The summary form is based on your pooled comments and collective professional judgment regarding the degree to which each report meets the Standard 5B requirements. The summary report and recommended point assignment will be provided to the institution. The team leader should return the form to Betty.Dandridge.Johnson@tn.gov by September 21, 2009.

**Overview of Standard 5B Annual Reporting**

The focus of Standard 5B is on the effective use of assessment tools and data to improve the degree and quality of student learning. It is not an evaluation of the Quality Enhancement Plan (QEP). The measure applied to the 2005-2010 Standard 5B is not the caliber of the QEP (if the institution chooses to report on assessment protocols supporting the QEP) and does not in any respect influence SACS team judgments; instead, it is the sufficiency of evidence of the institution’s maturity in using assessment to build, sustain, or evaluate a QEP or an alternate student learning initiative (SLI).

In preparing the 2008-09 Standard 5B report, the institution must first determine and clearly state where it is in the QEP/SLI process. For example, if the institution reported last year on its activities to “build” a QEP/SLI, then this year the institution will report on its “sustaining” activities. On the other hand, an institution may report on a QEP that was already in its second or third year of implementation. In this case, the institution will report on its use of assessment and assessment data to evaluate its progress and plan the next year’s efforts to achieve its long-term goals to improve student learning.

**Institution: Motlow State Community College**

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Provides a summary update of the evolution of the Quality Enhancement Plan (QEP) or Student Learning Initiative (SLI).</strong></td>
</tr>
<tr>
<td>• Strengths: The evolution of the QEP is summarized, comprehensive and up-to-date.</td>
</tr>
<tr>
<td>• Weakness: None</td>
</tr>
<tr>
<td>2. <strong>Makes a case that the institution has met annual benchmarks.</strong></td>
</tr>
<tr>
<td>• Strengths: Four assessments are utilized—both in-house and nationally normed—and comparisons were made to peer institutions.</td>
</tr>
<tr>
<td>• Weaknesses: Although results are provided, the format used to present them is difficult to follow. A table could be created which would identify the objective, indicate achievement/non-achievement, identify the assessment and provide evidence. Furthermore, the specific learning outcomes should be stated within the discussion of each assessment instead of the use of numerical references. The sample size should be clearly defined as well (i.e., PSY 1310).</td>
</tr>
</tbody>
</table>
3. Provides documentation for this claim by identifying patterns of evidence emerging
   - Strengths: Evidence is provided for all four assessments.
   - Weaknesses: Not all benchmarks were met. A suggested improvement would be to further explain tables and assessment results.

4. States annual benchmarks for the next year that are readily assessable and their assessment will yield information usable to support maintaining or modifying the planned course of action related to the QEP or SLI.
   - Strengths: Two General Education courses—US History II and Survey of Geology--will be internationalized in 09-10 and training will be provided to instructors.
   - Weaknesses: A clearer discussion of 09-10 benchmarks needs to be included. Will PSY 1310 continue as component?

Summary Judgment
Meets the spirit and intent of Standard 5B. X Yes ☐ No

2008-09 Standard 5B Point Recommendation

(10-9 points): Based on the evidence provided, the institution consistently does all of the following in a well-constructed compelling essay:

(8-7 points): Based on the evidence provided, the institution consistently does almost all of the following in a well-constructed compelling essay:

(6-5 points): Based on the evidence provided, the institution does most of the following in a well-constructed compelling essay:

(4 points): Based on the evidence provided, the institution does some of the following in well-constructed compelling essay:

1. Provides a summary update of the evolution of the QEP or SLI
2. Makes a case that the institution has met annual benchmarks
3. Provides documentation for this claim by identifying patterns of evidence emerging
4. States annual benchmarks for the next year that are readily assessable and their assessment will yield information usable to support maintaining or modifying the planned course of action related to the QEP or SLI.

Recommended Point Assignment for 2008-09 Standard 5B Report: 8