball-87%(7/8); baseball-73% (11/15); men's basketball- 100% (8/8); women's basketball-75% (3/4)

Retention Rate
1. The 4 baseball players that did not graduate from Motlow transferred to 4-year schools and are playing baseball at those schools
2. The 1 women's basketball player is currently attending Motlow in Smyrna to finishing up her degree.
3. The 1 softball player that did not graduate from Motlow transferred to 4-year schools and is not playing softball.
4. Not all junior college athletes have to graduate from their junior college to play at a NCAA Division 1 school. If the student athlete was a qualifier with the NCAA Clearing House after graduating from high school, he/she does not have to graduate from the junior college to be eligible to play sports at the NCAA Division 1 level. He/she must have completed 48 hours of college credit courses to be eligible.

2010

Graduation rate for softball – 80% (4/5); baseball – 88% (8/9); men's basketball – 100% (2/2); women's basketball 0% (0/1)

2009
Graduation rate for softball - 86% (6/7); baseball - 75% (6/8); men's basketball - 25% (1/4); women's basketball - 60% (3/5)

Retention Rate
1. The 2 baseball players that did not graduate from Motlow transferred to 4-year schools and are playing baseball at those schools.
2. The 3 men's basketball players that did not graduate transferred to 4-year schools and are playing basketball at those schools. One freshman transferred to a NCCAA Division 1 school.
3. The 1 softball player that did not graduate transferred to a 4-year school and is playing softball at that school.
4. Not all junior college athletes have to graduate from their junior college to play at a NCAA Division 1 school. If the student athlete was a qualifier with the NCAA Clearing House after graduating from high school, he/she does not have to graduate from the junior college to be eligible to play sports at the NCAA Division 1 level. He/she must have completed 48 hours of college credit courses to be eligible.

2008
The combined graduation and transfer out rate for baseball was 100%; basketball 86%, and 100% for softball. We will work with the basketball players in an attempt to try to get them to either graduate or transfer. The figures for basketball are probably higher as we cannot track students who transfer out of state or to private institutions.

Graduation rate for Softball – 100% (2/2); Baseball – 66% (4/6); Men's Basketball – 83% (5/6); Women's Basketball – 100% (1/1)

Retention Rate
1. The 2 baseball players that did not graduate from Motlow transferred to 4-year schools and are playing baseball at those schools.
2. The 1 men's basketball player that did not graduate transferred to a NCAA Division 1 school and is playing basketball for that school.
3. Not all junior college athletes have to graduate from their junior college to play at a NCAA Division 1 school. If the student-athlete was a qualifier with the NCAA Clearing House after graduating from high school, he/she does not have to graduate from the junior college to be eligible to play sports at the NCAA Division 1 level. He/she must have completed 48 hours of college credit courses to be eligible.

2007
The combined graduation and transfer out rate for baseball was 60%; basketball, 28%; and 100% for softball. We will work with the basketball players in an attempt to try to get them to either graduate or transfer. The figures for basketball probably are higher as we cannot track students who transfer out of state or to private institutions.

Describe Needed Changes: No needed changes at this time.

List of Supporting Documentation: Results determined by Athletic Director, VP of Student Affairs, and Coaches. Graduating Rates that were sent to the TJCAA and a overview of all the TCCAA member school student-athletes graduation rates.

Date Last Updated: 12-14-11

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Athletics

Related Strategic Goal:
2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: ATHL-03

Action Plan Title: Academic Progress Reports for Student-Athletes

Desired Outcome: For student athletes to have a 65% graduation rate. This graduation rate is for student-athletes that start and complete the academic year on their respective team.

Description of Action Plan and Related Activities: Every student athlete will be required to have a Progress Report completed by each of his/her instructors once every six weeks. The coaches will monitor each student athlete's academic progress throughout the semester. The Progress Report contains the student-athlete's name, term, course, instructor, grade, absences, days tardy, and comments from the instructor.

Team Members: Head Coaches of all sports in the athletic department

Timeline: Monthly

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Evidence of progress being made will be from the coaches monitoring the Progress Reports. Study hall and tutoring will be provided to student-athletes seeking improvement. The benchmark of success will be the desired outcome graduation rate for student-athletes. In addition to the progress reports, student-athletes who are not on pace to carry out the desired behavior had to meet with their head coaches. Also, some instructor's contacted coaches to develop ways that help student-athletes reach their desired out come.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

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: No changes

List of Supporting Documentation: Progress reports from the athletic programs – on file in Athletics office

Date Last Updated: 12-13-11

Motlow State Community College
Institutional Effectiveness Plan
Unit: Career Planning & Extended Services   **Unit Head:** Tom Dillingham

Division: Student Affairs

Statement of Purpose: The Economic & Community Development and Extended Services (ECD & ES) unit was created in 1974 as a resource for the businesses, industries, governmental agencies, and citizens in its 11-county service area. During this time, ECD & ES 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. The majority of its programs and areas of emphasis have resulted in issuing thousands of CEU's - Continuing Education Units (certificates of non-credit training) , hosting the same numbers of class participants, and generating nearly $5million in revenue.

Additionally, ECD & ES supports specialized training needs of the TN Correction Academy (TCA) in nearby Tullahoma through a state contract renewed approximately every 3 years. The TCA is part of the TN Dept of Correction.

In 2009, the ECD & ES mission was broadened by a reduced emphasis on Community Service-type classes in order to increase support of Facility reservations; primarily for the main campus facilities. ECD & ES serves as the single contact for both on-campus and off-campus (outside) inquiries to request rooms or facilities, and subsequently coordinates their reservations with appropriate campus offices.   ECD & ES maintains facility request records and logs facility usage.

Beginning January, 2011, the mission of ECD & ES was expanded once again to include portions of the former standalone Career Planning and Placement Unit.   This merger will now emphasize support services to students through the following:
- Career planning, particularly using the Kuder or Pathways career preference survey
- Working with businesses, industries and government organizations to assist students in the job placement process, if requested.   This may also include assistance with resume writing and interviewing skills.
- Conducting Career Fairs
- Posting of current job opportunities on the Career Planning web page.
- Engage students in Cooperative Education opportunities, if requested.

From the actions in CY 2011, the merger of the former Career Planning unit with the Economic and Community Development & Extended Services unit creates a new unit of Career Planning & Extended Services which will focus on:
1. Facility reservations
2. Student Career Planning
3. Support to the TN Correction Academy
4. Respond to business and industry requests for non-credit training programs, if requested, and continue to offer specialized non-credit classes like the ACT test-prep

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Career Planning & Extended Services

Related Strategic Goal:
4.2 Advance our college as a role model for sustainability.

Action Plan #: CPES -01

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

Desired Outcome: For the participants in training through the TN Correction Academy in Tullahoma, our goal is to achieve an overall participant satisfaction rate of classes conducted through the Career Planning & Extended Services unit.

Description of Action Plan and Related Activities: With the assistance of the TN Correction Academy, the course instructor or personnel from the Career Planning & Extended Services unit will administer a course evaluation survey at the end of each Motlow-sponsored continuing education course to determine the overall participant satisfaction rating.

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

Timeline: July 1, 2012 – June 30, 2013

Est. Cost: $750   **Budgeted:** Included in current budget

Evidence of Success: With our goal of student- learning satisfaction, we will strive for at least a 4.0 rating on a 5-point scale.   Or, strive for a 3.0 rating on a 4-point scale.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: Surveys indicate that both the instructor's transfer of knowledge, and training objectives were successful.

2013
For this assessment, the results were a 3.40 rating on a 4-point scale.

2012

This goal was met. The results were a 4.71 on the 5-point survey scale and a 3.40 on the 4-point survey scale.

2011
The results were a 4.73 on the 5-point survey scale and a 3.50 on the 4-point survey scale.

Describe Needed Changes: Objectives were met; although continuous improvement opportunities are always being reviewed and implemented.

List of Supporting Documentation: End of course training surveys, and calculating survey results.   See random sample of completed surveys.

Date Last Updated: June 14, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Career Planning & Extended Services

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

Action Plan #: CPES -02

Action Plan Title: Facility Use Evaluation

Desired Outcome: The Career Planning & Extended Services unit will offer a Facility Use Survey and strive to achieve at least a 3 on a 4-point scale.

Description of Action Plan and Related Activities: At the end of the reserved period, the Director of Career Planning & Extended Services, or designee, will send a Facility Use Survey form to the requester to seek evaluation in the following 7 categories: Personnel, Room Cleanliness, Comfort Level, Equipment, Restrooms, and Building/Grounds Appearance, and Accessibility. Each category will have a rating of either: Excellent, Good, Fair, or Poor.

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

Timeline: July 1, 2012 – June 30, 2013

Est. Cost: $750   **Budgeted:** Included in current budget

Evidence of Success: Facility Use Survey results will show at least a 3 on a 4-point scale.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: After survey tabulations are compiled, the CP & ES unit will share these results with the Facilities unit, and the Information Technology unit, in order to make improvements or reasonable adjustments, as needed.

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: 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: Facility Use Survey and survey evaluation results.   See random sample of returned surveys.

Date Last Updated: June 14, 2013

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

Unit: Career Planning & Extended Services

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

Action Plan #: CPES -03

Action Plan Title: Track the utilization of the Kuder Career Assessment survey tool.

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

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

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

Timeline: July 1, 2013 – June 30, 2014

Est. Cost: $750   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status:

Describe Progress:

2014
Collection of survey use will begin in 2013-14

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, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Disability & Testing Services

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

Action Plan #: DITS-01

Action Plan Title: Satisfaction with Services for Students with Disabilities

Desired Outcome: Students with disabilities are able to address their concerns/issues with their disability services received at this institution.

Description of Action Plan and Related Activities: A Survey of Services will be provided by the Office of Disability Services to students with disabilities. The Director will meet with students who are registered with the Disability Services office at the end of each year to have the surveys completed. The meeting will allow the students to voice their concerns/issues about the services received. E-mails will be sent as well as a letter to their home with times and dates of the meetings. Different times and dates will be scheduled so each student will have the opportunity to attend.

Team Members: Staff of Disability and Testing Services

Timeline: Annually

Est. Cost: $50   **Budgeted:** Included in current budget

Evidence of Success: Students registering with and receiving disability services will attend Disability Services meeting and complete a Survey of Services provided by the Office of Disability Services. Once the meeting has concluded the concerns/issues will be taken into consideration and the necessary changes made. The success will be if the issues/concerns have been addressed and changes made.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2012

From the surveys received the question whether they were satisfied with their disability services received positive ratings. There were no rankings of poor.

2011

Scheduled group meetings at each location at different times. Of all the students, 29 came and completed Survey of Services. Of the 29 who completed the surveys, to the question whether they were satisfied with their services all ranked it good or excellent. There were no rankings of poor.

Describe Needed Changes: From the comments made I need to work on making sure the tutors are providing the best services possible. Also to get to know them more as an individual.

List of Supporting Documentation: Surveys

Date Last Updated: 12/15/12

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

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: Adjustment to College Life Workshops/Presentations

Desired Outcome: Each academic year, at least two workshops/presentations pertaining to the adjustment to college life in regards to disability and testing services will be held on any of the four campuses.

Description of Action Plan and Related Activities: The staff of Disability and Testing Services will be responsible for coordinating the presenters, topic, and location of workshop/presentation. The workshops/presentations will be advertised to students and faculty by way of flyers, Stall News, electronic monitors, the library monitor and at least two emails going out to campus wide e-mails within three weeks of the workshop/presentation. An e-mail reminder will be sent out the day before the workshop/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: $1000   **Budgeted:** Included in current budget

Evidence of Success: Students will complete a pretest and posttest to see if the workshop/presentation was educational and/or helpful.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:
2012
This IE was designed for the counseling department on our campus. Since we no longer have a counseling department t this IE will be closed.

2011
Two of the three people in Counseling and Testing retired and I was not able to locate any of the information needed to describe progress.

2010
Two Alcohol and Drug presentations were held on October 26, 2010, with a total of 52 students attending. Deputy Justin Grogan from the Moore County Sheriff's Department was the presenter. Based on the student's evaluations, the presentation was both educational and fun.

Spring 2009
Two writing workshops "Avoiding Plagiarism" were held on February 16 and 17, 2009. Amy Bloodworth was the presenter. There were 54 students in attendance and their evaluations were positive.

Fall 2008
National Depression Screening Day workshop was held October 1, 2008. Members from community health organizations were available to interpret student's self-assessment instruments. The student evaluations rated the event as very informative.

Two writing workshops, "Avoiding Plagiarism", were held on February 12 and 13, 2008. The presenter was Amy Bloodworth, an English professor at Motlow College. The students indicated that the workshop was very valuable.

Describe Needed Changes:

List of Supporting Documentation: Student evaluations

Date Last Updated: 12/15/11

Motlow State Community College
Institutional Effectiveness Plan

Unit: Student & Campus Relations   **Unit Head:** Brenda Cannon

Division: Student Affairs

Statement of Purpose:

The mission of the Student and Campus Relations Unit is to support student success through the development and implementation of student initiatives, recruitment, and retention and to ensure a successful academic, social, and cultural experience for all Motlow students. This office collaborates with students, faculty, and staff and the greater Motlow College community to assist students.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Student & Campus Relations

Related Strategic Goal:
2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: STCR-01

Action Plan Title: Motlow Participant Partnership Program (MP3)

Desired Outcome: Motlow College will extend its MP3 Program to the Smyrna Site during the 2012-2013 fiscal year while retaining the program at the Moore County campus and Fayetteville Center.

Description of Action Plan and Related Activities: The college will assess this program. To strengthen its commitment to this end, the institution will earmark dollars to continue and expand the program to include students and mentors from the Motlow College Smyrna Center. The 2012-2013 plan and relative activities follow:

Time line for Motlow Participant Partnership Program (MP3)

July, 2012
- Coordinators will plan program and identify goals for 2012-2013
- Coordinator will begin/refine application process and plan calendar of events (arrange speakers, locations, topics, etc)

August, 2012
- Identify and assign partnerships (mentors, academic coaches, and guest speakers)
- Distribute and collect applications and select participants for the program
- Select control group for tracking purposes

September, 2012
- Kick-off retreat
- Host mentors training
- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

October, 2012
- Host Mentors/Mentees Meet and Greet
- Host monthly meeting

- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

November, 2012
- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

December, 2012
- Host Holiday Social
- Conduct Service Project
- Complete comparative analysis of participants in program
- Survey participants regarding
- Analyze grades and course completion of participants

January, 2013
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants
- Recognize/honor mentors at basketball game

February, 2013
- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

March, 2013
- Host monthly meeting
- Provide weekly academic coaching
- Survey participants
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

April, 2013
- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants
- Host annual Cultural Field Trip

May, 2013
- Complete comparative analysis of participants in program
- Conduct evaluation of surveys completed by Smyrna participants to measure success of the first year program

- Tally the number of students who completed the program
- Analyze grades and course completion
- Host success banquet

Team Members: Team members are:
Assistant Vice President for Student Affairs, Director of Student and Campus Relations, Director of Disability Services and Testing, Athletic Director and Head Men's Basketball Coach, Coordinator of Disability Services and Testing, and the Assistant Director of Student Success

Timeline: July 1, 2012-June 20, 2013

Est. Cost: $4,000   **Budgeted:** Funding other than budget

Evidence of Success: Project benchmarks will begin with each participant being paired with a mentor within two weeks of the project beginning. Additionally, every three weeks, each participant will receive progress reports to be completed by their instructors which will be submitted to the MP3 coordinator. The progress reports monitor academic deficiencies/progress. Academic coaching will be based on the results of the progress reports. Other key benchmarks will be academic progress toward remaining as a full time student in good academic standing at the end of each semester.

Several assessment measures will be used to evaluate the MP3 program. Among them are grades and completion of courses attempted, the number of students who return each semester and the number of students who graduate and/or transfer yearly. A control group will be selected of non-participating eligible students. Cumulative GPAs, course completion rates, and retention rates will be compared between the control group and the MP3 participants. Tracking will continue beyond the first year. The MP3 Program will increase retention percentages of the underrepresented populations by two percent.

Participants will be surveyed at the mid-point and end of each semester to determine if their needs are being met. Program modifications will be made as needed based on participant feedback.

The responsibilities of MP3 will be shared between student and campus relations, disability and testing services, athletics, student success units. With the cooperative support of all four units, students will have a broader base of support from the greater community as well as from within the college. The directors will collaborate on strategies to identify and reduce barriers, increase the number of program participants and improve retention and graduation rates among participants.

One of the benefits of a community college is the broad-based community support it receives. MP3 will continue as a "college/community partnership" program. The college will retain

current business and community mentors as well as seek new business and community professionals to serve as volunteer mentors and academic coaches to this identified group of students by helping them achieve their goals and establishing new goals. The success of MP3 will help create a supportive environment for underrepresented students at Motlow College.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

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.

The 2011-2012 year ended on a very successfully. The program enrolled 42 students; 23 of the 42 students were sophomore. Of the 23 sophomores, 18 graduated with associate degrees in May; two students should transfer to a university, and three of the students will return to

Motlow College in the fall of 2012.

The 2011-2012 program year was planned by the coordinators and executed with few deviations. The program theme was Goal Setting. In conjunction with Welcome Week, MP3 staff marketed its program and recruited eligible students. A kick-off retreat for students was held in September with Mike Russell as the trainer. Thirty-one mentors, 20 internal and 11 community, were recruited for the 2011-2012 year. A formal mentors training was conducted on September 30, with Ms. Carla Draper-Holloway, director of the Honors Center at Alabama A&M University as the trainer. A formal Mentors/Mentees Meet and Greet Social was held on October 9. The Holiday Social in conjunction with the Service Learning Project was held December 6. Student collected toys for and/or donated money to Toy for Tots; they delivered the toys and monetary donations to the Tullahoma Fire Department the following week. In January, the college recognized MP3 Mentors as special guests during a home basketball game. Certificates of appreciation were presented to mentors. In April, the year concluded with the Cultural Trip to Atlanta, Georgia. The group visited the King Center (birthplace of Dr. M.L. King, Jr.), toured the Bones Exhibit, and played in Centennial Park. The 2011-2012 year, concluded with a recognition banquet with Motlow alumnus Jay Gilmore as the speaker.

The theme for the year was "Goal Setting." Each monthly meeting focused on the topic. Presenting monthly sessions were mentors Sid Hill and Sonya Hood on academic goal setting in November; Tom Dillingham and Rick Orzino on career planning in February; mentors Stacy Hearn and Theresa Northcutt and Sidney McPhee on decision making in March.

Study hall sessions were held each Monday and Tuesday in Crouch Library. Students were required to attend one of the two one hour and thirty minute session, but was invited to both. As a result of the study hall session, GPAs increased. Fifteen and 18 students were named to honor roll/dean's list both fall and spring semesters, respectively. Progress reports were distributed and returned on target. Any area of concern was addressed immediately.

Describe Needed Changes: Every objective was met; therefore, changes are not needed

List of Supporting Documentation: On file in STCR Office

- ASK ME! ABOUT MP3
- Evaluation Form for Mentors Training
- Grade Check Form for MP3 Program
- Motlow's MP3 Donates to Toys for Tots
- MP 3 MENTORS LIST
- MP3 Evaluation of Holiday Social
- MP3 Kickoff Retreat
- MP3 Celebration Invitation
- MP3 Celebration Program
- MP3 Certificate Mentor
- MP3 Invitation

Date Last Updated: June 13, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Student & Campus Relations

Related Strategic Goal:
2.2 Increase the number of students who complete associate degrees or certificates.

Action Plan #: STCR-02

Action Plan Title: Adult Learners Association

Desired Outcome: Increase the enrollment, retention, and completion rate of adult learners by three percent each academic year from 2011-2012 to 2015.

Description of Action Plan and Related Activities: Adult students attending community colleges for the first time are often inadequately prepared both academically and psychologically, for what is expected for college-level learning. This population continues to increase as evidenced in the growth of adult students at Motlow College. According to 2010-2011 data, Motlow College adult student population makes up 31 percent of its student body; the average age of Motlow student is 25. Because of the variant set of characteristics of the adult learner, retention and completion rates lag behind those of the traditional student. In an effort to better serve the adult student population, an Adult Learners Association is being proposed. Its plan of action is to collect data and collaborate with peer and four-year institutions on programs in place that targets this student population. Motlow will:
- identify adult learners using focus report from IT department
- conduct written/electronic survey to identify needs of adult learner and assess what services are in place and what services are not in place
- hold schedule meetings to communicate survey results
- attend Adult Learners Conference(s)
- visits institutions and collaborate with directors of adult learners programs
- research Adult Learners Programs
- organize programs on Moore County campus and Smyrna Center

Team Members: Director, Student and Campus Relations and Assistant Director of Student Success

Timeline: July 1, 2012-June 30, 2013

Est. Cost: **Budgeted:** Included in current budget

Evidence of Success: The evidence of success will be the successful follow through and completion of action plans and related activities.

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress:
The organization and planning of Adult Learners Association continues; however, the implementation of the association did not come to fruition during the 2012-13 academic year. Information and training on adult learners associations/groups/organizations continued via the following vehicles:

- initiated interest conservations with Motlow College adult learners, including SGA President and other adult learners
- scheduled meeting with the Assistant Director of the June Anderson Center for Women at MTSU
- participated in an Adult Learners Webinar
- continued to provide academic, personal, and intellectual support to adult learners
- collaborate with director of and students in Motlow ACE Program

The Adult Learners Association action plan began during the 2011-2012 year and continues. Due to the magnitude of the project, the 2011-2012 year was used as a research year. An update of activities follow:

- began research on Adult Learners Programs
- met with director of Adult Learners Programs/Services at MTSU
- participated in an Adult Learners Webinar
- attended a conference session on Learning Styles for Adult Learners
- provide individual academic advising to adult learner

Describe Needed Changes:
The target date to have an Adult Learners Association in place is fall 2013. The association will be based out of the Moore County campus and spearheaded by the Director of Campus and Student Relations. Once the program has proven successful, it will be expanded to satellite campuses.

The desired outcome was not achieved. Targeted services to the adult learners' population must be a collaborative effort among multiple units within the Student Affairs Divisions in order for an Adult Learners Association to be successful. The Student and Campus Relations Unit will partner with the Student Success Unit's assistant director of student success to bring this program to fruition. The two units will collaborate on, develop, and implement the plan.

List of Supporting Documentation:

Date Last Updated: June 14, 2013

Motlow State Community College
Institutional Effectiveness Plan

Unit: Student Success   **Unit Head:** Rhonda Cotham

Division: Student Affairs

Statement of Purpose:

The mission of the Advisement Center is to provide effective and accurate advising to help students meet their educational and career goals. To this end, the Advisement Center staff does the following:

- Creates a well-staffed advising center for new and returning students to get assistance with academic planning, class scheduling, and goal setting
- Works with academic departments to help develop a team of trained advisors to work with students in regard to the advisement process
- Trains peer advisors to work with students in the Advisement Center
- Collects printed material from other Tennessee Board of Regents' (TBR) and non-TBR institutions for transfer and equivalency information
- Maintains an up-to-date website which provides pertinent information in regard to advisement issues, transfer equivalency tables, advisor information, etc.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Student Success

Related Strategic Goal:
2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: SSCS-01

Action Plan Title: New Student Orientation Program

Desired Outcome: On ground orientations for all first-time, degree-seeking students will result in at least 85% of them increasing their knowledge of important information needed to be successful and at least 80% of them returning for the spring term following their first semester.

Description of Action Plan and Related Activities: In order for students to be successful at Motlow College they must be provided with all the tools and information necessary to advance in their education while here.   One way to accomplish this goal is to offer mandatory orientation sessions for all first-time, degree-seeking students. A successful first semester is important to a successful college career and New Student Orientation will provide that important "first step" toward a great start at Motlow College.

The goal of this orientation is to assist students with the transition to a new learning environment and to provide information that will acquaint them with Motlow's policies, procedures, and resources. A few of the information items covered include important calendar dates, basic financial aid information, academic advisement and registration assistance.

Not only do we want to keep them for the first-semester, but we also want to track them in regard to retention from semester-to-semester and from year-to-year and ultimately graduation.

The Director of Student Success/Assistant Director of Student Success and Assistant Directors of Student Services at each of the off-campus locations will work together to develop and offer these sessions for all first-time freshmen at each of our four campuses.

To increase student learning and development all students attending will be given a pre-test upon the start of the session regarding important information that students need to know and understand in order to be successful.   At the end of each session, the students will also be given a post-test to determine if their knowledge of these issues has increased. The results of these surveys will be used to continually improve upon the planned sessions.

A tracking system has been developed and implemented to monitor the progression of each student. This tracking system will provide the ability to monitor retention from semester-to-semester, year-to year, and progress toward graduation.

This tracking system will allow for continual follow-up throughout the student's tenure at Motlow. The Director and Assistant Directors will send no less than two e-mails to each freshman within their first semester. The first e-mail will go out within the first month of the student's start to reconnect with each student and to make the

student aware that the staff is available for assistance if needed.   A second e-mail will go out prior to the beginning of pre-registration reminding the students of the process for advisement and registration and offering assistance if needed.

Students who are not retained will be contacted to determine reason for not returning and to see if there is anything that staff can do to help them to get re-enrolled.

Team Members: Director of Student Success and Assistant Directors of Student Services

Timeline: June-August (for fall term) and November- December (for spring term)

Est. Cost: $5,000   **Budgeted:** Included in current budget

Evidence of Success:

(1) Post-test results will show at least 85% of the students attending will have increased their knowledge of important information needed to be successful.

 (2) ARGOS report will show at least 80% of freshman who attended fall orientation will return for the spring term following their first semester.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: 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:

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 and Post Test Results Fall 2012; E-mails forwarded to Orientation Students; Retention Report for Fall – Spring for Fall 2012 orientation students

Date Last Updated: June 18, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

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: Tracking MTSU Dual Admissions Students

Desired Outcome:
   (1) Implement a system that will track students who have signed a Dual Admission agreement for transfer to MTSU.
(2) At least 80% of students who begin the Dual Admission program will progress to graduation and smooth transfer to MTSU.

Description of Action Plan and Related Activities: The recently signed Dual Admission Program between Motlow College (MSCC) and Middle Tennessee State University (MTSU) offers a structured, guaranteed pathway for progression from an associate's degree to a bachelor's degree. Students who sign this agreement will receive advisement services from both institutions during the program to aid them in developing the course work for their degree program.

The Dual Admissions program is only as good as the people who administer it at each institution. At Motlow, the Director of Student Success and the Assistant Directors of Student Services will serve as the main contacts and advisors for Dual Admission students. Our goal is to work with these students from start to finish and assist them with an easy transfer to Middle Tennessee State University once their associate's degree has been awarded.

To accomplish this goal, a system will be implemented that will allow for staff to track students who have committed to the Dual Admission Program with MTSU. This tracking system data will populate an ARGOS report that will allow staff to monitor progression toward student retention from semester-to-semester, year-to-year, and progress toward graduation.

The ability to track these students and provide continual communication with them is critical to a successful program.   The staff will make contact with these students at least once per semester to follow-up with schedule and any questions that they students might have.

If students do not progress to the following term, contact will be made to offer assistance that could get the student back on track if at all possible.

Team Members: Director of Student Success and Asst. Directors of Student Services at each location

Timeline: System will be developed and implemented by June, 2012 with individual student contact occurring within each term.

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success:

The Dual Admission student tracking system and related ARGOS reports have been created and are being utilized along with the post-test of our first-time freshmen.

At orientations, first-time freshmen are asked if they plan to transfer and if yes, where? Those choosing MTSU are sent information regarding the Dual Admissions program with MTSU.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: The Dual Admissions Program currently has 21 students who have signed "Intent to Participate" forms. The Director of Student Success has worked with the Director of Admissions to implement a tracking system. They have worked with IT to create and implement a reporting tool in ARGOS.

E-mails were sent to FT Freshmen in Fall to start to increase awareness of the program.

The Director of Student Success and Director of Admissions will request a meeting with MTSU staff sometime during the month of July to discuss electronic transfer of information from MSCC to MTSU on the students who commit to Dual Admissions.

Describe Needed Changes: Based on our low numbers, the responsible staff will continue to work on new initiatives to grow this program.

List of Supporting Documentation: E-mail to FT Freshmen expressing an interest in transferring to MTSU; Dual Admissions ARGOS Report

Date Last Updated: June 15, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Student Success

Related Strategic Goal:
2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: SSSC-03

Action Plan Title: "Advising Central" Website

Desired Outcome:

(1) Develop, implement and maintain a comprehensive advisement web site for use by advisors, faculty and students.

(2) Develop two new survey instruments (student & faculty) to be used to assess effectiveness of the "Advising Central" website.

Description of Action Plan and Related Activities: Effective academic advisement plays a critical role in the College's overall plan for retention and graduation. One goal of the Director of Student Success is to increase the amount of advising information and resources available to the college community (faculty, staff and students).

A comprehensive website will be created to expand the web presence of advising resources available to advisors, faculty and students. The creation of this site will significantly aid in the ease with which students and advisors can access information crucial to good advisement and planning.

In the faculty and advisor section, web pages will include a FAQ page providing answers to frequently asked questions about advisement, an advising handbook, links to professional advising organizations (i.e. NACADA), and materials to enhance the advisement process (i.e., advising worksheets that outline basic topics to cover, etc.)

In the student section, web pages will include links to career planning information (i.e. Occupational Outlook Handbook), advising tools (i.e. programs of study, DegreeWorks info, etc.), and information regarding other campus support services (i.e., tutoring, workshops, etc.)

Two survey instruments will be created for implementation beginning with the fall 2012 term to determine the effectiveness of this website from the perspectives of faculty and advisors as well as students.

Team Members: Director of Student Success/Assistant Director of Student Success

Timeline: By Summer of 2012

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success:

   (1) Completion of "Advisement Central" website either before or by June 2012.
(2) Two surveys (faculty and student) will be completed by June 2012 and ready to utilize for assessment beginning in fall 2012.

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress: An advising website has been created and is being maintained by the Student Success Center. However, an evaluation process has not been created to assess the resource.

Describe Needed Changes: An evaluation will be created and submitted to advisors and students during the Fall 2013 term after promoting the site for use with the new advisement coordinators and both faculty and students.

List of Supporting Documentation: http://www.mscc.edu/advisement/index.aspx

Date Last Updated: June 15, 2013

Motlow State Community College
Institutional Effectiveness Plan
Unit: Information Technology & Administrative Services **Unit Head:** Eddie Stone

Division: Information Technology & Administrative Services

Statement of Purpose:

The mission of the Unit is to provide the following:

- Effective and strategic deployment of information and educational technology at the Moore County Campus, the McMinnville Center, the Fayetteville Center, and the Smyrna Site
- Enhancement and support of academic and administrative computing and technical services
- Technical support of the alternative delivery of courses throughout the college service area
- Planning, budgeting, and implementation of the Information Technology Plan for the College
- Technology training for faculty and staff
- Effective management of library resources
- Institutional Research, Planning and Effectiveness support to the college
- Effective planning for long-term facilities needs
- Efficient operation of physical plant and facilities
- Contact with regional, state and national technology resource organizations

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Information Technology & Administrative Services

Related Strategic Goal:
4.2 Advance our college as a role model for sustainability.

Action Plan #: ITCH-01

Action Plan Title: Identification of Sustainability Projects

Desired Outcome: Identification of one or more sustainability projects that can be implemented by operating units.

Description of Action Plan and Related Activities: Meet with Facilities, IT, and Library units to discuss possible sustainability projects and to identify one or more feasible projects to implement.

Team Members: VP and directors of Information Technology and Administrative Services.

**Timeline*:* June 30, 2014

Est. Cost: $ **Budgeted:** Included in current budget

Evidence of Success: Project is submitted to appropriate unit for implementation.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2012-13

Geothermal Pump in New Smyrna Building
A geothermal heat pump was installed in the new classroom/office building opening fall 2013 at Smyrna Center. Though the installation price of the geothermal system was more expensive than that of an air-source system of the same heating and cooling capacity, the additional costs will be returned in energy savings in five to seven years.

Energy Efficient Doors and Windows in Simon Hall

The Simon Hall building was originally built in the late 1960's and all of the doors and windows were constructed using single pane glass. We replaced all of the doors except one in 2011 and this year we are replacing the last door along with replacing about 50% of the windows in the Simon Hall building. The new doors and windows are double pane insulated glass which will improve the operating energy savings for this building.

2011-12
No action has been taken.

Describe Needed Changes: None

List of Supporting Documentation:

Date Last Updated: 7/1/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Information Technology & Administrative Services

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

Action Plan #: ITCH-02

Action Plan Title: Smyrna Center Expansion

Desired Outcome: Development of detailed design for Smyrna Center Expansion

Description of Action Plan and Related Activities: Meet with senior staff, architects, value engineers, and various stakeholders to develop documents that can be used for bidding construction.

Team Members: Senior Staff and Facilities Personnel

Timeline: June 30, 2013

Est. Cost: $ **Budgeted:** Included in current budget

Evidence of Success: TBR approval of Detailed design documents by June 30, 2012.

Complete the following when assessing a plan

Current Status: Completed

Describe Progress:

2012-13
Construction is complete on the new building. A certificate of occupancy was received on June 28, 2013. The first classes in the new building will be held in fall 2013 semester.

2011-12
Design has been approved by TBR and State Building Commission. Bid Documents are in progress.

Describe Needed Changes: None

List of Supporting Documentation:

Date Last Updated: 7/1/13

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Information Technology & Administrative Services

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

Action Plan #: ITCH-03

Action Plan Title: Identification of Future Mobile Applications

Desired Outcome: Identification of educational and administrative mobile applications needed by the college.

Description of Action Plan and Related Activities: Attend TBR's Mobile Learning Day, other seminars, and talk to other TBR institutions to assess the need and availability of mobile apps. Where possible, partner with other schools to share apps and employ third parties to develop common apps. Engage college academic and administrative offices to identify and prioritize apps.

Team Members: IT and Academic Technologies personnel.

Timeline: June 30, 2014

Est. Cost: $0   **Budgeted:** Choose an item.

Evidence of Success: Apps are identified, prioritized, and submitted to appropriate IT units for development and implementation.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2012-13
Two vendors presented their mobile apps to MSCC staff in 2012-13. The first did not meet the college's needs or timeline. The second appears to meet both and was tentatively selected. The business office is in process of reviewing their contract. We have also been in touch with other TBR schools and the main office to learn more about mobile apps they are using or acquiring. Various apps are in use by the TBR schools and there is not a standard mobile app

that is used system-wide.

<u>2011-12</u>
Have met with vendors and looked at various methods for providing mobile apps.

Describe Needed Changes: None

List of Supporting Documentation:

Date Last Updated: 7/1/13

Motlow State Community College
Institutional Effectiveness Plan

Unit: Academic Technologies   **Unit Head:** Shelley McCoy

Division: Information Technology & Administrative Services

Statement of Purpose:

The Center for Academic Technologies supports the institutional mission by providing innovative technologies in the teaching and learning process. The center encourages the integration of technology into the curriculum by providing training and support for faculty, staff, and students on software and hardware available on the Motlow State Community College campuses.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Academic Technologies

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

Action Plan #: ACTH-01

Action Plan Title: Technology Training and Support for the Motlow College Community

Desired Outcome: Increase faculty usage of D2L. Increase satisfaction with training provided for faculty and staff at Motlow College in the use of Desire2Learn (D2L), Windows 7, Office 2010, and other software and hardware as requested.
Increase satisfaction of support for students in the use of academic technologies, especially D2L.

Description of Action Plan and Related Activities: Survey faculty, staff, and students on **quality** of training and support and improve any weak areas. Monitor use of D2L.

Team Members: Director of the Center for Academic Technologies and Center Staff

Timeline: June 30, 2014

Est. Cost: $ 120 per month for travel to outlying campuses in January, February, March, August, September and October   **Budgeted:** Included in current budget

Evidence of Success: Continued efforts to add-to number of first-time faculty log-ins for D2L as evidenced by report from D2L. Continued attendance of workshops and training session. Completed evaluation forms by workshop attendees (faculty and staff). Summary showing averages will be provided. Satisfactory or higher rating on services as indicated on technology surveys and workshop evaluation forms (Faculty/Staff Survey and Student Survey of Technology). CIS survey results.

Complete the following when assessing a plan

Current Status: On Schedule

Assessment Procedures: Monitoring of first-time log-ins to the course management system. Keeping track of attendees at workshops using the training database. Using evaluation forms

handed out at workshops to garner input about the effectiveness of workshops. Including items related to the Center for Academic Technologies on the Information Technology Survey administered each fall.

Assessment Results and Use of Results:

Fall 2012 and Spring 2013

First time faculty log-ins to our course management continue to grow although not at the pace of a few years ago. The slower pace is probably due to the fact that many faculty members have already begun using the system so the new log-ins consists primarily of new faculty and staff. We will continue to offer training and with the new version of the course management system (Desire2Learn/D2L) due to be installed in December 2013, it is likely that additional interest will be generated in the system due to new and enhanced features.

Attendance at workshop has increased from 100 last year to 128 this year. Part of this is due to adding workshops related to Adobe Acrobat Pro. Workshops will continued be offered both on Adobe products, Microsoft Office tools, and Desire2Learn workshops and other technology software if requested.

To increase interest in workshops and training, the Center for Academic Technologies will strive to offer workshops targeted at the skill levels of various users. One of the lower ratings (96.6% agree/strongly agree) was in the category of workshops being pitched at the right skill level. In addition, some workshops will be made available in an online format in our course management system to better accommodate the variety of schedules of our faculty and staff.

One of the comments in the survey requested more advanced workshops, however when a survey has been sent to support staff each fall for office productivity workshops, the response has been overwhelmingly to offer basic workshops. If a request is made for an advanced workshop on a specific pieces of software, the Center for Academic Technologies wills strive to accommodate the request.

Describe Progress: Based on previous Desired Outcomes.

34 faculty, administrators and staff logged into D2L for the first time in 2012-13
128 faculty, staff, students, administrators attended training sessions

List of Supporting Documentation:

Type of Documentation	File Name
D2L First-time Faculty Log-ins Report	D2L-first-time-logins_7-1-12_6-30-13.xlsx
Training Attendees	Workshop-attendees.xlsx
Training & Workshop Session Evaluation Form/Summary	Workshop-tally-sheet.pdf
Survey results – Fall 2012	IT-survey-results-fall-2012.pdf

Describe Needed Changes: More online, self-paced training so as to meet the varying schedules of faculty and staff.

Date Last Updated: June 12, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Academic Technologies

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

Action Plan #: ACTH-02

Action Plan Title: Technology Newsletter

Desired Outcome: Students, faculty, and staff will be better informed about technology resources on campus as well as resources available at no cost via the Internet.

Description of Action Plan and Related Activities: A newsletter in electronic format (.pdf) will be distributed to all faculty, staff, and students once a semester in the spring and fall semesters.

Team Members: Center for Academic Technologies Staff

Timeline: June 30, 2014

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: A satisfactory or higher rating on division survey.

Complete the following when assessing a plan

Current Status: On Schedule

Assessment Procedures: Items 42 and 43 on the Information Technology annual survey will ask about the Technology Newsletter.

Assessment Results and Use of Results:
Only 48 people answered the questions about the Technology Newsletter. Of those who responded, 97.5% said they were Satisfied or Very Satisfied with it. Only one respondent indicated s/he was dissatisfied.

The low number of those responding to these items on the survey indicates that relatively few of our campus community read the newsletter. Based on this fact, low response rate; it

seems necessary to find another means for disseminating helpful information about campus technology and helpful Internet sites. Some possible ways are a separate web page linked to our home page or a link to a .pdf or web page available through the course management system. However, the course management route would make it unlikely support staff would see the newsletter. The Director of the Center for Academic Technologies will investigate the possibility for creating a separate page that links from the campus home page.

List of Supporting Documentation: IT-survey-results-fall-2012.pdf

Date last updated: June 13, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Academic Technologies

Related Strategic Goal:
2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: ACTH-03

Action Plan Title: Technology Showcase

Desired Outcome: Both students and faculty members will use technology to provide more engaging learning activities. The Technology Showcase will provide a way to exhibit student-created artifacts done as part of curricular requirements. Technology projects will be included as options in mandatory international modules.

Description of Action Plan and Related Activities: Faculty members will serve on the Technology Enhancement Committee. The Director of the Center for Academic Technologies will assist faculty and students with the creation and display of student-created multimedia projects. The Technology Showcase will take place during Spring Semester.

Team Members: The Director of the Center for Academic Technologies and representatives from academic departments.

Timeline: June 30, 2014

Est. Cost: $ unknown – the cost will be minimal and based on needs of students and faculty in developing the students' projects   **Budgeted:** Included in current budget

Evidence of Success: Students will create technology-enhanced projects as part of their classroom activities. A count of attendees at the Showcase will be made. Follow-up surveys about the experience in creating the project will be sent to participating students and responses will rate the experience as positive.

<u>**Complete the following when assessing a plan**</u>

Current Status: On Schedule

Assessment Procedures: The Director of the Center for Academic Technologies will count the attendees at the Honors Symposium/Technology Showcase. The Director will compile a list of

students and the projects which they created. The Director will distribute a link to participating students asking for feedback about their experiences in creating multimedia projects for the Technology showcase.

Assessment Results and Use of Results:

Technology Showcase 2012-13:
Each year the Technology Showcase, held in conjunction with the Honors Symposium, has grown. This year there were forty-seven students who participated. Eighty-six percent of the respondents in the survey agreed/strongly agreed that they learned more about the topic of their project using multimedia that they usually do with traditional assignments. Ninety-five percent *disagreed* that they would have preferred a traditional type assignment like a research paper or exam. One hundred percent of the student respondents agreed that they would like to more classroom projects that require technology.

In response to these survey results, the Center for Academic Technologies is purchasing a variety of different types of multimedia hardware to make it possible for students to have access to current technology hardware. In addition, the Director of the Center for Academic Technologies would like for classes, in addition to Honors classes, to be included in future Technology Showcases. The Director has made herself available to talk to classes about potential projects and will further promote multimedia projects by offering to come and talk to classes about projects they could do to meet course requirements.

List of Supporting Documentation:

Type of Documentation	File Name
List of projects	Tech-Showcase_list-of-projects.xlsx
Survey responses of nine students who participated in showcase	SurveyMonkey – Survey Results_sp2013.pdf

Date Last Updated: June 13, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Academic Technologies

Related Strategic Goal:
4.2 Advance our college as a role model for sustainability.

Action Plan #: ACTH-04

Action Plan Title: Support Technology by Maintaining and Upgrading Existing Instructional Technologies

Desired Outcome: Increase user satisfaction with and usage of technology.

Description of Action Plan and Related Activities: Continue an ongoing plan for maintenance and upgrading of existing hardware and software, specifically "Smart Classrooms.". Continuing to provide support to faculty and students in navigating and troubleshooting Desire2Learn, the college's course management system.

Team Members: Center for Academic Technologies Staff

Timeline: June 30, 2014

Est. Cost: Varies, supported by I.T. and TAF funds   **Budgeted:** Included in current budget

Evidence of Success: The annual technology survey will show that users of technology at Motlow College express and overall high satisfaction with technology and technology support, specifically Smart Classrooms.

Complete the following when assessing a plan

Current Status: On Schedule

Assessment Procedures: I.T. Survey given each fall. Questions 22 and 23 relate to Smart Classrooms and support of technology.
Documentation of the number of upgrades of existing Smart Classrooms and installation of new Smart Classrooms.

Assessment Results and Use of Results:

This year six existing Smart Classrooms were upgraded from consumer-grade equipment to commercial-grade equipment. In addition, 12 brand new classrooms were installed at the new Smyrna facility.

Seventy-two percent of respondents agreed/strongly agreed that our Smart Classrooms are up-to-date and high quality (12.3% of respondents indicated the item did not apply to them, consequently only 15.8% disagreed that classrooms were up-to-date and high quality). Eighty-eight percent of respondents to the survey agreed/strongly agreed that Motlow State Community College offers strong support for the use of technology. Seven percent disagreed and five percent said the item did not apply to them.

The Center for Academic Technologies will continue to maintain and support Smart Classrooms. To some degree the extent to which this can happen is dependent on available funding, however the Center will make every effort to get the most for our educational dollar.

Describe Progress: Enabled existing classrooms to incorporate technology for teaching and learning. Provided support for both faculty and students in using hardware on campus and user support for students off-campus who took online, hybrid, and technology-enhanced classes.

This past year we have upgraded six smart classrooms from consumer-type to commercial-type classroom equipment. We have also installed 12 completely new smart classrooms at our new Smyrna facility.

Describe Needed Changes: If enrollment increases dramatically there will possibly be a need for additional personnel support for the Smyrna campus.

List of Supporting Documentation: IT-survey-results-fa2012.pdf

Date Last Updated: June 13, 2013

Motlow State Community College
Institutional Effectiveness Plan
Unit: Administrative Computing Services   **Unit Head:** Cindy Logan

Division: Information Technology & Administrative Services

Statement of Purpose:

The mission of the Motlow College Administrative Computing Services Office is to support, train and encourage end-users (faculty, staff, students and alumni) in the productive and efficient utilization of all administrative computing systems.

The unit:

- Maintains and provides end-user support and training for all BANNER administrative systems
  - Human Resources
  - Finance
  - Student
  - Financial Aid
- Advancement
  - Maintains and provides end-user support and training for all third-party software products associated with the BANNER database
    - Intellecheck
    - Formfusion
    - Argos
    - ODS
    - Eprint
    - Workflow
    - Runner Clean-Address
    - Nelnet
    - Touchnet
    - SciQuest
    - DegreeWorks
    - BDMS
    - UC4 (AppWorx)
  - Develops ad hoc reports and provides support and report writer training for end-user ad hoc reporting
  - Develops, maintains and provides end-user support and training for all ad hoc stand-alone administrative systems
  - Monitors and maintains data integrity and security for all administrative system databases

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

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:
2012

The overall respondent satisfaction, as reflected in the annual IT and Administrative Computing Survey, is greater than 90%. This meets the desired outcome expected for the action plan.

The survey results are as follows:

26. In the last year, did you access BANNER?

Value	Count	Percent
Yes	54	94.7%
No	3	5.3%

Statistics

Total Responses	57

27. There is adequate support for solving software problems with Banner Human Resources/Payroll, Banner Finance, Banner Financial Aid, Banner Student, Banner Advancement.

Value	Count	Percent
Strongly Agree	15	26.3%
Agree	35	61.4%
Disagree	0	0.0%
Strongly Disagree	1	1.8%
Not Applicable	6	10.5%

Statistics

Total Responses	57

28. BANNER software installations/upgrades are completed in a reasonable time frame.

Value	Count	Percent
Strongly Agree	15	27.3%
Agree	30	54.6%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable	8	14.6%

Statistics

Total Responses	55

29. In the last year, did you access MyMotlow?

Value	Count	Percent

Yes	57	100.0%
No	0	0.0%

Statistics

Total Responses	57

30. There is adequate support for solving software problems with MyMotlow.

Value	Count	Percent
Strongly Agree	14	24.6%
Agree	34	59.7%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable	7	12.3%

Statistics

Total Responses	57

Describe Needed Changes: No change is needed.

List of Supporting Documentation: The IT and Administrative Computing Survey results are on file in the Office of Research, Planning and Communication.

Date Last Updated: April 30, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Administrative Computing Services

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

Action Plan #: ADSV-02

Action Plan Title: Administrative Computing Services Training

Desired Outcome: At least 90% of the respondents to the division survey will be satisfied with the training services provided by the Administrative Services unit.

Description of Action Plan and Related Activities: The Administrative Computing Services unit will work to provide one-on-one training upon request to end-users, thus ensuring maximum utilization of administrative system software. Training will address learning deficiencies that occur as a result of software upgrades, new systems development, employee hiring or transfers, or knowledge refresh needs.

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Survey results will show at least 90% of the respondents to the division survey will be satisfied with the training services provided by the Administrative Services unit.

Complete the following when assessing a plan

Current Status: On Schedule.

Describe Progress:

2012

The overall satisfaction of respondents, who felt this survey question was applicable, was 83%, as reflected in the annual IT and Administrative Computing Survey. This falls below the expected outcome for the action plan.

35. There is adequate one-on-one end-user training for BANNER, MyMotlow and ARGOS.

Value	Count	Percent
Strongly Agree	10	17.9%
Agree	25	44.6%
Disagree	7	12.5%
Strongly Disagree	1	1.8%
Not Applicable	13	23.2%

Statistics

Total Responses	56

Describe Needed Changes: Currently, training workshops are available to end-users upon end-user request. In the future, Administrative Computing Services will notify end-users every calendar quarter that training is available. Administrative Computing Services will then present training, either one-on-one or small-group, as needed or requested by end-users.

List of Supporting Documentation: The IT and Administrative Computing Survey results are on file in the Office of Research, Planning and Communication.

Date Last Updated: April 30, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Administrative Computing Services

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

Action Plan #: ADSV-03

Action Plan Title: Provide Ad Hoc Reports to End-users, i.e. reports that are customized to the end-users immediate need for information.

Desired Outcome: Achieve at least 90% respondent satisfaction to the division survey provided by the Administrative Computing Services unit.

Description of Action Plan and Related Activities: The unit will, upon end-user request and in a timely manner, develop, maintain and distribute ad-hoc reports that accurately reflect administrative system data to authorized end-users

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Survey results will show at least 90% respondent satisfaction to the division survey provided by the Administrative Computing Services unit.

Complete the following when assessing a plan

Current Status: On Schedule.

Describe Progress:

2012

The overall respondent satisfaction, as reflected in the annual IT and Administrative Computing Survey, is greater than 90%. This exceeds the desired outcome expected for the action plan. The survey results are as follows:

32. In the last year, did you request an Argos report?

Value	Count	Percent
Yes	26	46.4%
No	30	53.6%

Statistics

Total Responses	56

33. The Argos report request process is reasonable and user-friendly.

Value	Count	Percent
Strongly Agree	11	19.6%
Agree	14	25.0%
Disagree	2	3.6%
Strongly Disagree	1	1.8%
Not Applicable	28	50.0%

Statistics

Total Responses	56

34. Argos report requests are completed in a reasonable time frame.

Value	Count	Percent
Strongly Agree	12	21.1%
Agree	15	26.3%
Disagree	1	1.8%
Strongly Disagree	1	1.8%
Not Applicable	28	49.1%

Statistics

Total Responses	57

Describe Needed Changes: No change is needed.

List of Supporting Documentation: The IT and Administrative Computing Survey results are on file in the Office of Research, Planning and Communication.

Date Last Updated: April 30, 2013

Motlow State Community College

Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Administrative Computing Services

Related Strategic Goal: 4.2 Motlow State Community College will advance our college as a role model for sustainability.

Action Plan #: ADSV-04

Action Plan Title: Provide technical cross-training

Desired Outcome: Each Administrative Computing Services staff member will receive technical cross-training that will enable them to be qualified to perform job duties usually handled by other members of Administrative Computing Services.

Description of Action Plan and Related Activities: Each staff member will receive daily and continuing technical training, as new situations arise, from another staff member utilizing the software solution/technical skills the teaching staff member specializes in.

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: A formal review will be conducted during each employee's annual evaluation to determine the employee's skill and knowledge gained during cross-training. The result of the review will be available in an annual summary report .

Complete the following when assessing a plan

Current Status: On Schedule.

Describe Progress: *The Annual Performance Evaluations were completed for each member of Administrative Computing Services. Each employee's evaluation reflected at least one successful cross-training event that increased the employee's effectiveness and versatility.*

Describe Needed Changes: *No changes are required.*

List of Supporting Documentation: *The employees' Annual Performance Evaluation report is on file in the Human Resources department.*

Date Last Updated: April 30, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Administrative Computing Services

Related Strategic Goal: 2.1 Enhance student persistence to completion of post-secondary credential or degree.

Action Plan #: ADSV-05

Action Plan Title: Local software system development for the purpose of student retention

Desired Outcome: Achieve at least 90% respondent satisfaction on a survey provided to each department supervisor at the conclusion of the system development by the Administrative Computing Services unit.

Description of Action Plan and Related Activities: The Administrative Computing Services staff will work closely with each college department that utilizes BANNER to identify software needs that will enhance and compliment BANNER functionality (with a focus on student retention). They will design and develop interface systems that will utilize the data within BANNER and while providing additional data and functionality not provided by BANNER alone, thus allowing the college department to focus on improved service to the students, faculty and staff. Possible areas of development may include:

- **Advisement and Counseling Services**
- **Nursing Applicant Evaluation**
- **Facilities Reservation for Special Events**
- **Adjunct Faculty Course Assignment**
- **Extended Services Course Registration**

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Beginning fall 2011, an item measuring the respondent satisfaction of locally developed software systems will receive a 90% satisfaction rate.

Complete the following when assessing a plan

Current Status: On Schedule.

Describe Progress:

2012
The overall respondent satisfaction, as reflected by survey at the end of each development, is greater than 90%. This meets the desired outcome expected for the action plan.

Describe Needed Changes: No change is needed.

List of Supporting Documentation: The "Survey of Local Software Systems Development" results are on file in the Administrative Computing Services office.

Date Last Updated: April 30, 2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Administrative Computing Services

Related Strategic Goal: 1.1 Motlow State Community College will expand the use of technology to increase access to postsecondary education.

Action Plan #: ADSV-06

Action Plan Title: Admission Application Revision

Web application forms that interface with BANNER and expedite a student's ability to apply for scholarships or register for events, while minimizing the occurrence of redundant data required when students fill out multiple applications.

Desired Outcome: Achieve at least 90% respondent satisfaction on a survey provided to each department supervisor at the conclusion of the web application form development by the Administrative Computing Services unit.

Description of Action Plan and Related Activities: The Administrative Computing Services staff will work closely with each college department that utilizes BANNER to identify web application form needs. They will design and develop the web applications forms to coordinate with BANNER data, thus reducing the likelihood of redundant or contradictory data being collected from the students. Possible areas of development may include:

- Access and Diversity Scholarship Application
- First-Time Freshman Orientation
- Proctoring Sign-up
- Career-Day Signup
- Financial Aid Scholarship Applications

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Beginning fall 2011, an item measuring the respondent satisfaction of locally developed web application forms will receive a 90% satisfaction rate.

Complete the following when assessing a plan

Current Status: On Schedule.

Describe Progress:
2012
The overall respondent satisfaction, as reflected by survey at the end of each development, is greater than 90%. This meets the desired outcome expected for the action plan.

Describe Needed Changes: No change is needed.

List of Supporting Documentation: The "Survey of Local Web Application Form Development" results are on file in the Administrative Computing Services office.

Date Last Updated: April 30, 2013

Motlow State Community College
Institutional Effectiveness Plan

Unit: Facilities Services   **Unit Head:** Billy Garner

Division: Information Technology & Administrative Services

Statement of Purpose:

The mission of Motlow State Community College's (MSCC) Facilities Services Unit is to support a quality learning and working atmosphere for all students, faculty, staff, and community-based customers through cost-effective and efficient operational and support services.   To provide this level of service, MSCC's Facilities Services department is also tasked to concurrently plan for future improvements in facilities and services, while ever increasing its level of environmental stewardship campus-wide.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Facilities Services

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

Action Plan #: FACS-01

Action Plan Title: Maintenance Work Order Completion Rate

Desired Outcome: At least ninety percent of regular Maintenance Work Orders (MWOs) will be completed within the timeframe as specified by the priority assigned to each MWO when entered into Maximo, the Maintenance and Operation Unit's Computerized Maintenance Management System (CMMS).

Description of Action Plan and Related Activities: Enter data into the CMMS in a way that allows you to monitor the work orders per a category so that you can make adjustments towards improving the operational and support services. This data is entered daily by the maintenance personnel for tasks that are being performed daily, every 2 days, weekly, monthly, quarterly, semi-annually, or annually for evaluations.

Timeline: Annually reviewed

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Review of work orders will show that at least 90% of MWOs are completed within timeframe as specified by the priority.

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress:

2012 – 13
An attempt was made to run a report in Maximo to determine the number of work orders used in 1 and 2 below however the Maximo software failed so the numbers were manually obtained from Maximo:
- (1) The total number of work orders performed for the year was 11,602.
- (2) The number of delinquent work orders were undeterminable due to software problems.

(3) We were unable to determine the percent completed of the regular Maintenance Work Orders (MWOs) within the timeframe as specified by the priority assigned to each MWO.
(4) Data was reviewed by the Facilities Services staff and determined that the expected outcome was unknown due to the software problems and that the action required is to purchase new software.

2011 – 12

A report was run in Maximo to determine the work order numbers used in 1 and 2 below:
(1) The total number of work orders performed for the year was 9,398.
(2) There were a total of 0 work orders that were delinquent.
(3) Therefore we completed 100% of the regular Maintenance Work Orders (MWOs) within the timeframe as specified by the priority assigned to each MWO.
(4) Data was reviewed by the Facilities Services staff and determined that the expected outcome was met therefore no further action is required.

2010 – 11

A report was run in Maximo to determine the work order numbers used in 1 and 2 below:
(1) The total number of work orders performed for the year was 10,575.
(2) There were a total of 0 work orders that were delinquent.
(3) Therefore we completed 100% of the regular Maintenance Work Orders (MWOs) within the timeframe as specified by the priority assigned to each MWO.
(4) Data was reviewed by the Facilities Services staff and determined that the expected outcome was met.

2009-10

(1) The total number of work orders performed for the year was 9,849.
(2) There were a total of 16 work orders that were delinquent.
(3) Therefore we completed 99.8% of the regular Maintenance Work Orders (MWOs) within the timeframe as specified by the priority assigned to each MWO.
(4) The expected outcome was met.

2008-09

(1) The total number of work orders performed for the year was 7571.
(2) There were a total of 4 work orders that were delinquent.
(3) Therefore we completed 99.9% of the regular Maintenance Work Orders (MWOs) within the timeframe as specified by the priority assigned to each MWO.
(4) The expected outcome was met.

2007-08

(1) The total number of work orders performed for the year was 7516.
(2) There were a total of 17 work orders that were delinquent.
(3) Therefore we completed 99.8% of the regular Maintenance Work Orders (MWOs) within the timeframe as specified by the priority assigned to each MWO.
(4) The expected outcome was met.

Describe Needed Changes: Data was reviewed by the Facilities Services personnel and it was determined that the purchase of new software is needed.

List of Supporting Documentation:

Date Last Updated: 6/13/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Facilities Services

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

Action Plan #: FACS-02

Action Plan Title: Preventative Maintenance Work Order Completion Rate

Desired Outcome: Ninety percent of Preventative Maintenance Work Orders (PMWOs) will be completed within 30 days of their automatic generation in MAXIMO, the Maintenance and Operations Department's Computerized Maintenance Management System (CMMS).

Description of Action Plan and Related Activities: Enter data into the CMMS in a way that allows you to monitor the work orders per a category so that you can make adjustments towards improving the operational and support services. This data is entered daily by the maintenance personnel for tasks that are being performed daily, every 2 days, weekly, monthly, quarterly, semi-annually, or annually for evaluations.

Timeline: Annually reviewed

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Review of work orders will show that at least 90% Preventative Maintenance Work Orders (PMWOs) will be completed within 30 days of their automatic generation.

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress:

2012-13
An attempt was made to run a report in Maximo to determine the work order numbers used in 1 and 2 below however the Maximo software failed:
   (1) The total number of PM work orders performed was undeterminable due to software problems.
   (2) The total number of PM work orders completed under 30 days was undeterminable due to software problems.

    (3) Therefore the 30-day completion rate was undeterminable.
    (4) Data was reviewed by the Facilities Services staff and determined that the expected outcome was unknown due to the software problems and that the action required is to purchase new software.

2011 – 12

A report was run in Maximo to determine the work order numbers used in 1 and 2 below:
    (1) The total number of PM work orders performed was 3,835.
    (2) We completed 3,746 of the PM work orders under the 30 days.
    (3) Therefore the 30-day completion rate was 97.7%.
    (4) Data was reviewed by the Facilities Services staff and determined that the expected outcome was met therefore no further action is required.

2010 – 11

A report was run in Maximo to determine the work order numbers used in 1 and 2 below:
    (5) The total number of PM work orders performed was 4,504.
    (6) We completed 4,497 of the PM work orders under the 30 days.
    (7) Therefore the 30-day completion rate was 99.8%.
    (8) Data was reviewed by the Facilities Services staff and determined that the expected outcome was met.

2009-10

    (1) The total number of PM work orders performed was 3,932.
    (2) We completed 3,611 of the PM work orders under the 15 days.
    (3) Therefore the 15-day completion rate was 91.8%
    (4) The expected outcome was not met.

2008-09

    (1) The total number of PM work orders performed was 4,279.
    (2) We completed 4,138 of the PM work orders under the 15 days.
    (3) Therefore the 15-day completion rate was 96.7%
    (4) The expected outcome was met.

2007-08

    (1) The total number of PM work orders performed was 3,873.
    (2) We completed 3,819 of the PM work orders under the 15 days.
    (3) Therefore the 15-day completion rate was 98.6%.
(4) The expected outcome was met.

Describe Needed Changes: Data was reviewed by the Facilities Services personnel and it was determined that the purchase of new software is needed.

List of Supporting Documentation:

Date Last Updated: 6/13/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Facilities Services

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

Action Plan #: FACS-03

Action Plan Title: Satisfaction with Facilities and Facilities Services

Desired Outcome: The students and community customers that have used our facilities will be asked to take an applicable survey to rate the following items with ratings of "strongly agree" or "agree" for a sum total of at least 75% of the respondents:

1. Class/meeting room cleanliness is acceptable.
2. Class/meeting room comfort level is acceptable.
3. Restroom cleanliness is acceptable.
4. Restroom appearance is acceptable.
5. Building appearance is acceptable.
6. Grounds appearance is acceptable.
7. Facility Services personnel cooperative, friendly, and helpful.
8. Custodial issues are resolved accurately and in a reasonable time frame.
9. Grounds issues are resolved accurately and in a reasonable time frame.
10. Maintenance issues are resolved accurately and in a reasonable time frame.

In meeting this goal Facilities Services will help Motlow in student retention by providing an appealing, clean, and effective learning environment.

Description of Action Plan and Related Activities: Train employees with the most current techniques and tools while continuing to look for ways to minimize budget constraints while increasing qualified employees. Facilities Services personnel to monitor and control most of the buildings HVAC systems through the Energy Management System in order to better control and provide a quicker response on needed changes.

Timeline: Annually reviewed

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Supplemental CCSSE Survey results will show at least 75% of the applicable students and community surveyed find appearance and cleanliness of the grounds and facilities of Motlow college to be acceptable.

Complete the following when assessing a plan

Current Status: Ahead of Schedule

Describe Progress:

2012-13
1. Class/meeting room cleanliness is acceptable – 77.5% of the respondents rated this "strongly agree," or "agree".
2. Class/meeting room comfort level is acceptable – 71% of the respondents rated this "strongly agree," or "agree".
3. Restroom cleanliness is acceptable – 69.7% of the respondents rated this "strongly agree," or "agree".
4. Restroom appearance is acceptable – 76.4% of the respondents rated this "strongly agree," or "agree".
5. Building appearance is acceptable – 87.7% of the respondents rated this "strongly agree," or "agree".
6. Grounds appearance is acceptable – 92.8% of the respondents rated this "strongly agree," or "agree".
7. Facility Services personnel cooperative, friendly, and helpful – 94.8% of the respondents rated this "strongly agree," or "agree".
8. Custodial issues are resolved accurately and in a reasonable time frame – 90.9% of the respondents rated this "strongly agree," or "agree".
9. Grounds issues are resolved accurately and in a reasonable time frame – 90.3% of the respondents rated this "strongly agree," or "agree".
10. Maintenance issues are resolved accurately and in a reasonable time frame – 86.8% of the respondents rated this "strongly agree," or "agree".

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 83.8% therefore no further action is required.

2011 – 12
1. Class/meeting room cleanliness is acceptable – 79.7% of the respondents rated this "strongly agree," or "agree".
2. Class/meeting room comfort level is acceptable – 72.2% of the respondents rated this "strongly agree," or "agree".
3. Restroom cleanliness is acceptable – 71.4% of the respondents rated this "strongly agree," or "agree".
4. Restroom appearance is acceptable – 76.5% of the respondents rated this "strongly agree," or "agree".

5. Building appearance is acceptable – 83.7% of the respondents rated this "strongly agree," or "agree".
6. Grounds appearance is acceptable – 89.3% of the respondents rated this "strongly agree," or "agree".
7. Facility Services personnel cooperative, friendly, and helpful – 94.3% of the respondents rated this "strongly agree," or "agree".
8. Custodial issues are resolved accurately and in a reasonable time frame – 90.2% of the respondents rated this "strongly agree," or "agree".
9. Grounds issues are resolved accurately and in a reasonable time frame – 93.9% of the respondents rated this "strongly agree," or "agree".
10. Maintenance issues are resolved accurately and in a reasonable time frame – 92.3% of the respondents rated this "strongly agree," or "agree".

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 84.4% therefore no further action is required.

2010 – 11
1. Class/meeting room cleanliness is acceptable – 80% of the respondents rated this "strongly agree," or "agree".
2. Class/meeting room comfort level is acceptable – 72% of the respondents rated this "strongly agree," or "agree".
3. Restroom cleanliness is acceptable – 71% of the respondents rated this "strongly agree," or "agree".
4. Restroom appearance is acceptable – 76% of the respondents rated this "strongly agree," or "agree".
5. Building appearance is acceptable - 84% of the respondents rated this "strongly agree," or "agree".
6. Grounds appearance is acceptable - 89% of the respondents rated this "strongly agree," or "agree".
7. Facility Services personnel cooperative, friendly, and helpful - 94% of the respondents rated this "strongly agree," or "agree".
8. Custodial issues are resolved accurately and in a reasonable time frame - 90% of the respondents rated this "strongly agree," or "agree".
9. Grounds issues are resolved accurately and in a reasonable time frame - 94% of the respondents rated this "strongly agree," or "agree".
10. Maintenance issues are resolved accurately and in a reasonable time frame - 93% of the respondents rated this "strongly agree," or "agree".

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 84%.

2009-10
1. Class/meeting room cleanliness is acceptable – 81% of the respondents rated this "strongly agree," or "agree".

2. Class/meeting room comfort level is acceptable – 77% of the respondents rated this "strongly agree," or "agree".
3. Restroom cleanliness is acceptable – 82% of the respondents rated this "strongly agree," or "agree".
4. Restroom appearance is acceptable – 88% of the respondents rated this "strongly agree," or "agree".
5. Building appearance is acceptable - 96% of the respondents rated this "strongly agree," or "agree".
6. Grounds appearance is acceptable - 98% of the respondents rated this "strongly agree," or "agree".
7. Facility Services personnel cooperative, friendly, and helpful - 96% of the respondents rated this "strongly agree," or "agree".
8. Custodial issues are resolved accurately and in a reasonable time frame - 89% of the respondents rated this "strongly agree," or "agree".
9. Grounds issues are resolved accurately and in a reasonable time frame - 81% of the respondents rated this "strongly agree," or "agree".
10. Maintenance issues are resolved accurately and in a reasonable time frame - 87% of the respondents rated this "strongly agree," or "agree".

This goal was met with a sum total of 88%.

2008-09

This goal was met.

1. Class/meeting room cleanliness is acceptable
   94% of the respondents rated this "strongly agree," or "agree".
2. Class/meeting room comfort level is acceptable
   77% of the respondents rated this "strongly agree," or "agree".
3. Restroom cleanliness is acceptable
   86% of the respondents rated this "strongly agree," or "agree".
4. Restroom appearance is acceptable
   87% of the respondents rated this "strongly agree," or "agree".
5. Building appearance is acceptable
   92% of the respondents rated this "strongly agree," or "agree".
6. Grounds appearance is acceptable
   97% of the respondents rated this "strongly agree," or "agree".
7. Facility Services personnel cooperative, friendly, and helpful
   96% of the respondents rated this "strongly agree," or "agree".
8. Custodial issues are resolved accurately and in a reasonable time frame
   96% of the respondents rated this "strongly agree," or "agree".
9. Grounds issues are resolved accurately and in a reasonable time frame
   93% of the respondents rated this "strongly agree," or "agree".
10. Maintenance issues are resolved accurately and in a reasonable time frame
    93% of the respondents rated this "strongly agree," or "agree".

2007-08

This goal was met.

1. Classroom cleanliness/appearance
   99% of the respondents rated this "far exceeds," "exceeds," or "meets".
2. Classroom comfort level
   97% of the respondents rated this "far exceeds," "exceeds," or "meets".
3. Restrooms cleanliness/appearance
   97% of the respondents rated this "far exceeds," "exceeds," or "meets".
4. Building/grounds appearance
   95% of the respondents rated this "far exceeds," "exceeds," or "meets".
5. Building/grounds accessibility
   95% of the respondents rated this "far exceeds," "exceeds," or "meets".
6. Maintenance personnel cooperative
98% of the respondents rated this "far exceeds," "exceeds," or "meets".

Describe Needed Changes: Response rate on the CCSSE Survey is low so we need to try to find ways to get more people to fill out this survey and return the results in order to get a more accurate view. It was determined by Facilities Services personnel upon review of the survey results that items number 2 and 3 did not meet the desired outcome individually however for a sum total the results were met. Items number 2 and 3 had less than a 2% change since last year. Item number 2 has shown a slight decrease however our maintenance department is working to improve our response time. Item number 3 has shown a slight improvement since the hiring of a new custodial supervisor who is working to improve our standards.

List of Supporting Documentation: Supplemental CCSSE Survey Results – shown in body

Date Last Updated: 6/14/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Facilities Services

Related Strategic Goal:
4.2 Advance our college as a role model for sustainability.

Action Plan #: FACS-04

Action Plan Title: Efficiency Plan

Desired Outcome: Maintain Motlow facilities in the most efficient manner by utilizing new technology where applicable and making improvements using a holistic approach by not only considering the implementation cost but also the operating cost and life of the facility. To continually make improvements by searching for and implementing best practices that suit Motlow conditions and needs. Implement five new best practices for efficiency in support of sustainability by 2015.

Description of Action Plan and Related Activities: Facilities Services personnel to continue to search for new best practices that suit Motlow conditions and needs. Once these items have been identified then implement these practices into the Motlow facilities. 1. Install new roof on buildings that are 25 plus years old to reduce roof leaks. 2. Replace the 40 plus year old steel single pane glass doors with new aluminum double insulated glass doors in buildings to conserve energy. 3. Replace underground piping that is 40 plus years old to reduce water treatment chemical loss.

Team Members: Facilities Services personnel.

Timeline: Annually reviewed.

Est. Cost: Varies

Evidence of Success: Annual review by the Facilities Services staff of the new best practices for efficiency that have been implemented each year between 2010 and 2015.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2012-13

Installed a new roof on Eoff Hall and Crouch buildings. Installed new exterior doors on Nisbett, Simon Hall, and Forrester buildings. Installed another section of the underground piping system between the Clayton-glass library building and the Ingram building.

Describe Needed Changes: The desired outcome was achieved on the above listed buildings but this is an ongoing need as all buildings continue to age. The next buildings scheduled for roofs are Forrester and Ingram. The underground piping is scheduled to be funded again this year.

List of Supporting Documentation: All on file in FACS Offices - Final Inspection letter on Exterior Building Repairs – Roofs, Certificate of Substantial Completion on Exterior Building Repairs – Doors & Windows along with Progress Meeting & Substantial Inspection letter on Exterior Building Repairs – Doors & Windows for doors on Nisbett, Simon Hall, and Forrester, and Consent of Surety Company to Final Payment for Underground Piping Replacement.

Date Last Updated: 6/14/2013

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.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Library

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

Action Plan #: LIBY-01

Action Plan Title: Library User Satisfaction - Alumni

Desired Outcome: Motlow alumni will be satisfied with library facilities and services as indicated by at least 90% of the respondents to the Alumni Survey rating the libraries' facilities and services as good or excellent.

Prior to 2010, the desired outcome was Motlow alumni will be satisfied with library facilities and services as indicated by at least 90% of the respondents to the Alumni Survey rating the libraries' facilities and services as fair, good or excellent.

Description of Action Plan and Related Activities:
Motlow alumni will be satisfied with library facilities and services as indicated by at least 90% of the respondents to the Alumni Survey rating the libraries' facilities and services as good or excellent.

The library strives to serve students with high quality library facilities and services. The library wants Motlow alumni to look back at their Motlow academic experiences and be satisfied with how the library's facilities and services assisted them in their academic success.

The library will collect and subscribe to the useful resources available, make those resources available physically on each campus and/or available electronically through the website, train the staff to help students find relevant resources, and promote information literacy at every opportunity. The library's success in doing that will be assessed by asking the college's alumni whether they were satisfied with the library's facilities and services.

Through use of the Alumni Survey, administered every 3 years by the Office of Research, Planning and Communication, the library staff will assess alumni satisfaction with library services. Results will be reviewed by library staff to identify ways to improve existing resources and services for students.

Team Members: All library staff

Timeline: Triennially

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Alumni Survey results will show that at least 90% of the respondents to the survey will rate the libraries' facilities and services as good or excellent on a four point scale when responding to the following: "Satisfaction with each of the following: a. Library facilities/services."

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2012
The survey was not conducted in 2012.

2011
The survey was not conducted in 2011.

2010
Of the students who responded, 100% rated library services as fair, good or excellent with 96% rating it as good or excellent. The library met the goal.

2009
The survey was not conducted in 2009.

2008
The survey was not conducted in 2008.

Describe Needed Changes: Survey results were reviewed and discussed by library staff at the regularly scheduled December meeting. No changes were needed.

List of Supporting Documentation: 2010 Alumni satisfaction survey results are shown in body

Date Last Updated: 6/6/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Library

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

Action Plan #: LIBY-02

Action Plan Title: Student Satisfaction with Library Assistance

Desired Outcome: A minimum of 85% of the students who respond to the Student Satisfaction Survey will rate the library staff as helpful.

Prior to 2011 the desired outcome was 75% of the respondents of the Student Satisfaction Survey will rate the library staff as helpful.

Description of Action Plan and Related Activities: The library will train student workers, staff and administrators how to use library resources and how to guide students to appropriate resources in a positive way.

In order for students to succeed on assignments which require library resources students need to feel comfortable asking questions of library staff about library resources. The library wants students to see the library staff as approachable and helpful. The library will assess this by asking students about their perception of library staff helpfulness on the annual Student Satisfaction Survey.

Through the use of the Student Satisfaction Survey, administered each Fall by the Office of Research, Planning and Communication, the library staff will assess the level of helpfulness students perceive in library staff. Results will be reviewed by library staff.

Team Members: All library staff

Timeline: Annually in the Fall semester

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: The Student Satisfaction Survey results will show that a minimum of 85% of the cohort surveyed each fall semester for all four campuses will answer 'yes' to the question "Did you find the library staff helpful?"

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

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: The results were reviewed by library staff. No changes were needed.

List of Supporting Documentation: Student Satisfaction Survey results are shown in body.

Date Last Updated: 6/6/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Library

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

Action Plan #: LIBY-03

Action Plan Title: Faculty Satisfaction with Library Resources

Desired Outcome: A minimum of 85% of the faculty responding to the IT and Administrative Services Survey will agree that the books, videos and journals in the library met their needs.

Prior to 2011 all IT and Administrative Services Survey responses from staff and administrators were included as well as faculty responses.

Description of Action Plan and Related Activities: The library desires to purchase books, videos, journals and databases which serve the academic needs of the students and faculty. The library gets feedback from students in a different Action Plan. In this plan we as faculty about their satisfaction with library resources since faculty use library resources to prepare for classes and they see the final papers and projects of the students who use library resources in their classes.

The library staff purchases materials based on faculty recommendations as well as published and broadcast reviews. Library staff base their decisions on the course assignments and circulation trends, as well as a desire to have a balanced collection which supports a wide variety of inquiry which students in first and second year college courses may pursue. The library asks faculty members about their satisfaction with library resources in the IT and Administrative Services Survey. Staff and administrators fill out the survey as well, but the results are filtered to only report faculty responses.

Through the use of the IT and Administrative Services Survey, administered by the Office of Research, Planning and Communication each Fall, the library staff will assess the level of faculty satisfaction with library resources.

Team Members: All library staff (but particularly the Moore County Reference Librarian, Library Director, and the Library Coordinators at each site)

Timeline: Annually in the Fall semester

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Survey results will show that a minimum of 85% of the faculty responding to the IT and Administrative Services Survey will agree that library resources and databases met their needs. The survey questions ask faculty to use a three point scale (strongly agree, agree, and disagree) for the following questions: The books that I need are current and available. The videos that I need are current and available. The magazines, journals and newspapers (print and online) that I need are available.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

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:

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 are shown in body.

Date Last Updated: 6/6/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Library

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

Action Plan #: LIBY-04

Action Plan Title: Student Satisfaction with Library Orientations

Desired Outcome: On the Student Satisfaction Survey at least 90% of the students who receive classroom library instruction will indicate that it helped them.

Prior to 2011 the desired outcome was that 75% of the students who received classroom library instruction and responded to the Student Satisfaction Survey would indicate that classroom library instruction helped them.

Description of Action Plan and Related Activities: The library wants to be a part of students' academic success by providing library orientations sessions which introduce students to library services and resources.

Library staff offer library orientation sessions to groups of students and to classes at faculty request. The library gets feedback on the usefulness of these sessions through the Student Satisfaction Survey.

Team Members: All library staff (but particularly the Moore County Reference Librarian, Library Director, and the Library Coordinators at each site)

Timeline: Annually in the Fall semester

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Survey results will show that at least 90% of the respondents to the Student Services Survey will agree that the library orientation sessions helped them. The survey question is "My participation in library instruction helped me." This question only opens up for students who answer 'yes' to the question, "Have you participated in library instruction?"

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

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:

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: Student Satisfaction Survey results are shown in body

Date Last Updated: 6/6/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Library

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

Action Plan #: LIBY-05

Action Plan Title: Library Orientations for Developmental Students

Desired Outcome: Over 85% of DSPS 0800 students who receive classroom library instruction will indicate it was helpful when they fill out a brief survey at the end of the semester.

Prior to 2011 the desired outcome was that 70% of DSPS 0800 students who received classroom library instruction would indicate it was helpful when they filled out a brief survey at the end of the semester.

Description of Action Plan and Related Activities: Students enrolled in DSPS 0800 are enrolled in two or more developmental studies classes and are at elevated risk to not finish their academic program. The library wants to introduce as many of these students to the library as possible so they will feel comfortable using library resources and asking questions of library staff.

The library staff will invite all DSPS 0800 instructors to bring their classes to the library for at least one library orientation presentation. These presentations include instruction on the policies and procedures of the library as well as how to search the library catalog, find books on the shelf, and search databases.

At the end of the semester the library staff will ask the faculty members involved to administer a brief survey to find out whether students found the classroom library instruction helpful.

Team Members: All library staff (but particularly the Moore County Reference Librarian, Library Director, and the Library Coordinators at each site)

Timeline: Spring 2012 semester

Est. Cost: $ 500   **Budgeted:** Included in current budget

Evidence of Success: The library will survey students at the end of the semester so they will have had a chance to use the skills which were taught in the orientation session. Success will be over 85% of the students agreeing that the orientation was helpful. The survey question asks for a 'yes' or 'no' response to the question, "Did you find the library instruction class helpful?"

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2012
Motlow has reorganized their learning support classes into labs so there is not a good way to incorporate library instruction into the classes. This plan is no longer active.

2011
During the Spring 2011 semester there were 12 DSPS 0800 classes. Library staff at each campus contacted the instructors who were teaching the classes at their respective campuses. Instructors for seven classes accepted the offer so the library presented orientations to 101 students. 26 students responded to the survey and 100% indicated that the library instruction class was helpful. The library met the goal.

Describe Needed Changes:

2011
This Action Plan will cease after the Spring 2012 semester since the college will no longer offer DSP courses. The new learning support labs where students progress at their own rate do not lend themselves to this kind of intervention.

List of Supporting Documentation:

Date Last Updated: 6/6/2013

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, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Research, Planning & Communication

Related Strategic Goal:
1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: RPCO-01

Action Plan Title: Promotion of Motlow College Academic Programs

Desired Outcome:
(1) A college landing page is available for potential students at www.gomotlow.com (by Dec. 11)

(2) Increased publicity of the college in a variety of venues including radio, TV, print ads, print materials, billboards, and others to drive potential students to a college landing page (www.gomotlow.com). (by June 2012)

Description of Action Plan and Related Activities: Develop and implement a multi-faceted advertising campaign for 2012-2013 with www.gomotlow.com as the targeted site for potential students and their families to learn more about the academic programs that Motlow has to offer.

Team Members: Staff of office of Research, Planning and Communication

Timeline: Review progress and evaluate on June 2012.

Est. Cost: $5,000 to develop site   **Budgeted:** Included in current budget

Evidence of Success:

(1) Completed landing page is advertised in various advertising pieces.

(2) Increased traffic and visits at www.gomotlow.com.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress: Complete and not to be continued.

2012-13

The college landing page continues to be used in recruitment ads. An Apple friendly version of the page was developed and implemented this year. The programming for the page will automatically sense the platform being used and adjust for mobile, Apple or Windows platforms. Traffic monitors have not worked well with the page but traffic for the main site shows an average of 25,000 unique visitors.

This goal has been met. This IE plan will be discontinued.

2011-12

The college landing page was completed in FY 2011-12. We began to use gomotlow.com in ads in fall 2012. While many positive comments have been received from employees, we have not yet been using the landing page long enough to measure its impact.

Describe Needed Changes: Monitor traffic on gomotlow.com and related traffic from gomotlow.com to www.mscc.edu

List of Supporting Documentation:

The following is a screenshot of the landing page with descriptive narrative.

The landing page (shown below) features a desktop with technology and items common in today's world. Visitors may activate or animate certain items by moving over them with a mouse or by clicking on the item. The page was designed to allow potential students to interactively "explore" the programs and services offered by the College. It is a recruitment tool that provides future students with links to the most relevant information on the Motlow web site. Information on the landing page includes admission information by student type, academic choices, financial aid information, campus locations, online application, etc. There are links to the main web site and MotlowSports.com as well the College Facebook, Twitter, and YouTube pages.

Date Last Updated: 6/8/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Research, Planning & Communication

Related Strategic Goal:
1.2 Enhance access to higher education for traditionally underserved populations.

Action Plan #: RPCO-02

Action Plan Title: Retention of Students through Social Media

Desired Outcome: Increased student following on MSCC Facebook and Twitter will engage more students and encourage retention and completion.

Description of Action Plan and Related Activities: Through the use of Facebook and Twitter, RPCO staff along with other student support staff will engage students in pertinent topics such as course load, student problems or concerns, student services, financial aid and others. Small prizes such as mugs, t-shirts or other items will be used to entice participation.

Team Members: Staff of office of Research, Planning and Communication and select Student Affairs Staff

Timeline: Review progress and evaluate on June 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:

2012-13
The number of likes for the main college page has grown to 2,504. We consistently add the FB like feature to appropriate ads and it appears on the main web site and mobile web site. Event participants are asked to like our page in exchange for promotion materials. We have greatly increased the number of posts to the main FB page with an average of 2 posts per week in fall and spring semesters. We have also increased the posts to the Smyrna Center FB page.

2011-12

During the 2011-12 AY, the College's social media sites were promoted at Welcome Week, in advertisements, on promotional items, on the web site and mobile site and on closed circuit monitors. The number of likes for the Motlow's facebook has increased from fewer than 1,000 to 1,950 as of end of 2011-12 FY. The following on Motlow's athletic facebook and twitter sites has also greatly increased.

Describe Needed Changes: Need to continue to promote social media as a way for students to interact and stay informed about college events and deadlines. Continue to the number of facebook posts from main college and encourage increase in post on center FB pages.. Have promotions using social media such as giveaways for facebook respondents. Monitor increases in users more closely following social media promotional events.
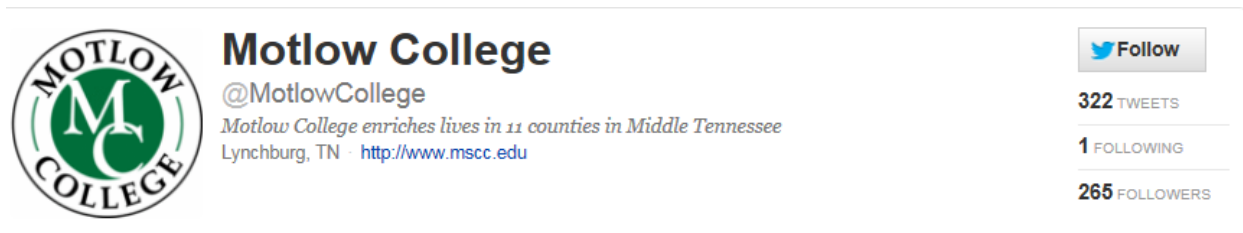
List of Supporting Documentation:

Artwork for 'Like Button' given to students at events

Screenshot showing Facebook likes for Motlow College

Screenshot showing Twitter tweets and follower for Motlow College

Screenshot showing Twitter tweets and follower for Motlow Sports

Screenshot showing Facebook likes for Motlow Sports

Date Last Updated: 6/8/2012

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Research, Planning & Communication

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

Action Plan #: RPCO-03

Action Plan Title: Student Satisfaction with Web Sites and Social Media

Desired Outcome: Achieve satisfaction with web, mobile, and social media sites of 95% or higher with responds being either excellent, average or above average.

Prior to July 1, 2012
Developed questions for the Student Satisfaction with Services Survey given every fall will measure student satisfaction with the Motlow web site, mobile web site, athletic web site, and use of social media.

Description of Action Plan and Related Activities: Develop a series of questions for Student Satisfaction with Services that will measure student satisfaction with Motlow web site, mobile web site, athletic web site, and use of social media. Set goal for desired satisfaction level. Implement on Student Satisfaction with Services in fall 2012.

Team Members: Staff of office of Research, Planning and Communication

Timeline: Review progress and evaluate on June 2014.

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Appropriate questions will be added to Student Satisfaction with Services that is implemented in fall 2012.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress:

2012-13

The goal for this and future years is to achieve satisfaction of 95% or higher with responds being either excellent, average or above average. This goal was met.

The fall 2012 Student Satisfaction with Services survey showed 364 of the 365 (95%) responding students had accessed the college web site, 50% had visited college mobile site, 6% had gone to college Youtube site, 37% visited college FaceBook page and 5% had visited college Twitter page .
Fall 2012 responses were as follows:

How useful was the information on the Motlow College web site?

Excellent	54.4%
Above Average	30.1%
Average	15.2%
Poor	0.3%

How useful was the information on the Motlow College mobile web site?

Excellent	54.4%
Above Average	30.1%
Average	15.2%
Poor	0.3%

How useful was the information on the Motlow College YouTube site?

Excellent	34.3%
Above Average	26.9%
Average	31.5%
Poor	7.4%

How useful was the information in the Motlow College Facebook posts?

Excellent	50%
Above Average	33.3%
Average	11.1%
Poor	5.6%

How useful was the information in the Motlow College Twitter tweets?

Excellent	41.2%
Above Average	31.6%
Average	26.5%
Poor	0.7%

2011-12

Survey will be given with these questions in fall 2012 for first time. Next IE will report results and analysis.

Describe Needed Changes: None at this time

List of Supporting Documentation: None at this time

Date Last Updated: 6/28/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Research, Planning & Communication

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

Action Plan #: RPCO-04

Action Plan Title: Faculty and Staff Satisfaction with RPCO publications

Desired Outcome: Achieve at least 90% respondent satisfaction to the Technology Division Survey sent to MSCC Faculty and Staff on the following:

(1) Please rate your satisfaction with the RPCO web site.
 (2) Please rate your satisfaction with the MSCC Fact Book.

Description of Action Plan and Related Activities: RPCO staff will provide well-organized, reliable and up-to-date data for common data sets on the department web site and in the annually updated MSCC Fact Book. The director of RPCO will review the results of the Technology Division Survey and share the information with staff to identify possible changes or improvements.

Team Members: Staff of office of Research, Planning and Communication

Timeline: Review progress and evaluate on June 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:

2012
The 2012 results of the IT Survey on "Please rate your satisfaction with the RPCO web site" showed that 94% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2011 results of the IT Survey on "Please rate your satisfaction with the MSCC Fact Book." showed that 97% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

2011
The 2011 results of the IT Survey on "Please rate your satisfaction with the RPCO web site" showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2011 results of the IT Survey on "Please rate your satisfaction with the MSCC Fact Book." showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

2010
The 2010 results of the IT Survey on "Please rate your satisfaction with the IRPE web site" showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2010 results of the IT Survey on "Please rate your satisfaction with the MSCC Fact Book." showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

2009
The 2009 results of the IT Survey on "Please rate your satisfaction with the IRPE web site" showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2009 results of the IT Survey on "Please rate your satisfaction with the MSCC Fact Book." showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

Describe Needed Changes: No changes are needed at this time per satisfaction of users.

List of Supporting Documentation: Results of Technology Division Survey are shown in body.

Date Last Updated: 6/28/2012

Motlow State Community College
Institutional Effectiveness Plan

Unit: Technical Operations   **Unit Head:** Matt Hulvey

Division: Information Technology & Administrative Services

Statement of Purpose:

ITT Services primary purpose is to meet the informational technology needs of the college by providing a variety of administrative and academic computing services and telecommunication services. ITT Services accomplishes this by maintaining a current, effective and secure computing network. ITT Services uses a variety of methods to ensure that these tasks are accomplished. Included in these methods are:

- Providing the latest in computer technology as applicable to the end user as allowed by the budgetary process.
- Providing the latest in network technologies as allowed by the budgetary process.
- Maintaining an effective wide area network that serves all four Motlow campuses.
- Maintaining the "smart" classrooms and ITV rooms with the latest technology as allowed by the budgetary process.
- Providing and maintaining an effective voice communication system.
- Repairing or replacing broken equipment in a timely fashion.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Technical Operations

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

Action Plan #: TEOP-01

Action Plan Title: Technical Operations Support Satisfaction

Desired Outcome: At least 85% of the end users completing the Information Technology and Administrative Services survey expect the overall support from ITT to be adequate or better.

Description of Action Plan and Related Activities: The Technical Operations Division strives to achieve this goal by providing Helpdesk services to end-users, using automated updates to end-user pcs, providing end user virus protection to each desktop. We provide spam filters for the campus email system, use in-house technicians to facilitate repairs to desktop equipment and provide in-house support for the phone system.

Team Members: Director of Technical Operations and staff

Timeline: Annually

Est. Cost: $ 0   **Budgeted:** Included in current budget

Evidence of Success: Survey results will show that at least 85% of the respondents rate the statement "The overall support from ITT is adequate" as "Agree" or "Strongly Agree."

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

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:

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. Comment s on the survey were discussed and suggestions were made to staff to help reduce the number of negative comments.

 List of Supporting Documentation: Survey Results are shown in body.

 Date Last Updated: 6/14/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Technical Operations

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

Action Plan #: TEOP-02

Action Plan Title: Annual Replacement of end-user computers and printers

Desired Outcome: Replace one fifth of the total of desktop computers annually to maintain an effective computing environment for faculty and staff.

Description of Action Plan and Related Activities: Annually request budget funds to replace a substantial number of desktop computers.

Team Members: Director of Technical Operations and staff

Timeline: Annually

Est. Cost: $72,000 annually   **Budgeted:** Included in current budget

Evidence of Success: No faculty or staff member will have a desktop that is more than five years old.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2012
42 more new computers were purchased during this fiscal year to continue to keep faculty and staff computers up to date.

2011
72 new pcs were installed for faculty and staff beginning in July 2011. Inventory reports shows that all faculty and staff desktop pcs are less than 5 years old.

2010

29 new pcs were purchased in Fall of 2010. Inventory results show that all faculty/staff desktop pcs are less than 5 years old.

2008

This is the benchmark year for this expected outcome. Results will be reviewed and assessed in 2009 Institutional Effectiveness Plan.

Describe Needed Changes: Inventory report reviewed and it was determined that the goal is being met.

List of Supporting Documentation PC Renewal and Replace Plan Budget on file in TEOP Office

Date Last Updated: 6/14/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Technical Operations

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

Action Plan #: TEOP-03

Action Plan Title: Annual Replacement of Network Servers and Equipment

Desired Outcome: To maintain a budget to replace servers and telecommunications equipment to provide faster and reliable technologies ensuring that the end-user has acceptable access to network resources.

Description of Action Plan and Related Activities: Annually request budget funds for renewal and replacement accounts.

Team Members: Director of Technical Operations and staff

Timeline: Annually

Est. Cost: $55,000 annually   **Budgeted:** Included in current budget

Evidence of Success: Servers and telecommunications equipment will be in good repair and up-to-date.
Budget report will reflect funds made available to achieve this goal.

Complete the following when assessing a plan

Current Status: Ahead of Schedule

Describe Progress:

2012
Budget transfers totaling $91,000.00 were made to the R&R accounts.
2011
Budget transfers totaling $127,000.00 were made to the R&R accounts.

2010
Budget transfers totaling $100,000.00 were made to the R&R accounts.

2008

This is the benchmark year for this expected outcome. Results will be reviewed and assessed in 2009 Institutional Effectiveness Plan.

Describe Needed Changes: Budget is reviewed to insure that adequate funds are available to meet the needs.

List of Supporting Documentation Renewal and Replacement Budget Accounts Reports on file in TEOP office

Date Last Updated: 6/14/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Technical Operations

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

Action Plan #: TEOP-04

Action Plan Title: Satisfaction with Computers

Desired Outcome: Students expect computers in labs, library and work areas to be in good working order with up-to-date software. At least 90 percent of the respondents to the Satisfaction of Student Services Survey will mark "yes" on the following questions:

- If you have used MSCC's computers, have they been in good working order?
- If you have used MSCC's help desk, did you find the service provided satisfactory?

Description of Action Plan and Related Activities: Request Technology Access Funds annually to replace computer labs. Maintain inventory and aging report to track progress. Conduct yearly satisfaction survey.

Team Members: Director of Technical Operations and Staff

Timeline: Annual

Est. Cost: $100,000.00   **Budgeted:** Included in current budget

Evidence of Success: Survey results will show that at least 90% of responding students find MSCC computers to be in good working order and the help desk assistance to be satisfactory.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:
Fall 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 needed changes

List of Supporting Documentation: Results of Satisfaction of Student Services Survey shown in body.

Date Last Updated: 6/14/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Technical Operations

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

Action Plan #: TEOP-05

Action Plan Title: Satisfaction with Interactive Video Rating

Desired Outcome: Students expect a reliable and viable means of learning when using the ITV system at Motlow. At least 80% of all students taking courses in ITV rooms and submitting a *Satisfaction with Student Services Survey* will report that problems with ITV equipment were resolved promptly.

Description of Action Plan and Related Activities: Maintain and monitor ITV equipment. Monitor network bandwidth connection and increase speed if deemed necessary. Annually Request funds from the Technology access fee for updates to equipment.

Team Members: Director of Technical Operations and staff.

Timeline: Annual

Est. Cost: $75000.00   **Budgeted:** Included in current budget

Evidence of Success: Survey results will be reviewed with staff and recommendations to improve service will be implemented if funds are available. Survey results will show at least 80% of all students taking courses in ITV rooms and submitting a *Satisfaction with Student Services Survey* will report that problems with ITV equipment were resolved promptly.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:
Fall 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: No needed changes

2011-12
New data

  External factors such as weather conditions, power outages, and problems with our vendor supplied communications lines greatly affect our ability to meet this goal. We have a qualified technician on hand at all times ITV classes are in progress to handle internal problems.

  List of Supporting Documentation: Satisfaction of Student Services Survey are shown in body.

  Date Last Updated: 6/14/2013

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2013 – June 30, 2014
Assessing Year: July 1, 2012 – June 30, 2013

Unit: Technical Operations

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

Action Plan #: TEOP-06

Action Plan Title: Satisfaction with Technology Rating

Desired Outcome: Students expect the technology to be up-to-date and in good working order.

Description of Action Plan and Related Activities: Conduct yearly satisfaction survey.

Team Members: Director of Technical Operations and staff.

Timeline: Annual

Est. Cost: $0   **Budgeted:** Included in current budget

Evidence of Success: Survey results will show that at least 80% of the respondents to the *Evaluation of Information Technology and Telecommunications Survey* will rate questions related to technology as agree or strongly agree.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 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 needed changes

List of Supporting Documentation: Results of Information Technology and Telecommunications Survey are shown in body.

Date Last Updated: 6/14/2013