IE Expected Outcomes for Assessing AY 2015-16 and Planning AY 2016-17

Click on an EO number to view the expected outcome.

Advancement & Marketing Division
Foundation
FOUN-Purpose Statement of Purpose
FOUN-01   Successful Fundraising Events
FOUN-02   Fundraise for ACE Scholarships
FOUN-03   Fundraise to Sustain Nursing Program
FOUN-04   Motlow Alumni Association Development
Marketing, Advertising & Publications
MKAD-Purpose Statement of Purpose
MKAD-01   Create a Dual Enrollment Guide
MKAD-02   Develop campus-specific marketing plan for Fayetteville
Public Communications
PUBC-Purpose Statement of Purpose
PUBC-01   Increase Followers of Athletic Social Media
PUBC-02   Increase Distribution of Motlow State Press Releases
Special Events
STCR-Purpose Statement of Purpose
STCR-01   Satisfaction with Campus Events and Speakers
STCR-02   MP3 Student Satisfaction and Success
Academic Affairs Division
Vice President of Academic Affairs
ACAF-Purpose Statement of Purpose
ACAF-01   Assessment of General Education Core
ACAF-02   Professional Development
ACAF-03   Dual Enrollment Headcount Increase
ACAF-04   Student Satisfaction with Dual Enrollment Services
ACAF-05   UP Academic Audit Follow-up
ACAF-06   Student Satisfaction with Writing Centers
Career and Technical Programs
CTPD-Purpose Statement of Purpose - Dean
CTPD-01   ACBSP Accreditation
CTPD-02   ATMAE Accreditation
CTPA-Purpose Statement of Purpose - Assistant Dean
CTPA-01   Unmanned Aircraft Systems (UAS) Program
CTPA-02   Develop New Career Education Programs
Career and Technical Programs - Business & Technology
BTCH-Purpose Statement of Purpose
BTCH-01   Business Technology Field Test
BTCH-02   UP Business Areas of Emphasis Exit Exam
BTCH-03   Student Success in Online Courses
BTCH-04   Satisfaction of Graduating Students, Alumni and Employers
BTCH-05   Job Placement
BTCH-06   General Education Assessment
Career and Technical Programs - Mechatronics
CARE-Purpose Statement of Purpose
CARE-01   Siemens Level I Pass Rate
CARE-02   Siemens Level II Pass Rate
CARE-03   Satisfaction of Mechatronics AAS Employers
CARE-04   Satisfaction of Mechatronics AAS Graduating Students
CARE-05   Satisfaction of Mechatronics AAS Alumni
CARE-06   Job Placement Rates

Digital First
DIFD-Purpose Statement of Purpose
DIFD-01   Faculty 5-Year Digital First Plans
DIFD-02   Quality and Student Success
Education
EDUC-Purpose Statement of Purpose
EDUC-01   NAEYC Accreditation
EDUC-02   General Education Assessment
EDUC-03   Job Placement Rates
EDUC-04   PRAXIS Scores
EDUC-05   AST Academic Audit Follow-up
Humanities
HUMA-Purpose Statement of Purpose
HUMA-01   Student Success in Online Courses
HUMA-02   General Education Assessment
Languages (includes First Year Experience)
LANG-Purpose Statement of Purpose
LANG-01   General Education Assessment
LANG-02   Student Success in Online Courses
LANG-03   First Year Experience Course
Mathematics (includes Learning Support and Math Labs)
MALS-Purpose Statement of Purpose
MALS-01   Learning Support Student Success
MALS-02   Student Satisfaction with Math Labs
MALS-03   General Education Assessment
MALS-04   Student Success in Online Courses
Natural Science
NASC-Purpose Statement of Purpose
NASC-01   General Education Assessment
NASC-02   Student Success in Online Courses
NASC-03   Co-Curricular Assignments for Center Activities/Events
Nursing and Allied Health - Nursing
NURS-Purpose Statement of Purpose
NURS-01   NCLEX Pass Rate
NURS-02   Nursing Program Completion Rate
NURS-03   ACEN Accreditation
NURS-04   Satisfaction with Nursing Program - Graduating Student and Employers of Graduates
Nursing and Allied Health - Emergency Medical Services
EMSP-Purpose Statement of Purpose
EMSP-01   CAAHEP Accreditation
EMSP-02   Satisfaction with Paramedic Program - Graduating Student and Employers of Graduates
EMSP-03   NREMT Paramedic Pass Rates
EMSP-04   NREMT EMT & AEMT Pass Rates
EMSP-05   EMT Academic Audit
Social Sciences
SOSC-Purpose Statement of Purpose
SOSC-01   Student Success in Online Courses
SOSC-02   General Education Assessment
Workforce Development & Extended Services
WDES-Purpose Statement of Purpose
WDES-01   Satisfaction Rating of TN Correctional Academy Training Participants
WDES-02   Satisfaction with Facility Scheduling for Special Events
Fayetteville Campus
FVCD-Purpose Statement of Purpose
FVCD-01   Co-Curricular Engagement - Student Activities/Events
FVCD-02   Learning Community

Athletics
ATHL-Purpose Statement of Purpose
ATHL-01   Women's Soccer Program
ATHL-02   NJCAA Eligibility for Student Athletes
Quality Assurance & Performance Funding Division
Vice President of Quality Assurance & Performance Funding
VPQA-Purpose Statement of Purpose
VPQA-01   Academic Audits
VPQA-02   QEP Topic Exploration
VPQA-03   General Education Assessment
VPQA-04   SACSCOC Reaffirmation
Administrative Computing
ADSV-Purpose Statement of Purpose
ADSV-01   Provide Reliable Access to Banner Administrative Systems
ADSV-02   Ad-hoc Report to End Users
ADSV-03   Technical Cross Training to be Professional Development
ADSV-04   Local Software System Development
Institutional Effectiveness & Research
IERD-Purpose Statement of Purpose
IERD-01   Faculty and Staff Satisfaction with IER Services
IERD-02   Institutional Effectiveness Plan Workshops
Library
LIBY-Purpose Statement of Purpose
LIBY-01   Student Satisfaction with Library Services
LIBY-02   Faculty Satisfaction with Collection
LIBY-03   Student Satisfaction with Classroom Library Instruction
Student Affairs Division
Vice President of Student Affairs
VPSA-Purpose Statement of Purpose
VPSA-01   Student Satisfaction with Student Affairs Services
VPSA-02   Student Affairs Professional Development
VPSA-03   Adult Learner Access and Success Action Plans
Admissions & Records
ADMS-Purpose Statement of Purpose
ADMS-01   Requirements for Admission
ADMS-02   Satisfaction with Assistance by Admissions and Records
Adult Student Initiatives
ADLT-Purpose Statement of Purpose
ADLT-01   Recruitment of Adult Learners
ADLT-02   Retention of Adult Learners
Disability & Testing Services
DITS-Purpose Statement of Purpose
DITS-01   Satisfaction with Services for Students with Disabilities
DITS-02   Student Satisfaction with Testing Office
Financial Aid
FINA-Purpose Statement of Purpose
FINA-01   Student Satisfaction with Financial Aid Web Site
FINA-02   Student Satisfaction with Financial Aid vs. Peer Institutions
FINA-03   TN FAFSA Frenzy
FINA-04   Student Satisfaction with Financial Aid Services POS
FINA-05   Earlier Financial Aid Processing
Recruiting
RECD-Purpose Statement of Purpose
RECD-01   Institutional Recruitment Plan Development
RECD-02   New Student Orientation
Student Success

Motlow State Community College
Institutional Effectiveness Plan

Unit: Foundation   **Unit Head:** Lane Yoder

Division: Advancement and Marketing

Statement of Purpose:

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

The unit:

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

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

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

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

Reviewed: 4/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Foundation

Related Strategic Goal: 4.1 MSCC will increase resources from external sources.

Action Plan #: FOUN-01

Action Plan Title: Successful Fundraising Events

Desired Outcome: At least 3 fundraising events per year to be held with at least $15,000 raised from these events.

Description of Action Plan and Related Activities:
Plan and hold fundraising events throughout the year including golf tournaments and gala.

Team Members: Director of Advancement (Jan Rogers); President (Dr. Anthony Kinkel); Coordinator of Advancement and Special Events (Phyllis Daniel); VP of Business Affairs (Hilda Tunstill) and Motlow College Foundation Trustees; Marketing Department staff

Est. Cost: $5,000   **Budgeted:** Included in current budget

Evidence of Success: Documentation to show goal met or exceeded

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress Below:

Fall 2015-Spring 2016
The desired outcome was met and the goal was exceeded. Foundation golf tournament netted $14,100; gala netted $44,000; Lincoln County golf tournament net $8,500.

In addition to the above, donation totals for other funds are: Campaign to Sustain High Quality Nursing Program $6,000 Chari-tea (MLPS) Scholarship fund $25,300 (additional funds added monthly from internal campaign); MLPS Endowment fund $1,050 (bringing total to $105,000); STEM $60,000; Transitional Scholarship $5,100; Gifts-in-kind for the gala totaled $30,000.

Fall 2014-Spring 2015

The Foundation Golf Tournament was held in September 2014 netting over $12,000. The gala held in March 2015 netted approximately $43,000; Lincoln County golf tournament held in May 2015 netted $6,300. The total endowment increased by approximately $281,500 for AY 14-15, made up of additions including but not limited to: STEM Program $25,300; Emergency Fund $7,500; Bell/Harrison Endowment (new) $10,000; Megan's Bridge Scholarship (new) $15,000; Motlow Basketball Athletic Association $9,500 (men), $1,300 (women); Softball fundraiser $7,700; Ready to Work $187,900 (complete list attached)

Fall 2013-Spring 2014
Goal was achieved. Foundation golf tournament held 9/20/13 netted $8,900; 2014 gala netted $43,000; Lincoln County golf tournament held 5/16/14 netted $5,500. Spring tea and Fall coffee held for MLPS with one member offering a $25,000 funding match for an endowment. Gifts in kind total $35,800.

In addition to the above, donation totals for other funds are: Campaign to Sustain High Quality Nursing Program $5,600; Chari-tea (MLPS) Scholarship fund $13,250; MLPS Endowment fund $23,975; STEM $4,425 (88350) $4000 (84685) and $50,000 of $500,000 new pledge (88851). Hiatt funds i/a/o approximately $300,000 to be added to the STEM endowment. $100,000 received from IRA QCD. Nursing Alumni donation received i/a/o $175.

Fall 2012-Spring 2013
Annual gala held 3/13 netting $40,100; Lincoln County and Franklin County golf tournaments held netting $16,600; Fundraising for Transitional Scholarship totals $23,000 for academic year 2012-2013(as of 5/1/13); Fundraising for Motlow Ladies Philanthropic Society totals $17,700 for academic year 2012-2013(as of 5/1/13); $50,000 raised for STEM program; $52,000 for Nursing program (for Meti-Man); Other gifts in kind of $2,550; Additional donations for Smyrna Expansion exceed $800,000 ($494,000 from CHF and $313,850 commitment from RCIDB)

Describe Needed Changes:

Changes to be made in 2016-17
Additional marketing efforts needed for all events. The marketing department will be in the same division as Advancement next fiscal year bringing new opportunities for collaborative efforts.

Changes made in 2015-16
  Continue to build participation in each event to achieve greater proceeds and explore other potential fundraising ideas.

List of Supporting Documentation: Various Flyers for 2015-16 Fundraisers

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Foundation

Related Strategic Goal: 4.1 MSCC will increase resources from external sources.

Action Plan #: FOUN-02

Action Plan Title: ACE Scholarship Fundraising

Desired Outcome: Raise a minimum of $12,000 for ACE Scholarships annually

Team Members: Director of Advancement (Jan Rogers); President (Anthony Kinkel); Coordinator of Advancement and Special Events (Phyllis Daniel); VP of Business Affairs (Hilda Tunstill) and Motlow College Foundation Trustees; Marketing Department; VP and Ass't VP of Academic Affairs

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

Evidence of Success: Donation report will show that a minimum of $12,000 was raised for ACE scholarships.

Complete the following when assessing a plan

Current Status: Ahead of Schedule

Describe Progress Below:

Fall 2015-Spring 2016
The desired outcome was achieved. $12,000 raised for ACE Scholarship through MCF; DeKalb CIC ACE will fund $1000/semester; Shut ACE will fund $500/semester; Oak Technical ACE will fund $1000.

Describe Needed Changes:

Changes to be made in 2016-17
Additional Marketing needed through ACE Coordinator which will be a part of our division for the 2016-17 Academic year.

List of Supporting Documentation: ACE Brochure with scholarship information

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Foundation

Related Strategic Goal: 4.1 MSCC will increase resources from external sources.

Action Plan #: FOUN-03

Action Plan Title: Nursing Program Fundraising

Desired Outcome: Raise at least $5,000 annually for Motlow Nursing Program

Description of Action Plan and Related Activities:
Continue to solicit hospitals, clinics and doctors for donations as well as for additional scholarships

Team Members: Director of Advancement (Jan Rogers); President (Anthony Kinkel); Coordinator of Advancement and Special Events (Phyllis Daniel); VP of Business Affairs (Hilda Tunstill) and Motlow College Foundation Trustees

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

Evidence of Success: Documentation will show at least $5000 donated to the Campaign to Sustain and at least one new scholarship fund started

Complete the following when assessing a plan

Current Status: Ahead of Schedule

Describe Progress Below:

Fall 2015-Spring 2016
The desired outcome was achieved. $6,000 raised for sustaining the program; New scholarship added - River Park Hospital to award
$5000/semester.

Fall 2014-Spring 2015
Goal was achieved. $5,500 was raised for the campaign to sustain Nursing

Fall 2013-Spring 2014
Goal was achieved. $5,600 received in donations.

Describe Needed Changes:

Changes to be made in 2016-17
More effort to establish relationships with area hospital CEOs and CNOs. NOTE: the success of fund raising efforts in the past have a direct relationship to clinicals taking place in the hospitals.

Changes made in 2015-16
More effort to communicate with hospital CEO's, doctors' offices, clinics and surgery centers for donations to the program.

List of Supporting Documentation: River Park Hospital Scholarship agreement

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017
(New I.E. Plan)

Unit: Foundation

Related Strategic Goal: 4.1 MSCC will increase resources from external sources.

Action Plan #: FOUN-04

Action Plan Title: Motlow Alumni Association Development

Desired Outcome: Launch a Motlow Alumni Association and hold at least 2 alumni events

Description of Action Plan and Related Activities:
Issue a press release announcing formation on the Motlow Alumni Association; hold a series of roadshow events visiting alumni in our campus communities; have a presence at Graduation 2017 to attract the newest alums.

Team Members: Director of Motlow College Foundation (Lane Yoder); Executive Secretary for Foundation (Phyllis Daniel)

Timeline: December 2017

Est. Cost: $7,500   **Budgeted:** Budget increase needed

Evidence of Success: Database of, at least, 300 alumni – previous and recent – with current email addresses.

Current Status: Ahead of Schedule

Complete the following when assessing a plan

Describe Progress Below:

2016-17
In April 2017, the Motlow College Foundation launched the Motlow Alumni Association. We announced the formation of the Association via a Press Release as well as internal communications to all Motlow employees. As a follow-up to the announcement, the Foundation hosted 3 Alumni Roadshow events in 3 of Moltow's campus communities/areas: April 11, 2017 in McMinnville; April 20, 2017 in Tullahoma and May 18, 2017 in Smyrna. Between all three events, nearly 100 alums attended and we were able to capture to their current email address and contact information to begin to build an alumni database.

Furthermore, the Motlow Alumni Association visited all 4 campuses and distributed Graduation Swag Bags to current graduates and the Motlow Alumni Association had a booth at Moore County on Graduation Day where we continued to pass out swag bags, gather current contact information and take pictures. We also created a Motlow Alumni Association Facebook and Instagram page. The Facebook page has over 300 followers. Between the roadshow events and efforts to reach current grads, the database of alumni emails is over 400.

Describe Needed Changes:
- Deploy as many social media outlets as possible to find and engage Motlow alumni
- Create a quarterly alumni e-newsletter to engage alumni, circulating to current database
- Continue to offer events to attract more alumni

List of Supporting Documentation:
1. Press Release: http://www.mscc.edu/news/040317-alumni-association.aspx
2. List of Alumni from 2017 Roadshow events
3. List of Recent Alumni
4. Survey Summary Data – McMinnville Roadshow
5. Survey Summary Data – Tullahoma Roadshow

Date Last Updated: July 10, 2017

Motlow State Community College
Institutional Effectiveness Plan

Unit: Marketing   **Unit Head:** Sharon Bateman

Division: Advancement and Marketing

Statement of Purpose: In support of the college mission, marketing staff do the following:

Marketing/Promotion/Advertising
- Develop and implement the College's marketing and advertising plans to raise awareness of programs and services, to communicate the vision, mission and goals of the institution, to recruit and retain students, and provide visibility for Motlow within its 11-county service area
- Oversee production of print collateral such as brochures, flyers, posters, annual reports, fact books, view books and athletic media; as well as digital media including College websites and social networking sites
- Maintain inventory of print material and promotional items for marketing and recruitment

Graphic Design and Print
- Create and design computer graphics and provide layout for the institution's marketing materials such as brochures, flyers, posters, annual reports, fact books, view books, invitations, media guides, billboards, etc.
- Create and design customized advertisements for targeted markets and messaging for print and online publications
- Create and design computer graphics for use on College's web and social media sites
- Create and design logos and graphics for t-shirts, promotional items, etc.
- Edit and order college print forms and faculty/staff business cards
- Update interactive online forms
- Maintain files, samples, reports, etc. for historical and reporting purposes
- Work with various print and media vendors to get price quotes, paper samples, promo item samples, etc.
- Develop and distribute marketing and recruiting materials
- Print special projects such as flyers and invitations on in-house color laser printer
- Requisition and schedule all advertisements, print orders, promotional orders, etc.
- Monitor use of College logo on all institutional material
- Coordinate department supply orders as needed
- Maintain advertising budget accounts and paperwork

Reviewed: 8/22/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Marketing

Related Strategic Goal: 1.1: Motlow State Community College will enhance assess to higher education.

Action Plan #: MKAD-01

Action Plan Title: Create a Dual Enrollment Guide for high school sophomores and parents

Desired Outcome: Provide streamlined information to all area high school sophomores and parents about dual enrollment opportunities and benefits.

Description of Action Plan and Related Activities: Meet with team members to gather all information regarding dual enrollment – application and admission process, state grant information, possible scholarships to cover gap amount after grant, class selection opportunities, books, etc.; design a high quality full color publication.

Team Members: Coordinator of Graphic Arts, Vice President of Advancement and Marketing, Vice President for Academic Affairs, High School Partnership Programs Specialist, Campus Dual Enrollment Representatives

Timeline: June 2017

Est. Cost: $2,000 for print and design **Budgeted:** Included in current budget

Evidence of Success: Measurement for success is completed print piece by the end of the fiscal year with continued success measured by dual enrollment numbers and student/parent satisfaction.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 8/15/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Marketing

Related Strategic Goal: 1.1: Motlow State Community College will enhance assess to higher education.

Action Plan #: MKAD-02

Action Plan Title: Develop campus-specific marketing plan for Fayetteville

Desired Outcome: Utilize target advertising and marketing to effectively recruit new students to the Fayetteville campus and increase enrollment.

Description of Action Plan and Related Activities:
Identify available data from Fact Book and surveys to set target audiences for advertising and marketing; work with admissions and IT to incorporate a question on the admission application to ask students how they heard about MSCC; conduct student and community focus groups to gather information about effective advertising strategies and communications

Team Members: Coordinator of Graphic Arts, Vice President of Advancement and Marketing and Department, Assistant Dean at Fayetteville Campus, Director of Institutional Research, Vice President for Student Affairs, Director of Admissions, Chief Information Officer

Timeline: June 2017

Est. Cost: $20,000 current initiatives + $2,000 for focus groups and surveys   **Budgeted:** Included in current budget

Evidence of Success: Measurement for success is to complete research and focus groups by Spring 2017 for updated target initiatives to be in place for Fall 2017. Continued success will be measured by increased enrollment at Fayetteville.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 8/15/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Public Communications   **Unit Head:** Scott Shasteen

Division: Advancement and Marketing

Statement of Purpose:

Public Communications supports the mission of the college by:
- Direct/supervise media relations' activities to include production and dissemination of press releases and announcements
- Coordinate and schedule the coverage of college events
- Write and edit college press releases
- Serve as contact for incremental weather and issues notifications on college website and phone message system
- Develop content for internal messaging systems on all campuses
- Provide photography for the College; cover all major events; provide general campus photos
- Provide photography for college website and social media; advertisements and promotional materials; press releases; athletic website and publications
- Develop and maintain College photo archive

Reviewed: 8/22/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Public Communications

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: PUBC-01

Action Plan Title: Increase followers of Athletic Department social media accounts

Desired Outcome: Increased followers will be initiated with:
- Increased posts during athletic contests
- Inform students of athletic social media accounts
- Promotion of athletic social media accounts on athletic web site
- Increased use of photos and graphics

Description of Action Plan and Related Activities: In order to increase the number of followers on Motlow athletic department social media accounts, the communications department will increase posts during athletic contests, inform students of athletic social media accounts, promote athletic social media accounts on the athletics web site, and increase the use of photos and graphics.

Team Members: Communications supervisor, staff writer.

Timeline: June 30, 2017

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

Evidence of Success: Increase in number of followers (currently 1,306 Facebook, 1,115 Twitter).

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: N/A

Describe Needed Changes: N/A

List of Supporting Documentation: N/A

Date Last Updated: 7/27/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Public Communications

Related Strategic Goal: 1.1 Motlow State Community College will enhance access to higher education.

Action Plan #: PUBC-02

Action Plan Title: Increase distribution of Motlow State press releases

Desired Outcome: Increased distribution will be initiated with:
- Updating media outlet contact lists
- Initiating face-to-face meetings with media outlet contacts
- Inviting media outlets on campus for press conferences
- Adding additional media outlets to the contact list

Description of Action Plan and Related Activities: In order to increase the distribution of Motlow State press releases, the communications department will update its media contact lists, initiate face-to-face meetings with media outlet contacts, invite media outlets on campus for press conferences, and add additional media outlets to the contact list.

Team Members: Communications supervisor, staff writer.

Timeline: June 30, 2017

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

Evidence of Success: Increase in number of media outlets in contact list.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: N/A

Describe Needed Changes: N/A

List of Supporting Documentation: N/A

Date Last Updated: 7/27/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Special Events   **Unit Head:** Brenda Cannon

Division: Advancement and Marketing

Statement of Purpose:
The mission of Special Events is to plan and execute the major functions/activities for Motlow State Community College. The events and activities that are derived and administered out of the office are the Motlow Participant Partnership Program (MP3), Black History Month activities, Hispanic Month Activities, Women's History Month activities, observance of World Aids Day, Breast Cancer Awareness, hosting community leadership groups, coordinating TN Promise Moore County campus activities as well as supporting Tennessee's Drive to 55 campaign.
This office collaborates with students, faculty, and staff and the greater Motlow College community to present excellent programming.

Motlow State Community College
Action Plan and Outcomes Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Special Events
Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Pan #: STCR-01
Action Plan Title: Satisfaction with Campus Events and Speakers
Desired Outcomes:
1. Host a minimum of five events spotlighting relevant issues and heritage celebrations across the four Motlow College campuses.
2. Event attendees will indicate an average satisfaction rate of 4.0 on a 5.0 scale for assessed events.

Description of Action Plan and Related Activities: The Office of Student and Campus Relation will coordinate and host events to heighten an awareness of and an appreciation for diversity and social issues that are in the forefront of our community. Programming will include but is not limited to Hispanic Month, Black History Month, Women's History Month, World Aids Day, Breast Cancer Awareness, Domestic Violence, and Autism. Additionally the office will host local leadership groups interested in higher education.

Team Members: Director of Student and Campus Relations and various departments (event dependent)
Timeline: Annually
Est. Cost: Cost will be incurred by current budgets, including Student Affairs, Student and Campus Relations, and Office of the President
Evidence of Success: Documentation will show:
1. A minimum of five events were held
2. An average satisfaction rating of programming of 4.0 out of 5.0 for assessed event

Current Status: On Schedule
Describe Progress Below:
Fall 2015-Spring 2016
The Office of Student and Campus Relations, in cooperation with Student Services, Disability Services, and others, was successful in coordinating and executing diversity and awareness programing for the 2015-16 year.
The first desired outcome was achieved and more than five events were hosted in 2015-16. Programs included
- Hispanic Heritage Month, Breast Cancer and all Other Cancers Awareness, Black History Month, and Autism Awareness. External leadership groups who visited the campus includes Gattis Leadership and Coffee County Leadership.

- Tres Vidas was presented in celebration of Hispanic Heritage Month at the Smyrna campus. The program received positive ratings with some suggestions for improvements. The evaluations are attached.
- Breast Cancer and all Other Cancers Awareness was held on the Moore County and Smyrna campuses. The goal was to have 100 walkers on the Moore County campus. That number doubled resulting in 200 walkers. The email and press releases are attached.
- Galen Abudr-Razzaq, renowned flutist and lecturer presented Notes at Noon on the Moore County campus in celebration of Black History Month. The performance received outstanding reviews from the internal and external attendees. A flyer is attached.
- All campuses supported Autism Awareness by hosting walks and receptions. Speakers addressed the audiences at Moore County and Fayetteville. Collectively, 200 walkers, representing the college community and public community, helped raise awareness. Press releases are attached.
- Coffee County Leadership visited the Moore County campus on February 25, 2016, for Education Day.

Each program was assessed. However, a formal evaluations were used only at select events. Results from the evaluations show…

Describe Needed Changes:

Changes to be made in 2016-17

1. The college restructure will eliminate the position of Director of Student and Campus Relations. The newly appointed Director of Special Events who will report to the newly appointed Vice President for Advancement and Marketing will continue to implement and assess this plan.
2. In effort to assess all functions and make evaluation administration easier, the evaluations will be put online in SurveyGizmo next year.

List of Supporting Documentation:

- Tres Vidas Press Release
- Tres Vidas Evaluations
- Cancer Awareness Press Release
- Cancer Awareness Follow-up Release and Photo
- Notes at Noon Press Release
- Notes at Noon Follow-up Release and Photo
- Autism Awareness Walk Press Release
- Autism Awareness Walk Follow-up Release and Photo
- Coffee County Leadership Agenda

Date Last Updated: 6/28/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Student & Campus Relations

Related Strategic Goal: 2.1 MSCC will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: STCR-02

Action Plan Title: Motlow Participant Partnership Program (MP3)

Desired Outcome: MP3 will enroll 35 students during the 2015-16 program year and move 75 percent of eligible participants to graduation and or successful transfer out status for the 2015-16 year. The program will host a minimum of four activities during the year.

Description of Action Plan and Related Activities:
MP3 Program will be revised and revamped during the 2015-16 academic year. Staffing reductions and reduced funding mandated the change. The program will consists of two fall semester meetings and two spring semester meetings, including a year-end reception will be held. A minimum of fifteen mentors will be recruited to support the program.

Activities include
August 2025 – MP3 signups
October 2015 – MP3 monthly meeting
December 2015 – MP3 monthly meeting
February 2016 – MP3 monthly meeting
April 2026 –MP3 monthly meeting and reception

The college will assess this program. To strengthen its commitment to this end, the institution will earmark dollars to continue and expand the program to include students and mentors from the Motlow College Smyrna Center. The 2012-2013 plan and relative activities follow:

Time line for Motlow Participant Partnership Program (MP3)

July, 2012
- Coordinators will plan program and identify goals for 2012-2013
- Coordinator will begin/refine application process and plan calendar of events (arrange speakers, locations, topics, etc.)

August, 2012
- Identify and assign partnerships (mentors, academic coaches, and guest speakers)
- Distribute and collect applications and select participants for the program

- Select control group for tracking purposes

September, 2012
- Kick-off retreat
- Host mentors training
- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

October, 2012
- Host Mentors/Mentees Meet and Greet
- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

November, 2012
- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

December, 2012
- Host Holiday Social
- Conduct Service Project
- Complete comparative analysis of participants in program
- Survey participants regarding
- Analyze grades and course completion of participants

January, 2013
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants
- Recognize/honor mentors at basketball game

February, 2013
- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants

March, 2013
- Host monthly meeting
- Provide weekly academic coaching
- Survey participants
- Distribute and collect progress reports

- Analyze and discuss progress reports with participants

April, 2013
- Host monthly meeting
- Provide weekly academic coaching
- Distribute and collect progress reports
- Analyze and discuss progress reports with participants
- Host annual Cultural Field Trip

May, 2013
- Complete comparative analysis of participants in program
- Conduct evaluation of surveys completed by Smyrna participants to measure success of the first year program
- Tally the number of students who completed the program
- Analyze grades and course completion
- Host success banquet

Team Members: Team members for the 2014-15 year are:
Assistant Vice President for Student Affairs, Director of Student and Campus Relations, Director of Disability Services and Testing, Assistant Director of Student Success

Assistant Vice President for Student Affairs, Director of Student and Campus Relations, Director of Disability Services and Testing, Athletic Director and Head Men's Basketball Coach, Coordinator of Disability Services and Testing, and the Assistant Director of Student Success

Timeline: July 1, 2014-June 30, 2015

Est. Cost: $17, 744   **Budgeted:** SERS TBR Funded Grant
Est. Cost: $4,000   **Budgeted:** Funding other than budget

Evidence of Success: The goals of the program were to 1) enroll 50 students across two primary campuses—Moore County and Smyrna. To supplement the enrollment, students from the Fayetteville Campus could become a part of the program, if needed; 2) assign each participant a high-quality mentor. Mentors were selected from within the campus faculty and staff and among community members. All mentors were required to attend Mentors' Training. Training was held on the Moore County campus and Smyrna campus. To supplement training, mentors received mentoring manuals, were encouraged to net build among themselves, and received relative articles on best practices in mentoring.
A) Fifty students were enrolled during the program year. Students represented the Moore County campus and Smyrna campus. To participate in MP3, each participant met at least three of the eight eligibility criteria. Thirty-nine professional and community mentors were selected and trained for the 2014-15 program year. The academic goal of 2.5 GPA was reached in fall 2014.

B) Among the positive impacts of the program, students connected with their mentors and relationships were formed that proved successful in multiple areas—socially, culturally, emotionally, and academically. Because of the mentoring component, the College retained one student who had planned to dropout before the fall semester ended. The influence and connection of the mentor kept the student through the spring term. Positive impacts of the program go far beyond retention and mentoring. Students developing leadership skills, self-worth, as well at tenacity, grit, and a sense of belonging are immeasurable.

C) Retention rates proved successful, exceeding Motlow College rates. Charts below supports.

Fall-to-Spring Retention Rates
of MSCC MP3 Students (2014-2015)

MP3 Cohort	# in Original Cohort	# Returned Following Spring	Transferred Following Spring	Fall-to-Spring Retention Rate
F11	22	22	0	100%
F12	14	14	0	100%
F13	5	2	3	100%
F14	30	29	0	97%

Comparative MSCC Fall-to-Spring Retention Rates

	F11-S12	F12-S13	F13-S14	F14-S15
All Students	71%	70%	71%	72%
All Full-time	48%	46%	44%	49%
All Freshmen	73%	72%	73%	78%
All Traditional Aged	72%	74%	79%	81%

Evidence of Success: Project benchmarks will begin with each participant being paired with a mentor within two weeks of the project beginning. Additionally, every three weeks, each participant will receive progress reports to be completed by their instructors which will be submitted to the MP3 coordinator. The progress reports monitor academic deficiencies/progress. Academic coaching will be based on the results of the progress reports. Other key benchmarks will be academic progress toward remaining as a full time student in good academic standing at the end of each semester.

Several assessment measures will be used to evaluate the MP3 program. Among them are grades and completion of courses attempted, the number of students who return each semester and the number of students who graduate and/or transfer yearly. A control group will be selected of non-participating eligible students. Cumulative GPAs, course completion rates, and retention rates will be compared between the control group and the MP3 participants. Tracking will continue beyond the first year. The MP3 Program will increase retention percentages of the underrepresented populations by two percent.

Participants will be surveyed at the mid-point and end of each semester to determine if their needs are being met. Program modifications will be made as needed based on participant feedback.

The responsibilities of MP3 will be shared between student and campus relations, disability and testing services, athletics, student success units. With the cooperative support of all four units, students will have a broader base of support from the greater community as well as from within the college. The directors will collaborate on strategies to identify and reduce barriers, increase the number of program participants and improve retention and graduation rates among participants.

One of the benefits of a community college is the broad-based community support it receives. MP3 will continue as a "college/community partnership" program. The college will retain current business and community mentors as well as seek new business and community professionals to serve as volunteer mentors and academic coaches to this identified group of students by helping them achieve their goals and establishing new goals. The success of MP3 will help create a supportive environment for underrepresented students at Motlow College.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-2016
The 2015-2016 goals of MP3 were: 1) to enroll 35 students during the 2015-16 program year; 2) to move 75 percent of eligible participants to graduation and/or successful transfer out status for the 2015-16 year; 3) to host a minimum of four activities during the year.

The program enrolled 35 students and had 18 mentors which were internal and external to the Moore County campus.

Sixteen of the 35 participants were eligible to graduate or transfer out. Of this number, 13 MP3 participants' graduated and one transferred out to a four-year university, bringing the success rate to 88 percent.

The program met four times over the year: twice in the fall semester, October, the Mentors and Mentees Meet and Greet, Ms. Tina Grizzard presented a program on Study Skills and Overcoming Anxiety; December, the Holiday Social, topic of discussion was Assessing Success and Tips on Destressing presented by Ms. Brenda Cannon. During the spring term, MP3 met in February for a monthly meeting, and in May, the Final Frenzy. Coach Mario Braston was the keynote speaker at the Final Frenzy and awards were presented.

Each goal set forth for the 2015-16 academic year was met.

2014-2015
The goals of the program were to 1) enroll 50 students across two primary campuses—Moore

County and Smyrna. To supplement the enrollment, students from the Fayetteville Campus could become a part of the program, if needed; 2) assign each participant a high-quality mentor. Mentors were selected from within the campus faculty and staff and among community members. All mentors were required to attend Mentors' Training. Training was held on the Moore County campus and Smyrna campus. To supplement training, mentors received mentoring manuals, were encouraged to net build among themselves, and received relative articles on best practices in mentoring.

A) Fifty students were enrolled during the program year. Students represented the Moore County campus and Smyrna campus. To participate in MP3, each participant met at least three of the eight eligibility criteria. Thirty-nine professional and community mentors were selected and trained for the 2014-15 program year. The academic goal of 2.5 GPA was reached in fall 2014.

B) Among the positive impacts of the program, students connected with their mentors and relationships were formed that proved successful in multiple areas—socially, culturally, emotionally, and academically. Because of the mentoring component, the College retained one student who had planned to dropout before the fall semester ended. The influence and connection of the mentor kept the student through the spring term. Positive impacts of the program go far beyond retention and mentoring. Students developing leadership skills, self-worth, as well at tenacity, grit, and a sense of belonging are immeasurable.

2013-2014

The 2013-2014 program year completed the third year of the Motlow College Participant Partnership Program. The program continued on the Moore County campus and Fayetteville Center and was expanded to the Smyrna Center. The program was successful at securing an Access and Diversity Grant from the Tennessee Board of Regents in the amount of $27,275.

The MP3 Leadership Team consisted of the Assistant Vice President for Student Affairs who served as the primary administrator. Coordinators were the Director of Disability and Testing Services, Director of Student and Campus Relations, Assistant Director of Student Success, Dr. Phyllis D. Adams, Dr. Elbert Ross, and Mr. George Ortega. This team was responsible for planning, implementing, and assessing all activities associated with the program.

This year was a rebuilding year for the program as it only had four students return from the previous year. The goals were to enroll 60 students into the program during the 2013-1014 year and to complete the year with an overall 2.5 GPA among participants. A total of 50 students were enrolled; the students' ended the year with a --- GPA. Other assessment measures include but are not limited to evaluation of monthly sessions, mentoring training, cultural and enrichment activities, and Year-end Celebration. A total of 39 volunteer mentors, 11 community-based and 28 campus-based, served during the program year.

The following is program's year calendar:

August 2013
--MP3 Marketing and Recruitment Initiatives held in conjunction with Welcome Week

--Interest Meetings
September 2013
--Mentors Training
   Trainers: Mr. Edwan O'Neal, Director of Upward Bound Program at the North Alabama Center for
   Educational Excellence, Huntsville, Alabama—Moore County campus, and
   Ms. Regina J. Burden, Assistant Vice President for Student Affairs—Smyrna Center
 --Selected Participants
--Hosted Meet and Greet to include participants and mentors—both campuses
October 2013
--Hosted Monthly Meeting
November 2013
--Hosted Monthly Meeting
December 2013
--Hosted MP3 Holiday Social, Razz's Restaurant in Smyrna, TN
--Conducted Toys for Tots Service Project
February 2014
--Hosted Monthly Meeting
March 2014
--Hosted Monthly Meeting
April 2014
--Went on the Cultural Trip to Memphis
   University of Memphis
   Civil Right Museum and Lorraine Hotel
   Memphis Grizzlies professional basketball game
--Hosted Year-end Celebration Banquet
--Service Learning Project
   The Henry Center, Tullahoma
May 2014
--Graduation
June 2014
--2014-15 Planning Meeting

 The program continued to provide twice weekly study hall sessions for the participants. Students were required to attend one of the two one hour and thirty minute session, but was encouraged to attend both sessions. Grades were monitored and tracked through progress reports which were completed by instructors and retained and monitored by the Director of Disability and Testing Services. Problematic areas of study were immediately addressed by providing one-on-one tutoring to the participant. In addition to program coordinators serving as tutors, students received support from the Honors Scholars' Tutorial Program. Through the A&D Grant, the program was successful at hiring tutors as well. Hiring tutors was based on students' needs.

Each activity was evaluated. Evaluations are on file in the Office of Testing and Disability Services on the Moore County campus and in the Office of the Assistant Director of Student Success at the Smyrna Campus.

The following is a synopsis of the year and its evaluation from participants. Sessions were rated on a scale of 1-5 with 5 being the highest.

September 4, 2014—MP3 Mentors' Training, Smyrna Campus. Regina Burden was the trainer. Thirteen mentors were present. The presentation was titled "Effective Mentoring." Rating: 5

September 9, 2014-- MP3 Mentors' Training, Moore County Campus. Sidney McPhee was the trainer. Sixteen mentors were present. The presentation was titled "Effective Mentoring." Rating: 4

September 16, 2014—Mentors' and Mentees' Meet and Greet, Moore County campus. Rating: 5 September 23, 2014—Mentors' and Mentees' Meet and Greet, Smyrna Campus. Rating: 5

October 17, 2014—MP3 Retreat and Violence Against Women Training. A staff member from Haven of Hope presented the training. The retreat was conducted by Lance Ussery, founder of Upper Edge Adventure. Rating: 4

December 3, 2014—Holiday Social, Farmers Market, Murfreesboro, Tenn. Rating: 4

February 27, 2015—Monthly Meeting. Topic: Resume and Interviewing Skills. Presenter was Laura Jent, Executive Director of Human Resources, Motlow College. Rating: 5

March 27, 2015—Monthly Meeting. Topic: Physical Fitness. Presenter was Deborah Thomason, owner of Total Transformation Training. Rating: 5

April 10, 2015—Cultural Trip. Travel to Atlanta, GA. Visited three HBCUs: Morehouse College, Spellman, and Clark Atlanta; MLK Center for Non-Violence. Rating: 4

April 28, 2015—Year-end Celebration Banquet on the Moore County campus. Cary Holman, Motlow graduate was the speaker. Rating: 5

2012-2013

During the 2012-2013 year, MP3 operated in its second full academic year and concluded the year with much success. The program continued on the Moore County campus and Fayetteville Center. Because the MP3 Smyrna Center coordinator continued to work between the Moore County campus and Smyrna Center and the new Smyrna building was still under construction, the MP3 program was not implemented in Smyrna; however initial planning for the Smyrna program began.

The MP3 Leadership Team consisted of the Assistant Vice President for Student Affairs acting as the primary administrator and program leader. MP3 coordinators were the Director of Testing and Disability Services, Director of Student and Campus Relations, Athletic Director, Assistant Director of Student Success, and Coordinator of Testing. This team was responsible for planning, implementing, and assessing all activities for MP3.

During the year, MP3 enrolled 38 students and had 26 volunteer mentors, representing both the internal college community and the external community. Of the 26 mentors, eight were community leaders. Of the 38 students, 16 students graduated in May, 10 transferred out, and 1 moved out of state. Based on these numbers, a maximum of 10 students could return for the 2013-2014 program year.

The year's activities included:

August, 2012
--MP3 Marketing and Recruitment Initiatives held in conjunction with Welcome Week
--Interest Meetings
--Mentors Training
   Trainer: Ms. Carla Draper-Holloway, Director of the Honors Center at Alabama A&M
University

September, 2012
--Selected Participants
--Hosted Meet and Greet to include participants and mentors

October, 2012
--Hosted Monthly Meeting

November, 2012
--Hosted Monthly Meeting

December, 2012
--Hosted MP3 Holiday Social
--Conducted Toys for Tots Service Project

January, 2013
--Hosted Monthly Meeting
   Topic: Interviewing Skills
   Presenter: Ms. Laura Jent, Executive Director of Human Resources, Motlow College

February, 2013
--Hosted Monthly Meeting
   Topic: Financial Responsibility
   Presenter: Ms. Hilda Tunstill, Vice President for Business Affairs, Motlow College

April, 2013
--Hosted Monthly Meeting
   Topic: Transition from Community College to University
   Presenter: Ms. Dawn Copeland, Assistant Vice President for Academic Affairs, Motlow College
--Hosted Annual Cultural Trip
   Birmingham, Alabama
   Toured University of Alabama, Birmingham; Sixteenth Street Baptist Church; Birmingham Zoo

May, 2013
--Hosted Year-end Banquet Celebration
   Speaker: Mr. Edwan O'Neal, Director of Upward Bound Program at the North Alabama Center for
   Educational Excellence, Huntsville, Alabama

The program continued to provide twice weekly study hall sessions for the participants.
Students were required to attend one of the two one hour and thirty minute session, but was
could attend to both. Grades were monitored and tracked through progress reports which were
completed by instructors and retained and monitored by the Athletic Director. Problematic
areas of study were immediately addressed by providing one-on-one tutoring to the

participant. In addition to program coordinators serving as tutors, students were referred to the Honors Scholars' Tutorial Program for support. Several faculty intervened and provided tutoring as well.

Each activity was evaluated. Evaluations are on file in the Office of Testing and Disability Services.

To enhance the MP3 program, we wrote and submitted an grant to the TBR Office of Access and Diversity. On May 15, 2013, we were notified by the TBR that the grant will be funded for the 2013-14 year. Program planning for the new year is underway at both Smyrna and Moore County campuses

2011-2012
The 2011-2012 year ended on a very successfully. The program enrolled 42 students; 23 of the 42 students were sophomore. Of the 23 sophomores, 18 graduated with associate degrees in May; two students should transfer to a university, and three of the students will return to Motlow College in the fall of 2012.

The 2011-2012 program year was planned by the coordinators and executed with few deviations. The program theme was Goal Setting. In conjunction with Welcome Week, MP3 staff marketed its program and recruited eligible students. A kick-off retreat for students was held in September with Mike Russell as the trainer. Thirty-one mentors, 20 internal and 11 community, were recruited for the 2011-2012 year. A formal mentors training was conducted on September 30, with Ms. Carla Draper-Holloway, director of the Honors Center at Alabama A&M University as the trainer. A formal Mentors/Mentees Meet and Greet Social was held on October 9. The Holiday Social in conjunction with the Service Learning Project was held December 6. Student collected toys for and/or donated money to Toy for Tots; they delivered the toys and monetary donations to the Tullahoma Fire Department the following week. In January, the college recognized MP3 Mentors as special guests during a home basketball game. Certificates of appreciation were presented to mentors. In April, the year concluded with the Cultural Trip to Atlanta, Georgia. The group visited the King Center (birthplace of Dr. M.L. King, Jr.), toured the Bones Exhibit, and played in Centennial Park. The 2011-2012 year, concluded with a recognition banquet with Motlow alumnus Jay Gilmore as the speaker.

The theme for the year was "Goal Setting." Each monthly meeting focused on the topic. Presenting monthly sessions were mentors Sid Hill and Sonya Hood on academic goal setting in November; Tom Dillingham and Rick Orzino on career planning in February; mentors Stacy Hearn and Theresa Northcutt and Sidney McPhee on decision making in March.

Study hall sessions were held each Monday and Tuesday in Crouch Library. Students were required to attend one of the two one hour and thirty minute session, but was invited to both. As a result of the study hall session, GPAs increased. Fifteen and 18 students were named to honor roll/dean's list both fall and spring semesters, respectively. Progress reports were distributed and returned on target. Any area of concern was addressed immediately.

Describe Needed Changes:

Changes to be made in 2016-17

Having experienced tremendous success since inception, the Motlow Participant Partnership Program (MP3) will be reevaluated as it is known effective June 30, 2016. Thus, MP3 will move forward into the 2016-17 fiscal year in a revised format. New outcomes will be developed.

Changes made in 2015-16

Coordinators have identified two immediate needed changes for the upcoming program year. The program's goals are to

1. Reduce the number of participants from 50 to 35, and,
1. 2. Eliminate the participants' retreat in September because of lack of staff in place

List of Supporting Documentation:
- 2015 MP3 Letter of Invitation to Students
- Official roster of 2015-16 MP3 mentees and mentors
- MP3 Evaluations Meet and Greet 2015
- MP3 Evaluations 2015 Holiday
- MP3 Evaluations Final Frenzy 2016

Date Last Updated: 5/17/16

Motlow State Community College
Institutional Effectiveness Plan

Unit: Academic Affairs   **Interim Unit Head:** Melody Edmonds

Division: Academic Affairs

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

The VPAA office includes academic deans, programmatic deans, curriculum coordinators, the High School Partnerships Program Specialist, the Academic Assessment Specialist and other support positions.

Reviewed 5/23/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Academic Affairs

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: ACAF-01

Action Plan Title: Assessment of Transfer Degree Competencies

Desired Outcomes:
1. The general education core will be assessed on a two-year rotating schedule. Assessments will be used to make continuous improvements to general education core courses.
2. 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.
3. MSCC student first-year GPA at a transfer institution will meet or exceed the national median (per NCCBP).
4. Select CCSSE means related to students' perception of acquired core skills on Item 12 will meet or exceed that of the national cohort.

Prior to June 30, 2016
1. Institutional composite scores on all components of the ETS Proficiency Profile test (previously MAPP) of graduates' competency in general education core disciplines will meet or exceed the score of Motlow's peer institution group.
2. The general education core will be assessed on a two-year rotating schedule. Assessments will be used to make continuous improvements to general education core courses.

Prior to June 30, 2014
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:

Transfer Program Competencies

Students who successfully complete a transfer degree program at Motlow State Community College will exhibit competency in the following general education learning outcomes:

A. Achieve specific purposes via written and/or oral presentations and projects with attention to proper diction, grammar, formatting, and awareness of audience needs. (Communication)
B. Use data, graphs, and tables to analyze and represent statistical reasoning. (Mathematics)
C. Use mathematics to solve problems and test the logic of solutions. (Mathematics)
D. Distinguish between scientific and non-scientific explanations via basic scientific language and processes and use scientific experimentation, hypothesis, and analysis to solve problems or address issues of a scientific nature. (Natural Science)
E. Appreciate, explain, and evaluate the ways in which humanistic and artistic expression throughout the ages express the diverse culture(s) and value(s) of its respective time and place. (Humanities)
F. Critically recognize and articulate how individuals are influenced by political, geographical, economic, cultural, psychological, and familial institutions in their own and other diverse cultures. (Social Sciences)
G. Remember, compare, and evaluate the historical diversity of human experiences across time periods from political, geographic, economic, social, cultural, religious, and intellectual perspectives. (Social Sciences)

MSCC Transfer degree general education competencies will be assessed through annual ETS scores, ongoing general education core course assessment, national benchmark comparison of transfer GPAs, and CCSSE items related to students' perceptions of core skills.

1. **General Education Core**
   General Education core courses (with an enrollment of 50 or more) are assessed at least on once every two years. The two-year schedule is developed by the Director of Research, Planning and Communication and approved by participating department chairs and the Academic Assessment Specialist. GE courses are assessed using a variety of methods including common grading rubrics, embedded questions, and pre-/post-tests. Some assessments are online while others are print. Chairs work with faculty to choose assessment instrument and delivery method. Faculty strive for 100% student participation on GE assessments. Assessment results are reviewed and discussed at the end of each semester to determine what needs to be improved and to develop plans for making the improvements. Academic chairs report the process using GE Use of Assessment Forms. These completed forms are available on the web at www.mscc.edu/academic_affairs/assessment.aspx.

2. **ETS**
   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.

3. **NCCBP**
   Motlow State participates in the National Community College Benchmark Project (NCCBP) annually. The Director of Institutional Effectiveness and Research provides the data for the collection and shares results and comparative data with MSCC academic leaders. The results for MSCC transfer student first year GPA are compared with state and national benchmarks to assess how the MSCC transfer student success at 4-year institutions compares to those transfer students from other 2-year colleges.

4. **CCSSE**
   Motlow State participates in the Community College Survey of Student Engagement annually. A representative sampling of courses is randomly selected to participate in the spring survey. The print survey is administered to the participating courses in the spring semester. Results are reviewed and analyzed by academic leaders to identify areas for improvement. To assess transfer program degree competencies, the following CCSSE items will be reviewed:

   Item 12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?

   - a. Acquiring a broad general education
   - c. Writing clearly and effectively
   - d. Speaking clearly and effectively
   - e. Thinking critically and analytically
- f. Solving numerical problems

Team Members: Vice President for Academic Affairs, Deans, Curriculum Chairs, Director of Institutional Effectiveness and Research, and Academic Assessment Specialist

Timeline: Ongoing

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

Evidence of Success:

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

2. 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.
3. NCCBP scores will show that MSCC students' first-year GPA at transfer institutions meets or exceeds the national median.
4. CCSSE results will show that the MSCC mean will meet or exceed that of national cohort on Item 12 (a, c, d, e and f).

Prior to June 30,2016

1. ETS Proficiency Profile test results of graduates' competency in general education core disciplines will show that Motlow meets or exceeds the score of its peer institution group.
2. GE Course assessment results will meet or exceed the effectiveness standards.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was partially met.

1. General Education Assessment Results
The following table shows the courses assessed during 2015-2016 academic year. Specific data pertaining to each general education course can be located on the Use of Assessment Form.

The desired outcome for this initiative was partially met. The college has been successful in assessing general education courses on a two-year rotation. The academic unit has a sound general education core that is continuously makes curriculum improvements based upon student performance. Although not every course successfully met the effectiveness standards, specific strategic action plans are in place to address increase student performance. Several of the general education courses were only slightly away from meeting the effectiveness standard, which is evident in the linked Use of Assessment Forms. Click on course name to view Use of Assessment.

General Education Area & Related Program Competency	Course	Effectiveness Standards Meet	Semester Assessed	Use of Assessment Results / Changes Made Toward Improvement
Program Competency A / Communication	ENGL 1010	Partially Met	SPRING 16	Created instructional videos on grammar usage for students
Program Competency A Communication	ENGL 1020	Partially Met	SPRING 16	Revised effectiveness standard; Created instructional videos on grammar usage for students

Program Competency A / Communication	SPCH 1010	Partially Met	FALL 15
Update rubric, Create instructional bank where faculty can go to acquire supplemental teaching materials

Program Competency A / Communication	SPCH 1010	Partially Met	SPRING 16
Rewrite the effectiveness standard; Create a resource bank of example speeches for faculty to use in their carouse at the teacher's discretion

Program Competencies
B & C / Mathematics	MATH 1530	Partially Met	FALL 15	Create an instructional video pertaining to student learning outcome (a), solving problems and determining if the solutions are reasonable, which will be make available for faculty use

Program Competencies
B & C / Mathematics	MATH 1010	Partially Met	SPRING 16	Instructional videos pertaining to student learning outcome (b), modeling real world behaviors and applying mathematics concepts to the sole real-life problem, will be created by the department chair and provided for faculty to use at their discretion

Program Competencies
B & C / Mathematics	MATH 1530	Partially Met	SPRING 16	Instructional videos pertaining to student learning outcome (c), making meaningful connections between mathematics and other disciplines, will be created by the department chair and provided for faculty to use at their discretion

Program Competency D / Natural Science	BIOL 1120	Partially Met	SPRING 16
Chair provided links to videos on areas in which students responses did not meet effectiveness standard (Taxonomy, Respiratory Gas Exchange, and Woody Plant Life Cycle)

Program Competency D / Natural Science	BIOL 2020	Met	SPRING 16
Revised questions on the pre/post-test; The Chair will provide links to instructional resources pertaining to endocrine system for faculty to use at their discretion

Program Competency D / Natural Science	CHEM 1110	Partially Met	FALL 15
Provide calculators a copy of the periodic table for students taking the pre/post-test; provide links to videos and other instructional resources that specifically address orbitals and covalent bonding that faculty can use for instructional use

Program Competency E / Humanities	MUSA 1030	Partially Met	FALL 15
Revise pre/post-test; Conduct faculty meeting with faculty teaching music

Program Competency E / Humanities	THEA 1030	Partially Met	SPRING 16
Revise pre/post-test to better align with the course and student learning outcomes; Create a resource bank that will be provided for faculty to use that specifically address theatre design, terms, and process

Program Competencies F & G / Social Sciences	ANTH 2010	Partially Met	FALL 15
Increase the number of assessment questions to two questions per SLO; hold refresher session with faculty on effective implementation of pre- and post-tests.

Program Competencies F & G / Social Sciences	HIST 1110	Partially Met	FALL 15
Re-evaluate SLO based on common modules/topics and update questions accordingly.

Program Competencies F & G / Social Sciences   GEOG 2010 Partially Met   SPRING 16   Revise student learning outcomes; Redesign the testing method for the pre/post-test

Program Competencies F & G / Social Sciences   HIST 2020   Partially Met   SPRING 16   Revise student learning outcomes, Faculty will place a greater emphasis on North Vietnamese political victories

Program Competencies F & G / Social Sciences   PSCY 1030   Partially Met   SPRING 16   Revise student learning outcomes; Conduct a departmental meeting to ensure that each instructor is addressing the SLO's set by the department; devise a method to increase student participation on the pre/post-test

                    HPE 2340   Partially Met   FALL 15   Hold refresher session for faculty on effective implementation of pre- and post-test; offer credit incentives to increase student participation

                    MATH 1910 Met   FALL 15   Create instructional videos and other resources for faculty to use at their discretion

                    PSCI 1030   Partially Met   FALL 15   Revise student learning outcome; revise pre/post-test to ensure the wording on the test is able to be understood by the students; provide links to instructional videos that address Newton's Laws of Motion, the conservation of mass, radioactivity, and how to balance equations

                    ENGL 2130   Met   SPRING 16 Increased effectiveness standard to 75%; Revised learning standards; Will provide instructional resources in the form of exemplary essays to faculty and students

                    ENGL 2230   Met   SPRING 16 Increased effectiveness standard to 75%; Revised students learning outcomes; Will provide instructional resources in the form of exemplary essays to faculty and students

2. ETS Scores

The MSCC scores for the ETS Proficiency Profile test in Summer 2015, Fall 2015 and Spring 2016 met or exceed the score of Motlow's peer institution group on all components of the profile test of the graduate's competency in general education core disciplines except for Humanities.

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

	MSCC Mean Score	Mean Score of Peers (latest available)
Total Score	441.33	438.2
Critical Thinking	110.91	110.71
Reading	117.11	116.68
Writing	114.28	112.89
Mathematics	112.05	111.77
Humanities	113.74	113.88
Social Sciences	112.49	112.49
Natural Science	115.02	114.19

3. NCCBP

As shown in the following table, MSCC students' first-year GPA at a transfer institution equaled the national 50th percentile GPA. The desired outcome was met.

Reporting Year	MSCC	National 50th Percentile
2016	2.98	2.98

4. CCSSE

2016 CCSSE data (below) for Item 12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? Results showed that Motlow meet or exceed the cohort mean for all items except for e. Thinking critically and analytically and f. solving numerical problems. This desired outcome was partially met.

CCSSE ITEM 12	MSCC	2016 Cohort
a. Acquiring a broad general education	3.10	3.01
c. Writing clearly and effectively	2.98	2.81
d. Speaking clearly and effectively	2.79	2.74
e. Thinking critically and analytically	2.87	2.99
f. Solving numerical problems	2.56	2.71

2014-15
The desired outcome was partially met.

1. ETS Scores

The MSCC scores for the ETS Proficiency Profile test in spring 2015 met or exceed the score of Motlow's peer institution group on all components of the profile test of the graduate's competency in general education core disciplines except for Humanities.

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

	MSCC Mean Score	Mean Score of Peers (latest available)
Total Score	442.24	438.2
Critical Thinking	111.10	110.71
Reading	117.68	116.68
Writing	114.08	112.89
Mathematics	112.42	111.77
Humanities	113.99	113.88
Social Sciences	113.22	112.49
Natural Sciences	115.00	114.19

2. General Education Assessment Results

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

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

GE Core Courses Assessed in AY 2014-15

General Education Area & Related Program Competency	Course	Effectiveness Standards Meet	Use of Assessment Results / Changes Made Toward Improvement
Program Competency A Communication	ENGL 1010	Partially Met	Revised syllabus; increased promotion of use of best practices and curriculum guide
Program Competency A Communication	ENGL 1020	Met	Revised syllabus; increased promotion of use of best practices and curriculum guide
Program Competency A Communication	SPCH 1010	Met	Developed best practices & curriculum guide; implemented improved faculty communication process
Program Competencies B & C / Mathematics	MATH 1530	Met	Provided adjunct faculty with guidance on SLO achievement and use of MyMath labs
Program Competencies B & C / Mathematics	MATH 1630	Met	Revised and added pre-/post-test questions
Program Competencies B & C / Mathematics	MATH 1710	Met	Instructional video created for faculty with explicit instructions on SLO achievement; supplemental study material added on D2L for students
Program Competency D / Natural Science	BIOL 1110	Partially Met	Revised and clarified effectiveness standards; changed pre-/post-test questions; added focus on modules that covered SLOs that were not achieved
Program Competency D / Natural Science	BIOL 2010	Partially Met	Added focus on modules that covered SLOs that were not achieved
Program Competency D / Natural Science	CHEM 1120	Partially Met	Revised student learning outcomes and pre-/post-test questions; supplemental study material added on D2L for students
Program Competency D / Natural Science	GEOL 1030	Partially Met	Revised student learning outcomes, effectiveness standards and pre-

/post-test questions; renewed focus on implementation of best practices; will pilot assessment in spring 2016 to gauge impact of recent improvements

Program Competency E / Humanities	ARTA 1030	Partially Met	

Revised and clarified effectiveness standards

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

Program Competencies F & G / Social Sciences   ECON 2010   Met   Increased emphasis on certain modules

Program Competencies F & G / Social Sciences   ECON 2020   Met   Raised effectiveness standards

Program Competencies F & G / Social Sciences   HIST 2010 Met   Revised student learning outcomes; implemented standard syllabus; developed new embedded questions

Program Competencies F & G / Social Sciences   HIST 2030 Met   Revised embedded questions; promoted use of best practices

Program Competencies F & G / Social Sciences   SOCI 1010 Partially Met   Revised student learning outcomes and pre-/post-test questions; developed and implemented standard syllabus

Program Competencies F & G / Social Sciences   SOCI 1020 Partially Met   Encouraged use of curriculum guide and best practices

2013-14

The MSCC scores for the ETS Proficiency Profile test in spring 2014 met or exceed the score of Motlow's peer institution group on all components of the profile test of the graduate's competency in general education core disciplines except for Humanities.

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

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

2012-13

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

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

	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

2011-12

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

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

	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

2010-11

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

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

	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

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

2009-2010
The MSCC scores for the MAPP test in spring 2010 met or exceeded the score of Motlow's peer institution group on all components of the MAPP test of graduates' competency in general education core disciplines except for Mathematics which was .52 less than that of peers.

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

	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

2008- 2009
The MSCC scores for the MAPP test in spring 2009 met or exceeded the score of Motlow's peer institution group on all components of the MAPP test of graduates' competency in general education core disciplines except for Mathematics which was .36 less than that of peers.

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

	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:

Changes to be made in 2016-17
A restructuring of the college will bring many organizational changes in 2016-17. Academic deans will head academic areas with curriculum chairs overseeing curriculum development and assessment. The curriculum chairs will review the current status of general education at the college and work with faculty on making continued improvements in assessment and use of assessment.

To address needed improvements in the area of critical thinking, the QEP committee will research this area for the next QEP topic.

To address needed improvements in mathematical skills, the VPAA and Math Curriculum Chair will further analyze math course completion rates and math progression rates as well as transfer student performance in math intensive majors.

Changes made in 2015-16
The data for the ETS scores was available in June and was distributed to the department chairs/directors. The material will be discussed at departmental meetings before the first week of classes in fall 2015. Beginning in fall 2015, chairs will work with faculty to develop detailed action plans for improving ETS scores and GE assessment results. The action plans are to contain specific steps/tasks to be completed in the fall 2015 semester, the faculty/staff members responsible for the tasks and the deadline for completion.

An ad-hoc committee with academic members and members from other divisions will identify ways to improve the participation in ETS testing and to ensure only graduating students are participating in the test.
  IT staff will provide coding necessary to put holds on students who are required to take the ETS.

List of Supporting Documentation:
- 2015-16 ETS Proficiency Profile Scores shown in document
- 2015-2017 General Education Assessment Schedule
- 2015-16 General Education Use of Assessment Documents are hyperlinked in body of IE Plan
- All General Education Use of Assessment Documents available online at www.mscc.edu/academic_affairs/assessment.aspx
- 2016 select NCCBP national scores shown in document

- 2016 select CCSSE results shown in document

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Academic Affairs

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: ACAF-02

Action Plan Title: Professional Development

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

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

Team Members: Asst. VP of Academic Affairs

Timeline: Review annually

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

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome for this initiative was partially achieved.

The Chief Academic Officer provided professional development during the fall and spring assembly as stated in the I.E. plan, and the faculty satisfaction with these professional development opportunities exceeded the desired outcome of 70% for two out of the three professional development opportunities. Due to an upcoming SACSCOC reaffirmation, the college was unable to provide professional opportunities pertaining to D2L and GPS as stated in the 2014-2015 I.E. plan. It was determined that specific training pertaining to accreditation, methods to enhance student learning and engagement, and the development of the QEP would take priority.

During the spring assembly, the SACSCOCL leadership team provided an overview of the SACSCOC reaffirmation and QEP process. Based upon the survey, the desired outcome for this training was achieved. Data indicated that 81.5 % of the faculty surveyed felt that they had a better understanding of the SACSCOC QEP process. Data further indicated that 81.6% of the faculty surveyed felt that the overall QEP workshop was "good" or "excellent". The desired outcome was not achieved for the Academic Mindset workshop offered during spring 2016. Based upon data, 67.5% of the faculty surveyed felt that the overall Academic Mindset workshop was "good" or "excellent". This fell 2.5% short of the desired outcome of 70%. During fall 15, the college offered training in advisement. Data indicated that 82% of the faculty surveyed felt that the advisement training was "good" or "excellent", which exceeded the desire outcome of 70%. The Chief Academic Officer is reviewing suggestion from the survey and will make changes to professional development based upon those suggestions.

2014-15
The desired outcomes were met.

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

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

2013-14
According to a faculty comment, the 2014 Spring Assembly was the best Motlow College has had in 21 years. The assembly included a QEP topic selection update and survey of potential topics for faculty feedback. Additionally, Dr. Randy Shulte, Assistant Vice Chancellor for Academic Affairs from the Tennessee Board of Regents, presented the history and the importance of the Academic Audit. All presentations received a 70% or higher satisfaction rate from faculty. Session topics suggested for future assemblies included developing effective communication and enrollment increase strategies.

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

2013-12
The desired outcomes were met.

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

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

2011-12
The desired outcomes were met.

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

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

Describe Needed Changes:

Changes to be made in 2016-17
The college will continue to develop professional development opportunities that align with the needs of the institution. The college will also continue to survey the faculty to determine the types of programs, trainings, and workshops that need to be offered during the assembly. In an attempt to provide training that aligns with the college's needs and faculty request from faculty, it was determined that additional professional development opportunities pertaining to D2L, accessibility, and GPS will be offered in spring 2017.

Changes made in 2015-16
According to the feedback on the surveys, faculty are generally satisfied with assembly presentations and are learning pertinent information. Topics suggested by the faculty will be incorporated in future workshops and presentations. Currently multiple workshops and sessions are planned for 2015-16 on SACSCOC accreditation and QEP topic development.

List of Supporting Documentation:

- Fall 2015 Assembly Survey Results
- Spring 2016 Assembly Survey Results
- QEP and Academic Division 2016 Survey Results

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Dual Enrollment

Related Strategic Goal: 1.1: Motlow State Community College will enhance assess to higher education.

Action Plan #: ACAF-03

Action Plan Title: Dual Enrollment Headcount Increase

Desired Outcome: Headcount in dual enrollment classes will increase by 2% over the same semester of the previous year.

Description of Action Plan and Related Activities: Motlow State Community College will work with area high schools and students to promote the MSCC 4 pack, which allows eligible students to take the first 4 dual enrollment classes free. We will explore new courses that need to be offered and various delivery methods to meet each high school's needs.

Team Members: Dual Enrollment Liaisons at each campus location

Timeline: Fall 2016/Spring 2017

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

Evidence of Success: Headcount will increase by 2% in Fall 2016 over Fall 2015; it will also increase by 2% in Spring 2017 over Spring 2016.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below: As this is a new plan, there is no progress at this time.

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 07/30/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Dual Enrollment

Related Strategic Goal: 3.1: Motlow State Community College will monitor and improve the effectiveness of educational programs and services.

Action Plan #: ACAF-04

Action Plan Title: Student Satisfaction with Dual Enrollment Services

Desired Outcome: At least 90% of dual enrollment students will be satisfied with the services they receive.

Description of Action Plan and Related Activities: Students will receive a survey at the end of their Fall dual enrollment courses. This survey will ask them about the support they received for dual enrollment and their satisfaction with the services provided. This report will be used to adapt our dual enrollment practices to make them as student friendly as possible. The first year will be used as a baseline for improvement.

Team Members: Dual Enrollment Liaisons at each campus location

Timeline: Survey administered at the end of the Fall Semester; results gathered and acted on in the Spring semester.

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

Evidence of Success: The first year overall satisfaction with dual enrollment services will be used as a baseline for improvement in subsequent years. During the first year, the liaisons will meet in the Spring to determine what suggestions from the surveys can be implemented to make improvements.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below: As this is a new plan, there is no progress at this time.

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 07/30/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Academic Affairs

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: ACAF-05

Action Plan Title: University Parallel Program Academic Audit

Desired Outcomes: Discuss and plan changes needed to adhere to recommendations given by the Academic Audit Team and accomplish initial implementation of recommendations and record data

Action Plan:
During the 2014-2015 academic year, Motlow participated in the Academic Audit process for the University Parallel Program. The VPAA will follow the Academic Audit Action Plan to assess, create an action plan, implement the recommendations given by the Academic Audit Team, and assess changes.

Academic Audit Recommendation Action Plan
- 2015-2016: Discuss and plan changes needed to adhere to recommendations given by the Academic Audit Team (Incomplete)
- 2016-2017: Accomplish initial implementation of recommendations and record data (Current Desired outcome)
- 2017-2018: Fully implement and assess
- 2018-2019: Use assessments to make improvements and continue to assess

University Parallel Program Academic Audit Team Recommendations
1. Student evaluation of courses be made more thoroughgoing and that it produces feedback that administrators will implement for improvement of course delivery and instruction.
2. Various programs aim for more substantial interdisciplinary collaboration in achieving the revised transfer program outcomes.
3. The campus establish a more visible service for advising students in transferring to the entire range of possible 4-year colleges.
4. The programs look into the feasibility of opportunities for pre-professional internships and practical training in potential careers.
5. A confidential, widely accessible process for adjudicating student concerns and grievances be implemented.

Team Members: VPAA, VP of Quality Assurance and Performance Funding, College Academic Audit Coordinator, Faculty Academic Audit Coordinator, Academic Assessment Specialist, and Curriculum Chairs and faculty

Timeline: June 30, 2017

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

Evidence of Success:
1. Documented discussions and action plan for implementing recommendations
2. Documented proof of implementations

Complete the following when assessing a plan

Current Status: Behind Schedule

Describe Progress:

2015-16
The desired outcomes for this initiative are behind schedule.

1. Due to the college undergoing restructuring to improve the effectiveness of programs, departments, and divisions, this process is behind schedule.

Describe Needed Changes:

Changes to be made in 2016-17
Curriculum Chairs will be appointed for each department. The VPAA will collaborate with team members to complete last year and this years' goals by discussing and planning changes needed to adhere to recommendations given by the Academic Audit Team and accomplish initial implementation of recommendations and record data.

Changes made in 2015-16
The results of the 2014-15 UP audit were shared with all participating faculty and staff. The recommendations made by the auditors will be reviewed and plans will be developed to implement changes related to the recommendations.

List of Supporting Documentation:
- University Parallel Program Self Study Report
- University Parallel Program Academic Audit Report
- All MSCC Academic Audit reports are available online at www.mscc.edu/rpc

Date Last Updated: 9/29/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Academic Affairs

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: ACAF-04

Action Plan Title: Student Satisfaction with Writing Centers

Desired Outcome: The desired outcomes are to exceed established baselines with satisfaction of Writing Centers by 1% on the Point-of-Service Survey and the Student Satisfaction Survey.

Prior to 2016-17
1) Student satisfaction with writing centers will be assessed.
 2) A new desired outcome will be established for AY 2016-17.

Description of Action Plan and Related Activities:
1. The Writing Center Coordinator will work with the VPAA and the Director of Institutional Effectiveness and Research to gauge student satisfaction with writing centers on the Point-of-Service and Student Satisfaction Surveys.
2. The Writing Center will continue to train staff and peer tutors using the Writing Center Handbook and Peer Tutoring Training Plan to ensure students are receiving the help they need.

Prior to 2016-17
The VPAA will work with Director of Institutional Effectiveness and Research to gauge student satisfaction with writing centers. Questions will be developed and added to the annual Student Satisfaction with Services Survey.

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

Team Members: VPAA Writing Center Coordinator and other staff and faculty

Timeline: Annually

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

Evidence of Success: The results of the 2016-17 Point-of Service and Student Satisfaction with Services Survey will show a 1% increase.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-2016

2015-16 Data on Point-of-Service Survey with the Writing Labs:

Satisfaction Survey Data:

The following data established a baseline for the Point-of-Service Survey.

- 21% Response return rate of (204) clients who completed the automatically emailed survey
- 94% of students rated their session as good, very good, or excellent
- 94% of students indicated they planned to return to the Writing Center
- 92% of students indicated they would recommend the Writing Center to a peer

Point-of-Service Conclusion: The increased hours, greater availability of online tutoring options, and new locations on three campuses led to a drastic 250% increase in the number of tutoring appointments (as compared with the 380 total appointments in the 2014-2015 academic year). The introduction of well-trained peer tutors and faculty tutors from disciplines other than English resulted in high level of service and client satisfaction. Furthermore, an updated, more user-friendly web page allowed easier access to the Writing Center appointment scheduler and other resources.

2015-16 Data on Student Satisfaction with the Writing Labs:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Responses
Writing Center (face-to-face)	66.4 % 89	29.1 % 39	3.7 % 5	0.7 % 1	134
Writing Center (online)	55.8 % 53	35.8 % 34	6.3 % 6	2.1 % 2	95

Student Satisfaction Conclusion: The desired outcome for this initiative was successfully met. In fall 2015, Motlow College worked with each campus to provide Writing labs at each campus

site. Writing Labs will be offered each fall and spring semester, with limited availability during the summer semesters.

94% of the students surveyed stated that they were either "very satisfied" or "satisfied" with Writing Centers. Based upon the data, it was determined that an effectiveness standard for students being "very satisfied" or "satisfied" would be set at 94% for the 2016-2017 academic year.

Baseline Satisfaction is established for Writing Centers at 94%.

The new desired outcome for 2016-17 will be to exceed baseline satisfaction with Writing Centers by 1%.

Motlow was originally offering online writing assistance through a program referred to as SmartThinking. Based upon anecdotal data from students, it was decided that the college would move away from this program and offer writing labs through a synchronous and/ or asynchronous method for online students.

Describe Needed Changes:

Changes to be made in 2016-17
1. Revisions will be made to the questions on the Point-of-Service and Student Satisfaction survey to enhance clarity of results.
2. Comments from the both surveys will be assessed to create measurable questions.

List of Supporting Documentation:
- Writing Center Flyer
- Spring 2016 Student Satisfaction Survey Results (shown above)
- Spring 2016 Student Satisfaction Survey Comments on Writing Center
- Writing Center Final Report: 2015-2016
- Writing Center Final Report: 2015-2016 Comments
- Writing Center Handbook
- Peer Tutor Training Plan

Date Last Updated: 9/22/2016

Motlow State Community College
Institutional Effectiveness Plan
Unit: Career and Workforce Development   **Unit Head:** Fred Rascoe, Dean

 Division: Academic Affairs

Statement of Purpose: The Career and Technology Programs Unit supports Motlow State Community College's mission by developing and maintaining Associate of Science, Associate of Applied Science and certificate degree programs in the discipline areas of Career and 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 or those seeking a certificate. 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.

Mission: The Dean's mission is to maintain accreditation for all programs and providing support for SACSCOC institutional accreditation.

Reviewed: 8/22/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Career and Workforce Development

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: CTPD-01

Action Plan Title: ACBSP Accreditation

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

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

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

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

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

Timeline: Annually reviewed

Est. Cost: $2,150   **Budgeted:** Included in current budget

Evidence of Success: Current Letter of Reaffirmation of Accreditation from Accreditation Council for Business Schools and Programs will prove continued accreditation of program. The department will also complete the activities listed above annually.

Current Status: On Schedule

Describe Progress:

2015-16
All activities mentioned above are being done annually. In addition, our quality assurance report was just submitted and reviewed. The results from ACBSP are below:

The Associate Degree Board of Commissioners met on April 12, 2016, and reviewed your Quality Assurance Report. After review, the board voted to accept your report. The Board provided the following comments:

Place a Condition on III in the QA report: (applies to Criterion 6.11 in the *Standards and Criteria* book). Accredited business programs must routinely provide reliable information to the public on their performance, including student achievement. A direct link to aggregate business student results should be placed on your business page website. The following items must be available to the public for accreditation.

1. Student Learning Outcome Assessment Results: Such as what you report in standard #4, ETS, MFT, accounting assessment, management assessment, critical thinking, communication, etc. A link to Table 2 found in the evidence file must be placed on your website.

2. Program Results for Business Students: Such as graduation rates, retention rates, job placement, etc. How do you make the results public? A link to Table 7 found in the evidence file must be placed on your website. Ensure the link goes directly to business students' results such as the example on the ACBSP website located under associate degree accreditation.

The Condition must be removed by February 15, 2020. Progress on the Conditions and Notes must be reported in future Quality Assurance Reports; it is not necessary to report on OFIs.

Maintain Note on Standard 3: Stakeholder information has not been collected and utilized consistently. The employer focus group survey has only one year of data. Three cycles of data are required as a minimum. Data for job placement rates have been collected since 2006 with a goal of 90% placement rate. However, this goal has not been met since 2006. Although it is indicated that improvements have been made in 2013, the institution has failed to post the most recent graph which does not allow the possibility of reviewing the data. Student satisfaction data with four years of exceeding the goal is commendable. However, there is a concern that no information has been posted since 2011. Employer satisfaction as a performance measure was terminated in 2010. Of the five performance measures listed, no action is given for improvement for four of the five measurements. Additionally, graphs need to be brought up to date.

There is an opportunity for improvement (OFI) in standard #5: Wiseman should be qualified with the MBA and CPA as professionally qualified versus Masters Qualified.

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

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

2014-15

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

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

2013-14

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

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

2012-13

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

2015-16

The Business and Technology Department submitted its Quality Assurance (QA) Report for 2013-14 and 2014-15 on February 14, 2016. The results have not yet been received.

2011-12

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.

2010-11

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

2009-10

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

2008-2009

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

Describe Needed Changes:

Changes to be made in 2016-17

With our college's new re-imagined structure, the responsibility for the department will be under Fred Rascoe, Dean of Career and Technical Programs. There will also be a business and technology curriculum chair.

Changes made in 2015-16

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

List of Supporting Documentation: ACBSP June 13, 2016 Response to Quality Assurance Report

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Career and Workforce Development

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

Action Plan #: CTPD-02

Action Plan Title: ATMAE Accreditation

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

Description of Action Plan and Related Activities: Maintain program accreditation and prepare and submit two-year report and submit on surveys and continuous improvement plans.

Team Members: Director of Career Readiness and Mechatronics Instructors

Timeline: Ongoing

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

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

Current Status: On schedule

Describe Progress Below:

2015-16
The desired outcome was achieved. The Motlow Mechatronics Program was awarded accreditation at the annual ATMAE meeting in November 2015.

Describe Needed Changes:

Changes to be made in 2016-17
The college will undergo a restructure effective July 1, 2016. The position of Director of Career Readiness will be terminated. The newly appointed Dean of Career and Technical Program along with

Mechatronics faculty will ensure Motlow continues to maintain the ATMAE accreditation. The next two-year report will be due in 2017.

List of supporting Documentation:
- ATMAE Accreditation Letter
- ATMAE Self Study Report

Date of last update: 6/25/2016

Motlow State Community College
Institutional Effectiveness Plan
Unit: Career and Workforce Development**Unit Head:** Debra Smith, Assistant Dean

Division: Academic Affairs

Statement of Purpose: The Career and Technology Programs Unit supports Motlow State Community College's mission by developing and maintaining Associate of Science, Associate of Applied Science and certificate degree programs in the discipline areas of Career and 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 or those seeking a certificate. 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.

Reviewed: 8/16/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Career and Workforce Development – Asst. Dean

Related Strategic Goal: 2.1: Motlow State Community College will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: CTPA-01

Action Plan Title: Unmanned Aircraft Systems (UAS) Program

Desired Outcome: Develop a new non-credit UAS Program and assessment instrument

Description of Action Plan and Related Activities: Motlow will enter into an agreement with Avion Solutions in Huntsville, AL to provide Unmanned Aircraft Systems training and curriculum on two separate one-week training events during the year of 2016 to 2017 at a Motlow campus. This training will include Extensive Safety training; UAS Operations and FAA approved solutions to UAS training to include public safety, public utility, and agricultural personnel. These training events will highlight the commercial applications of UAS technology, as well as provide the legal and ethical application of drone technology. These programs will be evaluated for knowledge gained on safe and ethical use of drones, legal aspects of using drones for private or commercial use, satisfaction with overall course.

Team Members: Dean and Asst. Dean of Career & Technical Programs

Timeline: 1st course will be offered in October 2016.

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

Evidence of Success: Documentation will show that a new non-credit Drone Program was developed and offered in 2016-17 AY and that a pilot assessment was completed to establish a benchmark for future assessment.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 7/15/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Career and Workforce Development – Asst. Dean

Related Strategic Goal: 2.1: Motlow State Community College will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: CTPA-02

Action Plan Title: New Career Education Programs

Desired Outcome: At least two new Career Education Programs will be identified and ready for implementation in Fall 2017

Description of Action Plan and Related Activities: In accordance with the college president's request to add at least 3 new programs by 2017, the department of Career and Technical Programs will be initiating at least 2 of those programs. These programs have been identified. The two programs for which we are currently seeking TBR approval is Robotics at the McMinnville Center and Tool and Die on the Fayetteville Center. The program description and curriculum has been designed and submitted for approval.

Team Members: Dean and Assistant Dean of Career & Technical Programs

Timeline: June 2017

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

Evidence of Success: Documentation will show that one new Career Education Programs were identified and are ready for implementation in Fall 2017.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 7/15/16

Motlow State Community College
Institutional Effectiveness Plan

Unit: Business & Technology   **Unit Head:** Terry Durham

Division: Academic Affairs

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

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

Reviewed: 7/14/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Business & Technology

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: BTCH-01

Action Plan Title: Business Technology Field Test

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

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

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

Business Technology majors preparing to graduate are tested in the semester they graduate. The Chair of Business and Technology meets with faculty to analyze test results. Specific elements that are identified include:

- Item analysis to determine areas of content weakness.

- Length of time between tests and start of students' programs.
- Content of courses within the Business Technology Major.
- Courses required within the major field.

- Length of time between courses that affect particular items or categories of items and the time of the Business field test.

Timeline: Annually reviewed

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

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

Current Status: On Schedule

Describe Progress Below

2016

Programs of Study	Accounting	Business Computer Applications	Business Computer
Programming	Business Management		
	Average Concentration Test Scores	**(# Graduates)**	
		67.33	
		(3)	
		61.33	
		(3)	
		89	
		(1)	
		69.375	
(8)			
	Overall Average Score for Total Participants	**(# Graduates)**	
		68.75	
(15)			

Analysis and/or Use of Results: The expected/desired overall average score was not achieved; we are pleased the see we did improve by a percentage point over last year. The expected/desired average score was achieved in Business Computer Programming. The results of the 2015-2016 field test will be distributed to the department faculty. A detailed question analysis and review of the associated course material and content will be completed. Faculty work independently with the department test coordinator to change and update the test questions.

Corrective Action(s): The business department has just started some new programs that align with the TBR common curriculum. As some of these programs are changing, there will need to be a significant amount of time spent revising the exam. All of the faculty are working together to ensure the questions are covered in the required classes the students are taking. We are also sending emails to students about preparing for the exam.

2015

Programs of Study	Accounting	Business Computer Applications	Business Computer
Programming	Business Management		
Average Concentration Test Scores		**(# Graduates)**	70.25
		(12)	
		(0)	

(0)

60.5

(2)

Overall Average Score for Total Participants	(# Graduates)
67.85	(14)

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

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

2014

Programs of Study	Accounting	Business Computer Applications	Business Computer Programming	Business Management
Average Concentration Test Scores		**(# Graduates)**		72.4

(5)

69.2

(4)

70.75

(3)

68.8

(5)

Overall Average Score for Total Participants	(# Graduates)
70.3	(19)

Analysis and/or Use of Results: The expected/desired overall average score was achieved. However, the expected/desired average score was not achieved in each of the program areas that had students completing the test. It should be noted that the number of students participating in the field test increased from the previous year. The results of the 2013 field test were distributed to the department faculty. A detailed question analysis and review of the associated course material and content was completed. Faculty worked independently with the department test coordinator to change and update the test questions.

Corrective Action(s): None required at this time; however, the overall field test will be reviewed again by the department faculty during the fall 2014 semester.

2013

Programs of Study	Accounting	Business Computer Applications	Business Computer Programming	Business Management
Average Concentration Test Scores		**(# Graduates)**		74

(8)

64

(3)

68

(1)

79

(4)

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

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

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

2012

Programs of Study	Accounting	Business Computer Applications	Business Computer Programming	Business Management
Average Concentration Test Scores		**(# Graduates)**	N/A	
		71		
		(2)		
		N/A		
		75.8		
(5)				

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

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

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

2011

Programs of Study	Accounting	Business Computer Applications	Business Computer Programming	Business Management
Average Concentration Test Scores		**(# Graduates)**	67.7	
		(10)		
		68		
		(1)		
		64.5		
		(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.
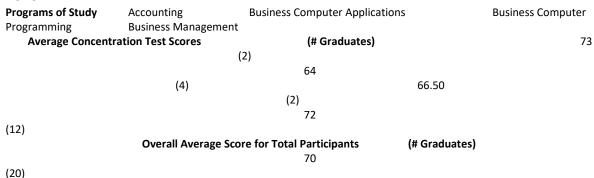
2009

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.

Describe Needed Changes:

Changes to be made in 2016-17
The business department plans to continue work on these exams. With the new programs recently added, these exams will need to be reworked. Faculty will meet to work on the exams and ensure all content is being covered. The importance of exam material being covered will be shared with the adjunct faculty.

Changes made in 2015-16
Reference the information provided under *Analysis and Use of Results* for each year.

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

List of Supporting Documentation: Business Technology Exit Exams 2015-16 Spreadsheet

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Business & Technology

Related Strategic Goal: 3.1 MSCC will 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 at the end of the semester in which the student is planning to graduate. The results of each exam are retained and evaluated by the Business and Technology Department faculty as a measure of student performance relative to the program learning outcomes. Predicated on each year's results, the department faculty will evaluate the individual business areas of emphasis to ensure that course content is applicable and appropriate, and that the proper emphasis is being placed on course material/content pertaining to the expected outcomes. As necessary, course material/content will be modified and the proper instructional emphasis will be applied in the applicable areas to ensure the accomplishment of the established program learning outcomes.

The Chair of Business and Technology Department meets with faculty to analyze exam results. Specific elements that are identified include:

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

Timeline: Annually reviewed

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

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

Current Status: On Schedule

Describe Progress Below

2016

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

Average Emphasis Exam Scores
(# Graduates)

65
(64)

(0)

76
(1)

(0)

70
(1)

Overall Average Score for Total Participants
(# Graduates)
65.3

(66)

Analysis and/or Use of Results: The desired outcome was not achieved for 2016, except in Entrepreneurship and Office Management. The results will be reviewed by the department faculty, and a detailed question analysis and review of the associated course material and content will be completed. Based on that review, faculty will work independently to revise the questions in their respective discipline areas.

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

2015

Business Administration & Economics Management	Areas of Emphasis Accounting, Business Education	Entrepreneurship	Information Systems	Office
Average Emphasis Exam Scores (# Graduates)				
(0)	66.70 (43)	62.0 (1)	72.0 (1)	(0)

Overall Average Score for Total Participants (# Graduates)

66.71

(45)

Analysis and/or Use of Results: The overall average score for 2015 increased by 2.21 percentage points as compared to the 2014 overall average score, and is 3.29 percentage points below the expected minimum mean of 70 percent; consequently, the desired outcome was not achieved for 2015. As in years past, the results of the 2014-2015 exam were reviewed by the department faculty, and a detailed question analysis and review of the associated course material and content was completed. Based on that review, faculty worked independently to revise the questions in their respective discipline areas.

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

2014

Business Administration & Economics Management	Areas of Emphasis Accounting, Business Education	Entrepreneurship	Information Systems	Office
Average Emphasis Exam Scores (# Graduates)				
(1)	64.5 (24)	59 (2)	74 (2)	61 (2) 64

Overall Average Score for Total Participants (# Graduates)

64.5

(31)

Analysis and/or Use of Results: The overall average score for 2014 increased by 2.26 percentage points as compared to the 2013 overall average score, and is 5.5 percentage points below the expected minimum mean of 70 percent; consequently, the desired outcome was not achieved for 2014. As in years past, the results of the 2013 exam were reviewed by the department

faculty, and a detailed question analysis and review of the associated course material and content was completed. Based on that review, faculty worked independently to revise the questions in their respective discipline areas.

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

2013

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

Business Administration & Economics Management	Areas of Emphasis Accounting, Business Education	Entrepreneurship	Information Systems	Office
	Average Emphasis Exam Scores **(# Graduates)**			
	67.78 (28)	58 (1)	66 (1)	N/A
N/A				

Overall Average Score for Total Participants
(# Graduates)
67.4
  (30)

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

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

Corrective Action(s): Pending.

2010

Business Administration & Economics Management	Areas of Emphasis Accounting, Business Education	Entrepreneurship	Information Systems	Office
	Average Emphasis Exam Scores **(# Graduates)**			
	68 (33)	N/A	N/A 79.5 (2)	N/A

Overall Average Score for Total Participants
(# Graduates)
68.7
(34)

While the 2010 average exam scores increased over the 2009 scores, the overall average of 68.7 is still 1.3 points below the expected minimum mean of 70 percent. The average exam score for the Information Systems Area of Emphasis increased by 23.5 percent, but the score for the Accounting, business Administration & Economics Areas of Emphasis only increased by .5 percent. The Business and Technology Department faculty will analyze and review all the exam questions to ensure their validity to the material and course content, and will also review and check the material included in the review document.

2009

Areas of Emphasis Accounting,

**Business
Administration & Economics   Business Education Entrepreneurship   Information Systems Office
Management**

**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:

Changes to be made in 2016-17
The business department will once again complete an item analysis to determine which questions need to be revised or deleted. More emphasis will also be placed on ensuring adjuncts are covering the required material for these exams.

Changes made in 2015-16
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.

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

List of Supporting Documentation: Business Technology Exit Exams 2015-16 Spreadsheet
Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Business & Technology

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: BTCH-03

Action Plan Title: Student Success in Online Courses

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

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

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

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

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

Current Status: On Schedule

Describe Progress:

<u>2015-16</u>
The desired outcome was not achieved.

The Business and Technology Department completed the quality assurance surveys for all online courses in the 2015-16 academic year. A schedule is established for each course to be assessed on a 3-year cycle from this point forward.
- ACCT 1010 did not meet the goal; however, the pass rate increased from 63-67% from Fall to Spring.
- BUSN 1340 did not meet the goal; however, the pass rate increased form 47-67% from Fall to Spring.
- ECON 2010 did not meet the goal; the pass rate decreased from 68.5-60% from Fall to Spring.

- INFS 1010 did not meet the goal in the Fall; however the pass rate increased from 60-80% from Fall to Spring, meeting the goal for the Spring semester.

Describe Needed Changes:
Changes to be made in 2016-17
When the quality assurance surveys were completed, the following ideas were developed by the faculty for improvement:

- If textbooks are required for the course, communicate to students prior to the beginning of class which books will be required so that students can acquire books in a timely manner.
- "Borrow" from MTSU (or other source) a self-assessment that measure whether online classes will be a good fit for a particular student. Maybe this could be set up differently than it is at MTSU so that it is only a onetime prerequisite rather than a requirement every time a student signs up for an online class.

List of Supporting Documentation: Summary of Course Completion Rates by Method by Discipline F15-S16

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Business & Technology

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: BTCH-04

Action Plan Title: Satisfaction of Alumni/Recent Graduates and Employers (for Business AAS majors)

Desired Outcome: Business AAS recent graduates/alumni and employers will have at least a 70% satisfaction rate.

Description of Action Plan and Related Activities: Surveys will be distributed and collected from recent graduates/alumni and employers every spring semester. After the surveys are returned, the business department will meet and determine at least one action plan for the academic year to improve the results.

Timeline: Annually

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

Evidence of Success: Survey results will show at least a 70% satisfaction rate of Business AAS recent graduates/alumni and employers.

 Current Status: On Schedule

Describe Progress:

2015-16

The desired outcome was achieved. Recent graduates/alumni and employer survey instruments were developed and surveys were completed by phone in Spring 2016. The recent graduates/alumni survey results were very favorable with 100% of respondents indicating they were of very satisfied and satisfied. 100% would enroll in MSCC again and recommend the college to others. The employer survey results showed 82% of employers reporting Motlow students do as well or better than other graduates almost every time.

Describe Needed Changes:

Changes to be made in 2016-17
The new curriculum chair under the Dean of Career and Technical Programs will assume responsibility for this and other Business & Technology IE Plans as of July 2016. The new Dean will oversee the annual administration of the satisfaction surveys and along with faculty members use results of the surveys to make needed improvements.

List of Supporting Documentation:

- 2015-16 Business AAS Recent Graduate/Alumni Survey Results
- 2015-16 Business AAS Employer Survey Results

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Business & Technology

Related Strategic Goal: 4.2: Motlow State Community College will maintain a graduate job placement rate.

Action Plan #: BTCH-05

Action Plan Title: Job Placement of Business AAS Graduates

Desired Outcome:
1. 97% of Business Technology AAS graduates are employed in their field within a year of graduation or met an approved exemption.
2. All Business Technology AAS graduates will provide job placement information.

Description of Action Plan and Related Activities:
Job placement rates are tracked each year by the institutional research department. The Business and Technology Department works with local business and industry to establish relationships and encourage them to interview and hire our graduates.

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

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

Evidence of Success:
1. Job placement reports will show 97% of Business Technology AAS graduates are employed in their field within a year of graduation or met an approved exemption.
2. Results will show all Business Technology AAS graduates will provide job placement information.

Current Status: On Schedule

Describe Progress:

2015-16
Neither of the desired outcomes were not achieved. Of the 27 2013-14 AAS Business graduates surveyed, 4 did not respond, 5 were continuing their education and 13 were employed in the Business field resulting in a job placement rate of 72% (if exempting non-respondents).

The department met and decided that one of the problems with proving our job placement rate was in locating our students after they graduate. Therefore, the following action items were developed to help locate our alumni.

1. Incorporate LinkedIn page as part of the BUSN 2375 Career Development course
   - Host a headshots day and take student photos
   - Start a Clothes Closet with business attire for those who cannot afford it
   - Link them in with us (if the student agrees) to stay in contact after graduation

2. Use the application blank project to get other addresses of friends and family on the emergency contacts

3. Ask for contact information on the exit exam survey

Describe Needed Changes:

Changes to be made in 2016-17
Some of the action items started in Spring 2016. We still need to work on the clothes closet. The actions started will also need to continue into next year. We will not see results of these actions for at least 1-2 years.

List of Supporting Documentation:
- Job Placement Rates for 2013-14 Graduates

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Business & Technology

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: BTCH-06

Action Plan Title: General Education Assessment

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

Description of Action Plan and Related Activities: Business and Technology discipline courses will be assessed per the following timeline:

Semester	Course	Type
Fall 2016	ECON 2010	embedded
Spring 2017	ECON 2020	embedded

Assessment Descriptions:

ECON 2010: Macroeconomics will be assessed during each fall semester in accordance with, and as required by, the institution's general education core assessment schedule. Expected student learning outcomes (see below) will be embedded in examination questions.

1. Recognize and explain the significance of economics as an academic discipline and how it relates to the social interactions between individuals, institutions, structures and processes in a diverse society.
2. Analyze and communicate the methodology, values and processes that are used to formulate general economic theories regarding the social context of individual and institutional behavior.
3. Define and discuss different economic systems existing in the world and how those systems interact and affect the political, economical, cultural and social behavior of the different societies.
4. Appraise the relationship and behavioral interaction between the different economic players and the impact that interaction has on social development and the quality of life for individuals, families and communities.
5. Critically analyze the macroeconomic functions of government and the impact it has on personal behavior, social development and the general quality of life for all persons.
6. Discuss the macroeconomic relationships existing between individuals, households, businesses and governmental institutions, and the impact those Relationships have on personal and social behavior.
7. Analyze the macroeconomic ramifications and impact of marketplace activities on the social behavior of individuals, households, businesses and government.
8. Express an understanding of fundamental economic concepts associated with recognizing and appreciating the cultural diversity of the society in which they live and how those concepts are influenced and impacted by a global culture.
9. Recognize and describe basic macroeconomic theory and pursuant policy making processes that help to formulate personal and institutional views and opinions concerning existing and/or proposed national and international social and behavioral state of affairs.

ECON 2020: Microeconomics will be assessed during each spring semester in accordance with, and as required by, the institution's general education core assessment schedule. Expected student learning outcomes (see below) will be embedded in examination questions.

1. Students will demonstrate an understanding of fundamental business and/or technology related concepts and strategies.
2. Students will demonstrate an understanding of fundamental managerial concepts and strategies.
3. Students will demonstrate an understanding of fundamental macroeconomics and microeconomics as they relate to social and business economic applications.
4. Students will demonstrate an understanding of fundamental computer and/or information systems hardware and software applications in a business or technology environment.
5. Students will demonstration the ability to apply mathematical, quantitative, and information processing skills in problem solving and analysis, and presentation of data in a business and/or technology environment.
6. Students will demonstrate a fundamental understanding of how legal and regulatory systems affect business decision making.
7. Students will demonstrate an understanding of the principles of written and oral communications.
8. Students will demonstrate familiarity with social responsibility issues as they relate to technology and business ethics, cultural diversity and global and environmental concerns.
9. Students will demonstrate familiarity with the cultural and social aspects of the human experience.
10. Students will demonstrate an understanding of the value of natural diversity and the impact of scientific discovery on human behavior.
11. Students will demonstrate an understanding of political, geographic, economic, social, cultural and intellectual institutions, structures, and processes across a range of historical periods and cultures.

Team Members: All Economics Faculty

Timeline: Annually

Est. Cost: $0   **Budgeted:** no funding needed

Evidence of Success: General Education Use of Assessment Results reports will show that Business and Technology General Education courses were assessed on at least a two-year rotating basis and meet or exceed effectiveness standards.

Current Status: On Schedule

Describe Progress:

2014-2015

The desired outcomes were achieved. Both General Education Business and Technology courses were assessed on schedule.

The following table shows the GE Business and Technology courses assessed during 2014-2015 academic year. Specific data pertaining to each general education course can be located on the Use of Assessment Form.

COURSE	SEMESTER ASSESSED	EFFECTIVENESS STANDARD ACHIEVED	USE OF ASSESSMENT RESULTS PLANS FOR IMPROVEMENT
ECON 2010	F14	Achieved—5 of 5 standards were met	Faculty will continue to give increased emphasis on content to be covered during the course.
ECON 2020	S15	Achieved—5 of 5 standards were met	Faculty will continue to give increased emphasis on content to be covered during the course.

Describe Needed Changes:

Changes to be made in 2016-17
1. The college restructure will eliminate the position of Business and Technology Department Chair. A newly appointed Business and Technology Curriculum Chair along with ECON faculty will work to ensure all general education Economics courses are regularly assessed and use the assessments to identify and implement improvements.
2. Assessments for Fall 2016 or Spring 2017 will be completed by Curriculum Chair and faculty as scheduled.

List of Supporting Documentation:

- 2015-16 General Education Use of Assessment Documents are hyperlinked in body of IE Plan
- All General Education Use of Assessment Documents available online at www.mscc.edu/academic_affairs/assessment.aspx
- Economics Curriculum Handbook

Date Last Updated: 10/5/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Mechatronics   **Unit Head:** Shane Buchanan

Division: Academic Affairs

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

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

Reviewed: 8/25/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2015 – June 30, 2016
Assessing Year: July 1, 2016 – June 30, 2017

Unit: Mechatronics

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

Action Plan #: CARE-01

Action Plan Title: Siemens Level I Pass Rate

Desired Outcome: All students graduating with a Certificate in Mechatronics Technology will meet or exceed the United States' mean score on the Siemens Mechatronic System Certification Program Level 1 Exam.

Description of Action Plan and Related Activities:
1. Use comprehensive exit exam for students who have completed the 16 credit hour certificate program- Decision is to use third party certification exam by Siemen's Technical Academy in Berlin Germany.
2. Administer the exam at the end of each fall and spring semester
3. With the team analyze the results and
Establish necessary changes to curricula or program based upon the results of testing

Team Members: Director of Mechatronics and Mechatronics Instructors

Timeline: Annually

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

Evidence of Success: Siemens Mechatronic Systems Certification Program Level 1 Exam Reports will show students who have completed the certificate requirements have meet or exceeded the national mean score.

Current Status: On Schedule

Describe Progress:
Beginning in fall 2015, Level 1 exams are administered at the end of the fall and spring semesters by Siemens Mechatronic Systems Certification Program. The results are used to measure the overall success of students who completed the required 16 semester credit hours

for the certificate. The transition of using certification results allows the Mechatronics Program to compare the effectiveness of the program to peers on a national level.

2015-16
The desired outcome was achieved. Students who completed the requirements for the certificate program achieved the goal of meeting or exceeding the national mean of 52.74. MSCC students' overall mean score was 62.1. Overall, they exceeded by 9.36 points.

2015-2016 Siemens Level 1 Results

Test Date	MSCC Mean Score	National Mean	Difference
11/6/15	59.0	52.74	6.26
5/12/16	65.2	52.74	12.46
Overall Average	**62.1**	**52.74**	**9.36**

Prior to 2015-16
From 2012 to 2015, the Mechatronics Certificate of Credit Program used a local level exit examination used to measure program learning outcomes and examine basic competencies. The test was 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. 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.

Describe Needed Changes:

Changes to be made in 2016-17
Students who complete requirements for the certificate in Mechatronics Technology, regardless of graduation date, will be required to take the Siemens Mechatronic Systems Certification Program Level 1 Exam at the end of either the fall or spring semester. Furthermore, the instructors will do a comprehensive review with the students before the exam date. Instructors will do this starting fall 2016.

List of supporting Documentation:
- Level I Exam Report November 2015
- Level I Exam Report May 2016
- Siemens National Scores
- CARE-01 Data 2012-2015

Date of last update: 7/27/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Mechatronics

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

Action Plan #: CARE-02

Action Plan Title: Siemens Level II Pass Rate

Desired Outcome: All students graduating with an AAS degree in Mechatronics Technology will meet or exceed the United States' mean score on the Siemens Mechatronic System Certification Program Level 2 Exam.

Description of Action Plan and Related Activities:

4. Comprehensive exit exam for AAS graduating students- Decision is to use third party certification exam by Siemen's Technical Academy in Berlin Germany.
5. Administer the exam at the end of each spring semester
6. With the team analyze the results and compare the effectiveness of the program to peers on a national level
7. Establish necessary changes to curricula or program based upon the results of testing

Team Members: Director of Mechatronics and Mechatronics Instructors

Timeline: Administered end of spring semester

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

Evidence of Success: Siemens Mechatronic Systems Certification Program Level 2 Exam Reports will show students who have completed the AAS requirements have meet or exceeded the national mean score.

Current Status: On Schedule

Describe Progress Below

2015-16

Students who completed the requirements for the AAS program did not achieve the goal of meeting or exceeding the national mean of 56.81. MSCC students' overall mean score was 55.9. They were within 0.91 of meeting the goal.

2015-2016 Siemens Level 2 Results

Test Date	MSCC Mean Score	National Mean	Difference
5/12/16	55.9	56.81	-0.91
Overall Average	**55.9**	**56.81**	**-0.91**

Describe Needed Changes:

Changes to be made in 2016-17
Students who complete requirements for the AAS in Mechatronics Technology, regardless of graduation date, will be required to take the Siemens Mechatronic Systems Certification Program Level 2 Exam at the end of either the fall or spring semester. Furthermore, the instructors will do a comprehensive review with the students before the exam date. Instructors will do this starting fall 2016.

List of supporting Documentation:
- Level II Exam Report May 2016
- Siemens National Scores

Date of last update: 7/27/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Mechatronics

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

Action Plan #: CARE-03

Action Plan Title: Satisfaction of Mechatronics AAS Employers

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

Description of Action Plan and Related Activities:

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

Team Members: Director of Mechatronics and Mechatronics Instructors

Timeline: Administer survey at the end of every spring semester

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

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

Current Status: On schedule

Describe Progress Below

2015-16
The Employer Survey was administered in June of 2016. There were 24 employers contacted with a response of 10. This is a 42% response rate.

The desired outcome was achieved. All employees graded the alumni with an average 4.2 in technical skills, 4.6 in professional and ethical behavior, and 4.4 in critical thinking skills. All grades satisfactory or better. Of those that responded below is the average breakdown of responses.

A1. Employee adequately prepared for industry	4.2
A2. Employee exhibits critical thinking skills	4.2
A3. Employee able to interpret documentation/trouble shoot	4.1
A4. Employee able to communicate technical aspects	4.0
B1. Employee able to work together in a respectful manner	4.6
B2. Employee has a good attitude toward work	4.5
B3. Employee is dependable	4.6
B4. Employee is enthusiastic about work	4.6
C1. Ability to gather and analyze evidence	4.1
C2. Ability to identify and solve problems	4.1
C3. Ability to think creatively, initiate change	4.2
C4. Ability to learn	4.8

Overall the employers are satisfied with the performance of the students. They graded best in personal and professional work ethics. On critical thinking we were very pleased to see that they are eager to learn more. That is a wonderful trait to have when working in a high technology job. Comments on the forms included:

- *Great program*
- *Employees have good basic knowledge*
- *Overall a good program*

Describe Needed Changes:

Changes to be made in 2016-17
In effort to increase survey response rate and make survey administration easier, the survey will be put online in SurveyGizmo next year.

List of Supporting Documentation:
- 2016 Mechatronics Employer Survey Form
- 2016 Mechatronics Employer Survey Results

Date of Last Update: 6/25/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Mechatronics

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

Action Plan #: CARE-04

Action Plan Title: Satisfaction of Mechatronics AAS Graduating Students

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

Description of Action Plan and Related Activities:

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

Team Members: Director of Mechatronics and Mechatronics Instructors

Timeline: Last two weeks of the spring semester each year

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

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

Current Status: On schedule

Describe Progress Below

2015-16
Student surveys were administered the first two weeks of June 2016. Below are the results of the survey. The respondents were 7 out of 14 which is 50%.

The desired outcome was achieved. All students rated the program satisfactory or better. They feel that it was beneficial to them and obtaining a career path. Below is the average breakdown of responses.

A1. Ability to express myself through written modes	4.1
A2. Ability to express myself through public speaking	4.3
A3. Ability to use math skills effectively	4.6
A4. I acquired the skills and knowledge to prepare for field	4.4
B1. I improved my interpersonal skills	4.4
B2. I achieved the personal goals I set for myself	4.7
B3. I learned leadership skills	4.4
B4. I learned to demonstrate personal org and time	4.3
C1. I was adequately challenged in developing skills	4.3
C2. I was taught how to analyze and reason out problems	4.2
C3. I was prepared to work in global technological field	4.6
C4. I was challenged to expand knowledge	4.3
D1. My instructors were prepared	4.0
D2. My instructors challenged me	4.2
D3. The training equipment were of good quality	4.0
D4. The equipment was used extensively	
	4.2

To "Overall I feel that the mechatronics program met my expectations", all rated positive with a moderately agree to strongly agree.

To "Overall how satisfied with the quality of the program", all rated positively with 2 moderately satisfied and 5 extremely satisfied.

Comments for "What learning experiences helped you the most" included
- *Spring design class*
- *Troubleshooting*
- *Leadership skills*
- *Motor controls*

Comments for "What learning experiences helped you the least" included
- *More hands on*
- *Math*

Describe Needed Changes:

Changes to be made in 2016-17
In effort to increase survey response rate and make survey administration easier, the survey will be put online in SurveyGizmo next year.

List of Supporting Documentation:

- 2015-16 Mechatronics Graduating Student Survey Form
- 2015-16 Mechatronics Graduating Student Survey Results

Date of Last Update: 6/25/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Mechatronics

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

Action Plan #: CARE-05

Action Plan Title: Satisfaction of Mechatronics AAS Alumni

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

Description of Action Plan and Related Activities:

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

Team Members: Director of Mechatronics and Mechatronics Instructors

Timeline: To be administered during May of each calendar year

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

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

Current Status: On schedule

Describe Progress Below

2015-16
The Alumni Survey was administered as a phone survey in June of 2016. Of the 39 Mechatronics AAS students contacted, 10 responded to alumni survey for a response rate of 26%.

The desired outcome was achieved. All alumni rated the program satisfactory or better. They feel that it was beneficial to them and prepared them for their career. Below is the average breakdown of responses.

A1. My program of study prepared me technically

                                                     4.7

A2. My program of study prepared me with critical thinking skills   4.8

A3. My program prepared me for to identify resources and use them   4.8

A4. My program game me ability to interpret data and communicate   4.8

B1. Ability to work as a team member   4.9

B2. Demonstrate ethical reasoning   4.4

B3. Demonstrate leadership   4.5

B4. Demonstrate personal organization   4.7

C1. Ability to analyze evidence   4.8

C2. Ability to solve problems   4.9

C3. Ability to think creatively   4.6

C4. Ability to integrate knowledge   4.7

- 60% (6 of 10) have experienced a salary increase
- 40% (4 of 10) have had a promotion during the last year
- The predominant salary range of respondents was $40-$50k with 2 reporting $50 -$60k
- All respondents felt the program met or exceeded expectations
- All respondents were moderately or extremely satisfied with the mechatronics program.

Describe Needed Changes:

Changes to be made in 2016-17

In effort to increase survey response rate and make survey administration easier, the survey will be put online in SurveyGizmo next year.

List of Supporting Documentation:

- 2015-16 Mechatronics Alumni Survey Form
- 2015-16 Mechatronics Alumni Survey Results

Date of Last Update: 6/25/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Mechatronics

Related Strategic Goal: 4.2: Motlow State Community College will maintain a graduate job placement rate.

Action Plan #: CARE-06

Action Plan Title: Mechatronics AAS and C1 Job Placement Rates

Desired Outcome:
1. 97% of MECH C1 and AAS graduates are employed in their field within a year of graduation or met an approved exemption.
2. All MECH C1 and AAS graduates will provide job placement information.

Description of Action Plan and Related Activities:
Job placement rates are tracked each year by the institutional research department. The Career Readiness Department works with local business and industry to establish relationships and encourage them to interview and hire our graduates.

Team Members: Director of Mechatronics and Mechatronics Instructors

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

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

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

Current Status: On schedule

Describe Progress:

2015-16
The desired outcomes were partially achieved.

1. Of the eight (8) 2013-14 AAS Mechatronics graduates surveyed, all 8 responded and were employed resulting in a job placement rate of 100%.

2. Of the 57 2013-14 C1 Mechatronics graduates surveyed, 56 responded, 20 were continuing their education, and 1 was enlisted in the military. 31 or the 35 placeable C1 graduates were employed resulting in a job placement rate of 89%.

Describe Needed Changes:

Changes to be made in 2016-17
In the coming year, the department will publish a list of companies that hire Mechatronics AAS graduates and distributes to all graduating students. The list will include names and information of hiring managers that the graduates may contact for available or potential jobs.

List of supporting Documentation: Job Placement 2013-14 Graduates Reported Spring 2016

Date of last update: 6/23/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Digital First   **Unit Head:** Tess Olten

Division: Academic Affairs

Statement of Purpose: In support of the college mission, Digital First Learning:

- Provides leadership to faculty in the use of emerging and mobile technologies.
- Responsible for faculty training in the use of instructional technology and methodology
- Responsibilities will also include working with faculty in online/hybrid course design, management of TN eCampus, management of the ITV system, and support of instructional technology in the classrooms

Reviewed: 8/22/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Digital First

Related Strategic Goal: 3.1: Motlow State Community College will monitor and improve the effectiveness of educational programs and services.

Action Plan #: DIFD-01

Action Plan Title: Faculty 5-Year Digital First Plans

Desired Outcome: The Digital First Dean will work with 100% of full-time faculty to develop an individualized 5-Year Digital First Plan by the end of Spring 2017.

Description of Action Plan and Related Activities:
The Digital First Dean will work with 100% of full-time faculty to develop an individualized 5-Year Digital First Plan. This may include online coursework as well as incorporating other instructional technology methods into the classroom to enhance student learning. The Deans and Assistant Deans will encourage faculty participation and support these efforts.

Team Members: Digital First Dean, Academic Deans and Assistant Deans will help support these efforts

Timeline: Fall 2016/Spring 2017

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

Evidence of Success: Documentation will show that 100% of full-time faculty will have an individualized 5-year Digital First Plan by Spring 2017.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below: As this is a new plan, there is no progress at this time.

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 07/30/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Digital First

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

Action Plan #: DIFD-02

Action Plan Title: Quality and student success in online courses

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

Description of Action Plan and Related Activities: Motlow State Community College will complete quality assurance surveys for all online courses on a 3-year rotational cycle. The pass rates of online courses will be compared to the pass rate of on-ground courses. Appropriate improvement actions will be taken if the success rate for online courses is not within 5% of the on-ground courses.

Team Members: Digital Dean and staff

Timeline: 2016-17 academic year

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

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

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 07-30-16

Motlow State Community College
Institutional Effectiveness Plan

Unit: Education   **Unit Head:** Sid Hill, Curriculum Chair

Division: Academic Affairs

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

Our mission is to:

- Empower students with the knowledge, skills, and insights that will allow them to pursue their career goals successfully;
- Provide a quality education for students seeking careers in areas of instruction and care to infants, toddlers, preschoolers, and elementary students;
- Provide unique avenues by which students can gain the skills and attitudes necessary to maintain lifelong health, fitness, and well-being;
- Develop and implement programs and pathways that benefit students as well as area employers; and
- Build the foundation for lifelong learners who will help build a society able to address the challenges of tomorrow.

Reviewed: 7/29/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Education

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: EDUC-01

Action Plan Title: NAEYC Accreditation

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

Description of Action Plan and Related Activities: The Education Department earned NAEYC accreditation with no conditions in spring 2015. A full-time Education instructor was appointed as Early Childhood Education coordinator. The coordinator works with department chair to provide annual reports and to monitor the program in order to maintain accreditation.

Team Members: Early Childhood Education coordinator and Education Department Chair

Timeline: Continuing

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

Evidence of Success: Communications from National Association for the Education of the Young Child (NAEYC) will show the Associate of Applied Science degree program in Early Childhood Education maintains its accreditation.

Current Status: On Schedule

Describe Progress:

Fall 2015-Spring 2016
The desired outcome was met. The Early Childhood Education coordinator wrote and the department reviewed the 2016 NAEYC annual report. It was submitted before the March 31, 2016 deadline. The following email confirmation that the report was received by NAEYC was sent to us April 1, 2016.

From: NAEYC Higher Education [highered@naeyc.org]
Sent: Friday, April 01, 2016 8:31 AM

To: Debra Simpson
Subject: Re: Annual report Motlow College

Hello,

Please allow this to serve as confirmation the 2016 annual report and fee were received. We will contact you if additional information is needed.

Thank you,

Higher Education Accreditation & Program Support

Phone: (800) 424-2460, ext. 8007

Fax: (202) 350-8799

Email: highered@naeyc.org

National Association for the Education of Young Children

1313 L Street NW, Suite 500, Washington DC 20005

NAEYC.org | Find us on Facebook and Twitter

Fall 2014-Spring 2015
The desired outcome was met. The site visit was successful and the ECED department received full accreditation with no conditions. The accreditation letter was received March 18, 2015.

Fall 2013-Spring 2014
The self-study report was submitted on time and was accepted for evaluation. The on-site evaluation will take place during September; we have not yet been notified of the date.

Fall 2012-Spring 2013
The application for the required self-study was submitted on December 14, 2012, and the self-study is currently underway. This process is now on schedule and moving forward. The complete application package is on file in the Education Department Office.

Fall 2011-Spring 2012

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

Describe Needed Changes:

Changes to be made in 2016-17
The college restructure will eliminate the position of Education Department Chair. A newly appointed Education Curriculum Chair along with the Early Childhood Education coordinator will continue to monitor accreditation updates, implement key assessments, review results and make evidence-based quality improvements. The annual report will be written and submitted in March 2017.

Changes made in 2015-16
Department chair and faculty will continue to implement key assessments, review results and make evidence-based quality improvements. The annual report will be written and submitted in March 2016.

List of Supporting Documentation: NAYEC email confirmation of receipt of Annual Report is included in document body

Date Last Updated: 6/21/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Education

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: EDUC-02

Action Title: General Education Assessment

Desired Outcome: HPE courses in the general education core will be assessed per the general education core assessment schedule and effectiveness standards will be met for each student learning outcome.

Description of Action Plan and Related Activities: HPE 2340, Wellness Perspectives and Lifestyles, will be assessed Fall Term 2015, according to the schedule.

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

Expected Student Learning Outcomes:

(1) Effectively developing an understanding of wellness that will be beneficial throughout life.
(2) Process the level of importance of how wellness shapes individuals, communities, and society.
(3) Assess the level of fitness of an individual.
(4) Becoming more of wellness in their daily choices.
(5) Determining behaviors that are considered risky lifestyle choices.
(6) Wellness promotion and have the knowledge to be advocates.

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

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

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

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

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

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was not met. A total of 75% of the students did not meet the incremental gain of 10% difference from pre-test to post-test. The HPE faculty re-evaluated the course syllabus prior to the academic year. Additionally, the instrument itself was reviewed and updated prior to the recent assessment to reflect new fitness/health information and the changing standards in the field as it becomes available. Apparently, these changes were not effective.

Assessment Results 2015-16

	Question	Pre-Test
	# Correct	Pre-Test
	% Correct	Post-Test
	# Correct	Post-Test
	% Correct	% Difference

SLO Assessed

Standard Achieved

	# Correct	% Correct	# Correct	% Correct	% Difference	SLO Assessed	Standard Achieved
Q1	221	94%	144	95%	0%	1,2,3,4	Yes
Q2	196	84%	122	80%	-3%	1,4	Yes
Q3	131	56%	100	66%	10%	1,2,4	No
Q4	212	91%	138	91%	0%	1,2,4	Yes
Q5	40	17%	46	30%	13%	1,2,3,4	No
Q6	121	52%	108	71%	19%	1,2,3,4	Yes
Q7	154	66%	116	76%	11%	1,2,3,4	Yes
Q8	129	55%	84	55%	0%	1,2,4	No
Q9	76	32%	35	23%	-9%	1,2,3	No
Q10	158	68%	118	78%	10%	1,2,4	Yes
# taking pre-test	234						
# taking post-test	152						

Improvements from Previous Cycle:

The previous improvement plan was to reevaluate the course syllabus. The course syllabus was reevaluated as required by the standard syllabus policy that can be found in the faculty handbook. http://www.mscc.edu/humanresources/policies/Academic/2100100_Course_Syllabi_and_Outline.pdf

The previous plan also included the review of the assessment tool. This tool was reviewed and the faculty agreed to shift from print version assessment to D2L assessment.

Assessment Results 2013-2014

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

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

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

Assessment Results 2011-2012

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

Question	Expected Student Learning Outcome
Pre-Test	

% Correct
Post-Test
% Correct
 % Difference

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

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

Assessment Results: 2009-2010

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

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

% Students	% Gain
19	10
34	20
6	30
13	40
6	>50
16	0
6	-10

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

 2   1,4   97%   100%   +3%

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

Describe Needed Changes:

Changes to be made in 2016-17
The current results were discussed with faculty and they recommend that in order to address the 4 items that did not meet effectiveness standards a refresher session be held prior to administering the post-test. Also, it was suggested that an extra credit incentive be given to increase student participation. Faculty have agreed to this and will use these strategies on the next assessment cycle.

Changes made in 2015-16

1. The course syllabus was reevaluated as required by the standard syllabus policy that can be found in the faculty handbook.

2. The previous plan also included the review of the assessment tool. This tool was reviewed and the faculty agreed to shift from print version assessment to D2L assessment.

List of Supporting Documentation:

- Fall 2015 HPE 2340 Use of Assessment Form
- Fall 2015 HPE 2340 pre/post-test results

Date Last Updated: 7/15/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Education

Related Strategic Goal: 4.2: Motlow State Community College will maintain a graduate job placement rate.

Action Plan #: EDuC-03

Action Title: Job Placement for Early Childhood Education (ECED) C1 & AAS Graduates

Desired Outcome:
1. 97% of ECED C1 and AAS graduates are employed in their field within a year of graduation or met an approved exemption.
2. All ECED C1 and AAS graduates will provide job placement information.

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

Timeline: July 1, 2015—June 30, 2016

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

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

Current Status: On Schedule

Describe Progress:

2015-16
Both desired outcome were achieved.

1. Of the 7 AAS Early Childhood Education 2013-14 Graduates, 2 were continuing education and 5 were employed in the early childhood education for a 100% job placement rate.

Of the 3 C1 Early Childhood Education 2013-14 Graduates, 1 was continuing education and 2 were employed in the early childhood education for a 100% job placement rate.

2. 100% of Early Childhood Education AAS and C1 graduates responded to the job placement survey.

2014-15
A list of alumni since 2013—present has been obtained from the Office of Research, Planning, and Communication. The Early Childhood faculty and Department Chair will begin to contact the alumni and record job placement data in the Spring of 2016.

Describe Needed Changes:

Changes to be made in 2016-17
The college restructure will eliminate the position of Education Department Chair. A newly appointed Education Curriculum Chair and Education faculty will continue to maintain and update contact information for our graduates so that job placement status can continued to be monitored. The Education Curriculum Chair will continue to collaborate with the Assessment Specialist and Office of Research in order to improve this process.

Changes made in 2015-16
A list of alumni since 2013—present has been obtained from the Office of Research, Planning, and Communication. The Early Childhood faculty and Department Chair will begin to contact the alumni and record job placement data in the Spring of 2016.

List of Supporting Documentation: Job Placement 2013-14 Graduates Reported Spring 2016

Date Last Updated: 6/21/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Education

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: EDUC-04

Action Title: PRAXIS Exit Exams

Desired Outcome: The desired outcome is for PRAXIS scores of graduating or transferring students to meet or exceed the current years' national mean, which includes reading, writing and math.

Description of Action Plan and Related Activities:
For the 2015-2025 funding cycle, PRAXIS scores affect QAF funding. Therefore, an annual assessment of the institutional scores compared to national averages are necessary to maintain full funding.

The Education Curriculum Chair will analyze data from PRAXIS results of AST graduates/transfer students on a yearly basis to determine if the desired outcome was met. Afterward, the Education Curriculum Chair will work with the Academic Assessment Specialist and Languages and Math Curriculum Chairs. Together, they will discuss areas needing improvements. Curriculum Chairs will meet with faculty to discuss changes needed. Faculty will make and implement improvements based on PRAXIS scores in addition to General Education Assessments that are currently in place.

Team Members: Education Curriculum Chair, Academic Assessment Specialist, Languages and Math Curriculum Chairs, and faculty

Timeline: Annually

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

Evidence of Success: The PRAXIS institutional mean will meet or exceed the national mean, which includes reading, writing and math scores.

Current Status: On Schedule

Describe Progress:

2015-2016

2015-2016 PRAXIS Comparative Mean Scores

Score Type	Reading (5712 Core)	Writing (5722 Core)	Math (5732 Core)	Mean
Institutional	162.08	156.52	140.30	**153.0**
National	172.89	164.18	152.84	**163.3**
Difference	**10.81**	**7.66**	**12.54**	**10.3**

The desired outcome was not met. 2015-2016 results show that Motlow's institutional mean does not meet or exceed the national mean in any subject.

Describe Needed Changes:

Changes to be made in 2016-17

3. The Education Curriculum Chair will work with the Academic Assessment Specialist and Languages and Math Curriculum Chairs to discuss improvements needed based on PRAXIS scores.

4. Education Curriculum Chair will need to follow up with Languages and Math Curriculum Chairs to document the changes faculty made to curriculum.

List of Supporting Documentation:

- 2015-16 PRAXIS Reading (5712 Core) Summary
- 2015-16 PRAXIS Writing (5722 Core) Summary
- 2015-16 PRAXIS Math (5732 Core) Summary

Date Last Updated: 9/22/2016

Motlow State Community College
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Unit: Education

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: EDUC-05

Action Plan Title: Teaching (AST) Academic Audit

Desired Outcomes: Discuss and plan changes needed to adhere to recommendations given by the Academic Audit Team

Action Plan:
During the 2015-2016 academic year, Motlow participated in the Academic Audit process for the Associate of Science and Teaching (AST) degree. The Education Curriculum Chair will follow the Academic Audit Action Plan to assess, create an action plan, implement the recommendations given by the Academic Audit Team, and assess changes.

Academic Audit Recommendation Action Plan
- 2016-2017: Discuss and plan changes needed to adhere to recommendations given by the Academic Audit Team (Current Desired outcome)
- 2017-2018: Accomplish initial implementation of recommendations and record data
- 2018-2019: Fully implement and assess
- 2019-2020: Use assessments to make improvements and continue to assess

Teaching (AST) Academic Audit Team Recommendations
6. The team recommends that the current Teaching and Technology course (EDU 1120) be replaced by an introduction to education course; this introductory course should covers topics including, but not limited to, educational terminology, education history, philosophy, matters of the law and ethics, diversity, education reforms, understanding curriculum, and academic standards.
7. The team recommends the A.S.T. program at Motlow adopt outcomes and/or course objectives for each education course as agreed upon by the ASTk5 collaborative among TN community colleges.
8. The team recommends the A.S.T. program at Motlow be redesigned to come into alignment with the 2+2 programs at partnering universities.
9. For the professional development of students, the team recommends the establishment of a profession development organization like STEA or PET.
10. The team recommends that courses and course materials support the InTASC core teaching standards, which are necessary for student achievement for all grade levels and subject areas.

11. The team recommends that faculty in the disciplines in which students are required to take a Praxis take the Praxis Core Academic Skills Test for Teachers in their respective area (math, writing, and reading).
12. The team recommends that the student be advised to take the Praxis only after successful completion of ENGL 1010 and ENGL 1020, Math 1410 and 1420, and Educational Psychology.
13. The team recommends a dedicated laboratory/model classroom be designed for student use.
14. The team recommends that a formalized placement program for classroom observation within the school system be created, and classroom contact hours within all courses be increased; a minimum of thirty (30) hours of observation across the courses is recommended.
15. The team recommends exploring the feasibility of establishing within the five-year plan for quality improvement a structured approach for evaluating initiatives, prioritizing and implementing actions to achieve the goals established.

16. The team recommends establishing clarity of program integrity, purpose, and record in all AST syllabi and publications.

Team Members: Education Curriculum Chair, VPAA, VP of Quality Assurance and Performance Funding, College Academic Audit Coordinator, Faculty Academic Audit Coordinator, Academic Assessment Specialist, and faculty

Timeline: June 30, 2017

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

Evidence of Success:
3. Documented discussions and action plan for implementing recommendations

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcomes for this initiative were partially achieved.

2. Due to the college undergoing restructuring to improve the effectiveness of programs, departments, and divisions, this process is behind schedule.
3. The Academic Audit report for the required audit of the Associate of Science and Teaching (AST) shows of the 22 standards: 4 were emerging, 12 were established and 6 were highly developed. With a number of standards assessed as emerging, the second desired outcome was partially achieved.

4. Recommendations were made for the AST program and the Biology department and changes based upon those recommendations will implemented for the fall 2016 semester. Meetings are scheduled for summer 2016 to develop action plans to make recommended improvements.

Describe Needed Changes:

Changes to be made in 2016-17. The college is undergoing a restructuring to improve the effectiveness of programs, departments, and divisions. To this end, a Curriculum Chair will be appointed for each department. The Education Curriculum Chair will continue to work with faculty to implement changes in the program and address recommendations listed in the academic audits.

In an effort to improve the AST program, a departmental meeting to address recommendations from the audit will occur in August of 2016. After the academic audit, the Education Chair and Academic Assessment Specialist met with the Tennessee Tech University and other community colleges in the 2+2 program to discuss methods to improve the program and to address deficits addressed in the TBR academic audit. Based upon the recommendations, it was determined that the AST department would begin evaluating the newly devised programmatic outcomes in spring of 2016, continue to improve communications between Motlow and Tennessee Tech University, redesign the EDU 1120 course, and incorporate materials that support the InTASC core teaching standards.

Changes made in 2015-16
 In 2015-16 MSCC will conduct a THEC required audit of the Associate Science Degree in Teaching.

List of Supporting Documentation:
- 2015-2020 Academic Audit Schedule
- AST Self Study Report
- AST Academic Audit Rubric
- AST Academic Audit Report
- All MSCC Academic Audit reports are available online at www.mscc.edu/rpc

Date Last Updated: 9/29/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Humanities   **Unit Head:** Nancy Dodson, Curriculum Chair

Division: Academic Affairs

Statement of Purpose:

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

Reviewed: 8/22/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Humanities

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: HUMA-01

Action Plan Title: Student Success in Online Courses

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

Description of Action Plan and Related Activities:

1.) The faculty and the department chair will continue to review student performance data from online and conventional courses.
2.) A set of best practices for online courses will be established by the department and disseminated to all faculty in the department
3.) A curriculum handbook will be created for ARTA 1030, SPCH 1010, and THEA 1030.
4.) Faculty meeting will occur at the end of each semester to provide assistance in learning how to implement best practices and modify curriculum to ensure that online courses meet or exceed the desired effectiveness standard.

Team Members: Department Chair and full-time faculty

Timeline: Spring 2016 semester (implementation)

Est. Cost: $0.00   **Budgeted:** Included in current budget

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

Current Status: Behind Schedule

Describe Progress:

Fall 2015-Spring 2016

The desired outcome was partially met. Three of the four action plans were implemented. The curriculum handbook for THEA 1030 was not created. The best practices for online courses have been created but has not been disseminated to the faculty yet.

Course/Method	Fall 2015			Spring 2016		
	Pass	Fail	Withdraw	Pass	Fail	Withdraw
ARTA 1030						
Conv.	87%	9%	5%	79%	13%	8%
Online	86%	7%	7%	89%	9%	2%
SPCH 1010						
Conv.	88%	7%	5%	85%	11%	4%
Online	62%	29%	10%	90%	10%	11%
THEA 1030						
Conv.	87%	11%	2%	86%	12%	3%
Online	92%	4%	4%	87%	9%	4%

Fall 2014-Spring 2015

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

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

 Student success rates in these courses were as follows:

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

Describe Needed Changes:

Changes to be made in 2016-17

1. The college restructure will eliminate the position of Humanities Department Chair. A newly appointed Humanities Curriculum Chair along with Humanities faculty will continue to monitor and improve the quality of Humanities online course offerings.

2. THEA 1030 curriculum handbook will be developed and placed on the web site. The list of best practices for online courses will be distributed to the faculty teaching online sections.

Changes made in 2015-16

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

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

which resulted in an equal passing rate of 89%

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

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

List of Supporting Documentation:
- Best Practices for Online Courses
- Summary of Course Completion Rates by Method by Discipline

Date Last Updated: 6/23/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Humanities

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.
Action Plan #: HUMA-02

Action Plan Title: General Education Assessment

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

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

Team Members: Department Chair and full time faculty
Timeline: General education courses are on a two-year rotating schedule. Upcoming AY schedule is:

Semester	Course	Type
Fall 2016	ARTA 1030	pre-test/post-test - online
Fall 2016	SPCH 1010	rubric - online
Spring 2017	SPCH 1010	rubric - online
Spring 2017	THEA 1030	pre-test/post-test - online

Est. Cost: $0

                                          Budgeted: Included in current budget
Evidence of Success: Use of Assessment forms will indicated if the Humanities general education courses met or exceeded effectiveness standards.

Current Status: On Schedule

Describe Progress:
Fall 2015-Spring 2016
The desired outcomes were partially met.
The following table shows the GE Humanities courses assessed during 2015-2016 academic year. Specific data pertaining to each general education course can be located on the Use of Assessment Form.

Course	Semester Assessed	Results	Use of Results
MUSA 1030	Fall 2015	18 of 20 effectiveness standards were met	Chair met with Music faculty to review results. In Fall 2016, faculty will revise effectiveness standards and pre-/post-test questions.
SPCH 1010	Fall 2015	7 of 9 effectiveness standards were met	Chair met with Speech faculty to review results. By Dec. 2016, faculty will develop an instructional bank for faculty, D2L links for students to videos on non-verbal delivery, and updated rubric; conduct assessment again in Fall 2016
SPCH 1010	Spring 2016	5 of 9 effectiveness standards were met	Chair met with Speech faculty to review results. Actions to be taken by Dec. 2016 include changing rubric criteria from "excellent or good" to "meets or exceed" and developing a resource bank of example speeches would be created for faculty to use in their course at their discretion. The videos will provide examples of high quality speeches.
THEA 1030	Spring 2016	12 of 20 effectiveness standards were met	Chair met with Theatre faculty to review results. Actions to be taken by Dec. 2016 include developing a resource bank for faculty to use at their discretion to assist students in understanding theatre design, terms, and processes; revising pre/post-test to better align with the course and student learning outcomes; developing THEA 1030 Curriculum Handbook.

In 2015-16, the Languages faculty and chair made the following improvements:

- ARTA 1030 curriculum handbook was developed and put on Humanities web site.
- MUSA 1030 curriculum handbook was developed and put on Humanities web site.

Fall 2014-Spring 2015
The desired outcomes were partially met.

Course	Semester Assessed	Results	Use of Results
SPCH 1010	Fall 2014	All effectiveness standards were met.	Planned changes were deferred to Fall 15 due to implementation of a Speech curriculum handbook.
ARTA 1030	Fall 2014	All but one effectiveness standard was met.	ARTA 1030 Curriculum Handbook will be developed and put on Humanities web site. Effectiveness standards will be rewritten.
SPCH 1010	Spring 2015	All effectiveness standards were met.	The effectiveness standards will be raised from 70% to 80%, as well as implement and assess the

effectiveness of the curriculum handbook. A change in the rubric to better align with student learning outcomes occurred.

THEA 1030   Spring 2015   Only 2 of 20 effectiveness standards were met.
          Faculty will participate in mandatory professional development meeting and best practices will be developed for faculty to use. A curriculum handbook will be created and placed online. An adjunct contact system will be implemented to improve departmental and curriculum communication. Changes to the pre/post-test will be made and assessed in Spring 16.

Describe Needed Changes:

Changes to be made in 2016-17
1. The college restructure will eliminate the position of Humanities Department Chair. A newly appointed Humanities Curriculum Chair along with Humanities faculty will continue to assess GE Humanities courses, analyze and use the results to make improvements to increase the student learning outcome achievement.
2. Changes scheduled for Humanities GE course improvement or assessment improvements for Fall 2016 or Spring 2017 will be completed by Curriculum Chair and faculty as scheduled.

List Supporting Documentation:
- 2015-16 General Education Use of Assessment Documents are hyperlinked in body of IE Plan
- All General Education Use of Assessment Documents available online at www.mscc.edu/academic_affairs/assessment.aspx
- ARTA 1030 Curriculum Handbook
- MUSA 1030 Curriculum Handbook
- SPCH 1010 Curriculum Handbook

Date Last Updated: 7/15/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Languages   **Unit Head:** Meagan McManus

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:

- For students who are required to complete the Learning Support Program in reading and writing because of ACT scores or placement examination scores, the Learning Support Program will raise students' skills to a level commensurate with or surpassing the skills of students who are not required to enroll in Learning Support.
- Freshman composition courses will prepare students for writing and reading assignments that they will encounter throughout their college experience. Basic communication skills are vital in today's marketplace as well, so when we build these skills for college success, we are also building lifetime personal and professional skills.
- The study of literature will expose students to various ways of thinking about human experience, historically and culturally. It will also contribute to our students' abilities to analyze and discuss written material.
- For Associate of Arts students who are required to complete a foreign language or for those students who opt to complete a foreign language for elective credit, the study of a foreign language will help expand students' knowledge of another culture and prepare that student for life in our global economy.

Reviewed: 8/22/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Languages

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: LANG-01

Action Plan Title: General Education Assessment

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

Description of Action Plan and Related Activities: English discipline courses will be assessed per the following timeline:

Semester	Course	Type
Fall 2016	ENGL 1010	rubric - online
Fall 2016	ENGL 1020	rubric - online
Spring 2017	ENGL 1010	rubric - online
Spring 2017	ENGL 1020	rubric - online

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

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

Team Members: All ENGL Faculty

Timeline: Annually

Est. Cost: $0   **Budgeted:** no funding needed

Evidence of Success: General Education Use of Assessment Results reports will show that Languages General Education courses were assessed on at least a two-year rotating basis and meet or exceed effectiveness standards.

Current Status: On Schedule

Describe Progress:

2015-16

The desired outcomes were partially achieved. All General Education Languages courses were

assessed on schedule but as summarized in the table below. However, all effectiveness standards were not met.

The following table shows the GE Languages courses assessed during 2015-2016 academic year. Specific data pertaining to each general education course can be located on the Use of Assessment Form.

COURSE	SEMESTER ASSESSED	EFFECTIVENESS STANDARD ACHIEVED	USE OF ASSESSMENT RESULTS PLANS FOR IMPROVEMENT
ENGL 1010	S16	Partially Met – 1 of 7 standards met	An instructional video on grammar usage was be created in 2015-16. It will be available for instructors to place on their individual D2L course pages after captions are added in fall 2016.
ENGL 1020	S16	Partially Met – 6 of 7 standards met	An instructional video on grammar usage was be created in 2015-16. It will be available for instructors to place on their individual D2L course pages after captions are added in fall 2016.
ENGL 2130	S16	Met	By Dec. 2016, faculty and chair will:

- increase effectiveness standard to 75%, revise student learning outcomes
- provide instructional resources in the form of exemplary essays to faculty and students

COURSE	SEMESTER	STANDARD	PLANS
ENGL 2230	S16	Met	By Dec. 2016, faculty and chair will:

- increase effectiveness standard to 75%, revise student learning outcomes
- provide instructional resources in the form of exemplary essays to faculty and students

In 2015-16, the Languages faculty and chair made the following improvements:

- A departmental curriculum handbook was also created and posted to the college's website for faculty to use in ENGL 1010, ENGL 1020, ENGL and 2130.
- An ad-hoc committee was formed to research and identify best practices for ENGL 1010 and 1020. The best practices were developed, shared with English faculty and made available on the Languages web site.
- Faculty reviewed student learning outcomes for all general education English courses. For more reliable and useful data, faculty revised grading rubric and learning outcomes in ENGL 2130 and ENGL 2230.
- Beginning in fall 2015, Writing Centers were open for extended hours at all campuses.

2014-15

The desired outcome was partially achieved. All General Education Languages courses were assessed on schedule but as summarized in the table below not all effectiveness standards were met.

COURSE	SEMESTER ASSESSED	EFFECTIVENESS STANDARD ACHIEVED	USE OF ASSESSMENT RESULTS PLANS FOR IMPROVEMENT
ENGL 1010	F14	Partially Met	Faculty will being to develop on best practices list.
ENGL 1010	S15	Partially Met	Best practices will developed and shared with English faculty on the Languages web site.
ENGL 1020	S15	Met	Best practices will developed and shared with English faculty on the Languages web site.
ENGL 2130	S14	Partially Met	For more reliable and useful data, faculty will revise grading rubric and learning outcomes.

ENGL 2230   S14   Partially Met   For more reliable and useful data, faculty will revise grading rubric and learning outcomes.

Describe Needed Changes:

Changes to be made in 2016-17

3. The college restructure will eliminate the position of Languages Department Chair. A newly appointed Languages Curriculum Chair along with English faculty will work to ensure all general education English courses are regularly assessed and use the assessments to identify and implement improvements.
4. The ENGL discipline had been assessing ENGL 1010 each semester in order to complete a report required by TBR. This report is no longer required. Therefore, the discipline will assess ENGL 1010 once per year. This once-per-year schedule will now also apply to all four of our highest enrollment courses: 1010, 1020, 2130, and 2230.
5. Changes scheduled for Languages GE course improvement or assessment improvements for Fall 2016 or Spring 2017 will be completed by Curriculum Chair and faculty as scheduled.

List of Supporting Documentation:

- 2015-16 General Education Use of Assessment Documents are hyperlinked in body of IE Plan
- All General Education Use of Assessment Documents available online at www.mscc.edu/academic_affairs/assessment.aspx
- ENGL 2130 Rubric S14 (old)
- ENGL 2130 Rubric S16 (new)
- ENGL 2230 Rubric S14 (old)
- ENGL 2230 Rubric S16 (new)
- English Best Practices for ENGL 1010 and 1020
- English Curriculum Handbook

Date Last Updated: 6/23/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Languages

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: LANG-02

Action Plan Title: Student Success in Online Courses

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

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

Team Members: Department Chair and full-time faculty

Timeline: Spring 2016 semester (implementation)

Est. Cost: $0.00   **Budgeted:** Included in current budget

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

Current Status: On Schedule

Describe Progress:

Fall 2015-Spring 2016
The desired outcome for this initiative was partially achieved. Based upon the fall 2015 data, ENGL 1010 and ENGL 1020 exceeded the 5% vacillation between students' success in online versus conventional courses.

During the spring 2016 semester, all but one course, ENGL 1020, fell within the desired outcome. It was determined that the department will use instructional video and resources to increase student performance on learning outcomes and pass rates. Writing samples and

supplemental resources addressing common writing mistakes will be included in the ENGL 1010 and ENGL 1020 course. These resources will be available on D2L and given to students at the teacher's discretion.

The department successfully completed all but one of the stated action plans from 2014 and 2015. Between 2014 and 2016, the department completed as set of best practices, which are on the department's website. The department also participated in a 2014 Tennessee Board of Regents audit; however, the department did not complete a document highlighting best practices for online courses. This action plan is being completed during the summer of 2016.

Course/Method	Fall 2015			Spring 2016		
	Pass %	Fail %	Withdraw %	Pass %	Fail %	Withdraw %
ENGL 1010						
Conv	84	13	3	70	6	4
Online	90	9	1	75	25	0
ENGL 1020						
Conv	79	12	9	83	13	6
Online	86	8	6	76	19	5
ENGL 2130						
Conv.	91	6	3	87	9	4
Online	89	6	5	82	10	5
ENGL 2230						
Conv.	91	5	4	97	1	2
Online	87	10	3	96	4	0

Fall 2014-Spring 2015
The department is currently meeting its goal of less than a 6% difference in student success as determined by final grades between its conventional and online courses in all courses. The desired outcome was achieved.

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

Student success rates in these courses were as follows:

Course/Method	Fall 2014			Spring 2015		
	Pass	Fail	Withdraw	Pass	Fail	Withdraw
ENGL 1010						
Conv	89%	8%	3%	81%	14%	5%
Online	94%	5%	1%	81%	10%	8%
ENGL 1020						
Conv	79%	8%	10%	90%	7%	3%
Online	77%	17%	6%	85%	9%	5%
ENGL 2130						

Conv.	90%	3%	7%	91%	4%	5%
Online	85%	9%	6%	92%	4%	4%
ENGL 2330						
Conv.	90%	3%	7%	97%	2%	1%
Online	86%	7%	7%	92%	4%	4%

Describe Needed Changes:

Changes to be made in 2016-17
The college restructure will eliminate the position of Languages Department Chair. A newly appointed Languages Curriculum Chair will continue to create and locate instructional resources to aide in classroom and online instruction. The department will also create best practices for English online courses during the summer of 2016.

 Changes made in 2015-16
 In order to ensure continued consistency of student success between conventional and online courses, the department faculty will create and implement a set of Best Practices for Online Courses by the beginning of Spring 2016. These Best Practices will reflect our existing Best Practices for Conventional Courses (available here: http://www.mscc.edu/languages/ENGLBestPractices.pdf) but will modify these to reflect the unique requirements or web-based instruction.

List of Supporting Documentation: Summary of Course Completion Rates by Method by Discipline

Date Last Updated: 6/23/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Humanities

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: LANG-03

Action Plan Title: First Year Experience Course

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

Description of Action Plan and Related Activities: The First Year Experience Course is designed to empower students to reach their educational and career goals. Students will become familiar with college resources, policies, and procedures while also improving their time management, study, research, and technology skills. Collaborative learning opportunities are designed to improve critical thinking, problem solving, and reading comprehension abilities.
1.) To achieve the desired outcomes, the department chair and faculty will develop an assessment instrument for the course in fall 2016 and pilot the instrument in spring 2017 to identify a baseline and develop a desired outcome for future course assessment.
2.) The faculty and the department chair will meet at the end of the semester to examine student performance and create specific effectiveness standards for the course.
3.) Changes in the assessment instrument will be made based upon the updated effectiveness standards.
4.) The faculty and the department chair will meet at the end of semester to continue to review effectiveness standards, student learning outcomes, and any changes in the curriculum and assessment instrument.

Team Members: Languages Curriculum Chair and full time faculty

Timeline: To complete by June 30, 2017
Est. Cost: $0

Budgeted: Included in current budget

Evidence of Success: The finalized assessment tool, pilot data, and a measurable desired outcome will provide evidence of success for the 2016-17 desired outcome.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 9/7/2016

Motlow State Community College
Institutional Effectiveness Plan
Unit: Math Curriculum & Learning Support **Unit Head:** Brian Mitchell

Division: Academic Affairs

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

Reviewed: 7/25/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Math Curriculum & Learning Support

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: MALS-01

Action Plan Title: Learning Support Student Success

Desired Outcome: The desired outcome for co-requisites are as follows:

Developmental Course	Co-Requisite Pass Rate	Developmental Pass Rate		Co-Requisite Course Combined Co-Requisite Pass Rate	
ENGL 0810	80%	ENGL 1010	80%	80%	
READ 0810	75%	MSCC 1300	75%	75%	
MATH 0810	70%	Any college level MATH		70%	70%
READ 0810	75%	ENGL 1010*	75%	75%	

*Although READ 0810/ENGL 1010 are not co-requisites, tracking students' success of taking these courses in the same term will provide a greater perspective to areas that are working effectively or need improvements.

Prior to 2016-17:
Prior to 2016-17, two IEs (ACAF-05 & LGAF-05) tracked Learning Support Student Success. Merging similar IEs will allow team members to be consistent and efficient across all Learning Support areas.

ACAF-05: 80% of the Learning Support students who take the ENGL 0810/ENGL 1010 co-requisite model course will complete both the ENGL 0810 competencies and the ENGL 1010 college-level course successfully in one semester.

LGAF-05: At least 60% of the students enrolled in READ 810 or ENGL 810 will pass ENGL 1010 the same semester they are enrolled in the Learning Support course.

Prior to 2015, our goal was that 72% of students attempting the Learning Support Program reading and writing courses will successfully complete the program with an A-C grade.

Description of Action Plan and Related Activities:

The Learning Support team (faculty, staff, and administrators) has created Best Practices memos that compile successful teaching strategies determined by the faculty. The faculty also piloted the co-requisite model for both ENGL 810 and READ 810 in Fall 2014. Our Best Practices reflect the experiences of those pilots. The co-requisite model was fully implemented in Fall 2015 with the addition of MATH 0810 and continues to be implemented in all Learning Support courses.

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

Timeline: Review annually

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

Evidence of Success: Banner data will show:
- ENGL 0810/ENGL 1010 Co-Requisites: At least 80% of the students enrolled in the ENGL 0810/1010 co-requisite will complete both courses successfully.

- READ 0810/MSCC 1300 Co-Requisites: At least 75% of the students enrolled in the READ 0810/MSCC 1300 co-requisite will complete both courses successfully.

- MATH 0810/Any College Level MATH Co-Requisites: At least 70% of the students enrolled in the MATH 0810/Any College Level MATH co-requisite will complete both courses successfully.

- READ 0810/ENGL 1010: At least 75% of students enrolled in READ 0810 will pass ENGL 1010 the same semester they are enrolled in the Learning Support course.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Prior to the merge of ACAF-05 & LGAF-05 IEs:

2015-16
ACAF-05

Freshmen Cohort Beginning Term ENGL 1010	Total Freshmen	Developmental Writing Enrolled		English 1010* Passed		Enrolled^		% ENGL 810 Students Passed		Passing
		#	%	#	%	#	%	%		
F11	1263	390	31%	258	66%	168	43%	132	79%	34%

F12	1097	309	28%	193	62%	126	41%	101	80%	33%
F13	1185	310	26%	191	62%	124	40%	92	74%	30%
F14	1134	276	24%	204	74%	101	37%	86	85%	31%
F11-F14 Average	**1170**	**321**	**27%**	**212**	**66%**	**130**		**40%**	**103**	**80%**	**32%**
F15 (Co-req)	**1960**	**482**	**25%**	**348**	**72%**	**482**	**100%**	**372**	**77%**	**77%**

The desired outcome of this initiative was not fully achieved but great student success improvements were made over previous years when the pre-requisite model was used.

In fall 2015, the co-requisite model for ENGL 0810 went into full implementation. This ensured that 100% of students taking developmental writing would be required to take ENGL 1010 during the same semester. The co-requisite model did not only have a positive significant impact on students enrolling in English 1010 but also proved to have a significant impact on student learning. Prior to the co-requisite model, only 31% of the 2014 freshman cohort group enrolled in learning support writing successfully passed English 1010 the subsequent semester. Although the desired outcome for student success in ENGL 1010 was not successfully met, data indicated that there was a 45% increase in student success from 2014 to 2015. It was determined that the changes to the previous model were effective.

LGAF-05
Upon analyzing data, it was determined that the desired outcome for this initiative was achieved.
In fall 15, the complete implementation of the co-requisite model of ENGL 810 and ENGL 1010 occurred. The co-requisite course for READ 810 is MSCC 1300 but many READ 810 students are also enrolled in ENGL 810 and ENGL 1010. This co-requisite model showed dramatic improvements over the previous method. One drastic difference was the number of students enrolled in ENGL 1010.
The co-requisite model had a dramatic impact on READ 810 and ENGL 810 students' performance and completion in ENGL 1010.

- The F15 ENGL 1010 completion rate of READ 810 enrollees was 63% which is up from the four-year average rate of 34%.
- The F15 ENGL 1010 completion rate of ENGL 810 enrollees was 77% which is up from the four-year average rate of 32%.

Freshmen Cohort Beginning Term	READ 810 Total Freshmen		Enrolled		English 1010* Passed		Enrolled^			% of READ 810 Enrollees Passed	Passing ENGL 1010
	#	%	#	%	#	%	#	%	%	%	
F11	1,263	371	29%	279	75%	159	43%	124	78%	33%	
F12	1,097	284	26%	219	77%	126	44%	96	76%	34%	
F13	1,185	283	24%	216	76%	129	46%	99	77%	35%	
F14	1,134	253	22%	201	79%	99	39%	81	82%	32%	
F11-F14 Average			1,170	298	25%	229	77%	128	43%	100	78%	**34%**
F15 (Co-req.)	1,960	515	26%	428	83%	414	80%	322	78%	**63%**	

Freshmen Cohort Beginning Term	ENGL 810 Total Freshmen	Enrolled		Passed		English 1010 Enrolled^		Passed		% of ENGL 810 Enrollees Passing ENGL 1010
	#	#	%	#	%	#	%	#	%	%
F11	1,263	390	31%	258	66%	168	43%	132	79%	34%
F12	1,097	309	28%	193	62%	126	41%	101	80%	33%
F13	1,185	310	26%	191	62%	124	40%	92	74%	30%
F14	1,134	276	24%	204	74%	101	37%	86	85%	31%
F11-F14 Average	1,170	321	27%	212	66%	130	40%	103	80%	32%
F15 (Co-req.)	1,960	482	25%	348	72%	482	100%	372	77%	77%

Data not in a previous IE

The analysis of the data below shows a significant improvement **(50% increase)** of students passing college level math when taking MATH 0810 and any college level MATH course as a co-requisite.

Freshmen Cohort Beginning Term Coll Math	MATH 0810 Total Freshmen	Enrolled		Passed		Any College-Level Math* Enrolled^		Passed		% of LS Enrollees Passing
	#	#	%	#	%	#	%	#	%	%
F11	1263	870	69%	587	67%	207	24%	144	70%	17%
F12	1097	656	60%	428	65%	177	27%	135	76%	21%
F13	1185	745	63%	407	55%	145	19%	107	74%	14%
F14	1134	648	57%	399	62%	155	24%	108	70%	17%
F11-F14 Avg	1170	730	62%	455	62%	171	24%	124	72%	17%
F15 (Co-req)	1960	339	17%	228	67%	332	98%	228	69%	67%

* Tracking consecutive semester, first attempt only

2014-15

ACAF-05

The desired outcomes were met.

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

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

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

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

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

LGAF-05
Our desired outcome was not achieved. The completion rates in each course fell roughly 3% short of our benchmark of 72% completion.

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

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

Describe Needed Changes:

Changes to be made in 2016-17
The college restructures will eliminate the position of Education Department Chair. A newly appointed Director of Learning Support and Math and Languages Curriculum Chairs along with Math and English faculty will review the success of this program and align specific activities in READ 0810, ENGL 0810, and MATH 0810 with specific learning objectives and activities expected in MSCC 1300, ENGL 1010, and any college level math respectively.

Changes made in 2015-16

ACAF-05

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

LGAF-05

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

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

READ 0810/ENGL 1010	#	%
Students included in Pilot	39	
Earned a D or better in ENGL 1010	33	85%
Earned a C or better in ENGL 1010	30	77%
Received ENGL 0810 competencies but did not successfully complete ENGL 1010	1	3%

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

List of Supporting Documentation: Data shown in document body was extracted from Summary of Progression of Learning Support Students to College-Level

Date Last Updated: 9/1/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Academic Affairs

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: MALS-02

Action Plan Title: Student Satisfaction with Math Labs

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

Description of Action Plan and Related Activities:
1) VPAA will work with Director of Institutional Effectiveness and Research to gauge student satisfaction with math labs. Questions will be developed and added to the annual Student Satisfaction with Services Survey.

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

Team Members: VPAA and the Director of Institutional Effectiveness and Research

Timeline: Complete by June 2016.

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

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-16 Data on Student Satisfaction with the Math Labs:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Responses
Math Lab	54.9 %				
62	**37.2 %**				
42	**7.1 %**				
8	**0.9 %**				
1		113			

The desired outcome for this initiative was successfully met. In fall 2015, Motlow College worked with each campus to provide Math labs at each campus site. Math Labs will be offered each fall and spring semester, with limited availability during the summer semesters.

Based upon the data, 92.1% of the students surveyed stated that they were either "very satisfied" or "satisfied" with the Math labs. It was determined that an effectiveness standard for students being "very satisfied" or "satisfied" would be set at 92% for the 2016-2017 academic year.

Baseline Satisfaction is established for Math Labs at 92%.

The new desired outcome for 2016-17 will be to exceed baseline satisfaction with Math Labs by 1%.

Describe Needed Changes:

Changes to be made in 2016-17

3. The new desired outcome for 2016-17 will be to exceed baseline satisfaction with Math Labs by 1%.
4. Due to limited funding and staff, the college was unable to offer extended lab hours for two campus sites. In an effort to increase academic support to the students, the Chief Academic Officer is devising a plan to increase the number of hours the labs are available at each campus site. The Academic Chief Officer will continue to evaluate students' satisfaction with the labs and provide changes based upon data.
5. The college restructuring will move this IE plan to the newly established position of Math Curriculum Chair and Director Learning Support in 2016-17.

List of Supporting Documentation:
- Spring 2016 Student Satisfaction Survey Results
- Spring 2016 Student Satisfaction Survey Comments on Math Lab

Date Last Updated: 8/30/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017
Assessing Year: July 1, 2015 – June 30, 2016

Unit: Mathematics

Action Plan #: MALS-03

Action Plan Title: General Education Assessment

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

Description of Action Plan and Related Activities:
1) Prior to each assessment, full-time faculty reevaluate the various testing instruments to ensure that all questions relate to student learning outcomes and course content to be covered.
2) Department Chair meets with faculty members involved in assessment each semester to explain the assessment process.
3) Any changes needed are implemented and the assessment are given to students; after which, test are administered to students.
4) Course results are compiled by the department chair, who notes if the effectiveness standards are met or not met.
5) Assessment results are discussed with faculty members.
6) Faculty in each discipline discuss curriculum changes and other changes for student learning outcomes that do not meet the effectiveness standards.
7) Possible solutions are incorporated into courses not meeting standards.

Team Members: Department Chair and Full time faculty

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

Est. Cost: none

                                      Budgeted: Included in current budget

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

Current Status: On Schedule

Describe Progress:

Fall 2015-Spring 2016

The desired outcomes were partially met.
The following table shows the GE Math courses assessed during 2015-2016 academic year. Specific data pertaining to each general education course can be located on the Use of Assessment Form.

Course	Semester Assessed	Results	Use of Results
MATH 1530	Spring 2016	Effectiveness standards were partially met. It was decided that an instructional shell for unmet effectiveness standards would be placed in D2L for faculty to use at their discretion. The faculty chair will also provide a professional development opportunity for adjunct faculty to learn about MyMath Lab.	
MATH 1010	Spring 2016	Effectiveness standards were partially met. A video was created to specifically address low performance on students learning outcomes. The video is available for faculty to use as an instructional tool at their discretion. Also, the faculty chair will provide a professional development opportunity for adjunct faculty to learn about WebAssign.	
MATH 1910	Fall 2015	All effectiveness standards were met. It was determined that the math full-time faculty would revise specific questions on the pre/post-test to specifically align with the designated learning outcomes.	
MATH 1530	Fall 2015	Effectiveness standards were partially met. Changes were deferred to the spring.	

Describe Needed Changes:

Changes to be made in 2016-17

3. The college restructure will eliminate the position of Math Department Chair. A newly appointed Math Curriculum Chair along with faculty will continue to assess GE Math courses, analyze and use the results to make improvements to increase the student learning outcome achievement.

4. Changes scheduled for Math GE course improvement or assessment improvements for Fall 2016 or Spring 2017 will be completed by Curriculum Chair and faculty as scheduled.

List Supporting Documentation:

- 2015-16 General Education Use of Assessment Documents are hyperlinked in body of IE Plan
- All General Education Use of Assessment Documents available online at www.mscc.edu/academic_affairs/assessment.aspx

Date Last Updated: 6/24/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017
Assessing Year: July 1, 2015 – June 30, 2016

Unit: Mathematics

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

Action Plan #: MALS-04

Action Plan Title: Student Success in Online Courses

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

Description of Action Plan and Related Activities:
There are currently six online mathematics courses offered by Motlow State Community College. They are:

Taught Every Semester
MATH 0810 – Learning Support Mathematics
MATH 1003 – Intermediate Algebra
MATH 1530 – Probability and Statistics
Taught Every Fall Semester
MATH 1630 – Finite Mathematics
MATH 1710 – College Algebra
Taught Every Spring Semester
MATH 1830 – Business Calculus

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

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

Team Members: MSCC Mathematics Department Faculty

Timeline: June 30, 2016

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

Evidence of Success: ARGOS report will show that students who took their mathematics course online compared to students who took the same course on ground.
1. The success rate of students who are taking online courses will be at least 50% or will increase over the previous year.
2. The students will succeed in their online mathematics course will be comparable to students who took the same class as an on-ground class.

Current Status: Behind Schedule

Describe Progress Below:

Fall 2016-Spring 2017

The outcome of at least 50% of the students passing has been met by all the courses. The best. The smallest success rate was 69%, which is far above the percentage needed.

Describe Needed Changes:

Changes to be made in 2016-17
None of the online classes have been compatible with the on-ground courses. To help the online students to succeed more, videos will be produced of the teacher explaining the concepts and working problems from the course. These videos will be produced in MATH 1530 first, to see if this is a viable solution to help students pass the course. MATH 1530 was chosen because it had the lowest success rate of all the three courses. The timeline suggests that the videos will be up and running for the Spring 2017 semester.

List of Supporting Documentation: Summary of Course Completion Rates by Method by Discipline

Date Last Updated: 6/25/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Natural Science   **Unit Head:** Natural Science Curriculum Chair

Division: Academic Affairs

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

Reviewed: 7/15/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Natural Science

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #:: NASC-01

Action Title: General Education Assessment

Desired Outcome: Natural Science general education core course assessments will meet or exceed defined effectiveness standards.

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

Team Members: Department Chair and FT Faculty

Timeline: Two Year Rotating Schedule

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

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

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

 Current Status: On Schedule

Describe Progress:

Fall 2015-Spring 2016
The desired outcomes were partially met.

The following table shows the GE Humanities courses assessed during 2015-2016 academic year. Specific data pertaining to each general education course can be located on the Use of Assessment Form.

Course	Semester Assessed	Results	Use of Results
CHEM 1110	Fall 2015	Effectiveness standards were partially met. Thirteen out of the fifteen questions from students' responses met effectiveness standard (1). Twelve out of the 15 questions from students' responses met effectiveness standard (2). It was determined that faculty would provide calculators for students when taking pre/post- test for CHEM 1110. It was further determined that students would be given a periodic table when taking the pre/post- test for CHEM 1110. In an attempt to provide additional instructional support to students, a faculty member was appointed to create and provide links to videos and other instruction resources that specifically address orbitals and covalent bonding. Faculty, at their discretion, can disseminate. These instructional resources can also be placed on D2L.		
PSCI 1030	Fall 2015	Effectiveness standards were partially met. Questions will be rewritten for better student clarity. Learning outcomes are also being rewritten to better align with the course. Faculty will provide links to instructional videos that address the following: Newton's Laws of Motion, how to balance equations, conservation of mass, and radioactivity. Faculty, at their discretion, will be able to place these videos on D2l, which will provide additional instructional resources to enhance student learning.		
BIOL 1120	Spring 2016	Effectiveness standards were partially met. Six out of the 10 questions from students' responses met effectiveness standard (1). Nine out of the 10 questions from students' responses met effectiveness standard (2). The Department Chair will provide instructional resources and links to faculty pertaining to learning outcomes (1) and students learning (4). Faculty will use these resources in their class at their discretion.		
BIOL 2020	Spring 2016	Effectiveness standards were partially met. Eight out of the 10 questions from students' responses met effectiveness standard (1). However, all 10 questions from students responses met effectiveness standard (2). The		

faculty will revise and reword question (1) and question (3) on the test to better assist with students understanding of the question. The Department Chair will provide instructional resources and links to that specifically pertain to the endocrine system. Faculty will use these resources for classroom use at their discretion.

Due to unmet effectiveness standards, action plans were put into place for specific courses. During fall 2015, the department implemented changes to the BIOL 110 and BIOL 2010 pre/post-test. During this time, the test was written to specifically align with desired student learning outcomes. These courses will not be assessed until the fall 2016 academic school year. During fall 2015, the Natural Science department also created a Natural Science curriculum handbook, as well as instructional videos for students taking chemistry courses. These instructional resources are available for students to review routinely to better assist the students in retaining information and mastering desired student learning outcomes. During the spring 2016 semester, the Natural science department also participated in a Tennessee Board of Regents audit, which provided the department with departmental and instructional recommendations that align with other TBR institutions.

The desired outcome was partially met. The department is in the process of reviewing course pre/post-test. The department also made changes in the summer of 2016 to the BIOL 2020 test. All but one action plan, the re-assessment of GEOL 1030, for this department was implemented. Due to this, GEOL 1030 will be placed on the spring 2017 general education assessment schedule. It appears that the action plan implemented for CHEM 1110 was successful. Course pass rates in CHEM 1110 went up from fall 2015 to spring 2016. This can be attributed to the success of the instructional links and other resources implemented in the course.

Fall 2014-Spring 2015
The desired outcome was partially achieved.
The following table shows the GE Humanities courses assessed during 2014-2015 academic year.
The science faculty are currently creating instructional materials, resources, and links to videos. The department is also working on increasing technology usage with hopes of increasing student performance.

Course	Semester Assessed	Results	Use of Assessment Results
BIOL 1110	Fall 2014	Effectiveness standards were partially met.The department has revised the pre/post-test to better align with student learning outcomes.	
BIOL 2010	Fall 2014	Effectiveness standards were partially met.The department has revised the pre/post-test to better align with student learning outcomes.	
GEOL 1030	Spring 2015	Effectiveness standards were partially met The department will revise students learning outcomes, as well as revise the pre/post-test to better align with the updated students learning outcomes. The faulty will also revise curriculum to include best teaching strategies to address unmet effectiveness standards. Due to an unusual discrepancy in students taking the pre-test versus students taking the post test,	

it was determined that GEOL 1030 would be placed on the spring 2016 assessment schedule with hopes of acquiring more reliable and accurate data on student performance.

CHEM 1120   Spring 2015   Spring 2015   The department is in the process of revising the pre/post-test to ensure that questions are clear. The department is also revising the student learning outcomes and placing lectures online for students to review. By placing the lectures online, students are able to continuously review difficult concepts that are attributing to unmet effectiveness standards and student learning outcomes.

Described Needed Changes:

Changes to be made in 2016-17

5. The college restructure will eliminate the position of Natural Science Department Chair. A newly appointed Natural Science Curriculum Chair along with faculty will continue to assess GE Humanities courses, analyze and use the results to make improvements to increase the student learning outcome achievement.
6. Changes scheduled for Natural Science GE course improvement or assessment improvements for Fall 2016 or Spring 2017 will be completed by Curriculum Chair and faculty as scheduled.

Changes made in 2015-16

1. Faculty members continued to stress the meeting of student learning outcomes through lecture and lab activities. Special consideration was given when covering the topics that did not meet effectiveness standards. In addition, these questions were revised for clarity. However, the department chair and faculty were not satisfied with the results and made plans to make changes to future assessments to improve assessment scores.
2. Faculty decided that the number of SLO's and questions should be limited to approximately five SLO's and ten test questions. Faculty found that many students do not take the testing process seriously due to no grade being attached. Therefore, the use of extra credit in order to encourage student participation is being discussion and will be utilized in the fall 2015 semester. The use of extra credit will be consistent across the department.
3. The changes will be made in GE courses assessed for F15-S16.

List Supporting Documentation:
- 2015-16 General Education Use of Assessment Documents are hyperlinked in body of IE Plan
- All General Education Use of Assessment Documents available online at www.mscc.edu/academic_affairs/assessment.aspx

Date Last Updated: 6/24/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Natural Science

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: NASC-02

Action Plan Title: Student Success in Online Courses

Desired Outcome: 1. The Department of Natural Sciences will increase its fully online and hybrid course offerings. 2. The department will assess student final grades hybrid/online courses verses conventional courses to ensure continuity between the course outcome.

Desired Outcome Prior To June 2015: The Department of Natural Sciences will increase its fully online course offerings by three additional courses in spring 2016 in efforts to increase access to post-secondary education.

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

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

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

The department added these courses:

Summer 2015

- BIOL 1030 (Introduction to Biology, full online)

Fall 2015
- BIOL 2420 (Genetics, full online)

Team Members: Department Chair and full-time faculty

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

S15 Est. Cost: $6,300.99, **F15 Est. Cost:** $5,600. 00   **Budgeted:** Budget increase needed

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 2015-Spring 2016
The department successfully met the achieved outcomes of expanding online and hybrid Natural Science courses to the institution.

BIOL 2420 was placed on the spring 2016 schedule; however, the course was cancelled due to low enrollment. The department is currently developing a fully online GEOL 1030 course and a general CHEM 1110 hybrid course. Data did indicate that there was a decrease in online student performance in BIOL 2020.

Based upon the 2015, there was a large vacillation between student success rates for students taking CHEM 1110 and BIOL 2020 online. There was a decrease in vacillation in student success rates for CHEM 1110 and BIOL 2020. In an effort to increase students' performance, the Chemistry faculty created instructional links on difficult topics for students to view outside of the classroom. Data indicated that there was an increase in student performance between fall 15 and spring 16 in CHEM 1110, which was attributed to the instructional changes and supplemental resources.

Course/Method	Fall 2015			Spring 2016		
	Pass %	Fail %	Withdraw %	Pass %	Fail %	Withdraw %

CHEM 1110

Course/Method	Pass	Fail	Withdraw	Pass	Fail	Withdraw
Conventional	89	4	7	93	4	2
Online	67	17	17	84	8	8
BIOL 2020						
Conventional	95	4	1	94	5	1
Online	81	8	12	83	4	13

Fall 2014-Spring 2015

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

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

The data regarding BIOL 2010 and BIOL 2020 indicates that there was never greater than an 8.6% difference in a pass/fail rate or an 11% vacillation in withdrawals in comparison. However, the mean variance for withdrawals in BIOL 2010 & BIOL 2020 was 2.9% with the 11% seemingly being an anomaly. This type of continuity will need to be maintained and the propagation of improved strategies will be discuss used during the faculty spring assembly department meeting.

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

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

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

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

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

Describe Needed Changes:

Changes to be made in 2016-17
The faculty will continue to update and create curriculum resources for student to use in online courses. In an effort to increase student success in online courses, the Department Chair is working to establish a faculty recording studio to video and tape online lectures that will be available for online students to use.

Changes made in 2015-16
Faculty will continue to monitor student grades by method and make revisions as needed to bring the metrics of both conventional and online offerings into closer alignment. As additional courses are added to the catalog, course surveys and online course developments will ensue as needed.

List of Supporting Documentation: Summary of Course Completion Rates by Method by Discipline

Date Last Updated: 6/24/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Natural Science

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: NASC-03

Action Plan Title: Co-curricular Activities and Projects

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

Description of Action Plan and Related Activities:
- Initiate an assignments in cooperation and coordination with other academic departments
- Initiate social activities in coordination with other academic departments

Team Members: Department Chair and full-time faculty

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

Timeline:

Est. Cost: 0   **Budgeted:** Choose an item.

Evidence of Success: Enter evidence of success

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 2015-Spring 2016

The expected outcome was achieved. During the 2015-16 Academic Year, the following co-curricular activities were implemented:

- BIOL 1110 (General Biology I), BIOL 1330 (Environmental Science) and CRMJ 2010 (Introduction to Law Enforcement)
  Professors Gregg Garrison (Biology, A&P) and Dayron Deaton-Owens (Psychology, Sociology) conducted a crime scene investigation at the McMinnville Center. CRMJ 2010 Criminology / Law enforcement students were presented a hypothetical crime scene with both physical and physiological clues present and each student was to properly mark and record the evidence and then produce a report stating their hypotheses.

- BIOL 2010 (Anatomy & Physiology) and NURS 2420 (Nursing Care IV)
  Led by Professors Gregg Garrison and Winifred Howell, BIOL 2010 and NURS 2420 students participated in a co-curricular activity. All students were given a role (leader, CPR, Meds, Documentation, etc.) and simulated an abbreviated version of a code. The Nursing students were given the opportunity to teach and the A&P students got glimpse of what they have to look forward to when they enter the nursing program.

- BIOL 2010 (Anatomy & Physiology) and MECH 2600 (Mechatronics Processes)
  BIOL 2010 and MECH 2600 students participated in a co-curricular activity in which MECH 2600 students taught BIOL 2010 to use a 3D printer to print anatomic models (heart and vertebrae). They also discussed other ways 3D printing could be applied in the healthcare field.

- BIOL 1120 (General Biology 1120) and BIOL 1330 (Environmental Science)
  Motlow College students and Biology Professors Kevin Fitch and Mary Matthews monitor the local salamander population during a long-term reptile and amphibian project as part of the class curriculum and ongoing scientific research for the Environmental Science class and the Conservation and Outdoor Recreation Club.

Fall 2014-15
Initial contacts have been made and planning is in progress to coordinate several activities and assignments both academic and social.

Describe Needed Changes:
During the 2016-17 Academic Year, faculty in Natural Sciences will start a Seminar Series that will include weekly one-hour presentations on various topics. For example, Elizabeth Fitch has volunteered to present "The Life and Religion of Charles Darwin". This topic does not fit neatly into her biology lectures. However the co-curriculum education opportunity if evident, including aspects of Biology, English/Literature, and Sociology. Topics can come from any MSCC curriculum (i.e., music, literature, psychology, history, chemistry, etc.). Faculty and students will be encouraged to attend. Students can be encouraged to write reflection papers on the presentations.

A list of co-sponsors by site follows:

- John Hart and Kevin Fitch – Smyrna

- Stephen Guerin – Moore County
- Nathan Sweeton – McMinnville
- Kristi Bridge - Fayetteville

List of Supporting Documentation: Natural Science Co-Curricular Activities 2015-16

Date Last Updated: 7/15/16

Motlow State Community College
Institutional Effectiveness Plan

Unit: Nursing   **Unit Head:** Pat Hendrix

Division: Academic Affairs

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

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

Reviewed: 11/24/15

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Nursing

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: NURS-01

Action Plan Title: NCLEX Pass Rate

Desired Outcome: MSCC nursing students will achieve an annual program pass rate higher than the national pass rate for the National Council Licensing Examination (NCLEX-RN) and will be over 85%.

Description of Action Plan and Related Activities:
- Administer and monitor results of HESI standardized subject exams and RN Exit HESI exams.
- Offer NCLEX review course on site for students and provide information about various options for NCLEX review courses yearly.
- Create exam questions utilizing the NCLEX blueprint and format.
- Require each student to create a plan for NCLEX preparation in NURS 2130.
- RN EXIT HESI exams will be administered yearly in the spring semester; HESI standardized subject exams will be administered throughout the academic year in clinical courses.
- NCLEX review course offered annually in the spring, after graduation.
- Exam creation occurs on an ongoing basis throughout the academic year.
- NURS 2130 will be offered in the spring semester for Level II students.
- All HESI exams will be administered as scheduled through the testing center; results will be compiled and reviewed by faculty.
- The NCLEX review course from a reputable company will be offered by May 2014 on the main campus and Smyrna campus for graduates interested in participating.
- 100% of students enrolled in NURS 2130 will submit an individualized plan for NCLEX preparation.
- Analysis of each exam will be created and reviewed immediately after each core nursing clinical course exam.
- Graduates of the nursing program apply for licensure through the Tennessee Board of Nursing or a state board of their choice. The Tennessee Board of Nursing mandates an 85% or higher program pass rate as a criterion for program approval. The nursing director receives quarterly reports from the National Councils of State Boards of Nursing on the NCLEX-RN pass/fail results for each student and a program pass rate. The results of MSCC students applying for licensure from other states are collected when possible and included in the NCLEX pass rate for the nursing program. The October-December data will be utilized to ensure that all students' first attempts on the NCLEX-RN are counted.

Team Members: Nursing director and faculty

Timeline: Annually

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

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

Current Status: On Schedule

Describe Progress: NCLEX PASSING RATE: 2010 – 2014
MSCC Pass Rate Compared to the National Pass Rate

YEAR	NUMBER TAKING TEST	PASSED	MSCC PASS RATE	NAT'L PASS RATE

2010
2011
2012
2013
2014
2015   67
62
70
61
65
51   66
61
69
53
63
51   99%
98%
99%
87%
97%
100%   87%
88%
90%
83%
82%
85%

January-December 2015

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

January-December 2014
The desired outcome was achieved. Of 65 students who graduated, 63 students passed on the first attempt for a pass rate of 97%. Tennessee's pass rate 87.44% and national pass rate of 81.79%.

January – December 2013
The desired outcome was achieved. Of the 61 graduates from May 2013, 53 passed on the first attempt for a pass rate of 87%. Tennessee's pass rate is 86.6% and the national pass rate of 83.04%.

January – December 2012
The desired outcome was achieved. 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
The desired outcome was achieved. 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
The desired outcome was achieved. Of the 67 graduates from May 2010 who tested for the NCLEX, 66 passed on the first attempt for a pass rate of 98.5%. Tennessee's state pass rate is 93.43%. The national average pass rate is 87.42%.

Describe Needed Changes:

Changes to be made in 2016-17
Faculty will adopt an online testing method which will simulate NCLEX-RN. Faculty will provide evidenced-based instruction and continue assessing student learning outcomes to identify areas needing more instruction.

Changes made in 2015-16
Nursing staff will continue to maintain the current level of instruction while assessing student learning outcomes and make any necessary improvements.

List of Supporting Documentation:

- 2015 NCLEX Scores
- Commendation Letter from Tennessee Board of Nursing
- Tennessee Board of Nursing Full Approval 2016

Date Last Updated: 6/22/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Nursing

Related Strategic Goal: 2.1 MSCC will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: NURS-02

Action Plan Title: Nursing Program Completion Rate

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

Description of Action Plan and Related Activities:
- Begin to systematically utilize case studies into instruction.
- Provide an opportunity for remediation as needed for students for Campus Nursing Lab and Clinical Field Experience when they are deemed to be in jeopardy of receiving a final unsatisfactory evaluation within the clinical portion of the course, making them ineligible to progress within the program. This typically occurs prior to the last evaluation in CNL return demonstrations or clinical day in which one more unsatisfactory evaluation would result in the student's expulsion from the nursing program. Remediation may also be recommended at any time for a student when deemed necessary by the instructor or level coordinator.
- Students will receive written mid-term deficiency notifications if deficient in either the theory or clinical portion of any nursing course from the Nursing Director.
- A student test review will be conducted by faculty after each test in a core nursing clinical course, with the possible exception of final exams.
- The Student Self-Test Analysis tool for individualized exam review will be made available to at-risk students.
- Readmission policies will be reviewed with the student by the Nursing Director (or designated Level Coordinator) at the Exit Interview.
- Provide opportunity for LPN-RN students to check out IPADs which were purchased through RXTN grant; the purpose of the grant is to support those interested in entering the healthcare field through mentoring, coaching, outreach, and shared curriculum/resources among LPN-to-RN Transition programs.
- Request has been submitted to have students purchase case studies/practice tests plus adaptive testing to improve NCLEX-RN pass rate.
- All students below 75% theory average and with a greater percentage of "needs improvement" than "satisfactory" evaluations in any one objective for clinicals will be sent a mid-term deficiency letter.
- Student test review will occur after every nursing clinical core course exam, with the exception of final exams.
- The Student Self-Test Analysis tool will be offered to all at-risk students.

- 100% of students scheduling an Exit Interview will receive a review of readmission policies, as documented on Exit Interview forms.
- Simulations incorporated into learning activities for students.

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

Team Members: Nursing faculty and director

Timeline: Ongoing

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

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

Current Status: On Schedule

Assessment Results and Use of Results:

Spring 2016
The desired outcome was achieved. 40 students out of 68 generic students admitted in 2013 graduated in 2015 plus 4 completed in 2016 = 44/68 = 64.7% completion rate.
11 LPN-RN transition out of 19 LPN-RN students completed in 2015 plus 2 more completed in 2016 = 13/19 = 68.4% completion rate.
Program completion: 56/87 = 64.4%

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

Spring 2014
The desired outcome was achieved. 47 out of 79 generic students admitted 2011 graduated in 2013, plus 3 completed in 2014 = 50/79 = 63.4% completion rate. LPN Transition students completion rate (admitted 2012): 14 out of the 20 completed = 70%. Program completion: 64/99 = 65%

Spring 2013

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

Spring 2012

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

Spring 2011

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

Spring 2010

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

Spring 2009

34 of 61 students admitted in 2007 completed in 2008 and 3 additional students completed in 2009.
34 graduates in 2007 + 3 graduates in 2009 = 37 graduates
37/61 = 61%
This expected outcome is met.

Spring 2008

52 of 71 students admitted in 2006 completed in 2007 and 4 additional students completed in 2008.
52 graduates in 2007 + 4 graduates in 2008 = 56 graduates
56/71 = 79%
The expected outcome was met.

Report of 150% Completion Rates

Year Class Admitted	Number of New Students Admitted (NET1410+NET1350)	# of Students Graduating in 4 Semesters	# of Students Graduating in 6 Semesters	Completion Rate
2005	71	52 (2007)	4	56/71 = 79%
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)

Describe Needed Changes:

Changes for 2016-2017
To improve the outcomes for the LPN-RN cohort, during the summer NURS 1350 course, emphasis will be on the medical-surgical clinical experiences with OB and Pediatrics knowledge being applied by simulation or cases studies.

Provide student advising starting fall 2016 for all nursing program students to strengthen faculty – student communication and ultimately increase completion.

Changes made in 2015-16
A Student Self-Test Analysis tool will be made available to all at-risk students since approximately 35% of all students exiting the program in AY 2012-13 failed theory in at least one nursing class. Approximately 29% withdrew from nursing courses due to various reasons, including financial concerns, personal issues, and lack of desire to enter the nursing profession. It is anticipated that the implementation of a completion coach, according to RxTN guidelines, will assist students in successful completion of the program by addressing issues that hinder program completion.

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

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

List of Supporting Documentation: Banner data included in document

Date Last Updated: [Enter date of update.]

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Nursing

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: NURS-03

Action Plan Title: ACEN Accreditation

Desired Outcome: Motlow State Community College will maintain full accreditation for its nursing program by the Accreditation Commission for Education in Nursing (ACEN)

Description of Action Plan and Related Activities:
- The nursing department director and faculty will review the Systematic Program Evaluation Plan (SPEP) annually to assess for any needed changes in the plan and to review results, in accordance with ACEN standards.
- The Nursing Director will complete the annual report for ACEN and report any substantive changes.
- Pay annual dues to ACEN as required.
- Recruit and hire qualified, MSN-prepared nurses to use as clinical adjuncts to meet the ACEN criteria 2.2 – "Part-time faculty hold a minimum of a baccalaureate degree with a major in nursing; a minimum of 50% of the part-time faculty also hold a graduate degree with a major in nursing."
- All newly-hired full-time, tenure-track nursing faculty members will attend an ACEN Self-Study Forum within the first two years of employment.
- An SPEP review will be conducted and updated as needed.
- The ACEN dues will be paid from the nursing budget and receipts kept on file.
- Opportunity given to remaining full-time faculty to attend an ACEN Self-Study Forum.
- All newly-hired, full-time, tenure-track nursing faculty will attend a self-study forum within two years of employment.

Team Members: Nursing director and faculty

Timeline: Annually and ongoing

Est. Cost: $ 2125   **Budgeted:** Included in current budget

Evidence of Success: ACEN correspondence will show continued accreditation of Nursing Program.

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was achieved. Annual reports submitted to ACEN and TBON. Commendation from TBON received because of 100% pass rate on NCLEX-RN exam for class of 2015. Will be submitting a substitutive change report to ACEN in regards to new state-wide curriculum. New curriculum was presented to TBON in spring 2015 for approval which was granted.

2014-15
The desired outcome was achieved. Site visit conducted spring 2015 and full accreditation granted in August 2015. Next accreditation visit scheduled in 2023. Two faculty members are scheduled to attend ACEN Self-Study Forum in fall 2015. Notification sent to ACEN of placement of permanent director.

2013-14
The desired outcome was achieved. No change in accreditation status. The change of name from NLNAC to ACEN occurred over the summer and documents were changed in the fall 2013. ACEN was notified of changes made to the program philosophy and program student learning outcomes. The SPEP is being revised and will be reviewed at the beginning of the fall semester 2014. Annual report to ACEN was completed and submitted. Dues were paid. Program maintained a minimum of 50% of part-time faculty held a MSN degree or higher. One faculty person attended ACEN Self-Study Forum and two new faculty members are registered for the Forum in the fall of 2014. The self-study report is being completed over the summer with the assistance of faculty. The anticipated site visit during early spring semester 2015.

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

2011-12
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.

2010-11

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.

2009-10

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.

2008-09

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

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

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

Describe Needed Changes:

Changes to be made in 2016-2017
The faculty will be working on writing the syllabus and mapping curriculum for the state-wide curriculum to be adopted fall 2017.

Changes made in 2015-16
For faculty support and to promote a more complete understanding of the accreditation process, all newly-hired, full-time, tenure-track nursing faculty members will benefit from attending a self-study forum. Revisions were made to SPEP according to new Standards & Criteria by the NLNAC.

List of Supporting Documentation:
- ACEN Accreditation Letter
- ACEN Annual Report

Date Last Updated: 6/22/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Nursing

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: NURS-04

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

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

Description of Action Plan and Related Activities:
Electronic survey is reviewed by faculty.
6-12 months post-graduation, an electronic survey is sent to all nursing graduates.
6-12 months post-graduation, an electronic survey is sent to area hospital administrators asking them to evaluate new MSCC nursing graduates.
Beginning in 2015, the graduate survey will ask graduates to provide the name of their hiring agency and manager, including contact information.

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

Timeline: Review to be completed by end of October

Est. Cost: $0.00   **Budgeted:** Included in current budget

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

Current Status: On Schedule

Describe Progress Below

2015-2016
The desired outcomes were achieved.

1. The student participation to the graduate survey was 20 (51 graduates-39% return rate). On the Class of 2015 survey, the question, "Please rate your overall satisfaction with the nursing education you received at MSCC" had a 100 % "Very Satisfied" response.
2. Employer survey – 16 surveys were returned. 93.8% of respondents were "Very Satisfied" and one respondent was "Satisfied."

2014-15
The desired outcome was partially met.

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

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

Describe Needed Changes:

Change to be made in 2016-2017
1. Continue to work on getting employer's emails to improve response from employers which is typically low. Because surveys for employers may be sent to a designated person who shares the survey with the managers at a health care facility, the number of surveys that are actually sent is unknown.
2. Increase graduate response to 45% by increasing student awareness to look for survey after graduation and continue to keep email addresses updated.

Changes made in 2015-16
1. Ensure survey is complete each year.
2. Use the following evaluative scale: Very Unsatisfied; Dissatisfied; Satisfied; Very Satisfied; Not Applicable on both graduate and employer surveys.
3. Update student emails prior to graduation.
4. In 2015, include obtaining employment information and manager contact information.

List of Supporting Documentation:
- Results of 2015-16 Nursing Employers Survey
- Results of 2015-16 Nursing Graduates Survey

Date Last Updated: 6/25/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Nursing & Allied Health—EMS Program   **Unit Head:** Drew Hooker

Division: Academic Affairs

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

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

Reviewed: 8/22/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Nursing & Allied Health – EMS Program

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: EMSP-01

Action Plan Title: CAAHEP Accreditation

Desired Outcome: Receive and maintain full approval and accreditation for its Paramedic program by the TN State Board of EMS, the Commission on Accreditation of Allied Health Educational Programs (CAAHEP), and the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Description of Action Plan and Related Activities:
- The Nursing and Allied Health department director and faculty will:
  - Participate in CAAHEP site visit in fall 2016.
  - Receive full approval of accreditation from CAAHEP in spring 2017.
  - Maintain CAAHEP accreditation by:
    - Annually assessing for any needed changes in the plan and to review results, in accordance with CoAEMSP standards.
    - Completing the annual report for CoAEMSP and report any substantive changes.
- Paying annual dues to CoAEMSP as required.

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

Timeline: Ongoing

Est. Cost: $1750   **Budgeted:** Included in current budget

Evidence of Success: Correspondence from CAAHEP/CoAEMSP will show progress toward accreditation of the Paramedics program.

Complete the following when assessing a plan

Current Status: Ongoing

2016

The desired outcome was achieved. We have received our Executive analysis from CAAHEP and are in the process of scheduling a site visit in the months of October or November 2016.

2015
The desired outcome was achieved. During the year 2014-15, Nursing and Allied Health faculty and staff completed and submitted the LSSR (Letter of Review Self-study report).

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

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

Needed Changes:
Changes to be made in 2016-17
Prepare for and hold the site visit in fall 2016. Prepare and submit annual report.
Changes made in 2015-16
It is anticipated that the CAAHEP site visit will be in fall 2015. We anticipate the receiving CAAHEP accreditation in spring 2016.

Supporting Documentation:
- CoAEMSP Executive Analysis
- CoAEMSP Faculty Evaluations
- CoAEMSP Advisory Committee Evaluations

Date Last Updated: 6/22/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Nursing & Allied Health – EMS Program

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: EMSP-02

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

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

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

Team Members: EMS program coordinator and paramedic instructor

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

Est. Cost: $0.00   **Budgeted:** Included in current budget

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

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress Below

2015-2016
The desired outcome was met for Paramedic graduates and employers

Paramedic graduates – 10 surveys sent with 9 completed. 100% of graduates indicated that they were satisfied or very satisfied with the education provided by the MSCC Paramedic Program.

We received all but one survey from our 10 students that graduated for a 90% response rate. All showed that we met the requirement. They mentioned the need for more funding for the program and additional equipment. They also stated that the program needed additional clerical support.

Employers - 5 surveys sent with 4 completed. 100% of employers indicted that they were satisfied or very satisfied with the education provided by the MSCC Paramedic Program.

Describe Needed Changes:

Changes to be made in 2016-17
The Paramedic Program will use a digital survey for future data results to assist with administration and reporting of survey data.

List of Supporting Documentation:
- 2015-16 Paramedic Employer Survey Results

Date Last Updated: 6/24/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Nursing & Allied Health – EMS Program

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: EMSP-03

Action Plan Title: NREMT Paramedic Pass Rates

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

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

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

Timeline: Annually

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

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

Current Status: On Schedule

Describe Progress Below:

2015-2016

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

LEVEL	NUMBER TAKING TEST	NREMT # PASSED	MSCC % PASS RATE	NAT'L % PASS RATE Psychomotor # Taken	Psychomotor # Passed
CR2	8	5	63	77	8	100%
AAS	2	2	100	77	2	100%
All	10	7	70	77	10	100%

Describe Needed Changes:

Changes to be made in 2016-17

Action	Responsible Parties	Deadline
Implement new testing requirements for Summer	Justus Smith	August 2016

Changes made in 2015-16

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

List of Supporting Documentation: NREMT Score Report

Date Last Updated: 6/24/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Nursing & Allied Health – EMS Program

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: EMSP-04

Action Plan Title: NREMT EMT & AEMT Pass Rates

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

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

Team Members: EMS program coordinator and EMT instructors

Timeline: To be reviewed each summer

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

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

Current Status: On Schedule

Describe Progress Below:

2015-16
All desired outcomes were achieved.

EMT – 24 students completed the certificate, 18 (75%) passed the NREMT exam. The national state pass rate was 70%. The desired outcome was met with the MSCC pass rate within 10 points of the national average. 100% of the students completed the psychomotor exam.

MSCC EMT NREMT Scores

YEAR	NUMBER TAKING TEST	NREMT # PASSED	MSCC % PASS RATE	NAT'L % PASS RATE	# Passed Psychomotor Exam	% Pass Rate Psychomotor Exam
2015	24	18	75%	70%	22	100%

AEMT –16 students completed the certificate, 13 passed (81%) passed the NREMT exam. The national pass rate was 65%. The desired outcome was met with the MSCC pass rate within 10 points of the national average. 100% of the students passed the psychomotor exam.

MSCC AEMT NREMT Scores

YEAR	NUMBER TAKING TEST	NREMT # PASSED	MSCC % PASS RATE	NAT'L % PASS RATE	# Passed Psychomotor Exam	% Pass Rate Psychomotor Exam
2016	16	13	81%	65%	18	100%

2014-15

MSCC EMT NREMT Scores

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

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

MSCC AEMT NREMT Scores

YEAR	NUMBER TAKING TEST	NREMT # PASSED	MSCC % PASS RATE	NAT'L % PASS RATE	Psychomotor Exam

		# Passed	Psychomotor Exam		
% Pass Rate					
2015	9	6	67	70	9	100%

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

Describe Needed Changes:

Changes to be in 2016-17
From the NREMT statistics, we determined that the Trauma and Operations sections had decreased scores. We plan to elevate our instruction in trauma and operations by including new methods and additional resources and materials.

Changes made in 2015-16
More requirements in adaptive testing preparation and more focus on NREMT testing categories.

List of Supporting Documentation: NREMT Score Reports

Date Last Updated: 6/24/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Nursing and Allied Health - Emergency Medical Services

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: EMSP-05

Action Plan Title: Emergency Medical Technician (EMT) Academic Audit

Desired Outcomes: Achieve an Academic Audit Rubric Review score of 2.9 or higher on the 2016-2017 EMT Academic Audit

Action Plan:
During the 2016-2017 academic year, Motlow will participate in the Academic Audit process for the Emergency Medical Technician (EMT) Certificate program. In the early spring of 2017, the EMS Program Director will submit the self-study to the Academic Auditing Team. The site visit will be held in April 2017.

Following the visit and scoring process, the EMS Program Director will follow the Academic Audit Action Plan Schedule to assess the Academic Audit Team recommendations, create an action plan, implement the recommendations, and assess changes.

EMT Certificate Program Academic Audit Action Plan Schedule
- 2016-2017: Submit self-study and participate in site visit (In progress)
- 2017-2018: Discuss and plan changes needed to adhere to recommendations given by the Academic Audit Team
- 2018-2019: Accomplish initial implementation of recommendations and record data
- 2019-2020: Fully implement and assess
- 2020-2021: Use assessments to make improvements and continue to assess

Team Members: EMS Program Director, VP of Quality Assurance and Performance Funding, College Academic Audit Coordinator, Faculty Academic Audit Coordinator, Academic Assessment Specialist, and faculty

Timeline: June 30, 2017

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

Evidence of Success:
4. Complete and submit self-study
5. Receive a score of 2.9 or higher on Academic Audit Rubric Report

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Describe Needed Changes:

List of Supporting Documentation:
- 2015-2020 Academic Audit Schedule
- Academic Audit Handbook 2016 -17
- All MSCC Academic Audit reports are available online at www.mscc.edu/rpc

Date Last Updated: 9/30/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Social Sciences   **Unit Head:** Dayron Deaton-Owens, Curriculum Chair

Division: Academic Affairs

Statement of Purpose:

In support of the institutional mission, the Department of Social Sciences develops and maintains a strong core curriculum in University Parallel Programs and Tennessee Transfer Pathways programs. The department supports the open access mission of the college by providing a full range of social science course offerings comprising anthropology, criminal justice, history, political science, psychology, sociology, social work, and interdisciplinary studies, including honors courses. Courses are offered in conventional, ACE, ITV, fully-online, and hybrid format. The department complements the curriculum and the college's commitment to public service by offering cultural and civic programs. Furthermore, the department supports the mission of the college to improve graduation and retention by partnering and collaborating with the Student Success Center and its initiatives.

Reviewed: 8/22/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Social Sciences

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: SOSC-01

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

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

Description of Action Plan and Related Activities: The Motlow College Strategic Plan 2010-2015 Access Priority 3.1 states that "Motlow State Community College will monitor and improve the effectiveness of educational programs and services." In compliance with this goal, the Department of Social Sciences will evaluate online course quality by comparing course completion rates for conventional and online *psychology* courses. This will be an *ongoing* IE plan and a different academic discipline will be evaluated each academic calendar year.
A list of all Social Sciences courses offered in online format is provided below. The *psychology* courses to be evaluated are also listed below in *bold italics*:

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

18. ANTH 2010 Introduction to Anthropology

19. GEOG 2010 World Geography

Team Members: Department chair and faculty

Timeline: Annually

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

Evidence of Success: Success will be determined by comparing course completion rates (percentages) for conventional and online *psychology* courses (PSYC 1030, PSYC 1040, PSYC 2014, PSYC 2120, PSYC 2130). Course completion rates will be considered successful for conventional and online courses whose rates are equal with +/- 5% difference in percentage points.

Current Status: On Schedule

Describe Progress: During the fall 2015 semester, PSYC 1030 (General Psychology) and PSYC 2130 (Life Span Psychology) were the only two psychology classes that were offered in both conventional and web delivery methods. PSYC 1030 (conventional) had an overall pass % of 84%, while PSYC 1030 (web) had an overall pass % of 78%. These rates missed the success standard by 1% point. During the same semester, PSYC 2130 (conventional) had an overall pass % of 94%, while PSYC 2130 (web) had an overall pass % of 98%. These rates met the success standard.

During the spring 2016 semester, PSYC 1030 (General Psychology), PSYC 2014 (Human Sexuality), and PSYC 2130 (Life Span Psychology) were the only two psychology classes that were offered in both conventional and web delivery methods. PSYC 1030 (conventional) had an overall pass % of 87%, while PSYC 1030 (web) had an overall pass % of 90%. These rates met the success standard. During the same semester, PSYC 2014 (conventional) had an overall pass % of 100%, while PSYC 2014 (web) had an overall pass % of 80%. These rates were extremely high, but did not meet the success standard. PSYC 2130 (conventional) had an overall pass % of 92%, while PSYC 2130 (web) had an overall pass % of 100%. These rates were extremely high, but did not meet the success standard. It is also important to note that, for PSYC 1030 and PSYC 2130, the web delivery method had higher pass rates than the conventional delivery method.

Promoting academic resources available at the college, striving to increase student engagement, use of the Early Alert system, and implementation of the completion coach system seem to be producing strong completion rates in both conventional and web delivery formats for psychology classes.

Needed Changes:

Changes to be made in 2016-17
Social Sciences faculty will be held accountable for knowing all academic resources that are available for our students at Motlow. Use of the Early Alert System will be required and monitored. Faculty will also continue to work to build a strong working relationship with our Completion Coaches. The Chair will work to provide a training on Student Engagement at a future departmental meeting. These steps will be taken to be ensure that the Social Sciences department is providing quality conventional and online learning. For the 2016-2017 academic calendar year, all sociology conventional and web classes will be assessed.

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

List of Supporting Documentation: Summary of Course Completion Rates by Method by Discipline

Date Last Updated: 6/26/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Social Sciences

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: SOSC-02

Action Plan Title: General Education Assessment

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

Description of Action Plan and Related Activities:
8) Prior to each assessment, full-time faculty reevaluate the various testing instruments to ensure that all questions relate to student learning outcomes and course content to be covered.
9) Department Chair meets with faculty members involved in assessment each semester to explain the assessment process.
10) Any changes needed are implemented and the assessment are given to students; after which, test are administered to students.
11) Course results are compiled and sent to the department chair, who notes if the effectiveness standards are met or not met.
12) Assessment results are discussed with faculty members.
13) Faculty in each discipline discuss curriculum changes and other changes for student learning outcomes that do not meet the effectiveness standards.
14) Possible solutions are incorporated into courses not meeting standards.

Team Members: Department Chair and full time faculty

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

Semester	Course	Type
Fall 2016	HIST 2010	embedded - print
Fall 2016	SOCI 1010	pre-test/post-test - online
Spring 2017	HIST 2030	embedded - print
Spring 2017	SOCI 1020	pre-test/post-test - online

Est. Cost: none   **Budgeted:** Included in current budget

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

Current Status: On Schedule

Describe Progress:

<u>**2015-2016**</u>
The desired outcomes were partially met.

Course	Semester Assessed	Results	Use of Results
<u>ANTH 2010</u>	Fall 2015	4 of 5 effectiveness standards were met	Held Question Expansion and Refresher Session in Spring 2016
<u>HIST 1110</u>	Fall 2015	8 of 10 effectiveness standards were met	Reviewed SLOs, Topics and Revised Questions in Spring 2016
<u>POLS 1030</u>	Fall 2015	5 of 5 effectiveness standards were met	Held meeting with faculty but no changes were made
<u>GEOG 2010</u>	Spring 2016	1 of 9 effectiveness standards were met	To review SLOs and Pre/Post-test in Fall 2016
<u>PSYC 1030</u>	Spring 2016	6 of 10 effectiveness standards were met	To review SLOs and Pre/Post-test in Fall 2016
<u>HIST 2020</u>	Spring 2016	4 of 5 effectiveness standards were met	Review SLO #4 and Question #7

The major implementations involved reviewing the wording of SLOs and assessment questions. Students tend to do better on embedded assessments than pre/post-test assessments. Embedded assessments count toward the students' final grades, and pre/post-tests do not; however, pre/post-tests are more user-friendly for teachers, students, and administrators. Using the embedded format on a digital platform is a potential solution.

<u>**2014-15**</u>
The desired outcomes were partially met.

Course	Semester Assessed	Results	Use of Results
HIST 2030	Spring 2015	5 of 5 effectiveness standards were met	The Department will review terminology used for questions 3 &12.
SOCI 1020	Spring 2015	4 of 6 effectiveness standards were met	Encourage faculty to review the material that will be assessed on the post-test before the post-test link is available and to provide extra credit for taking the post-test or count the post-test as a grade.
HIST 2010	Fall 2014	5 of 5 effectiveness standards were met	No recommendations for modification of the SLO's, course content, teaching methodologies, or embedded questions were made at this time.

SOCI 1010   Fall 2014   6 of 7 effectiveness standards were met Rewording questions 5 & 6 on the pre/post-test was discussed and will be implemented on the next assessment cycle

Describe Needed Changes:

Changes to be made in 2016-17

7. The college restructure will eliminate the position of Socials Sciences Department Chair. A newly appointed Social Sciences Curriculum Chair along with faculty will continue to assess GE Humanities courses, analyze and use the results to make improvements to increase the student learning outcome achievement.
8. Changes scheduled for Socials Sciences GE course improvement or assessment improvements for Fall 2016 or Spring 2017 will be completed by Curriculum Chair and faculty as scheduled.
9. All SLOs and assessment questions are currently under review. The wording will be examined in order to eliminate confusion. Faculty will focus more on certain topics that were revealed by the assessments to be areas for improvement for the students. Faculty will meet with the Assessment Specialist to explore alternative methods of assessment to ensure that students are learning the material covered in class.

List of Supporting Documentation:
- 2015-16 General Education Use of Assessment Documents are hyperlinked in body of IE Plan
- All General Education Use of Assessment Documents available online at www.mscc.edu/academic_affairs/assessment.aspx

Date Last Updated: 6/26/2016

Motlow State Community College
Institutional Effectiveness Plan
Unit: Workforce Development & Extended Services   **Unit Head:** Tom Dillingham

Division: Academic Affairs

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

Additionally, Motlow College supports specialized training needs of the TN Correction Academy (TCA) in nearby Tullahoma through a state contract renewed approximately every 5 years. The TCA is part of the TN Department of Correction.

In 2009, the ECD & ES mission was broadened by a reduced emphasis on Community Service-type classes in order to increase support of Facility reservations, primarily for the Moore County campus facilities.   ECD & ES serves as the single contact for both on-campus and off-campus (outside) inquiries to request rooms or facilities, and subsequently coordinates their reservations with appropriate campus offices.   ECD & ES maintains facility request records and logs facility usage.   In early 2010, ECD & ES worked with the Information Technology unit to create an electronic Facility Reservation Request program. This effort greatly helped the efficiency and speed of reserving a room.

Beginning January, 2011, the mission of ECD & ES was expanded once again to include portions of the former standalone Career Planning and Placement Unit.   This merger created the unit of Career Planning & Extended Services which emphasized support services to students through the Kuder career preference survey; working with businesses, industries and government organizations to assist students in the job placement process; offering assistance with resume writing and interviewing skills; conducting Career Fairs; posting current job opportunities on the Career Planning web page; and engaging students in Cooperative Education and Internship opportunities, if requested.

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

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

The Workforce Development and Extended Services unit is excited about its new role. We are making plans to again reach into our 11-county service area and provide industrial and professional training.

Reviewed: 5/19/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Workforce Development & Extended Services

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: WDES -01

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

Desired Outcome: For the Motlow College-contracted training courses for participants at the TN Correction Academy in Tullahoma, our goal is to achieve an overall participant satisfaction rate of classes conducted through the Workforce Development & Extended Services unit.

Description of Action Plan and Related Activities: With the assistance of the TN Correction Academy, the course instructor or personnel from the Workforce Development & Extended Services unit will administer a course evaluation survey at the end of each Motlow-sponsored continuing education course to determine the overall participant satisfaction rating. The Director of WD & ES or other MSCC staff will tabulate the results of the evaluation and monitor assessment.

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

Timeline: July 1, 2014 – June 30, 2015

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

Evidence of Success: With our goal of student- learning satisfaction, we will strive for at least a 4.0 rating on a 5-point scale. Or, strive for a 3.0 rating on a 4-point scale.

Complete the following when assessing a plan

Current Status: Choose an item.

Describe Progress: Surveys indicate that both the instructor's transfer of knowledge, and overall training objectives were successfully delivered and received by the participants.

2016
[Enter 2015-16 assessment data and use of assessment data here. State that desired outcome

was met, partially met or not met. Did you implement the changes planned for 2015-16? Were these changes effective?]

2015
This goal was met. The results were a 4.37 on the 5-point survey scale.

2014
For this assessment, the results were a 3.5 rating on a 4-point scale. This objective was met.

2013
For this assessment, the results were a 4.0 rating on a 4-point scale. This objective was met.

2012
This goal was met. The results were a 4.71 on the 5-point survey scale and a 3.40 on the 4-point survey scale.

2011
 The results were a 4.73 on the 5-point survey scale and a 3.50 on the 4-point survey scale. This objective was met.

Describe Needed Changes: [Update with needed changes for coming year 2016-2017. Describe how the steps you will take to make improvements. Remember you should always plan to make improvements if you are continuing with this IE even if you reached the desired outcome in 2015-16.]

Changes made in 2015-16
The TN Dept of Labor is moving towards more on-line training; however there is no training satisfaction rating or evaluation form issued from the on-line vendor which makes tracking the satisfaction rate harder to obtain.

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

 List of Supporting Documentation: [List each supporting document by document title and submit supporting documents with the updated IE plan.]

 Date Last Updated: [Enter date of update.]

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Workforce Development & Extended Services

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: WDES -02

Action Plan Title: Facility Scheduling Evaluation

Desired Outcome: The Workforce Development & Extended Services unit will offer a Facility Use Survey to Campus Property Users in order to lay plans to achieve at least a 3 on a 4-point scale.

Description of Action Plan and Related Activities: At the end of the reserved period, the Director of Workforce Development & Extended Services, or designee, will send a Facility Use Survey form to the requester to seek evaluation in the following 7 categories: Room Cleanliness, Comfort Level, Restrooms, Building/Grounds Appearance, Accessibility, Video/audio, and Reservation Process. Each category will have a rating of either: Excellent, Good, Fair, or Poor. The Director of WD & ES or other MSCC staff will tabulate the results of the evaluation and monitor assessment.

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

Timeline: July 1, 2015 – June 30, 2016

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.

Current Status: On Schedule

Describe Progress: After survey tabulations are compiled, the WD & ES unit will share these results with the Facilities unit, and the Information Technology unit, in order to make improvements or reasonable adjustments, as needed.

2016

The number of responses produced a 3.90 rating on a 4-point survey scale.   This objective is being met.

2015

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

2014

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

2013

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

2012

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

2011

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

Describe Needed Changes:

Changes to be made in 2016-17
When a facility request is approved through Motlow's Argos interface, an email confirmation is automatically sent to the requestor. This currently includes the reservation number, date, time and location. The email will also include a link to the Facilities Evaluation form, a request to complete the form after the event and instructions on submitting it. This will streamline the process by saving the time spent distributing surveys and ensuring every facility user can access the survey. Academic Computing supports this improvement and will develop the solution.

Changes in 2015-16
We have changed the Evaluation Form to include the rating "Reservation Process" and also, we converted the form from only a manual process to an electronic format.

Changes in 2014-15
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 Results FY15-16

- <u>2015-16 IE Facility Evaluations</u>

Date Last Updated: 6/26/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Fayetteville Campus   **Unit Head:** Lisa Smith, Assistant Dean

Division: Academic Affairs

Statement of Purpose: The Fayetteville Campus, 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 Campus delivers:

- courses for students pursuing university parallel programs;
- courses for students pursuing career education programs;
- public service and continuing education programs to promote personal enrichment and economic and community development, and
- academic support and student support services.

Reviewed: 6/22/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Fayetteville Campus

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: FVCD-01

Action Plan Title: Co-Curricular Events

Desired Outcome:
1. Fayetteville Campus will develop and hold at least two co-curricular events per academic year to improve student engagement.
2. Results of the Student Satisfaction Survey will show that at least 85% of the responding students are satisfied with the events.

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

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

Year One (Planning/Pilot Year) –

- A calendar of Fayetteville Campus student events will be developed by the Assistant Director of Student Services and the Assistant Director of Fayetteville Campus.
- The calendar of events will be shared by e-mail with all faculty teaching at least one class at the Fayetteville Campus.
- An e-mail will be sent to all Fayetteville Campus faculty and staff announcing plans to explore co-curricular assessment and the ways student engagement inside and outside the classroom can be positively impacted. Possible ways the student events can be coordinated with

classroom learning outcomes will be spotlighted in the e-mail. A request to pilot will be attached to the e-mail.
- Two events each semester will be identified as potential assessed activities.
- The identified activity will supplement learning outcomes in two or more classes taught at the Fayetteville Campus in a given semester.
- Student satisfaction with the events will be assessed with the annual Student Satisfaction Survey.

- A team of Fayetteville Campus staff and faculty who participate in the co-curricular events will meet at the close of each semester to determine if the activities chosen that semester were appropriate and if student engagement was improved.

Team Members: Fayetteville Campus Staff and Faculty

Timeline: Ongoing

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

Evidence of Success:
1. Documentation will show at least two co-curricular events were held at Fayetteville Campus.
2. The results of the Student Satisfaction Survey will show that at least 90% of the responding students were satisfied with the events.

Current Status: On Schedule

Describe Progress:

Fall 2015-Spring 2016
Both desired outcomes were achieved.

1. A calendar of Fayetteville Campus student events was developed and sent to students, the Webmaster, and the Director of Student Relations weekly. These events were also shared with all faculty teaching at the Fayetteville Campus. The two events identified were the International Festival and the Spring Fling.

2. The S16 Student Satisfaction Survey Results indicates that 100% of students involved in Fayetteville Campus Co-Curricular events were either Satisfied or Very Satisfied with the events. All of the Fayetteville Campus events were held with Faculty, staff, and student involvement.

Satisfaction with Fayetteville Campus Student Events and Activities
(from Spring 2016 Student Satisfaction Survey Results)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Responses
International Festivals	76.5 %				
13	23.5 %				
4	0.0 %				
0	0.0 %				
0		17			
Spring Flings	70.0 %				
7	30.0 %				

3   **0.0 %**
0   **0.0 %**
 0   10
Overall student events and activities   64.0 %
16   **36.0 %**
9   **0.0 %**
0   **0.0 %**
 0   25

Describe Needed Changes:

Changes to be made in 2016-17
Co-Curricular events and activities give students an opportunity to connect with fellow students and faculty outside of the classroom. These events will continue at Fayetteville Campus in 2016-17.

Although all of the 2015-16 events were well attended, only a small number of students completed the assessments. In order to meet the desired outcome, more input from students is needed. Strategies to increase student input will include the development of a point-of-service evaluation and prize drawings for students completing evaluations.

List of Supporting Documentation:
- Photos from 2015-16 Events
- S16 Student Satisfaction Survey Results for Fayetteville Campus

Date Last Updated: 06/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Fayetteville Campus

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: FVCD-02

Action Plan Title: Engineering and Technology Learning Community

Desired Outcome: Students seeking an Engineering, Math or Technology related program of study will:
1. Participate in the Engineering and Technology Learning Community (ETLC) offered at the Fayetteville Campus and be satisfied with the experience.
2. Participants' fall-to-spring retention rate will be the same rate or greater rate than non-participants.

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

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

Year One (Planning/Pilot Year) –

- The Engineering and Technology Learning Community was approved by Academic Affairs in May 2015 to begin at the Fayetteville Campus fall 2015.
- Eligible students will be identified at summer new student orientations. The students will meet with an advisor and be presented with the advantages of participating in a learning community.
- If the student is interested in participating, the student will be asked to contact the ETLC advisor by e-mail (etlc@mscc.edu).
- The Assistant Dean of Fayetteville Campus will meet with the ETLC advisor to develop a list of eligible students. A welcome message will be sent out to these student prior to the beginning of the fall 2015 term.
- A two-hour block of meeting time will be scheduled each week. This block will accommodate most student's schedules since the majority of the students will be registered for the same courses.
- A pilot assessment tool will be developed and administered.

- Activities and guest speakers will be arranged for the group.
- A meeting space will be provided to the group for group study, group projects, and social time.
- Students will be encouraged to interact through an online portal.
- An end of semester assessment tool with be developed and administered.

Team Members: Fayetteville Campus Staff and Faculty

Timeline: Ongoing

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

Evidence of Success: Documentation will show that:
1. Students participated in a piloted the learning community and that they were satisfied with the experience.
2. Students in the Learning Community fall-to-spring retention rate will be the same rate or greater rate than non-participants.

Current Status: On Schedule

Describe Progress:

Fall 2015-Spring 2016

The desired outcome was achieved.

- Eligible students were identified at summer orientations and met with advisors, Laura Monks, Debra Smith, and Elaine Robinson at each orientation.
- Guest speakers included Dr. William Robinson and John Wilson, both from 4M, which is a department of defense contracting company located in Huntsville AL. These students also visited Franke Foodservice Systems for a plant tour by the director of Engineering, Parker Lowndes.   A meeting space for group meetings and study time was created in room FC036.
- An assessment tool was administered, but results were lost. Elaine Robinson, who gave the survey, noted: The survey summarized a higher than 95% positive feedback. The survey indicated that the individual tutoring, speakers, and close advisement played a large roll in their persistence to their success.
- These students had WEEKLY individual math tutoring opportunities. These meetings were to keep students on track with career goals and to increase student success. Special meetings were held before evaluation. All students had equal opportunity to participate. Group and individual advisement was done before and during pre-registration. This advisement included change of major information, job search, and class selection.
- Student success rate for retention was higher than 90% with 11 of the 12 students who started in the learning community in Fall 2015 returning in Spring 2016.

Describe Needed Changes:

Changes to be made in 2016-17
This was a highly successful venture for students at the Fayetteville Campus and we will continue it next year. Students will be identified early in the major they intend to graduate and advised with the enthusiasm these students experienced. In the coming year, we will improve our tracking and recording of student evaluations.

List of Supporting Documentation:
- MSCC Engineering and Technology Learning Community Flyer
- MSCC Engineering and Technology Student Survey instrument
- Franke Foodservice Systems Tour photos

Date Last Updated: 6/28/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Fayetteville Campus

Related Strategic Goal: 2.1: Motlow State Community College will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: FVCD-03

Action Plan Title: New Program Development

Desired Outcome: The Fayetteville Assistant Dean will research and present 3 new programs by October 1 of each year for consideration to be implemented with the college's New Program Development budget by the Vice President for Academic Affairs.

Description of Action Plan and Related Activities:
The Fayetteville Assistant Dean will research and present 3 new programs to the Vice President for Academic Affairs by October 1 of each year. If chosen, the Assistant Dean will implement these programs.

Team Members: Assistant Dean, Fayetteville Campus

Timeline: Fall 2016/Spring 2017 Academic Year

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

Evidence of Success: Documentation will show that 3 new programs with research were presented to the Vice President for Academic Affairs by October 1.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below: As this is a new plan, there is no progress at this time.

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 07/30/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Fayetteville Campus

Related Strategic Goal: 3.1: Motlow State Community College will monitor and improve the effectiveness of educational programs and services.

Action Plan #: FVCD-04

Action Plan Title: Faculty 5-Year Digital First Plans

Desired Outcome: The Digital First Dean will work with 100% of full-time faculty at Fayetteville to develop an individualized 5-Year Digital First Plan by the end of Spring 2017.

Description of Action Plan and Related Activities:
The Digital First Dean will work with 100% of full-time faculty to develop an individualized 5-Year Digital First Plan. This may include online coursework as well as incorporating other instructional technology methods into the classroom to enhance student learning. The Assistant Dean will encourage faculty participation and support these efforts.

Team Members: Digital First Dean, Academic Campus Deans and Assistant Deans will help support these efforts

Timeline: Fall 2016/Spring 2017

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

Evidence of Success: Documentation will show that 100% of full-time faculty will have an individualized 5-year Digital First Plan by Spring 2017.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below: As this is a new plan, there is no progress at this time.

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 07/30/16

Motlow State Community College
Institutional Effectiveness Plan

Unit: McMinnville Campus   **Unit Head:** Melody Edmonds, Academic Dean

Division: Academic Affairs

Statement of Purpose: The McMinnville Campus, a unit under the prevue of the vice president for academic affairs, was established in 1986 to extend credit and non-credit programs to the citizens of the five northern counties of Warren, Van Buren, White, DeKalb, and Cannon. In support of the division's mission statement, the center delivers:

- courses for students pursuing university parallel programs;
- courses for students pursuing career education programs;
- public service and continuing education programs to promote personal enrichment and economic and community development; and
- academic support and student support services.

Reviewed: 06/21/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: McMinnville Campus

Related Strategic Goal: 2.1: Motlow State Community College will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: MMCD-01

Action Plan Title: New Program Development

Desired Outcome: The McMinnville Campus Dean will research and present 3 new programs by October 1 of each year for consideration to be implemented with the college's New Program Development budget by the Vice President for Academic Affairs.

Description of Action Plan and Related Activities:
The Academic Dean, McMinnville Campus will research and present 3 new programs to the Vice President for Academic Affairs by October 1 of each year. If chosen, the Dean will implement these programs.

Team Members: Deans and Assistant Deans

Timeline: Fall 2016/Spring 2017 Academic Year

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

Evidence of Success: Documentation will show that 3 new programs with research were presented to the Vice President for Academic Affairs by October 1.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below: As this is a new plan, there is no progress at this time.

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 07/30/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: McMinnville Campus

Related Strategic Goal: 3.1: Motlow State Community College will monitor and improve the effectiveness of educational programs and services.

Action Plan #: MMCD-02

Action Plan Title: Faculty 5-Year Digital First Plans

Desired Outcome: The Digital First Dean will work with 100% of full-time faculty at McMinnville to develop an individualized 5-Year Digital First Plan by the end of Spring 2017.

Description of Action Plan and Related Activities:
The Digital First Dean will work with 100% of full-time faculty to develop an individualized 5-Year Digital First Plan. This may include online coursework as well as incorporating other instructional technology methods into the classroom to enhance student learning. The Campus Dean will encourage faculty participation and support these efforts.

Team Members: Digital First Dean, Campus Deans and Assistant Deans will help support these efforts

Timeline: Fall 2016/Spring 2017

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

Evidence of Success: Documentation will show that 100% of full-time faculty will have an individualized 5-year Digital First Plan by Spring 2017.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below: As this is a new plan, there is no progress at this time.

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 07/30/16

Motlow State Community College
Institutional Effectiveness Plan

Unit: Moore Co. Campus   **Unit Head:** Cheryl Norris, Academic Dean

Division: Academic Affairs

Statement of Purpose: The mission of the Moore Co. Campus, 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 within the service area. In support of the departments mission, the campus delivers:

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

Reviewed: 8/25/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Moore County Campus

Related Strategic Goal: 2.1: Motlow State Community College will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: MOCD-01

Action Plan Title: New Program Development

Desired Outcome: The Moore County Campus Dean will research and present 3 new programs by October 1 of each year for consideration to be implemented with the college's New Program Development budget by the Vice President for Academic Affairs.

Description of Action Plan and Related Activities:
The Academic Dean, Moore County Campus will research and present 3 new programs to the Vice President for Academic Affairs by October 1 of each year. If chosen, the Dean will implement these programs.

Team Members: Academic Dean, Moore County Campus

Timeline: Fall 2016/Spring 2017 Academic Year

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

Evidence of Success: 3 new programs with research will be presented to the Vice President for Academic Affairs by October 1.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 07/30/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Moore County Campus

Related Strategic Goal: 3.1: Motlow State Community College will monitor and improve the effectiveness of educational programs and services.

Action Plan #: MOCD-02

Action Plan Title: Faculty 5-Year Digital First Plans

Desired Outcome: The Digital First Dean will work with 100% of full-time faculty at Moore County to develop an individualized 5-Year Digital First Plan by the end of Spring 2017.

Description of Action Plan and Related Activities:
The Digital First Dean will work with 100% of full-time faculty to develop an individualized 5 Year Digital First Plan. This may include online coursework as well as incorporating other instructional technology methods into the classroom to enhance student learning. The Campus Dean will encourage faculty participation and support these efforts.

Team Members: Digital First Dean, Academic Campus Deans and Assistant Deans will help support these efforts

Timeline: Fall 2016/Spring 2017

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

Evidence of Success: 100% of full-time faculty will have an individualized 5 year Digital First Plan by Spring 2017.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 07/30/16

Motlow State Community College
Institutional Effectiveness Plan

Unit: Smyrna Campus   **Unit Head:** Moneda Grimes

Division: Academic Affairs

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

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

Reviewed: 6/22/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Smyrna Campus

Related Strategic Goal: 2.1: Motlow State Community College will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: SMCD-03

Action Plan Title: New Program Development

Desired Outcome: The Smyrna Campus will research and present 3 new programs by October 1 of each year for consideration to be implemented with the college's New Program Development budget by the Vice President for Academic Affairs.

Description of Action Plan and Related Activities: The Academic Dean, Smyrna Campus will work with the Assistant Dean, Smyrna Campus to research and present 3 new programs by October 1 of each year. If chosen, the Dean and Assistant Dean will implement these programs.

Team Members: Academic Dean and Assistant Dean, Smyrna Campus

Timeline: Fall 2016/Spring 2017 Academic Year

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

Evidence of Success: Documentation will show that 3 new programs with research were presented to the Vice President for Academic Affairs by October 1.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below: As this is a new plan, there is no progress at this time

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 07/30/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Smyrna Campus

Related Strategic Goal: 3.1: Motlow State Community College will monitor and improve the effectiveness of educational programs and services.

Action Plan #: SMCD-04

Action Plan Title: Faculty 5-Year Digital First Plans

Desired Outcome: The Digital First Dean will work with 100% of full-time faculty at Smyrna to develop an individualized 5-Year Digital First Plan by the end of Spring 2017.

Description of Action Plan and Related Activities:
The Digital First Dean will work with 100% of full-time faculty to develop an individualized 5-Year Digital First Plan. This may include online coursework as well as incorporating other instructional technology methods into the classroom to enhance student learning. The Campus Dean and Assistant Dean will encourage faculty participation and support these efforts.

Team Members: Digital First Dean, Academic Campus Deans will help support these efforts

Timeline: Fall 2016/Spring 2017

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

Evidence of Success: Documentation will show that 100% of full-time faculty will have an individualized 5-year Digital First Plan by Spring 2017.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below: As this is a new plan, there is no progress at this time.

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 07/30/16

Motlow State Community College
Institutional Effectiveness Plan

Unit: Finance & Administration   **Unit Head:** Hilda Tunstill

Division: Finance & Administration

Statement of Purpose: The mission of the Finance & Administration 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 Finance & Administration Unit:

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

Reviewed: 7/15/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Finance & Administration

Related Strategic Goal: 4.1 MSCC will increase resources from external sources.

Action Plan #: VPFA-01

Action Plan Title: Student Satisfaction with Auxiliary Services

Desired Outcome: At least 95% of the respondents to the Student Satisfaction Survey will be satisfied with the Bookstore, Cafeteria and Vending Services. (Updated June 2016 to include Vending Services.)

Description of Action Plan and Related Activities: Bookstore, Cafeteria and Vending Services are provided by external companies who were awarded contracts with Motlow State. The Vice President for Business Affairs oversees these auxiliary services. Students are surveyed annually to gauge their satisfaction with the services. The Vice President for Business Affairs shares survey results with the Cafeteria, Bookstore and Vending Services Managers. Together they use the data to determine areas of improvement.

Team Members: Vice President for Business Affairs, Cafeteria Manager, Bookstore Manager and Vending Services Manager

Timeline: Reviewed after the survey is completed for each fall semester.

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

Evidence of Success: The survey results will show that at least 95% of the responding students are satisfied with the Bookstore, Cafeteria and Vending Services. (Updated June 2016 to include Vending Services.)

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

Fall 2015-Spring 2016

The Satisfaction with Student Services Survey was redesigned as the Student Satisfaction Survey in spring 2016 to make the survey easier to administer and complete. The survey results were reviewed to determine if at least 95% of the respondents are satisfied with the auxiliary services of the Cafeteria and Bookstore. Of the four campuses, only Moore County, McMinnville and Smyrna have bookstore on site. The Fayetteville campus does not. Only Moore County campus has a cafeteria and all four campuses have vending machines at various locations.

The results of the Spring 2016 Student Satisfaction Survey below show that neither the bookstore nor the cafeteria or vending services achieved the 95% satisfaction rating. The desired outcome was not accomplished.

Satisfaction with Bookstore
Spring 2016 survey results showed 93-94% of the students were satisfied or very satisfied with in-person and online purchases, the Rental Program and their overall experience with the Bookstore. Satisfaction was down from the previous year.

Satisfaction with Cafeteria
Spring 2016 survey results for the Cafeteria showed 95% were satisfied with cleanliness, 84% with food selection, 85% with hours, 78% with prices and 87% with quality.

As indicated in the FY15 assessment, I meet with the cafeteria manager on June 12, 2015 to discuss the quality of food. The survey question dealing with the quality of food did increase from 83.3% for FY15 to 87.1% for FY16 as being very satisfied or satisfied.

Satisfaction with Vending Services
Spring 2016 survey results for Vending Services showed 85% satisfied with food selection, 91% satisfied with freshness, 73% satisfied with prices and 90% satisfied with quality.

Rate your overall experience with the following MSCC services:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Responses
Bookstore **51.2 %**					
212 **41.8 %**					
173 **4.8 %**					
20 **2.2 %**					
9	414				

Please rate the method(s) of purchase at a MSCC's bookstore:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Responses
In-person purchase 57.2 %					
214 **36.6 %**					
137 **4.0 %**					
15 **2.1 %**					
8	374				
Online purchase **54.2 %**					
109 **38.8 %**					

78   **5.0 %**
10   **2.0 %**
  4   201
Rental Program   **56.5 %**
140   **37.5 %**
93   **3.2 %**
8   **2.8 %**
  7   248
Prices   **12.9 %**
53   **39.7 %**
163   **34.1 %**
140   **13.4 %**
  55   411

Please rate your satisfaction with the Cafeteria on Moore County's campus:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Responses
Cleanliness **59.4 %**					
92 **35.5 %**					
55 **4.5 %**					
7 **0.6 %**					
1					155
Food selection **47.5 %**					
66 **36.7 %**					
51 **12.2 %**					
17 **3.6 %**					
5					139
Hours **42.6 %**					
63 **41.9 %**					
62 **13.5 %**					
20 **2.0 %**					
3					148
Prices **40.7 %**					
57 **37.1 %**					
52 **15.7 %**					
22 **6.4 %**					
9					140
Quality **45.0 %**					
63 **42.1 %**					
59 **9.3 %**					
13 **3.6 %**					
5					140

Please rate your satisfaction with the vending services on your campus:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Responses
Food selection **34.7 %**					
104 **48.7 %**					
146 **13.3 %**					
40 **3.3 %**					
10					300
Freshness of food **40.8 %**					
117 **50.2 %**					
144 **7.0 %**					
20 **2.1 %**					
6					287
Prices **29.7 %**					

89	**43.7 %**		
131	**20.3 %**		
61	**6.3 %**		
19		300	
Quality	**35.3 %**		
106	**54.7 %**		
164	**7.3 %**		
22	**2.7 %**		
8		300	

Fall 2014-Spring 2015

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.

The desired outcomes were achieved. Results from 2014-15 Student Satisfaction with Services Survey are shown below.

If you have made purchases from MSCC's bookstore, was the service provided satisfactory?
   Yes – 97.4 %
   No –   2.6 %

If you have made purchases from MSCC's bookstore, was the staff member(s) who assisted you courteous?
   Yes –91.6%
    No – 8.4%

If you purchased books online through MSCC's bookstore, was the service satisfactory?
   Yes –98.8%
   No – 1.2%

If you used the rental book program through the MSCC bookstore, was the service satisfactory?
   Yes – 99.2%
   No – .8%

If you have eaten at MSCC's cafeteria, was the service provided satisfactory?
   Yes – 88.3%
    No – 11.7 %

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

   83.3% rated the food Very satisfactory or satisfactory
    16.7 % rated the food as unsatisfactory or very unsatisfactory

Fall 2013-Spring 2014
The desire outcome of 95% was achieved in 3 of the 4 categories for the bookstore. In the area of the cafeteria, both questions were well under the 95% level. I plan to meet with the cafeteria manager whom is beginning her second year with the Moore County Campus to reinforce that priority of good customer satisfaction.

If you have made purchases from MSCC's bookstore, was the service provided satisfactory?
    Yes – 92.2 %
    No – 7.8%

If you have made purchases from MSCC's bookstore, was the staff member(s) who assisted you courteous?
    Yes –92.93 %
    No –7.07 %

If you purchased books online through MSCC's bookstore, was the service satisfactory?
    Yes –89.3 %
    No –10.7%

If you used the rental book program through the MSCC bookstore, was the service satisfactory?
    Yes –94.7 %
    No – 5.3%

If you have eaten at MSCC's cafeteria, was the service provided satisfactory?
    Yes – 96.3%
    No - 3.7%

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

    93.9% rated the food Very satisfactory or satisfactory
    6.1% rated the food as unsatisfactory or very unsatisfactory

Fall 2012-Spring 2013
Not all areas accomplished the desire outcome of 95%. Late in the spring semester of 2014, both the bookstore and the cafeteria incurred new managers. The goal of the team is to meet with both managers and go over the results of the survey. Hopefully, both managers will make customer satisfaction a priority.

If you have made purchases from MSCC's bookstore, was the service provided satisfactory?
    Yes – 95.33 %
    No –3.67%

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

Yes –95.03 %
No –4.97 %

If you purchased books online through MSCC's bookstore, was the service satisfactory?
Yes –95.1 %
No –4.9 %

If you used the rental book program through the MSCC bookstore, was the service satisfactory?
Yes –98.06 %
No – 1.94%

If you have eaten at MSCC's cafeteria, was the service provided satisfactory?
Yes – 96.2%
No - 3.9%

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

85.9% rated the food Very satisfactory or satisfactory
14.1% rated the food as unsatisfactory or very unsatisfactory

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

Fall 2011-Spring 2012
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.

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-Spring 2011
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-Spring 2010
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-Spring 2009
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:

Changes to be made in 2016-17

Action	Responsible Parties	Deadline
Point of Service Survey in Bookstores – Fall Rush Period	Bookstore Manager and Vice President for Finance and Administrative Services	Mid-September 2016
Point of Service Survey in Cafeteria – Fall Rush Period	Cafeteria Manager and Vice President for Finance and Administrative Services	Mid-September 2016
Suggestion Box for Vending Items	Cafeteria Manager – Moore County, Front Office Staff at McMinnville, Fayetteville, and Smyrna and Vice President for Finance and Administrative Services	Mid–October 2016

Changes made in 2015-16

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:
- Spring 2016 Student Satisfaction Survey Results
- Spring 2016 Student Satisfaction Survey Comments on Bookstore
- Spring 2016 Student Satisfaction Survey Comments on Cafeteria
- Spring 2016 Student Satisfaction Survey Comments on Vending

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Finance & Administration

Related Strategic Goal: 4.4 MSCC will preserve institutional financial health.

Action Plan #: VPFA-02

Action Plan Title: Composite Financial Index (CFI)

Desired Outcome: In accordance with Strategic Financial Analysis for Higher Education, a CFI of 3.0 is an indicator that an institution is relatively financially healthy.   The goal is for Motlow State Community College is to maintain a CFI of at least 3.0.

Description of Action Plan and Related Activities: Motlow State Community College will calculate the CFI ratio within thirty days of the submission of the published financial statements to the TBR System Office.

Team Members: Vice President for Business Affairs and Business Office Staff

Timeline: Calculation will be conducted in the late fall of each year.

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

Evidence of Success: Obtaining the calculated CFI rate of 3.0.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress Below:

Fall 2015-Spring 2016
The FY15 financial statements were utilized to determine the Composite Financial Index (CFI) for Motlow State Community College. The CFI is a measure of the institution's financial health. The goal is to maintain at least a CFI of 3.0. For FY15, the CFI was 3.37%; therefore, the desired outcome was met.

Describe Needed Changes:

Changes to be made in 2016-17

Motlow will strive to surpass the 3.0 CFI. We will focus on the net operating revenues ratio. For FY15, it was 5.74%. The net operating revenues ratio indicates an operating surplus or deficit in the given fiscal year. A positive ratio indicates that the institution experienced an operating surplus for the year. This ratio is similar to a profit margin and answers the questions, "Did the institution balance operating expenses with available revenue" and "Do the operating results indicate that the institution is living within available resources?" The goal is to increase this ratio to 6% for FY16 with the increase of enrollment with the Tennessee Promise.

List of Supporting Documentation: CFI TBR Community Colleges 2005-15

Date Last Updated: 6/19/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Business Office   **Unit Head:** Jay Turney

Division: Finance & Administration

Statement of Purpose:

The mission of the Motlow College Business Office is to meet the varied support needs of the College and the Tennessee Colleges of Applied Technology at Murfreesboro, McMinnville, and Shelbyville by

- providing effective and efficient fiscal support services including cash receipts and disbursements, student billings and receivables, accounts and loans receivables, cash management, and grant management;
- accurately and efficiently administering and processing all payrolls;
- providing efficient procedures for the purchase of equipment, materials, and supplies at the best available prices;
- providing contract support and approving all contracts;
- assuring implementation and continuous improvement of internal controls for safeguarding the assets of the institutions;
- assisting with the design, implementation, and maintenance of computerized information systems; and
- providing accurate and timely financial record keeping and fiscal reporting for both internal and external users in accordance with generally accepted governmental accounting standards and with the policies and procedures of the College and the Tennessee Board of Regents.

Reviewed: 6/13/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Business Office

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: BOFF-01

Action Plan Title: Student Satisfaction with Business Office services

Desired Outcome: Students will be satisfied with Business Office Services as indicated by at least 97% of respondents to the Satisfaction of Student Services Survey rating the following question with a "yes". *If you have had contact with MSCC's Moore County Business Office, was the service satisfactory?*

Prior to July 1, 2011, the goal was 95% of respondents to the Satisfaction of Student Services Survey will rate the following question with a "yes".

Description of Action Plan and Related Activities: The Business Office takes numerous steps to ensure a high level of student satisfaction with Business Office services. The primary focus is to provide both students and staff that provide Business Office services to students' accurate and timely information. This communication happens year round and the methods of communication include telephone, email messages, the MSCC website, on campus electronic signs and on campus hard copy signs.

Activities that we deem especially important to our achieving our goal include conducting annual training as needed involving all locations to inform Business Office staff and others that the Business Office works closely with of changes in procedure that may have occurred. The training will include information about communicating with students regarding the payment plan, consequences of dropping a class if enrolled in payment plan or receiving Financial Aid, discussing solutions to most common student complaints and discussing customer service techniques when dealing with difficult students.

In addition, the Business Office will work to provide better general communication to all off campus sites to have all Motlow staff on the same page regarding Business Office procedures and information. This will help ensure students get consistent answers from all staff providing Business Office services and will maximize student satisfaction.

Each year when we get the scores from the Office of Institutional Research, Planning, and Effectiveness, management reviews the results and then communicates those results to all

staff. We ask staff to take a fresh look at how we can maintain and improve a high level of student satisfaction. All feedback and ideas are considered. The majority of the feedback is centered on ensuring we provide both students and staff that provide Business Office services to students with accurate and timely information.

Team Members: Business Office employees and related student services personnel at all MSCC sites

Timeline: Review progress and evaluate annually upon receipt of annual survey results.

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

Evidence of Success: The Office of Institutional Research, Planning, and Effectiveness will make the online survey available to all credit students each fall semester. The results of the survey will be posted on the IRPE website.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

SPRING 2016
For the period July 1, 2015 to June 30, 2016, the goal has been met as indicated by an approval rating of 98.2% in Fall 2015/Spring 2016. The approval rating was 94.1% for Fall 2015, 97.8% for Fall 2014, 95.83% for Fall 2012, 100% for Fall 2011, and 96.17% for Fall 2010.

Since the goal was not met in the previous survey, a closer look at the survey results was taken. We found that a much smaller number of students took the survey in 2015 (248) as compared to 2014 (755). It appears the smaller number may not fully represent the true level of satisfaction. The College looked at the survey and revised it making it shorter and easier for students to complete. The revised survey appears to have helped increase the participation.

It should be noted that the question was changed from "If you have had contact with MSCC's Moore County Business Office, was the service satisfactory?" and having a yes, no or n/a to "Rate your overall experience with the following MSCC services" and having the choices of very satisfied, satisfied, dissatisfied and very dissatisfied.

The Business Office believes good communication is critical to achieving student satisfaction with Business Office and will continue to strive to meet the 97% satisfaction goal.

SPRING 2015
For the period July 1, 2014 to June 30, 2015, the goal has not been met as indicated by an approval rating of 94.1% in Fall 2014/Spring 2015. The approval rating was 97.8% for Fall 2014, 95.83% for Fall 2012, 100% for Fall 2011, and 96.17% for Fall 2010.

Since the goal was not met in the most recent survey, a closer look at the survey results was taken. We found that a much smaller number of students took the survey in 2015 (248) as compared to 2014 (755). It appears the smaller number may not fully represent the true level of satisfaction. The College is looking at how better participation in the survey can be achieved.

In any event, the Business Office will participate in an internal retreat this fiscal year and brainstorm on substantive ways we can improve student satisfaction.

The Business Office believes good communication is critical to achieving student satisfaction with Business Office and will continue to strive to meet the 97% satisfaction goal.

SPRING 2014
For the period July 1, 2013 to June 30, 2014, the goal has been met as indicated by an approval rating of 97.8% in Fall 2013/Spring 2013. The approval rating was 95.83% for Fall 2012, 100% for Fall 2011, and 96.17% for Fall 2010.

The Business Office believes good communication is critical to achieving student satisfaction with Business Office services. In an effort to maintain high levels of student satisfaction, we continue to look for ways to improve the communication to both students and staff that provide Business Office services to students.

SPRING 2013
For the period July 1, 2012 to June 30, 2013, the goal has NOT been met as indicated by approval rating of 95.83% in Fall 2012. The approval rating for Fall 2011 was 100%. The approval rating for Fall 2010 was 96.17%.

The Business Office believes good communication is critical to achieving student satisfaction with Business Office services. In an effort to maintain high levels of student satisfaction, we continue to look for ways to improve the communication to both students and staff that provide Business Office services to students.

Training is one method of communication. Previously, the Business Office has invited staff from all sites to come to Moore County and attend a three to four hour refresher training session. In the Fall of 2011, we changed that routine to try to improve the training. One of the staff from the Moore County Business Office traveled to each site and provided on-site training. This helped identify and address local site issues that may factor in to achieving maximum student

satisfaction with Business Office services. It also gave the staff at the off sites a break in having to travel to Moore County and may have boosted morale as well. Additional training is planned for Summer 2013. We believe the timing of the training being right before the Fall busy time is best for the College employees and should translate into maximum student satisfaction.

Since the goal was not met in the Fall 2012 survey, the results by site were reviewed. It was determined that 3 out of 39 students were dissatisfied at the Smyrna location with the Business Office. Although the Business Office function at each of the satellite campus is not actually under the direction of the Business Office, the site Director was contacted about the results. It was determined that a personnel change was recently made in Smyrna that should improve future survey results. No further changes are deemed necessary.

The Business Office believes good communication is critical to achieving student satisfaction with Business Office and will continue to strive to meet the 97% satisfaction goal.

FALL 2011
For the period July 1, 2010 to June 30, 2011, the goal has been met as indicated by approval rating of 100% in Fall 2011. The approval rating for Fall 2010 was 96.17%.

The Business Office believes good communication is critical to achieving student satisfaction with Business Office services. In an effort to maintain high levels of student satisfaction, we continue to look for ways to improve the communication to both students and staff that provide Business Office services to students.   Training is one method of communication. Previously, the Business Office has invited staff from all sites to come to Moore County and attend a three to four hour refresher training session. In FY12, we are changing that routine. One of the staff from the Moore County Business Office will travel to each site and provide on-site training. This will help identify and address local site issues that may factor in to achieving maximum student satisfaction with Business Office services. It also gives the staff at the off sites a break in having to travel to Moore County and may boost morale.

Describe Needed Changes:

Changes to be made in 2016-17
The College is currently going through a restructuring process that will be implemented by July 1. We anticipate substantial challenges to be sure all re-assigned personnel are trained and ready to handle students. Additional training may be necessary to be sure our level of student satisfaction meets or exceeds our goal.

Changes made in 2015-16
The Business Office is pleased to be able to continue to provide high levels of student satisfaction. To help reinforce the positive results and also strive for continuous improvement, we plan to have a Business Office retreat again during the upcoming new fiscal year. We hope the retreat will give the staff additional opportunity to offer their input on how to keep the

level of student satisfaction high and improve it as well. We also hope the retreat will also help maintain a high level of morale.

The Business Office will continue to strive to meet the 97% satisfaction goal.

We will continue to look for other ways to help improve overall communication and ensure that students are satisfied with the service that the Business Office provides.

List of Supporting Documentation:

- Spring 2016 Student Satisfaction Survey Results
- Spring 2016 Student Satisfaction Survey Comments for Business Office
- Business Office Communications to MSCC Employees regarding Business Office Procedures and Information

Date Last Updated: 6/20/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Business Office

Related Strategic Goal: 4.4 MSCC will preserve institutional financial health.

Action Plan #: BOFF-02

Action Plan Title: Improving Efficiency in the Business Office

Desired Outcome: Each fiscal year, the Business Office will identify and implement two new best practices for efficiency in support of sustainability to save time and money for the College.

Description of Action Plan and Related Activities: The Business Office will engage all Business Office employees to come up with suggestions on streamlining current procedures and processes in an effort to improve efficiency. In addition, we when attending conferences, training and other occasions when interacting with other Higher Education institutions, we will look for best practices or other initiative that have shown improvement in efficiency and/or cost savings in time or money.

Team Members: Business Office employees

Timeline: Periodically review progress and assess progress in prior fiscal year each December.

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

Evidence of Success: Each fiscal year, the Business Office will adopt two new best practices or improve current processes for increased efficiency in support of sustainability. Processes must be documented and be in use.

Complete the following when assessing a plan

Current Status: On schedule

Describe Progress:

SPRING 2016:
For the period July 1, 2015 to June 30, 2016, the goal was met. The Business Office has adopted two new best practices for efficiency in support of sustainability.

In August 2015, The Business Office implemented auto hold releases for student accounts that run once a day and night. Previously, it was all a manual process so during the night, weekends or holidays the student had to wait to have their hold removed. This change not only saves staff time but also greatly improves student service.

In March 2016, the Business Office implemented Web Time for hourly temporary employees and student workers. Instead of this group of employees submitting paper time sheets each month, the process is now all online. This change will improve the accuracy of the process and save time in needing to calculate and input hours into the system. The process is more easily managed by the employee's approver and the payroll manager can easily monitor the status of each time sheet.

SPRING 2015:
For the period July 1, 2014 to June 30, 2015, the goal was met. The Business Office has adopted three new best practices for efficiency in support of sustainability.

In August 2014, Banner third party billing was implemented. Previously, all invoices were prepared manually. Now the invoice is generated through student Banner system automatically. We are still perfecting the process. This process prevents data entry errors. The invoice is processed through Evisions Form Fusion and provides more student detail. The automation of this process allows staff more time to review the third party contracts prior to billing.

In March 2015, the Business Office implemented direct deposit for employee reimbursement for all employee reimbursements. Direct deposit allows for safer deposit of funds and savings of staff time and hassle. Staff receiving a reimbursement receive an email with an attachment detailing the reimbursement. Business Office staff no longer have to contact employees by phone that they have a check to pick up. Employees receiving checks save time by not needing to pick the check up or run to the bank to deposit the check. We will also avoid the common problem of employees losing their reimbursement checks.

In June 2015, the Business office significantly changed the process for Faculty/Staff Vehicle Hangtags for 2015-16. The goal is to streamline the process.

Going forward, employees will not pick up parking hangtags and pay for them at the Business Office like in the past. A new form will be used for each individual that is employed as a full-time faculty and/or staff or regular part-time staff member. The appropriate Vice President will distribute the forms and hangtags to their appropriate faculty and/or staff. Each Vice President should ensure that the form is completed and returned to the Business Office. This form is only completed when the parking hangtag is issued. It is not required on an annual basis. The auto registration card will no longer be utilized for faculty and staff. The $10 fee will be processed through payroll instead of each person having to pay in person. The deduction will occur on the October payroll of each year.

The hangtag no longer has an expiration date and is meant to be used while employed by Motlow. Only one hangtag will be issued per individual. The faculty/staff person should use this hangtag until further notice. When an employee departs from Motlow, each employee will turn in his/her hangtag to the Business Office as part of the out processing procedure.

SPRING 2014:
For the period July 1, 2013 to June 30, 2014, the goal was met. The Business Office has adopted two new best practices for efficiency in support of sustainability.

In March 2014, the Business Office updated all forms to reflect the use of Banner indexes.   In addition, we have standardized the use of the index and account number.

Banner indexes are simply shortcuts for the fund, org and program. These indexes correspond to the old Accounting system numbers and employees are very familiar with them. Previously, employees were using a mixture of indexes, funds, orgs and programs. It was very inefficient and confusing for everyone.

In conjunction with the updating of forms, helpful information was provided to employees showing what indexes were assigned to their departments as well as information explaining the various FOAP elements of Banner. (Fund, org, Account, Program). In addition, frequently used Account number lists have been developed and distributed to help internal users with their form preparation. Time will be saved by persons filling out the forms as well as Business Office staff processing the forms.

In May 2014, the Business Office tested and implemented direct deposit for employee reimbursement for a limited number of employees. Direct deposit is a best practice and using it for all employee reimbursement is our next goal. Direct deposit allows for safer deposit of funds and savings of staff time and hassle. Staff receiving a reimbursement receive an email with an attachment detailing the reimbursement. Business Office staff no longer have to contact employees by phone that they have a check to pick up. Employees receiving checks save time by not needing to pick the check up or run to the bank to deposit the check. We will also avoid the common problem of employees losing their reimbursement checks. For the next fiscal year, we plan to implement direct deposit for employee reimbursement to the majority of, if not all, employees.

SPRING 2013:
For the period July 1, 2012 to June 30, 2013, the goal was met. The Business Office has adopted two new best practices for efficiency in support of sustainability.

In March 2013, the Business Office implemented BDMS (Scanning).

The Business Office has implemented scanning for two key areas as of March 2013. All journal vouchers will be scanned and will be accessible electronically. Hard copies will be maintained only until the financial and compliance audit is completed. Having the information available

electronically will enable users to easily see the journal voucher within the Banner system and the supporting documentation rather than having to search for, pull the hard copies and then subsequently re-file. It will also be possible for Business Office employees to see the scanned journal voucher in Banner when looking at account detail.

Scanning for the checks runs and all check supporting documentation has also been implemented as of March 2013. This will also have similar benefits and will be more efficient in the long run.

In May 2013, the Business Office implemented SciQuest. SciQuest is an electronic requisition system that allows users to submit requisitions for purchase orders electronically rather than the traditional hard copy method. The highlight of the SciQuest system is it uses electronic approval ques and should streamline the purchasing process and also eliminate the hard copy submittal of purchasing requisitions. SciQuest will allow for much more efficient purchasing.

SciQuest is a best practice that helps reduce the transactional cost of purchasing. Other TBR schools have been using SciQuest with success and Motlow should be able to benefit from its use as well.
Initial reaction from internal users has been very positive.

FALL 2011:
For the period July 1, 2010 to June 30, 2011, the goal was met. The Business Office has adopted two new best practices for efficiency in support of sustainability. In January 2011, the Business Office implemented Positive Pay.

Positive Pay is a best practice that helps reduce fraud in the vendor and student payment process. Fraud prevention will help reduce the financial burden that may otherwise result from fraudulent transactions being processed by the bank. Thus, it will save the College money.   It should be noted that we learned of this best practice from several sources and when checking out whether it would be a wise use of College resources to implement, we found out that TBR had actually sustained a loss by not having positive pay implemented. This was the extra motivation we needed to get the process implemented in a timely fashion. The implementation was successful and the College is much more protected from a possible fraud event now that we are using positive pay.

In June 2011, the Business Office began using a best practice used by other educational institutions utilizing Sungard Banner to load adjustments for Motlow College into the accounting system electronically instead of manually keypunching the transactions. Ironically, the College was already using this process to a limited extent with a few of the TN Technology Centers we support. To improve the efficiency of our processing, we determined we could utilize the best practice for Motlow and the third Technology Center.

Loading data into the system electronically from a spreadsheet saves the College time and money. It takes much less time to load a spreadsheet with 1000 lines than it does to manually

keypunch that same transaction. It also greatly reduces the errors made inherent with keypunching. When keypunching a transaction that large, errors are often made but there is not a good way to always determine how and where the errors are made. It is only much later when reconciling accounts that the errors are caught. In the event that an error is not caught, it could result in a finding on our annual audit. In addition to saving time and money and reducing errors, this process also improves the quality of the data that is put into the system. By using a spreadsheet to enter the data, a unique description can be used to identify each transaction. This has been very useful in reducing the time it takes to reconcile accounts both on a monthly basis and on an annual basis. It would virtually be impossible to keypunch a 1000 line journal entry and use a unique and detailed description for each line as the time that it would take to do so would literally be hours.

Reactions from internal users have been very positive about the improved descriptions. Reaction from the personnel involved with keypunching the transactions has also been positive.

Describe Needed Changes:

Changes to be made in 2016-17

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. Staff are more engaged than ever to seek best practices and ways to improve processes for increased efficiency.

Changes made in 2015-16

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:
- Documentation including emails on Automated Reporting, Releasing Student Holds and Web Time Sheet Approval

Date Last Updated: 6/20/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Facilities Services   **Unit Head:** Brian Gafford

Division: Finance & Administration

Statement of Purpose:

The mission of Motlow State Community College's (MSCC) Facilities Services Unit is to support a quality learning and working atmosphere for all students, faculty, staff, and community-based customers through cost-effective and efficient operational and support services. To provide this level of service, MSCC's Facilities Services department is also tasked to concurrently plan for future improvements in facilities and services, while ever increasing its level of environmental stewardship campus-wide.

Reviewed: 6/18/15

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Facilities Services

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: FACS-01

Action Plan Title: Maintenance Work Order Request System

Desired Outcome: Installation, testing and implementation of new maintenance work order system for customer generated work order request.

Description of Action Plan and Related Activities: Existing open market work order systems will be evaluated on capabilities, it integration, and cost. The Director of Facilities Service along with the Maintenance Supervisor will assess systems in place at other Colleges in the TBR system, examining suitability for Motlow's needs and past successes with the other colleges. Will then request proposals and requirements for the systems deemed practical for Motlow. Once proposals are received will review with Director of Information Technology for adaptability to our network. When a suitable system is found it will be acquired for the college.

Timeline: Continuing

Est. Cost: $4500   **Budgeted:** Included in current budget

Evidence of Success: A screen capture will show an active maintenance work order system in operation that allows for campus submittal of work requests and projects and the ability to track maintenance requests and manpower utilization for all campuses.

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was achieved. Multiple systems were evaluated and SchoolDude Work Order Management System was chosen. The system was purchased, installed and operational. The system is being used by maintenance staff and a faculty/staff trial group.

- January 2016 - Systems evaluated and final selection made

- March 2016 - System purchased and implementation to begin
- June 2016 - System online and operational

Describe Needed Changes:

Changes to be made in 2016-17
1. Roll out the new system on the campus web site for faculty and staff use during the Fall 2016 semester.
2. Once sufficient data is contained in the database, evaluations of work order completion rates and timeliness can be done.
3. Once existing baseline is established percentage goals and timeframe requirements will be set.

List of Supporting Documentation: Screen display of work order system dashboard

Date Last Updated: 6/15/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Facilities Services

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: FACS-02

Action Plan Title: Preventative Maintenance System

Desired Outcome: Installation, testing and implementation of new preventative maintenance system.

Description of Action Plan and Related Activities: Existing open market work order systems will be evaluated on capabilities, it integration, and cost. The Director of Facilities Service along with the Maintenance Supervisor will assess systems in place at other Colleges in the TBR system, examining suitability for Motlow's needs and past successes with the other colleges. Will then request proposals and requirements for the systems deemed practical for Motlow. Once proposals are received will review with Director of Information Technology for adaptability to our network. When a suitable system is found it will be acquired for the college.

Timeline: Continuing

Est. Cost: $6,000   **Budgeted:** Included in current budget

Evidence of Success: A screen capture will show an active maintenance work order system in operation that allows for automated issuing of preventative maintenance requests and scheduling as well as the ability to track preventative maintenance costs and manpower usage.

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was achieved. Multiple systems were evaluated and SchoolDude Preventative Maintenance Management system was chosen. The system was purchased, installed and operational. The system is being used by maintenance and custodial staff to

automate preventive maintenance work requests and tracking. At this time preventive maintenance work orders are being generated and completed for multiple tasks at all campuses.

- January 2016 - Systems evaluated and final selection made
- March 2016 - System purchased and implementation to begin
- June 2016 - System online and operational

Describe Needed Changes:

2016-17
1. Input all recurring preventative maintenance tasks in to system for automatic work order generation.
2. Once sufficient data is contained in the database, evaluations of pm work order completion and percentage of pm work compared to routine work orders will be done.
3. Once existing baseline is established percentage goals and timeframe requirements will be set.

List of Supporting Documentation: Screen shot of PM Direct monthly dashboard

Date Last Updated: 6/15/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Facilities Services

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: FACS-03

Action Plan Title: Student Satisfaction with Facilities and Facilities Services

Desired Outcome: Students will rate the following items with ratings of "Meets", "Exceeds", or "Far Exceeds" for a sum total of at least 85% of the respondents.
1. Classroom Cleanliness
2. Restroom Cleanliness/Appearance
3. Classroom Comfort Level
4. Building/Grounds Accessibility
5. Building/Grounds Appearance
6. Maintenance Personal Cooperative, Helpful, Friendly

Prior to June 1, 2015
Students will rate the following items with ratings of "strongly agree" or "agree" for a sum total of at least 75% of the respondents.

1. Class/meeting room cleanliness is acceptable.
2. Class/meeting room comfort level is acceptable.
3. Restroom cleanliness is acceptable.
4. Restroom appearance is acceptable.
5. Building appearance is acceptable.
6. Grounds appearance is acceptable.
7. Facility Services personnel cooperative, friendly, and helpful.
8. Custodial issues are resolved accurately and in a reasonable time frame.
9. Grounds issues are resolved accurately and in a reasonable time frame.
10. Maintenance issues are resolved accurately and in a reasonable time frame.

Description of Action Plan and Related Activities: Train employees with the most current techniques and tools while continuing to look for ways to minimize budget constraints while increasing qualified employees. Facilities Services personnel to monitor and control most of the buildings HVAC systems through the Energy Management System in order to better control and provide a quicker response on needed changes. Students will participate in an

annual online satisfaction survey that includes assessment of satisfactions with facilities. The Facilities Director and staff will review the survey results to identify areas for improvement.

Timeline: Annually reviewed

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

Evidence of Success: Student Satisfaction Survey results will show at least 85% of the students surveyed find appearance and cleanliness of the grounds and facilities of Motlow college to be acceptable.

Current Status: On Schedule

Describe Progress:

<u>2015-2016</u>
The desired outcome was achieved.

Due to changes in survey format "far exceeds," "exceeds," or "meets" have been replaced by "very satisfied" or "satisfied". Questions asked remain the same.
1. Classroom cleanliness
   99.3% of the respondents rated this "very satisfied" or "satisfied"
2. Restroom Cleanliness/Appearance
   98.3% of the respondents rated this "very satisfied" or "satisfied".
3. Classroom Comfort Level
   93.4% of the respondents rated this "very satisfied" or "satisfied".
4. Building/Grounds Accessibility
   98.8% of the respondents rated this "very satisfied" or "satisfied"
5. Building/Grounds Appearance
   99.8% of the respondents rated this "very satisfied" or "satisfied".
6. Maintenance Personal Cooperative, Helpful, Friendly
   99.2% of the respondents rated this "very satisfied" or "satisfied".

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 98.1% therefore no further action is required.

<u>2014-2015</u>
Goal Meet
1. Classroom cleanliness/appearance
   98.4% of the respondents rated this "far exceeds," "exceeds," or "meets".
2. Classroom comfort level
   98.3% of the respondents rated this "far exceeds," "exceeds," or "meets".
3. Restrooms cleanliness/appearance
   95.5% of the respondents rated this "far exceeds," "exceeds," or "meets".

4. Building/grounds appearance

   98.6% of the respondents rated this "far exceeds," "exceeds," or "meets".

5. Building/grounds accessibility

   98.2% of the respondents rated this "far exceeds," "exceeds," or "meets".

6. Maintenance personnel cooperative

   98% of the respondents rated this "far exceeds," "exceeds," or "meets".

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 97.8% therefore no further action is required.

<u>2013-14</u>

Goal not meet.

1. Class/meeting room cleanliness is acceptable – 81.5% of the respondents rated this "strongly agree," or "agree".
2. Class/meeting room comfort level is acceptable – 65.1% of the respondents rated this "strongly agree," or "agree".
3. Restroom cleanliness is acceptable – 74.5% of the respondents rated this "strongly agree," or "agree".
4. Restroom appearance is acceptable – 74.5% of the respondents rated this "strongly agree," or "agree".
5. Building appearance is acceptable – 80.6% of the respondents rated this "strongly agree," or "agree".
6. Grounds appearance is acceptable – 80.9% of the respondents rated this "strongly agree," or "agree".
7. Facility Services personnel cooperative, friendly, and helpful – 79.0% of the respondents rated this "strongly agree," or "agree".
8. Custodial issues are resolved accurately and in a reasonable time frame – 77.5% of the respondents rated this "strongly agree," or "agree".
9. Grounds issues are resolved accurately and in a reasonable time frame – 80.75% of the respondents rated this "strongly agree," or "agree".
10. Maintenance issues are resolved accurately and in a reasonable time frame – 79.0% of the respondents rated this "strongly agree," or "agree".

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 77.34% therefore no further action is required. We did some decline in the overall rating and we will work with the individual groups to address performance and morale throughout the department.

<u>2012-13</u>

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%.

Describe Needed Changes:

Changes to be made in 2016-17
The changes made in previous year continue to have positive impact on student satisfaction. The Director of Facilities and Facilities staff will continue to closely monitor the condition and cleanliness of campus facilities.

Changes made in 2014-15
Multiple personnel changes were implemented to include Director of Facilities Service, Maintenance Supervisor, and Custodial Supervisor. These changes appear to have had positive impact of student satisfaction. This year's student survey results were received in the same format as used in the 2007-08 survey.

Changes made in 2013-14
 Response rate on the CCSSE Survey is low so we need to try to find ways to get more people to fill out this survey and return the results in order to get a more accurate view. It was determined by Facilities Services personnel upon review of the survey results that items number 2, 3 and 4 did not meet the desired outcome individually however for a sum total the

results were met.   Issues within the department affected building and campus grounds appearances and those items are being addressed to improve overall standards.

List of Supporting Documentation:
- Spring 2016 Student Satisfaction Survey Results
- Spring 2016 Student Satisfaction Survey Comments for Facilities

Date Last Updated: 6/15/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Facilities Services

Related Strategic Goal: 4.4 MSCC will preserve institutional financial health.

Action Plan #: FACS-04

Action Plan Title: Efficiency Plan

Desired Outcome: Implement at least one new best practice for efficiency in support of sustainability

Description of Action Plan and Related Activities:
Maintain Motlow facilities in the most efficient manner by utilizing new technology where applicable and making improvements using a holistic approach by not only considering the implementation cost but also the operating cost and life of the facility. To continually make improvements by searching for and implementing best practices that suit Motlow conditions and needs. Implement and continue five new best practices for efficiency in support of sustainability by 2016.

Facilities Services personnel to continue to search for new best practices that suit Motlow conditions and needs. Once these items have been identified then implement these practices into the Motlow facilities. 1. Install new roof on buildings that are 25 plus years old to reduce roof leaks. 2. Replace the 40 plus year old steel single pane glass doors with new aluminum double insulated glass doors in buildings to conserve energy. 3. Replace underground piping that is 40 plus years old to reduce water treatment chemical loss. 4. Replace and upgrade interior and exterior lighting with new lighting technologies to include LED, high efficiency fluorescent and lighting controls. 5. Replace one of Moore counties gas fired chillers with new variable speed higher efficiency electrical unit.

Team Members: Facilities Services personnel

Timeline: Annually reviewed

Est. Cost: Varies

Evidence of Success: Report of best practice including potential effect on cost savings, efficiency and sustainability

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was achieved.

Roof replacement on Nisbett and Powers Building complete increasing roof insulation helping to reduce heating and cooling costs. Led light upgrades to four fixtures in Regions parking lot completed allowing for over 75% decrease in electrical usage for the same lighting levels. New variable frequency chiller replacement for old Tecogen gas fired chiller completed this allows for a lower energy consumption.

2014-15
Meet goal campus has five practices in implementation.

Finished replacement of Underground Chill/Hot water piping upgrade from Ingram to Eoff buildings. Which reduced makeup water to boiler and chiller feed water systems. This also allowed for a reduction in the chemicals required for water treatment. Upgraded Faculty Staff Parking lot with new LED fixtures that reduced the energy consumption by 75% while still maintaining the same light output. Began the design and project implementation for the chiller replacement on Moore Country Campus which will be completed by end of Calendar year 2015. Plan to upgrade lighting in the Regions student parking lot in the coming school year. Also on course for roof replacement for Nisbett and Power Buildings in fy 15-16.

2013-14
The desired outcome was achieved.

Installed new roofs on Ingram and Forrester buildings. Began completion of the next phase of the Underground Chill/Hot water piping upgrade from Ingram to Eoff buildings. Requested approval and have been granted approval to continue during the 2014-2015 school year the Simon Hall renovation, Chiller replacement for power house mechanical room, Powers Auditorium upgrade in Eoff, Two upgrade projects in Forrester and upgrades of both the baseball and softball complexes.

Describe Needed Changes:

Changes to be made in 2016-17
Continue with known best practices plans. Work towards more roof replacements and continue to move towards Led conversions where possible.

Changes made in 2015-16
With a change in staffing sustainability continues to be implemented with internal and capital funding. A Certified Energy Manager has been hired by the college in the Director of Facilities Services position which will help in the evaluation of new initiatives. The capital maintenance

funding cycle continues to be one of the major concerns, but use of other funds available has helped in moving forward with sustainability.

Changes made in 2014-15
The desired outcome was achieved on the above listed buildings but this is an ongoing need as all buildings continue to age. The project list for 2014-2015 is aggressive but will move us forward at a rapid pace in continuing to grow student and faculty levels of satisfaction toward their institution.

Changes made in 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.

List of Supporting Documentation: Roofing project tracking showing work 100%

Date Last Updated: 6/15/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Information Services   **Unit Head:** Cindy Logan

Division: Finance & Administration

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 Campus, the Fayetteville Campus, and the Smyrna Campus
- 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
- Contact with regional, state and national technology resource organizations

Reviewed: 9/9/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Information Systems

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: ITCH-01

Action Plan Title: Business Continuity Plan (BCP)

Desired Outcome: An institution-wide, standardized and documented BCP consisting of high quality, mature processes and practices.

Description of Action Plan and Related Activities:
The desired outcome will be achieve by:
- the establishment of a Business Continuity Plan management policy
- the implementation of business impact analysis for all MSCC divisions and departments
- the development of departmental BCPs
- the implementation of regular, institution-wide BCP communication
- an iterative, maintained and audited BCP

Team Members:
- CIO
- Director of Technical Operations
- Director of Administrative Computing Services
- All MSCC department directors

Timeline: June 2017

Est. Cost: $1500 per year   **Budgeted:** Included in current budget

Evidence of Success: Achievement of Level 3 or higher using the BCP Maturity Assessment rubric.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: September 29, 2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Information Systems

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: ITCH-02

Action Plan Title: A Mature, Effective and Proactive IT Help Desk

Desired Outcome: A fully functioning IT Help Desk, staffed by trained personnel, which is subject to continuous improvement based on customer feedback and a Maturity Level rubric.

Description of Action Plan and Related Activities:
The desired outcome will be achieve by:
- the establishment of a help desk process based on best practice
- clear communication to the end-users of the help desk role and scope
- optimal use of technology for incident reporting and response
- regular and adequate training of help desk personnel
- continuous service improvement based on end-user feedback and a Maturity Level rubric

Team Members: CIO and Director of Technical Operations

Timeline: May 2016

Est. Cost: $1500 per year   **Budgeted:** Included in current budget

Evidence of Success: Achieve a Maturity Level of 125 on the "Service Desk Assessment – Level of Impact" assessment tool.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 7/22/16

Motlow State Community College
Institutional Effectiveness Plan

Unit: Technical Operations   **Unit Head:** Matt Hulvey

Division: Finance and Administration

Statement of Purpose:

Technical Operations primary purpose is to meet the informational technology needs for all locations of the college by providing a variety of administrative and academic computing services and telecommunication services. Technical Operations accomplishes this by maintaining a current, effective and secure computing network. Technical Operations uses a variety of methods to ensure that these tasks are accomplished. Included in these methods are:

- Providing the latest in computer technology as applicable to the end user as allowed by the budgetary process.
- Providing the latest in network technologies as allowed by the budgetary process.
- Maintaining an effective wide area network that serves all four Motlow campuses.
- Maintaining the "smart" classrooms and ITV rooms with the latest technology as allowed by the budgetary process.
- Providing and maintaining an effective voice communication system.
- Repairing or replacing broken equipment in a timely fashion.

Reviewed: 5/20/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Technical Operations

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: TEOP-01

Action Plan Title: Technical Operations Support Satisfaction

Desired Outcome: Employee Satisfaction Survey results will show that less than 10% of the respondents rate the following statements as "Disagree" or "Strongly Disagree"
- Help desk calls (1510) are answered promptly.
- IT staff is able to answer your questions in a friendly and competent manner.
- There is adequate support for solving phone and/or voicemail problems.
- Software problems are resolved accurately and in a reasonable time frame.
- Hardware problems are resolved accurately and in a reasonable time frame.
- New software installations are completed in a reasonable time frame.
- The overall support from IT is adequate.

Prior to June 2015
At least 90% of the end users completing the Information Technology and Administrative Services survey expect the overall support from Technical Operations to be adequate or better. (This percentage was increased from 85% effective July 1, 2015)

Description of Action Plan and Related Activities: The Technical Operations Division strives to achieve this goal by providing Helpdesk services to end-users, using automated updates to end-user pcs, providing end user virus protection to each desktop. We provide spam filters for the campus email system, use in-house technicians to facilitate repairs to desktop equipment and provide in-house support for the phone system. Two surveys are done annually, one for employees and one for students. The department uses feedback from the surveys and direct communication with end users to determine the level of satisfaction.

Team Members: Director of Technical Operations and staff

Timeline: Annually

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

Evidence of Success: Employee Satisfaction Survey results will show that less than 10% of the respondents rate the following statements as "Disagree" or "Strongly Disagree"

- Help desk calls (1510) are answered promptly.
- IT staff is able to answer your questions in a friendly and competent manner.
- There is adequate support for solving phone and/or voicemail problems.
- Software problems are resolved accurately and in a reasonable time frame.
- Hardware problems are resolved accurately and in a reasonable time frame.
- New software installations are completed in a reasonable time frame.
- The overall support from IT is adequate.

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was achieved.

Spring 2016 Employee Satisfaction Survey results below show that less than 10% of the respondents disagreed with the following items related to employee satisfaction with technology support.

	Strongly Agree	Agree	Neutral	Disagree
	Strongly Disagree			
Help desk calls (1510) are answered promptly.	103			
41.5%	118			
47.6%	25			
10.1%	2			
0.8%	0			
0.0%				
IT staff is able to answer your questions in a friendly and competent manner.	115			
44.6%	118			
45.7%	21			
8.1%	4			
1.6%	0			
0.0%				
There is adequate support for solving phone and/or voicemail problems.	66			
28.4%	120			
51.7%	38			
16.4%	7			
3.0%	1			
0.4%				
Software problems are resolved accurately and in a reasonable time frame.	80			
32.9%	131			
53.9%	24			
9.9%	7			
2.9%	1			
0.4%				
Hardware problems are resolved accurately and in a reasonable time frame.	77			
31.6%	129			
52.9%	31			
12.7%	6			

2.5%   **1**
  0.4%
New software installations are completed in a reasonable time frame.   **73**
30.5%   **125**
52.3%   **34**
14.2%   **5**
2.1%   **2**
  0.8%
The overall support from IT is adequate.   **96**
36.4%   **144**
54.5%   **19**
7.2%   **5**
1.9%   **0**
  0.0%

2014-15
Results of the ITT survey that was administered in Fall 2014 indicate that 93.7% of the employee survey respondents agreed that the overall support from ITT is adequate. This goal was met.

2013-14
Results of the ITT survey that was administered in Fall 2012 indicate that 98.7% of the survey respondents agreed that the overall support from ITT is adequate. This goal was met.

2012
Results of the ITT survey that was administered in Fall 2011 indicate that 98.2% of the survey respondents agreed that the overall support from ITT is adequate. This goal was met.

2011
Results of the ITT survey that was administered in Fall 2011 indicate that 93.83% of the survey respondents agreed that the overall support from ITT is adequate. This goal was met.

2010
Results of the ITT survey that was administered in Fall 2010 indicate that 95.75% of the survey respondents agreed that the overall support from ITT is adequate. This goal was met.

2009
Results of the ITT survey that was administered in Fall 2009 indicate that 93.4% of the survey respondents agreed that the overall support from ITT is adequate. This goal was met.

2008
  Results of the ITT survey that was administered in Fall 2008 indicate that 92% of the survey respondents agreed that the overall support from ITT is adequate. This goal was met.

Describe Needed Changes:

Changes to be made in 2016-17
To support the growth at our Smyrna campus, one of our Technicians will be relocated from Moore County to Smyrna. We are also in the process of migrating all student email to Office 365 to allow students access to increased and newer technology.

List of Supporting Documentation: Spring 2016 Employee Satisfaction Survey Results

Date Last Updated: 5/20/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Technical Operations

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: TEOP-02

Action Plan Title: Satisfaction with Computers & Tech Assistance

Desired Outcome: Student Satisfaction Survey results will show that at least 95% of responding students find MSCC computers to be in good working order and the help desk assistance to be satisfactory.

Prior to June 2015

At least 95% of the respondents to the Satisfaction of Student Services Survey will select "Satisfied" or "Very Satisfied" when asked to "Rate your computer use at Motlow". Also, under the section, "Rate your experience with the Help Desk", at least 95% of the respondents will "Agree" or "Strongly Agree" when asked the following questions:

- Calls/emails were answered professionally.
- Calls/emails were returned quickly.
- Staff was readily available to help you.
- Your issues were quickly resolved.

Description of Action Plan and Related Activities: Students expect computers in labs, library and work areas to be in good working order with up-to-date software. The staff of Technical Operations works to ensure those expectations are met. The director of Technical Operations receives Technology Access Funds annually to replace computers and peripherals in student computer labs, classrooms, student lounges and the library. The staff maintains the computer inventory and aging report to track progress.

Student satisfaction with computers is measured in an annual satisfaction survey. The staff of Technical Operations reviews data and comments gathered from this survey to make needed improvements.

Team Members: Director of Technical Operations and Staff

Timeline: Annual

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

Evidence of Success: Survey results will show that at least 95% of responding students find MSCC computers to be in good working order and the help desk assistance to be satisfactory.

Current Status: On Schedule

Describe Progress:

Spring 2016

The desired outcome was achieved.

Rate your computer use at Motlow:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Responses
Classroom labs	**65.4 %** 217	**33.4 %** 111	**1.2 %** 4	**0.0 %** 0	332
Cyberspace labs	**64.5 %** 89	**32.6 %** 45	**2.2 %** 3	**0.7 %** 1	138
Library	**70.7 %** 256	**27.3 %** 99	**1.4 %** 5	**0.6 %** 2	362
Lounge	**66.9 %** 166	**29.0 %** 72	**3.6 %** 9	**0.4 %** 1	248

Under the heading "Rate your computer use at Motlow", the 4 sections (Classroom labs, Cyberspace labs, library, and lounge) were totaled. 97.6% of the respondents answered "Satisfied" or "Very Satisfied".

Rate your experience with the Help Desk.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Responses
Calls/e-mails were answered professionally.	**64.0 %** 151	**35.2 %** 83	**0.8 %** 2	**0.0 %** 0	236
Calls/e-mails were returned quickly.	**54.5 %** 121	**41.4 %** 92	**3.6 %**		

8   **0.5 %**
  1   222
Staff was readily available to help you.   **60.2 %**
148   **38.6 %**
95   **1.2 %**
3   **0.0 %**
  0   246
Your issues were quickly resolved.   **58.4 %**
142   **38.3 %**
93   **2.9 %**
7   **0.4 %**
  1   243

Under the heading "Rate your experience with the Help Desk", the 4 sections (calls/email were answered professionally, call/email were returned quickly, staff was readily available to help you and your issues were quickly resolved) were totaled. 97.6% of the respondents answered "Satisfied" or "Very Satisfied".

Spring 2015
- If you have used MSCC's computers, have they been in good working order? 98.4% of the respondents said "yes" to this question.
- If you have used MSCC's help desk, did you find the service provided satisfactory? 97.9% of the respondents said "yes" to this question.

  This goal was met.

Spring 2014
- If you have used MSCC's computers, have they been in good working order? 98.9% of the respondents said "yes" to this question.
- If you have used MSCC's help desk, did you find the service provided satisfactory? 96.9% of the respondents said "yes" to this question.

  This goal was met.

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.

  This goal was met.

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.

This goal was met.

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:

Changes to be made in 2016-17
The satisfaction rate for internet speed on student owned devices was lower than the satisfaction rate for Motlow owned computers. We are in process of upgrading our Wi-Fi hardware to provide better connection to wireless devices.

List of Supporting Documentation: Results of Spring 2016 Student Satisfaction Survey

Date Last Updated: 5/20/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Technical Operations

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: TEOP-03

Action Plan Title: Employee Satisfaction with Technology

Desired Outcome: Employee Satisfaction Survey results will show less than 15% of the respondents rate the following statements as "Disagree" or "Strongly Disagree."

- Current office and classroom technology is high quality and up to date.
- Computer labs adequately meet the needs of the college.
- Requests for Technology Access Funds (TAF) are promptly and professionally met.

<u>Prior to June 2015</u>
At least 85% of the respondents to the *Evaluation of Information Technology and Telecommunications Survey* will rate questions related to technology as agree or strongly agree. (This goal was raised from 80% effective July 1, 2015).

Description of Action Plan and Related Activities: Faculty require and expect computers in offices, classrooms and labs to be up-to-date and in good working order. The staff of Technical Operations works to ensure those expectations are met. The director of Technical Operations receives Technology Access Funds annually to replace computers and peripherals in student computer labs, classrooms, and offices. The staff maintains the computer inventory and aging report to track progress. Additionally, faculty may request Technology Access Funds to purchase technology for teaching and learning.

Employee satisfaction with computers is measured in an annual satisfaction survey. The staff of Technical Operations reviews data and comments gathered from this survey to make needed improvements.

Team Members: Director of Technical Operations and staff.

Timeline: Annual

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

Evidence of Success: Employee Satisfaction Survey results will show less than 15% of the respondents rate the following statements as "Disagree" or "Strongly Disagree."

- Current office and classroom technology is high quality and up to date.
- Computer labs adequately meet the needs of the college.
- Requests for Technology Access Funds (TAF) are promptly and professionally met.

Current Status: On Schedule

Describe Progress:

2015-2016

The desired outcome was achieved.

Spring 2016 Employee Satisfaction Survey results below show that less than 15% of the respondents disagreed with the following items related to employee satisfaction with technology.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Current office and classroom technology is high quality and up to date.	74 / 29.7%	129 / 51.8%	26 / 10.4%	19 / 7.6%	1 / 0.4%
Computer labs adequately meet the needs of the college.	65 / 28.5%	103 / 45.2%	40 / 17.5%	16 / 7.0%	4 / 1.8%
Requests for Technology Access Funds (TAF) are promptly and professionally met.	51 / 31.3%	58 / 35.6%	53 / 32.5%	1 / 0.6%	

0
0.0%

Fall 2014

Excluding the N/A category,

- There is a clear vision of the use of technology for the institutional good: 89.7% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 93.1% satisfaction
- The rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 89% satisfaction
- The rating for there is strong support for the use of technology is: 94.9 %
- The overall, technology is readily available and adequate to meet current needs rating is: 87.7 % satisfaction

The goal was met.

Fall 2013

Excluding the N/A category,

- There is a clear vision of the use of technology for the institutional good: 91.1% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 100% satisfaction
- The rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 95.3% satisfaction
- The rating for there is strong support for the use of technology is: 95.8 %
- The overall, technology is readily available and adequate to meet current needs rating is: 97.1 % satisfaction

Fall 2012

Excluding the N/A category,

- There is a clear vision of the use of technology for the institutional good: 90.3% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 88.8% satisfaction (much of the TAF money this year had to be used to install new Learning Support Labs and so all needs were not met.)
- The rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 82.0% satisfaction
- The rating for there is strong support for the use of technology is: 92.5 %
- The overall, technology is readily available and adequate to meet current needs rating is: 92.7% satisfaction

Fall 2011

Excluding the N/A category,

- There is a clear vision of the use of technology for the institutional good: 92.4% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 100% satisfaction
- The rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 84.21% satisfaction
- The rating for there is strong support for the use of technology is: 91.67 %

- The overall, technology is readily available and adequate to meet current needs rating is: 93.83% satisfaction

Fall 2010
Excluding the N/A category,
- There is a clear vision of the use of technology for the institutional good: 92% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 97% satisfaction
- The rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 94% satisfaction
- The rating for there is strong support for the use of technology is: 93%
- The overall, technology is readily available and adequate to meet current needs rating is: 92% satisfaction

Fall 2009
Excluding the N/A category,
- There is a clear vision of the use of technology for the institutional good: 94% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 98% satisfaction
- The rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 83% satisfaction
- The rating for there is strong support for the use of technology is: 95%
- The overall, technology is readily available and adequate to meet current needs rating is: 91% satisfaction

Fall 2008
- There is a clear vision of the use of technology for the institutional good: 79.59% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 95% satisfaction
- Excluding the N/A category, the rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 72% satisfaction
- Excluding the N/A category, the rating for there is strong support for the use of technology is: 93%
- Excluding the N/A category, the overall, technology is readily available and adequate to meet current needs rating is: 89.6% satisfaction

Fall 2007
- There is a clear vision of the use of technology for the institutional good: 71% satisfaction
- Requests for the use of Technology Access Funds (TAF) are met promptly and professionally: 96% satisfaction
- Excluding the N/A category, the rating for current technology (computers, smart classrooms) is up-to-date and of the highest quality is: 57% satisfaction
- Excluding the N/A category, the rating for there is strong support for the use of technology is: 85%
- Excluding the N/A category, the overall, technology is readily available and adequate to meet current needs rating is: 77.0% satisfaction

Describe Needed Changes:

Changes to be made in 2016-17
The college is hiring a Dean of Digital First Learning that will focus on using and teaching with the best and most current technology.

List of Supporting Documentation: Spring 2016 Employee Satisfaction Survey Results

Date Last Updated: 5/20/16

Motlow State Community College
Institutional Effectiveness Plan

Unit: Internal Audit   **Unit Head:** Tammy Wiseman

Division: Finance and Administration

Statement of Purpose:

The Institute of Internal Auditors defines internal auditing as an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

The Internal Audit function adheres to The Institute of Internal Auditors' mandatory guidance including the Definition of Internal Auditing, the Code of Ethics, and the International Standards for the Professional Practice of Internal Auditing (Standards). This mandatory guidance constitutes principles of the fundamental requirements for the professional practice of internal auditing and for evaluating the effectiveness of the internal audit activity's performance.

Reviewed: 7/29/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Internal Audit

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: INAD-01

Action Plan Title: Successful Required TBR Audits

Desired Outcome: Office of Internal Audit will satisfactorily perform audits required by the Tennessee Board of Regents.

Description of Action Plan and Related Activities:
The current fiscal year Audit Plan serves as a guide for the upcoming year to budget audit hours and scheduling due dates for completion. A quarterly report is submitted to the Tennessee Board of Regents System-Wide Internal Audit of budgeted versus audit hours and explanation of any adjustments from the original Audit Plan.

Team Members: Internal Auditor

Timeline: annually

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

Evidence of Success: The Year-End Status Report of the Internal Audit Plan for fiscal year 2015-2016 will show all audits were satisfactorily completed.

Complete the following only when assessing a plan

Current Status: Behind Schedule

Describe Progress Below

2015-16
The desired outcome was not achieved. The Audit Plan for fiscal year 2015-2016 was based on known required audits and special requests, management risk assessment reviews, and follow-up reviews with budgeted hours for risk-based audits, consultations, and investigations. Due to unplanned events that exceeded budgeted hours, the Audit Plan was significantly

revised throughout the year. The required audits and special requests are projected for completion in early fiscal year 2016-2017.

Describe Needed Changes:

Changes to be made in 2016-17
1. A review of the current fiscal year will be conducted in the planning for fiscal year 2016-2017.
2. The Audit Plan will include the new required audits and special requests along with the management risk assessment reviews and required follow-up reviews.
3. The current landscape of areas of risk will be reassessed.
4. Hours will be budgeted for consultations and investigations; however, the actual hours to budgeted hours can change significantly base on unplanned needs and events.

List of Supporting Documentation: MSCC Internal Audit Plan

Date Last Updated: 6/20/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Internal Audit

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: INAD-02

Action Plan Title: Management Risk Assessment Review

Desired Outcome: To review Management Risk Assessments completed by Motlow State Community College as well as the Tennessee Center for Applied Technology at McMinnville, Murfreesboro, and Shelbyville assessing internal controls as required by the Tennessee Board of Regents on a three-year cycle for each major process – Academic Affairs and Instruction, Auxiliary Services, Financial Management, Information Technology, Institutional Support, Physical Plant, and Student Services.

Description of Action Plan and Related Activities: The Tennessee Board of Regents System-Wide Internal Audit has selected the Crawford Risk Analysis Tool to conduct risk assessments. This tool is a series of linked Excel spreadsheets with embedded macros that, based on management's input, produce various risk assessment documents. After review by the Internal Auditor, the required documents are submitted by management to the Tennessee Board of Regents System-Wide Internal Audit.

Team Members: Internal Auditor and select Motlow management

Timeline: May 2016

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

Evidence of Success: Correspondence will show the successful completion and submission of required documents to the Tennessee Board of Regents System Wide Internal Audit by the due date.

Current Status: On Schedule

Describe Progress Below

2015-16

The desired outcome was achieved.

Motlow State Community College management performed risk assessments in the functional areas of Information Technology and Instruction and Academic Support. The assessments are currently under review.

Management risk assessments across all functional areas were reviewed for the Tennessee Center for Applied Technology at McMinnville, Murfreesboro, and Shelbyville. The functional areas assessed include:
- Financial Management
- Instruction
- Academic Support
- Institutional Support
- Information Technology
- Physical Plant
- Auxiliary
- Student Services

Describe Needed Changes:

Changes to be made in 2016-17
The Internal Auditor will work with management and conduct assessments to evaluate the current system of risk and the internal controls in place or needed to mitigate those risks with review by the Internal Auditor.

List of Supporting Documentation:

- Motlow Internal Auditor's Risk Assessment Letter 5/27/2016
- Motlow President's Letter to TBR Chancellor for Risk Assessment 5/27/2016

Date Last Updated: 6/20/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Internal Audit

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

Action Plan #: INAD-03

Action Plan Title: Successful Follow Up to Audits Identifying Weaknesses, Deficiencies, and Findings

Desired Outcome: Office of Internal Audit will satisfactorily perform follow up audits on identified weaknesses, deficiencies, and findings whether from the Internal Auditor, State of Tennessee, or other external auditors.

Description of Action Plan and Related Activities:
The current fiscal year Audit Plan serves as a guide for the upcoming year to budget audit hours and scheduling due dates for completion. A quarterly report is submitted to the Tennessee Board of Regents System-Wide Internal Audit of budgeted versus audit hours and explanation of any adjustments from the original Audit Plan.

Team Members: Internal Auditor

Timeline: Annually

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

Evidence of Success: The Year-End Status Report of the Internal Audit Plan for fiscal year 2016-2017 will show all follow ups were satisfactorily completed.

Complete the following only when assessing a plan

Current Status: Choose an item.

Describe Progress Below

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 7/22/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Public Safety Department   **Unit Head:** Ray Higginbotham

The purpose of the Motlow State Public Safety Department is to protect the lives and property of the institution, students, faculty, staff, and visitors on all Motlow State Community College campuses. Safe and secure campuses are achieved through the cooperation and involvement of the entire college community, students, faculty, and staff.

Division: Finance and Administration

Reviewed and Updated:

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Public Safety

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: SECU-01

Action Plan Title: Providing Secure and Safe Campuses for Students

Desired Outcome: At least 85% of students responding to the annual Student Satisfaction Survey will agree they feel safe on campus.

Description of Action Plan and Related Activities: Security staff works continuously to provide a secure and safe environment for students at all Motlow locations. Smyrna and Moore County campuses have armed security officers. Working with other departments and external entities, the Security staff promotes safe campuses using measures such as adequately lighted campuses, video cameras and close circuit monitoring of public areas, emergency drills, posted flyers and information sheets, a public address system, safety information including the "Annual Security Report" and the "Daily Crime Log" for each campus on the college website, safety sessions and an emergency text and message service.

Student satisfaction with the safety of the campus is measured annually on the Student Satisfaction with Services Survey. Security staff reviews the results and comments from this survey as well as other communications with students and faculty to determine how campus safety can be improved.

Team Members: Chief Security Officer and Security Officer

Timeline: Annually

Est. Cost: $0   **Budgeted:** Funding other than budget

Evidence of Success: Student Satisfaction Survey results will show that at least 85% of responding students feel safe on campus.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress Below:

2015-16

The desired outcome was achieved. Results from the Spring 2016 Student Satisfaction Survey below show that 99.8% of the responding students feel very safe, mostly safe or somewhat safe on campus. 96% of the responding students felt very safe or mostly safe on campus.

From the Spring 2016 Student Satisfaction Survey:

Overall, how safe do you feel on campus?

Value	Percent	Count
Very Safe	68.1%	303
Mostly Safe	27.9%	124
Somewhat Safe	3.8%	17
Not safe at all	0.2%	1
Total		445

Describe Needed Changes:

Changes to be made in 2016-17
Security staff will continue to identify areas of improvement to provide secure and safe environments for students.

In 2015-16, the Security Department was changed to a POST certified law enforcement agency, allowing for certified Public Safety Department personnel and part time, off-duty Sheriff Deputies to be armed when working. Due to the fact that there was limited funding approved to meet additional needs, there are still two (2) campuses without armed security personnel on them. The security department will request additional funding to provide armed security personnel at the McMinnville and Fayetteville campuses.

List of Supporting Documentation:
- Spring 2016 Student Satisfaction Survey Results
- MSCC Campus Safety Security Flyer
- Security Web Site: http://www.mscc.edu/security

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Public Safety

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: SECU-02

Action Plan Title: Gauge the Expectations & Attitudes of Employees Regarding Safety

Desired Outcome: Improve personal safety & security on all Motlow campuses by gauging MSCC employee's expectations and attitudes

Description of Action Plan and Related Activities:
Motlow's Public Safety and Security Department was established in 2014. As a new department, Security staff will survey college faculty and staff to gauge their expectations and attitudes toward safety and security.

Sessions and workshops are conducting with faculty and staff throughout the year. A short survey instrument will be implemented to gather their perceptions and expectations about campus safety and security. The department will use will use that information to better provide services and support for safety and security.

Team Members: Chief Security Officer and Security Officer

Timeline: June 30, 2017

Est. Cost: $0.00   **Budgeted:** Included in current budget

Evidence of Success: Survey results will provide information on faculty and staff perceptions and expectations regarding campus safety and security.

Current Status: On Schedule

Describe Progress Below:

2015-16
The desired outcome was achieved.

Safety sessions were conducted during the Fall 2015 and Spring 2016 Assemblies. Attending faculty and staff were surveyed and 99% responded by saying campus safety and security was important to them. Many suggestions were made on how to improve safety and security on Motlow campuses.

As a result of the survey, the following measures were taken to increase safety and security on each campus.

1. The number of emergency drills was increased and a public address system was developed to allow effective and efficient communication of the drills to everyone on all campuses. Active participation was required in each drill and all drills were very successful.
2. The number of external lighting hours on each campus were increased.
3. The number of video cameras on each campus was increased.
4. Additional safety and security information and reports including the "Annual Security Report" and the "Daily Crime Log" for each campus were added to the Security web site.
5. Security staff hours were increased at all four locations.
6. The security department was changed to a POST certified law enforcement agency, allowing for certified Public Safety Department personnel and part time, off-duty Sheriff Deputies to be armed when working.

Describe Needed Changes:

Changes to be made in 2016-17
Due to the fact that there was limited funding approved to meet additional needs, there are still two (2) campuses without armed security personnel on them. The security department will request additional funding to provide armed security personnel at the McMinnville and Fayetteville campuses.

The desired outcome of this IE plan will change in 2016-17 to measure faculty and staff satisfaction with campus safety and security. Related items will be added to the Employee Satisfaction Survey implemented every spring semester.

List of Supporting Documentation:
- 2015-16 Campus Safety & Security Faculty and Staff Survey Summary Results
- Security Web Site: http://www.mscc.edu/security

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Public Safety

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: SECU-03

Action Plan Title: Campus Crime Rates

Desired Outcome: Maintain a crime rate lower than each campuses' service county crime rate

Description of Action Plan and Related Activities:
Motlow's Public Safety and Security Department was established in 2014. Security staff works continuously to provide a secure and safe environment for students at all Motlow locations. Smyrna and Moore County campuses have armed security officers. Working with other departments and external entities, the Security staff promotes safe campuses using measures such as adequately lighted campuses, video cameras and close circuit monitoring of public areas, emergency drills, posted flyers and information sheets, a public address system, safety information including the "Annual Security Report" and the "Daily Crime Log" for each campus on the college website, safety sessions and an emergency text and message service.

Furthermore, student satisfaction with the safety of the campus is measured annually on the Student Satisfaction with Services Survey. Sessions and workshops are also conducted with faculty and staff throughout the year. A short survey instrument will be implemented to gather their perceptions and expectations about campus safety and security. Security staff reviews the results and comments from this survey as well as other communications with students and faculty to determine how campus safety can be improved.

Results from the Annual Security Report will be compared to Tennessee Bureau of Investigations' (TBI) annual county crime rate data.

Team Members: Chief Security Officer and Security Officer

Timeline: June 30, 2017

Est. Cost: $0.00   **Budgeted:** Included in current budget

Evidence of Success: All campus crime rates will be lower than each campuses' service county crime rate

Current Status: On Schedule

Describe Progress Below:

<u>2015-16</u>

Campus to Servicing County Crime Rate Comparison

Campus/County	2015*-2016	
	# of Crimes	**Crime Rate**
Fayetteville Campus	0	0
Lincoln County	2,176	64.49
Maintain crime rate below service county?		**Yes**
McMinnville Campus	0	0
Warren County	2,241	55.42
Maintain crime rate below service county?		**Yes**
Moore County Campus	0	0
Moore County	221	34.96
Maintain crime rate below service county?		**Yes**
Smyrna Campus	0	0
Rutherford County	21,227	71.09
Maintain crime rate below service county?		**Yes**

County data is for 2015 only

The desired outcome was met. All campus crime rates remained at zero, which is below each service county rate.

Describe Needed Changes:

<u>Changes to be made in 2016-17</u>

Due to the fact that there was limited funding approved to meet additional needs, there are still two (2) campuses without armed security personnel on them. The security department will request additional funding to provide armed security personnel at the McMinnville and Fayetteville campuses.

List of Supporting Documentation:
- 2015 Campus Crime Rates
- TBI Crime Rates Report -Middle TN 2015.pdf
- Security Web Site: http://www.mscc.edu/security

Date Last Updated: 9/30/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Human Resources   **Unit Head:** Laura Jent

Division: Human Resources

Statement of Purpose:

The mission of the Motlow College Human Resources Office is to support the overall strategic plan and mission of the College, including aiding in student retention and completion, and to sustain the employment needs of the College and the Tennessee Technology Centers at Murfreesboro, McMinnville, and Shelbyville.

The Department of Human Resources provides management and oversight of:

- Employee relations
- Benefits administration
- Policies and procedures
- Recruitment
- Salary administration
- Performance management
- Workforce reporting
- Personnel records and timekeeping
- State and Federal law compliance

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Human Resources

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: HRES-01

Action Plan Title: Non-discriminatory Applicant Pool

Desired Outcome: All applicant pools for vacant faculty and staff positions will include submissions from underrepresented groups in the recruiting area, and (if qualified), members of underrepresented groups will be interviewed for each vacancy.

Description of Action Plan and Related Activities: Upon determining the demographics of the recruiting area, Human Resources will work with hiring managers to include focused recruiting using mediums that will attract a diverse population. Additionally, HR will monitor the applicant pools and ensure that applicants from underrepresented groups are included in the interview process.

Team Members: Student Affairs, Academic Affairs, Business Affairs, Information Technology and Facilities Units

Timeline: Review progress and evaluate June 30, 2017.

Est. Cost: $12,500   **Budgeted:** Included in current budget

Evidence of Success: The summary sheet for each job posting for each job posting will show at least one diverse candidate.

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

Current Status: Behind Schedule

Describe Progress:

2015-16
The desired outcome was again only partially achieved and that is concerning due to the increased funds spent on advertising in diverse publications. During the assessment period 29

positions were advertised; however, we were unsuccessful in 10% of the postings in having underrepresented candidates apply.

2014-2015
The desired outcome was partially achieved. Out of the applicant pools for 26 job postings, there were 8 that did not include an underrepresented candidate. 4 of those 8 were advertised twice in an attempt to obtain a more diverse pool.

2013-14
In alignment with the 2010-2015 Access and Diversity Plan, Goal 3, Objective 3.1, the Human Resources department has worked diligently to ensure that all job postings are placed in an ever increasing list of diversity publications and job boards. Special efforts are made to monitor and ensure that the percentage of qualified underrepresented candidates who apply are equally represented in the list of those who are interviewed.

Of the 15 positions that were filled in the last year, a 40% (6 postings) sample was taken. We went down 1% as compared to last year having 19% minority applicants. However, we increased in the number of minorities interviewed to 24% which was up 3% from last year. Of those interviewed, two minorities were hired.

2013
In alignment with the 2010-2015 Access and Diversity Plan, Goal 3, Objective 3.1, the Human Resources department has continued to work with hiring managers to publicize recruitment ads in a wide array of diversity publications and to make special efforts to recruit underrepresented applicants. In looking at a 20% sample of the jobs posted during the plan year, 19% of our applicants were minorities. Of those applicants who were interviewed, 21% of these applicants were minorities.

2012
In alignment with the 2010-2015 Access and Diversity Plan, Goal 3, Objective 3.1, the Human Resources department has continued to work with hiring managers to publicize recruitment ads in a wide array of diversity publications and to make special efforts to recruit underrepresented applicants. In looking at a 20% sample of the jobs posted during the plan year, we observed an increase in the number of diverse applicants for those positions, although we are aware that the Director of Nursing and Mechatronics Instructor positions produced no non-white applicants. 8% of new hires were from underutilized populations during this plan year.

2011
In alignment with the 2010-2015 Access and Diversity Plan, Goal 3, Objective 3.1, the Human Resources department has worked with hiring managers to publicize recruitment ads in a wide array of publications that target diverse populations. In comparing a 20% sample of applications from the 2010 postings to a 20% sample from the 2011 postings, we did see an increase in the number of non-white applicants. However, the increased number of diverse applicants produced no non-white hires during the assessment period.

2010

New recruiting sources continue to be explored in an attempt to attract a more diverse applicant pool. All applicant pools were reviewed by the affirmative action officer; however, producing more qualified diverse candidates continues to be challenging.

2009

New recruiting sources were utilized to attract more diverse applicant pools. Applicant pools were reviewed by the affirmative action officer, and proved to produce more qualified diverse candidates. 20 percent of all new hires were from underutilized populations.

2008

Applicant pools were reviewed by the affirmative action officer; however, the expected outcome of attracting more diverse candidates was not achieved. As a result, HR will modify its procedure to include additional measures to attract a diverse candidate pool as outlined in the action plan.

2007

The recruiting process will be modified and/or enhanced to successfully recruit in areas where qualified applicants, who replicate availability, may be identified and asked to apply for vacant positions.

If results are less than expected, the director of human resources will review the applicant process and make any necessary changes to achieve the expected results.

Describe Needed Changes:

Changes to be made in 2016-17
We identified that all of the positions where no underrepresented candidates applied were in the support staff area, and we will focus our efforts in the upcoming assessment period to identify outreach strategies to target that demographic.

Changes made in 2015-16
Human Resources will increase its funding for outreach and advertising in new publications and in traditionally minority community centers and churches.

Changes made in 2014-15
Because the majority of the unfilled jobs are support staff, we need to do a better job of targeting and broadening our advertising efforts for those jobs equally as well as we do for administrative and executive positions.

Desired outcome was updated to include having underrepresented applicants actually interviewed as opposed to simply applying.

Desired outcome was updated to reflect applicants from underrepresented groups rather than trying to replicate the demographics of the recruiting area.

List of Supporting Documentation: Equal Employment Opportunity Reports

Date Last Updated: 7/26/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Human Resources

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: HRES-02

Action Plan Title: Faculty Competency Compliance with SACSCOC

Desired Outcome: Human Resources will monitor and ensure that the College is 100% compliant with SACSCOC Faculty Competency Standard.

Description of Action Plan and Related Activities:
As new faculty are hired, Human Resources will work with each Department Chair to ensure that all new hires are vetted to meet SACSCOC Competency Standard using the Faculty Credential Approval Form. We will conduct a review and alert the VPAA that a faculty non-compliance issue needs to be resolved by the end of the academic year.

Team Members: Human Resources Staff, Vice President for Academic Affairs, Department Chairs

Timeline: June 30, 2016

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

Evidence of Success: Summary form for vetted faculty will show 100% compliance with SACSCOC Faculty Competency Standard.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress Below

2015-16
In 2015, the Human Resources office created a shared folder to house both full-time and adjunct faculty credentials. During the assessment period, 100% compliance was obtained in having both official transcripts and credentialing forms scanned and on file for full-time faculty. We did find that 3 out of 205 adjunct faculty were not fully credentialed until the end

of the semester due to documents being delayed by either the faculty's institution, the faculty themselves, or the department chair.

Describe Needed Changes:

Changes to be made in 2016-17
With the new structure of Academic Affairs in place, Human Resources will contact and work closely with the Campus Deans to ensure that each faculty and adjunct faculty member is vetted in a timely manner and that the SACS-COC competency standard is met.

List of Supporting Documentation:
- Faculty Credentials (on file in Human Resources Office)
- Faculty Credentials Approval Form

Date Last Updated: 7/25/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: President's Office

Related Strategic Goal: 3.1: Motlow State Community College will monitor and improve the effectiveness of educational programs and services.

Action Plan #: PRES-01

Action Plan Title: Transparency in Shared Governance

Desired Outcomes: To increase student retention and success and to better align the college with strategic goals and Tennessee Higher Education Commission (THEC) funding formula criteria, the president will institute transparency in shared government by:

1. Re-imagining the Organizational Chart
2. Creating a new Leadership Council (to replace the President's Council and Budget Committee)
3. Transforming the 2016-17 Budget

Description of Action Plan and Related Activities: Motlow State Community College is governed by the Tennessee Board of Regents (TBR). TBR delegates responsibility for leadership of the system to the Chancellor. The Chancellor delegates the organizational structure and day-to-day management of the college to the President. Under this solemn authority that President will institute transparency in shared government with a re-imagined organization chart, new leadership council and a transformed budget. The president will meet with all Motlow State Community College employees in a series of focus groups in Fall 2015. Focus group discussions will be cover the changing environment confronting the college and how a new structure will allow the college to grow and prosper.

Data from the focus groups will be considered by the president, members of the President's Council and the Leadership Team as they define transparency in shared government at Motlow State. By the end of FY16, a new organizational chart, budget and leadership council structure/charge will be developed and ready for F17 implementation.

Team Members: President and Motlow State staff and faculty

Timeline: Ready for implementation July 1, 2016

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

Evidence of Success: Documentation will show transparency in shared governance ready for implementation July 1, 2016 with:

1. A Re-imagined Organizational Chart
2. A New Leadership Council
3. A Transformed 2016-17 Budget

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-16
All desired outcomes were achieved.

1. Following employee focus forums (attended by 98% of employees), forum results were shared with all employees and discussed at length among Leadership Team and President Council members. Through the course of meetings and discussions, a reimagined organizational chart was submitted to the TBR Chancellor and approved in January 2016. The new organizational charts were introduced to the campus in the Spring Assembly meeting and the final charts were emailed to all employees in June 2016.
2. Discussions on the development of a shared governance model through a revamped President's Council began with the Leadership Team and President Council members in fall 2015. Following meetings and discussions, the policy for the new Leadership Council was completed in April 2016. The new Leadership Council will integrate planning, budgeting and problem solving into a single committee that includes representatives from faculty, staff, and student groups. The new council will meet monthly except in July.
3. Budget meetings were held in spring 2016. Employees were given the opportunity to submit and present budget initiatives to the President's Council. The council ranked the initiatives and presented the final ranking to the President. After considering the recommendations of the President Council, and considering the funding levels prescribed by the Legislature, the President presented the 2016-17 Proposed Budget to the Tennessee Board of Regents for approval. Initiatives not funded may be re-submitted during the next budget cycle for consideration.

Describe Needed Changes:

Changes to be made in 2016-17

1. In the coming year, the President along with participating staff, faculty and students will:
   - Implement the new organizational structure and conducting national searches for new and unfilled positions.
   - Instigate a shared governance model through the new Leadership Council.
   - Execute the 2016-17 budget.

2. Additionally, the President will define assessments, benchmarks and a new desired outcome for this IE plan to gauge the effectiveness of the shared governance initiatives.

List of Supporting Documentation:
- Email 10/22/15 – Time to Reimagine / Register for Focus Groups
- President's Council Minutes 10/27/15
- President's Council Minutes 11/24/15
- Email 12/6/15 – Results of Focus Groups
- Focus Group Results 12/6/15
- President's Council Minutes 1/26/16
- Chancellor Approval for MSCC Organizational Structure Changes 1/28/16
- President's Council Minutes 3/22/16
- Email 3/23/16 – Budget Process
- MSCC Budget Initiative Form
- Email 4/2/16 – President's Council Recommends Transformational 2017 Budget
- Budget Hearings Minutes 4/11/16
- Budget Hearings Minutes 4/13/16
- Budget Hearings Minutes 4/18/16
- President's Council Minutes 4/26/16
- Final MSCC 2016-17 Proposed Base Budget 4/26/16
- 6-10-00-01 Leadership Council Policy 4/26/16
- MSCC Reimagined Organizational Chart 6/2/16

Date Last Updated: 7/12/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: President's Office

Related Strategic Goal: 3.1: Motlow State Community College will monitor and improve the effectiveness of educational programs and services.

Action Plan #: PRES-02

Action Plan Title: Transformed Hiring Procedures

Desired Outcomes: A new hiring policy will be developed and new hiring processes will be established

Description of Action Plan and Related Activities: Motlow State Community College is governed by the Tennessee Board of Regents (TBR). TBR delegates responsibility for leadership of the system to the Chancellor. The Chancellor delegates the organizational structure and day-to-day management of the college to the President. Under this solemn authority that President transform the current hiring process as follows:

1. Improve job advertisements will better target qualified candidates.
2. Develop a hiring process that includes input from department leaders and other relevant staff.
3. Develop a hiring process in which the President and vice presidents make final candidate selection and offer of employment.

Team Members: President and Motlow State staff and faculty

Timeline: Ready for implementation July 1, 2016

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

Evidence of Success: A new MSCC policy and other documentation will show that new hiring procedures have been established.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was achieved.

Working with Human Resources staff, the Leadership Team and the President's Council, the president developed a new hiring policy and refined the hiring procedures. Improvements to the hiring process included the following.

1. To recruit the best potential candidates, job advertisements now contain information about the Motlow State and its benefits. The following is from a recent job ad.

   Motlow State Community College is the fastest growing community college and has the safest campuses in the entire state of Tennessee and was named one of the top 50 employers of HBCU students and graduates in 2013-2016. We are located in the beautiful rolling hills of middle Tennessee and have four campuses that serve students from eleven counties. We offer a comprehensive benefits package which includes an excellent retirement package from the state of Tennessee, 401K plan with match, thirteen paid annual holidays in addition to annual and sick leave days, health and dental insurance, tuition discounts and state employee discounts.

2. To recruit quality candidates, job advertisements now contain salary. Part of the process of establishing new hiring procedures included designating a competitive and appropriate salary for each position so salary is no longer negotiated. See example in the recent job ad below.

Motlow State Community College
Faculty, Fall 2016

Nursing Instructors
Position number: #180
Number of positions: 3
Application deadline date: Open until filled
Annual Salary: $42,000
Contract begins: August 1, 2016

3. To obtain input from the needed participants, vice-president appointed search committees select candidates for interviewing and provide an unranked list of finalists to the president and vice-president.

4. To make the selection of the best possible candidate, the president and vice-president conduct the final interviews, select the best candidate, and make the offer of employment for all full-time positions.

5. To get new employees off to a great start, the president and vice presidents conduct new employee academies every spring and fall semesters. All new hires are required to attend an academy. Spouses and significant others are encouraged to attend.

Describe Needed Changes:

Changes to be made in 2016-17

2. In the coming year, the President and Motlow State staff will continue to implement the new Hiring Procedures.

3. Additionally, the President will define assessments, benchmarks and a new desired outcome for this IE plan to gauge the effectiveness of the new Hiring Procedures.

List of Supporting Documentation:
- President's Council Minutes 8/25/15
- President's Council Minutes 10/27/15
- President's Council Minutes 5/24/16
- Example of Previous Job Description – VPAA
- Example of New Job Description – VPAA
- Previous Hiring Procedures
- New Hiring Procedures Policy
- Example of Previous Job Description – Nursing Instructors
- Example of Previous Job Description – Nursing Instructors
- Email – New Appointee Announcement
- Email – New Employee Academy
- New Employee Academy Agenda Spring 2016

Date Last Updated: 7/12/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: President's Office

Related Strategic Goal: 3.1: Motlow State Community College will monitor and improve the effectiveness of educational programs and services.

Action Plan #: PRES-03

Action Plan Title: Transformed Performance Evaluation Process

Desired Outcomes: All administrative positions will have defined performance goals

Description of Action Plan and Related Activities: To better align employee performance evaluations with strategic goals, Institutional Effectiveness and Tennessee Higher Education Commission (THEC) funding formula criteria (including student retention and success), the president will work with Human Resources staff and the Leadership Council to develop a new employee evaluation system. The new system will allow the employee and the employee's supervisor to establish customized goals. A rating scale will be used to establish achievement level of goals. If funds are available, the new performance evaluations will be used to determine bonus pay.

Team Members: President and Motlow State staff and faculty

Timeline: Ready for implementation July 1, 2017

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

Evidence of Success: Documentation will show all administrative positions have defined performance goals and are prepared for implementation of new performance evaluation process.

Complete the following when assessing a plan

Current Status:

Describe Progress:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 7/12/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Athletics   **Unit Head:** Scott Shasteen

Division: President's Office

Statement of Purpose:

The athletics department of Motlow State Community College provides opportunity for total development and lifetime success of student athletes by instilling the qualities of discipline, teamwork, sportsmanship, competitiveness, and good character.

The department brings recognition to the college with the success of our teams, student athletes, and coaches; and increases revenues for the college through increased enrollment, concessions, and fund-raising projects.

The department develops positive relationships with the community by offering instructional camps and clinics, providing use of facilities, hosting competitive athletic contests, and interacting with area middle schools and high schools providing public service and community development.

The athletics department is a unit within the Student Affairs division. The department is affiliated with the National Junior College Athletic Association, the Tennessee Community College Athletic Association, and the National Association for Collegiate Directors of Athletics in order to provide high levels of competition for our student athletes.

Reviewed: 7/19/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Athletics

Related Strategic Goal: 2.1: Motlow State Community College will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: ATHL-01

Action Plan Title: Create a Women's Soccer Program

Desired Outcome: New Soccer Program will be initiated with
- New women's soccer coach hired
- Recruitment of players
- Secured location for home games
- Uniforms and equipment purchased
- Fall 2017 game schedule finalized

Description of Action Plan and Related Activities: In order to be in position to field the new women's soccer team, the College must hire a head coach, determine a location or locations to play its home matches, purchase equipment and uniforms, create a game schedule that qualifies for the NJCAA regional tournament, and recruit student-athletes to fill the roster.

Team Members: Athletic director, college president, new soccer coach.

Timeline: June 30, 2017

Est. Cost: $20,000   **Budgeted:** Included in current budget

Evidence of Success: Documentation will show Women's Soccer Program was initiated.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: N/A

Describe Needed Changes: N/A

List of Supporting Documentation: N/A

Date Last Updated: 7/19/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Athletics

Related Strategic Goal: 2.2 Motlow State Community College will increase the number of students who complete associate degree or certificates

Action Plan #: ATHL-02

Action Plan Title: NJCAA Eligibility for Student-Athletes

Desired Outcome: 100% of Motlow athletes will maintain NJCAA Eligibility

Description of Action Plan and Related Activities: Motlow State athletic department will monitor student-athlete academic performance and take advantage of new academic resources to ensure student-athletes remain academically eligible for athletic competition throughout their time at Motlow. Every student athlete will be required to report academic activity and performance on a weekly basis to both the academic support specialist and the student-athlete's head coach.

Team Members: Head Coaches of all sports in the athletic department and the Academic Support Specialist

Timeline: June 30,2017

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

Evidence of Success: Documentation will show 100% of student-athletes maintained NJCAA eligibility through the 2016-17 academic and athletic year.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress: N/A

Describe Needed Changes: N/A

List of Supporting Documentation: N/A

Date Last Updated: 7/19/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Quality Assurance and Performance Funding   **Unit Head:** Scott Cook, Vice President

Division: Quality Assurance and Performance Funding

Statement of Purpose: The Quality Assurance and Performance Funding division consists of multiple departments that provide research services to college faculty, staff, and administrators; students; and the communities that the college serves. Departments include Institutional Effectiveness and Research, Administrative Computing, and the Library. This unit supports strategic initiatives across units and the college community to maximize student retention and success and to promote positive performance funding metrics, compiles reports and data for college constituencies, assists those units with data analysis, and makes recommendations to other units based on that data analysis.

Reviewed: 9/6/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Quality Assurance and Performance Funding

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: VPQA-01

Action Plan Title: Academic Audits

Desired Outcomes:
1. Motlow will consistently participate in Academic Audits to self-evaluate, peer-evaluate and improve non-accredited academic programs and academic departments.
2. Motlow's peer-review Academic Audit reports will show that all standards are established or highly developed for all required Academic Audits.
3. Curriculum Chairs will follow a process to show implementation plans for initiatives as stated in submitted self-study along with improvements.
4. Curriculum Chairs will follow a process to show implementation of the Academic Auditor Team's recommendations within two years of the Academic Audit when feasible and appropriate, then consistently tracked within four years.

Prior to June 30, 2016

Motlow will consistently participate in Academic Audits to improve education quality processes. For all Academic Audits, it is expected that the results will show that all standards have been met.

Action Plan: The College Academic Audit coordinator will work with the Faculty Academic Audit Coordinator, Vice President of Quality Assurance and Performance Funding, VPAA, TBR and THEC to establish a five-year schedule of required Academic Audits for all non-accredited programs. The VP of Quality Assurance and Performance Funding and faculty will determine which academic programs and departments will participate in voluntary Academic Audits. For the next five years, the following audits are scheduled:
- 2016-2017: EMT
- 2017-2018: AEMT
- 2018-2019: University Parallel
- 2019-2020: IST and General Tech
- 2020-2021: Teaching (AST)

Participants will develop and submit a self-study report and work with the visiting peer team during the onsite visit. Participants will review Academic Audit report scoring and recommendations and make changes needed for improvements. Following required audits, the

Academic Audit Recommendation Action Plan will be divided into a four year cycle as follows, which will be tracked through individual IE plans:

- Year 1: Discuss and plan changes needed to adhere to recommendations given by the Academic Audit Team
- Year 2: Initial implementation of recommendations will be made
- Year 3: Fully implement and assess
- Year 4: Use assessments to make improvements and continue to assess

Team Members: VP of Quality Assurance and Performance Funding, College Academic Audit Coordinator, Faculty Academic Audit Coordinator, Academic Assessment Specialist, and participating department/director and faculty

Timeline: Annually per THEC Academic Audit Schedule

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

Evidence of Success:
6. The THEC Academic Audit Schedule for Motlow will show that the college is consistently participating in the Academic Audit Process with both required and voluntary audits.
7. Motlow's peer-review Academic Audit reports will show that all standards are established or highly developed for all required Academic Audits.
8. Follow-up documentation will show that peer report recommendations for <u>required</u> audits are implemented within two years of the Academic Audit and are consistently tracked within four years.

<u>Prior to June 30, 2016</u>
Academic Audit Reports will show all standards have been met.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-16

The desired outcomes for this initiative were partially achieved.

5. During the 2015-2016 academic year, Motlow participated in the Academic Audit process thus fulfilling the first desired outcome.

6. The institution conducted two academic audits in 2015-16, one for the Associate of Science and Teaching (AST) degree (required by THEC) and one for the Natural Science Department

(volunteer).

The Academic Audit report for the required audit of the Associate of Science and Teaching (AST) shows of the 22 standards: 4 were emerging, 12 were established and 6 were highly developed. With a number of standards assessed as emerging, the second desired outcome was partially achieved.

7. Recommendations were made for the AST program and the Biology department and changes based upon those recommendations will implemented for the fall 2016 semester. Meetings are scheduled for summer 2016 to develop action plans to make recommended improvements.

   Improvements based on the recommendations made in the Academic Audit for the University Parallel program in 2014-15 are in progress.

   The third desired outcome for this initiative was fully achieved.

2014-15
The desired outcomes were achieved.

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

2013-2014
The desired outcomes were achieved.

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

2012-2013
The business and technology department completed their academic audit self-study of the general technology program. The document was reviewed by the Vice President for Academic Affairs in January and submitted to the TBR office in February, 2013. The audit review team visited the campus in April. The program received 5 commendations, 5 affirmations, and 6 recommendations.

Describe Needed Changes:

Changes to be made in 2016-17
The college is undergoing a restructuring to improve the effectiveness of programs, departments, and divisions. To this end, a Curriculum Chair will be appointed for each department. The Chair for the Education and the Natural Science department will continue to

work with faculty to implement changes in the program and address recommendations listed in the academic audits.

In an effort to improve the AST program, a departmental meeting to address recommendations from the audit will occur in August of 2016. After the academic audit, the Education Chair and Academic Assessment Specialist met with the Tennessee Tech University and other community colleges in the 2+2 program to discuss methods to improve the program and to address deficits addressed in the TBR academic audit. Based upon the recommendations, it was determined that the AST department would begin evaluating the newly devised programmatic outcomes in spring of 2016, continue to improve communications between Motlow and Tennessee Tech University, redesign the EDU 1120 course, and incorporate materials that support the InTASC core teaching standards. The Natural Science department is also devising a method to address recommendations listed for their department, and an August 2016 meeting is scheduled to acquire input from faculty on how to implement curriculum and departmental changes.

The Natural Science coordinator will also work with the faculty and the Curriculum Chair to implement any recommendations listed in the audit.

Curriculum Chairs will work together to complete UP Academic Audit recommendations.

The college has further committed to conduct Academic Audits each year and will continue to improve program based upon recommendation acquired from the TBR audits.

Changes made in 2015-16
The results of the 2014-15 UP audit were shared with all participating faculty and staff. The recommendations made by the auditors will be reviewed and plans will be developed to implement changes related to the recommendations.

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

List of Supporting Documentation:
- 2015-2020 Academic Audit Schedule
- Academic Audit Handbook 2016 -17
- AST Self Study Report
- AST Academic Audit Rubric
- AST Academic Audit Report
- AST IE Plan
- Biology Self Study Report
- Biology Academic Audit Report

- EMT IE Plan
- University Parallel Program Self Study Report
- University Parallel Program Academic Audit Report
- University Parallel Program IE Plan
- All MSCC Academic Audit reports are available online at www.mscc.edu/rpc

Date Last Updated: 9/30/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Quality Assurance and Performance Funding

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: VPQA-02

Action Plan Title: Quality Enhancement Plan Topic Exploration

Desired Outcomes: Complete the preliminary process designated by SACSCOC to develop a new QEP Topic for 2018 SACSCOC Reaffirmation.

Prior to June 30, 2015
Meet the following THEC PF guidelines for QEP Topic Exploration Standard 1.F
  (1) Provide a summary of the topics explored to improve student learning and/or the environment supporting student learning.
  (2) Make a case that MSCC has utilized a broad-based process (e.g., leadership and structure) to identify key issues that have emerged from institutional assessment.
  (3) Provides documentation that the institution is basing the topic selection process on assessment information (quantitative and qualitative).
 (4) Identify the next steps in clarifying the topic selection as it relates to developing the QEP.

Action Plan: The VP of Quality Assurance and Performance Funding will chair a college committee to lead QEP Topic Exploration. Student outcome data will be reviewed by the committee members and among faculty, staff and students. Additional quantitative and qualitative data will be gathered from students, faculty and staff. A QEP Topic Proposal will be submitted to SACSCOC.

Team Members: VP of Quality Assurance and Performance Funding, Academic Assessment Specialist, faculty, students, and Institutional Effectiveness and Research staff

Timeline: All outcomes achieved by June 30, 2017

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

Evidence of Success: Documentation will show the preliminary process designated by SACSCOC to develop a new QEP Topic for 2018 SACSCOC Reaffirmation was completed.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:
As of Summer 2016, this IE has moved to the VP of Quality Assurance and Performance Funding.

Fall 2015-Spring 2016
The desired outcome for this initiative was achieved.

The process to develop a topic for the QEP were successfully implemented. In the summer of 2015, the institution appointed a SACSCOC leadership team. During the fall 2015 assembly, the SACSCOC leadership team provided full-time faculty with an overview of the QEP process and a tentative timeline for the QEP. The SACSCOC leadership team and the Office of Institutional Effectiveness and Research met in the summer of 2015 to examine key issues emerging from institutional assessments that focused on learning outcome and the learning environment. In an attempt to acquire faculty and staff input on the QEP topic selection, the SACSCOC leadership team conducted QEP topic selection workshops at each campus site, which allowed faculty and staff to further become more aware of the QEP process and key issues pertaining to students learning at the institution. The workshop provided an opportunity for faculty to review student performance data and make recommendations for potential topics.

In an effort to acquire students and staff input, additional QEP workshops and focus groups were conducting at other campus sites. This provided additional insight from various institutional constituencies. A survey was administered to the faculty in the spring of 2016, which provided the SACSCOC leadership team with quantifiable data pertaining to topic selection. Based upon data acquired from student focus groups and faculty surveys, it was determined that topics pertaining to the expansion of first year experience courses and academic initiatives to increasing student learning in learning support courses would be further evaluated as potential topics.

Fall 2014-Spring 2015
THEC awarded 10 of 10 possible points signifying that all desired outcomes for the IE plan were met. See details in the QEP Topic Exploration report.

Fall 2013-Spring 2014
In fall 2013, a QEP Topic Exploration Committee was established. The committee was chaired by interim VPAA. The committee guided the process of QEP topic exploration. Several members of the committees as well as other faculty attended the SACSCOC 2013 Annual Meeting in December 2013 to attend sessions on development of QEPs and successful implantation of a variety of QEP topics by other institutions. The attendees reported back to the committee following the meeting with suggestions for selecting the next QEP topic.

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

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

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

Describe Needed Changes:

Changes to be made in 2016-17
The SACSCOC leadership team will use the information acquired from the survey and the QEP workshops to submit a topic and to develop a QEP steering committee. The QEP steering committee will devise a plan of action based upon the topic. A proposal for the QEP will be submitted in the summer of 2016 and implementation of the QEP will begin in fall 2017. A timetable of the QEP process is attached as documentation.

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

List of Supporting Documentation:

- QEP and Academic Division Survey Results Spring 2016
- QEP Topic Survey Results Spring 2016
- QEP Workshop Minutes for 1/12/16
- QEP Workshop Minutes for 4/8/16
- QEP Workshop Minutes for 4/20/16
- QEP Workshop Sign-In Sheets for Spring 2016

Date Last Updated: 9/6/2016

Motlow State Community College
Institutional Effectiveness Plan
Unit: Administrative Computing Services   **Unit Head:** Rexann Bumpus

Division: Quality Assurance and Performance Funding

Statement of Purpose:

The mission of the Motlow College Administrative Computing Services Office is to support and encourage end-users (faculty, staff, students and alumni) in the productive and efficient utilization of all administrative computing systems, as well as identify and facilitate training opportunities for third-party products, which interface with the administrative systems. The support encompasses all sites, Moore County, Smyrna, McMinnville, and Fayetteville.

The unit:

- Maintains and provides end-user support for all BANNER administrative systems
  - Human Resources
  - Finance
  - Student
  - Financial Aid
- Advancement
  - Maintains and provides end-user support and training for all third-party software products associated with the BANNER database
    - Intellecheck
    - Formfusion
    - Argos
    - ODS
    - Eprint
    - Workflow
    - Runner Clean-Address
    - Nelnet
    - Touchnet
    - SciQuest
    - DegreeWorks
    - BDMS
    - UC4 (AppWorx)
    - College Scheduler
  - Develops ad hoc reports and provides support and report writer training for end-user ad hoc reporting
  - Develops, maintains and provides end-user support and training for all ad hoc stand-alone administrative systems
  - Monitors and maintains data integrity and security for all administrative system databases

Reviewed: 05/19/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Administrative Computing Services

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: ADSV-01

Action Plan Title: Reliable Access to BANNER Administrative Systems

Desired Outcome: Achieve at least 90% respondent satisfaction to the MSCC Employee Satisfaction Survey on items provided by the Administrative Computing Services unit.

Prior to June 2015
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:

2015-16
The desired outcome was achieved. We are continuing to measure this through the annual survey. This year's annual survey does not include a not applicable option. Adequate

support for solving software problems with Banner was 94% including the neutral. There were 97%, who indicated upgrades and installations were done in a reasonable manner; this also includes the neutral. There were 97% that indicate there is adequate support for MyMotlow. We have not had unplanned outages during the past year. Though, we have had an interruption in service from Internet issues. We have implemented a shared drive for the Banner users to review the documentation that is released with each upgrade to aid in improving the testing that is needed for upgrades. We have met our goal of keeping the system running.

2014-15

This continues to be measured through the annual IT and Administrative Computing Survey. There were 91.9% of respondents that access Banner. There were 69.3% who indicated upgrades and installations were done in a reasonable manner, with 22.6% indicating it was not applicable. Within the measurement of keeping the systems running, we have met our goal.

27. BANNER software installations/upgrades are completed in a reasonable time frame.

S16 Employee Satisfaction Survey – Banner

37. Rate the following Banner support related statements.

	Strongly	
Agree		
Agree		
Neutral		
Disagree	Strongly	
Agree		

Responses

There is adequate support for solving software problems with Banner Human Resources/Payroll, Banner Finance, Banner

Financial Aid, Banner Student, and Banner Advancement.   52%

24.3% 109

50.9% 41

19.2% 9

4.2%   3

 1.4%   214

Banner software installations/upgrades are completed in a

reasonable time frame.   **58**

27.0%   **121**

56.3%   **30**

14.0%   **5**

2.3%   **1**

 0.5%   215

There is adequate support for solving software problems with

MyMotlow.   **52**

24.0%   **117**

53.9%   **42**

19.4%   **5**

2.3%   **1**

0.5%   217

2013-14
The overall respondent satisfaction, as reflected in the annual IT and Administrative Computing Survey, is greater than 90%. This meets the desired outcome expected for the action plan.

The survey results are displayed in the following electronic document (items 26 through 30):
 Administrative Computing Services – Banner Argos Survey results 2013.docx

Describe Needed Changes:
Changes to be made in 2016-17
We plan to continue improving support of Banner by changing programs to allow automatic switching of terms for term based coding, where applicable and possible. This will prevent our users the need to call us for changing terms. This will allow us more time to support our users in new initiatives. We will continue to keep track of unplanned outages.
Changes made in 2015-16
We will keep track of unplanned outages, as well as, continue to do the annual IT and Administrative Computing Survey. Our goal will be to work more with users for testing of upgrades. The testing of the upgrades is an important piece of keeping the software up to date and running properly.
2014-15
 We continued to strive to keep Banner and related systems up and running properly for the campuses. We had no unplanned outages. We have implemented upgrades in a timely manner and critical patches. We continue to help offices explore the capabilities of the software.
List of Supporting Documentation: Spring 2016 Employee Satisfaction Survey Results for Academic Computing Items

 Date Last Updated: 06/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Administrative Computing Services

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: ADSV-02

Action Plan Title: Ad Hoc Reports to End Users

Desired Outcome: Achieve at least 90% respondent satisfaction to the MSCC Employee Satisfaction Survey on items provided by the Administrative Computing Services unit.

Prior to June 2015
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 (, i.e. reports that are customized to the end-users immediate need for information.) that accurately reflect administrative system data to authorized end-users

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

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

Evidence of Success: Survey results will show at least 90% respondent satisfaction to the division survey provided by the Administrative Computing Services unit.

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was not measured. We have developed an email address Bannerhelp and have begun to use this internal to keep track of issues and report requests. We continue to take report requests by phone and email. We have begun the cleanup process to make

reporting more consistent, but it is ongoing. The questions to evaluate this was eliminated from the Employee Survey so I don't have survey results.

<u>**2014-15**</u>

Out of the respondents, 32.3% indicate they use Argos. There 31% that indicate the process is reasonable and user-friendly. With, 63.5% indicating not applicable. We have exceeded our goal of 90% satisfaction. Out of those that responded, 96% are satisfied.

32. In the last year, did you request an Argos report?

Value	Count	Percent
Yes	20	32.3%
No	42	67.7%

33. The Argos report request process is reasonable and user-friendly.

Value	Count	Percent
Strongly Agree	8	12.7%
Agree	12	19.1%
Disagree	3	4.8%
Strongly Disagree	0	0.0%
Not Applicable	40	63.5%

34. Argos report requests are completed in a reasonable time frame.

Value	Count	Percent
Strongly Agree	8	12.9%
Agree	13	21.0%
Disagree	1	1.6%
Strongly Disagree	0	0.0%
Not Applicable	40	64.5%

<u>**2013-14**</u>

The overall respondent satisfaction, as reflected in the annual IT and Administrative Computing Survey, is greater than 85%. This is slightly below the desired outcome expected for the action plan.

The survey results are displayed in the following electronic document (items 32 through 34): Administrative Computing Services – Banner Argos Survey results 2013.docx

Describe Needed Changes:
<u>Changes to be made in 2016-17</u>
We have been increasing our knowledge of Argos and using advanced features. We should continue to learn and explore new features of the product. We should also continue to be innovative our design of data blocks so they are sustained without our intervention from term to term and year to year.

Items for the evaluation of this service will be added to the MSCC Employee Satisfaction Survey.

2015-16

We have taken Argos requests by phone, meetings, emails, etc. We need to develop a better tracking mechanism so we can manage the request better. Maybe have a centralized email address for requesting service and reports. And we need to cleanup reporting that has been develop to have more consistency and non-duplicated reports.

2014-15

The online ARGOS report request form needs to be more easily located by potential report requestors. While the request form is already available online within the Motlow Intranet, it will additionally be available online in MyMotlow, thus given requestors multiple ways of locating the form. In addition, dates of report request and report completion will be closely monitored, with the intent of reducing the completion time frame.

List of Supporting Documentation: None

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Administrative Computing Services

Related Strategic Goal: 4.4 MSCC will preserve institutional financial health.

Action Plan #: ADSV-03

Action Plan Title: Professional Development

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: Completed

Describe Progress:

2015-16
[Enter 2015-16 assessment data and use of assessment data here. State that desired outcome was met, partially met or not met. Did you implement the changes planned for 2015-16? Were these changes effective?]
2014-15
We have seasoned staff and cross training has occurred internally. We have had staff attend outside training, when feasible. All the staff can provide coding and continue to learn about

the different software. The student and finance analyst assist each other with coding projects. The DBA and Director, as well as, analyst continue to share knowledge. The reporting analyst is learning more about Banner processing.

2013-14

The Annual Performance Evaluations were completed for each member of Administrative Computing Services. Each employee's evaluation reflected at least one successful cross-training event that increased the employee's effectiveness and versatility.

Describe Needed Changes: This is not renewed.

2015-16

This IE has been accomplished and there is not a need to continue to focus cross training.

2014-15

More projects were shared. A good example is Workflow. There are two analyst trained on Workflow. Reporting is a shared among analyst. ODS has been shared among the Director, Reporting Analyst, and DBA.

List of Supporting Documentation: [List each supporting document by document title and submit supporting documents with the updated IE plan.]

Date Last Updated: 5/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Administrative Computing Services

Related Strategic Goal: 2.1 MSCC will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: ADSV-04

Action Plan Title: Local Software System Development

Desired Outcome: Users will strongly agree or agree that they are satisfied with systems developed Administrative Computing Services unit on Administrative Computer Services Survey of Local Software Systems Development.

Prior to June 2015
Achieve at least 90% respondent satisfaction on a survey provided to each department supervisor at the conclusion of the system development by the Administrative Computing Services unit.

Description of Action Plan and Related Activities: The Administrative Computing Services staff will work closely with each college department that utilizes BANNER to identify software needs that will enhance and compliment BANNER functionality (with a focus on student retention). They will design and develop interface systems that will utilize the data within BANNER and while providing additional data and functionality not provided by BANNER alone, thus allowing the college department to focus on improved service to the students, faculty and staff. Possible areas of development may include:

- Advisement and Counseling Services
- Nursing Applicant Evaluation
- Facilities Reservation for Special Events
- Adjunct Faculty Course Assignment
- Extended Services Course Registration
- Parking Decal and Ticketing System
- Wait Line Management
- Early Alert System
- Student Complaint System
- Student Behavior Incident Reporting System
- Employee Training Reporting System

Team Members: Administrative Computing Services unit staff members

Timeline: Evaluate annually by December 1.

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

Evidence of Success: Survey results will show respondent satisfaction with locally developed software systems.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was achieved. We developed some Argos applications to assist the campus call center to answer admissions and financial aid questions. We have developed and redesigned student sign-in systems for better tracking and ease of use, Math Lab, Student Success Centers for all centers. We have adjusted some of our custom self-service pages to allow them to display based on dates in Banner, rather than, having to make changes each time. We have developed a clean-up process for Admissions to use with the Banner Admissions Application so the process is more automated. We have implemented running automated emails from admissions and updating Banner for tracking without manual intervention when terms change. Financial aid is undergoing a similar process for email generation and updating and tracking. Though, these processes have saved time with the users, it is unclear how much time. On the IT side, it saves us about an hour each time we change a process to allow switching of terms or aid years. We have saved an estimated 3 hours of time. We are processing for 3 additional terms for admissions. Some of the additions that are on the horizon are Dynamic Forms, which will allow students to complete online forms and interface with our Imaging system and student information system.

2014-15
The desired outcome was achieved. We have delivered some custom self-service pages to enhance student processing. We continue to enhance those students, such as, testing sign in, exit exams sign in, Nursing applications, Facility tracking, etc. The development of these type of systems is on-going. Each are enhanced on a yearly basis. The results of the surveys are included from those who completed it. It has a 100% satisfaction rate.

2013-14
The overall respondent satisfaction, as reflected by survey at the end of each development, is greater than 90%. This meets the desired outcome expected for the action plan.

Describe Needed Changes:

Changes to be made in 2016-17
We need to continue to add processes that save time and assist in easier processing. We can

track the staff resource time on our side a little easier. Continue to work toward the goals set forth by the President.

Changes made in 2015-16
IE 4 and 5 will be combined. We will expand the scope of the IE to include a focus on enrollment and retention, as well as, overall processing for the institution. We continue to develop new applications to be used on campus. College Scheduler, which compiles schedule options for students, is expected to be fully implemented during the next year. It is a purchased software. We also plan to implement the Ellucian delivered Mobile application. Revamping and reorganizing the use of Argos tools available to assist areas on campus is also a goal. We also are open to other areas of business process improvement, letter and email generations, tracking various students utilizing cohorts, tracking financial aid students and awarding. We will begin to track the success by the amount of staff time resources saved by the automation and the feedback from areas impacted.

2014-15
During this year, we maintained many of the areas listed. While, there is no resolution improving the advising system, at this time, we may have an opportunity to provide a locally developed system. With the new leadership and creation of Completion Coach, this has yet to be determined.

List of Supporting Documentation:

- Survey Results for Local Software System Development Math Lab
- Survey Results for Local Software System Development Admissions

Date Last Updated: 6/14/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Research, Planning & Communication **Unit Head:** Sylvia Collins

Division: Quality Assurance and Performance Funding

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
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Research, Planning & Communication

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: IERD-01

Action Plan Title: Faculty and Staff Satisfaction with IERD Services

Desired Outcome: Effective AY 2015-16 the desired outcome is that at least 90% of respondents to the Employee Satisfaction Survey selected Strongly Agree, Agree or Neutral to the questions related to satisfaction with Institutional Research services:

1. **The MSCC Fact Book contains helpful and accurate information.**
2. **Data requests are promptly and accurately met.**
3. **IR staff helps me understand how to interpret and use data for decision making.**

Prior to 2015-16
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 and requested ad-hoc reports. The director of RPCO will review the results of the Employee Satisfaction 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 2017

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

Evidence of Success: Results of Employee Satisfaction Survey will show at least 90% of respondents selected Strongly Agree, Agree or Neutral to the questions related to satisfaction

with Institutional Research services:

1. **The MSCC Fact Book contains helpful and accurate information.**
2. **Data requests are promptly and accurately met.**
3. **IR staff helps me understand how to interpret and use data for decision making.**

Prior to 2015-16
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:

2015-16
The desired outcome was met. As shown in the table below at least 90% of respondents to the Employee Satisfaction Survey selected Strongly Agree, Agree or Neutral to the questions related to satisfaction with Institutional Research services.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Responses				
The MSCC Fact Book contains helpful and accurate information.			20.9 %		
42	**49.8 %**				
100	**26.4 %**				
53	**2.5 %**				
5	**0.5 %**				
1		201			
Data requests are promptly and accurately met.		21.4 %			
39	**45.1 %**				
82	**31.3 %**				
57	**1.6 %**				
3	**0.5 %**				
1		182			
IR staff helps me understand how to interpret and use data for decision making.				21.6 %	
37	**42.1 %**				
72	**31.6 %**				
54	**3.5 %**				
6	**1.2 %**				
2		171			

2014-15
The 2014 results of the IT Survey on "Please rate your satisfaction with the RPCO web site" showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2014 results of the IT Survey on "Please rate your satisfaction with the MSCC Fact Book." showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

2013-14
The 2013 results of the IT Survey on "Please rate your satisfaction with the RPCO web site" showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2013 results of the IT Survey on "Please rate your satisfaction with the MSCC Fact Book." showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

2012-13
The 2012 results of the IT Survey on "Please rate your satisfaction with the RPCO web site" showed that 94% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2012 results of the IT Survey on "Please rate your satisfaction with the MSCC Fact Book." showed that 97% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

2011-12
The 2011 results of the IT Survey on "Please rate your satisfaction with the RPCO web site" showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2011 results of the IT Survey on "Please rate your satisfaction with the MSCC Fact Book." showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

2010-11
The 2010 results of the IT Survey on "Please rate your satisfaction with the IRPE web site" showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2010 results of the IT Survey on "Please rate your satisfaction with the MSCC Fact Book." showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

2009-10
The 2009 results of the IT Survey on "Please rate your satisfaction with the IRPE web site" showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

The 2009 results of the IT Survey on "Please rate your satisfaction with the MSCC Fact Book." showed that 100% of the respondents rated their satisfaction as very satisfied, satisfied or somewhat satisfied.

This goal was met.

Describe Needed Changes: The department will change to Institutional Effectiveness and Research on July 1, 2016 and marketing and public communication duties will move to another department. To help unit heads and leadership better understand data and how it can be used for planning and decision making, IR staff will include more narrative with ad hoc reporting and have follow-up meetings when possible.

Changes made in 2015-16
Beginning in 2015-16, RPCO staff will work to provide online Fact book information for the fall during the spring semester so that fall information will be available earlier than it has been in the past.

List of Supporting Documentation: Results of survey are shown in body.

Date Last Updated: 4/5/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Research, Planning & Communication

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: IERD-02

Action Plan Title: Institutional Effectiveness Workshops

Desired Outcome:
1. At least 90% of attendees will rate newly developed Institutional Effectiveness Workshops as satisfactory.
2. At least 85% of attendees will answer 75% correctly on post-test

Description of Action Plan and Related Activities: IERP staff will develop Institutional Effectiveness workshops for department and division learners. A workshop evaluation will be developed and implemented to gauge attendees satisfaction with the workshops. Additionally, a pre/post-test will be developed to gauge attendees knowledge obtained during the workshop. Post-test results will be analyzed.

Team Members: Staff of office of Institutional Effectiveness and Research

Timeline: Review progress and evaluate on June 2017

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

Evidence of Success: Results of Institutional Effectiveness workshop evaluation summary will show that at least 90% of workshop attendees were satisfied. Results of Institutional Effectiveness workshop post-test will show that at least 85% of attendees scored a 75% or higher.

Complete the following after implementation of the action plan.

Current Status: On Schedule

Describe Progress:

Describe Needed Changes:

List of Supporting Documentation:

- PowerPoint slides
- Handouts
- Pre/Post-test
- Evaluation

Date Last Updated: 9/30/16

Motlow State Community College
Institutional Effectiveness Plan

Unit: Library   **Unit Head:** Director of Libraries

Division: Quality Assurance and Performance Funding

Statement of Purpose: The Library supports the institutional mission by answering information inquiries, providing research tools, and promoting informational literacy to students, faculty, staff, and the community.

The library has a staffed, physical presence at each of the four Motlow locations. The library functions as a single library for equitable access to all on ground and online students. The vast majority of the library's collections (books, journals, and video) are electronic and accessible to all students at all locations as well as online to all students who have access to the internet. The library also has physical book collections at all four locations and routes books between locations on request through the daily campus courier.

The library locations are generally open Monday through Thursday 7:30 am – 9:00 pm, plus Friday, Saturday, and Sunday hours to support classes on a campus by campus basis. The library locations are generally open Monday – Friday 8:00 am – 4:30 pm during the summer and between semesters.

Reviewed: 5/17/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Library

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: LIBY-01

Action Plan Title: Student Satisfaction with Library Assistance

Desired Outcome: A minimum of 90% of the students who respond to the Student Satisfaction Survey will rate the library staff as helpful.

2015: Change goal to from 85% to 90% of the respondents rating the library staff as helpful.

Prior to 2011 the desired outcome was 75% of the respondents of the Student Satisfaction Survey will rate the library staff as helpful.

Description of Action Plan and Related Activities: The library will train student workers, staff and administrators how to use library resources and how to guide students to appropriate resources in a positive way.

In order for students to succeed on assignments which require library resources students need to feel comfortable asking questions of library staff about library resources. The library wants students to see the library staff as approachable and helpful. The library will assess this by asking students about their perception of library staff helpfulness on the annual Student Satisfaction Survey.

Through the use of the Student Satisfaction Survey, administered each Fall by the Office of Research, Planning and Communication, the library staff will assess the level of helpfulness students perceive in library staff. Results will be reviewed by library staff.

Team Members: All library staff

Timeline: Annually in the Fall semester

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

Evidence of Success: The Student Satisfaction Survey results will show that a minimum of 85% of the cohort surveyed each fall semester for all four campuses will answer 'yes' to the question "Did you find the library staff helpful?"

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was achieved. The 2016 Student Satisfaction Survey showed 99.5% of students indicated that library staff were helpful. This is the highest rating the library has ever received.

2014-15
The desired outcome was achieved. 2014-15 survey results showed that 98.6% of students indicated that the library staff were helpful.

2013-14
The desired outcome was achieved. 98.8% of students who responded to the Student Satisfaction Survey indicated that the library staff were helpful.

2012-13
Overall, 98.7% of students indicated that library staff was helpful. The percentages at each campus were: Moore County, 98.7%; McMinnville, 99.3%; Fayetteville, 100%; and Smyrna, 97.1%. The library met the goal.

2011-12
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.

2010-11
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.

2009-10
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.

2008-09

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.

2007-08

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:

Changes to be made in 2016-17

This year the library staff started answering overflow calls from the admissions, financial aid, and business offices during peak periods. The training did not provide enough practical examples of how to approach answering each type of question. The library staff would like to get more practical training to be more helpful to these callers.

Changes made in 2015-16

For the sixth year in a row over 98% of students find the library staff helpful. The library continues to try to maintain that level of service by seeking out additional staff training. We have invited the head of the campus phone center to talk to the staff about how her staff help people who call the college. (The library is also one of the points of service for off-campus calls.) We also have one of their notebooks which contains many answers to front-line questions. The library also invited the campus Completion Team to visit the library and discuss how the library could help student stay in school and graduate.

Changes made in 2014-15

Even though the library met the goal with almost all respondents rating us as helpful, the library staff always wants to look for ways to extend service beyond current levels. In the fall of 2013 the Smyrna library expanded and the library reassigned a staff member from Moore County to the Smyrna library. This change means the library's service desk will be consistently staffed and that the librarian can leave the library to make classroom presentations and meet with faculty. In the coming year all of our reference librarians and site coordinators will make a push to promote library research instruction in the classroom. This should help students use library resources more effectively and develop personal connections with the library staff.

List of Supporting Documentation: Spring 2016 Student Satisfaction Survey results

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Library

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: LIBY-02

Action Plan Title: Faculty Satisfaction with Library Resources

Desired Outcome: A minimum of 85% of the faculty responding to the Employee Satisfaction 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 responding faculty that library resources and databases met their needs. Starting in 2016 the college adopted a five-point scale – Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. Since responses of Strongly Agree, Agree, and Neutral all suggest a level of positive satisfaction with the proposition, those scores will be totaled to evaluate the satisfaction of the faculty.

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was achieved. Results from the 2016 Employee Satisfaction Survey (with non-faculty responses and the faculty responses which indicated "N/A" removed and recalculated the percentages across the remaining responses) show:

- 95.6% of the faculty think the book collection is current and available for the research needs of their students.
- 93.2% of the faculty indicate that the video collection is current and available.
- 96.2% of the faculty say the print and online magazines, journals and newspapers are available.

2014-15
The faculty thought the library's collections met their student's needs this year at the following rates: books 90%; periodicals 94.7%; and videos 87.5%. The library met this goal.

2013-14
The survey had slightly better faculty response this year with 10-15 faculty members responding to each of the library's survey questions. The faculty thought the library's collections met their student's needs at the following rates: books 93.3%, periodicals 100%, videos 90.1%. The library met this goal.

2012-13
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.

2011-12
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.

2010-11
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.

2009-10
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.

2008-09
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:

Changes to be made in 2016-17
The level of support for the library collections is very strong. The library is entering a year of transition in leadership. I hope the new library director has creative ideas about reaching out to faculty to get them more involved in the selection of materials to support their classes. This has been a constant struggle for the library. There really should not be any responses below Neutral because the library would gladly purchase any books or videos to support classes. The library already purchases ALL of the books and videos which are requested by faculty, plus many more which we select based on book reviews.

Changes made in 2015-16
Since purchasing the Films on Demand collection in 2011 the collections have consistently met the goal, but the library would like to see greater use of the library's collections and greater confidence from the faculty that the library's collections are meeting the needs of the students. This coming year the library will have an open meeting for faculty to learn about the library collections and collection policies. We will also promote the IT and Administrative Services Survey on the library's electronic bulletin board during the survey period so the results will be more robust.

List of Supporting Documentation: <u>Spring 2016 Employee Satisfaction Survey Results</u>

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Library

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: LIBY-03

Action Plan Title: Student Satisfaction with classroom library instruction

Desired Outcome: On the Student Satisfaction Survey at least 90% of the students who receive classroom library instruction will indicate that it helped them.

Prior to 2011 the desired outcome was that 75% of the students who received classroom library instruction and responded to the Student Satisfaction Survey would indicate that classroom library instruction helped them.

Description of Action Plan and Related Activities: The library wants to be a part of students' academic success by providing library orientations sessions which introduce students to library services and resources.

Library staff offer library orientation sessions to groups of students and to classes at faculty request. The library gets feedback on the usefulness of these sessions through the Student Satisfaction Survey.

2015 Starting in the fall semester the library will do a point of service survey at the end of one half of the library instruction sessions. This will add a second outcome to our assessment of student satisfaction with library instruction.

Team Members: All library staff (but particularly the Moore County Reference Librarian, Library Director, and the Library Coordinators at each site)

Timeline: Annually in the Fall semester

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

Evidence of Success: Survey results will show that at least 90% of the respondents agree that the library orientation sessions helped them. Starting in the Spring 2016 semester the library added a brief in-class survey (summary attached) which includes the department, a four-point helpfulness scale, and a four point "more likely to use the library" scale.

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was achieved. The Student Satisfaction Survey results showed 93% of students who received library instruction indicated it helped them. The additional point of service survey showed much more dramatic support for the library instruction program. 98.5% of students reported the sessions were either "very helpful" or "somewhat helpful" and 97.2% reported that they were "definitely" or "maybe" more likely to use the library after receiving instruction.

2014-15
93% of the students who received library instruction indicated that it helped them. This is down from previous years, but the sample size was small. Next year we will have additional data from the new point of service survey. The library met this goal.

2013-14
98.8% of students who received library instruction indicated that it helped them. The library met the goal.

2012-13
98.8% of the students who received library instruction acknowledged that it helped them. The library met the goal.

2011-12
100% of the students who received library instruction acknowledged that it helped them. The library met the goal.

2010-11
98% of the students who received library instruction acknowledged that it helped them. The library met the goal.

2009-10
Ninety seven percent of the students who received library instruction acknowledged that it helped them. The library met the goal

2008-09
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.

2007-08

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:

Changes to be made in 2016-17
I would like to see the library staff who make more presentations in classrooms – both more presentations in subjects we already cover, plus more subjects. Many faculty, even faculty with a research paper required in their class are loath to give up even one half hour to the library staff to explain research methods with our resources.

Changes made in 2015-16
The library will develop a brief new survey to use at the end of classroom library instruction sessions. One of the questions will be about the student's perception of whether the classroom library instruction was helpful.

List of Supporting Documentation:

- Spring 2016 Student Satisfaction Survey Results
- In-Class Library Classroom Instruction Evaluation Results

Date Last Updated: 6/14/2016

Motlow State Community College

Institutional Effectiveness Plan

Unit: Student Affairs   **Unit Head**: Cheryl Hyland Vice President

Division: Student Affairs

Statement of Purpose:

The Student Affairs division consists of multiple departments working together in the provision of support services designed to enrich and empower the students we serve as well as the community at large. Departments include the office of Admissions and Records, Career Planning, Disability and Testing, Financial Aid, Recruiting, Adult Enrollment, Tennessee Promise, and Student Success. Activities supported by the departments consist of academic and life skill coaching, admission assistance, advisement, career testing, disabled student support, financial aid, grade reporting, adult learner support, coordination of TN Promise requirements and information, new student orientation, recruiting, registration, retention, student discipline, student government, student organizations, student publications, and testing.

Working in conjunction, the various departments serve to establish a support system comprised of services and activities reflective of a diverse student population intended to promote academic success and intrapersonal growth.

Revised: 05/30/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Student Affairs

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: STUD-01

Action Plan Title: Student Satisfaction with Student Affairs Services

Desired Outcome: Student satisfaction with services provided by Student Affairs will meet or exceed that of peers and will improve by at least .5% annually. The Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) will be used to gauge satisfaction with these services.

Prior to July 1, 2015
At least 90% of the respondents to the Community College Survey of Student Engagement (CCSSE) will rate the satisfaction of student services as "somewhat" or "very". The N/A category will be excluded from the percentage calculation.

Description of Action Plan and Related Activities: The Student Affairs division provides a wide variety of services to students in effort to improve student success. These services include:
- Academic advising with completion coaches
- Career counseling with completion coaches and student success staff
- Financial aid assistance
- Transfer credit assistance
- Assistance for students with disabilities

To provide the best possible level of service and to better meet students' changing needs, the services provided by Student Affairs will be annually assessed using either the Community College Survey of Student Engagement (CCSSE) or the Survey of Entering Student Engagement (SENSE).

The director of Institutional Research, Planning, and Communication (IRC) will coordinate both the CCSSE and SENSE survey. Faculty members in pre-selected classes will administer the surveys, returning them to the IRC Director where they will be submitted for scoring. Results will be posted on the IRC web site.

Student Affairs staff and administrators will analyze the CCSSE and SENSE results for services provided by the Student Affairs division to identify areas for improvement. In an effort to better

assist students in persisting to completion of a post-secondary credential or degree, Student Services staff will develop and implement effective services.

The following CCSSE and SENSE items will be assessed.

Service	CCSSE Item	SENSE Item
Academic Advising	13.2a	20.3a
Career Counseling	13.2b	20.3b
Financial Aid	13.2g	20.3g
Transfer Credit Assistance	13.2j	20.3j
Disabilities Services	13.2k	20.3k

Team Members: Vice President of Student Affairs; Dean of Students; Student Affairs Unit Directors, Director of Institutional Research, Planning, and Communication, Participating Faculty.

Timeline: Annually

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

Evidence of Success: Results from the CCSSE and SENSE survey will show that student satisfaction with services provided by Student Affairs met or exceed that of peers and improved by at least .5% annually.

Current Status: On Schedule

Describe Progress:

2015-16

The following table extracted from Fall 2015 SENSE Results shows that satisfaction of Motlow students with Student Affairs areas exceed that of peers in all areas except for Transfer Credit Assistance. This was the first year for MSCC to implement SENSE so the 2015 SENSE scores will be used as a baseline for the next SENSE implementation in Fall 2018. The desired outcome was partially achieved.

Service	SENSE Item	MSCC % Satisfied	Peers % Satisfied
Academic Advising	20.3a	98.3% (297/302)	93.0% (11,142/11,970)
Career Counseling	20.3b	87.2% (82/94)	87.6% (4,051/4,674)
Financial Aid	20.3g	91.6% (230/251)	87.3% (8,464/9,693)
Transfer Credit Assistance	20.3j	79.7% (63/79)	80.4% (2,846/3,536)
Disabilities Services	20.3k	83.3% (55/66)	82.4% (2,136/2,592)

*Not applicable has been removed for calculation of satisfaction percentage.

Improvements to Student Affairs services in 2015-16 included the following.

- Eight campus based Completion Coaches were hired fall 2015 with the express purpose of increasing student retention and success by assisting students in the following areas: Career/Major Exploration, Academic Planning, Resource Connections, Goal-Setting, Time Management/Organization, transitioning to College, College/Work/Life Balance, Understanding College Policies and Procedures, and Campus Engagement.
- Working in conjunction with Academic Affairs, the Student Affairs Division developed a two-tier plan for academic advising designed to support students through degree and/or program completion. At the end of their first year, students are assigned a faculty advisor who in partnership with the Completion Coach provide overlapping academic and life skill assistance. Recognizing many students require additional academic skill development, Academic Affairs implemented writing and math labs at each location. Although limited in scope, it is hoped expanded "hands on" tutoring assistance will be in place for the fall semester to aid in student success and course completion.
- First Year Experience courses were piloted for students requiring Reading Learning Support. The course is designed to empower students to reach their educational and career goals by becoming familiar with college resources, policies, and procedures while also improving time management, study, research, and technology skills. Additionally, collaborative learning opportunities are incorporated to improve critical thinking, problem solving, and reading comprehension abilities. As a pilot program, the First Year Experience course will continue to be reviewed and modified by the Academic Division.

2014-2015
As shown in the table below extracted from Spring 2015 CCSSE Results shows that satisfaction of Motlow students with Student Affairs areas exceed that of peers in all areas except Career Counseling and Financial Aid.

With the desired outcome change in July 2015, 2014-15 data is used to set baseline for CCSSE. CCSSE will be implemented again in Spring 2016 and results will be available in August 2016.

Service	CCSSE Item	MSCC % Satisfied	Peers % Satisfied
Academic Advising	13.2a	90.4% (493/545)	89.2% (75,593/84,722)
Career Counseling	13.2b	77.3% (266/344)	78.3% (44,584/56,936)
Financial Aid	13.2g	82.5% (356/431)	83.2% (58,227/69,928)
Transfer Credit Assistance	13.2j	80.3% (229/285)	78.1% (37,612/48,138)
Disabilities Services	13.2k	78.8% (123/156)	72.7% (19,147/26,301)

*Not applicable has been removed for calculation of satisfaction percentage.

2013-2014
This goal was not met. Results from the CCSSE survey indicate 74.58% of respondents indicated satisfaction with the college providing support needed to help succeed in college as "quite a bit" or "very much".

2012-2013

This goal was not met. Results from the CCSSE survey indicate 76.43% of respondents indicated satisfaction with the college providing support needed to help succeed in college as "quite a bit" or "very much".

Describe Needed Changes:

Changes to be made in 2016-2017
Incorporating institutional organizational changes implemented during the 2015-2016 academic year, the designated service areas to be assessed will remain the same in order to continue monitoring effectiveness of service delivery.
- Academic Advising-Employment of analytics to identify "at risk" students. Implementation of two-tiered advising
- Career Counseling-No designated changes
- Financial Aid-Implementation of Satisfactory Academic Progress (SAP) process to provide students the opportunity to improve academic success in order to maintain financial aid eligibility. Expansion of financial aid services at Fayetteville center
- Transfer Credit Assistance-No designated changes
- Disabilities Services-Implementation of academic accessibility through Academic Affairs Division

Although organizational changes have been ongoing, several have yet to be finalized such as the Director of Recruitment and Director of Adult Enrollment (anticipated August 1, 2016). Additionally, the Division has transitioned from an Assistant Vice President for Student Affairs to a Dean of Students and is currently seeking to fill the vacated position. In attempting to better identify students considered "at risk" and provide intrusive support services, the college will employ a new analytics tool fall 2016. Although Writing and Math Labs were established fall 2015 under the umbrella of Academic Affairs, services were limited depending on campus location. It is hoped that during the 2016-2017 year, tutoring services will expanded.

Changes made in 2015-16
Under new presidential and administrative leadership, Motlow State Community College has recently made several changes created to improve student persistence and success. The recent establishment of Completion Coaches fall 2015 at each campus is designed to assist students in feeling supported in the pursuit and attainment of academic goals. Upon admission, students are assigned an individual campus based Coach who monitors academic progress in addition to providing guidance and assistance in dealing with external classroom challenges. Writing and Math tutoring services have also been implemented at each campus

to provide academic skill development and "hands on" encouragement. Academic First Year Experience courses for students requiring Reading Learning Support are being piloted fall 2015 in an effort to aid students in adjusting to a collegiate academic environment.

The desired outcome of this IE plan was changed for coming 2015-16 year to better assess the specific services provided by the Student Affairs division. The previous desired outcome was too general to effectively assess specific student services.

List of Supporting Documentation: 2015_SENSE_Frequencies

 Date Last Updated: 6/28/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Student Affairs

Related Strategic Goal: 3.1 Motlow State Community College (MSCC) will monitor and improve the effectiveness of educational programs and services.

Action Plan #: STUD-02

Action Plan Title: Student Affairs Professional Development

Desired Outcome:
1) Training and professional development needs of the staff will be assessed and professional development will be tailored to meet those needs.

2) Ninety-five percent of participants will indicate satisfaction with professional development and training presentations as "Very good" or "Excellent".

Description of Action Plan and Related Activities: Student Affair departments play a critical role in student higher education experience, contributing to self-exploration and intrapersonal growth. Recognizing continually changing student demographics and associated challenges both within and outside the classroom, student affairs personnel must remain current in terms of best practices.

In order to assess professional development needs within the division, a survey will be designed and administered to all division personnel. Based on survey results, a plan of action will be developed to include a minimum of one training workshop, presentation, and/or conference attendance opportunity each semester to designated staff within the unit.

Training topics will be selected from subjects such as customer service, student retention, FERPA, best practices, Financial Aid, " How to", etc. Participants will be asked to complete an evaluation instrument at the end of training which will be returned to the Dean of Students. A summary report will be developed reflecting the overall rating. Where results are less than the desired outcome, the Dean of Students will meet with department heads to identify techniques to improve staff training and professional development.

Team Members: Vice President for Student Affairs; Dean of Students and Student Affair Unit Heads

Timeline: June 30, 2016

Est. Cost: $ 1,000   **Budgeted:** Included in current budget

Evidence of Success:
1) Scheduled professional development will be tailored to meet the needs of staff evidenced through evaluation response.
 2) Evaluation results will show at least 95% of the respondents rated the overall training presentation as "Very good" "Excellent".

 Current Status: Behind Schedule

Describe Progress:

2015-2016
This goal was partially met. Organizational and personnel changes in the Student Affairs Division over the last eight months have subsequently resulted in a reallocation of resources and assigned duties. As such, it was not possible to survey division personnel in regard to professional development interests and needs. Professional development and training opportunities were made available during the specified time frame (see supporting documentation). Additionally although a survey was developed within the associated time period to assess staff satisfaction with the professional development opportunities, it was not available until recently through a link on the Division webpage:
http://sgiz.mobi/s3/Conference-Evaluation-for-The-Student-Affairs-Division-2016

2014-2015
This goal was met. Dr. Melissa Irvin, Director of Retention Services at Tennessee Technological University, conducted a session titled, "Improving Student Retention". Twenty of twenty-one participants rated the session as "Very good" or "Excellent" (95.2%)

2013-2014
This goal was met. Dr. Thomas Coaxum, Director of Institutional Effectiveness and Assessment at Alabama A & M University, conducted a session titled, "Institutional Effectiveness Assessment in Student Affairs". A second professional development session was presented by Ms. Deb Smith of Motlow College on "Increasing Productivity and Creativity by Organization". Twenty-five of twenty-six in attendance submitted evaluations regarding Dr. Coaxum's presentation, rating it "Very good" or "Excellent" (96.36%). All twenty-six participants submitted evaluations regarding the presentation by Ms. Smith, rating it "Very good" or "Excellent" (100%).

2012-2013
This goal was met. "You, Your Dreams, Your Journey-Both Personally and Professionally" workshop was presented by Mr. Ivan Jones and Mr. Vincent Windrow of Middle Tennessee State University. Of the twenty-four participants in attendance, all rated the presentation as "Very good" or "Excellent".

Describe Needed Changes:

Changes to be made 2016-2017
Anticipating the conclusion of divisional organizational changes by September 1, 2016 it is estimated the professional development interest survey will be designed and administered by September 30, 2016 to all division personnel. Once completed, the Dean of Students will compile the results with associated recommendations to department heads regarding professional development needs. Accordingly with the professional development satisfaction survey now implemented and available, staff will be encouraged to complete and submit their feedback upon conclusion of a training and/or education event allowing for assessment of the initiative.

Changes made in 2015-16
As part of the continual improvement process, a survey will be designed and administered to all staff within the division in order to effectively assess professional development needs. Additionally based on student feedback, results from the Survey of Entering Student Engagement (SENSE) will be analyzed and incorporated into staff development training and education. The Student Affairs Division will continue to actively seek to offer relevant professional development opportunities for personnel regarding best practices.

List of Supporting Documentation:
1) Training and Conference Evaluation Form
2) Student Affairs Professional Development 2015-2016

Date Last Updated: 6/28/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Student Affairs

Related Strategic Goal: 3.1 Motlow State Community College (MSCC) will monitor and improve the effectiveness of educational programs and services.

Action Plan #: STUD-03

Action Plan Title: Adult Learner Access and Success Assessment and Survey

Desired Outcome: 1) Complete a self-assessment of adult learner services. 2) Conduct a survey of adult learners

Description of Action Plan and Related Activities: A major component of Tennessee Reconnect and the 2015-25 Public Agenda is engaging adult learners. In 2015-16, the Office of Student Affairs will conduct a self-assessment of adult learner access and success including baseline quantitative and qualitative measures. Additionally, the office will conduct a survey among the adult learner population and utilize the results of the survey to assess student perceptions of campus environment and services.

The self-assessment report and survey results will be submitted to THEC as part of 2015-16 Quality Assurance Funding.

Team Members: Director of Adult Initiatives, Dean of Students, Director of Institutional Research and Effectiveness

Timeline: June 30, 2016

Est. Cost: $ 1,000   **Budgeted:** Included in current budget

Evidence of Success: 1) A self-assessment report of adult learner services. 2) Results of the survey that assessed student perceptions of campus environment and services.

Current Status: On Schedule

Describe Progress:

2015-16
This goal was met.

The Adult Learning Focused Institution (ALFI) Assessment Tool was implemented in Spring 2016. Student Affairs and Academic Affairs vice presidents will use the results of this survey to set goals and develop adult initiatives.

An internal divisional self-assessment was conducted and submitted to the Tennessee Higher Education Commission as part of the 2015-2016 Quality Assurance Funding (see supporting documentation).

The self-assessment report and survey results will be submitted to THEC on August 1, 2016 as part of 2015-16 Quality Assurance Funding.

Describe Needed Changes:

Changes to be made in 2016-17
Anticipating the conclusion of divisional organizational changes by October 1, 2016, the hiring of a Director of Adult Initiatives should take place in fall 2016. As part of their assigned duties, the new Director will oversee and assume primary responsibility for this institutional initiative. The Director of Adult Initiatives serves as an advocate for non-traditional students leading efforts in adult student recruitment, admissions, and retention in support of Motlow State Community College mission and Strategic Plan (see job description).

The desired outcome will be revised for 2016-17 as follows: Develop a strategic Action Plan that seeks to improve the quality of adult learner services and experiences and increase the quantity of adult graduates.

List of Supporting Documentation:
1) Assessment Narrative-Quality Assurance Funding Success Standard
2) Job Description-Director of Adult Initiatives
3) Adult Learning Focused Institution Assessment Tool Report for MSCC

Date Last Updated: 6/26/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Admissions   **Unit Head:** Director of Admissions

Division: Student Affairs

Statement of Purpose: Motlow College concentrates its efforts and resources to maximize its commitment to achieving a diverse student body, faculty, and staff. The College recognizes the significance of diversity and provides quality educational opportunities and services to support the development of the total person.

The Admissions and Records unit supports these efforts by focusing on providing a positive and supportive atmosphere for our students as we provide the following services:

- Orderly admissions and registration
- Provision of grades and transcripts
- Certification of veterans
- Coordination of graduation activities

The Admissions and Records Office at Motlow State Community College is a unit within the Student Affairs Department. The department is affiliated with the Tennessee Association of Collegiate Registrars and Admissions Officers, Southern Association of Collegiate Registrars and Admissions Officers and American Association of Collegiate Registrars and Admissions Officers.

Reviewed: 9/6/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Admissions

Related Strategic Goal: 1.1 MSCC will enhance access to higher education.

Action Plan #: ADMS-01

Action Plan Title: Requirements for Admission / Student Satisfaction with Admission Process and Related Communications

Desired Outcome:
1) The number of students lacking requirements for admission to the college by the end of their first term of enrollment will not exceed 10% of the total number of first-time freshmen.
2) At least 95% of students responding to annual student satisfaction survey will be satisfied with admissions process and communications.

Prior to July 1, 2015

The number of students lacking requirements for admission to the college by the end of their first term of enrollment will not exceed 10% of the total number of first-time freshmen.

Description of Action Plan and Related Activities: E-mail communications are sent to all students who have missing requirements when application is made. Follow-up e-mail communications are sent again about a month before pre-registration for the next term. These e-mails are continuously evaluated to maintain efficiency and effectiveness. E-mail became the means for communication with students in the fall term 2008 as an effectiveness measure. A conditional acceptance letter was added for first time freshman in the fall term 2011 as an additional effectiveness measure. This communication is disseminated immediately following admission application processing. Because of these actions, students receive information earlier than with past communication efforts, which provides greater opportunity for all requirements to be received in a timely fashion. IT staff assists Admissions and Records to identify progress towards the desired outcome of the action plan by creating and deploying a script, "First Time Freshman with holds". Student satisfaction will be assessed annually with an online survey. Survey results will be shared with Admissions director and staff who will use the data to identify areas for improvement.

Team Members: Financial Aid, Admissions and Records, and IT staff members

Timeline: Annually

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

Evidence of Success:
1) Output from the First Time Freshman with Holds script will show number of students lacking requirements for admission to the college by the end of their first term of enrollment will not exceed 10% of the total number of first-time freshmen.
2) Survey results will show that at least 95% of responding students are satisfied with admissions process and communications.

Prior to July 1, 2015

Output from the First Time Freshman with Holds script will show number of students lacking requirements for admission to the college by the end of their first term of enrollment will not exceed 10% of the total number of first-time freshmen.

Current Status: On Schedule

Describe Progress:

Fall 2015
1. In the fall term 2015, there were 1,876 first-time freshmen enrolled. Of the 1876 enrolled, 10 students still had admissions holds at the end of the term (not even 1%). The first desired outcome was achieved.

2. Questions were added to the Student Satisfaction Survey in reference to student satisfaction with the admissions process and communication. As shown below, no area surveyed was below 95% satisfaction.   The second desired outcome was achieved.

Please rate your experience with the admissions process.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Responses
The application was easy to complete	**62.0 %**				
246	**35.0 %**				
139	**2.5 %**				
10	**0.5 %**				
2		397			
Notifications on admissions acceptance or outstanding requirements were timely.				**55.7 %**	
220	**40.0 %**				
158	**3.5 %**				
14	**0.8 %**				
3		395			
Email responses were quick and thoroughly answered		**51.1 %**			
193	**43.4 %**				
164	**4.5 %**				
17	**1.1 %**				
4		378			

Fall 2014

In the fall term 2014, there were 1,081 first-time freshmen enrolled. Of the 1,081 enrolled, no students still had admissions holds at the end of the term. Admissions staff sent out e-mail

reminders during the semester to students with active holds for missing requirements. Use of e-mail has been an effective means of communication. We met our goal again this term and will continue sending the second e-mail to remind students.

Fall 2013
In the fall term 2013, there were 1,106 first-time freshmen enrolled. Of the 1,106 enrolled, no students still had admissions holds at the end of the term. Admissions staff sent out e-mail reminders during the semester to students with active holds for missing requirements. Use of e-mail has been an effective means of communication. We met our goal again this term and will continue sending the second e-mail to remind students.

Fall 2012
In the fall term 2012, there were 1,004 first-time freshmen enrolled. Of the 1,004 enrolled, 6 (.05) students still had admissions holds at the end of the term. Admissions staff sent e-mail reminders to students with active holds for missing requirements as needed. Use of e-mail has been an effective means of communications. We met our goal again this term and will continue sending the second e-mail to remind students.

Fall 2011
In the fall term 2011, there were 1, 156 first-time freshmen enrolled. Of the 1156 enrolled, 2 (.01) students still had admissions holds at the end of the term. Admissions staff sends any reminders needed. Use of e-mail has been an effective means of communications. We met our goal again this term and will continue sending the second e-mail to remind students.

Fall 2010
In the fall term 2010, there were 1,190 first-time freshmen enrolled. Of the 1190 enrolled, 6 (.05)
Students still had admissions holds at the end of the term. Admissions staff sends any reminders needed. Use of e-mail has been an effective means of communications. We met our goal again this term and will continue sending the second e-mail to remind students.

Fall 2009
 In the fall term 2009, there were 1,308 first-time freshmen enrolled. Of the 1,308 enrolled, 23 (.99%) students still had admissions holds at the end of the term. Admissions staff sends any reminders needed. Use of e-mail has been an effective means of communications. We met our goal again this term and will continue sending the second e-mail to remind students.

Describe Needed Changes:

Changes to be made in 2016-17
For the academic year 2016-17, the admissions staff will continue to review and assess the current procedures and communications to identify areas where improvement might be

needed and possible best practices to improve in those areas. New training sessions will be developed and offered in 2016-17.

Changes made in 2015-16
While the use of e-mail communication to students has proved to be effective, there is room to improve upon the quality of that correspondence. In fall 2015, admissions staff will make all admissions communication:
- consistent in format and appearance
- easier to view and understand from the student's perspective
- more accurately identify the appropriate response necessary from the recipient, and be disseminated on a more appropriate schedule as determined by student population characteristics.

In spring 2016, admissions staff will assess the admissions process and communications with students to identify other needed improvements and to establish a future desired outcome for student satisfaction with the admissions process and communications.

List of Supporting Documentation:
- Output from the First Time Freshman with Holds
- Spring 2016 Results of the Student Satisfaction Survey
- Spring 2016 Results of the Student Satisfaction Comments for Admissions
- Sample Student Communications from Admissions & Records

Date Last Updated: 6/27/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Admissions

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

Action Plan #: ADMS-02

Action Plan Title: Student Satisfaction with Admissions and Records Services & Staff

Desired Outcome: At least 95% of the respondents to the Student Services Survey will rate the overall customer service provided by the Office of Admissions and Records as satisfactory prior to the end of the assessing year.

Prior to July 1, 2015
At least 90% of the respondents to the Student Services Survey will rate the overall customer service provided by the Office of Admissions and Records as satisfactory prior to the end of the assessing year.

Description of Action Plan and Related Activities: Motlow students are asked to complete an online satisfaction survey every spring semester. Results of the survey are shared with the Admissions and Records Director. The personnel of the Office of Admission and Records will review and evaluate results and make changes as needed. New staff receive customer service training as part of new employee orientation and training. Current staff attend professional development sessions and conferences which often include customer service best practices.

Team Members: Financial Aid, Admissions and Records, and IT staff members

Timeline: Review progress and evaluate December 1, 2015.

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

Evidence of Success: Results of the Student Services Survey will reflect that at least 95% of responding students rate the overall customer service provided by the Admission and Records Office as satisfactory.

Prior to July 1, 2015
Results of the Student Services Survey will reflect that at least 90% of responding students rate the overall customer service provided by the Admission and Records Office as satisfactory.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-16

The desired outcome was achieved. Results below from the Spring 2016 Student Satisfaction Survey show that satisfaction exceeded 95% in all categories relating to admissions. Individual comments from the survey were mostly very favorable as evidenced in the following.

I was very pleased with my experience. Everyone in admissions was so helpful.

[Admission staff] were very helpful and [the admissions process] was easy to complete.

[Admissions staff] were very good and courteous.

Rate your overall experience with the following MSCC services:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Responses
Admissions & Records	56.4 %				
238	**40.0 %**				
169	**2.6 %**				
11	**0.9 %**				
4		422			

Please rate your experience with the admissions process.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Responses
Staff was readily available to help you 60.4 %					
255	**38.2 %**				
161	**0.5 %**				
2	**0.9 %**				
4		422			
Staff was helpful and courteous when assisting you	61.1 %				
242	**36.4 %**				
144	**1.8 %**				
7	**0.8 %**				
3		396			
Email responses were quick and thoroughly answered	51.1 %				
193	**43.4 %**				
164	**4.5 %**				
17	**1.1 %**				
4		378			

2014

The Student Services Survey indicated that 92.9% of responding students rated the overall customer service provided by the Admissions and Records office as satisfactory. This survey represents all four campuses of MSCC. The expected outcome of 90% was met.

2013

The Student Services Survey indicated that 96.3% of responding students rated the overall customer service provided by the Admissions and Records office as satisfactory. This survey represents all four campuses of MSCC. The expected outcome of 90% was met. The Office of Admissions and Records strives to assist students in a professional and courteous manner. Continuous training in customer service and providing customers with accurate and complete information is always a top priority.

Results and comments from the survey are also reviewed to identify any necessary corrective action to improve customer service.

2012

The Student Services Survey indicated that 96.8% of responding students rated the overall customer service provided by the Admissions and Records office as satisfactory. This survey represents all four campuses of MSCC. The expected outcome of 90% was met. The Office of Admissions and Records continually strives to assist students in a professional and courteous manner. Continuous training in customer service and providing customers with accurate and complete information is implemented at all campuses. Newly hired personnel will receive extensive training. Results and comments from the survey are also reviewed to identify any necessary corrective action to improve customer service.

2011

The Student Services Survey indicated that 96.4% of responding students rated the overall customer service provided by the Admissions and Records office as satisfactory. This survey represents all four campuses of MSCC. The expected outcome of 90% was met. The Office of Admissions and Records continually strives to assist students in a professional and courteous manner. Continuous training in customer service and providing customers with accurate and complete information is implemented at all campuses. Newly hired personnel will receive extensive training. Results and comments from the survey are also reviewed to identify any necessary corrective action to improve customer service.

2010

The Student Services Survey indicated that 97.4% of responding students rated the overall customer service provided by the Admissions and Records office as satisfactory. This survey represents all four campuses of MSCC. The expected outcome of 90% was met. The Office of Admissions and Records continually strives to assist students in a professional and courteous manner. Continuous training in customer service and providing customers with accurate and complete information is implemented at all campuses. Newly hired personnel will receive extensive training. Results and comments from the survey are also reviewed to identify any necessary corrective action to improve customer service.

2009

The Student Services Survey indicated that 95.8% of responding students rated the overall customer service provided by the Admissions and Records office as satisfactory. This survey

represents all four campuses of MSCC. The expected outcome of 90% was met. The Office of Admissions and Records continually strives to assist students in a professional and courteous manner. Continuous training in customer service and providing customers with accurate and complete information is implemented at all campuses. Newly hired personnel will receive extensive training. Results and comments from the survey are also reviewed to identify any necessary corrective action to improve customer service.

Describe Needed Changes:

Changes to be made in 2016-17

1. The desired outcome will be increased to 96%.

2. Direct student interaction will continue to increase in the current assessment year and attrition of staff will require increased levels of staff training and support. In an effort to continue to provide the best service to our students, increase the staff's knowledge base and customer service performance, the Assistant Director of Admissions and Records will develop a training program specific to the tasks and services provided in this office. The Assistant Director will schedule additional training programs for staff at all campuses related to registration and admissions procedures.

List of Supporting Documentation:
- Spring 2016 Student Satisfaction Survey Results
- Spring 2016 Student Satisfaction Survey Comments for Admissions

Date Last Updated: 6/21/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Adult Initiatives   **Unit Head:** Director

Division: Student Affairs

Statement of Purpose: The Director of Adult Initiatives serves as an advocate for non-traditional students leading efforts in adult student recruitment, admissions, and retention in support of
Motlow State Community College mission and Strategic Plan. The Director of Adult Initiatives is responsible for the following tasks.

- Provide oversight and coordination of adult recruitment, enrollment, and retention strategies and processes.
- Responsible for monitoring TBR's activities with respect to adult enrollment, responsible for meeting TBR reporting requirements involving adult programs.
- Serve as primary contact for TBR related initiatives and directives for adult students.
- Assist incoming adult students with all aspects of the admission process, including application and orientation.
- Develop and provide student service programs designed for adult learners.
- Serve as advocate for adult students, assisting in the resolution of issues and obstacles to learning.
- Serve as primary contact for phone and email inquiries from potential non-traditional students.
- Provide campus visit support to potential non-traditional students, including campus tours.
- Provide assistance and support to adult students in regard to academic and career pathway options, registration, transfer, and completion.
- Oversee the development and production of adult enrollment comparative reports on a semester basis.
- Chair appropriate committees as needed.
- Perform other duties as assigned.

Reviewed: 7/22/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Adult Initiatives

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan # ADLT-01

Action Plan Title: Recruitment of Adult Learners

Desired Outcome: A comprehensive recruitment plan targeting adult learners will be developed and implemented.

Description of Action Plan and Related Activities: Adult learners continue to represent a growing population on college campuses nationwide. Within the state of Tennessee, between 900,000 and 1 million adults have some college but no degree. As a result, two primary higher education initiatives have been implemented to increase the number of adults seeking to complete a degree or certificate; *Drive to 55* and *Community College ReConnect Grant.*

Designed to improve quality of life while supporting economic growth and development, *Drive to 55* aims to raise the number of Tennesseans possessing a college degree or certificate to 55% by the year 2025. In conjunction, the *Community College ReConnect Grant* is a first-come, first-served grant program providing a last-dollar scholarship to adults who want to return to community college and complete their associates in applied science degree.

Signifying Motlow State Community College's (MSCC) commitment to these state efforts, a Director of Adult Initiatives position was created effective July 1, 2016 with an anticipated start date of September 2016. Serving as the primary advocate for adult learners, the Director will have oversight responsibility for the recruitment of this population.

Team Members: Director of Adult Initiatives, Director of Recruitment, and other participating staff

Timeline: May 1, 2017

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

Evidence of Success: A written plan of recruitment targeting adult learners will be completed.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 7/25/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Adult Initiatives

Related Strategic Goal: 2.1: Motlow State Community College will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: ADLT-02

Action Plan Title: Retention of Adult Learners

Desired Outcome: Retention of adult learners completing 12 hours will increase .5% annually as indicated by performance funding data.

Description of Action Plan and Related Activities: From a student development perspective adult learners return to school for a variety of reasons usually the result of some significant change or occurrence, such as the loss of a job or change in marital status. When they do return, they typically have a general idea or goal in mind and want to begin movement toward completion as soon as possible focusing on personal and professional growth.

As the number of adult learners attending higher education institutions has increased, their impact on student and academic programs has been noticeable. Although they may initially feel intimated by younger instructors and students, once adult learners adjust to the higher education environment they bring a level of maturity and experience many faculty and staff appreciate. Through their participation in academic and student activities adult learners contribute to the collegiate environment, enhancing the diversity of the institution. Additionally on a larger scale, it is in the best interest of communities and society in general that individuals of any age have access to opportunities for continued growth and education.

Signifying Motlow State Community College's (MSCC) commitment to these state efforts, a Director of Adult Initiatives position was created effective July 1, 2016 with an anticipated start date of September 2016. Serving as the primary advocate for adult learners, the Director will have oversight responsibility for the retention of this population.

Team Members: Director of Adult Initiatives, Director of Student Success and other participating staff

Timeline: May 1, 2017

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

Evidence of Success: Documentation will show a minimum .5% increase in adult learner retention.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 7/25/16

Motlow State Community College
Institutional Effectiveness Plan
Unit: Disability & Testing Services   **Unit Head:** Sonya Hood

Division: Student Affairs

Statement of Purpose:
The Disability Services unit provides assistance to students with disabilities. The Testing Center offers a wide variety of testing options for potential and current students.

The unit:
- Coordinates services for students with disabilities
- Coordinates testing for all campuses

The unit functions within the student affairs division. Congruent with the mission of the college, the Disability and Testing Services Unit provides support services that seek to enrich and empower students and the community it serves.

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Disability & Testing Services

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: DITS-01

Action Plan Title: Satisfaction with Services for Students with Disabilities

Desired Outcome: At least ninety-five percent of the students who use the services provided by the Office of Disability Services will rate the services as good or excellent.

Description of Action Plan and Related Activities: A Survey of Services will be provided by the Office of Disability Services to students with disabilities who are registered with the Office of Disability Services. The Director will ask the students who are registered with the Disability Services office at the end of each academic year to complete the survey. Survey responses will be reviewed by the director and staff. The concerns/issues will be taken into consideration and the necessary changes made. The success will be if the issues/concerns have been addressed and changes made.

Team Members: Staff of Disability and Testing Services

Timeline: Annually

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

Evidence of Success: The results of the Office of Disability Services Survey of Services will show 95% or more respondents find services good or excellent.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-16
The desired outcome was achieved. From the surveys received all were rated excellent or good when asked how satisfied they were with the services received from the Office of Disability Services. There were no negative ratings on any question.

2014-2015

From the surveys all were rated excellent when asked how satisfied they were with the services received from the Office of Disability Services. There were no negative ratings.

```
Summary of the results are below:
From all the surveys received for how satisfied are you with the services
received from the Office of Disability Services the ratings were good or
excellent.  The scale is from 1 to 5 with 5 being the most satisfied and we
received 5 on all but two of the surveys and on those two we received a 4.
```

2013-14

From the surveys received all but one where rated excellent when asked how satisfied they were with the services received from the Office of Disability Services and the other one was good. There were no negative comments or ratings.

2012-13

From the surveys received the question whether they were satisfied with their disability services received positive ratings. There were no rankings of poor.

2011-12

Scheduled group meetings at each location at different times. Of all the students, 29 came and completed Survey of Services. Of the 29 who completed the surveys, to the question whether they were satisfied with their services all ranked it good or excellent. There were no rankings of poor.

Describe Needed Changes:

Changes to be made in 2016-17

The comments were positive about the experience with the disability office at Motlow. A comment was made about the forms being placed in the instructor's mailbox so other students in the class wouldn't know what form was being signed. We will discuss with the students how to go about meeting with the instructor in their office or outside of class so this will not be an issue.

Changes made in 2015-16

Based on results from the surveys, the Office of Disability Services will continue to strive for excellence. The office will continue to find ways to improve services and to provide the best quality services to our students with disabilities.

From the comments made I need to work on making sure the tutors are providing the best services possible. Also to get to know them more as an individual. To address the comment made last year about the tutoring we have asked the tutors to give us monthly updates on each student either by phone, person, or email. This seemed to work well. We knew if students were not meeting with the tutors and could follow up. We could also see the progress of how the students were doing.

From the comments made for this year we may need to meet with students once during the semester to check their progress.

List of Supporting Documentation: 2015-16 Office of Disability Services Survey Results

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Disability and Testing Services

Related Strategic Goal: 3.1: Motlow State Community College will monitor and improve the effectiveness of educational programs and services.

Action Plan #: DITS-02

Action Plan Title: Student Satisfaction with Testing Office

Desired Outcome: At least eighty five percent of the students surveyed who use testing services will rate the service as good or excellent.

Description of Action Plan and Related Activities:
A survey will be provided randomly to students who use the testing center at each of the four campuses. This survey will be given throughout the academic year to assess the customer service of the testing staff. At the end of the academic year the results from all the surveys will be reviewed. The issues or concerns will be addressed and the needed changes made.

Team Members: Staff of Disability and Testing Services

Timeline: Annually

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

Evidence of Success: The results of the survey will show 85% of the respondents found that the customer service of the testing center were good or excellent.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 8/1/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Financial Aid   **Unit Head:** Joe Myers

Division: Student Affairs

Statement of Purpose:

The Financial Aid office:

- Provides equal opportunities to all who wish to further their education through the use of federal, state, private, and institutional financial assistance;
- Counsels students concerning educational financing and indebtedness;
- Uses existing technology to enhance student services.

The Financial Aid Office is a unit within the Division of Student Affairs. The college maintains membership in the National Association of Student Financial Aid Administrators, the Southern Association of Student Financial Aid Administrators, and the Tennessee Association of Financial Aid Administrators.

Reviewed: 05/17/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Financial Aid

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: FINA-01

Action Plan Title: Student Satisfaction with Financial Aid Web Site

Desired Outcome: At least 85% of the students who access the Financial Aid web site will find the information on the site to be helpful.

Description of Action Plan and Related Activities: The Financial Aid Web Site provides students with forms, the financial aid handbook, tutorials, and a wide range of other information including:
- How to apply for financial aid
- Important dates and deadlines
- Link to login and check financial aid status
- Frequently asked questions and answers
- And more

Financial Aid staff continually update information on the web site with input from students and other campus departments as well as state and federal agencies. Updates are made to maintain current information and to improve access and usability of the site.

Team Members: Financial Aid Staff, IT staff, Web Master, Students, Foundation Office Staff

Timeline: Continuous; Annually

Est. Cost: $ 200.00   **Budgeted:** Included in current budget

Evidence of Success: Results of the Student Satisfaction Survey will show an 85% or higher positive rating to the question related to how helpful the financial aid web site information was for those who had visited the site.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

<u>**2015-16**</u>
The desired outcome was achieved.

The results of the Student Satisfaction Survey are positive with at least 85% of responding students showing satisfaction with all aspects of the Financial Aid web site.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Responses

The financial aid section of the Motlow web site was easy to find.   53.9 %
194   **43.9 %**
158   **1.1 %**
4   **1.1 %**
  4   360

The steps on the Motlow Financial Aid web page, under "How do I apply for financial aid?" were easy to understand and easy to follow.   54.5 %
169   **43.2 %**
134   **1.3 %**
4   **1.0 %**
  3   310

Types of financial aid are clearly defined on the Motlow Financial Aid web page.   53.1 %
171   **41.3 %**
133   **4.3 %**
14   **1.2 %**
  4   322

The "Financial Aid-Steps to Success" section of the Motlow Financial Aid web page was straight forward and helped me understand the process.   54.5 %
164   **40.9 %**
123   **3.3 %**
10   **1.3 %**
  4   301

The directions in the emails that I received from the Financial Aid Office made it easy to find and complete student requirements in the MyMotlow account.   54.6 %
173   **38.5 %**
122   **6.0 %**
19   **0.9 %**
  3   317

The forms that I needed to complete my student requirements were easy to locate in MyMotlow.   51.7 %
170   **40.1 %**
132   **7.3 %**
24   **0.9 %**
  3   329

The "Frequently Asked Questions" section of the Motlow Financial Aid web page answered at least one of my questions.
          49.7 %
144   **44.8 %**
130   **3.8 %**
11   **1.7 %**
  5   290

The Financial Aid Office email and telephone contact information was easy to find.   54.0 %
177   **41.5 %**
136   **4.0 %**
13   **0.6 %**
  2   328

Overall, the Motlow Financial Aid web page was organized and easy to navigate.   51.5 %
172   **42.2 %**
141   **4.8 %**

16   **1.5 %**
  5   334

The redesign of the financial aid web site is completed, however there will always be a need to continue to make changes to stay current.

2014-15

The desired outcome was achieved. The results of the Student Satisfaction Survey indicated that 96.1 % of the respondents feel the financial aid web site is average or better. The results of the survey are demonstrating success. While the majority of the additional comments related to the website are good others pointed out areas for improvement. Some of the areas indicated for improvement were:
- Clearer
- Needs more information
- Needs updating
- Needs better menus
- Information on general financial aid knowledge
- Larger and bold fonts

2013-14

The redesign of the financial aid web site is still on-going. It was delayed during this year due to other initiatives. The results of the Student Satisfaction Survey are positive.

The survey demonstrates that students are utilizing the financial aid web site:

- Moore County Campus shows that 62% of respondents had used the website. 99.3% indicated that the web site was average or better for helpfulness.
- Smyrna Campus shows that 60.5% of respondents had used the website. 96.3% indicated that the web site was average or better for helpfulness.
- Fayetteville Campus shows that 75% of respondents had used the website. 97.6% indicated that the web site was average or better for helpfulness.
- Moore County Campus shows that 69.5% of respondents had used the website. 99.1% indicated that the web site was average or better for helpfulness.

2012-13

The redesign has actually started earlier than planned with the redesign of the scholarship section of the web site. This redesign element has consolidated information in a searchable format for all Institutional and Foundation scholarships and has integrated links to scholarship applications in one location.

Multiple updates of the financial aid web page have been implemented. We are continuing to add and update additional materials that should facilitate ease of use and enhance the student's experience.
- The financial aid homepage has been updated with expanded information, additional links and an informational video

- Multiple links have been updated and enhanced
- Links have been added to provide tutorial videos, privacy information, and contact information
- Evaluations will take place during the next Student Satisfaction Survey period.

Describe Needed Changes:

Changes to be made in 2016-17
In a continuing effort to provide better service to our students and ease of completing financial aid paperwork, the financial aid office is working to implement "Dynamic Forms." Dynamic Forms is a program where needed documentation may be completed and submitted to the financial aid office in an online environment and students will no longer be required to print, complete and mail or bring in documents. Dynamic Forms uses "skip logic" that will reduce the number of answers the student will need to answer to complete the forms.

Changes made in 2015-16
During the 2015-2016 financial aid year the financial aid web site will continue to be enhanced. Normal enhancements will continue to be implemented. Additional enhancements will be made by evaluating peer institutions websites and incorporating ideas gleamed from their design. We will also work with the college web master to increase the visibility of the Financial Aid Web Site to make it easier for students to find. Evaluation of the results and comments from the latest student satisfaction survey will be used to gauge areas for enhancement.

Also during the 2015-16 academic year, financial aid staff will develop an additional assessment of students' satisfaction with the financial aid web site. Currently, staff is considering the addition of student forums to be held at two or more campuses to get more detailed feedback from students. If the pilot of the forums in spring 2016 proves successful, an additional desired outcome will be added to this plan for 2016-17 planning year.

List of Supporting Documentation: Results of Spring 2016 Student Satisfaction Survey; Spring 2016 Spring Satisfaction Survey Comments on Financial Aid

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Student Affairs

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: FINA-02

Action Plan Title: Student Satisfaction with Financial Aid Services

Desired Outcome: Student's satisfaction with Financial Aid office assistance will compare favorably with students at peer institutions with Motlow CCSSE and SENSE means and/or frequency scores meeting or exceeding peer scores (on related items).

Description of Action Plan and Related Activities:
The Office of Research, Planning and Communication will administer CCSSE and SENSE on alternating years. The financial aid staff will utilize the results of the evaluated survey item to ensure that we are providing adequate financial aid services to our student population as compared to the Cohort. The staff will utilize staff meetings and conference calls to continually explore ways for improvements and simplifications of the financial aid process for our students.

Team Members: All Financial Aid Staff

Timeline: Ongoing; CCSSE and SENSE administered alternating years

Est. Cost: $ 0.00   **Budgeted:** Included in current budget

Evidence of Success: The results for Community College Survey of Student Engagement Item 13.2g & Survey of Entering Student Engagement Item 18.i will show that Motlow's means and/or frequency scores meet or exceed peer scores.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress Below

2015-16

CCSSE and SENSE are typically administered at MSCC on alternating years. SENSE was implemented in Fall 2015. Results below show that the MSCC mean was greater than the peer mean. The desired outcome was achieved.

SENSE Survey Item	MSCC Mean	Peer Mean
18.i: The college provided me with adequate information about financial assistance. (scholarships, grants, loans, etc.)	3.59	3.47

The following 2015/16 initiatives were met and will continue in the 2016/17 year:
- A full-time financial aid staff person will be located on the McMinnville Campus.
- A financial aid staff member will be located at the Fayetteville Campus on a rotating schedule each semester. This staff member will be on a regular basis in Fayetteville (2) days per week and be shared with the Moore County campus (3) days per week.
- College Goal Tennessee events will be held on all four campuses. (See attached report: 2016 FAFSA event numbers)
- Hours for the financial aid office have been extended at the Moore County and Smyrna Campuses to better service all student populations.

The following initiative has begun and should be completed in the 2016/17 year:
- Implementation of Dynamic Forms, which will move the majority of the financial aid forms into an on-line format.

2014-15
The desired outcome was not achieved. Results from CCSSE implement in spring 2015 show the following for CCSSE Item 13.2g:

13.2 How satisfied are you with the following services at this college?
1=Not at all, 2= Somewhat, 3=Very

Item	Motlow College		Peers (Medium Colleges)	
	N	Mean	N	Mean
13.2g. Financial Aid Advising	469	2.19	72,679	2.27

Needed Changes:

Changes to be made in 2016-2017
In 2016-2017 the financial aid office will implement the following changes in order to increase student satisfaction:
- Participate in the TN FAFSA Frenzy which will replace the College Goal TN initiatives. The FAFSA Frenzy will be held with assistance from Tennessee Student Assistance Corporation and the Tennessee Higher Education Commission. This process will begin in the fall 2016 term to accommodate for the "Early FAFSA" and the Prior-Prior Year FAFSA to begin.
- Begin the processing of student files earlier in response to the "Early FAFSA" and the Prior-Prior Year FAFSA initiative.

- Explore the option to implement the expansion of the student satisfaction survey to include financial aid student services and allow year-round input in order to act more quickly in addressing student needs and concerns.

Changes made in 2015-16

To improve student satisfaction with financial aid advising, the following changes will be implemented in 2015-16:

- A full-time financial aid staff person is on staff at the McMinnville Campus.
- A financial aid staff member worked from the Fayetteville Campus on a rotating schedule each semester.
- College Goal Tennessee events were held on all four campuses.
- Implementation of Dynamic Forms has begun and should be fully implemented in the 2016-17 year. Dynamic Forms will move the majority of the financial aid forms into an on-line format.

List of Supporting Documentation:
- 2016 FAFSA Event Numbers
- Fall 2015 SENSE Benchmark Report for MSCC

Date Last Updated: 6/14/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Financial Aid

Related Strategic Goal: 1.1: Motlow State Community College will enhance assess to higher education.

Action Plan #: FINA-03

Action Plan Title: TN FAFSA Frenzy

Desired Outcome: The desired outcome is to assist incoming and returning students/families with completing the "Early FAFSA" and using Prior-Prior Year information in order to meet earlier FAFSA deadlines set by the state.

Description of Action Plan and Related Activities: Motlow State Community College will plan TN FAFSA Frenzy which will replace the College Goal TN initiatives. Motlow State will plan events on each of its campuses to assist not only new-incoming students/families but also advertise to assist current students and their families in completing the "Early FAFSA" and use the Prior-Prior Year info. The TN FAFSA Frenzy events will be in conjunction with the Tennessee Student Assistance Corporation (TSAC) and the Tennessee Higher Education Commission (THEC). The process will begin in the fall 2016 term as state deadlines are moving up from February 15 of each year to mid-January of each year.

Team Members: All Financial Aid Office staff and various Student Affairs staff across all campuses.

Timeline: The projected completion date for the first year is December 2016 and events will continue on each year during the fall semester.

Est. Cost: $300.00   **Budgeted:** Included in current budget

Evidence of Success: Documentation will show an increase of percentage of students who complete their FAFSA before the deadline date.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 8/4/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Financial Aid

Related Strategic Goal: 3.1: Motlow State Community College will monitor and improve the effectiveness of educational programs and services.

Action Plan #: FINA-04

Action Plan Title: Point-of-Service Student Satisfaction Survey

Desired Outcome: Develop and implement point-of-service Student Satisfaction Survey

Description of Action Plan and Related Activities: Develop and implement point-of-service Student Satisfaction Survey to include financial aid student services and allow year-round input in order to act more quickly in addressing student needs and concerns. Initial data will be used to establish a baseline for next academic year.

Team Members: Financial Aid staff and IT department staff

Timeline: March 2017

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

Evidence of Success: Documentation will show that a point-of-service student satisfaction survey was developed and piloted by Financial Aid.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 8/4/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Financial Aid

Related Strategic Goal: 1.1: Motlow State Community College will enhance assess to higher education.

Action Plan #: FINA-05

Action Plan Title: Earlier Financial Aid Processing

Desired Outcome: Improve the process of file completion and increase the percentage (by 2.5%) of financial aid files completed on an earlier schedule during the year

Description of Action Plan and Related Activities: Set up the processing procedures earlier in the year to accommodate the Early FAFSA and use of the Prior-Prior Year FAFSA initiative. Begin the set up in BANNER, draw-down process and file completion process earlier in the spring by several months to allow for additional processing time and get a higher percentage of student files ready for awarding aid at an earlier date each year.

Team Members: All Financial Aid Staff

Timeline: February/March 2017 with continuing improvement within the process

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

Evidence of Success: Documentation will show an increase of 2.5 percent of completed files by date range.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 8/4/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Recruitment   **Unit Head:** Jeremy Mills

Division: Student Affairs

Statement of Purpose: The Director of Recruitment will be responsible for the design and implementation of comprehensive recruitment strategies to attract and enroll a qualified diverse student body in support of Motlow State Community College mission and Strategic Plan. Duties of the position include the following.

- Analyze and evaluate strategic and targeted recruitment needs. Plan, implement, and report on enrollment programs addressing such needs.
- Assist in development of communication strategies to address prospective students, program and enrollment inquiries, application processes, and pre-registration phases of the Motlow State Community College admissions process including New Student Orientation (NSO).
- Direct the analysis and reporting functions of all recruitment efforts, statistics, measures, and outcomes.
- Work with internal institutional divisions of the college to develop and implement electronic contact database regarding prospective students.
- Create long and short-term planning and evaluation strategies of recruitment processes and programs.
- Serve as primary contact for TBR directed recruitment initiatives and directives.
- Oversee the development and production of college-wide enrollment comparative reports on a semester basis.
- Ensure recruitment objectives, goals, budgets, policies, practices, and actions produce successful student recruitment results.
- Chair designated committees as appropriate.
- Perform other duties as assigned.

Reviewed: 7/25/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Recruitment

Related Strategic Goal: 1.1 MSCC will enhance access to higher education.

Action Plan #: RECD-01

Action Plan Title: Institutional Recruitment Plan Development

Desired Outcome: A comprehensive institutional recruitment plan will be developed and implemented in order to attract and enroll a qualified diverse student body.

Description of Action Plan and Related Activities:
Data from the National Center for Education Statistics projects total enrollment in post-secondary
degree-granting institutions to increase 15% from 2010 to 2021 (U.S. Department of Education, 2012). National and state education efforts such as President Obama's American Graduation Initiative, Tennessee's Drive to 55, and Tennessee Promise encourage Americans to expand their educational pursuits in order to increase the number of individuals completing a post-secondary degree or certificate. Additionally as states adopt funding formula measures tied directly to student success and retention higher education institutions increasingly must rely on the effectiveness of academic and student service programs beginning with the recruitment process.

Signifying Motlow State Community College's (MSCC) commitment to these state efforts, a Director of Recruitment position was created effective July 1, 2016 with an anticipated start date of September 2016.

Team Members: Director of Recruitment, Assistant Director(s) of Recruitment and participating staff

Timeline: May 1, 2017

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

Evidence of Success: Implementation of a written comprehensive institutional plan of recruitment.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 7/25/16

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Recruitment

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: RECD-02

Action Plan Title: New Student Orientation

Desired Outcome: Review and redesign of institutional New Student Orientation (NSO) process

Description of Action Plan and Related Activities: Community college's offer many advantages to individuals pursuing a higher education degree or certificate such as smaller class size and affordable cost. The American Association of Community Colleges estimates there are over 6.6 million credit students enrolled in 1,195 community colleges across the nation. Demographics reflect the average age of these students is 29. Seventeen percent are single parents, over half are employed full-time, and almost 40 percent are first-generation college students. Indeed, community college students enter higher education with unique needs and complex, hectic lives. Thus, outreach initiatives, such as new student orientation programs, are critical to maximizing these students' opportunities for success.

As student enrollment in community colleges continues to increase at the same time state and federal funding is decreasing, institutions must improve the effectiveness of service delivery to all constituents. Planning and implementation of high impact programs such as new student orientation is critical to the retention and success of students.

Signifying Motlow State Community College's (MSCC) commitment to these state efforts, a Director of Recruitment position was created effective July 1, 2016 with an anticipated start date of September 2016.

Team Members: Director of Recruitment, Assistant Director(s) of Recruitment and participating staff

Timeline: May 1, 2017

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

Evidence of Success: Review and implementation of a comprehensive institutional New Student Orientation process reflecting current best practices.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 7/25/16

Motlow State Community College
Institutional Effectiveness Plan

Unit: Student Success   **Unit Head:** Rhonda Cotham

Division: Student Affairs

Statement of Purpose:

Provide services and resources to ensure that students successfully achieve academic goals and persist to graduation in three years from Motlow College. The Student Success staff partners with faculty, staff, and administrators in upholding the mission, standards, and requirements of the College

The duties of the Student Success Staff include, but are not limited to, the following items:

OVERSIGHT OF EARLY ALERT PROGRAM:
- Work with IT to define and implement an Early Alert program for Motlow College
- Serve as primary resource when students are referred as at-risk by faculty
- Determine campus location and appropriate staff to address situation
- Serve as resource for Moore County students referred for assistance
- Determine needs and assist/mentor student as needed

ACADEMIC COACHING:

- Review of student and advisor concerns (especially at risk students)
- Academic Check Ups (meetings with first-time freshmen to evaluate their academic progress prior to mid-term)
- Probation Student Mentoring Program
- Discuss strategies that can assist student with improvement regarding:
  - time management
  - study habits
  - student engagement (with instructor and other students)
  - other resources and skills as needed
- Resource referrals based on student success issues

NEW STUDENT ORIENTATION:
- Provide oversight of NSO program for all campuses
- Recruit, hire, manage and evaluate FAST Team members
- Coordinate, schedule and facilitate NSO Program for Moore County Campus
- Track and Monitor progress of First-time Freshmen
- Coordinate follow-up procedures and evaluation

SPECIFIC STUDENT SUCCESS/ INITIATIVES:

- Director serves as Co-Chair of Student Success Committee
- Director oversees MyMotlow GPS development, maintenance, and training
- Review data for student success initiative improvement and implementation
- Student Success Resources (website, workshops, etc.)
- Academic Coaching
- Academic Check-ups
- Probation Mentoring
- Referral to services based on student need (tutoring, website resources, external, etc.)
- Director coordinates Welcome Week activities at all four campuses

Reviewed: 6/15/2014

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Student Success

Related Strategic Goal: 2.1 MSCC will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: SSCS-01

Action Plan Title: Student Satisfaction with Completion Coaches

Desired Outcome: Student Satisfaction Survey results will show that at least 85% of students are satisfied with the services provided by Completion Coaches.

Description of Action Plan and Related Activities: Motlow provides its students with many opportunities to learn how to get the most out of their valuable college education and build skills for a successful future. One such opportunity is the implementation of Completion Coaches. Has of Fall 2015 term all incoming freshmen are assigned to a completion coach.

These coaches use multiple methods to make connections with their assigned students and to provide them with important coaching and advising assistance.
- Introductions at New Student Orientations
- Meet and Greet
- E-mails to both their Motlow and Personal E-mail Accounts
- Texting via Motlow Alert System
- Phone calls
- Class visits

The coach and student meet initially to assess the individual's academic strengths, weaknesses and factors that impede academic progress and students are encouraged to take responsibility for their education. Based on these discussions, staff discuss and refer students to programs and resources available to assist them.

Academic coaching allows for coaches to empower students by helping them learn how to:

- objectively assess barriers to academic success
- establish attainable educational goals
- develop and maintain positive daily routines
- improve time management and organizational skills
- enhance self-esteem and self-advocacy skills
- develop a study schedule
- become active learners and class participants

- take effective lecture notes
- prepare for exams
- balance academic and social demands
- establish rapport with professors
- utilize college resources

Students who are noted as being potential "at-risk" students will be tagged for early and constant follow-up if needed and a recurring appointment will be scheduled.

Student satisfaction with services provided by the Completion Coaches is surveyed annually with the Student Satisfaction Survey. Results from the survey are reviewed by the Student Success Director and Completion Coaches to identify areas for improvement.

Team Members: Director of Student Success and Completion Coaches

Timeline: Annually

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

Evidence of Success: Satisfaction survey results will show that at least 85% of students are satisfied with the services provided by completion coaches.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-16

In 2015-16, all eight positions for Completion Coaches were filled. Moore County Campus has two coaches, Smyrna Campus has three coaches, McMinnville Campus has two coaches and Fayetteville campus has one coach. Coaches are assigned an average of 360 students each.

Coaches immediately began intensive training in regard to student outreach, coaching and retention best practices. All coaches attended monthly training sessions at Motlow and at least one professional development activity off-campus.

Outreach efforts included e-mail introductions, classroom visits and Completion Coach "meet and greet" activities.

The desired outcome was achieved. Results below from the Spring 2016 Student Satisfaction Survey show that satisfaction exceeded 85% in all categories relating to completion coaches. Individual comments from the survey were mostly very favorable as evidenced in the following.

The amount of time my Completion Coach has put into assisting me personally is greatly appreciated. Completion Coaches make college much more manageable.

[Completion Coaches] are really helpful and respectful toward students. [They] are also very easy to locate.

Communication with your Completion Coach

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Responses
E-mails to your Motlow account	58.3 % 187	35.5 % 114	3.7 % 12	2.5 % 8	321
E-mails to your personal account	57.5 % 107	34.4 % 64	3.8 % 7	4.3 % 8	186
Office Appointments	61.8 % 168	29.8 % 81	4.8 % 13	3.7 % 10	272
Phone calls	59.5 % 128	32.6 % 70	3.7 % 8	4.2 % 9	215

Your Completion Coach...

	Strongly Agree	Agree	Disagree	Strongly Disagree	Responses
Was readily available when needed	59.3 % 179	33.1 % 100	5.0 % 15	2.6 % 8	302
Responded in a timely manner	61.1 % 182	33.2 % 99	4.0 % 12	1.7 % 5	298
Was knowledgeable of Motlow's available resources	65.4 % 197	29.2 % 88	4.0 % 12	1.3 % 4	301
Actively listened to me as a student	68.2 % 204	27.8 % 83	2.7 % 8	1.3 % 4	299
Provided clear communication of options and expectations	64.2 %				

194   **27.8 %**
84   **6.0 %**
18   **2.0 %**
  6   302

Describe Needed Changes:

Changes to be made in 2016-17
1. In the coming year, the desired outcome for this IE plan will be increased as follows: Student Satisfaction Survey results will show that at least **90%** of students are satisfied with the services provided by Completion Coaches.
2. Based on the following student comment, in the future, Completion Coaches will provide an initial (phone or email) response to students within 24-48 hours of student inquiry.
3. Though all benchmarks were achieved, an additional point-of-service online survey will be developed and implemented. This survey will provide student feedback on individual Completion Coaches to help refine areas for improvement.

List of Supporting Documentation:
- Completion Coach Job Description
- Professional Development Activities for Completion Coaches
- Spring 2016 Student Satisfaction Survey Results
- Spring 2016 Student Satisfaction Survey Comments for Completion Coaches

Date Last Updated: 6/20/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2015 – June 30, 2016
Planning Year: July 1, 2016 – June 30, 2017

Unit: Student Success

Related Strategic Goal: 2.1 MSCC will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: SSCS-02

Action Plan Title: Improving Student Retention through Completion Coaching

Desired Outcomes:
4. Fall-to-spring freshmen retention rate will increase at least a 2% increase from prior year rate.
5. Fall-to-fall freshmen retention rate will increase at least a 2% increase from prior year rate.

Description of Action Plan and Related Activities: Motlow provides its students with many opportunities to learn how to get the most out of their valuable college education and build skills for a successful future. One such opportunity is the implementation of Completion Coaches. Has of Fall 2015 term all incoming freshmen are assigned to a completion coach.

These coaches use multiple methods to make connections with their assigned students and to provide them with important coaching and advising assistance.
- Introductions at New Student Orientations
- Meet and Greet
- E-mails to both their Motlow and Personal E-mail Accounts
- Texting via Motlow Alert System
- Phone calls
- Class visits

The coach and student meet initially to assess the individual's academic strengths, weaknesses and factors that impede academic progress and students are encouraged to take responsibility for their education. Based on these discussions, staff discuss and refer students to programs and resources available to assist them.

Academic coaching allows for coaches to empower students by helping them learn how to:

- objectively assess barriers to academic success
- establish attainable educational goals
- develop and maintain positive daily routines
- improve time management and organizational skills
- enhance self-esteem and self-advocacy skills
- develop a study schedule

- become active learners and class participants
- take effective lecture notes
- prepare for exams
- balance academic and social demands
- establish rapport with professors
- utilize college resources

Students who are noted as being potential "at-risk" students will be tagged for early and constant follow-up if needed and a recurring appointment will be scheduled.

Student Fall-to-Spring and Fall-to-Fall retention rates will be measured for freshmen at the end of spring and fall terms. The rates will be reviewed by the Student Success Director and Completion Coaches who will develop initiatives for improvements.

Team Members: Director of Student Success and Completion Coaches

Timeline: Annually

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

Evidence of Success: Banner reports will show:

4. Fall-to-spring freshmen retention rate increased at least a 2% increase from prior year rate.
5. Fall-to-fall freshmen retention rate increased at least a 2% increase from prior year rate.

Complete the following when assessing a plan

Current Status: On Schedule

Describe Progress:

2015-16

The desired outcomes were achieved. In 2015-16, all eight positions for Completion Coaches were filled. Moore County Campus has two coaches, Smyrna Campus has three coaches, McMinnville Campus has two coaches and Fayetteville campus has one coach. Coaches are assigned an average of 360 students each.

Although new with the Fall 2015 year, the coaches immediately began intensive training in regard to student coaching and retention best practices. All coaches attended monthly training sessions at Motlow and at least one professional development activity off-campus.

The advent of Tennessee Promise brought record enrollment to Motlow State. The first-time freshmen cohort experienced a 42% growth increasing from 1,131 in Fall of 2014 to 1,940 in

Fall of 2015. Even with this record growth the first desired outcome for was achieved. As shown below, the freshmen Fall-to-Spring retention rate increased 3.2%. This was a record freshmen retention rate for the college.

Fall-to-Spring Retention Baseline	Fall 2014-Spring 2015 Fall 2015-Spring 2016	
Freshmen	78.0%	81.2%

The F15-F16 retention rate for freshmen was 59.2% - an increase over F14-F15 Freshmen Retention Rate of 55.6%.

Fall-to-Fall Retention Baseline	Fall 2014-Fall 2015 Fall 2015-Fall 2016	
Freshmen	55.6%	59.2%

2014-15

Fall-to-Spring baseline retention data was established as shown below.

Fall-to-Spring Retention Baseline	Fall 2014-Spring 2015
Freshmen	78.0%

Describe Needed Changes:

Changes to be made in 2016-17

1. In the coming year, the Director of Student Success will analyze fall-to-spring and fall-to-fall retention rates by campus and by individual completion coach to identify any campus or completion coach that is not meeting the desired outcome.

2. Professional development will continue to be a priority and the director will reinforce best practices for student retention with any Completion Coach not meeting expectations.

List of Supporting Documentation:
- Completion Coach Job Description
- Completion Coaches Flyer
- Professional Development Activities for Completion Coaches
- Fall-to-Spring and Fall-to-Fall Retention Rates for All Students and Freshmen

Date Last Updated: 6/21/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Student Success

Related Strategic Goal: 2.1 MSCC will implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan #: SSCS-03

Action Plan Title: Improving At-Risk Student Retention (through placing an extra emphasis on students that test in the moderate range (yellow) on the ETS Student Success Navigator Assessment)

Desired Outcome:
1. Establish a benchmark year utilizing Fall 2016 -Spring 2017 and Fall 2016 – Fall 2017 retention data for students who test into the moderate level on the ETS Student Success Navigator Assessment
2. Fall 2017 – Spring 2018 retention rate of this population will increase by at least 2% over the benchmark rate of 16/17 and will increase at least 2% each year thereafter
3. Fall 2017 – Fall 2018 retention rate of this population will increase by at least 2% over the benchmark rate of 16/17 and will increase at least 2% each year thereafter

Description of Action Plan and Related Activities: For new incoming first-time freshman students, Motlow has implemented the use of the Student Success Navigator Assessment tool to help Completion Coaches better identify at-risk students. The students will be administered the assessment by their assigned completion coach at Freshman Orientation. The completion coaches will utilize the data provided to make early connections with the students whose results place them in the category of being at-risk.

The coaches will use multiple methods to make connections with all of their assigned students while focusing specifically on the students that score in the moderate range on the assessment test. A targeted effort will be made to make contact with these specific students within the first two weeks of the semester. If needed, recurring appointments will be scheduled.
- Proctor Success Navigator Assessment at Freshman Orientation
- E-mails to both their Motlow and Personal E-mail Accounts
- Phone calls

During the initial meeting the coaches will review the student's results, discuss the individual's academic strengths, weaknesses and factors that inhibit academic progress.

Student Fall-to-Spring and Fall-to-Fall retention rates will be measured for freshmen at the end of spring and fall terms. The rates will be reviewed by the Student Success Director and Completion Coaches who will develop initiatives for improvements.

Team Members: Director of Student Success and Completion Coaches

Timeline: Annually

Est. Cost: Currently no additional monies requested   **Budgeted:** Included in current budget

Evidence of Success: Benchmark year being established

Banner/ARGOS reports will provide benchmark data for the 16/17 year noting retention rate of students who test into the moderate level on the ETS Success Navigator Assessment

Each year thereafter, reports will be used to show increase in retention of this population

Student Success will work together with IT to define and implement a reporting tool that will document reach out efforts as well as track meeting notes, etc. with students.   This report will be beneficial as we move toward the tracking of this specific population.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below: This is a new IE plan for 2016-17.

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 8/15/2016

Motlow State Community College
Institutional Effectiveness Plan

Unit: Tennessee Promise   **Unit Head:** Tennessee Promise Coordinator

Division: Student Affairs

Statement of Purpose: In support of the college mission, the Tennessee Promise coordinator:

• Develop, manage, and maintain TN Promise Program policies, procedures, and operations
• Promote the TN Promise Program in order to increase the number of scholarships awarded each year
• Serve as official contact person to help solve administrative hurdles involving the Tennessee Promise program
• Answer questions from students and parents regarding eligibility, TN Promise appeals processes, and general program requirements
• Work with marketing team to develop literature to promote awareness of TN Promise requirements and deadlines.
• Develop and conduct presentations as needed.
• Work with Director of Administrative Computing to gather data and track progression of each TN Promise student cohort
• Visit area high schools to assist with the TN Promise Application and Motlow Admissions Application
• Communicate to high school guidance counselors TN Promise requirements and deadlines
• Visit area high schools during mandatory TN Achieves meetings and financial aid nights
• Serve as TN Promise/TnAchieves Mentor
• Coordinate TN Promise application events at Smyrna Campus as needed
• Coordinate community service events for TN Promise students at the Smyrna Campus
• Work with non-profits to offer community service opportunities to student cohorts
• Work with Webmaster to keep TN Promise webpage current and up-to-date
• Communicate important deadlines to all TN Promise students to ensure continued eligibility and retention
• Other duties as assigned

Reviewed: 5/18/17

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Tennessee Promise

Related Strategic Goal: TNPR-01

Action Plan #: 2.1: Motlow State Community College will develop and implement programs and methodologies to enhance student persistence to the completion of the post-secondary credential or degree.

Action Plan Title: Enhancing Access to Higher Education via Improved Targeted Financial Aid Communication

Desired Outcome: To enhance access to higher education by way of communicating, through a multitude of channels, the important steps that students need to complete in order to secure financial aid award packages at Motlow State. Specifically, this department aims to accomplish two goals:

1. Create a reporting system that will allow for each Tennessee Promise student to be tracked with regards to missing Motlow financial aid requirements.

2. Use the reporting system to communicate important Tennessee Promise requirements/deadlines to students via text messaging, emails to both the student and the parent, and phone calls to students.

The overarching goal is to ensure that 100% of incoming Tennessee Promise students from the class of 2017 is communicated to via each of the above channels.

Description of Action Plan and Related Activities:

Reporting System Action Plan: Tennessee Promise staff will work with the Director of Administrative Computing to create a Tennessee Promise report that shows missing information critical for students to receive the Tennessee Promise Scholarship at Motlow State. This report will be modeled after the already existing financial aid ARGOS report that shows each students financial aid holds, but will be modified to indicate which students are Tennessee Promise and which are not. The report may also include other critical information, such as whether or not the student has attended new student orientation, has completed the FAFSA, has outstanding financial aid requirements, admissions holds, as well as all student/parent contact information.

Targeted Communication Action Plan: The Tennessee Promise Department will use the abovementioned reporting system to specifically target Tennessee Promise students who have

missing financial aid requirements. Students will be communicated to by way of email, texts, and phone calls. Parents will also receive notifications via email if their students are missing important requirements. Each incoming Tennessee Promise student from the graduating class of 2017 will be contacted at least once via all of the abovementioned avenues. Notes will be made in a shared report file indicating which students have been contacted, who contacted the student, how each student was contacted (phone, text, email, etc.), and when each student was contacted.

Team Members: TN Promise Coordinator (Jonathan Graham) and Asst. Dean of Career & Technical Programs (Debra Smith)

Timeline: The reporting system and shared file system should be in place and ready to use by January 1st, 2017. Targeted communication to students should begin as soon as financial aid requirements are put onto students' accounts in February or March of 2017.

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

Evidence of Success: Documentation will show evidence of developed reporting systems.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below: This is a new plan for 2016-17.

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 10/6/2016

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017

Unit: Tennessee Promise

Related Strategic Goal: 3.1 MSCC will monitor and improve the effectiveness of educational programs and services.

Action Plan #: TNPR-02

Action Plan Title: An Evaluation of the Tennessee Promise Program from the Client Perspective

Desired Outcome: To determine the efficacy and efficiency of Motlow States current Tennessee Promise Program and to use the reported qualitative and quantitative data to make future improvements based on the customers feedback.

Description of Action Plan and Related Activities:

The Tennessee Promise Unit head will create a survey for current Tennessee Promise students. This survey will include questions that cover the following themes: communication of scholarship deadlines, community service, the FAFSA, Motlow financial requirements found on the student account, overall experience, and open-ended questions that ask the student how Motlow can improve the Tennessee Promise process. This survey will be given to both the Fall 2015 cohort of Tennessee Promise students as well as the Fall 2016 cohort of Tennessee Promise students. A link to the survey will be emailed to all current Tennessee Promise students.

The window for students to complete the Tennessee Promise survey will be from November 1st to December 1st. After the survey closes on December 1st, data from the survey will be collected, reviewed, and discussed. Decisions about how to improve the Tennessee Promise Program will be made based off of the collected data from students. These improvements will be implemented in the coming year.

Team Members: TN Promise Coordinator (Jonathan Graham) and Asst. Dean of Career & Technical Programs (Debra Smith)

Timeline: May 2017

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

Evidence of Success: Tennessee promise survey results will establish a baseline for TN Promise student satisfaction and provide information on needed improvements for 2017-18.

Current Status: On Schedule

Complete the following when assessing a plan

Describe Progress Below:

Describe Needed Changes:

List of Supporting Documentation:

Date Last Updated: 10/4/2016