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 as 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 chairs, the Administrator of High School Initiatives, and other support positions.

Reviewed 07/03/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017
Assessing Year: July 1, 2017 – June 30, 2018

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 11 b-d (formerly 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 Deans and the Curriculum Chairs. If there is a significant decrease in any of the sub-scores, the Vice President for Academic Affairs, Deans, and the relevant determine Chair will create an improvement plan. The relevant Curriculum Chair is the liaison with the departmental faculty for an improvement plan. The material will be on the agendas for discussion at the meeting and the Dean and Curriculum Chair meeting 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 Curriculum Chair will make regular updates 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 11 b-d (formerly 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 11 b-d (formerly item 12 a, c, d, e and f).

   Complete the following when assessing a plan

   Current Status: On Schedule

   Describe Progress:

   2016-17

   The desired outcomes was partially met.

   General Education Assessment Results:

   2016-2017

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.

The following table shows the courses assed during 2016-2017 academic year. Specific data pertain to each general education course is located on the Use of Assessment Forms.

General Education Area & Related Program Competency	Course	Effectiveness Standards Met/Unmet	Semester Assessed	Use of Assessment Results / Changes Made Toward Improvement
Business	ECON 2010		FALL 2016	Review all embedded question, giving special emphasis to question (1) and (4); Continuous changes in instruction based upon assessment
Humanities	ARTA 1030	Met	FALL 2016	Questions listed on the assessment will be reviewed and modified to ensure clarity for the students; the effectiveness standard for the course will change in an effort to assess and achieve higher levels of learning
Humanities	SPCH 1010	Partially Met	FALL 2016	Video examples of appropriate speeches utilizing appropriate sources are reviewed in class, and students have been directed to specific examples of videos online to review and support these classroom examples; A module will be created on the D2L platform for all students to review independently that will address the appropriateness and effective utilization of reference citation in speeches.
Languages	ENGL 1010	Undetermined to Technical Issue; Placed on the schedule to be reassessed	FALL 2016	Due to a technical glitch that impacted the number of responses, the ENGL 1010 course will be reassessed in Fall 2017
Mathematics	MATH 1530	Met	FALL 2016	A video will be created for students to view that provides explicit instructions pertaining to student learning outcomes (c);
Mathematics	MATH 1630	Met	FALL 2016	Supplemental e-resources, including MyLab, will be made available to all MATH 1630 students. The use of these resources will be at the discretion of each instructor; Content in MATH 1630 will be reviewed to determine its relevance to the SLO's with a focus on building in remediation work to supplement the material based on the enrollment of co-requisite LS for Finite students in MATH 1630; The Math department will create/provide an e-resource for specific questions that had lower benchmark scores
Natural Science	BIOL 1110	Partially Met	FALL 2016	Revise questions on the assessment to ensure clarity; provide links to videos on questions that did not meet the effectiveness standard; Assess all BIOL 1110 course in Fall 2018
Natural Science	BIOL 2010	Partially Met	FALL 2016	Revise questions on the assessment to ensure clarity; Provide supplemental articles and videos on student learning for faculty to use in the classroom; Assess all BIOL 2010 courses in Fall 2018
Natural Science	GEOL 1030	Partially Met	FALL 2016	A new assessment tool will be created for GEOL 1030
Natural Science	PSCI 1030	Partially Met	FALL 2016	Supplemental videos that specifically align with unmet effectiveness standards will be incorporated into instruction and placed on D2L

Social Science   HIST 2010   Met   FALL 2016   The HIST 2010 SLOs and assessment tool will be rewritten and an emphasis will be placed on aligning learning outcomes with teaching methodologies and assessments

Social Science   SOCI 1010   Met   FALL 2016   Previous action plan suspended; Full-time faculty will create a common key assessment and rubric that will assess all SLO's

Business   ECON 2010   Met   Spring 2017   Review all five embedded questions, giving special emphasis to Questions #1 and #4, to ensure the questions remain valid and up-to-date. As necessary, change the pedagogical and instructional methodology to ensure adequate emphasis is being placed on the applicable subject matter content.

Humanities   SPCH 1010   Partially Met   Spring 2017 Supplemental resources on non-verbal delivery will be made available for faculty to place in D2L course shell

Humanities   THEA 1030   Partially Met   Spring 2017 Revise assessment questions; Create a resources bank for faculty

Languages   ENGL 1010   Met   Spring 2017 Create an instructional resource bank for faculty

Languages   ENGL 1020   Met   Spring 2017 Create an instructional resource bank for faculty; Increase effectiveness standard to 75%

Mathematics   MATH 1530   Met   Spring 2017 The Math department will meet to discuss 1530 curriculum and the AY 16-17 assessment results, with the intention of selecting an area for improvement. The Math department will implement change(s) agreed upon in meeting in December 2017 for MATH 1530

Mathematics   MATH 1710   Met   The Math department will meet to discuss 1710 curriculum and the AY 16-17 assessment results, with the intention of selecting an area for improvement. The Math department will implement change(s) agreed upon in meeting in December 2017 for MATH 1710.

Natural Science CHEM 1120   Partially Met   Spring 2017   Student will be provided a periodic table and calculator on future pre/post-test; Revision of question 2 on the pre/post-test; Provide videos on colligative properties, kinetics, buffer solutions, and acid-base chemistry to students

Social Sciences   HIST 2030   Met   Spring 2017 The question will be reviewed to make sure it is measuring the correct objectives of the course.

Social Science   SOCI 1020   Unmet   Spring 2017 Full-time faculty will create a common key assessment and rubric that will assess all SLO's

2015-16

General Education Assessment Results:

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.

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.

General Education Area & Related Program Competency	Course	Effectiveness Standards Met/Unmet	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

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.

The following table shows the courses assed during 2014-2015 academic year. Specific data pertain to each general education course is located on the Use of Assessment Forms.

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

2. ETS Scores

2016-2017

The desired outcome was partially met. MSCC met or exceeded 4 out of 7 criteria on the ETS exam.

ETS Scores

	MSCC Mean Score	Mean Score of Peers (latest available)
Total Score	441.94	442
Critical Thinking	110.91	110.9

Reading	117.37	117.2
Writing	113.99	113.8
Mathematics	112.73	113.1
Humanities	114.07	113.9
Social Sciences	112.59	112.6
Natural Science	114.89	114.7

2015-2016

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

2014-15

ETS Scores

The desired outcome was met. 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

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

3. NCCBP

2017

Reporting Year	MSCC	National 50th Percentile
2017	3.08	2.96

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

2016

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

2017

In 2017, the CCSSE survey was restructured which resulted renumbering and removing the question previously known as 12.a. 12.c through 12.f are now 11.b through 11.e. (Information acquired form the Assistant Director of Research)

2017 CCSSE

CCSSE ITEM 11	MSCC	2017 Cohort
b. Writing clearly and effectively	2.75	2.71
c. Speaking clearly and effectively	2.71	2.64
d. Thinking critically and analytically	2.89	2.94
e. Solving numerical problems	2.47	2.62

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.

2016

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

Describe Needed Changes:

Changes to be made in 2017-18

General Education Assessment

MSCC will continue to use the continuous quality of improvement model by assessing student learning outcomes and using assessment to make changes in the curriculum to increase student performance. Each general education course that participated in the 2016-2017 general education assessment has action plan that is detailed in the Use of Assessment Form, which has been attached to this document.

MSCC has created a major academic initiative to address the low performance in the areas on critical thinking. Students' performance in the area of critical thinking has been low for over three consecutive years. In an effort to address this area, MSCC has adopted critical thinking as the Quality Enhancement Plan (QEP) for the 2018 reaffirmation. A copy of Motlow's Quality Enhancement Plan has been included as evidence.

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:

- 2016-17 ETS Proficiency Profile Scores shown in document
- 2017-2018 General Education Assessment Schedule
- 2016-17 General Education Use of Assessment Documents a
- QEP
- 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: 9/1/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017
Assessing Year: July 1, 2017 – June 30, 2018

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 Convocation 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, D2L, and SACSCOC, among others.

Team Members: Academic Deans, Faculty/Staff Professional Development Committee

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).

Current Status: On Schedule

Describe Progress:

2016-17

The desired outcome was achieved with the exception of one area in Spring 2017.

According to the Fall Convocation 2016 Results survey, faculty rated all criteria (Continental Breakfast and Conversation, Video : Motlow College Successes, Introduction of New Employees, State of the College Address, Faculty and Staff Training on SACSCOC, Faculty and Staff Training on Serving Students with Disabilities, Lunch and Faculty/Staff Service Recognition, Food/Hospitality,) 3-5 at a rate of 70% or greater, meeting the benchmark.

According to the Spring Assembly 2017 Results survey, faculty rated all criteria (Continental Breakfast, QEP Presentation (Meagan McManus), Faculty Council Update (John Hart), D2L Training (Terry Durham), Interim VPAA Update (Melody Edmonds), Dean's Remarks, and Lunch) 3-5 at a rate of 70% or greater, meeting the benchmark with the exception of D2L Training. Our D2L training received a 60% satisfaction

rating. This Dean had been on the job for one week at the time. With some more experience and time to prepare, this percentage will improve.

Our Faculty/Staff Development Committee met as required this year. We developed some ideas for the upcoming academic year. A faculty survey was given to determine what topics should be addressed next year. We hope this information will improve all scores in the next academic year.

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. 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 2017-18

According to the assessments of fall and spring assemblies, MSCC Faculty and Staff identified three key needs that could be addressed in the future. These areas of improvement were computer software training, communication among the various units, and D2L training. These areas for improvement, along with others, will be incorporated into our upcoming Convocation and Assembly.

Action Plan/Initiative	Responsible Party	Deadline

| Address key areas of concern during Fall Convocation Professional Development Committee | Academic Deans and Faculty/Staff Fall 2017 |

Address key areas of concern during Spring Assembly   Academic Deans and Faculty/Staff Professional Development Committee   Spring 2018

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 2016 Convocation Survey Results
- Spring 2017 Assembly Survey Results
- 2017 Faculty Survey from the Faculty Staff Development Committee
  Date Last Updated: 07/03/17

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness

Planning Year: July 1, 2016 – June 30, 2017
Assessing Year: July 1, 2017 – June 30, 2018

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

Describe Progress Below:

2016-17

The desired outcome was met.

Fall 2015 to Fall 2016 yielded an increase of 38%. Spring 2016 to Spring 2017 yielded an increase of 35.5%. The college is meeting and far exceeding these goals.

2015-16

As this is a new plan, there is no progress at this time.

Describe Needed Changes:

2017-2018

In an effort to continue and maintain MSCC's recent enrollment growth, the Administrator of High School Initiatives and the Marketing department will have a strategic planning meeting to devise a strategy to increase the college's outreach to prospective dual enrollment students.

Action Plan/Initiative	Responsible Party	Deadline
Strategic planning meeting to increase and maintain dual enrollment growth	Administrator of High School Initiatives, Marketing Department	November 2017

2016-17

There are no needed changes at this time. The institution would like to continue our progress for next year. Our new Administrator for High School Initiatives will be responsible for ensuring we are maintaining our retention of dual enrollment students.

List of Supporting Documentation:

F15 to F16 Enrollment Data by Student Type 6 9 17

Spring 2016 Spring 2017 Dual HC and SCH by Originating HS

Date Last Updated: 07/03/17

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017
Assessing Year: July 1, 2017 – June 30, 2018

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

Describe Progress Below:

2016-17

The first survey was distributed in the Spring 2017 semester in an attempt to collect information from students who had completed at least one course. Most Spring students are returning students. The survey results had very positive outcomes with 87% responding that the dual enrollment experience was ok or better. While these initial results are very positive, they fall just below the desired satisfaction percentage. For this reason, the desired outcome was only partially met.

Describe Needed Changes:

The new Administrator of High School Initiatives will be responsible in the upcoming year for reviewing the data and making needed changes. The Administrator of High School Initiatives will meet with the team to decide what improvements can be made.

Action Plan/Initiative	Responsible Party	Deadline
Meeting to discuss and recommend potential areas for improvement	Administrator of High School Initiatives and Dual Enrollment Liaisons	Fall 2017
Review data and recommendations to devise strategies for improvements	Administrator of High School Initiatives and Dual Enrollment Liaisons	Spring 2018
Make changes based on data and recommendations	Administrator of High School Initiatives and Dual Enrollment Liaisons	Summer 2018

List of Supporting Documentation:

S17 Dual Satisfaction

Date Last Updated: 07/06/17

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Termination/Consolidation Date: July 1, 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 2016-2017 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

- <u>2015-2016</u>: Discuss and plan changes needed to adhere to recommendations given by the Academic Audit Team (Incomplete)
- <u>2016-2017</u>: Accomplish initial implementation of recommendations and record data (Current Desired outcome)
- <u>2017-2018</u>: Fully implement and assess
- <u>2018-2019</u>: 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
   Current Status: Behind Schedule

Describe Progress:

2016-2017

The desired outcomes for this initiative were partially achieved.

1. During the 2016-2017 academic year, Motlow State Community College participated in the Academic Audit process for its EMT certificate, thus fulfilling the first desired outcome.
2. The Vice President for Quality Assurance and Performance Funding and the new Academic Audit Coordinator suspended the practice of voluntary Academic Audits to focus on those audits required for Tennessee Higher Education Commission Quality Assurance Funding.

   The Academic Audit report for the required audit of the Certificate in Emergency Medical Technology did not achieve the desired outcome: 9 standards were not evident, 9 standards were emerging, 1 standard was established, and 1 was highly developed. With a number of standards assessed as emerging, the second desired outcome was partially achieved.
3. Five recommendations were made for the EMT program, and the Academic Audit Coordinator is working the EMS Director to address the recommendations. Meetings are scheduled for fall 2017 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 and AST in 2015-2016 are in progress.

The University Parallel Academic Audit it a Tennessee Board of Regents mandate that is the responsibility of the Motlow State Community College's Vice President of Quality Assurance, Dr. Cook. Dr. Cook is a tenured professor who has served as a former Assistant Vice President of Academic Affairs. Due to the Dr. Cook's credentials and the responsibility of the position, it was determined by the Vice President of Academic Affairs and the Vice President of Quality Assurance and Performance Funding that this plan would be terminated and be the responsibility of the Office of Quality Assurance and Performance Funding . Please refer to VPAQ-01 for additional information.

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 2017-2018

This plan is has been consolidated with the VPQA-01 institutional effectiveness plan. Please refer to VPQA-01 for additional information.

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
  Date Last Updated: 9/1/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017
Assessing Year: July 1, 2017 – June 30, 2018

Unit: Academic Affairs

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

Action Plan #: ACAF-06

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.

Current Status: On Schedule

Describe Progress:

2016-2017

Results:
Usage Data
- **1017 total appointments** (6% growth from previous academic year)
  ‣ 534 in Fall 2016/483 in Spring 2017
  ‣ 394 in Smyrna
  ‣ 372 in Moore County
  ‣ 95 in McMinnville
  ‣ 74 in Fayetteville
  ‣ 82 additional off-schedule appointments
- **23% of all appointments were online appointments**
  ‣ In Spring 2017, we saw a sudden jump in usage. 32% of all appointments were online. This represents an astonishing 12% increase over the previous academic year.
- Only 54% of clients were one time users; **28% returned 3 or more times**

Survey Data
- Internal Survey tool
  ‣ 196 clients responded to the automatically emailed survey (19% return rate).
  ‣ 98% of students rated their session as good, very good, or excellent.
  ‣ 97% of students indicated they planned to return to the Writing Center.
  ‣ 97% of students indicated they would recommend the Writing Center to a peer.
    ‣ While all of these responses are up slightly from last year, the most significant increase was a 5% jump in the percentage of students who would recommend the Writing Center to a peer.
- External Survey tool (Student Satisfaction Survey)
  ‣ 99% of students were satisfied or very satisfied with face-to-face tutoring in the Writing Center (up 4% from last year).
  ‣ 97% of students were satisfied or very satisfied with online tutoring through the Writing Center (up 5% from last year).

Conclusion:
- While there was only a 6% increase in overall usage, there were significant increases in the use of online tutoring and noticeable positive increases in every survey category (both on internal and external surveys).
- Rather than negatively impacting the quality of our services, the increased use of peer tutors (and greatly decreased use of faculty tutors) has yielded extremely positive results.
- Increased training for online tutoring has paid off. Both the quantity and quality of these types of appointments has increased.
- The creation of a D2L shell for Writing Center tutors has led to cross-campus collaboration and continued professional development of peer and faculty tutors.

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 2017-18

Plans for Future Growth:
- Hire new peer tutors on every campus (almost all graduated). Hire a greater number of peer tutors in Smyrna versus last year.

- Prioritize technology to best meet the needs of non-traditional students, online students, and those with demanding schedules by:
  ‣ offering etutoring (current asynchronous online tutoring option) during almost all open hours (all new tutors will receive training and be available for face-to-face or etutoring appointments any time they are working).
  ‣ piloting online tutoring (live chat) in summer 2017.
- Continue collaborating with faculty to create discipline-specific resources for students and faculty. (See our ever-growing bank of resources here: http://www.mscc.edu/writingcenter/resources.aspx).
- Update peer tutor training and convert the Tutor Training Handbook into interactive modules available via D2L.
- Work alongside campus deans to schedule embedded tutors for all co-requisite ENGL 0810 classrooms and provide additional support for new and veteran embedded tutors.
- Create Writing Center sponsored co-curricular activities to enhance ENGL 0810 (contingent upon SERS grant).

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:

- 2016-17 Writing Center Final Report
  Date Last Updated: 07/03/17

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: 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: The Director of Adult Initiatives will develop a recruitment plan that targets adult learners. A recapture program very similar to TN Reconnect will be developed to reach out to former adult learners. A survey will be developed and implemented to gauge the satisfaction of services received by adult learners. Also, a focus group of adult learners will be created to gauge students' satisfaction with course offerings, scheduling, etc.

Team Members: Director of Adult Initiatives, Director of Recruitment, and other participating staff

Timeline: Review progress and evaluate in June 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

Describe Progress:

2016-17

The desired outcome was met. The Director of Adult Initiatives developed a comprehensive recruitment plan. The recruitment plan will be evaluated annually to improve the outreach to adult learners.

Describe Needed Changes:

Changes to be made in 2017-18

The Director of Adult Initiatives received approximately 193 responses from the Non-Traditional Student Survey and will evaluate the responses and recommendations. Recommendations were made by adult learners to offer more courses that meet the adult learner needs. The Director will work closely with the Marketing Department and the VP of Academic Affairs to market adult friendly course offerings to our adult learners.

Action Plan/Initiative	Person Responsible	Deadline

Update the recruitment plan as needed   Director of Adult Initiatives
                         December 2017

Market course offerings to adult learners   Director of Adult Initiatives, Vice
President of Academic Affairs, and Marketing Department   May 2018

Reassess the recruitment initiatives that will be put in place targeting adult learners   Director of
Adult Initiatives   May 2018

List of Supporting Documentation:

Adult Initiatives Recruitment Plan

Non-Traditional Student Survey

Date Last Updated: 8/01/2017

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: 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: Improving Retention of Adult Learners

Desired Outcome: Effective AY 2016-17, develop a strategic action plan that will improve retention and graduation of adult students.

Description of Action Plan and Related Activities: Per THEC's Quality Assurance Funding Initiative, the Director of Adult Initiatives will work with various department heads to identify areas for improvement using the 2015-2016 Adult Learning Focused Institution (ALFI) survey results. The Director of Adult Initiatives and the various department heads will develop three goals/objectives to improve adult retention and graduation rates.

Team Members: Director of Adult Initiatives, Director of Student Success, Director of Recruitment, Director of Financial Aid, VP of Academic Affairs, VP of Quality Assurance and Performance Funding, Director of Institutional Effectiveness & Research and other participating staff

Timeline: Review progress and evaluate June 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

Describe Progress:

2016-17

The desired outcome was met. The Director of Adult Initiatives, Director of Student Success, the Vice President of Academic Affairs, Director of Financial Aid, Director of Recruitment, the Vice President of Quality Assurance and Performance Funding, and the Director of Institutional Effectiveness and Research worked collaboratively to develop a strategic action plan that addresses our areas that need improvement.

Describe Needed Changes:

Changes to be made for 2017-18

The Director of Adult Initiatives collaborated with the Director of Student Success, the Vice President of Academic Affairs, and the Director of Recruitment to develop a measurable outcomes and goals to increase the retention and graduation of adult learners. Based upon this cooperative, a comprehensive strategic action plan was created to reach adult learners through workshops and direct contact and to review fall to fall retention numbers.

Action Plan/Initiative	Person Responsible	Deadline
Targeted outreach to adult learners: emails/texts, phone calls, early alert notifications, and campus meet/greet events	Director of Adult Initiatives, Director of Student Success, and Completion Coaches	August-September 2017
Workshops specifically targeting adult learners and their needs	Director of Adult Initiatives & Director of Student Success	October 2017
Review fall to fall retention numbers	Director of Adult Initiatives and Director of Student Success	January 2018

List of Supporting Documentation:

QAF Report- Adult Learner Section

Date Last Updated: 8/01/2017

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: July 14, 2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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:

<u>Prior to July 1, 2015</u>

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: The first desired outcome was met while the second desired outcome was partially met.

Fall 2016

1. In the fall term 2016, there were 1,740 first- time freshmen enrolled. Of the 1,740 enrolled, 12 students still had admissions holds at the end of term, which is equal to less than 1% of incoming freshman. The first desired outcome was achieved.
2. The questions below are measures of the Student Satisfaction Survey which reference student satisfaction with the admissions process and communication. As indicated in the results below, only 1 out of 3 measures met the desired outcome of 95% satisfaction. The desired outcome was only partially met.

Please rate your experience with the admissions process.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Responses
The application was easy to complete	**56.9%**				
206	**40.3 %**				
146	**1.1 %**				
4	**1.7 %**				
6	19.7%				
					362
Notifications on admissions acceptance or outstanding requirements were timely.			**56.9 %**		
207	**36.3 %**				
132	**5.5 %**				
20	**1.4 %**				
5	19.8%				
					364
Email responses were quick and thoroughly answered		**50.3 %**			
172	**41.8 %**				
143	**6.7 %**				
23	**1.2 %**				
4	18.6%				
					342

Fall 2015

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. . 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.

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.

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 2017-2018

For Fall 2017, a report will be run in October which will provide a list of students with outstanding holds. This list will be used to implement outreach to this population, which will include an email from the Office of Admissions and Records. Two weeks before the end of term, we will process this report again to check students' progress and send out additional emails, if necessary. The Office of Admissions and Records is currently working to rewrite the acceptance letter and initial email sent to students' MSCC email account to clearly state and list all admissions requirements. Admissions and Records will also implement a work flow to ensure that all emails responses are answered quickly and thoroughly. A chart detailing these initiatives, responsible parties, and deadlines is included for reference below.

Action Plan/Initiative	Responsible Party	Deadline
Run student holds report and send emails to students with holds on record and Records	Director of Admissions	October 2017
Run second student holds report and send additional emails to students with holds on record	Director of Admissions and Records	November 2017
Rewrite acceptance letter and acceptance email to clearly cover all admissions requirements	Office of Admissions and Records	December, 2017
Create work flow to ensure prompt communication with students Records	Director of Admissions and	May 2018

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 2017 Results of the Student Satisfaction Survey
  - Spring 2017 Results of the Student Satisfaction Comments for Admissions
- Sample Student Communications from Admissions & Records
  Date Last Updated: July 17, 2017.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 96% 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.

Current Status: On Schedule

Describe Progress:

2016-17

The desired outcome was met. Results below from the Spring 2017 Student Satisfaction Survey show that the satisfaction exceeded 96% in the following categories:

Rate your overall experience with the following MSCC services:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Responses
Admissions & Records	55.0 %				
226	42.3 %				
174	1.7 %				
7	1.0 %				
4	16.6%				
411					

Please rate your experience with the admissions process.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Responses
Staff was readily available to help you	58.7 %				
240	38.1 %				
156	2.4 %				
10	0.7 %				
3	22.2%				
409					
Staff was helpful and courteous when assisting you		65.0 %			
236	32.0 %				
116	2.8 %				
10	0.3 %				
1	19.7%				
363					

Individual comments from the survey were mostly very favorable as evidenced in the following.

[Admission staff] was extremely nice when I wanted to change my major to general studies.

[Admission staff] are very polite. Always willing to help.

We received the following negative comment as well:

Emailed regarding why I have not seen the rest of my prior college transcript on my Motlow page. It is like I haven't been to college since leaving Motlow and I have with a high GPA. Have never heard back.

Issues such as the one above are of concern to the Office of Admissions and Records and will be addressed accordingly.

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.

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:

1. When staff members of Admissions receive an email sent to the Admissions Staff list serve, the admissions staff will "reply all" to ensure everyone in the department knows the student has been helped. Students sending emails to the Admissions Front Desk, will be promptly helped and the email filed into answered emails folder to keep track of all the answered emails. This action should help ameliorate issues such as the one noted in the Student Satisfaction Survey.
2. With the loss of the Director of Admissions and Records and all responsibilities falling to the Assistant Director during the 2016-2017 academic year, the second change to the previous year's IE were never implemented. The new Director of Admissions and Records, will implement those changes for the 2017-2018 academic year. Steps have already been taken to put together training for front desk staff members at all four Motlow State Community College campuses.

Action Plan/Initiative	Responsible Party	Deadline
Implement new staff email policy	Director of Admissions and Records	Fall 2017
Conduct training for front desk staff at all MSCC locations	Director of Admissions and Records	Spring 2018

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 2017 Student Satisfaction Survey Results
- Spring 2017 Student Satisfaction Survey Comments for Admissions

Date Last Updated: July 17, 2017.

Motlow State Community College
Institutional Effectiveness Plan

Unit: Administrative Computing Services   **Unit Head:** Scott Cook
Division: Quality Assurance and Performance Funding

Statement of Purpose:

The mission of the Motlow State Community College Administrative Computing Services Department 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, and design meaningful reports to assist end users with their reporting needs. The department's supports all MSCC locations.

The unit:

- Maintains and provides end-user support for all BANNER administrative systems
    - o Human Resources
    - o Finance
    - o Student
    - o Financial Aid
- o Advancement
    - Maintains and provides end-user support and training for all third-party software products associated with the BANNER database
        - o Intellecheck
        - o Formfusion
        - o Argos
        - o ODS
        - o Eprint
        - o Workflow
        - o Runner Clean-Address
        - o Nelnet
        - o Touchnet
        - o SciQuest
        - o DegreeWorks
        - o BDMS
        - o UC4 (AppWorx)
        - o 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: 9/24/2017

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~~ June 30.
Est. Cost: $0   **Budgeted:** Included in current budget
Evidence of Success: Survey results will show at least 90% respondent satisfaction to the division survey.
Current Status: On Schedule
Describe Progress:
2016-2017

While the department came close to achievement of the Desired Outcome, the 90% satisfaction threshold was not met.

37. Rate the following Banner support related statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	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

For each of the three questions on the Employee Satisfaction Survey that relate to the Administrative Computing Department, 75.2%, 83.3%, and 77.9%. At the same time, only 9.8%, 2.8%, and 2.8% reported dissatisfaction with the services provided by the Administrative Computing Department.

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:

2017-2018
Rather than December 1, the Desired Outcome should be accomplished by June 30, and the department has changed that date to reflect the College calendar.
The department will hire a permanent Director of Administrative Computing, a position that is vacant. Permanent leadership in the department will facilitate progress toward the Desired Outcome.
The questions on the Employee Satisfaction Survey will be edited to align better with the Desired Outcome. "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree" are not appropriate for satisfaction. While "agree" and "disagree" connote satisfaction or dissatisfaction, the neutral category does not fit the Desired Outcome or the intended measurement. To produce more meaningful and useful results, the options will be changed to "Strongly Satisfied," "Satisfied," "Not Satisfied," and "Strongly Not Satisfied" for the upcoming survey.
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 are shown in document.
 Date Last Updated: 09/14/2017

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~~ June 30.
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:
2016-2017

While the department came close to achievement of the Desired Outcome, the 90% satisfaction threshold was not met.

37. Rate the following Banner support related statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	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

For each of the three questions on the Employee Satisfaction Survey that relate to the Administrative Computing Department, 75.2%, 83.3%, and 77.9%. At the same time, only 9.8%, 2.8%, and 2.8% reported dissatisfaction with the services provided by the Administrative Computing Department.

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 the department has no survey results for this year.

2014-15
Out of the respondents, 32.3% indicate they use Argos. There 31% that indicate the process is reasonable and user-friendly. With, 63.5% indicating not applicable. We have exceeded our goal of 90% satisfaction. Out of those that responded, 96% are satisfied.

32. In the last year, did you request an Argos report?

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%

2013-14
The overall respondent satisfaction, as reflected in the annual IT and Administrative Computing Survey, is greater than 85%. This is slightly below the desired outcome expected for the action plan.
The survey results are displayed in the following electronic document (items 32 through 34):
Administrative Computing Services – Banner Argos Survey results 2013.docx
Describe Needed Changes:
2017-2018
Rather than December 1, the Desired Outcome should be accomplished by June 30, and the department has changed that date to reflect the College calendar.

The department will hire a permanent Director of Administrative Computing, a position that is vacant. Permanent leadership in the department will facilitate progress toward the Desired Outcome.

The questions on the Employee Satisfaction Survey will be edited to align better with the Desired Outcome. "Strongly Agree," "Agree," "Neutral," "Disagree," and "Strongly Disagree" are not appropriate for satisfaction. While "agree" and "disagree" connote satisfaction or dissatisfaction, the neutral category does not fit the Desired Outcome or the intended measurement. To produce more meaningful and useful results, the options will be changed to "Strongly Satisfied," "Satisfied," "Not Satisfied," and "Strongly Not Satisfied" for the upcoming survey.

2016-2017

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: Shown in document

Date Last Updated: 9/24/2017

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~~ June 30.
Est. Cost: $0   **Budgeted:** Included in current budget
Evidence of Success: Survey results will show respondent satisfaction with locally developed software systems.
Current Status: On Schedule
Describe Progress:
2016-2017

The Desired Outcome was not measured; however, the department has developed assessments. Therefore, there are no data for this assessment year. The Administrative Computing Department has one director and three programmers. During this assessment period, each employee left the College voluntarily because of a Tennessee Board of Regents (TBR) initiative called Shared Services

that could have consolidated Administrative Computing duties and functions across the state and eliminated these positions within two years. TBR has eliminated the Shared Services initiative, and three new programmers are now in place. The College is currently seeking a director. Once the director is in place to provide stability and leadership, the department will ensure continuity of assessment.

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:

2017-2018

Rather than December 1, the Desired Outcome should be accomplished by June 30, and the department has changed that date to reflect the College calendar.

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.

Date Last Updated: 9/24/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016-June 30, 2017
Assessing Year: July 1, 2017 – June 30, 2018

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: A 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; and
- 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, vice president, and 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.

Current Status: On Schedule

Describe Progress:

2016-17

The women's soccer coach has been hired (Andy Lyon). Players are being recruited, with some signed to a National Letter of Intent. Locations for most home games have been secured. Uniforms and equipment for the 2017 season have been and are begin purchased. The fall 2017 game schedule has not yet been finalized.

Describe Needed Changes:

Changes to be made in 2017-18

The soccer program needs to continue its progress and improve in a number of areas. In the coming months, assistant coaches will be added to the program. The soccer team will secure facility usage for the team. Athletics will continue to expand the recruiting base and solidify the soccer game schedule.

Action Plan/Initiative	Person Responsible	Deadline
Add assistant coaches	Director of Athletics and Head Coach	August 2017
Secure soccer field for use	Director of Athletics and Head Coach	August 2017
Expand recruiting base	Director of Athletics and Head Coach	Continuous
Solidify game schedule	Director of Athletics and Head Coach	August 2017

List of Supporting Documentation: Attached please find the tentative 2017 Motlow women's soccer roster and game schedule. The documents are not complete and are not official.

Date Last Updated: July 15, 2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016-June 30, 2017
Assessing Year: July 1, 2017 – June 30, 2018

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.

Current Status: On Schedule

Describe Progress:

2016-17

The desired outcome was not met. One student-athlete lost eligibility between semesters due to falling below required grade point average.

Describe Needed Changes:

<u>Changes to be made in 2017-18</u>

Motlow will hire a full-time Learning Support Coordinator to facilitate/liaise as a support for student athletes; this is a title change and a shift to a full-time staff member. The Learning Support Coordinator for athletes and the head coaches will work together to do a better job of communicating with student athletes regarding academic progress. A process has begun to move the Learning Support Coordinator outside of the Athletic Department; the move might potentially increase positive and constructive communication between coaches and faculty regarding student-athlete academic progress.

Action Plan/Initiative	Person Responsible	Deadline
Hire a full-time Learning Support Coordinator	VP for Marketing & Campus	
Activity and VP for Academic Affairs	October 2017	

List of Supporting Documentation: The online eligibility system of the National Junior College Athletic Association shows Motlow State losing one student-athlete following the fall 2016 semester. The student-athlete was not eligible to play the second semester due to falling below the NJCAA minimum grade requirement.

Date Last Updated: July 15, 2017

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: 7/15/17

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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: Effective with the Fall 2016 survey, at least 97% of students will score their satisfaction with the Business Office as satisfied or very satisfied. Previously, the goal was that 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.

Current Status: On Schedule

Describe Progress:

SPRING 2017

As indicated by an approval rating of 96.8% in 2016/2017, the goal was partially met. While this rating indicates a high percentage of satisfied students, it falls just short of the 97% threshold for success. The approval rating was 98.2% for Fall 2015, 94.1% for Fall 2014, 97.8% for Fall 2013, 95.83% for Fall 2012, 100% for Fall 2011, and 96.17% for Fall 2010.

Although the score of 96.8% is slightly lower than the goal of 97%, the Business Office is pleased with its performance. However, the Business Office will work with the Office of Institutional Effectiveness and Assessment to continue to strive for improvement in the area of student satisfaction.

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 2014, 97.8% for Fall 2013, 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 2014. 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 2017-2018

In an effort to strive for better student satisfaction, the Business Office is planning an internal retreat this fiscal year to brainstorm on substantive ways we can improve student satisfaction. Since the survey no longer narrows the satisfaction rating of the Business Office down to the Moore County site, we will need to work harder to achieve the goal of 97%.

Action Plan/Initiative	Responsible Party	Deadline
Retreat for all Business Office employees 2018		Business Office employees May

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 2017 Student Satisfaction Survey Results
- Email attachments
  Date Last Updated: 7/15/17

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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.

Current Status: On schedule

Describe Progress:

SPRING 2017:
For the period July 1, 2016 to June 30, 2017, the goal was met. The Business Office has adopted two new best practices for efficiency in support of sustainability.

In July 2016, The Business Office began enhanced use of the FUPLOAD process. This resulted in eliminating dozens of journal entries that needed to be keyed by an employee each month and instead electronically updated. Previously it was thought that only a certain type of transaction could utilize the automatic process. By consulting other institutions, the MSCC Business Office found out that was not the case. Not only has this discovery saved time, but it also allows for more detailed transactions.

In July 2016, the Business Office started using a more efficient way of handling the accounting for pcard transactions. Previously, a spreadsheet had to be created by hand for each transaction, including typing in dates, vendor, description, etc. The new process utilizes a feature from the pcard provider in which transactional data can be downloaded. Additionally, using some advanced Excel functions, this feature

can automatically populate 80% of the data needed on the spreadsheet. Significant time is saved every month and the descriptions are more consistent for each transaction.

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 2017-2018

The Business Office will continue to work to improve efficiency in support of sustainability by adopting at least two new best practices each fiscal year or improving current processes for increased efficiency in support of sustainability. The College has been working with the other TN community colleges on sharing with each other best practices and ways to improve processes for increased efficiency. The Business Office feels that it will make significant improvements in the coming fiscal year.

Action Plan/Initiative	Responsible Party	Deadline
Consult with other institutions and organizations to identify best practices	Business Office employees	December 2017
Full implementation of two new best practices	Business Office employees	June 2018

Changes to be made in 2016-2017

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 2015-2016

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 sample FUPLOAD and a sample of the pcard documentation.
  Date Last Updated: 7/15/17

Motlow State Community College
Institutional Effectiveness Plan

Unit: Business & Technology   **Unit Head:** Dean, Career and Technical Programs

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: 7/14/17

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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:

2017

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

Average Concentration Test Scores (# Graduates)

63.2

(5)

61.33
(3)

n/a
(0)

81

(1)

Overall Average Score for Total Participants (# Graduates)

64.5

(9)

<u>Analysis and/or Use of Results</u>: The expected/desired overall average score was not achieved. The expected/desired average score was achieved in Business management. The results of the 2016-2017 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.

<u>Corrective Action(s)</u>:

Action Plan/Initiative	**Responsible Party**	**Deadline**
Ensure all faculty review and update the field test questions programs	January 2018	Dean of Career and Technical
Send emails reminding students about preparing for the exam Technology	March 2018	Curriculum Chair Business and

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)

<u>Analysis and Use of Results</u>: 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)

<u>Analysis and Use of Results</u>: 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:

<u>Changes to be made in 2017-18</u>

The results of the 2016-2017 field test will be distributed to Business and Technology faculty. A detailed question analysis and review of the associated course material and content will be completed. Faculty will work independently with the department test coordinator to change and update the test questions. The Curriculum Chair of Business and Technology will send emails to students reminding them about the exam and that they need to prepare for the exam.

Action Plan/Initiative	Responsible Party	Deadline
Ensure all faculty review and update the field test questions	Dean of Career and Technical programs	January 2018
Send emails reminding students about preparing for the exam	Curriculum Chair Business and Technology	March 2018

<u>Changes to be made in 2016-17</u>

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 to be made in 2015-16

Reference the information provided under *Analysis and Use of Results* for each year.

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

Date Last Updated: 8/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 or Associate of Arts Degree in the Accounting, Business Administration, Economics, Business Education, Entrepreneurship, Information Systems, and Office Management areas of emphasis. The exam covers the fundamental business and technology related concepts and strategies associated with the seven areas of emphasis. Consisting of 50 multiple choice questions each, the Exit Exam is actually five different exams, each tailored to accommodate the courses required within the different areas of emphasis. (Note: Because the courses required in the Accounting, Business Administration, and Economics areas of emphasis are the same, students pursuing these areas of emphasis complete the same exam.) The majority of each exam (60%) is comprised of questions developed from what is considered to be the common core of the most significant business courses in the different programs. The remaining questions (40%) are designed to emphasize the individuality of the different programs of study.

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

The Chair of the 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

2017

Areas of Emphasis Accounting,

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

Average Emphasis Exam Scores

(# Graduates)

65

(80)

78

(1)

0

(0)

(0)

0
(0)

Overall Average Score for Total Participants

(# Graduates)

65.1

(81)

Analysis and/or Use of Results: The desired outcome was not achieved for 2017, except in Business Education where there was only 1 graduate. 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):

Describe needed changes for 2017-18:

Action	Responsible Party	Deadline
Ensure All faculty review the questions and update programs	Dean of Career and Technical	January 2018
Send emails reminding students about preparing for the exam Technology	Curriculum chair Business and	March 2018

2016

Areas of Emphasis Accounting,

Business Administration & Economics Management

Business Education Entrepreneurship   Information Systems Office

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

Areas of Emphasis Accounting,

Average Emphasis Exam Scores

(# Graduates)

66.70

(43)

62.0

(1)

72.0

(1)

(0)

(0)

Overall Average Score for Total Participants

(# Graduates)

66.71

(45)

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

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

2014

Areas of Emphasis Accounting,

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

Average Emphasis Exam Scores

(# Graduates)

64.5

(24)

59

(2)

74

(2)

61

(2)

64

(1)

Overall Average Score for Total Participants

(# Graduates)

64.5

(31)

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

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

2013

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   Business Education Entrepreneurship   Information Systems Office
Management**

Average Emphasis Exam Scores

(# Graduates)

66

(34)

N/A

N/A

N/A

N/A

Overall Average Score for Total Participants

(# Graduates)

66

(34)

Analysis and/or Use of Results: The overall average score for 2012 dropped by 1.4 percentage points as compared to the 2011 overall average score, and is 4 percentage points below the expected minimum mean of 70 percent; consequently, the desired outcome was not achieved for 2012. The results of the 2011 exam were reviewed by the department faculty, and a detailed question analysis and review of the associated course material and content was completed. Faculty worked independently to revise the questions in their respective discipline areas, based on the existing programs of study.

Corrective Action(s): Faculty will meet during the fall 2012 semester to review the results of the spring 2012 exam and complete another detailed question analysis. Work will also be undertaken to ensure the exam questions reflect the new Tennessee Transfer Pathway programs of study. Questions will be revised based on the results those actions.

2011

Areas of Emphasis Accounting,

Business
Administration & Economics
Management   Business Education Entrepreneurship   Information Systems Office

Average Emphasis Exam Scores

(# Graduates)

67.78

(28)

58

(1)

66

(1)

N/A

N/A

Overall Average Score for Total Participants

(# Graduates)

67.4

(30)

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

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

Corrective Action(s): Pending.

2010

Areas of Emphasis Accounting,

Business
Administration & Economics
Management   Business Education Entrepreneurship   Information Systems Office

Average Emphasis Exam Scores

(# Graduates)

68

(33)

N/A

N/A

79.5

(2)

N/A

Overall Average Score for Total Participants

(# Graduates)

68.7

(34)

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

2009

Areas of Emphasis Accounting,

**Business
Administration & Economics   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 2017-18

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. The Curriculum Chair of Business and Technology will send emails to students reminding them about the exam and that they need to prepare for the exam.

Action Plan/Initiative	Responsible Party	Deadline
Ensure All faculty review the questions and update programs	January 2018	Dean of Career and Technical
Send emails reminding students about preparing for the exam Technology	March 2018	Curriculum Chair Business and

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 Graduate forms are filed		Dr. Janice Harder As Intent to

Date Last Updated: 8/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 2016-17.

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>2017-18</u>

The desired outcome was not achieved.

The Business and Technology Department completed the quality assurance surveys for all online courses in the 2016-17 academic year. A schedule was established for each course to be assessed on the 3-year cycle.

<u>2016-17</u>
The desired outcome was not achieved.

The Business and Technology Department completed the quality assurance surveys for all online courses in the 2016-17 academic year. A schedule is established for each course to be assessed on a 3-year cycle from this point forward.

- ACCT 1010 met the goal for fall 2016 but fell short in the spring with web classes within 2 percent in the fall but falling to 12 percent in the spring.
- BUSN 1305 had a gap of 13% in the fall but improved to a gap of 4 % in the spring.
- ECON 2020 met the goal with a 3 % difference in each semester.

- INFS 1010 did not meet the goal with the Fall gap being 16% and the spring gap 23%.

We had greater success this year with Accounting, Business, and Economics.

Describe Needed Changes:

Changes to be made in 2017-18

In an effort to improve online course pass rates, the office of Academic Affairs has coordinated with the Dean of Digital First Learning. The Dean of Digital First Learning has purchased a software program, Camtasia, which will assist with providing additional instructional resources to students taking both on-ground and online courses. In addition, to gather more meaningful data regarding the online student experience, MSCC will administer the Survey of Online Student Engagement (SOSE), a standardized survey created by the Center for Community College Student Engagement. The Vice President of Academic Affairs has also decided to implement a new initiative in which the Vice President of Academic Affairs will facilitate a semester meeting with Curriculum Chair for each department, the designated faculty member who serves as an online course maintainer, and the Dean of Digital First Learning to review online success rates, devise additional initiatives and teaching strategies that will be implemented to increase student participation and success.

Since the department has seen markedly better results, the plan will continue for another year and the results will be assessed again. When the quality assurance surveys were completed, the following ideas were developed by the faculty for improvement:

- If textbooks are required for the course, the Curriculum Chair will 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 measures 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.

Action Plan/Initiative	Responsible Party	Deadline
Communicate with students prior to beginning of class about which books will be required	Curriculum Chair of Business and Technology	August 2017 and January 2018
Investigate a self-assessment measure for classes concerning applicability for being an online course	Curriculum Chair of Business and Technology	March 2018
Curriculum Chair of Business and Technology and online course maintainers will attend a meeting with the Dean of Digital First Learning and the VP of Academic Affairs to review data and devise strategic methods to increase students' performance in online courses	Curriculum Chair of Business and Technology, Dean of Digital First Learning, Online Course Maintainers, and the Vice President of Academic Affairs	December 2017

List of Supporting Documentation:

Summary of Course Completion Rates by Method by Discipline F16-S17

Date Last Updated: 8/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 and Technology 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 Below:

2016-17

The desired outcome was achieved. Recent graduates/alumni and employer survey instruments were developed, and surveys were completed by phone in spring 2017. The recent graduates/alumni survey results were very favorable with 100% of respondents indicating they were very satisfied and satisfied. 100% would enroll in MSCC again and would recommend the college to others. The employer survey results showed 50% of employers reporting Motlow students do as well or better than other graduates almost every time.

Describe Needed Changes:

Changes to be made in 2017-18

A new curriculum chair is being recruited to assist with planning and data collection. Once in place, this curriculum chair will work with the Dean of Career and Technical Programs to review and update the survey.

Action Plan/Initiative	Responsible Party	Deadline

Hire a curriculum chair   Dean of Career and Technical Programs August 2017
Review survey and develop improvements   Curriculum chair Business and
Technology   March 2018
Administer survey   Curriculum chair Business and Technology May 2018

List of Supporting Documentation:

<u>2017 Business and Tech. Alumni Survey</u>

<u>2017 Business and Tech. Employer Survey</u>

Date Last Updated: 8/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 provide job placement information.
 Current Status: On Schedule

    Describe Progress Below:

    2016-17

    Job placement for last survey shows 100 percent placement.

ANNUAL PLACEMENT REPORT BASED ON 2010-15 W/O NOT EMPLOYED IN FIELD EXCLUSIONS
Graduates in Summer 2013, Fall 2013 and Spring 2014

CIP	Program	Degree Level	Total Graduates	Non Respondents	Education	Medical	Family	Miltary	Volunteer	Total Exceptions	Total w/o Exceptins	Total Employed	Percent Employ
06.11.0101.00	INFORMATION SYSTEMS TECHNOLOGY	2.3 AAS	1							0	1	1	100%
06.11.0801.00	WEB PAGE AUTHORING	2.2 C1								0	0		--
06.11.0801.00	WEB TECHNOLOGY	2.3 AAS								0	0		--
09.15.0403.00	MECHATRONICS TECHNOLOGY	2.1 C1	57	1	20			1		22	35	31	89%
09.15.0403.00	MECHATRONICS TECHNOLOGY	2.3 AAS	8							0	8	8	100%
12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.1 C1	3		1					1	2	2	100%
12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3 AAS	7		2					2	5	5	100%
16.24.0102.02	PROFESSIONAL STUDIES	2.3 AAS								0	0		--
23.32.0111.00	GENERAL TECHNOLOGY	2.3 AAS	5	1	1					2	3	2	67%
27.43.0104.00	CRIMINAL JUSTICE	2.3 AAS								0	0		--
31.51.0904.00	PARAMEDIC	2.2 C1								0	0		--
31.51.0904.00	PARAMEDIC	2.3 AAS								0	0		--
31.51.0904.02	EMERGENCY MEDICAL TECHNICIAN	2.1 C1								0	0		--
31.51.0904.03	ADV EMERGENCY MEDICAL TECHNICIAN	2.1 C1								0	0		--
31.51.3801.00	NURSING	2.3 AAS	66	3	4					7	59	57	97%
32.52.0201.01	BUSINESS	2.3 AAS	27	4	5					9	18	18	100%
Total			**174**	**9**	**33**	**0**	**0**	**1**	**0**	**43**	**131**	**124**	**95%**

Describe Needed Changes:

Changes to be made in 2017-18

A new curriculum chair is being recruited to assist with planning and data collection. Once in place, this curriculum chair will work with the Dean of Career and Technical Programs to formulate a new questionnaire to solicit more detailed information.

Action Plan/Initiative	Responsible Party	Deadline
Hire new curriculum chair for business and technology Technical programs	Dean of Career and August 2017	
Review questionnaire and rewrite 2018	Curriculum chair Business and Technology	March
Administer questionnaire 2018	Curriculum chair Business and Technology	May

List of Supporting Documentation:

- See above Job Placement Chart
  Date Last Updated: 8/01/17

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

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 demonstrate 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:** Included in current budget

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:

2016-2017
The desired outcomes were achieved. Both General Education Business and Technology courses were assessed during 2016-2017 academic year. Specific data pertaining to each general education course can be located on the Assessment Form.

Course	Semester Assessed	Effectiveness Standard Met/Unmet	Use of

Assessment Results Plans for Improvement

Econ 2010 F16   Met   Faculty will continue to give increased emphasis on content to be covered during the course

Econ 2020   S17   Met   Faculty will continue to give increased emphasis on content to be covered during the course.

Describe Needed Changes:

<u>Changes to be made in 2017-2018</u>
A new curriculum chair is being recruited to assist with planning and data collection. Once in place, this curriculum chair will work with Business and Technology Instructors to assess the Economics curriculum and make changes based on this assessment.

Action Plan/Initiative	Responsible Party	Deadline
Hire new curriculum chair for Business and Technology programs	August 2017	Dean of Career and Technical
Assess curriculum and make needed changes Technology and Business Instructors		Curriculum Chair Business and March 2018

List of Supporting Documentation:

1. 2016-17 General Education Use of Assessment Documents are hyperlinked In body of IE Plan
2. All General Education Use of Assessment Documents available online at
   www.mscc.edu/academic.affairs/assessments.aspx

Date last Updated: 8/01/2017

Motlow State Community College
Institutional Effectiveness Plan

Unit: Career Readiness   **Unit Head:** Fred Rascoe, Dean

Division: Academic Affairs

Statement of Purpose: The Mechatronics Department supports Motlow State Community College's mission 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 skills to be successful in their career endeavors. Students obtain high-quality, hands-on training and instruction in the technical skills that are necessary for today's industry.

Mission: The Mechatronics Department's mission 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 skills necessary to be competitive in today's job market.

Reviewed: 8/15/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 use of certification results allows the Mechatronics Program to compare the effectiveness of the program to peers on a national level.

2016-17

The desired outcome was achieved. MSCC students who completed the certificate program requirements consistently scored above the national mean for the Siemens Level 1 exam. As evidence, MSCC student scores are compared to the national mean in the chart below.

2016-2017 Siemens Level 1 Results

Test Date	MSCC Mean Score	National Mean	Difference	Number of Students
8/11/2016	74.4	59.312	18.288	5
12/15/2016	68.5	59.312	18.299	27
12/16/2016	77.6	59.312	18.288	10
5/11/2017	61.8	60.946	0.854	48
Overall Average	70.575	59.721	13.93225	**Total # of Students:** 90

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 2017-18

To ensure continuous improvement, the Dean of Career and Technical programs will meet with Mechatronics faculty at the end of each academic year to provide and receive feedback regarding potential program improvements and program performance. Additionally, Mechatronics faculty will review the curriculum for the Mechatronics program and ensure that it reflects best practices.

Action Plan/Initiative	Responsible Party	Deadline
The Director of Mechatronics will facilitate a departmental meeting to discuss pass rates on certification exams	Dean of Career and Technical programs and the Director of Mechatronics	January 2018
Conduct review of course curriculum	Director of Mechatronics and Mechatronic Faculty	May 2018

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:
- Siemens Level 1 scores

Date of last update: 7/14/2017

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

2016-17

The desired outcome was met. According to data acquired from Siemens, the mean score for Motlow test-takers was 58.13, while the national mean was 57.66. This mean difference of .47 indicates that Motlow students succeeded in surpassing the national mean for Siemens level 2. This is a considerable improvement from the previous academic year (included below). A chart detailing both the national and MSCC means is included below for reference, along with the MSCC pass rate.

Level 2 - 2016/17

	World	USA	Motlow
	59,97	57,66	58,13
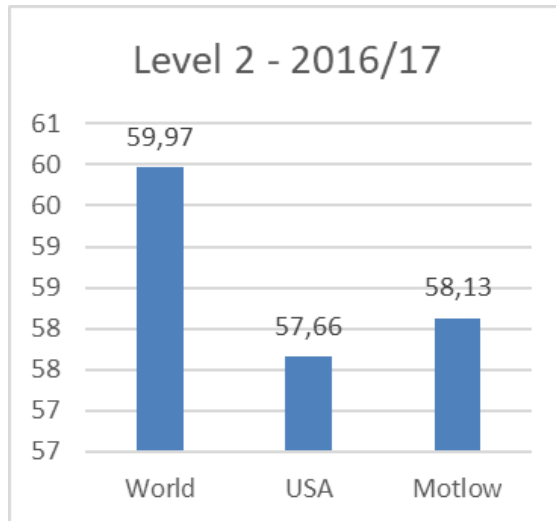
(chart acquired from Siemens)

Total number taking Level 2: 40

Total number passing exam: 32

Pass Rate: 80%

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 2017-18

In an effort toward continuous program improvement, the Dean of Career and Technical Programs will hold a departmental meeting to discuss Level 2 results with faculty, as well as discuss any potential programmatic changes in curricula. The Mechatronics faculty will also review courses to ensure that student learning outcomes are being adequately addressed.

Action Plan/Initiative	Responsible Party	Deadline
Facilitate departmental meeting to discuss student performance and possible curriculum changes		
	Dean of Career and Technical Programs	January 2018
Conduct review of classes	Mechatronic faculty	May 2018

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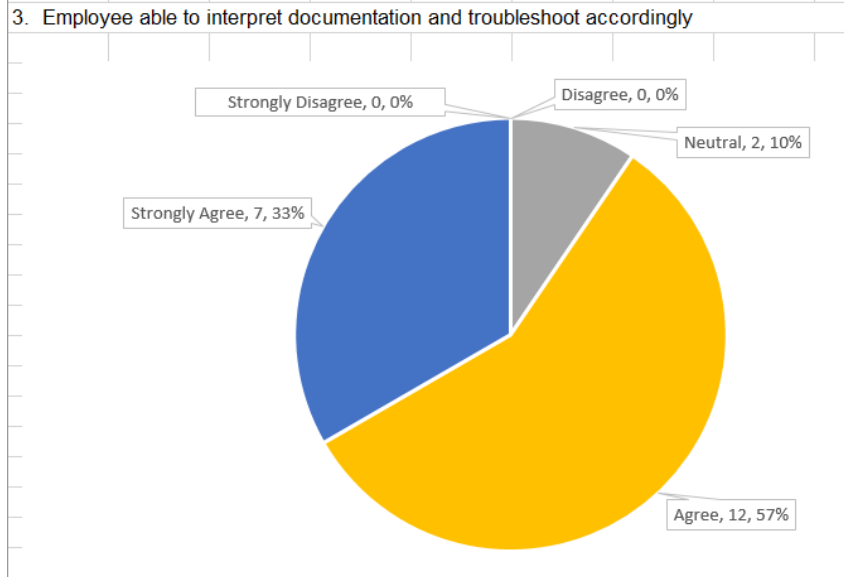
Evidence of Success: Results of Employer Satisfaction survey will show that at least 100% respondents with all those that respond give a satisfactory or better response.

Current Status: On schedule
Describe Progress Below:
2016-2017
The desired outcome was partially met. The survey was administered in May and June of 2017. A typical breakdown of survey question results is attached. In this example, it is clear that 90% of employers were satisfied with their employees from Motlow's Mechatronics program. While this result is overwhelmingly positive, it does fall short of the expected 100% satisfaction rate. Overall, the results indicate that Motlow Mechatronics students are prepared for the workforce upon graduation.

3. Employee able to interpret documentation and troubleshoot accordingly

Strongly Disagree, 0, 0%
Disagree, 0, 0%
Neutral, 2, 10%
Strongly Agree, 7, 33%
Agree, 12, 57%

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 2017-18

In order to further improve the workforce training in the Mechatronics program, the Dean of Career and Technical Programs and the Mechatronics faculty will incorporate soft skill training and team-building into MECH 2600. Additionally, the surveys were not distributed via SurveyGizmo as planned previously.

To improve the assessment process moving forward, the Dean of Career and Technical Programs will work with the Office of Institutional Effectiveness and Assessment to review and upload the employer survey to SurveyGizmo for ease of distribution and analysis.

Action Plan/Initiative	Responsible Party	Deadline
Add soft skill training for teamwork to MECH 2600 for to enhance workforce training in the Mechatronics program	Dean of Career and Technical Programs and Mechatronic faculty	January 2018
Review survey instrument and have the revised survey uploaded in an online format for future distribution	Dean of Career and Technical Programs and Office of Institutional Effective and Assessment	January 2018

<u>Changes to be made in 2016-17</u>

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:

- Copy of May 2017 ATMAE SurveysFred.xlsx

Date of Last Update: 7/15/2017

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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:
2016-17
The desired outcome was achieved. Surveys were distributed in spring 2017 at the end of the semester and 36 graduates responded. Overwhelmingly, graduates indicated that they strongly agreed and agreed with all measures. Results are included as a reference and an example of a typical response pattern is included below.

2. I adequately was taught how to analyze and reason out problems and formulate solutions

Strongly Disagree, 0, 0%
Disagree, 0, 0%
Neutral, 2, 6%
Agree, 18, 50%
Strongly Agree, 16, 44%
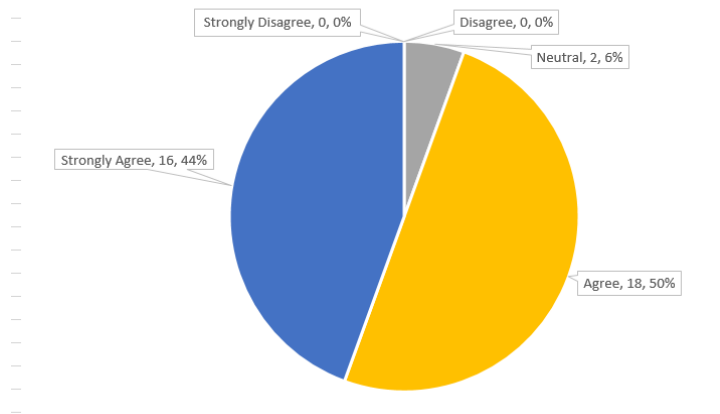
2015-16

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:

<u>Changes to be made in 2017-18</u>

In order to continue assessing student satisfaction, the Mechatronics Department will review the survey results and make any necessary changes or updates to improve the survey's delivery. In addition, the survey was not distributed via SurveyGizmo as planned previously. To improve the assessment process moving forward, the Dean of Career and Technical Programs will work with the Office of Institutional Effectiveness and Assessment to review and upload the graduate survey to SurveyGizmo for ease of distribution and analysis. A chart detailing action plans, responsible parties, and deadlines is included for reference below.

Action Plan/Initiative	Responsible Party	Deadline
Review survey results and develop action plans to address areas for improvement	Dean of Career and Technical Programs	January 2018
Review survey instrument and have the revised survey uploaded in an online format for future distribution	Dean of Career and Technical Programs and Office of Institutional Effective and Assessment	January 2018

<u>Changes to be made in 2016-17</u>

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:

- <u>Copy of May 2017 ATMAE SurveysFred.xlsx</u>

Date of Last Update: 8/01/2017

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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 employers
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:
The desired outcome was achieved.
The Alumni Survey was administered in June of 2017. Overwhelmingly, alumni indicated that they strongly agreed and agreed with all measures. Results are included as a reference and an example of a typical response pattern is included below.

A. Technical Skills
1. My program of study prepared me technically
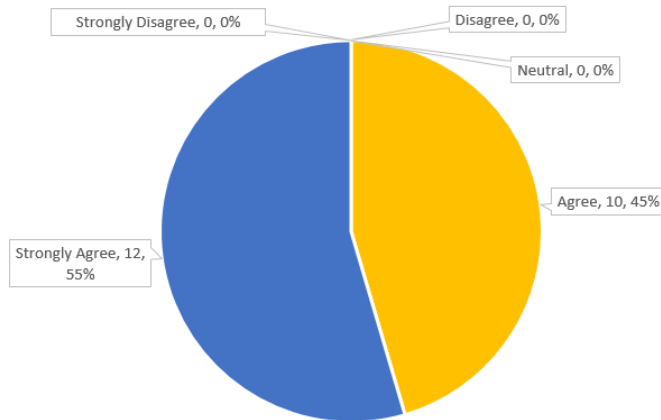
2015-16

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 for 2017-18

In order to improve the assessment process, the Mechatronics Program will review the survey with all mechatronics instructors to ensure that it includes all needed measures. Additionally, the survey was not distributed via SurveyGizmo as planned previously. To improve the assessment process moving forward, the Dean of Career and Technical Programs will work with the Office of Institutional Effectiveness and Assessment to review and upload the alumni survey to SurveyGizmo for ease of

distribution and analysis. A chart detailing action plans, responsible parties, and deadlines is included for reference below.

Action Plan/Initiative	Responsible Party	Deadline
Review survey with mechatronic faculty programs and Mechatronics faculty		Dean of Career and Technical December 2017
Review survey instrument and have the revised survey uploaded in an online format for future distribution	Dean of Career and Technical Programs and Office of Institutional	
Effective and Assessment	January 2018	

<u>Changes to be made in 2016-17</u>
In an 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:
- Copy of May 2017 ATMAE SurveysFred.xlsx
  Date of Last Update: 8/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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:

2016-17

The desired outcome was partially achieved.

Job placement rates for level 1 and level 2 are included below. Last year, the job placement rate for level 2 was 88%. Job placement rate for level 1 was 100% of those able to contact. The combined job placement rate was 95.3%. While this percentage is high, it falls below the desired outcome of 97%, and may indicate that improvements need to be made in the area of job placement.

Level number of graduates number placed percentage

1 39 39 100%

2 25 22 88%

Level 2 Job Placement

Name	Grad Date	Company	Position
Stephen Archey	5/6/2017	Motlow	Mechatronics Lab Tech
Gabriel Ball	5/6/2017	Kasia	Engineering Tech
John Barton	5/6/2017	Yates	Parts Runner
Devin Berber	5/6/2017	Christophers Equipment-MTSU	
Adam Boyce	5/6/2017	National Tire & Battery	Maintenance Tech
Michael Brown	5/6/2017	NAS	Instrumental Tech
Vincent Bush	5/6/2017	A&S Electric	Electrical Helper
Alexander Campbell	5/6/2017	Relocating to Texas	
Joseph Cawthorn	5/6/2017	Sonic Crew Leader	Crew Leader
Parick Comte	5/6/2017	Nissan	Maintenance Tech
Charles Dhital	5/6/2017	Nissan	Maintenance Intern
Jerald Eerebout	5/6/2017	Self Employed	Tile Contractor
George Freeman	5/6/2017	Nissan	Maintenance Tech
Brett Hinson	5/6/2017	Nissan	Maintenance Tech
Brandon Honeycutt	5/6/2017	Foodland	Butcher
Roger Martinez	5/6/2017	Cardinal Health/A+ Secure Packaging	Maintenance
Derek Moffett	5/7/2017		Tyler Moore
Kevin Nguyen	5/6/2017	Schwan Cosmetics	Line Mechanic
Nathaniel Payne	5/6/2017	Red Lobster - MTSU Fall 17	Job Seeking
Victoria Rowell	5/6/2017	Schwan Cosmetics	Line Mechanic
Nathan Sexton	5/6/2017	McDonalds	
William Sunderland	5/9/2017	Schwan Cosmetics	Line Mechanic
Juan Vazquez	5/6/2017	Yorozu	Maintenance Tech I
Andrew White	5/6/2017	Walmart	Stocker
Chad Young	5/6/2017	Arnold Farms	MECH/Equip Operator

Level 1 Job Placement

Spring 2017

Unknown, 16, 29%

College, 39, 71%
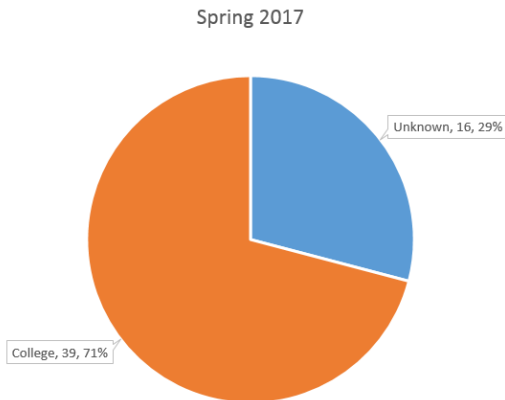
<u>**2015-16**</u>

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 of the 35 placeable C1 graduates were employed resulting in a job placement rate of 89%.

Describe needed changes:

<u>Changes for 2017-18</u>

To continue collecting data on job placement for Mechatronics graduates, the Mechatronics Department will create a job placement information sheet to be given to all students enrolled in Mechatronics 1500 or Mechatronics 2600 and will make inquiries with appropriate manufacturers about job placements. Additionally, to address the potential issues with job placement for level 2 graduates, an informational video about job opportunities in Mechatronics will be created and presented to students in MECH 1500 and MECH 2600

Action Plan/Initiative	Responsible Party	Deadline
Create job placement information sheet to be handed out to all students in MECH 1500 and MECH 2600	Dean of Career and Technical programs	January 2018
Hand out sheet and conduct survey in MECH 1500 and MECH 2600	Dean of Career and Technical programs	May 2018
Conduct job placement inquiries with appropriate manufacturers	Dean of Career and Technical programs	May 2018
Create video about job opportunities with an education in Mechatronics	Dean of Career and Technical programs and Mechatronics Faculty	May 2018

<u>Changes to be made in 2016-17</u>

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: Tables included in narrative

Date of last update: 8/01/2017

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: 7/18/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Termination Date: July 1, 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 State Community College 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, and satisfaction with overall course.

Team Members: Dean and Asst. Dean of Career and 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: Completed

This IE has been completed and will be closed.

Describe Progress Below:

The Drone Program was originally scheduled to be offered in October of 2016 and January of 2017. Motlow was unable to obtain an MOU from Avion in mid-October (see Attachments 1 and 2). A decision was made by Avion and Motlow representatives to cancel the October 2016 class and offer the program in January 2017 (See Attachment 3). The program was offered on January 9th, but was cancelled due to low enrollment. An inquiry regarding drone programs offered at other state colleges. The results confirmed low interest at those, as well (see Attachment 4). A decision was made to revisit the unmanned aircraft program at a later date. On January 18th, an addendum to the original MOU was

submitted by Avion to the business office (see attachment 5). This MOU between Avion and Motlow remains on file.

Describe Needed Changes:

This IE has been completed and will be closed.

List of Supporting Documentation: Attachment 1 is an email correspondence regarding Motlow's receipt of the MOU from Avion. Attachment 2 is the original MOU between Motlow and Avion. Attachment 3 is an email correspondence regarding a meeting between Avion and Motlow representatives regarding moving the course to January 2017. Attachment 4 is an email correspondence regarding low enrollment in the drone program at another state institution (Roane State). Attachment 5 is the final MOU between Motlow and Avion, which remains on file to date.

Date Last Updated: 8/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessment Year: July 1, 2016- June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 are 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 two new Career Education Programs were identified and are ready for implementation in Fall 2017.

Current Status: On Schedule

Describe Progress Below:

The Department of Career and Technical Programs has initiated several programs for development and offering in 2017. These programs are:

1. Adding a robotic program in McMinnville
A grant proposal was developed and submitted for the amount of 5.5 million. This proposal was approved by THEC. It included a new training facility as well as equipment to start and maintain an advanced robotic training center. A new robotic concentration will be added to the successful Mechatronics Technology program. The current schedule for this plan (in concert with TBR direction) has the program opening in October 2018. Credit and non-credit courses will be offered. This plan will support the state industry that uses robots in their operations, whether it is manufacturing or other industry utilization of robots.

2. Developing a Tool and Die Program in Smyrna and Fayetteville

A study was performed and revealed that the Tool and Die Program was too expensive to initiate without outside funds for support.

3. Creating a drone program

The drone program was developed. See IE CTPA-01. This IE was closed.

4. Developing and adding a Cyber Defense Program

A Cyber Defense program was created and submitted to TBR for approval. Approval was granted. The program will initiate in Spring 18.

5. Develop a Medical Office Assistant program.

This program has been developed and submitted to TBR.

Describe Needed Changes:

2017-18

The Assistant Dean for Career and Technical Programs has identified two key actions that will assist in moving toward the desired outcome for this institutional effectiveness plan. First, the excessive expenses associated with the Tool and Die program could be aided by grant funding. The Assistant Dean for Career and Technical Programs will research potential opportunities for this and will submit proposals if any feasible opportunities arise. Additionally, the successful implementation of the Cyber Defense program hinges on hiring qualified faculty in the area, and this hiring will take place in time for the spring term.

Action Plan/Initiative	Responsible Party	Deadline
Research grant opportunities for Tool and Die Technical Programs	December 2017	Assistant Dean for Career and
Hire instructor for Cyber Defense	Dean Career and Technical Programs	January 2018

List of Supporting Documentation:

Medical Office Concentration

CyberDefense Concentration

Date Last Updated: 8/01/2017

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 to provide support for SACSCOC institutional accreditation.

Reviewed: 7/15/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 (ACBSP). 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:

2016-17

The desired outcomes have been achieved, and all initiatives for the Business and Technology Department have been completed. The Business and Technology Department's Institutional Effectiveness Plans have been completed and submitted. All annual fees for the Business and Technology Department are up to date. All Business and Technology course syllabi are reviewed and updated, as necessary. All faculty credentials are reviewed and documented in the Human Resources Department. In addition to the previous routine accomplishments, the Department is working on next year's report to ACBSP.

As indicated in the screenshot below, the preliminary report submitted last year has been reviewed and accepted by ACBSP.
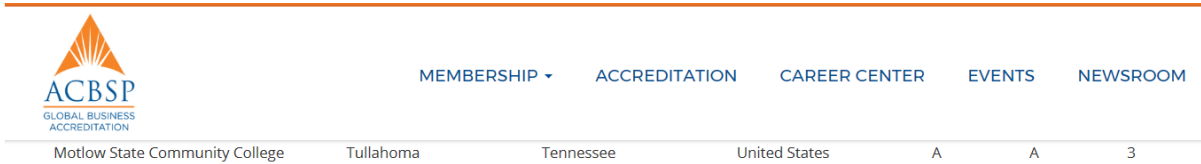
As seen in the screenshot below, student learning outcomes and program results have been placed on website.

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 Associate Degree	Tullahoma Accredited	Tennessee	United States			Region 3

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

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

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 2017-18

No official accreditation report is due for 2017-18; however, the Business and Technology Department will still work to maintain its accreditation standards. A chart detailing the initiatives, responsible parties, and deadlines for this institutional effectiveness plan is included for reference below.

Action Plan/Initiative	Responsible Party	Deadline
Review accreditation standards and align Business and Technology departmental processes and plans with them	Dean of Career and Technical programs	January 2018, April 2018, July 2018, November 2018
Review any new faculty credentials	Curriculum Chair, Business and Technology	December 2018
Continue collecting data to support annual analysis of the program	Curriculum Chair, Business and Technology	June 2018

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: 8/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 and use the ATMAE accreditation for continuous improvement planning.

Description of Action Plan and Related Activities: The Mechatronics Department will continue to emphasize quality in teaching and student learning outcomes in mechatronics through demonstrating adherence to the standards required by the Association of Technology, Management, and Applied Engineering (ATMAE). By preparing and submitting the required two-year report, the Mechatronics Department will maintain its program accreditation for ATMAE.

Team Members: Director of Career and Technical Programs and Mechatronics Instructors

Timeline: Ongoing

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

Evidence of Success: Accreditation correspondence from ATMAE will show that the Mechatronics Program is accredited with no conditions.

Current Status: On schedule
Describe Progress Below:
2016-17
The desired outcomes were achieved, and the Mechatronics program maintained its current accreditation. The Mechatronics Department continued developing the ATMAE two-year report for submission in August 2017.
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 2017-18
The Mechatronics program will take steps to maintain their accreditation, including monitoring and tracking the progress of students in the upcoming academic year to ensure that the program continues to meet ATMAE standards. A chart detailing the initiatives, responsible parties, and deadlines for this institutional effectiveness plan is included for reference below.

Action Plan/Initiative	Responsible Party	Deadline

Complete and submit two-year report   Dean of Career and Technical
Programs   July 2017
Attend annual conference and meet with ATMAE board   Dean of Career and Technical
Programs   November 2017
Review quarterly ATMAE standard   Dean of Career and Technical
Programs   December 2017, March 2018 , June 2018
Assess student performance on coursework and Siemens certification   Dean of Career and Technical
Programs   May 2018

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 Programs, 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: 8/01/2017

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 Dean 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: The outcome for the initiative was partially met. At this time, the Dean of Digital First has completed a plan for more than 50% of the full-time faculty. The Dean of Digital First Learning has begun facilitating training session and workshops on how to incorporate technology in the classroom, and the Dean of Digital First is coordinating with each Academic Dean to ensure that 100% of the faculty have a 5-Year Digital Plan.

Describe Needed Changes:

The Dean of Digital First will coordinate with each campus academic dean to ensure that all remaining faculty will have a 5-year Digital First Plan. The Dean of Digital First Learning will also provide online training, as well as facilitate workshops at each campus on the use of technology to enhance student learning throughout the semester. A timeline for the described needed changes are listed in the chart below:

Action Plan/Initiative	Responsible Party	Deadline

The Digital Dean of First Learning will create 5-Year Digital Plans for all faculty. Dean of Digital First and Academic Campus Deans May 2018

The Dean of Digital First Learning will facilitate trainings and workshops each semester on the use of technology in the classroom   Dean of Digital First Learning December 2017; May 2018

List of Supporting Documentation:

- 5-Year Faculty Digital Roster
- Email Correspondence

Date Last Updated: 08/10/2017

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: $4,000   **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 Below: The desired outcome was partially met for the 2016/2017 year. Certain courses fell within the 5% rate, while others courses such as mathematics courses had significantly lower pass rates on web courses than courses delivered in a conventional format. The Dean of Digital First Learning has purchased Camtasia, which is a software program that was used to create instructional videos for D2L usage.

Describe Needed Changes:

Changes to be made 2017-2018:

In an effort to improve online course pass rates, the office of Academic Affairs has coordinated with the Dean of Digital First Learning. The Office of Digital First Learning has purchased licenses for the Camtasia software to be used by various departments. These videos are to be used as enhancements to course work or as tutorials that students can view at any time when dealing with certain subject matter. In addition, to gather more meaningful data regarding the online student experience, MSCC will administer the Survey of Online Student Engagement (SOSE), a standardized survey created by the Center for Community College Student Engagement. The Vice President of Academic Affairs has also decided to implement a new initiative in which the Vice President of Academic Affairs will facilitate a semester meeting with Curriculum Chairs for each department, the designated faculty member who serves as an online course maintainer, and the Dean of Digital First Learning to review online success rates, devise

additional iniativies and teaching strategies that will be implemented to increase student participation and success.

Action Plan/Initiative	Responsible Party	Deadline
Use Camtasia to provide tutorial for D2L	Dean of Digital First Leaning	August 2017
Meet with Curriculum Chairs, course maintainers, and the Vice President of Academic Affairs to devise strategic methods and instructional resources to increase students' performance	Dean of Digital First Learning, Curriculum Chairs, Online Course Maintainers, and the Vice President of Academic Affairs	December 2017
Administer the SOSE to gather data on students' perception of online course	Director of Institutional Effectiveness, the Vice President of Academic Affairs, and the Dean of Digital First	May 2018

List of Supporting Documentation:

- Proof of Purchase of Camtasia
- Emails
- Summary of Courses by Instructional Method

Date Last Updated: July 26, 2017

Motlow State Community College
Institutional Effectiveness Plan

Unit: Disability & Testing Services   **Unit Head:** Belinda Champion

Division: Student Affairs

Statement of Purpose:

The Disability Services unit provides services and promotes an accessible environment which allows people with disabilities an equal opportunity for participation in educational and other campus activities.

The Testing Services offers a wide variety of testing options for potential and current students to support student success in the learning process and the global community.

The mission of Motlow Counseling Services is to promote the well-being of students and to facilitate their academic success by providing short term counseling services and referrals and to offer educational and consultation services to support the emotional, interpersonal and intellectual development of our campus community. We work to motivate our students to achieve their personal and educational goals by assisting them in increasing self-awareness, addressing mental health challenges and empowering lifelong learning. We acknowledge, accept and embrace diversity in its multiple forms and we promote a welcoming and multicultural aware college. We are committed to compassionate care and to helping the college maintain a safe and supportive educational environment.

The unit:

- Coordinates accommodations and services for students with disabilities
- Coordinates testing activities for all campuses
- Provides counseling services to students on all campuses

The unit functions within the student affairs division. Congruent with the mission of the college, the Disability, Testing and Counseling Services Unit provides support services that seek to enrich and empower students and the community it serves.

Reviewed: 7/6/2018

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2017 – June 30, 2018
Planning Year: July 1, 2018 – June 30, 2019

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 will be provided randomly to students with disabilities who are registered with the Office of Disability Services. This survey will be given throughout the academic year to assess the services received. 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 Office of Disability Services Survey of Services will show 95% or more respondents find services good or excellent.

Current Status: On Schedule

Describe Progress:

2017-18

The desired outcome was achieved. From the surveys received all but one were rated good or excellent when asked how satisfied they were with the services received from the Office of Disability Services. One result from a student fell in the dissatisfied category; however, there is insufficient qualitative data from this student to identify how we can enhance services.

2016-17

The desired outcome was partially met. From the surveys received all but two were rated good or excellent when asked how satisfied they were with the services received from the Office of Disability Services. The remaining two were neutral. There were no poor ratings.

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 2018-2019

The lack of qualitative data from a dissatisfied student prevents us from identifying enhancements to services. We will maintain actions from the previous year with some adjustments to reflect that our focus will be on updating existing resources created in the last service year.

Action Plan	Responsible Party	Deadline
Contact students a minimum of twice during the year	Disability Services Director and Disability Services Coordinator	06/30/2019
Maintain a campus resource guide	Disability Services Director and Disability Services Coordinator	06/30/2019
Update online resources for students on Disability Services website	Disability Services Director and Disability Services Coordinator	06/30/2019
Use Student Satisfaction Survey results for improved sample size	Disability Services Director and Institutional Research	04/30/2019

Changes to be made in 2017-2018

Comments were positive regarding satisfaction with the services provided. A comment was made regarding having more time with disability services staff. We currently meet or communicate with students as often as needed or desired by each student; however, we will specifically ask students about their preference in frequency of opportunities to meet with staff. Another comment was made regarding notifying students if there is a study group around campus. We will work with completion coaches, other staff and faculty to identify any known study groups and communicate this information to our students. There was one comment about the teacher needing to be more understanding of the student needs and not looking at one piece of paper. We have been advising students regarding communication with instructors in their offices or a private location to talk about the accommodation plan as well as advising them regarding providing additional information if they desire to help instructors understand the students' needs. We will continue advising students in this regard and provide information to instructors regarding discussion with students about disabilities and accommodation plans. Training regarding communicating with students with disabilities was provided this year and this will be ongoing for the next year.

The sample size from the disability services survey used for this assessment year was limited; however, the results from the Student Satisfaction Survey provided a larger sample size and results would have been a better representation of services provided if they had been used. The data from the Student Satisfaction Survey would have also demonstrated the desired outcome was met. Considering this information, we will be utilizing the Student Success Survey for the 2017-2018 assessment year. We will combine survey questions from the disability services survey with the Student Success Survey so that we will be able to capture data from both into one survey instrument. This change will be noted in the description of action plan and related activities for the next year.

Action Plan	Responsible Party	Deadline
Contact students a minimum of twice during the year	Disability Services Director and Disability Services Coordinator	10/01/2017
Create a campus resource guide	Disability Services Director and Disability Services Coordinator	09/01/2017
Create an accessible video for students regarding communication with professors	Disability Services Director and Disability Services Coordinator	06/30/2018
Use Student Satisfaction Survey results for improved sample size	Disability Services Director and Institutional Research	07/01/2017

<u>Changes to be made in 2016-17</u>
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.

Action Plan	Responsible Party	Deadline
Contact students at the beginning of a semester to provide guidance for communicating with professors	Disability Services Director and Disability Services Coordinator	06/30/2017

<u>Changes made in 2015-16</u>
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.

Action Plan	Responsible Party	Deadline
Assess tutor services at least once a semester	Disability Services Director	06/30/2016
Meet with students once during the semester for progress discussion	Disability Services Director and Disability Services Coordinator	06/30/2016

List of Supporting Documentation:

2017-18 results from the Student Satisfaction Survey was also attached

Date Last Updated: 10/9/18

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2017 – June 30, 2018
Planning Year: July 1, 2018-June 30, 2019

Unit: Disability, Testing and Counseling 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:

2017-18

The desired outcome was met. Based on results from the Student Satisfaction Survey, 94.6% were satisfied or very satisfied with testing services received.

2016-17

The desired outcome was met. Based on results from the Student Satisfaction Survey, 96.6% were satisfied or very satisfied with testing services received.

Describe Needed Changes:

Changes to be made in 2018-2019

Although data demonstrated an overall positive impression, 5.4% of students surveyed were dissatisfied with testing services. No specific comments from students were provided. However, further analysis of the student survey responses indicates that appointment scheduling, hours available for testing, knowledgeable and helpful staff and distractions/noise during testing were areas a few students indicated dissatisfaction. The lack of qualitative data limits the enhancement of services. We will review the testing website and brochures to determine updates that can be made to improve scheduling procedures.

We offer late afternoon appointments at all campus locations. We will work with students individually for alternate appointments as staff are available. We have dedicated space on the Fayetteville campus for testing instead of sharing classroom space to offer a better location for students. We have a dedicated testing center on the Moore County campus with individual quiet rooms to provide an ideal area for reduced distractions. Although we use classroom/computer lab space in McMinnville and Smyrna, we will provide ear plugs and use white noise machines while incorporating signage to inform others that the space is a quiet zone when in use for testing. All testing locations are accessible.

Testing staff will receive annual training to address professional behavior and review of types of tests offered to enhance their knowledge. The testing coordinator and assigned staff will receive specialized training for specific tests given on the Moore County campus.

Action Plan	Responsible Party	Deadline
Maintain testing schedules that offer a variety of testing appointments	Testing Coordinators	06/30/2019
Testing staff will complete certification exam to administer ACCUPLACER test	Testing Coordinators	11/30/2018
Provide ongoing intervention regarding customer service and refresher training opportunities for all testing staff	Testing Coordinators and Testing Director	06/30/2019
Add ear plugs to each testing station and use white noise machines to reduce noise distractions	Testing Coordinators and Proctors	06/30/2019

Changes to be made in 2017-2018

Although data demonstrated an overall positive impression, 3.4% of students surveyed were dissatisfied with testing services. No specific comments were provided. However, further analysis of the data indicates that appointment scheduling, hours available for testing and location of testing were identified as areas to improve. A small percentage of students felt that staff were not helpful or knowledgeable. We will review the testing website and brochures to determine updates that can be made to improve scheduling procedures. We are reviewing scheduling software options to determine if other software can improve the process for students.

We offer late afternoon appointments at all campus locations. We will work with students individually for alternate appointments as staff are available. We will have dedicated space on the Fayetteville campus for only testing instead of sharing classroom space to offer a better location for students. We have a dedicated testing center on the Moore County campus with individual quiet rooms to provide an ideal area for reduced distractions. Although we use classroom/computer lab space in McMinnville and

Smyrna, we will use white noise machines and signage to inform others that the space is a quiet zone when in use for testing. We will increase signage outside the testing center to further promote a reduced distraction environment. All testing locations are accessible.

Testing staff will receive annual training to address professional behavior and review of types of tests offered to enhance their knowledge. The testing coordinator and assigned staff will receive specialized training for specific tests given on the Moore County campus.

Action Plan	Responsible Party	Deadline
Create testing schedules that offer a variety of testing appointments	Testing Coordinators	06/30/2018
Post updated signage to for testing areas	Testing Coordinators	12/01/2017
Create electronic training module for all testing staff	Testing Coordinator and Testing Director	06/30/2018

List of Supporting Documentation: The testing services brochure is attached to demonstrate communication with students regarding scheduling appointments.

Instructions regarding scheduling an appointment can also be found on the school website.

Motlow State Community College Testing Services

The Student Satisfaction Survey results are attached.

Date Last Updated: 09/28/2018

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 16-Spring 17

The desired outcome was met for this year. The Education Curriculum Chair met with the ECED faculty to ensure that curriculum has continued to align with the standards designated by NAEYC. The Chair collaborated with faculty to obtain data on student performance on designated key assessments to ensure continuous quality improvement in students learning. Through this collaboration, the Education Curriculum Chair was able to successfully submit the 2017 Annual Report. On 8/23/2017, NAECY confirmed submission and approval of the report. Documentation of NAEYC's approval has been provided below:

Dear Sidney,

Thank you for submitting your program's 2017 Annual Report. Please know that staff have reviewed your report, and our efforts throughout the year are enriched by the information that you have taken the time to

provide. We encourage you to contact us at any time during the accreditation period as you consider ways to report and build on your efforts related to key assessments, data collection, and other areas.

Staff review of your program's report determined that your Annual Report submission is complete. To ensure that your program is providing evidence of continuous quality improvement as you work toward renewal, we encourage you to review the updated Annual Report template (required for all future submissions) and accompanying resources in the online Accreditation Resource Library. The Resource Library also includes a recording of our recent Annual Report webinar that answers questions around the new report format, data requirements, and other areas.

Our records indicate that Motlow State Community College is scheduled to submit Annual Reports in 2018, 2019, and 2020, prior to submitting a renewal Self-Study Report by March 31, 2021. Please let us know if you have any questions regarding this timeline.

Finally--we want to take this opportunity to recognize those program coordinators who make this all possible through your role as peer reviewers. Faculty from accredited programs provide an invaluable perspective to peer review teams, especially on renewal visits. For those of you who are not yet peer reviewers, we'd like to encourage you to consider applying--and regardless of your individual status, we hope you'll reach out to other (part-time or full-time) faculty and encourage them to apply as well. Peer reviewers tell us that they find the experience of the online training and then the site visits to be valuable professional development toward their own programs' renewal. Information and an application can be found here: http://www.naeyc.org/highered/peer-reviewer

We know that this year has brought many changes, so please feel free to contact us anytime we can be of any assistance with any of the new report templates, data requirements, etc. We look forward to supporting your program in next steps toward renewal!

With all best wishes,

Pamela M. Ehrenberg | *Director of Accreditation Services*

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 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 make in 2017-2018

To improve the program, the faculty and Education Chair decided to make two significant changes in the ECED program. In an effort to acquire additional data from students in the degree and certificate program, a decision was made to move key assessment 3 from the ECED 2312 course to the ECED 2315 course. This decision was made in the fall 2016 semester, and the curriculum change was enacted during this spring 2017 semester. This change occurred because the department noticed an increase in the number of students seeking courses required for the CDA. Due to this issue, the department wanted to ensure that all students, regardless of being degree or certificate seeking, were participating in an academically rigorous curriculum and assessment process that prepared all ECED teacher candidates to work in the field. To ensure that this was permissible, the Curriculum Chair attended a NAEYC webinar in which the change was permitted. The goal for this change is to include data for not only students in the A.A.S ECED program, but to include students in the 12 and 24 hour certificate program.

In an effort to increase student performance on NAEYC standard 2C, the department is including additional assignments pertaining to family involvement in the ECED 2340 course. This course is a required course for all students seeking either a certificate credential in ECED or an A.A.S degree in Early Childhood Education. The department has also decided to include guest speakers, who represent community programs that help to enhance family and community involvement in the lives of young children. The department will also be working with the Department of Children and Human services this summer and the upcoming fall to continue to increase awareness of the importance of a developmentally appropriate supportive learning environment, the family, the community, partnerships, and other resources that enhance the lives of children from birth to age 8.

The Education Curriculum Chair will continue to evaluate students' performance and ensure that curriculum continue to align with best practices and standards designated by NAEYC. An annual report will continue to be complete and submitted by the Education department.

Action Plan/Initiative	Person Responsible	Deadline
Permanently move a key assessment and rubric from ECED 2312 to ECED 2315, and to continue to collect data on student performance on NAEYC standards, key elements, and supporting skill	Education and ECED Curriculum Chair and faculty	May 2017
Have specialist and representatives from the Department of Children and Human Service to come to the classroom to discuss family and community involvement and supportive learning environments	Education Curriculum Chair, faculty, and local agencies	December 2017

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: 7/22/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 and Fall 2017 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:

2016-2017

The desire outcome for this initiative had yet to be determined. The Education Curriculum Chair and the HPE faculty had a meeting in the summer of 2017 to discuss the course and previous data. During this meeting, it was decided that the department would adopt a new textbook for the HPE 2340 course, which will provide updated information pertain to health and wellness. The Education Curriculum Chair collaborated with the HPE faculty and the Director of Institutional Effectiveness to ensure that the HPE pre/post-test was placed online and placed in students' D2L to be taken on the first day of class. It was determined that the student response rate for the assessing cycles was not at the desired level. Due to low response rates and the desire to improve the quality of the course, the HPE pre/post-test will participate in the upcoming fall 2018 Motlow State Community College General Education Assessment Schedule.

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
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
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 2017-2018

The Education Curriculum Chair and the Director of Institutional Effectiveness has determined to place the HPE assessment on the upcoming fall 2018 assessment cycle. The goal of this change is to increase the number of students participating in the assessment. During the fall 2018 assessment cycle, all students in HPE 2340 will participate in the pre/post-tests. The Education Curriculum Chair will also facilitate a departmental meeting with all HPE faculty to review data and devise and implement instructional methods and supplemental resources that will assist in increase student performance.

Action Plan/Initiative	Person Responsible	Deadline
The Education Curriculum Chair will facilitate an end of the semester departmental meeting with HPE faculty to discuss data and develop and implement initiatives to improve student performance.	Education Curriculum Chair and Faculty	December 2017
The HPE pre/post-test will participate in the upcoming fall 2018 assessment cycle.	Education Curriculum Chair, Faculty, and the Director of Institutional Effectiveness and Assessment	August 2018

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: 8/1/2017

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
Termination Date: July 1, 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 alumni has been discussed as a potential tracking option. By the end of this planning period, the Education Department will have a list of all alumni 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: $0   **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:

2016-2017:

The desired outcome for this initiative was not achieved. Due to the program being low producing, the department has decided to terminate this program and develop a recruitment initiative that will assist the program in being sustainable and viable.

2015-16

Both desired outcomes 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 2017-2018

Due to the program being low producing, the Education Curriculum Chair and the faculty have decided to terminate this institutional effectiveness plan. The program has decided to develop a comprehensive recruiting plan to increase enrollment in the program.

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: 8/1/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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:

2016-2017

2016-2017 PRAXIS Comparative Mean Scores

Score Type	Reading (5712 Core)	Writing (5722 Core)	Math (5732 Core)	Mean
Institutional	164.71	157.27	140.84	**154.3**

National	172.81	163.37	152.52	**162.9**
Difference	**8.10**	**6.10**	**11.68**	**9.6**

Based upon the data, the desired outcome was not achieved. MSCC exam scores fell below the national average. In an effort to address this issue, the Curriculum Chair hosted a fall 2016 informational session. This event provided students with Praxis information and other supplemental resources to assist them in preparing for the Praxis and completing the AST degree. The program also placed Praxis informational material on the department's website, and a Praxis workshop session at the Smyrna campus was also held for any student who was not successful in passing the Praxis exam.

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 2017-18

In an effort to increase retention, graduation, and passing rates for AST students, the Curriculum Chair will continue to host an annual fall informational session for all students in the program. The Curriculum Chair will also purchase a set of Praxis prep materials for each campus, which will assist students in preparing for the CORE Academic Praxis Exam. In addition to providing books and informational material, the faculty and Curriculum Chair for the Education Department will continue to host a spring Praxis workshop for any student who has not been successful in passing the CORE Academic Exam.

Action Plan/Initiative	Responsible Party	Deadline
Purchase supplemental Praxis prep materials for each campus August 2017	Education Curriculum Chair	
Fall AST informational Session	Education Curriculum Chair	December 2017
Praxis Study Session	Education Curriculum Chair	February 2018

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: 8/11/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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: The education department will discuss and implement 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 will cover topics including, but not limited to, educational terminology, education history, philosophy, education law, educational 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
   Current Status: On Schedule

   Describe Progress:

   2016-2017

   The desired outcomes for this initiative were partially achieved. The program was successful in increasing the number of observation hours required for each EDU course. The program has also developed a plan to increase the quality of EDU courses by drafting key assessments and rubrics for specific EDU courses. The department is also in the process of purchasing materials and resources that are in alignment with teaching and exam standards. The program is still continuing to successfully satisfy the remaining recommendations for the program.

   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 2017-18

The Education Department is committed to completing recommendations set by the 2015 TBR Audit. The Education Curriculum Chair will be responsible for renaming the EDU 1120 course, as well coordinating AST informational sessions. The Education Curriculum Chair and the Director of Institutional Effectiveness and Assessment will work together to create online comprehensive key assessments for EDU courses that will participate in assessments each semester.

Action Plan	Responsible Party	Deadline
Renaming of EDU 1120 course to align with other TBR institutions	Education Curriculum Chair December 2017	
Fall AST Informational Session	Education Curriculum Chair	December 2017
Online Key Assessment and Rubric Effectiveness and Assessment and Education Curriculum Chair	Director of Institutional November 2017	

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: 8/1/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

Unit: Nursing & Allied Health – EMS Program

Related Strategic Goal: 2.2: MSCC will increase the number of students who complete associate degree or certificates.

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.

Current Status: Ongoing

2017

The desired outcome was met. The Paramedic program received a site visit from its accrediting body, CAAHEP, and has been given the site visit findings. In order to continue moving forward in the accreditation process, the program is currently composing its response to the findings.

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 2017-18

In an effort towards full accreditation, the Paramedic program will complete a response to the site visit findings and submit them to CAAHEP.

Action Plan/Initiative	Responsible Party	Deadline
Compile and report data to the accrediting organization and EMS Program Coordinator	Summer 2018	Director of Nursing & Allied Health
Make programmatic changes based on site visit findings and EMS Program Coordinator	Summer 2018	Director of Nursing & Allied Health

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: 7/17/17

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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.

Current Status: On Schedule

Describe Progress Below

2016-2017

The desired outcome was met for both Paramedic graduates and employers

Paramedic graduates – A total of 8 surveys were distributed to Paramedic program graduates and 6 surveys were completed and returned. 100% of graduates surveyed indicated that they were satisfied or very satisfied with the education provided by the MSCC Paramedic Program.

We received all but two surveys from our 8 graduates for a 75% response rate. All respondents indicated that the Paramedic program achieved its goal. Graduates also noted some areas of potential program improvements, which included the need for additional funding, staffing, and equipment.

Employers – The Paramedic program sent surveys to 7 local employers and received responses from 5 of them. 100% of employers surveyed indicted that they were satisfied or very satisfied with the education provided to their employees by the MSCC Paramedic Program.

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 2017-18
In order to improve the response rates for both the graduate and employee satisfaction surveys, the Paramedic program will work with the Office of Institutional Effectiveness and Assessment to review the survey, make changes, and improve survey distribution techniques.

Action Plan/Initiative	Responsible Party	Deadline
Review online versions of graduate and employer surveys and devise a distribution plan for higher response rates	EMS Program Coordinator and Director of Institutional Effectiveness and Assessment	May 1, 2018
Distribute updated graduate and employer surveys	EMS Program Coordinator	June 1, 2018

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: 7/17/17

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:

2016-2017

The desired outcome was met.

Of the 8 students who completed the Paramedic certificate, 8 (100%) passed the NREMT exam. MSCC's 100% pass rate is 14 percentage points higher than the national NREMT pass rate, and the Paramedic program is experiencing great success. A chart detailing the MSCC and national pass rates is included for reference below.

**LEVEL   NUMBER
TAKING TEST   NREMT**

# PASSED	MSCC					
% PASS RATE	NAT'L					
% PASS RATE	Psychomotor # Taken		Psychomotor # Passed			
CR2	8	8	100	86%	8	100%

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 2017-18

While MSCC Paramedic students have proven to be very successful in NREMT testing, the Paramedic program still sees room for improvement. The program will implement a new testing policy to ensure students understand the importance of testing and are familiar with NREMT-style questions. For the first two semesters of the program, this policy change will involve increasing the percentage of students' grades that is determined through testing from 25% to 40%. Additionally, it was determined that students in the summer term in the Paramedic program needed increased exposure to adaptive test questions. Using reference data from the most successful previous academic year, the decision was made that students needed to successfully complete a minimum of 3000 adaptive test questions (and a maximum of 5000). The Paramedic program feels that these policy changes will make their students even better prepared for NREMT testing. A chart detailing these initiatives, responsible parties, and deadlines is included for reference below.

Action	Responsible Parties	Deadline
Implement new policy to increase test-determined grade percentage	Justus Smith	August 2017
Implement new adaptive testing requirements	Justus Smith	August 2017

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: 07/7/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2018 – June 30, 2019

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:

   2016-17

   EMT – of the 49 students who completed the certificate, 36 (73%) passed the NREMT exam. The national state pass rate was 80%, meaning there was only a 7% difference and the desired outcome was met. In addition, 98% of the students successfully completed the psychomotor exam.

   MSCC EMT NREMT Scores

YEAR	NUMBER
TAKING TEST	NREMT
# PASSED	MSCC
% PASS RATE	NAT'L
% PASS RATE	Psychomotor Exam

% Pass Rate

Year		# Passed	% Pass Rate			
2016	49	36	73%	80%	48	98%

AEMT – of the 32 students who completed the certificate, 21 passed (66%) passed the NREMT exam. The national pass rate was 71%, meaning there was only a 5% difference and the desired outcome was met. Additionally, 100% of students tested passed 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
	2017	32	21	66%	71%	32	100%

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	Psychomotor Exam # Passed	Psychomotor Exam % Pass Rate
	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	Psychomotor Exam # Passed	Psychomotor Exam % Pass Rate
	2016	16	13	81%	65%	18	100%

<u>**2014-15**</u>

MSCC EMT NREMT Scores

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

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

Describe Needed Changes:

<u>Changes to be in 2017-18</u>

Through an analysis of NREMT results, it was discovered that MSCC test-takers had the most difficulty passing the cardiology and pathophysiology sections of the NREMT exam. This finding will lead the program to make curriculum changes with an increased emphasis in these key areas of concern. Modules on these topics will be reorganized to ensure clarity, additional resources will be added, and more class time will be devoted to both areas.

Action	Responsible Parties	Deadline
Identify best practices for teaching cardiology and pathophysiology course materials and additional student resources	Kristie Johnson	Fall 2017
Implement best practices and curriculum changes related to cardiology and pathophysiology	Kristie Johnson	Spring 2018

<u>Changes to be in 2016-17</u>
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: 7/17/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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

Current Status: On Schedule

Describe Progress:

2016-2017

The desired outcomes were partially met.

The self-study was completed and submitted successfully, which indicates success for effectiveness standard 1 listed above. However, according to the program evaluation results from THEC's Quality Assurance Funding formula, the EMT audit only scored a .7 on the audit rubric; therefore, the EMS program was only successful at 1 of the 2 desired outcomes for this plan. Out of 20 applicable audit standards, the audit report indicates 9 standards as not evident, 9 as emerging, 1 as established, and 1 as highly developed. Additionally, the audit report lists 5 recommendations to be addressed by the EMS program moving forward.

Describe Needed Changes:

2017-2018

The recommendations listed in the audit report are as follows:

1. The academic audit team recommends exploring the integration of supplemental teaching resources such as online platforms and electronic textbook resources into the curriculum.
2. The academic audit team recommends the program should review the faculty student ratio to ensure that the instructor student ration permits for sufficient time with hands on learning activities.
3. The academic audit team recommends that the college engage the faculty in the self-study process as a faculty self-assessment of the EMT program.
4. The academic audit team recommends that faculty regularly evaluate and analyze evaluation results to assess the effectiveness of instructional materials and to inform the modification of teaching methods to improve student learning.
5. The academic audit team recommends the faculty assess student learning outcomes, analyze the results and implement quality improvements based on the results of the student learning assessments.

As indicated in the Academic Audit Schedule listed above, the EMS program will devise a strategic action plan to make quality improvements based on the audit recommendations during the 2017-2018 academic year.

List of Supporting Documentation:

- Academic Audit Self-Study
- Auditor's Report
- Academic Audit Rubric
- QAF Program Evaluation Template
  Date Last Updated: 8/30/2017

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: August 2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018
Termination Date: July 1, 2018

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. The Director and Supervisor will then request proposals and requirements for the systems deemed practical for Motlow; once proposals are received, the Director and Supervisor will review them with the Director of Information Technology for adaptability to Motlow's 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 for tracking maintenance requests and manpower utilization for all campuses.

Current Status: On Schedule

Describe Progress:

2016-17

The desired outcome was achieved; the work order system is fully operational and has replaced the old work order email used previously.

2015-16

The desired outcome was achieved. Multiple systems were evaluated and SchoolDude Work Order Management System was chosen. The system was purchased and installed and is operational. The system is being used by maintenance staff and a faculty/staff trial group.

Describe Needed Changes:

Now that the new work order system is in place and will soon have over a full year's data, the Director of Facilities Services and the Maintenance Supervisor will evaluate the usage, completion rates, and timeliness regarding the new system. After the evaluation of these areas, the Director of Facilities Services and the Maintenance Supervisor will set goals to determine acceptable standards based on the data. This IE plan and the closely related preventative maintenance IE plan (FACS-02) will be terminated July 1, 2018 and then combined into a new IE that is based on data evaluation generated by the new system.

Action Plan/Initiative	Person Responsible	Deadline
Maintenance mechanics on all campuses to log daily work tasks into system if not covered by previously-placed work orders	Director of Facilities Services and Maintenance Supervisor	March 1, 2018
Evaluations of work order completion rates and timeliness	Director of Facilities Services	June 30, 2018
Terminate plan to create new IE plan combined with FACS-02	Director of Facilities Services	June 30, 2018

Changes to be made in 2017-18

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: 08/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018
Termination Date: July 1, 2018

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. The Director and Supervisor will then request proposals and requirements for the systems deemed practical for Motlow; once proposals are received, the Director and Supervisor will review them with the Director of Information Technology for adaptability to Motlow's 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:

2016-17

The desired outcome was met. All existing preventative maintenance (PM) schedules have been added to the PM work order system and have been generating on schedule.

2015-16

The desired outcome was achieved. Multiple systems were evaluated and SchoolDude Preventative Maintenance Management system was chosen. The system was purchased and installed and is 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:

Changes to be made in 2017-18

Now that the new work order system is in place and will soon have over a full year's data, the Director of Facilities Services and the Maintenance Supervisor will evaluate PM work order completion and percentage of PM work compared to routine work orders. After the evaluation of these areas, the Director of Facilities Services and the Maintenance Supervisor will set goals to determine acceptable standards based on the data. As any new PM opportunities arise, they will be placed into the system to generate PM work orders. This IE plan and the closely related work order IE plan (FACS-01) will be terminated July 1, 2018 and then combined into a new IE that is based on data evaluation generated by the new system.

Action Plan/Initiative	Person Responsible	Deadline
Input any new PM schedules or tasks as needed	Director of Facilities Services and Maintenance Supervisor	June 30, 2018
Evaluations of PM work order completion rates and timeliness vs routine	Director of Facilities Services	June 30, 2018
Terminate plan to create new IE with FACS-01	Director of Facilities Services	June 30, 2018

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.

Once existing baseline is established percentage goals and timeframe requirements will be set.

List of Supporting Documentation:

Screen shot of PM Work Order Log

Date Last Updated: 08/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 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 Personnel Cooperative, Helpful, Friendly

Prior to June 1, 2015

Students will rate the following items with ratings of "strongly agree" or "agree" for a 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:

2016-2017

The desired outcome was achieved.

1. Classroom cleanliness
   99.0% of the respondents rated this "very satisfied" or "satisfied"
2. Restroom Cleanliness/Appearance
   97.5% of the respondents rated this "very satisfied" or "satisfied".
3. Classroom Comfort Level
   97.0% of the respondents rated this "very satisfied" or "satisfied".
4. Building/Grounds Accessibility
   99.5% of the respondents rated this "very satisfied" or "satisfied"
5. Building/Grounds Appearance
   99.5% of the respondents rated this "very satisfied" or "satisfied".
6. Maintenance Personnel Cooperative, Helpful, Friendly
   100% 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 total of 98.75%; therefore, no further action is required.

2015-2016

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.

2014-2015
Goal Meet

1. Classroom cleanliness/appearance
   98.4% of the respondents rated this "far exceeds," "exceeds," or "meets".
2. Classroom comfort level
   98.3% of the respondents rated this "far exceeds," "exceeds," or "meets".
3. Restrooms cleanliness/appearance
   95.5% of the respondents rated this "far exceeds," "exceeds," or "meets".
4. Building/grounds appearance
   98.6% of the respondents rated this "far exceeds," "exceeds," or "meets".
5. Building/grounds accessibility
   98.2% of the respondents rated this "far exceeds," "exceeds," or "meets".
6. Maintenance personnel cooperative
   98% of the respondents rated this "far exceeds," "exceeds," or "meets".

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 97.8% therefore no further action is required.

2013-14

Goal not meet.

1. Class/meeting room cleanliness is acceptable – 81.5% of the respondents rated this "strongly agree," or "agree".
2. Class/meeting room comfort level is acceptable – 65.1% of the respondents rated this "strongly agree," or "agree".
3. Restroom cleanliness is acceptable – 74.5% of the respondents rated this "strongly agree," or "agree".
4. Restroom appearance is acceptable – 74.5% of the respondents rated this "strongly agree," or "agree".
5. Building appearance is acceptable – 80.6% of the respondents rated this "strongly agree," or "agree".
6. Grounds appearance is acceptable – 80.9% of the respondents rated this "strongly agree," or "agree".
7. Facility Services personnel cooperative, friendly, and helpful – 79.0% of the respondents rated this "strongly agree," or "agree".

8. Custodial issues are resolved accurately and in a reasonable time frame – 77.5% of the respondents rated this "strongly agree," or "agree".
9. Grounds issues are resolved accurately and in a reasonable time frame – 80.75% of the respondents rated this "strongly agree," or "agree".
10. Maintenance issues are resolved accurately and in a reasonable time frame – 79.0% of the respondents rated this "strongly agree," or "agree".

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 77.34% therefore no further action is required. We did some decline in the overall rating and we will work with the individual groups to address performance and morale throughout the department.

2012-13

1. Class/meeting room cleanliness is acceptable – 77.5% of the respondents rated this "strongly agree," or "agree".
2. Class/meeting room comfort level is acceptable – 71% of the respondents rated this "strongly agree," or "agree".
3. Restroom cleanliness is acceptable – 69.7% of the respondents rated this "strongly agree," or "agree".
4. Restroom appearance is acceptable – 76.4% of the respondents rated this "strongly agree," or "agree".
5. Building appearance is acceptable – 87.7% of the respondents rated this "strongly agree," or "agree".
6. Grounds appearance is acceptable – 92.8% of the respondents rated this "strongly agree," or "agree".
7. Facility Services personnel cooperative, friendly, and helpful – 94.8% of the respondents rated this "strongly agree," or "agree".
8. Custodial issues are resolved accurately and in a reasonable time frame – 90.9% of the respondents rated this "strongly agree," or "agree".
9. Grounds issues are resolved accurately and in a reasonable time frame – 90.3% of the respondents rated this "strongly agree," or "agree".
10. Maintenance issues are resolved accurately and in a reasonable time frame – 86.8% of the respondents rated this "strongly agree," or "agree".

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 83.8% therefore no further action is required.

2011-12

1. Class/meeting room cleanliness is acceptable – 79.7% of the respondents rated this "strongly agree," or "agree".

2. Class/meeting room comfort level is acceptable – 72.2% of the respondents rated this "strongly agree," or "agree".

3. Restroom cleanliness is acceptable – 71.4% of the respondents rated this "strongly agree," or "agree".

4. Restroom appearance is acceptable – 76.5% of the respondents rated this "strongly agree," or "agree".

5. Building appearance is acceptable – 83.7% of the respondents rated this "strongly agree," or "agree".

6. Grounds appearance is acceptable – 89.3% of the respondents rated this "strongly agree," or "agree".

7. Facility Services personnel cooperative, friendly, and helpful – 94.3% of the respondents rated this "strongly agree," or "agree".

8. Custodial issues are resolved accurately and in a reasonable time frame – 90.2% of the respondents rated this "strongly agree," or "agree".

9. Grounds issues are resolved accurately and in a reasonable time frame – 93.9% of the respondents rated this "strongly agree," or "agree".

10. Maintenance issues are resolved accurately and in a reasonable time frame – 92.3% of the respondents rated this "strongly agree," or "agree".

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 84.4% therefore no further action is required.

2010-11

1. Class/meeting room cleanliness is acceptable – 80% of the respondents rated this "strongly agree," or "agree".

2. Class/meeting room comfort level is acceptable – 72% of the respondents rated this "strongly agree," or "agree".

3. Restroom cleanliness is acceptable – 71% of the respondents rated this "strongly agree," or "agree".

4. Restroom appearance is acceptable – 76% of the respondents rated this "strongly agree," or "agree".

5. Building appearance is acceptable - 84% of the respondents rated this "strongly agree," or "agree".

6. Grounds appearance is acceptable - 89% of the respondents rated this "strongly agree," or "agree".

7. Facility Services personnel cooperative, friendly, and helpful - 94% of the respondents rated this "strongly agree," or "agree".

8. Custodial issues are resolved accurately and in a reasonable time frame - 90% of the respondents rated this "strongly agree," or "agree".

9. Grounds issues are resolved accurately and in a reasonable time frame - 94% of the respondents rated this "strongly agree," or "agree".

10. Maintenance issues are resolved accurately and in a reasonable time frame - 93% of the respondents rated this "strongly agree," or "agree".

Data was reviewed by the Facilities Services staff and determined that this goal was met with a sum total of 84%.

Describe Needed Changes:

Changes to be made in 2017-18

The changes made in previous years continue to have a positive impact on student satisfaction. The Director of Facilities and Facilities staff will continue to closely monitor the condition and cleanliness of campus facilities. The Facilities Department will begin the renovation process on the second-floor restrooms of Simon Hall to make them ADA compliant.

Action Plan/Initiative	Person Responsible	Deadline
Begin renovation process on restrooms to make them ADA compliant	Director of Facilities Services and Facilities Staff	June 30, 2018
Evaluate results of Student Satisfaction Survey for 17/18	Director of Facilities Services and Facilities staff	June 30, 2018

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:

2017 Student Satisfaction Survey

Date Last Updated: 08/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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: The Facilities Department will 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. The Facilities Department will continually make improvements by searching for and implementing best practices that suit Motlow conditions and needs; the Facilities Department will implement and continue five new best practices for efficiency in support of sustainability by 2016.

Facilities Services personnel continue to search for new best practices that suit Motlow conditions and needs. Once these items have been identified, the Department will 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 County's gas fired chillers with new variable speed higher efficiency electrical unit.

Team Members: Facilities Services personnel

Timeline: Annually reviewed

Est. Cost: $20,000   **Budgeted:** Included in current budget

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 Simon Hall Building complete increasing roof insulation helping to reduce heating and cooling costs. Led light upgrades to all 13 foot pole fixture at Moore County Campus allowing for over 75% decrease in electrical usage for the same lighting levels. Partial LED conversions have been done to interior lighting in Nisbett and Simon Hall.

2016-17

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 2017-18
Continue with known best practices plans. Continue to work on building envelope projects to include roof replacements and expand LED replacements to all campuses where feasible.

Action Plan/Initiative	Person Responsible	Deadline
Roof replacement in Fayetteville on original building February 1,2018		Director of Facilities Services
Roof replacement in McMinnville on original building sections February 1,2018		Director of Facilities Services
Implement LED replacements on Smyrna Campus June 30, 2018		Director of Facilities Services

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:

TBR Simon Roof project sheet

Date Last Updated: 08/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 Website

Desired Outcome: At least 85% of the students who access the Financial Aid website will find the information on the site to be helpful.

Description of Action Plan and Related Activities: The Financial Aid Website 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 website 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, Human Resources

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 website information was for those who had visited the site.

Current Status: On Schedule

Describe Progress:

<u>2016-17</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 website.

	Strongly Agree	Agree	Disagree	Strongly Disagree
	Responses			

The financial aid section of the

Motlow website was easy to find. **53.8 %**

190 **40.8 %**

144 **4.2 %**

15 **1.1 %**

 4 353

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. **55.4 %**

170   **41.4 %**

127   **2.6 %**

8   **0.7 %**

 2   307

Types of financial aid are clearly defined on the

Motlow Financial Aid web page.   **53.0 %**

166   **41.2 %**

129   **4.8 %**

15   **1.0 %**

 3   313

The "Financial Aid-Steps to Success" section of the

Motlow Financial Aid web page was straight forward and helped me understand the process.

53.2 %

157   **39.3 %**

116   **6.4 %**

19   **1.0 %**

3   295

The directions in the emails that I received from the Financial Aid Office made it easy to find and complete student requirements in the My

Motlow account. **53.4 %**

164   **40.4 %**

124   **4.6 %**

14   **1.6 %**

5   307

The forms that I needed to complete my student requirements were easy to locate in My

Motlow.   **52.7 %**

165   **39.9 %**

125   **5.1 %**

16   **2.2 %**

 7   313

The "Frequently Asked Questions" section of the

Motlow Financial Aid web page answered at least one of my questions. 54.3 %

144 **37.7 %**

100 **5.7 %**

15 **2.3 %**

6   265

The Financial Aid Office email and telephone contact information was easy to find. 51.8 %

160 **42.1 %**

130 **4.2 %**

13 **1.9 %**

6   309

I understood how to navigate the Satisfactory Academic Progress (SAP) process, if required.
51.8 %

130 **35.9 %**

90 **9.2 %**

23 **3.2 %**

8   251

Overall, the

Motlow Financial Aid web page was organized and easy to navigate. 51.7 %

164 **43.2 %**

137 **4.1 %**

13 **0.9 %**

3 317

While the overall outcome was achieved, six of the original nine individual components did decline when compared to the previous year. Analysis of the data will be used to identify areas for improvement.

<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 website.

	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 My

Motlow 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 My

Motlow. 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 website 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 website 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 website:

- 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 website. 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:

<u>Changes to be made in 2017-2018</u>

To continue to enhance our student experience with the financial aid website, the following areas have been identified from the Student Satisfaction Survey – Spring 2017:

- While 94.6% of student respondents rated the question, "The financial aid section of the Motlow website was easy to find?" a 3.2% decline was noted from last year's results.
- While 96.7% of student respondents rated the question, "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" a 1% decline was noted from last year's results.
- While 94.2% of student respondents rated the question, "Types of financial aid are clearly defined on the Motlow Financial Aid web page" a .2% decline was noted from last year's results.
- While 92.5% of student respondents rated the question, "The 'Financial Aid-Steps to Success' section of the Motlow Financial Aid web page was straight forward and helped me understand the process" a 2.9% decline was noted from last year's results.
- While 92.1% of student respondents rated the question, "The 'Frequently Asked Questions' section of the Motlow Financial Aid web page was straight forward and helped me understand the process" a 2.4% decline was noted from last year's results.
- While 93.9% of student respondents rated the question, "The Financial Aid Office email and telephone contact information was easy to find" a 1.6% decline was noted from last year's results.

Requests will be presented to the college webmaster to enhance the "Financial Aid" link placement on the Motlow homepage in an effort to improve navigation. The financial aid office will work with the webmaster to make improvements where possible with the financial aid web page navigation and content with specific focus being given to the noted concerns noted above.

Action Plan/Initiative	Responsible Party	Deadline
Improve location of "Financial Aid" link on MSCC homepage	Financial Aid Office and Webmaster	January 2018
Improve navigation of "Financial Aid" web page	Financial Aid Office and Webmaster	January 2018

<u>Changes to be made in 2016-17</u>

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.

<u>Changes made in 2015-16</u>

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 the 2017 Student Satisfaction Survey and Survey Comments; Results of Spring 2016 Student Satisfaction Survey; Spring 2016 Spring Satisfaction Survey Comments on Financial Aid

Date Last Updated: 08/01/2017.

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018

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 the staff are providing adequate financial aid services to its 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 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 (CCSSE) Item 13.2g & Survey of Entering Student Engagement (SENSE) Item 18.i will show that Motlow's means and/or frequency scores meet or exceed peer scores.

Current Status: On Schedule

Describe Progress:

At this time, the most current data has already been utilized in the evaluation of this action plan. The college will administer the SENSE in fall 2017 and the CCSSE in spring 2018. Data will be reveiwed by the Financial Aid Office, and strategic action plans and initiatives will be created based upon data.

2016-17

CCSSE was the most recent survey as of June 2016. Results below show that the MSCC mean was lower than the 2016 Cohort mean. The desired outcome was not achieved.

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	537	2.23	291,429	2.26

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 serve 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 online 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

Describe Needed Changes:

Changes to be made in 2017-2018

At this time, the most current data has already been utilized in the evaluation of this action plan. The college will administer the SENSE in fall 2017 and the CCSSE in spring 2018. Data will be reveiwed by the Financial Aid Office, and strategic action plans and initiatives will be created based upon data.

Action Plan/Initiative	Responsible Party	Deadline
Administer the SENSE	Office of Institutional Effectiveness and Assessment	December 2017
Adminster the CCSSE	Office of Institutional Effectiveness and Assessment	May 2018
Meeting to review survey data Assessment	Financial Aid Office and Office of Institutional Effectiveness and August 2018	

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: 08/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Termination Date: July 1, 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 (MSCC) will plan TN FAFSA Frenzy, which will replace the College Goal TN initiatives. MSCC will plan events on each of its campuses to assist not only new and incoming students/families, but also to assist current students and their families in completing the "Early FAFSA" and using the Prior-Prior Year information. 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 each year during the fall semester.

Est. Cost: $300.00   **Budgeted:** Included in current budget

Evidence of Success: Documentation will show an increase in percentage of students who complete their FAFSA before the deadline.

Current Status: Completed

This IE has been terminated.

Describe Progress:

2016-17

During the 1617 year, a total of 5,088 FAFSAs were completed for Motlow State Community College by the February 15, 2016 deadline. During the 1718 year a total of 6,276 FAFSAs were completed for Motlow State Community College by the January 15, 2017 deadline. FAFSA Frenzy events were held at Motlow locations in Fayetteville, Lynchburg, McMinnville, and Smyrna with varying degrees of attendance. The data shows an improvement of 1,188 FAFSAs being filed for Motlow State Community College within the deadlines. It should be noted that students attending the event were not just Motlow students.

Due to new initiatives in collaboration between local and state educational agencies, additional events are being held at the high school level to provide assistance to students in completing their FAFSAs; therefore, this IE has been terminated.

Describe Needed Changes:

Changes to be made in 2017-2018

Due to new initiatives in collaboration between local and state educational agencies, additional events are being held at the high school level to provide assistance to students in completing their FAFSAs; therefore, this IE has been terminated.

List of Supporting Documentation:

Redacted spreadsheets for the 1617 and 1718 years will demonstrate the numbers used in the above discussion; FAFSA Frenzy handbook provided to high school counselors.

Date Last Updated: 08/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016 – June 30, 2017
Assessing Year: July 1, 2017 – June 30, 2018

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 the 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

Describe Progress:

2016-17

The desired outcome was met.

The Point-of-Service Student Satisfaction Survey was completed and implemented with the baseline year results tabulated. Two Point-of-Service surveys were implemented. One survey dealt with satisfaction in regards to the service received in the financial aid offices at each campus, and the other survey dealt with satisfaction with the financial aid website.

Point-of-Service Survey with the Financial Aid Office

Which campus assisted you?   Moore County

10   Smyrna Center

2   McMinnville Center

14   Fayetteville Center

7	Total

33

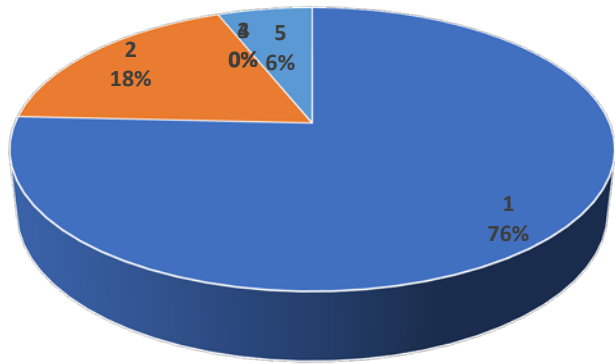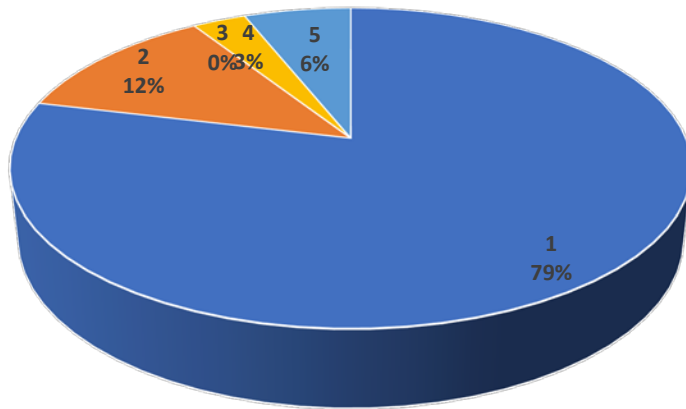| Survey Questions	Very Satisfied /Completely Agree	Satisfied /Agree	Neutral	Dissatisfied/Disagree	Very Dis-satisfied/ Completely Disagree	Total
How satisfied are you overall with your experience in the Financial Aid Office?	25	6	0	0	2	33
Financial Aid staff are courteous and polite.	26	4	0	1	2	33
Financial Aid staff was helpful when I needed assistance or had questions.	25	5	1	0	2	33
I am satisfied with the financial aid application process.	21					

6

4

0

2

33

How satisfied are you overall with your experience in the Financial Aid Office?

4
0%

5
6%

2
18%

1
76%

1   2   3   4   5

Financial aid staff are courteous and polite

3
0%

4
3%

5
6%

2
12%

1
79%

1   2   3   4   5

Financial Aid staff was helpful when I needed assistance or had questions

- 1 76%
- 2 15%
- 3 3%
- 4 0%
- 5 6%

■ 1 ■ 2 ■ 3 ■ 4 ■ 5

I am satisfied with the financial aid application process

- 1 64%
- 2 18%
- 3 12%
- 4 0%
- 5 6%

■ 1
■ 2
■ 3
■ 4
■ 5
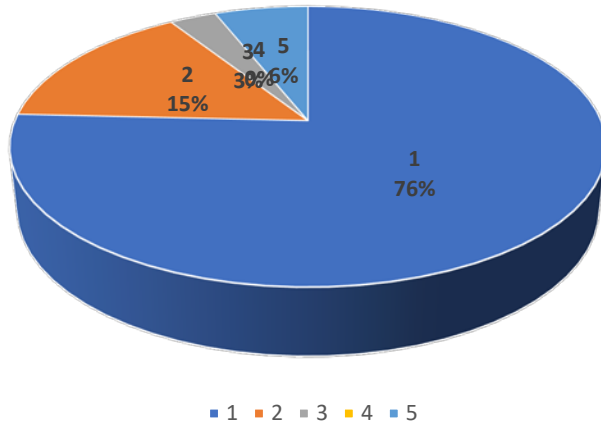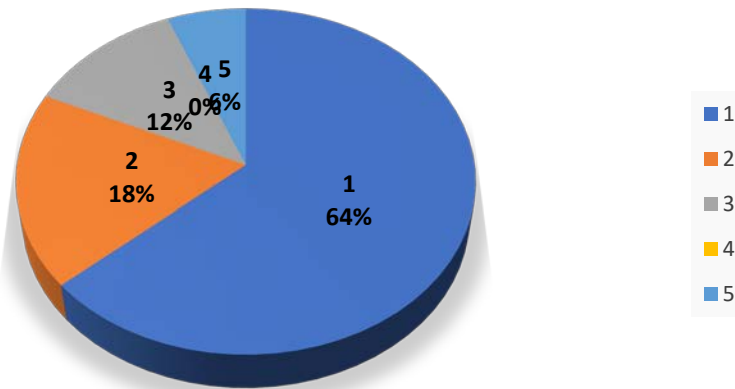
Chart Legend
1 = Very Satisfied/Completely Agree
2 = Satisfied/Agree
3 = Neutral
4 = Dissatisfied/Disagree
5 = Very Dissatisfied/Completely disagree
Describe Needed Changes:

Changes to be made in 2017-2018

This is a new initiative for the 16/17 year. The Financial Aid Office will work the Office of Institutional Effectiveness and Assessment to obtain iPads that will be used for point-of-service student surveys.

Surveys will continue throughout the 17/18 year to address earlier any areas of concern with additional training, etc. as needed. Survey results throughout the 17/18 year will be tabulated to determine if there is an improvement in any areas with a goal of the lowest score in any areas to exceed 82%. Efforts will be made to encourage a higher number of respondents to better analyze student satisfaction across all campuses. With the pilot of the point-of-service survey, the lowest score was at 82%, with the highest score at 94%, and an average score exceeding 89.5%. The comments section of the survey is staff-specific and will be used to address any areas of concern or additional training needs immediately.

Action Plan/Initiative	Responsible Party	Deadline
Obtain and use Institutional Effectiveness and Assessment iPads	Institutional Effectiveness and Assessment and Financial Aid Office	January 2018
The Director of Financial Aid will facilitate a meeting to review data and make changes based on the survey	Director of Financial Aid and Financial Aid Staff	June 2018

List of Supporting Documentation: Supporting documentation is included in the above section, "describe progress" including graphs.

Date Last Updated: 08/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2017 – June 30, 2018
Termination Date: July 1, 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 (PPY) 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 to 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

This IE has been terminated.

Describe Progress Below:

2016-17

The desired outcome was partially met.

The Banner Financial Aid System was built earlier to allow for ISIR loads. In 2016-17, the earliest time ISIRS could be loaded was January 2016, and the Financial Aid Office could begin to load in March of 2016. In 2017-18, due to PPY, ISIRS could be loaded in October of 2016, and the Financial Aid Office could begin to load in November of 2016.

During the 2016-17 year, normal processing was in place, and tracking requirements were loaded on May 12, 2016. During the 1718 year, the Financial Aid Office was implementing two new processes: 1) Dynamic Forms and 2) Contracting Verification. To ensure both of these processes were in place, tracking requirements were loaded on June 1, 2017.

Due to the multiple changes impacting this IE, the date of June 30 will be used to establish a comparison. In 1617 by June 30th, a total of 1,092 files were at the point to be awarded. In 1718 by June 30th, a total of 663 files were at the point to be awarded. This percentage is below the desired 2.5 percent increase.

This IE is being terminated due to the upcoming 2019 changes in the Tennessee Board of Regents (TBR) Business Process Modeling (BPM) iniative, which will require that all TBR community colleges move to a common financial aid process.

Describe Needed Changes:

Changes to be made in 2017-2018

This IE is being terminated due to the upcoming 2019 changes in the Tennessee Board of Regents (TBR) Business Process Modeling (BPM) initiative, which will require that all TBR community colleges move to a common financial aid process.

During the 1718 year, as the new year changes for the 1819 year, the Financial Aid Office should have an easier transition into the new year. Staff have become familiar with the building and modification of Dynamic Forms, and the coordination for contracted Verification will have been established. The contractor will have their Verification processes in place for Motlow, and the year start-up should move much faster.

This next year, the Financial Aid Office will build on the knowledge gained during the process of developing and learning Dynamic Forms and on the technical issues encountered to begin planning the new year as early as possible. Financial Aid staff will work closely with the IT department to be aware of technical limitations of the institution systems and will coordinate these limitations with the Dynamic Forms and Verification contractors.

List of Supporting Documentation:

Redacted spread sheets outlining the dates for each year with dates.

Date Last Updated: 08/01/2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018
(Continuation of ADMT-02)

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 Motlow College Foundation (Lane Yoder); Executive Secretary of Motlow College Foundation (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

Current Status: Ahead of Schedule

Describe Progress Below:

Fall 2016 – Spring 2017

The desired outcome of hosting 3 fundraising events which raised $15,000 which met and exceeded. The following events were held and achieved the corresponding estimated net revenue:

1. Motlow College Foundation Golf Tournament, September 9, 2016: $14,000
2. MLPS Wine Tasting, October 27, 2016: $1,100
3. MLPS Sip and Stroke, November 3, 2016: $1,700
4. Motlow Gala, March 25, 2017: $49,000
5. Bank of Lincoln County Golf Tournament, May 12, 2017: $6,500
6. Smyrna BBQ, June 24, 2017: $25,000

In total, the Foundation hosted 6 fundraising events and raised $97,300 net revenue.

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:

<u>Changes to be made in 2017-2018</u>

During the course of the last year, we have assessed each fundraising event either internally (as a department), externally (guests) or a combination of both (internally and externally). Below is a summary by event of areas of improvement based on assessments:

1. Motlow College Foundation Golf Tournament - we surveyed our tournament guests and based on their feedback, we will be making the following changes at this year's event (September 15, 2017):
     - Noon start time
     - Offer more prizes (door prizes and/or "turn" drawings)
     - Provide a sleeve of golf balls to all guests

- Include a limited amount of beer per player with the entry fee
- Change the sponsorship levels to include a team
2. MLPS Wine Tasting – we conducted an internal assessment based on this event (held in McMinnville) and will make the following improvements:
- Hold the event at different venue (perhaps the local theatre)
- Solicit volunteer help from local women (employees and non-employees) to promote the event and invite others to participate; otherwise, event was successful
- Invite more women and promote better locally
3. MLPS Sip and Stroke – we conducted an internal assessment of this event which was held in Tullahoma and the only change we would like to make is to duplicate the event in Fayetteville
4. Motlow Gala – we surveyed our guests and based on their feedback, we will be making the following changes at next year's event:
- Improve the food and the service which may mean changing venues
- Provide a longer social hour
- Make the live auction shorter
- Make the speeches shorter
- Improve the silent auction payment process (we are considering purchasing an online auction program called BidPay to improve all aspects of the Gala processes)
- Bring back couples pictures at the entrance
- Improve the guest arrival flow to prevent a bottleneck
5. Bank of Lincoln County Golf Tournament – we conducted an internal assessment of this event and the #1 way to provide this event for next year is to circulate the tournament flyers earlier
6. Smyrna BBQ – we conducted an assessment of this event with our external volunteers and will make the following changes for next year's event (Saturday, June 16, 2018):
- Have country music rather than bluegrass
- Have more and higher-valued silent auction items
- Start the process of soliciting sponsorships and auction items much earlier
- Eliminate one bar (reduce expenses)
- Eliminate mason jars (reduce expenses)
- Potentially include event t-shirts with certain sponsorship levels
- Create an electronic invitation which can be easily shared

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:

1. Revenue and Expenses spreadsheets for:
- Motlow College Foundation Golf Tournament 9/12/16
- Motlow Gala 3/25/17
- Bank of Lincoln County Golf Tournament 5/12/17
- Smyrna BBQ 6/24/17

2. Survey Monkey Summary Reports for:
   - Motlow College Foundation Golf Tournament
   - Motlow Gala
   Date Last Updated: July 10, 2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Planning Year: July 1, 2017 – June 30, 2018
Termination Date: July 1, 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 the Motlow College Foundation (Lane Yoder)

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.

Current Status: Completed

Describe Progress Below:

Fall 2016-Spring 2017

The state of Tennessee has enacted an initiative referred to as TN Reconnect. This initiative provides free tuition assistance to any non-traditional adult student attending a Tennessee community college. Due to this tuition assistance program, the institution has decided to terminate this institutional effectiveness plan.

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 2017-2018

Due to additional state appropriation for the educating of non-traditional adult students, the college has decided to terminate this initiative.

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:

- Information on TN Reconnect

Date Last Updated: July 10, 2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Termination Date: July 1, 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 Motlow College Foundation (Lane Yoder); Dean of Allied Health (Pat Hendrix); Interim President and VP of Finance (Hilda Tunstill)

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

Current Status: Completed

Describe Progress Below:

Fall 2016 – Spring 2017

Desired outcome has not yet been met. We are currently in talks with Tennova-Harton Hospital in Tullahoma about possibly having them underwrite a new faculty position for the Nursing Department ($70,000). The institution has undergone a restructuring. The new organizational structure includes a Dean of Allied Health, who is responsible for building relationships with vested constituents in the medical field. Due to the restructuring and additional state funds allocated to community colleges for traditional and non-traditional students, the college is terminating this institutional effectiveness plan.

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 2017-2018

Due to changes in the college structure and additional state funds allocated to students, the college is terminating this institutional effectiveness plan.

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: No specific documentation is available at this time.

In this section, you will list supporting documentation that will provide proof of any actions or initiatives that were implement. You will also attach a copy of the documentation to me when you submit the document.

Date Last Updated: July 10, 2017

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
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2016 – June 30, 2017
Terminated: July 1, 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) –

- Two events each semester will be identified as potential assessed activities.
- Student satisfaction with the events will be assessed with an annual survey.

Team Members: Fayetteville Campus Staff and Faculty

Timeline: Ongoing

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

Evidence of Success:

1. Two co-curricular events were held at Fayetteville Campus and included Day of the Dead and Spring Cotillion.
2. The results of the end of year events' survey showed that the majority of students rated the events at the Fayetteville Campus as excellent.

Current Status: Completed

This IE has been completed and will be closed.

Describe Progress:

<u>2016-17</u>

Both desired outcomes were achieved.

Satisfaction with Fayetteville Campus Student Events and Activities
(from Year End Events' Survey)
End of year surveys showed that 100% of survey respondents rated both Day of the Dead and Spring
Cotillion as a (4) Good or a (5) Excellent. Survey results of the events were as follows:
Day of the Dead: 4.82
Spring Cotillion: 4.56

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
Terminated: July 1, 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: Discontinued

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: Discontinued

Describe Progress:

Fall 2016-Spring 2017

In early fall 2016, it became increasingly apparent that the current enrollment at the Fayetteville campus lacked the numbers to sustain interest in the program at this time. Registration in higher level math courses required for students that planned to major in engineering or math were less than ten students, indicating that there was not a student population base to create a sustainable program. In addition, we did not have the opportunity to hire full-time engineers for adjuncts due to the lack of enrollment numbers. The only mentor in the program was a full time math faculty member. The study group consisted of two students who met occasionally. Guest speakers were difficult to locate or schedule due to their work load and the synchronization with students and instructors schedules.

Describe Needed Changes:

As the Fayetteville Campus grows enrollment, we can revisit the feasibility of a learning community, but it was decided to discontinue the program in fall 2016.

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
(New I.E. Plan)

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 Campus Assistant Dean will research and present three new programs by October 1st 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 Assistant Dean, Fayetteville Campus, will research and present three new programs to the Vice President for Academic Affairs by October 1st of each year. If chosen, the Assistant Dean will implement these programs.

Team Members: Academic Assistant Dean, Fayetteville Campus

Timeline: Fall 2016/Spring 2017 Academic Year

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

Evidence of Success: Three new programs with research will be presented to the Vice President for Academic Affairs by October 1st.

Current Status: On Schedule

Describe Progress:

The outcome was met. The deans researched new program development and implemented three new programs for the academic year: an AAS in Paralegal Studies, and AAS in Administrative Professional Technology (an existing degree with a new Concentration in Medical Office), and an AAS in Computer Information Technology (with a new Concentration in Cyber Defense). Each of these programs was presented to the Substantive Change Committee, and the SACSCOC Accreditation Liaison, in consultation with the committee, concluded that the programs required only notification to SACSCOC and that they were not substantive changes. SACSCOC accepted notification, and the deans worked through the Academic Affairs Committee to add these programs to the catalog and implement them during the 2017-2018 academic year.
Describe Needed Changes:

Because of SACSCOC requirements and standards (including substantive change), Tennessee Board of Regents (TBR) and Tennessee Higher Education (THEC) policies, job market analysis, and, potentially,

programmatic accreditation requirements, the deans have concluded that research for implementation of up to three new programs per year is unsustainable. In addition, rather than each academic dean having the same Institutional Effectiveness Plan, the Vice President for Academic Affairs, SACSCOC Accreditation Liaison, and the Director of Institutional Effectiveness and Assessment agreed to consolidate all of the New Program Development Institutional Effectiveness Plans to facilitate collaboration across campuses, departments, and units. These changes are reflected in a revised Desired Outcome: Academic deans will research potential new programs to the Vice President for Academic Affairs and the SACSCOC Accreditation Liaison by the end of the academic year. When the group meets, the deans, vice president, accreditation liaison, and director will examine evidence (which may include job market analysis or community demand) to determine which programs, if any, are viable. Should the group determine that it is prudent to implement a new program, the appropriate dean will follow the revised Substantive Change Policy and complete the Substantive Change Form. The Substantive Change Committee will review and take appropriate action before any new development begins.

The revised Desired Outcome will also necessitate new Evidence of Success: Documentation will show that the academic deans, the Vice President for Academic Affairs, the SACSCOC Accreditation Liaison, and the Director of Institutional Effectiveness and Assessment considered new programs by the end of the academic year. A detailed timeline for the action plan is listed below:

Action Plan/Initiative	Responsible Party	Deadline
Academic Deans will present potential new program to Academic unit, SACSCOC Liaison, and the Director of Institutional Effectiveness	Vice President of Academic Affairs	June 2018
If a new program is identified for implementation, the appropriate dean will complete the substantive change form for review by the Substantive Change Committee to determine if the potential new program is a substantive change.	Appropriate Academic Dean	August 2018

List of Supporting Documentation:

In line with our substantive change policy, a letter of notification was sent to SACSCOC on November 18, 2016. SACSCOC determined that the new programs were not a significant departure from our current offerings and, therefore, did not require additional information. Letters of notification were sent to TBR for the three programs, and the three programs were approved by TBR. The programs went before the Motlow Academic Affairs Committee for approval on May 5, 2017. The two concentrations were approved, but Paralegal Studies was tabled until additional details about the curriculum could be obtained.

Date Last Updated: June 26, 2017

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Planning Year: July 1, 2016-June 30, 2017
(New I.E. Plan)
Termination/Consolidation Date: July 1, 2017 – June 30, 2018

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 the full-time faculty to develop individualized 5-Year Digital First Plans by the end of Spring, 2017.

Description of Action Plan and Related Activities:

The Digital First Dean will work with 100% of the full-time faculty to develop individualized 5-Year Digital First Plans. This may include online coursework, as well as incorporating other instructional technology methods into the classroom to enhance student learning. The Deans and the Assistant Deans will provide support for this initiative.

Team Members: The Digital First Dean, Academic Deans, and Assistant Deans

Timeline: Fall 2016/Spring 2017

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

Evidence of Success: The documentation will show that one-hundred percent of the full-time faculty will have individualized 5-year Digital First Plans by Spring 2017.

Current Status: On Schedule

Describe Progress Below: The desired outcome of 100% participation was not met. However, approximately 50% of full-time faculty completed individualized 5-Year Digital First Plans. The full-time faculty that completed the 5-Year Digital First Plans are currently using many different aspects of the Learning Management system (D2L) and/or will use more components within the D2L system in the upcoming summer and fall semesters. All of the faculty members that completed individualized 5-Year Digital First Plans with the Dean of Digital First Learning accomplished the following two requirements stipulated in the plan: First, 100% of these faculty members have their Course Syllabi uploaded to their D2L course shells, providing students with 24/7 accessibility of course syllabi during the semester. Second, 100% percent of these faculty members also posted their students' quarter-term grades in the Motlow College's database system (BANNER). By doing this, students, as well as their Completion

Coaches, had a better understanding of how well the students were doing in their classes academically. The implementation of these two digital requirements in the Spring of 2017 resulted in a broad range of activities. For example, approximately ninety-five percent of these faculty used Discussion Boards on D2L, along with YouTube videos, publisher based materials, and other internet resources in their courses. **This institution effectiveness plan is being terminated, and the initiative is now being consolidated into on institutional effectiveness plan for the Dean of Digital First Learning (DIFD-01).**

Describe Needed Changes:

Starting fall semester of 2017, the remaining faculty members not having individualized 5-Year Digital First plans will have scheduled meetings with the Dean of Digital First Learning to complete their plans and begin the process of implementation into their courses.

In the upcoming academic year, 2017-2018, the Office of Digital First Learning will produce a series of videos for adjunct faculty using a software product, *Camtasia*. These videos will assist adjunct faculty with accomplishing course related tasks, such as adding syllabi to their courses in D2L, setting up course gradebooks, and using Discussion Boards in their courses. During the fall semester of 2017, training sessions will be scheduled at all campuses, so that everyone, full-time and adjunct faculty, will have an added opportunity to learn through engaging, hands-on activities. In conjunction with these hands-on activities, a D2L"How-to" manual is being produced by the Dean of Digital First Learning to act as a reference guide when training is over, and the faculty return to their campus duties.

In addition, the Office of Digital First Learning will conduct surveys throughout the semester with faculty to monitor new technological areas where the faculty may need additional assistance. This fluid, faculty based, feedback process will allow for continuous improvement of the D2L "How-to" manual, as well as providing the essential training that is a vital component of faculty orientations campus-wide for full-time and adjunct faculty.

Action Plan/Initiative	Responsible Party	Deadline
The Digital Dean of First Learning will create 5-Year Digital Plans for all faculty.	Dean of Digital First and Academic Campus Deans	May 2018
The Dean of Digital First Learning will facilitate trainings and workshops each semester on the use of technology in the classroom	Dean of Digital First Learning	December 2017; May 2018

List of Supporting Documentation:

- 5-YearDigital Roster
  Date Last Updated: June 27, 2017

Motlow State Community College
Institutional Effectiveness Plan

Unit: Human Resources   **Unit Head:** Laura Jent

Division: Human Resources

Statement of Purpose:

The purpose of the Motlow State Community College Human Resources Office is to support the overall strategic plan and mission of the College through the facilitation of new employee searches, policy compliance, equity and affirmative action, benefits administration, and supervisory support.

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: 9/20/2018

Motlow State Community College
Action Plan & Outcome Assessment Report for Institutional Effectiveness
Assessing Year: July 1, 2017 – June 30, 2018 (N/A)
Planning Year: July 1, 2018 – June 30, 2019

Started July 1, 2018

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: Human Resources Procedure Manual

Desired Outcome: A procedure manual will be created including a comprehensive list of Motlow State Community College's Human Resources Department Duties and the step-by-step processes with documents necessary to perform each duty.

Description of Action Plan and Related Activities: Employees in the Human Resources Department will create a master list of duties by combining every duty listed on the individual job descriptions. Next, individual employees in the department will create the following lists labeled with the responsible job title: daily tasks, weekly tasks, monthly tasks, semester tasks, annual tasks, and as needed tasks. The duties from the master list and individual lists will become the checklist of "step-by-step" or "how-to" documents that will need to be created. The employee responsible for the duty per his/her/their job description will be responsible for finding or creating a step-by-step guide that can be used by another employee to successfully complete the task.

The President has prioritized that the hiring and onboarding procedure be the first procedure resource created by the department. We hope to create a resource that will streamline efficiency and allow for cross training so the department can improve the effectiveness of human resource services.

Team Members: All permanent employees within Motlow State Community College's Human Resources Department.

Timeline: Review progress and evaluate June 30, 2019.

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

Evidence of Success: A completed human resources procedure manual specific to the functions of Motlow State Community College's Human Resource Department.

Current Status: Initiated

Date Last Updated: 9/27/2018