INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

A Comprehensive System for Improving Institutional Effectiveness at Coahoma Community College

3rd Publication

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Foreword

During 2006-2008, Coahoma Community College faculty, staff, and administrators developed and piloted the Institutional Effectiveness Plan (IEP) to evaluate program and service areas of the institution. Using results from 2006-2007 and 2007-2008, the institution developed the 2008-2009 IEP.

The purpose of the IEP is to evaluate the effectiveness of Coahoma Community College's programs and services and to use findings to make decisions that will improve student learning and curriculum, enhance overall institutional effectiveness, and accomplish the mission of the institution.

The IEP has been organized into the following sections: Educational Programs, Community/Public Service Programs, Educational Support Service Programs, and Administrative Support Service Programs. While the first part of this document provides the President's welcome, the College's mission statement and goals, and the background of the Institutional Effectiveness Plan, Sections 2 through 4 define the institution's programs, outcomes, evaluation standards, and program assessment

PRESIDENT'S WELCOME, MISSION STATEMENT AND GOALS, AND BACKGROUND OF INSTITUTIONAL EFFECTIVENESS PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

President's Welcome

Welcome to Coahoma Community College's third publication of its Institutional Effectiveness Plan (IEP). The IEP is a system that builds on the College's current strengths and lays out a vision for an even stronger future.

Over one hundred Coahoma Community College stakeholders have contributed to this document, providing the reader an opportunity to see the institution's commitment to assessment, measurement, and evaluation as a means to improve student learning as well as programs and services. The institution's mission statement serves as the foundation for the Institutional Effectiveness Plan.

Coahoma Community College embraces the opportunity to change and grow through this ongoing, systematic evaluation plan. We realize that in order to move forward, we cannot accept the status quo. Moreover, we also recognize that this third publication is not a finished product. The IEP is written to be flexible, relevant, and responsive as college personnel analyze results and apply changes in order to make improvements at every level of the institution.

It is important to note, however, that Coahoma Community College recognizes that the journey to substantial improvement can only be made in a climate that allows stakeholders to collect and document data without fear of being judged or punished for the results. For this reason, names of faculty and personnel are not included in reports. Data are presented in aggregate with one purpose in mind: To use findings to make changes that will allow Coahoma Community College to continue to be more effective.

I am proud of Coahoma Community College's past accomplishments and excited about the opportunities and challenges that lie ahead. I look forward to working with all of the institution's stakeholders as we realize Coahoma Community College's magnificent possibilities together.

Vivian M. Presley, President
Coahoma Community College

Mission Statement and Goals

Coahoma Community College, located in the northwest corner of the rural Mississippi Delta, is an accredited, public, comprehensive, two-year institution of higher learning dedicated to serving Bolivar, Coahoma, Quitman, Tallahatchie, and Tunica counties and beyond. Serving as a catalyst for economic and community development, Coahoma Community College provides accessible, affordable, diverse, and quality educational opportunities and services that foster a nurturing teaching and learning environment, promote intellectual and work readiness skills, support personal and professional growth, and prepare students to enter the job market or transfer to a college or university. To accomplish this mission, Coahoma Community College has established the following goals:

1. Provide academic transfer programs that parallel with the first two years of college/university programs.

2. Provide career and technical education programs that prepare students to enter the job market or transfer to a college or university.

3. Meet the needs of area businesses and industries by providing workforce training programs.

4. Empower students with the necessary tools to maximize their potential by providing a network of support services and activities.

5. Utilize emerging instructional technology by providing innovative learning opportunities for students.

6. Address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies.

7. Initiate new programs or complement existing programs by securing and sustaining federal, state, and local funding.

8. Support cultural enrichment programs and activities.

9. Ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

Approved by Board of Trustees
August 11, 2008

Background of
Institutional Effectiveness Plan

Coahoma Community College is focused on developing life-long learners who can adapt to the ever-and-rapidly-changing world of the present and the future. With this focus in mind, Coahoma Community College began a campus-wide effort to develop an ongoing planning, assessment, and evaluation system to improve and enhance all its instructional and instructional support programs in August of 2005. Using Coahoma Community College's mission statement and goals as the center for this planning system, the IE Assessment Committee then developed the following plan of action:

2005-2006: Establish Course Level Student Learning Outcomes and Assessment Plans
1. Committee developed a course evaluation plan (syllabi) template for the instructional faculty.
2. Committee created a rubric to evaluate instructors' course syllabi.
3. Faculty led two instructional training sessions for full-time and adjunct instructional faculty on how to write and assess measurable student learning outcomes and use the results to make improvements.
4. Technology and Computer Services Department posted course syllabi template on the institution's website.
5. Instructors submitted course evaluation plans to the Assessment Committee for review.
6. Committee and Office of Institutional Effectiveness assessed course syllabi and returned results to instructors for revisions. Syllabi were evaluated and revised three times.
7. Technology and Computer Services Department posted master course syllabi on the institution's website.

2005-2006: Establish Program Level Outcomes and Evaluation Plans
1. Committee developed program evaluation plan templates.
2. Committee created a rubric to evaluate program evaluation plans.
3. Faculty led two instructional training sessions for all college personnel on how to write and evaluate measurable program level outcomes and use the results to make improvements.
4. Technology and Computer Services Department posted program evaluation templates on the institution's website.

5. Faculty led two follow-up instructional training sessions for college personnel.
6. Office of Institutional Effectiveness condensed the program evaluation plans into the IEP.

2006-2007: Implement and Evaluate Course Syllabi and IEP
1. Adjunct and full-time faculty piloted student learning outcomes and assessment measures from master course syllabi. Syllabi were revised as needed.
2. College personnel and adjunct and full-time faculty implemented the IEP beginning fall of 2006. Student samples and data for program outcomes were collected during fall of 2006 and spring of 2007. Program assessment committees evaluated the results.

2007-2008: Revise, Implement, and Evaluate IEP; Use Results to Make Improvements
1. Adjunct and full-time faculty implemented student learning outcomes and assessment measures from master course syllabi. Syllabi were revised as needed.
2. Using results from 2006-2007, college personnel and adjunct and full-time faculty revised the IEP. The IEP was implemented in fall of 2007. Student samples and data for program outcomes were collected during fall of 2007 and spring of 2008. Program assessment committees evaluated the results. Faculty and college personnel used the results to make changes to improve student learning, curriculum, support programs, and services.

2008-2009: Revise, Implement, and Evaluate IEP; Use Results to Make Improvements
1. Adjunct and full-time faculty implemented student learning outcomes and assessment measures from master course syllabi. Syllabi were revised as needed.
2. Using results from 2006-2007 and 2007-2008, college personnel and adjunct and full-time faculty revised the IEP. The IEP was implemented in fall of 2008. Student samples and data for program outcomes were collected during fall of 2008 and spring of 2009. Program assessment committees evaluated the results. Faculty and college personnel used the results to make changes to improve student learning, curriculum, support programs, and services.

SECTION 1: EDUCATIONAL PROGRAMS

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

ACCOUNTING TECHNOLOGY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Accounting Technology Program is to prepare students for entry-level accounting positions in accounts payable, accounts receivable, payroll, and inventory as well as to enhance the skills of persons currently employed in accounting who wish to advance. The program provides a foundation for students transferring to a four-year college or university to pursue a specialized degree in the field.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Accounting Technology Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>ACCOUNTING TECHNOLOGY</u>
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Communication	1. Upon completion of the Accounting Technology Program, the student will be able to compose written documents effectively.	A. Business Documents: memos and letters rubrics	1. At least 70% of students will score 75% or above on business document rubric.	Three students composed business documents: memos, and letters. Three students met the standards listed on rubrics.	To increase student performance on the student learning outcome the instructor: • Student centered activities—role play. • Incorporated peer tutoring. • Electronic writing practice activities. Instructor: Showed a video to demonstrate correct oral presentations techniques.
	2. Upon completion of the Accounting Technology Program, the student will be able to deliver oral presentations effectively.	B. Oral presentations Evaluation rubric	2. A least 70% of students will scores 75% or above on the oral presentations Evaluation rubric.	Three students presented oral presentations. Three students met the standards listed on rubrics.	
		C. MSCPAS/ Communication Cluster 2	3. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 2.	One student took the MSCPAS met standards. One student scored basic (50%-69%) on MSCPAS Cluster 2	MSCPAS Scores-Cluster 2 1.Student- 65 – Basic Students were given a handout listing test taking techniques.

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Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Management and Operation of the Computer	**2. Upon completion of the Accounting Technology Program, the student will be able to demonstrate computer skills using a variety of software applications and hardware.**	A. Performance skills rubric	1. At least 70% of students will score 70% or above on the Computer Performance skills rubric	1. Three students completed the performance skills rubric. Three students met standards on Performance skills rubric.	To increase student performance on the student learning outcomes the instructor: - Showed students a video about computer usage. - Reviewed the types of computer software and how it's use. - Incorporate team activities. MSCPAS Scores-Cluster 1 1.Student- 80% – Advance
		B. MSCPAS/-Management and Operation of the Computer Cluster 1	At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 2.	One student took the MSCPAS and met the standard on MSCPAS Cluster 1	Student was given a practice assessment to prepare for MSCPAS.
		C. Office Professional Trainee Evaluation Rubric	3. At least 80% of employees will rate the student performance at a "satisfactory" level.	One student completed internship and met the standards on the Office Professional rubric	Showed students a video about office professionalism.

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Word Processing	**3. Upon completion of the Accounting Technology Program, the student will be able to utilize word processing software packages to create, format, and edit various business documents with speed and accuracy.**	A. Word processing Rubric	1. At least 70% of students will score 75% or above on the word processing skills application rubric.	Three students met standards listed on the rubric.	To increase student learning outcome the instructor: • Computer Lab remained open two hours extra for students to use to completed practice assignments.
		B. Document Production Rubric	3. At least 70% of students will select appropriate software to key three business documents with speed and accuracy in 60 minute.	Three students met standard on document production with speed and accuracy in 60 minute.	• Encouraged students to practice keyboarding skills daily to increase speed and accuracy.
		MSCPAS/ Word Processing Cluster 3 assessment	3. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 3.	One student met the standard. Scored proficient 70% on MSCPAS	MSCPAS Scores-Cluster 3 1.Student- 70% –Proficient Gave students a practice assessment to help them prepare for MSCPAS.

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
Financial Application	1. **Upon completion of the Accounting Technology Program, the student will be able to use a calculator to calculate basic business math problems with accurately.** 2. **Upon completion of the Accounting Technology Program the student will be able to demonstrate proficiency accounting procedures for business use.** **Upon completion of the Accounting Technology program of study student will Demonstrate proficiency on the MSCPAS- Cluster 4 test.** **Upon completion of the Accounting Technology program the student will demonstrate academic attainment in reading, math and language.**	A. Calculator competency check-off list B. Business math work samples C. Student accounting working papers C. MSCPAS/ Financial Application Cluster 4 TABE pre and post test	At least 70% of students will score 75% or above Calculator competency check-off list. At least 70% of students will score 75% or above on business math work samples. At least 70% of students will score 75% or above on business accounting working papers. 3. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 2. At least 80% of students will show an increase in academic attainment on TABE post test.	Three students met the standards on the Calculator competency check-off list. Three students met the standards on the business math work samples. Three students met standards on business accounting working papers. One student took the MSCPAS and met the standards. One student scored basic (50%-69%) on MSCPAS Cluster 2 One student met the standards on the TABE post test.	To increase student performance on the student learning outcome the instructor: • Gave students homework assignments to help with basic math skills. • Students were encouraged to go to the math tutoring lab located in the student union for additional help. MSCPAS Scores-Cluster 4 1.Student- 50% – Basic Students were given practice assessments to help prepare for CPAS. Recommend student go the lab for remedial assistance.

ASSOCIATE DEGREE NURSING PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The Coahoma Community College Associate Degree Nursing Program shares the college's commitment to providing accessible, accredited, affordable, diverse, and quality learning opportunities for the development of intellectual skills and personal growth to students desiring to be registered nurses. The ADN Program is committed to quality instruction and service.

The main purpose of the Coahoma Community College Associate Degree Nursing Program is to offer a program of study in nursing science which will prepare graduates for effective practice as registered nurse generalists in a variety of health care delivery settings. Additionally, it is the goal of the Associate Degree Nursing Program to provide our graduates with the background necessary for further professional education and growth by providing an environment conducive to the development of life-long learning and a passion for the practice of nursing as a discipline of science, caring and compassion.

Further, the Associate Degree Nursing Program shares the college's commitment to providing continuing education to meet the needs of the nursing community of the northwest corner of the Mississippi Delta. Ultimately, the need for competent and caring registered nurses will always be present.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Associate Degree Nursing Program has adopted the following goals: provide academic transfer programs that articulate with college/university programs; Address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

Competency Area	Student Learning Outcomes	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Nurse Specific Skills	The student will successfully perform a comprehensive client assessment.	Head to Toe Check-off Tool assessing the mastery of the skill	100% of students will demonstrate mastery of the learning outcome by completing the Head to Toe Check-off List with 85% accuracy	14 out of 14 met the criteria	The benchmark was met. The increase in percentage of accuracy from the 2007-08 cycle required a higher level of student performance. Faculty will continue to monitor the reasonableness of the benchmark in assuring that students have the necessary skills. Further, making better use of the Head to Toe Assessment Tool and refining the assessment scenario used is being researched in an effort to more accurately document the increasing level of performance that is required for students as they progress through the program.
Nurse Specific Skills	The student will apply the critical thinking process as the basis for planning, implementing, and evaluation care.	Nursing Care Plan grading rubric with passing score required Clinical Judgement Checklist	100% of students will demonstrate mastery of this skill by making a passing score on the Nursing Care Plan according to the grading rubric and will make a score deemed "satisfactory" or higher on the clinical evaluation of behaviors identified as critical	14 out of 14 met the required criteria	Benchmark was met. However, program initiatives were implemented to enhance learning related to critical thinking. To reinforce skills, faculty added a skills lab in which the student had a patient care scenario and one hour to complete it. In addition, a Department of Labor Grant awarded to CCC for the fall 2009 semester allows for simulation equipment is being purchased for the program to provide more true to life experiences for students and thus enhance safety skills. The feasibility of developing a dedicated multidisciplinary simulation lab at the Allied Health Training Center is also being

Competency Area	Student Learning Outcomes	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					researched.
Nurse Specific Skills	The student will demonstrate the ability to apply basic management skills appropriate to the role of the associate degree nurse.	Virtual Management Orientation program on CD measured time and performance with a passing score (75%) required on conflict management, delegation, time management, and prioritizing care	100% of students will make a passing score of 75% or higher on the CD Virtual Management assessment.	14 out of 14 achieved passing scores in one or two attempts	Because these are such critical skills, the faculty decided that the score received for the Virtual Management Orientation would be incorporated into the course grade for the management course that is required the semester before graduation.
Nurse Specific Skills	The student will initiate intravenous therapy and carry out safe administration.	Virtual IV Simulator

Clinical evaluation tool used in client care setting | 100% of students will master all the skills measured by the Virtual IV Simulator and will make a passing score in clinicals on the intravenous therapy assessment | 14 out of 14 passed the critical elements measured by the Virtual IV Simulator- multiple attempts were allowed | The Virtual IV Simulator was used in addition to actual hands on practice in the campus lab. The simulator stores and prints student results, so they can practice and compare each performance. Discussion is underway regarding the benefit of adding this assessment into the grading criteria for Clinical Med Surg II which students take their last semester before graduation. |

Competency Area	Student Learning Outcomes	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Written Communication	Sophomore students will complete an Interpersonal Process Recording	Interpersonal Process Recording (IPR) rubric	100% of students will complete and submit an IPR meeting the rubric guidelines	17/17 100%	The IPR helped in identifying content areas to be addressed in the Mental Health course to better prepare the students for success in mental health assessment documentation . The benchmark was met. This assignment was deemed beneficial for program students and will be continued.
	Upon completion of the ADN Program, the graduates will be able to write a research paper using APA format	Research Grading Rubric	100% of students assigned research papers in the nursing courses will submit a paper meeting the guidelines	17/13 76% (4 returning students did not have this assignment since they had completed the course prior to this assignment being added.)	The benchmark was not met. The assessment provided insight into necessity of including instruction in use of APA format within curriculum to prepare graduates for articulation with baccalaureate programs. Instruction on APA will be included in the Seminar course in fall 2009 and spring 2010.
	Sophomore students will be able to develop a brochure for client education	Brochure Grading Rubric	100% of students will submit a brochure meeting the assigned guidelines	12/14 86% (2 returning students did not have this assignment since they had completed the course prior to this assignment being added.)	This assignment provided hands on practice in the development of skill in client education to include assuring visibility and readability in printed client education materials and consideration of reading comprehension levels. All students who completed the assignment were successful. This assessment was deemed beneficial for program students and will be continued.
	The students will be able to write a well organized resume to submit for employment	Resume Grading Rubric	100% of students will develop a personal resume prior to graduation in accordance with Resume	14/14 100%	A resume assignment was added to NUR 2223 so that professionally prepared to see, employment. A professional resume is noted in the literature as an essential component

Competency Area	Student Learning Outcomes	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
			Grading Rubric and worthy of presenting to prospective employer.		of securing appropriate employment in ones field. The benchmark was met. The assignment will be ongoing for program students.

Oral Communication	By completion of the Sophomore year, students will be able to construct and deliver a clear, well organized, oral presentation	Oral Presentation Grading Rubric for each of the following:
		
		Maternal Case Studies
		Pediatric PowerPoint presentation of Brochure
			80% of students will achieve passing score on oral presentations graded according to the Rubric.	Maternal 14/12
				    86%
				
				Pediatric 16/16
				    100%
					Provided practical experience in public speaking to enhance communication and management skills. Will continue to be a course requirement for NUR 2123 and 2133. Students reported improved confidence in ability to speak in front of a group. A case study presentation was also added for the NUR 2113 Mental Health.

Information Literacy	Students will be proficient in the navigation of an electronic database by the beginning of the sophomore year	Pre Library Orientation & Post Library Orientation Computer literacy surveys Pediatric Brochures Research papers	80% of students initially identified with computer literacy deficits will be proficient in navigation of electronic database by the beginning of the sophomore year	17/17 100%	Deficits identified by library orientation pre & post tests validated need for inclusion of assignments within nursing curriculum in which electronic databases utilization required to enhance student skills
Technology Usage	All students will be proficient in computer utilization for completion of assignments within the curriculum using a variety of software applications by completion of	PowerPoint Presentation Grading Rubric	80% of students will achieve passing scores on PowerPoint presentations per PowerPoint Presentation Grading Rubric	14/12 86%	Power Point presentations were utilized to develop greater opportunities within curriculum for use of computer applications. Additional areas where Power Point presentations can be added were identified for consideration in future course planning.

Competency Area	Student Learning Outcomes	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
	sophomore year				
Problem Solving	Students will demonstrate proficiency in dosage calculations and problem solving by beginning of sophomore year	Proficiency in dosage calculation questions added in embedded test questions taken within ADN curriculum	80% of sophomore students will demonstrate accuracy in completing dosage calculation questions in embedded test questions.	14/14 100%	Validated necessity for maintaining separate dosage calculations course within curriculum to address problem solving deficiencies and aided identifying students at risk requiring further remediation . At risk students are referred to their nursing faculty advisor for individualized assistance as well as referral to the math instruction specialist available through a federal grant. A pre-nursing assessment test will now be required for all applicants to the program. This assessment data will provide information on the student's knowledge of math, reading, science, and English and help direct remediation efforts.

BARBER/STYLIST PROGRAM
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Barbering Program is to prepare students for Barber/Stylist careers. The Barber/Stylist Program prepares students to cut, shampoo, and style hair. Special attention is given to hygiene, safety, skin and scalp diseases, and equipment sterilization. Students also receive instruction in the study of sales, business management, law, and paying passenger relationships.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Barber/Stylist Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>BARBERING</u>
2008-2009 Program EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Perform Basic Practices in Barbering I	**Upon completion of the Barbering Program, students will be able to explain and apply safety and sanitation rules.**	(1) Skills Progress Evaluation	(1) 80% of students will meet at least 85% of the Skills Progress Evaluation	33 of 36 (100%) met benchmark	Although the benchmark was met, a decision was made to implement various new sanitizing methods when operating on the clinic floor.
		(2) Skills Progress Evaluation	(1) 80% of student will meet at lease 85% of the skills progress Evaluation	36 of 36 (100%) met benchmark	

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Perform Fundamental Practice in Barbering I	Upon completion of the Barbering Program, students will be able to analyze a client's hair, prepare a client for and give a shampoo, and perm, and thermal curl a client's hair.	(1) Skills Progress Evaluation	80% of students will meet at least 85% of the Skills Progress Evaluation Sophomore students will compete favorably with students from other schools by having at least one student place in one of the top 5 slots.	27 of 36 (75%) met benchmark The sophomore students competed, placing 1st, 2nd, and 3rd in Barber International in Tunica, MS. Coahoma CC students won 1st, 2nd, and 5th in Tinley Park, Ill during competition at Proud Lady Beauty Trade Show.	The students were exposed to an increased number of competitions to enhance skills for this competency area. The benchmarks were met. For additional valuable instruction, the students met with people in the industry to be informed about new and upcoming trends, advance techniques, and new cutting tools while on field trips in Tunica, Atlanta, GA, and Chicago Ill.
Perform Intermediate Practice in Barbering I	3. Upon completion of the Barbering Program, students will be able to illustrate safety when using various Barbering implements, tools, and equipment.	(1) Skills Progress Evaluation (2) Written Evaluation (3) Safety Evaluation	80% of students will meet at least 85% of the Skills Progress Evaluation in the Tools and Equipment section. 80% of students will receive at least 85% on Written evaluation 80% of students will receive at least 85% on Safety evaluation	30 of 36 (83% of students) met all benchmarks	Although the benchmark was met, safety measures were reinforced though the requirement for students to watch instructional dvd 's relating to barbering tools and equipment and their usages.
Perform Advance Practices in Barbering	4. Upon completion of the Barbering Program, students will be able to perform basic hair techniques	(1) Skills Progress Evaluation	80% of students will meet at least 85% of the Skills Progress Evaluation	16 of 16 (100%) met benchmark 9 of 16 (56%) were tested and met benchmark; The remaining 7 students will test June 2009.	The students were required to participate in more hands -on activities on basic hair techniques.

Academic Attainment	Upon completion of the Barbering Program the student will demonstrate a general understanding of barbering skills tested on the State Board Licensure Exam	State Board Licensure Exam	70% of completing students who take the State Board Licensure Exam will pass on the first try.	9 of 16 (56%) were tested and met benchmark.	The benchmark was not met. In making use of results, it was determined that students would be given more clinical hours on mannequin and patrons.

BUSINESS AND OFFICE DEGREE PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Business and Office Systems Degree Program is to prepare students for entry-level employment in careers that required skills in administrative office procedures, integrated computer applications, business financial systems, communication and related technologies.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Business and Office Systems Degree Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

Competency Area	Student Learning Outcome	Method of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
Written and Oral Communication	1. Upon completion of the Business Office Technology Program, the student will be able to compose effective written documents. 2. Create and deliver oral presentations effectively.	MS-CPAS (Cluster 2)- Communication Oral Presentation Rubric Research Paper (APA style)	1. At least 80% of students will score basic (50%-69%) or above on MS-CPAS (cluster 2). 2. At least 70% of students will demonstrate effective oral communication skills. 3. At least 75% or above will score 75% or above on research paper.	**Campus Site** 7 students were evaluated. 6 out of 7 met standards. 26 students were evaluated. 18 out of 26 students met standards. 26 students were evaluated. 20 out of 26 met standards. **Rosedale Site** 23 students were evaluated. 20 out of 23 students met standards. 23 students were evaluated. 20 out of 23 students met standards. 23 students were evaluated. 17 out of 23 met standards.	**Campus Site** The program has upgraded textbooks to accommodate student learning. The textbooks come with a student learning fundamental CD which must be completed to ensure growth and learning. Students were given more writing assignments and oral presentations to help better enhance their written and oral skills. **Rosedale Site** The program upgraded textbooks to accommodate student learning. The textbooks come with a student learning fundamental CD which must be completed to ensure growth and learning. Students were given more writing assignments and oral presentations to help better enhance their written and oral skills Instructor updated student evaluations at the beginning of each semester to ensure student is enrolled in the appropriate classes for degree attainment.

Management and Operation of the Computer	3. Upon completion of the Business Office Technology Program, the student will demonstrate the operation of the computer and manage information technology skills.	MSCPAS (Cluster 1)-Management and Operation of the Computer	1. At least 70% of students will score proficient (70%-80%) or above on MS-CPAS (cluster 1).	**Campus Site** 7 students were evaluated. 5 out of 7 scored proficient on the MSCPAS (Cluster 1).	**Campus Site** Students were given more hands-on applications of the management of the computer.
			2. At least 80% of students will demonstrate effective computer management and operations on the skills checklist.	26 students were evaluated. 22 out of 26 met standards.	Students were given a portion of each chapter to teach lessons to their peers to make them become more knowledgeable and involve.
		Microcomputer Applications Skills check-list		14 students were evaluated. 13 out of 14 met standards.	
			3. At least 85% of students will demonstrate mastery on the CAPSTONE project rubric which integrates computer application skills.	**Rosedale Site** 23 students were evaluated. 20 out of 23 achieved standards.	**Rosedale Site** Students were given more hands-on applications of the management of the computer. Students were given a portion of each chapter to teach lessons to their peers to make them become more knowledgeable and involved.
		CAPSTONE Project Rubric		23 students were evaluated. 18 out of 23 achieved standards.	
				23 students were evaluated. 20 out of 23 achieved standards.	

Word Processing	4. Upon completion of the Business Office Technology Program, the student will be able to apply word processing skills to produce and format business documents with speed and accuracy.	MS-CPAS (cluster 3) – Word Processing	1. At least 80% of students will score basic (50%-69%) or above on the MS-CPAS (cluster 3).	**Campus Site** 7 students were evaluated. 6 out of 7 met standards.	**Campus Site** Students used electronic tutorials for reinforcement during lab hours. Textbooks were upgraded to Word 2007.
				24 students were evaluated. 21 out of 24 met standards.	Students were given extra one-on-one assistance from instructors.
		Portfolio Rubric	2. At least 80% of the students will score 75 or above on the portfolio rubric.	24 students were evaluated. 18 out of 24 students met standards.	As an incentive, students were given extra points to their grade for completing the electronic tutorials.
		Performance Skills checklist/Compose business documents: flyer and format reports	3. At least 75% of students will demonstrate mastery on the performance checklist.	**Rosedale Site** 19 students were evaluated. 19 out of 19 met standards.	**Rosedale Site** Students used electronic tutorials for reinforcement during lab hours. Textbooks were upgraded to Word 2007.
				19 students were evaluated. 19 out of 19 met standards.	Students were given extra one-on-one assistance from instructors.
				19 students were evaluated. 19 out of 19 met standards.	As an incentive, students were given an extra 10 points to their grade for completing the electronic tutorials.

Financial Application	5. Upon completion of the Business Office Technology Program, the student will demonstrate proficiency in basic business math and accounting procedures for business use.	MS-CPAS (Cluster 4) – Financial Applications	1. At least 70% of students will score basic (50% - 69%) or above on the MS-CPAS (cluster 5).	**Campus Site** 7 students were evaluated. 5 out of 7 students met standards.	**Campus Site** Instructors reinforced principles in accounting and applied business math.
		Accounting working papers/computerized work samples and student competency check list	2. At least 70% of students will master the accounting working papers and student competency check list.	23 students were evaluated. 16 out of 23 met standards.	Textbooks were upgraded with a tutorial CD. Tutorials have provided that extra practice to assist with their financial skills.
		Office Professional Training Evaluation Form/Workplace Skills Assessment	3. At least 80% of the employees will rate the student performance at a "satisfactory" level.	6 out 7 achieved standards on the evaluation form. **Rosedale Site** 19 students were evaluated. 18 out of 19 students achieved standards. 19 students were evaluated. 18 out of 19 students achieved standards. 19 students were evaluated. 18 out of 19 students achieved standards.	One-on-one-instruction was given to students during lab hours. **Rosedale Site** Instructors reinforced principles in accounting and applied business math. Textbooks were upgraded with a tutorial CD. Tutorials have provided that extra practice to assist with their financial skills. One-on-one-instruction was given to students during lab hours to assist with the computerized software program.

CERTIFIED NURSING ASSISTANT PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Certified Nursing Assistant Program is to prepare students to enter the allied health field as a Certified Nursing Assistant in a healthcare facility or agency.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Certified Nursing Assistant Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>CERTIFIED NURSING ASSISTANT</u>
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
National Nurse Aide Assessment Program	**Upon completion of the Nursing Assistant Program, students will be able to provide basic health care to patients.**	Instructor's Comprehensive Exit Exam	At least 75% of the students will receive satisfactory on the exit skills and comprehensive written exam.	100%	The breakdown on the passage of skills will be shared with the instructors for extra attention in skills practice for future classes. A system of advisement and tracking will be developed for future classes. Entrance requirements for the program will be reviewed and revised to ensure that students with appropriate abilities are admitted to the program.
		National Nurse Aid Assessment Program Written Examination	At least 75% of the students will receive 80% or above on the written evaluation for the national exam.	100%	
		National Nurse Aid Assessment Program Skills Examination	At least 75% of the students will receive satisfactory on 5 out of 5 or 100% on the skills evaluation for the national exam.	56%	

CHILD DEVELOPMENT TECHNOLOGY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Child Development Technology Program is to prepare students for professional careers in the field of early childhood education spanning a variety of career options. The program prepares students to develop competencies which enable them to provide services, teach, and guide children as related to various early childhood professions.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Child Development Technology Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>CHILD DEVELOPMENT TECHNOLOGY</u>
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Management & Professionalism	**1. Upon completion of the Childcare Technology Program, the students will be able to demonstrate professional skills in classroom instructional strategies**	CPAS Clusters 1 (Management & Professionalism) & 5 (Math, Science and Social Studies) Practicum Experience Evaluation Performance Checklist	85% of the students will meet (70% -80%) proficiency of the related criteria on the MS CPAS 70% of the students will meet 6 of 8 or 75% of the classroom management and instructional strategies standards At least 75% of the students will score 75 or above on the performance checklist	Six students were evaluated. 100% met the standards. Ten students were evaluated 100% met the standards Twenty-five students were evaluated seventeen or 68% met the standards **CPAS Scores Cluster 1** Management & Professionalism <table><tr><td>Student#1- 80.00</td><td>Student #2- 90.00</td></tr><tr><td>Student#3- 100.00</td><td>Student#4 - 70.00</td></tr><tr><td>Student #5- 90.00</td><td></td></tr></table> **CPAS Scores Cluster 5** Math, Science and Social Studies <table><tr><td>Student#1- 92.31</td><td>Student#2- 69.23</td></tr><tr><td>Student#3- 61.54</td><td>Student#4 - 69.23</td></tr><tr><td>Student #5- 76.92</td><td></td></tr></table>	Two of the benchmarks were met. In an attempt to enhance the curriculum, industry representatives were invited to a luncheon to discuss possible employment and to discuss the classes that are presently being offered in our Child Development Program. Students were required to complete additional field placement hours within childcare facilities to improve skills in professionalism.

Observe Document Apply	**2. Upon completion of the Childcare Technology Program, students will be able to explain and apply Mississippi Department of Human Service guidelines for operating an early childhood program on a proficient level.**	MS CPAS Cluster #4 Health, Safety and Nutrition Pre/Post Test Performance Checklist	90 % of the students will meet 80% of the criteria on the MS CPAS 70% of the students will master the post test. At least 75% of the students will score 80% or above on the performance checklist	Six students were evaluated five or 83% met the standards Twenty-five students were evaluated twenty or 80% met the standards Twenty-five students were evaluated twenty-one or 84% met the standards **CPAS Scores Cluster 4** Health, Safety and Nutrition <table><tr><td>Student#1- 90.00</td><td>Student #2- 80.00</td></tr><tr><td>Student#3- 80.00</td><td>Student#4 - 50.00</td></tr><tr><td>Student #5- 70.00</td><td></td></tr></table>	In using assessment results, a decision was made to provide early childhood educational DVD's during classroom instruction to enhance student learning regarding operating a childcare program.
Basic Learning Skills	**3. Upon completion of the Childcare Technology Program, students will be able to identify cognitive, physical, emotional, and social characteristics of young children.**	MS CPAS Clusters 3 (**Social and Emotional**) & 7 (Child Development) Post Test Performance Checklist	At least 70% of the students will meet the criteria on the MS CPAS 70% will of the students master the post test At least 75% of the students will score 70% or above on the performance checklist.	Six students were evaluated and four or 67% met the standards Twenty-five students were evaluated seventeen or 68% met the standards Twenty-five students were evaluated and fifteen or 60% met the standards **CPAS Scores Cluster 3** **Social and Emotional** <table><tr><td>Student#1- 40.00</td><td>Student #2- 100.00</td></tr><tr><td>Student#3- 80.00</td><td>Student#4 - 60.00</td></tr><tr><td>Student #5- 80.00</td><td></td></tr></table>	After review of the results from the CPAS, instructors made a decision to implement differentiated instructional methods to meet the needs of the diverse learners, while continuing remediation and instruction for the upcoming year.

				CPAS Scores Cluster_6 Language &Literacy	
				Student#1- 57.89	Student #2- 47.37
				Student#3- 73.68	Student#4 - 42.11
				Student #5- 52.63	
Health Safety & Nutrition Guidelines	**4. Upon completion of the Childcare Technology program, students will be able to apply health safety and nutrition guidelines to the practice of Early Childcare.**	MS CPAS Cluster #4, Health, Safety and Nutrition	At least 85% of the students will meet 80% of the Criteria on the MS CPAS	Six students were tested 5 or 83% met the standards	Once results were reviewed, it was determined that students should participate in health fairs concerning Health, Safety & Nutrition involving children.
			90% will score 90 or above to master the class	Ten students were tested 100% met the standards	
		Practicum Experience Checklist	80% of the students will meet 80% of the requirements on the oral exam	Twenty-five students were tested 23 or 92% the standards	
		Oral evaluation of basic first aid skills using Rubric evaluation.		**CPAS Scores Cluster 4** Health, Safety and Nutrition	
				Student#1- 90.00	Student #2- 80.00
				Student#3- 80.00	Student#4 - 50.00
				Student #5- 70.00	Student#6-
Creative Arts & Methods & Materials	**5. Upon completion of the Childcare Technology program, students will be able to develop and implement creative learning activities for children birth through age eight.**	MS CPAS Cluster #2 Creative Arts, Methods & Materials	70% of the students will meet 70% of the Criteria on the MS CPAS	Six students were tested 17% met the standards	After review of the results from the grading rubric, instructors determined that students required more hands-on learning activities to improve creative learning and application of the outcome across the curriculum.
		Creative Arts & Methods & Materials Instruction Grading Rubrics	90% of the students will score 85 and above on oral presentation & evaluation using rubric grading scale	Twenty-five students were tested twenty three or 93% met the standards	
				CPAS Scores Cluster 2 Creative Arts, Methods & Materials	
				Student#1- 61.54	Student #2- 61.54

				Student#3- 76.92 / Student#4 - 61.54	
				Student #5- 76.92	
Academic Attainment	**Upon completion of the Childcare Development Program the student will demonstrate an increase in academic attainment on the TABE Test**	TABE Pretest and Post test Scores	70% of the students will show an increase in academic attainment on the TABE post-test compared to the TABE pre-test scores.	5/6 or 83% of students showed an increase. TABE Test Results Fall 2007 Spring 2009 Pre-Test Post Test	Benchmark was met. No further action is necessary.

Student results table (inside last column):

Pre-Test	Post Test
Student#1- 525	Student #1 530
Student#2 525	Student#2 530
Student#3 – 578	Student#3 – 579
Student#4 – 559	Student#4 – 540
Student#5 – 557	Student#5 – 615
Student#6 – 588	Student#6 – 589

COLLISION REPAIR TECHNOLOGY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Collision Repair Technology Program is to prepare students to enter the field of collision repair technology. Students are provided theory and practical experiences in the areas of body repair, frame straightening, glasswork, painting, and refinishing and shop management.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Collision Repair Technology Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>COLLISION REPAIR TECHNOLOGY</u>
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Structural & Non-structural repair	**1. Upon completion of the Collision Repair Program, students will be able to analyze and estimate damage and repair cost.**	Collision Analysis Course Exit Exam embedded questions	At least 70% of the students completing the program will receive 70% or above on goal related embedded questions on the Collision Analysis Course Exit Exam.	**66 2/3% passed**	A decision was made to place more emphasis on the instruction of automotive body parts , and damage repair by using more handouts and audio visual aids.
		MSCPAS Clusters3(Non-Structural Analysis and Damage Repair) & Cluster 4 (Mechanical and Electrical Components)	At least 70% of the students will score basic (50% - 69%) performance level on the MSCPAS.	Six students have taken MISSISSIPPI CPAS. TEST four passed both Clusters 3 & 4.	
		Performance Evaluation Checklist	70% of the students will master skills on the performance evaluation checklist for this outcome.	**66 2/3% passed**	
Bolted Units and Assemblies and Electrical Systems	**2. Upon completion of the Collision Repair Program, students will be able to dissemble and reassemble bolted parts and sub-units.**	Performance Evaluation Checklist	At least 70% of the students completing the program will pass the performance evaluation checklist at 80% or above.	11of 14 or 79% of students passed the performance evaluation checklist for this outcome.	A decision was made to give the students more assignment and group learning sessions to enhance the students understanding and skill level.
		MSCPAS- Cluster 4 (Mechanical and Electrical Components)	At least 70% of the students will score basic (50% - 69%) performance level on the MSCPAS.	Six students have taken MISSISSIPPI CPAS TEST. Four of six or 67% passed Cluster 4.	

Automotive Body Welding and Cutting	**3. Upon completion of the Collision Repair Program, students will be able to cut, weld, and shape body parts during repair.**	MS CPAS-Cluster 2(Refinishing)	At least 70% of the students will score basic (50% - 69%) performance level on the MSCPAS.	Six students have taken MISSISSIPPI CPAS TEST. Four or 67% passed Cluster 2.	A decision was made to give the students more one-on-one training and lab experience on their spare time to increase their skill level for body welding and cutting.
		Performance Skills Checklist	At least 70% of the students completing the program will pass the performance evaluation checklist for this outcome at 70% or above.	On the performance skills checklist on welding & cutting, 85% of students passed	
Glass and Related Hardware Insulation and Sealing	4. Upon completion of the Collision Repair Program, students will be able to remove and replace the glass of windshield and doors and align movable parts.	Post Test Course Embedded Questions	At least 70% of the students completing the program will receive a passing score on the Glass and Related Hardware Insulation and Sealing Exit Exam.	66% of students passed.	A decision was made to place more emphasis on the instruction of the types of glass hardware and other related work
		MS CPAS –Cluster 4 (Mechanical and Electrical Components)	At least 70% of the students will score basic (50% - 69%) performance level on the MSCPAS.	Six students have taken MISSISSIPPI CPAS TEST. Four or 67% passed Cluster 4.	
		Performance Checklist	At least 70% of the students completing the program will pass the performance evaluation checklist at 70% or above.	85% of students passed the performance checklist.	

Overall Performance:

	Pre-test Score	Post-test Score					
Student-1	540	539	0%				
Student-2	537	550	2%				
Student-3	459	520	13%				
Student-4	478	515	8%				
Student-5	515	530	3%	Student-6	500	525	5%

COMPUTER SERVICING TECHNOLOGY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Computer Servicing Technology Program is to prepare students for entry-level employment in careers that require skills in installing, operating, servicing, and diagnosing operational problems in computer systems arising from mechanical or electrical malfunctions in computer units or systems.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Computer Servicing Technology Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: COMPUTER SERVICING TECHNOLOGY
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Follow Safety Guidelines	**1. Upon completion of the Computer Servicing Technology Program, students will be able to demonstrate and practice general safety procedures for computer servicing.**	Computer Servicing Tech. faculty will assess this student learning outcome by: Observation checklists during laboratory exercises	-At least 80% of students evaluated will score 75% or above on safety procedures and guidelines observation checklists.	3 of 16 met standard = 18.75%	In making use of assessment results, safety procedures were demonstrated and tested more rigorously to enhance student understanding. Also the instructor increased number of hands-on labs. More practice testing was provided to better prepare students for written standardized testing.
Diagnosing and Troubleshooting	**2. Upon completion of the Computer Servicing Technology Program, students will be able to identify basic troubleshooting procedures and good practices for eliciting problem symptoms from customers.**	1. Diagnosing and troubleshooting computer repair lab rubric. 2. MSCPAS -Cluster 2 Computer Hardware 3. Post Test	(1)-At least 65% of students evaluated will score 75% or above on diagnosing and troubleshooting rubric. (2)-At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS. (3)-At least 75% of the students will successfully complete the goal related questions on the Post Test.	(1)6 of 8 met standard = 75% (2) 1 of 3 met standard 33% <u>Cluster 2</u> Computer Hardware, Diagnosing Student 1 – 53% Student 2 – 40% Student 3 – 26.67% (3) 6 of 8 met standard = 75%	In using results, more hands on diagnosing and troubleshooting for computer malfunctions was provided, these included more labs and more written problem scenarios. The instructor increased multiple choice style questioning. These questions better prepare students for standardized testing.
Perform Computer Software and Hardware Upgrades	**3. Upon completion of the Computer Servicing Technology Program, students will be able to install and remove computer software and hardware components.**	1. Observation checklist 2. MSCPAS -Cluster 2 Computer Hardware -Cluster 3 Operating Platforms	(1)-At least 65% of students evaluated will demonstrate mastery of computer upgrades on the observation checklist. (2)- At least 75% of students will score BASIC (50%-69%) performance level or above on the related sections of the MSCPAS.	(1)-0 of 7 met standard = 0% (2) Cluster 2: 1 of 3 met standard = 33% Cluster 3: 2 of 3 met standard = 66%	Student's completed labs individually, but after assessing this area, it was deemed that the students would have performed better as a whole class lab or in small groups. The instructor made the decision to include complete more labs as a whole class or in small groups. A decision was also made to increase classroom instruction and lab time.

Properly Utilize Testing and Soldering Tools and Equipment	**4. Upon completion of the Computer Servicing Technology Program, students will be able to apply soldering and de-soldering techniques correctly.**	1. Laboratory exercises rubric. 2. MSCPAS -Cluster 1 Basic Electronics 3. Post Exam	1.-At least 65% of students evaluated will demonstrate mastery of soldering and testing tools on the rubric laboratory exercises. 2.- At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS. 3.-At least 75% of the students will succeed on the goal related questions on the Post Test.	(1)- 0 of 7 met standard = 0% (2)- 0 of 3 met standard = 0% (3)- 6 of 16 met standard = 37.5%	Changes were made in instruction in making use of assessment results. Increased classroom instruction and more labs on soldering techniques was put in place. Further, increased multiple choice style questioning was implemented in the class activities to better prepare students for this type of testing.
Develop Written Plans and Logs	**5. Upon completion of the Computer Servicing Technology Program, students will be able to develop a written plan which details the activities and projects to be completed and maintain a service log on individual pieces of equipment.**	1. Laboratory exercises grading rubric 2. MSCPAS - Cluster 2 (Computer Hardware, Diagnosing) 3. Post Exam	1.-At least 65% of students evaluated will demonstrate mastery of soldering and testing tools through laboratory exercises. 2- At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS. 3.-At least 75% of the students will succeed on goal related questions on the Post Test.	(1)- 0 of 7 met standard = 0% (2)- 1 of 3 met standard = 33% (3) - 4 of 8 met standard = 50%	In using results, a decision was made to increase the amount of instruction time spent on using microcomputer applications and to provide students more practice on maintaining service logs.
Data Communications and Networking	**6. Upon completion of the Computer Servicing Technology Program, students will be able to discuss and analyze basic data communications and network principles.**	1. Data Comm. and Networking lab exercises rubric. 2. MSCPAS -Cluster 4 on Data Communications 3. Post Exam	1.-At least 65% of students evaluated will demonstrate mastery of Data Comm. and Networking labs. 2.- At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS. 3.-At least 75% of the students will succeed on the goal related questions on the Post Test.	(1).6 of 11 met standard = 55% (2).-0 of 3 met standard = 0% (3).-6 of 11 met standard = 55%	In using results, students were required to analyze the classroom network and, also design a network individually. Other changes were increased classroom instruction and increase in the number of hands on laboratory assignments.

COSMETOLOGY PROGRAMS
(CAMPUS-DAY, CAMPUS-EVENING, AND TUNICA SITE)
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Cosmetology Program is to prepare students for careers in cosmetology. The Cosmetology Program prepares students to care for hair, nails, and skin with emphasis on hygiene, sanitation, customer relations, and salon management.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Cosmetology Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>COSMETOLOGY</u>

2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Written Communication	**1. Upon completion of the Cosmetology Program, students will be able to write a clear, well-organized resume.**	Resume Grading Rubric.	70% of students in the Cosmetology program will submit a clear, well-organized resume meeting the assigned guidelines.	**Campus Day** 8 of 8 met standard = 100% **Campus Evening** 13 of 15 met standard = 90 % **Tunica Site** 11 of 11 met standard = 100 %	**Campus Day** Based on past assessment results, the faculty determined that extra time be allocated in the curriculum for writing skills to improve the student's overall writing. The students were allowed to submit two rough drafts of resumes before submitting final copy. Students' scores on final resumes were improved from first two drafts. **Campus Evening** Written resumes were turned in, revised and read orally by student in class. This helped students establish short and long term goals for their careers as stylists. This also gave students a general idea of what is expected from this course/career. **Tunica Site** Students showed weakness in organization of writing resumes. Students were given additional time in writing resumes. Students showed improvement in writing skills.

Writing Business Plans	2. Upon completion of the Cosmetology Program, students will be able to write a clear, well-organized business plan.	Business Plan Checklist.	At least 70% of students in the Cosmetology program will submit a clear, well-organized business plan according to the criteria outlined on the business plan checklist.	**Campus Day** 6 of 8 met standard = 80% **Campus Evening** 5 of 5 met standard = 100% **Tunica Site** 8 of 11 met standard = 85%	**Campus Day** Based on past results, faculty determined the following: 1. Students should be introduced to writing a business plan in the first semester. 2. Students required more time in writing a business plan. These two were implemented and the percentage of students that met the standard was increased by 30%. The two students that did not write a clear, well-organized business plan were given one on one instruction. Ratio for lab/theory is 3 to 1. **Campus Evening** The students created a detailed replica of a salon on tri-folds to establish a true picture of what they would like for their business to look like upon completion of the program. Business owners/operators spoke to students to inform and share their experience as a new business owner. Students were given detailed information on proper set-up of a salon. (management skills, updated equipment, and record keeping skills) **Tunica Site** First drafts of business plans were not clear or well-organized. Students were given mock business plan formats to complete for practice. Students were given additional time for writing business plans. Students' writing skills improved.

| Oral Communication | | Student/Client Rubric | 70% of students presenting oral client consultations will score 85 or above using rubric and oral consultation evaluation. | **Campus Day**
8 of 8 met standard = 100%

Campus Evening
12 of 15 met standard = 80%

Tunica Site
 11 of 11 met standard = 100% | **Campus Day**
Past assessment results indicated the following:
1. Students required more lab time in order to improve communication skills.
2. Students required more mock demonstrations   on how to consult with clients.
Present evaluations indicated that student's oral communication skills were improved.

Campus Evening
Repeated practices were conducted using student-to-student clients.   Consultations with live clients were also used to determine needs as related to client's services.
Students were able to determine what the client needed and what services they were able to give to the client by continuous practice using the student-to-student method and student-to-teacher method.

Tunica Site
Students lacked communication skills. Additional practice time for communicating with clients was done during lab. Students were allowed to practice consultations with each other. Consultations with live clients were also used to determine needs as related to client's services.
Students were able to determine what the client needed and what services they were able to give to the client by continuous practice using the student-to-student method and student-to-teacher method |
| | **Competency Area** | | | | |

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Occupational Skills In Cosmetology	4. Upon completion of the Cosmetology Program, students will be able to demonstrate basic manipulative skills in the areas of hair, skin, and nails for entry-level cosmetologists.	Instructor performance evaluation checklist.	At least 70 % of students will perform mock clinical skills in areas of the hair, skin, and nails procedures according to criteria of the Mississippi State Board of Cosmetology procedure checklist.	**Campus Day** 8 of 8 met standard = 100% **Campus Evening** 13 of 15 met this standard = 87% **Tunica Site** 8 of 11 met this standard = 85%	Campus Day Based on past results, students scored higher on hair procedures than skin and nail procedures. Although 100% of students met this standard, the present evaluation/assessments indicated: 1. Students focused more on hair procedures because nail and skin procedures are not included in state board testing. 2. Students scored higher in areas of their personal interests. 3. Students were given additional skills in the areas that indicated less interest.
		Mississippi State Board of Cosmetology procedure checklist.	At least 70% of students will score at least 85 out of a possible 100 on the Mississippi State Board procedure checklist.	**Campus Day** 8 of 8 met standard = 100% **Campus Evening** 13 of 15 met this standard = 87% **Tunica Site** 8 of 11 met this standard = 85%	**Campus Day** Increased number of project skills sheets were used with each student. Also, lab test and mock services were performed to continue to improve in the area. The students were able to take practice online test and additional written test. The results promoted well-trained professionals to enter the industry. **Tunica Site** Students required more practice work in thermal and nail service procedures. Students were allowed to practice on manikins and each other. The two students that did not meet this standard were given one on one instruction and practice with instructor. Increased number of project skills sheets were used with each student. Also, lab test and mock services were performed to continue improvement in the area. *50*

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Follow Universal Precaution in Lab to Prevent transmitting Infection	**5. Upon completion of the Cosmetology Program, students will be able to perform services using universal precautions.**	(1) Observation checklist which includes the following skills: hand washing, wearing gloves, and properly handling and disposal of products contaminated by blood or other body fluids.	At least 70% of the students evaluated with the observation checklist will perform services utilizing the standards precautions.	**Campus Day** 8 of 8 met standard = 100% **Campus Evening** 12 of 813met standard = 92% **Tunica Site** 11 of 11 met standard = 100%	**Campus Day** Based on past assessment results, faculty determined the following: 1. Students should be tested periodically on universal precautions. 2. Students should be given more lab practice on universal precautions before practicing live work. 3. Universal precaution measures have been added on live work procedures. **Campus Evening** Increased testing and practicum on knowledge of sanitation, disinfecting and sterilization procedures to include manicure tables, footbath, equipment and implements were implemented to help students accomplish outcome. The students completed research on products used to prevent the spread of disease.
		2)Universal Precautions written examination	At least 80% of the students will pass the universal precautions written examination.	**Campus Day** 8 of 8 met standard = 100% **Campus Evening** 12 of 13 met standard = 92% **Tunica Site** 8 of 11 met standard = 80%	**Tunica Site** Students were not observant of universal precautions during live work procedures on each other. These results indicated that more practice work should be done before students are allowed to give services to the public. Students improved in this area because of interest to perform on public clients. Increased testing and practicum on knowledge of sanitation, disinfecting and sterilization procedures to include manicure tables, footbath, equipment and implements were implemented to help students accomplish outcome. The students completed research on products

					used to prevent the spread of disease.

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Workforce Readiness	6. Upon completion of the Cosmetology Program, the student will be able to conduct services in a safe environment.	1)Safety Standards Checklist	At least 70% of the students evaluated with the observation checklist will perform services according to the safety standards checklist.	**Campus Day** 6 of 8 met standard = 75% **Evening Campus** 15 of 15 met standard = 100% **Tunica Site** 11 of 11 met standard = 100%	**Campus Day** Students required more safety observation from faculty during lab work. Students showed more safety awareness when instructor was present in lab during services. The two students that did not meet the standard were given more practice time on manikins than live work. Student's safety awareness was increased with practice. Students were given practice test on safety. Students scored 85 or above on the test. **Evening Campus and Tunica Site:** The checklist allowed students to be better prepared in the salon for the safety of their clients. Repeat use of the checklist helped student retain knowledge better and helped to maintain the proper objectives for demonstrating safety in the workplace.
		2)Performance Checklist	70% of students will score at least 85 out of possible 100 points on the safety test.	**Campus Day** 6 of 8 met standard = 75% **Evening Campus** 15 of 15 met standard = 100% **Tunica Site** 11 of 11 met standard = 100%	

Academic Attainment	**Program performance measure: Upon completion of the Cosmetology Program the student will demonstrate an increase in academic attainment on the TABE Test.**	TABE Pretest and Posttest Scores	70% of the students will show an increase in academic attainment on the TABE post-test compared to the TABE pre-test scores.	Campus Day, Evening and Tunica 8 of 8 = 100%	Students showed an increase in scores. Students received remediation from special populations during the school year. Additional reading and writing assignments have been implemented into the curriculum.

CULINARY ARTS
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Culinary Arts Program is to prepare students for entry-level employment in culinary arts careers. The Culinary Arts Technology concentration provides a solid foundation in the methods and science of cooking through exposure to classical, American, and international cuisine, as well as the art of baking and pastries. Special emphasis is placed on culinary tools, equipment, techniques, and specialty ingredients.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Culinary Arts Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>CULINARY ARTS</u>
2008-2009 Program EVALUATION PLAN

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Culinary Arts Technology (CUT)	1.Upon completion of CUT, students will be able to demonstrate safe food handling and preparation techniques	• ServSafe Examination • Mississippi CPAS Occupational Test: Cluster 2: Sanitation and Safety • Laboratory observation checklist	• 75% of student completers will receive the ServSafe certification. • 75% of student completers will score basic (50%-69%) performance level on Mississippi CPAS Occupational Test: Cluster 2: Sanitation and Safety • 75% of student completers will master 80% of the safety and sanitation techniques listed on the laboratory observation checklist.	• 6 of 13 students met the standard • 3 of 3 students met the standard • 12 of 13 students met the standard	• As a result of sanitation licensure examination results, it was determined that more emphasis should be placed on the importance of good personal hygiene and workplace safety. In an effort to improve student learning, team teaching techniques and the inclusion of lecture series by trained health-care professionals were employed. • **Mississippi CPAS Occupational Test: Cluster 2: Sanitation and Safety Scores** Student 1 -66.67% Student 2 – 100% Student 3 – 66.67% • **Checklist Scores** Student 1 – 94% Student 2 – 80% Student 3 – 81% Student 4 – 90% Student 5 – 78% Student 6 – 84% Student 7 – 89% Student 8 – 89% Student 9 – 95% Student 10 – 91% Student 11 – 93%

					Student 12 – 83%
					Student 13 – 80%

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Culinary Arts Technology (CUT)	**2.Upon completion of CUT, students will be able to demonstrate volume food preparation techniques**	• Mississippi CPAS Occupational Test: Cluster 3: Restaurant and Catering • Guest Satisfaction Surveys	• 75% of students will score basic (50%-69%) performance level on MS-CPAS cluster 3 • 75% of guests surveyed will rate food quantity as "sufficient" on the guest satisfaction survey.	• 3 of 3 students met the standard • 150 of 150 met the standard	• As a result of MS CPAS and guest satisfaction results, it was determined that more emphasis should be placed on reading comprehension, culinary mathematics, and test-taking strategies. Students were scheduled for one-on-one instruction in the Related Studies laboratory for reading and mathematics. • **Mississippi CPAS Occupational Test: Cluster 3: Restaurant and Catering Scores** Student 1 – 81.82% Student 2 – 63.64% Student 3 - 63.64%

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Culinary Arts Technology (CUT)	3.Upon completion of CUT, students will be able to construct a detailed resume, cover letter and portfolio and complete an application for employment.	• Faculty/Industry panel review of submitted materials	• 90% of students will score satisfactory (80 points out of a possible 100) in the panel review of their prepared resumes, cover letters and portfolios.	• 13 of 13 students met the standard	• As a result of mock interview scores, it was determined that more emphasis should be placed on oral communication and interviewing skills. To strengthen oral communication skills, the instructor assigned topics for oral presentations to each student. Additionally, presenters from the WIN Job Center and Tri-County Workforce Alliance held seminars on professionalism and secrets to a successful interview.
		• Mock Interview	• 75% of students will score "competent" (75points out of a possible 100) on the mock interview rubric	• 10 of 13 students met the standard	
		• Peer Evaluation	• 75% of students will score "qualified" (75 points out of a possible 100) on the peer evaluation rubric.	• 7 of 13 met the standard	

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Culinary Arts Technology (CUT)	**4.Upon completion of CUT, students will be able to design a menu, create a work schedule, utilize cost controls to determine menu pricing and provide quality guest services/customer relations.**	• Mississippi CPAS Occupational Test: Cluster 4: Division Management and Supervision • Written/Practical Examinations • Guest Satisfaction Surveys	• 75% of student completers will score basic (50%-69%) performance level on Mississippi CPAS Occupational Test: Cluster 4: Division Management and Supervision • 75% of students will master 75% of the material presented on the menu planning/dining room management written/practical examinations • 75% of guests surveyed will guest services/customer relations as "satisfactory" on the guest satisfaction survey.	• 1 of 3 student completers met the standard • 10 of 13 students met the standard • 150 of 150 met the standard	• In response to the MS-CPAS scores, it was determined that more emphasis should be placed on the principles of hospitality supervision and dining room management. To strengthen managerial skills, professionals from the Mississippi State Extension Service conducted professional development seminars on budgeting, team building, and conflict resolution. Additionally, guest chef Gerry Stanford offered a seminar on creative menu design. • **Mississippi CPAS Occupational Test: Cluster 4: Division Management and Supervision Scores** Student 1 – 50% Student 2 – 16.67% Student 3 – 0%

DEVELOPMENTAL STUDIES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Developmental Studies Program is to provide the learning experiences and support services that allow underprepared students to acquire the academic skills needed to be successful in college level coursework. The Developmental Studies Program is designed for students who require remedial instruction in reading, language, or mathematics in order to maximize their potential. This program assessment plan evaluates students who are enrolled in developmental classes due to deficient ACT or placement test scores.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Developmental Studies Program has adopted the following goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

DEVELOPMENTAL STUDIES
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Written Communication	1. Upon completion of the English Developmental Studies course, students will be able to demonstrate effective skills in grammar, usage, and sentence structure.	Pre and Post Tests	Students will score a minimum of 70% each on the Post Test	Pre-Test N=720 responses 461 out of 720 (64%) Post Test N-720 594 out of 720 (82.5%)	Engaged students in peer tutoring Devised student-led question-answer sessions
Written Communication	2. Upon completion of the English Developmental Studies course, students will demonstrate effective composition skills.	Written Performance Assessment Rubric with the following criteria: word usage, grammar and sentence skills, and the writing process	At least 70% of the students evaluated will score very good, good or fair on the written communication rubric	Rubric for ENG 1013 N=20 Met standard: 16 (80%) Didn't meet standard: 4 (20%)	Conferred with students one-on-one about outline Allowed students to proofread each other's compositions
Reading Comprehension	3. Upon completion of the Reading Developmental Studies course, students will demonstrate effective use and understanding of designated vocabulary in college-level readings.	Pre and Post Tests	Students will score a minimum of 70% each on the Post Test	Pre-Test N=720 responses 399 out of 720 responses (55.42%) Post Test N=720 responses 565 out of 720 (78.47%)	Involved students in word association games and activities Decoded words with emphasis on prefixes, suffixes, roots, etc.
Reading Comprehension	4. Upon completion of the Reading Developmental Studies	Reading Performance Assessment Rubric with the following criteria:	At least 70% of the students will score exceptional, above average, and average on the	Rubric for REA 1103 N=15	Used question-answer sessions on readings Required students to write

	course, students will demonstrate improved reading comprehension skills.	word recognition in passages and interpretation of passages	reading comprehension performance rubric	Met standard: 11(73.33%) Didn't meet standard: 4 (26.67%)	summaries and analyzes
Mathematical Reasoning	**5. Upon completion of the Mathematical Developmental Program, students will demonstrate mastery of skills required to be successful in college-level math courses.**	**Pre and Post Test**	**Students that score at least 70% or more on the pre-test, should score higher on the post-test at the end of the semester in comparison to their pre-test scores.**	**Pre-Test N=720 responses 459 out of 720 (63.75%)** **Post-Test N=720 responses 605 out of 720 (84%)**	**Curriculum was redesigned based on data analysis from pre-evaluations and ACT scores. Students not scoring at least 70% were enrolled into fundamentals, beginning, or intermediate algebra classes. A learning styles survey was administered to aid instructors in preparing lesson instruction that will encompass all learning styles represented.**
Mathematical Reasoning	**6. Upon completion of the Mathematical Developmental Program, students will demonstrate mastery of required skills to be successful in college-level math course**	**Mathematical Assessment Rubric will gauge the following: understanding of the problem, appropriate use of information, application of procedures and representation of analysis**	**At least 70% of students evaluated will score excellent, good, fair or poor according to the mathematical reasoning performance evaluation rubric.**	**MAT 1103** **N=54** **Met Standard: 43 (79.62%)** **Didn't Meet Standard: 11 (20.38%)**	**Skills that were not mastered were re-taught using peer tutoring and MyMath Lab online tutorial as reinforcement. Students are to schedule follow up conferences with the instructor after completing the online tutorial. Manipulative were used to address various learning styles.**

EMERGENCY MEDICAL TECHNICIAN-BASIC
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Emergency Medical Technical Program is to prepare students for employment as Emergency Medical Technologists in a medical transport facility or agency.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Emergency Medical Technologist Program has adopted the following institutional goals: provide career and technical education that prepares students to enter the job market successfully; provide innovative learning opportunities utilizing emerging instructional technology; and plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.

PROGRAM NAME: <u>EMERGENCY MEDICAL TECHNICIAN</u>
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N% (actual results)		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
EMT Basic Care	Upon completion of the Health Science Emergency Medical Technician Program, students will be able to apply knowledge and skills during EMS operations to clients in emergency situations. Upon completion of Emergency Medical Technician Program, students will be able to pass a MOCK EMT-B credentialing exam. Upon completion of the Emergency Medical Technician Program, students will be proficient in computerized test taking.	Mock examinations for the EMT-Basic Curriculum Observation Checklist for Emergency Runs National Registry of Emergency Medical Technician Exam – Basic Level Successfully navigating computerized test.	At least 70% of the students will pass the Final Computerized Mock credentialing EMT Examination. At least 70% of the students will perform satisfactory during the required five emergency runs. At least 70% of the students will pass the National EMT-B exam on the first try.	8 5	8 0	100% 0%	The students were given a practice exam to improve test scores. Remediation was also implemented for students. Scheduled meeting with state director to address the issue with students failure of newly computer-based exam. Planned more computer-based training for students since the national test is now computerized. Action Plan: 1. Make all classroom examinations computerized and standardized. 2. Make the Final Exam a MOCK EMT exam based on the credentialing exam. 3. Implement an EMT Exam Test Review that will be opened to all former graduates.

COLLEGE-LEVEL GENERAL EDUCATION PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Purpose:
The College-Level General Education Institutional Effectiveness Plan is designed to evaluate and measure student learning outcomes from Coahoma Community College's general education core.

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Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the College-Level General Education Program has adopted the following goals: provide the first two years of college/university parallel programs; provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; provide innovative learning opportunities utilizing emerging instructional technology; and plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.

COLLEGE-LEVEL GENERAL EDUCATION PROGRAM
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Written Communication	1. Upon completion of the general education core, students will be able to write a clear, well-organized composition and research paper using appropriate documentation.	Language Arts Department Social Science Department	Research Paper and Composition Grading Rubrics.	At least 85% of the total compositions reviewed from Composition II will receive an average score of 70% on the composition rubric. At least 85% of the total research papers reviewed from general psychology will receive 70% on the research paper rubric.	**ENG 1113** **N = 96** **# Met Standard:** **74 (77.08%)** **# Failed Standard:** **22 (22.96%)** **PSY 1513** **N = 70** **# Met Standard:** **39 (55.71%)** **# Failed Standard:** **31 (44.29%)**	The English and Foreign Languages faculty used results of assessment by improving instruction. The following writing process steps are now being taught in all Composition courses: Steps of the Writing Process 1) Brainstorming 2) Outlining 3) Organizing Ideas 4) Writing the Final Draft 5) Proofreading Psychology faculty focused more instructional time on providing a thorough discussion of the APA format, as well as devoting instructional time to topic development and research topics. Instructors also noted that the current writing rubric should he revised to improve the assessment of student learning. A revised rubric was developed for the 2009-10 assessment period.
Oral Communication	2. Upon completion of the general education core, students will be able to construct and deliver a clear, well-organized oral presentation.	Language Arts Department Health and Physical Education Department	Oral Presentation Grading Rubrics	At least 85% of the total oral communication samples will receive an aggregate score of 70 out of 100 possible points on the oral presentation. 85% of the total physical education samples will receive a	**HPR 1121** **N = 99** **# Met Standard:** **19 (19.19%)** **# Failed Standard:** **78 (78.79%)** **SPT 1113** **N = 67** **# Met Standard:**	In reviewing the results of the assessment of oral communication in HPR 1121, it was found that data may be skewed because of misinterpretation of the correct usage of the rubric. In making use of assessment results, HPER faculty participated in professional development centered around assessment and rubric use. Oral communication faculty have made the following corrective measures to raise

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
				score of 70.	**41 (61%)** **# Failed Standard:** **26 (39%)**	the level of student success with oral presentations: increasing the time allowed to prepare for each speech; increasing the number of exercises on each aspect of delivery; continuing to review previous chapters covered as reinforcement; and incorporating more role playing exercises.
Information Literacy	**3. Upon completion of the general education core, students will be able to demonstrate proficiency in using library learning resources.**	Language Arts Department Business and Computer Information Systems Department	Quality of Research Checklists	At least 85% of the total discipline-specific research reports reviewed will receive an average score of 70 out of 100 possible points on the quality of research checklist	**ENG 1123** **N = 85** **# Met Standard:** **68 (80%)** **# Failed Standard:** **17 (20%)** **CSC 1113** **N = 78** **# Met Standard:** **65 (83.33%)** **# Failed Standard:** **13 (16.67%)**	Based on the results of the Spring 2009 assessment of Information Literacy in Composition II classes, instruction was improved in the area of parenthetical citations within the text of the research paper; correct documentation of sources in APA and MLA styles, especially on bibliography pages; and correctly formatting the research paper using an appropriate style. Computer Information Systems faculty utilized the results of the Fall 2008 assessment to improve instruction in the area of using electronic resources and applying technology to assist students with correctly citing resources (using Microsoft Word 2007).
Technology Usage	**4. Upon completion of the general education core, students will be able to identify and use appropriate computer applications.**	Social Science Department Math and Science Department Business and Computer Information Systems Department	Technology Performance Checklists for the research reports and oral presentations.	At least 85% of presentations reviewed will receive an average score of 70 out of 100 possible points on the technology performance checklists.	**BIO 1143** **N = 75** **# Met Standard:** **59 (78.67%)** **# Failed Standard:** **16 (21.33%)** **CSC 1113** **N = 85** **# Met Standard:** **70 (82.35%)** **# Failed Standard:** **15 (17.64%)**	Faculty used the results of the Fall 2008 assessment to improve the instruction of PowerPoint skills, specifically addressing choosing an appropriate background, use of graphics, and improving the content and accuracy of information included in presentations. Based on the results, the presentation of PowerPoint to Computer Concepts was enhanced to place stronger emphasis on the importance of presentation development and the appropriate use of graphics. The technology rubric developed by the faculty was identified as requiring revision.

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					HIS 1123 **N = 63** **# Met Standard:** **42 (66.67%)** **# Failed Standard:** **21 (33.33%)**	Faculty noted that students learn best by thinking about what they are doing. After scoring each of the student's Power Points using the rubric, a copy of the rubric and the PowerPoint presentation was returned to the student to view deficiencies. As a class, these PowerPoint presentations were presented by volunteers. Students were able to better understand how their scores were calculated as well has how to improve their PowerPoint presentations in the future. This practice has been found to be successful and will be ongoing.
Problem Solving	**5. Upon completion of the general education core, students will be able to use mathematics and science reasoning to solve problems.**	Math and Science Department	Performance Criteria Checklists. Embedded Test Questions	At least 85% of the total individual problem-solving projects reviewed will receive an average score of 70 out of 100 possible points on the problem solving rubric. At least 85% of students will answer college algebra embedded test questions with 70% accuracy.	**PHY 2243** **N = 25** **# Met Standard** **18 (72.00%)** **# Failed Standard** **7 (28.00%)** **MAT 1313** **N = 79** **# Met Standard** **56 (70.88%)** **# Failed Standard** **23 (29.11%)**	Based on the assessment results, Physical Science faculty reviewed the steps of the problem solving process, focusing more on individual one- on- one question and answer sessions to help students grasp the problem solving process. These sessions helped students achieve the desired result in problem solving. As a result of the assessment data, College Algebra faculty developed a placement scale based on ACT scores to augment the student's skill level in mathematics. In addition, a decision to include additional problem solving exercises using MyMathLab to enhance problem solving was made.
Historical and Cultural Awareness	**6. Upon completion of the general education core, students will be able to analyze how history and culture affect society.**	Fine Arts Department Social Science Department	Cultural Awareness Grading Rubric Embedded Questions	At least 85% of the total social science assignments reviewed will receive an average score of 70 out of 100 possible points on the cultural awareness rubric.	**HIS 2213** **N = 14** **# Met Standard:** **50 (50%)** **# Failed Standard:** **50 (50%)** **MUS 1113** **N = 41** **# Met Standard (Q1):** **31 (75.6%)** **# Failed Standard (Q1):**	To help foster historical and cultural awareness, American History Students were required to write an essay in which they adopted the persona of a living person between 1620 and 1865. Although the students grasped the historical time period very well, deficiencies were identified in formatting and mechanics. These papers were reviewed after asking students to correct their errors. The corrective efforts will be continued as ongoing initiatives for enhancing student awareness.

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Historical and Cultural Awareness (continued)				At least 85% of students will answer embedded music appreciation problems with 70% accuracy.	10 (24.4%) **MUS 1113** **N = 41** **# Met Standard (Q2):** **29 (70.73%)** **# Failed Standard (Q2):** **12 (29.27%)** **MUS 1113** **N = 41** **# Met Standard (Q3):** **24 (58.53%)** **# Failed Standard (Q3):** **17 (41.47%)**	The results from the embedded test questions reveal that a small percentage of the students were unable to retain accurate information. The correct answers to the questions should have been ascertained from lectures given within approximately seven weeks. A decision was made by the music appreciation faculty to incorporate a timeline special project that will recap pertinent information before new chapters/lectures are introduced. This implementation should enhance students' retention of important information. If found to be successful, the practice will be adopted as ongoing.
				At least 85% of students will answer embedded art appreciation problems with 70% accuracy.	**ART 1113** **N = 30** **# Met Standard (Q1):** **21 (70%)** **# Failed Standard (Q1):** **9 (30%)** **ART 1113** **N = 30** **# Met Standard (Q2):** **21 (70%)** **# Failed Standard (Q2):** **9 (30%)** **ART 1113** **N = 30** **# Met Standard (Q3):** **28 (93.33%)** **# Failed Standard (Q3):** **2 (6.67%)**	Art Appreciation faculty utilized the results to improve the curriculum by creating a PowerPoint presentation concept for student paper and/or presentations; in addition, faculty have modified the curriculum to include more instruction on research materials.

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Critical Thinking	7. **Upon completion of the general education core, students will be able to demonstrate the ability to think critically about a problem and formulate possible conclusions and/or solutions as appropriate.**	English and Foreign Languages	Critical Thinking Rubric	At least 85% of the critical thinking assignments reviewed will receive an score of 70 out of 100 possible points on the critical thinking rubric.	**ENG 2233** **N = 24** **# Met Standard:** **8 (33.33%)** **# Failed Standard:** **16 (66.67%)** **ENG 2433** **N = 58** **# Met Standard:** **39 (67.24%)** **# Failed Standard:** **19 (32.76%)**	After reviewing the results of the Spring 2009 assessment of critical thinking, both American and World Literature faculty revised the rubric to clarify the process of evaluation, implemented a survey to gather information to discover other teaching strategies to improve student learning, and devised other strategies to improve interactive participation, such as debating and providing situations for peer teaching. All efforts found to be successful at enhancing critical thinking skills will be ongoing.

HOTEL & RESTAURANT MANAGEMENT TECHNOLOGY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Hotel & Restaurant Management Technology Program is to prepare students for entry-level employment in careers as managers/supervisors in the hospitality and tourism industry.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Hotel & Restaurant Management Technology Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>HOTEL & RESTAURANT MANAGEMENT TECHNOLOGY</u>

2008-2009 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Hospitality and Tourism Industry	1. **Upon completion of the HRT Program, the students will be able to trace the growth and development of the hospitality industry.**	CPAS Test for Hospitality and Tourism Management on the Hospitality Tourism Cluster #1	70% of students who take the exam will meet the basic performance level on the MS-CPAS	No students were tested this year.	**MS-CPAS Scores:** There are no results. Internet ready computers were added so more students could work in the classroom with instructor input.
	2. **Upon completion of the HRT Program, the students will be able to define service.**	Pre/Post Test	70% of the students will score 75% or higher on the Post Test compared to Pre-Test.	54% of student scored 75% or higher on Post Test.	Group study sessions were scheduled for students who needed it. Extra oral reviews were given by the instructor before post tests were given. Sample test questions were given to students to take home and review.
	3. **Upon completion of the HRT program, the students will be able to demonstrate an understanding of the background, context, and career opportunities that exist in the hospitality industry.**	Presentations evaluated using presentation rubric. Using computer application software to create reports and present findings to the class.	70% of students will score 75% or higher on this presentation.	61% of students scored 75% or higher on this presentation.	Students were given extra guided practice and time after class to work on reports and research information.

Hospitality Supervision	1. **Upon completion of the HRT Program, the students will be able to demonstrate proficiency in communication skills, leadership skills, and supervisory skills.**	CPAS Test for Hospitality and Tourism Management on the Hospitality Tourism Cluster #4	70% of students will meet basic(50%-69%) performance level score on the CPAS	No students were tested this year.	There are no results.
		State Delta Epsilon Chi Leadership Conference	70% of student participants will place in state competition	41% of student participants placed in state competition.	Students were assigned more real world activities such as case studies, scenarios and electronic tests.
	2. **Upon completion of the HRT Program, the students will be able to demonstrate proficiency in analyzing the management functions and roles.**	American Hotel and Lodging Educational Institute Exam	70% of students will score 70% or higher on the AH&LA exam	38% of student participants scored 70% or higher on the AH&LA	Students were given sample test question to take home and study to prepare for this exam. Students were remediated on supervisory skills and leadership skills on a weekly basis. Teacher assigned chapter study questions to be completed by students weekly.
Marketing Hospitality	1. **Upon completion of the HRT Program, the students will be able to apply concepts of the purchasing functions of hotel and/or restaurant management as well as a practical marketing plan for implementation.**	Field Project checklist	70% of students will score 75% or higher on the project checklist.	58% of students scored 75% or higher on the project checklist.	Students were given extra time in class to research this project. Deadline was extended.
		MS-CPAS for Hospitality and Tourism Management on the Hospitality Tourism Cluster #5	70% of students will meet basic(50%-69%) performance level score on the CPAS	There were no students tested this year.	There are no results.

	2. **Upon completion of the HRT program, the students will be able to develop a marketing plan at the unit level which includes a mission statement, well-defined objectives, and specific strategies and tactics by which to achieve those objectives.**	Students will take the NRAEF Marketing Hospitality Certification Exam.	70% of students will score 75% or higher on the Marketing Hospitality Certification Exam, taken during the Marketing Hospitality Course.	50% of students tested scored 75% or higher on the exam.	A decision was made to offer extra study sessions for the students who need them. Further, a two-day review session was administered by the instructor.
Restaurant and Catering Operations	1. **Students will be able to design a menu and a scaled restaurant facility, upon completion of the HRT Program.** 2. **Upon completion of the HRT Program, the students will be able to demonstrate the importance of the menu to food service operations, facility design, and cost standards.**	Menus graded with rubrics. Restaurant drawing evaluated using a checklist. **MS-CPAS** for Hospitality and Tourism Management on the Hospitality Tourism Cluster #3	70% of students will score 75% or higher on the menu rubric. 70% of students will score 75% or higher on the drawing checklist. 70% of students will meet basic(50%-69%) performance level score on the CPAS	70% of the students scored 75% or higher on the menu rubric. 80% of students scored 75% or higher on the drawing checklist. No students were tested this year.	Benchmarks were met. No action is necessary. To reinforce these skills, students visited local restaurants to study menu formats and styles. Further, students collected menus from some of the restaurants to get ideas on how to create their own menus. There are no results.

Sanitation and Safety skills	1. **Upon completion of the HRT program, the student will be able to demonstrate sanitation and safety skills to operate a food service establishment.**	Hospitality and Tourism Management on the Sanitation and Safety CPAS - Cluster #2.	70% of students will score at the basic performance level (50-69%) on the CPAS Test for Hospitality and Tourism Management on the Sanitation and Safety Cluster.	No students were tested this year.	There are no results.
		Student progress monitoring	70% of students will show measurable improvement from pre-assessment compared to mid-assessment.	85% of student showed measurable improvement from pre-assessment to mid-assessment.	The teacher administered diagnostic tests at mid-term to better assess the needs of the students and used this data for remediation.
	2. **Upon completion of the HRT program, the students will be certified in food handling sanitation.**	Students will take the NRAEF ServSafe Certification Exam.	70% of the students will score 75% on NRAEF ServSafe Certification Exam, taken at the end of the Sanitation and Safety Course.	67% of the students scored 75% or higher on the NRAEF ServSafe Certification Exam.	Students were remediated on sanitation and safety skills using video analysis, case studies and mock demonstration. A seminar and retest of exam were offered.

INDUSTRIAL MAINTENANCE MECHANICS PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

_Program Purpose and Description__:_
The purpose of the Industrial Maintenance Mechanics Program is to prepare students for entry-level employment as multi-skilled maintenance mechanics who are responsible for assembling, installing, and maintaining/repairing machinery used in the manufacturing process. Students receive basic instruction in a wide variety of areas including machinery installation, maintenance, and troubleshooting/repair; principles of hydraulics and pneumatics; basic welding and cutting operations; basic machining operations; fundamentals of piping and pipefitting; and fundamentals of industrial electricity.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Industrial Maintenance Mechanics Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>INDUSTRIAL MAINTENANCE</u>
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Industrial Safety	**1.Upon completion of the Industrial Maintenance Program, students will be able to follow proper general safety practices used in industries and shops.**	Safety Observation Checklist Safety Exit Exam MSCPAS Cluster 1(Tools and Mechanical Components)	At least 65% of the students completing the program will score 80% or above on the safety observation skills checklist. At least 65% of the students completing the program will score 80% or above on the safety exit exam. At least 70% of the students will pass the MSCPAS with at least a basic performance level (50% - 69%)	21 of 32 students the program scored above 80% of the safety checklist 100% of the students scored above 80% on the exam. Only 1 of the 3 students taking the Mississippi – CPAS made the 50-69%	Teaching strategy has changed to include more pop quizzes and a one-on-one check on safety measurement for check off.
Power Tool Applications	**2.Upon completion of the Industrial Maintenance Program, students will be able to demonstrate the safe and proper use of power tools including Piping and Hydro Testing**	Performance checklist MSCPAS Clusters 2 (Piping and Hydro-Testing) & 3 (Industrial Electricity)	At least 65% of the students completing the program will score 65% or above on the performance skills checklist. At least 70% of the students will pass the MS CPAS with at least a basic performance level (2) (50% - 69%)	30 of 32 students completed 75% of the performance check list. Only 1 of the 3 students taking the MS CPAS performed at an acceptable level on the MS CPAS on cluster 2 (Piping and Hydro-testing) and also on cluster 3 (Piping).	There is more concentration on the one-on-one study and study of the piping system to increase the knowledge and understanding. This has helped the students to understand and apply the principles when working in the Lab.
Blueprint & Sketching	**3. Upon completion of the Industrial Maintenance Program, students will be able to effectively interpret blueprints & sketches for troubleshooting machines, pumps, motors and electrical wires.**	MSCPAS Clusters 1 (Tools And Mechanical Components) & 4 (Welding)	At least 70% of the students will pass the MS CPAS with at least a basic performance level (50% - 69%)	Of the 3 Students taking the MS-CPAS, 2 students made 50-69% in cluster 1 (Tools and Mechanical Components)) and cluster 4 (Welding)	For instruction in this skill, individual attention for each student is needed. In making use of results, the one-on-one has been offered at a convenient time for the student. This has given the students a boost and further has enhanced their skill levels.

Math & Measurement	**4. Upon completion of the Industrial Maintenance Program, students will be able to demonstrate the proper use of measuring tools and math as it applies to the use of micrometers, calipers, dial indicators, etc.**	Exit Exam MSCPAS Cluster 1(Tools and Mechanical Components)	At least 65% of the students completing the program will pass the exit exam. At least 70% of the students will pass the MS CPAS with at least a basic performance level (50% - 69%)	32 students took the Math test in class with only 13 (41%) of those students scoring 70% or above in their fractions. On their MS-CPAS 100% of the 3 students made the 50-69% basic for cluster 1 (Tools and Mechanical Components).	The deficiency has been identified to be in performing operations with fractions. In using assessment results, additional practice and instruction in fractions has been added in the program.
Precision Machine Operations	**5. Upon completion of the Industrial Maintenance Program, students will be able to demonstrate the safe and proper use of an engine lathe.**	MSCPAS Cluster 2 (Piping and Hydro-testing)	At least 70% of the students will pass the MS CPAS with at least a basic performance level (50% - 69%)	8 of 32 students returned for completion but only 3 of those took the Mississippi-CPAS. One of the three (33%) achieved the 50 – 69% (basic) score.	In making use of results, instruction was changed to include more concentration on the study of machine set-up and part description. This gave the students a broader understanding of the machine and its operation.

MEDICAL BILLING AND CODING TECHNOLOGY TWO-YEAR PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Medical Building and Coding Two-Year Program is to prepare students for entry-level employment in physician offices, hospitals, outpatient facilities, mental health clinics, nursing home facilities, and insurance companies.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Medical Billing and Coding Two-Year Program has adopted the following institutional goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>MEDICAL BILLING AND CODING TECHNOLOGY</u>

2008-2009 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Code Assignment	**1. Upon completion of the Medical Billing and Coding Technology program, the students will be able to abstract information from source documents to determine appropriate diagnoses and procedures assignment.**	1. Clinical Classification Content Area of CCA exam Domain 3using case studies and coding scenarios.	1. 75% of students will pass Clinical Classification Content Area of CCA exam Domain 3.	1. 5 out of 8 students (62.5%) were able to abstract pertinent information from case studies and coding scenarios.	1. Results were used in the determination to make adjustments in case study and coding scenario selection. Further, a decision was made to to place stronger emphasis on official coding guidelines in pre-requisite courses and in the current course.
		2. Medical Billing and Coding Checklist, Advanced Coding Section, numbers 1.	2. 75% of students will pass Medical Billing and Coding Checklist, Advanced Coding Section, numbers 1.	2. 5 out of 8 (62.5%) students were able to assign the appropriate codes according to official coding guidelines.	
	2. Upon completion of the Medical Billing and Coding Technology program, the students will be able to assign the appropriate code(s) to the highest level	1. Directed Practice Coding Evaluation, Page 10, Item 7.	1. 80% of students will pass Directed Practice Coding Evaluation, Page 10, Item 7.	1. 4 out of 4 students sequenced codes appropriately on Directed Practice.	2.- A decision was made to place stronger emphasis on sequencing in pre-requisite courses and in the current course. Further improvements include administering the practice at different intervals through the semester and establishing more Direct Practice sites and introducing students to Encoders.
		3. Practice National CCA Exam, Clinical Classification Area, Domain 3. 4.	2. 75 % of students will pass Clinical Classification Area, Domain 3 of National CCA Exam.	2. 4 out of 8 students successfully passed practice CCA exam.	

Billing Process	**1. Upon the completion of the Medical Billing and Coding Technology program, the students will be able to identify and investigate health plan payment denials.**	1. Passing Medical Billing and Coding Checklist, Medical Insurance Billing Section, number 2.	1. 80% of students will pass Medical Billing and Coding Checklist, Medical Insurance Billing Section, number 2.	1. 6 out of 7 students (85%) were able to determine the source of various charges.	1. Benchmark was met, but instructor decided to include additional instructional material and provide a larger variety of case scenarios to enhance instruction.
Identify Medical Terms	**Upon completion of the Medical Billing and Coding Technology Program, the student know medical terms related to body systems.**	1. CD exercises. 2. Pre and Post test	1.75% of students will pass CD exercises. 2. 75% of students will pass Pre and Post test.	1. 12 out of 15 students (80%) passed CD exercises. 2. 12 out of 15 students (80%) passed Pre and Post test.	1. The benchmark was met, but instructor decided to enhance instruction by implementing an online companion to help students learn terms. Further, the instructor asked for a projector and computer(s) so that additional supplemental aids could be utilized.
Health Record Content and Structure	**1. Upon completion of the Medical Billing and Coding Technology program, the student will be able to recognize and understand the content of health records in various healthcare settings**	1. Practice CCA Exam, Data Records and Content, Content Area, Domain 1.	1. 80% of students will pass Data Records and Content, Content Area, Domain I of National CCA Exam.	1. 8 out of 13 students (62%) passed practice National CCA Exam, Data Records and Content Area, Domain I.	1. Instructor decided to utilize lab time more effectively. Additionally, the instructor decided to schedule field trips to various health care organizations and bring in speakers who work in health information management.
Problem Management Conflict Resolution	**1. Upon completion of the Medical Billing and Coding Technology program, the students will be able to apply problem solving and conflict resolution skills to given case studies.**	1. Pre and post test.	1. 80% of students will pass Pre and Post test.	1. 4 out of 7 students (57%) passed the chapter(s) pre and post test.	1. The instructor decided to introduce various teaching methodologies to meet each student's learning style(s). The instructor also decided to give more outside class assignments.

		2. Practice RMA, Part I, E and CMA, Part I, D exam(s).	2. 75% of students will pass RMA (AMT) Practice Exam, Part I, E and CMA (AMT) Practice Exam, Part I, D.	2. 4 out of 7 students (57%) passed RMA (AMT) Practice Exam, Part I, E and 4 out of 7 students passed CMA (AMT) Practice Exam, Part I, D.	Instructor decided to request computers and have them installed so that students were able to take Practice exams electronically.
	2. Upon completion of the Medical Billing and Coding Technology program, the students will be able to interpret legal and ethical responsibilities of office personnel.	1. Passing RMA (AMT) Practice Exam, Section I, A and D.	1. 75% of students will pass RMA (AMT) Practice Exam, Section I, A and D.	1. 4 out of 7 students (57%) passed the Practice RMA (AMT), Section I, A and D exam.	Instructor decided to place greater emphasis on Section I, A and D of the Practice RMA (AMT) exam and concentrate on test taking strategies.

MEDICAL OFFICE TECHNOLOGY DEGREE PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Medical Office Technology Program is to prepare students for entry-level office positions in hospitals, doctors' offices, health clinics, insurance companies, and other health-related organizations. Students will develop skills using medical terminology, accounting, transcription, coding, and computer software applications.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Medical Office Technology Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>MEDICAL OFFICE TECHNOLOGY</u>
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standars or Benchmarks	Assessments Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Communication	**1**. Upon completion of the Medical Office program, the student will be able to compose written documents effectively.	1. Medical business Documents: medical memos and letters samples rubric	1. At least 70% of students will score 75% or above on medical business document grading rubric.	1.Twenty-one students composed medical business documents: memos, and letters. 18 students out of 21 (86%) students met the standards on letters and memos.	1.To increase student performance on the student learning outcome the instructor made a decision to incorporate peer tutoring and writing practice activities.
	2. Upon completion of the Medical Office Program, the student will be able to interpret usage of medical terminology effectively.	2a. Medical office simulation modules activities.	2a. At least 70% of students will scores 75% or above on the Medical office simulation modules activities.	2a.Twenty-one (100%) students met the standards on the Medical office simulation modules activities.	2. To enhance MSCPAS scores, students were given a practice assessment to help prepare for the exam.
		2b. MSCPAS/ Communication Cluster 2	2b. Students will score basic (50%-69%) or above on MSCPAS Cluster 2	2b. Nine student took the MSCPAS and 8 out 9 students met the standards of the score basic (50%-69%) on MSCPAS Cluster 2	
Management and Operation of the Computer	**3. Upon completion of the Medical Office Technology program the student will demonstrate proficiency in managing and operating the computer.**	3A. Computer performance skills rubric	3A.. At least 70% of students will score 70% or above on the Computer Performance Skills Checklist	3A.Fourteen students completed the performance skills checklist. 14 students of 14 (100%) met standards on Performance skills checklist.	• All three benchmarks were met. No action necessary.
		3B. Office Professional Trainee Evaluation rubric	3B. At least 70% of students will score 75% or above on the Employee Evaluation - Supervised Workplace Experience rubric.	3B. Seven student completed the Office procedures Internship. 6 out of 7 (85%) met standards the Office Professional Trainee Evaluation rubric	

		3C. MSCPAS/ Management and Operation of the Computer Cluster 1	3C. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 1.	3C. Eight students took the MSCPAS- Cluster 1 assessment. 7out of 8 (86%) met standards on standards MSCPAS- Cluster 1	
Word Processing	**4. Upon completion of the Medical Office Technology program, the student will be able to utilize a word processing software package to create, format, and edit various Medical documents with speed and accuracy.**	4A. Business Document Grading Rubric 4B. Document Production Rating Form 4C. MSCPAS/Word Processing Cluster 3	4A. At least 70% of students will score 75% or above on the word processing skills application rubric. 4B At least 70% of students will select appropriate software and key three business documents with speed and accuracy in 60 minutes. 4C. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 3.	4A.Twenty-one students completed the word processing Business Document Grading Rubric. 19 out of 21 (90%) achieved standards listed on the Business Document Grading Rubric. 4B.Twenty-one students completed the business documents: 15 out of 21 (71%) achieved standards listed on the Document Production Rating Form. 4C. Eight students took the MSCPAS- Cluster 3 assessment. 7out of 8 (86%) achieved standards on standards MSCPAS- Cluster 3	Although the benchmarks were met, some actions were taken to enhance instruction. To increase student performance on the student learning outcome the instructor gave a student assignment in which students collected five different types to documents to share with classmates with students working in teams to evaluate the documents. Further, to increase students word processing skills the computer lab remains open two extra hours daily to accommodate students who do have access to a computer away from school.
Financial Application	**5. Upon completion of the Medical Office Technology Program, the student will be able to demonstrate knowledge of medical accounting concepts.** **6.Upon completion of the Medical Office Technology Program, the student will be able to apply appropriate billing codes to patient's records.**	5. Business math student work samples 6A. Office Professional Trainee Evaluation rubric	5. At least 70% of students will score 75% or above on the medical billing concepts assessment 6A. At least 70% of students will score 75% or above on the Employee Evaluation - Office Professional procedures	5. Twenty-two students completed work samples for business math 18 out of 22 (82%) students met the standards on the collections of student work samples. 6A.Seven student completed the Office procedures Internship. 6 out of 7 (86%) met the standards listed on the Office Professional Trainee Evaluation rubric	5. Benchmark was met. No changes necessary. 6. To increase student performance on the student learning outcome the instructor made a decision to: • Spend additional

Overall Academic Attainment of Program Students	Upon completion of the Medical Office Technology program the student will demonstrate academic attainment in reading, math and language.	6B. MSCPAS/ Financial Application Cluster 4	6B.At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 4	6B.Eight students took the MSCPAS/ Financial Application Cluster 4 assessments. 5students out of 8 students (62.5%) achieved standards on MSCPAS Cluster 4	time reviewing the basic math skills. • Encourage students to go to computer math lab for addition self help. • Offer tips on test-taking skills
		TABE pre and post test	70% of the students will show an increase in academic attainment on the TABE post-test compared to the TABE pre-test scores.	9 out of 9 (100%) students met standard on the TABE post test.	Standard was met. Nine students earned an Associate of Arts degree. Six are employed in field trained areas. Two are continuing education in field related area.

PHLEBOTOMY
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Phlebotomy Program is to prepare students for employment in the healthcare workplace in both non-invasive cardiology as an EKG technologist and in the Laboratory as a phlebotomist.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Phlebotomy Program has adopted the following institutional goals: provide career and technical education that prepares students to enter the job market successfully; provide innovative learning opportunities utilizing emerging instructional technology; and plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.

ALLIED HEALTH PHLEBOTOMY
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Core Knowledge	Upon completion of the Phlebotomy Program, students will be able to demonstrate a basic knowledge of Phlebotomy and EKGs	1. Classroom assignments/test 2. Laboratory competency check offs 3. Clinical Procedures check offs	1. 70% students will achieve 80% or better average on classroom assignments/test 2. 70% will complete all laboratory check offs 3. 70% will complete clinical check offs	1. 86% students had an average grade of 80% or better on classroom assignments/test. 2. 100% completed laboratory check offs 3. Beginning clinical rotations, clinical check offs to be assessed.	Benchmarks were met. The following observations and resulting actions were made: 1. Entering students into the phlebotomy program had an average reading comprehension and math skills at 10th grade level according to the TABE test. For this reason, the 1st 3 meetings of the class was dedicated to remedial reading and math skills. 2. Also evaluated additional course materials for readability to assist students. 3. Added a note taking and reading outline lecture.
Clinical Competency	Upon completion of the Phlebotomy Program, students will be able to work independently in the phlebotomy field.	1. Laboratory competency check offs 2. Clinical procedures check offs 3. Completion of 120 sticks in the clinical rotations 4. Completion of 120 clinical clock hours in the clinical rotations	1. 70% students will successfully complete all laboratory check offs 2. 70% students will successfully complete all clinical check offs	1. 100% students completed all required laboratory check offs 2. 100% students completed all required clinical check offs 3. 100% completed 120 sticks 4. 100% completed 120 clock hours	Benchmarks were met. Monitoring will be continued in assuring that the assessments are adequate for measuring whether students are sufficiently prepared to work independently.

Written Communication	Upon completion of the Phlebotomy Program, students will be able to write a clear, well-organized resume using appropriate documentation.	Faculty 1. The students were also assigned a resume to compile and write. Students were assessed with the resume rubric. Faculty The Phlebotomy faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.	At least 70% of the total resumes reviewed will receive an average score of 80 out of 100 possible points on the resume rubric.	The Phlebotomy Students met 100% of the set standard for producing a resume with an average score of 90%. Two drafts were submitted before the final resume was graded.	The benchmark was met with 100% of the class averaging above 70% after 2 drafts of the resume. Efforts will be continued to assure that students have attained adequate writing skills.
Information Literacy	Upon completion of the Phlebotomy Program, students will be able to demonstrate proficiency in using library resources by performing the following skills: a. use online computerized catalog to locate information; b. construct a basic keyword search to retrieve materials in a general electronic database;	Faculty The Phlebotomy faculty will assign occupational-specific assignment that require students to utilize the resources available through the institution's Library and Learning Resources Center.	At least 70% of the total occupational-specific assignments reviewed will receive an average score of 80 out of 100 possible points on the quality of research checklist.	The Phlebotomy Students met 100% of the set standard for Information Literacy with an average score of 81% on internet resource assignment.	The benchmark was met with 100% of the students obtaining greater than 70% on the assignment. The assignment will be refined to measure student attainment of other key research skills.

Technology Usage	Upon completion of the Phlebotomy Program students will be able to demonstrate proficient technology skills.	**Faculty** The faculty will assign at least one occupational-specific project that require students to be proficient in using the Internet and in applying appropriate computer applications.	At least 70% of the total oral presentations reviewed from Phlebotomy class will receive an average score of 80 out of 100 possible points on the technology performance criteria checklist for oral presentations.	The Phlebotomy students met 100% of the Technology Usage Proficiency.	Benchmark was met. The assignment was deemed beneficial for students and will be continued with monitoring.
Overall attainment of Occupational Skills	Upon completion of the Phlebotomy Program, students will be able to demonstrate proficient occupational-specific skills.	**Faculty** Faculty will submit the results of clinical evaluations demonstrating the student's ability to perform occupational specific skills.	The Phlebotomy students will pass the clinical competencies which are based on the minimal acceptable standards of industry, and complete a cumulative final exam with a minimum of 70%.	All 13 completed the clinical competencies. (100%)	The benchmark was met. Instructional strategies found valuable in the 2007-08 cycle will be continued in the 2008-09 cycle.

POLYSOMNOGRAPHY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Polysomnography Program is to prepare students for employment in a sleep-related breathing disorders laboratory or in a sleep disorders center as sleep technologists who performs sleep studies to assist physicians and treat patients with sleep disorders.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Polysomnography Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>POLYSOMNOGRAPHY</u>
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Attrition / Retention	**1. Upon completion of the Polysomnography Program, 70% of the students who started the program will complete the program**	Final Enrollment Rate	At least a 70% completion rate for the Polysomnography Program	Of the 10 students that started the program, 5 graduated (50%).	The primary cause was financial due to the fact that the cost of the program is $2,300 and there is no financial aid. We set up a payment plan but most were not able to keep to the plan.
Positive Placement	**2. Upon completion of the Polysomnography Program, students will obtain employment or continue their education within six months of graduation**	Graduates' Employment Rate	At least 70% of the graduates will obtain employment or continue their education within 6 months of graduation.	Program is ongoing. Will assess after completion.	TBA Action: Continue to monitor
Technology Usage	**3. Upon completion of the Polysomnography Program, students will be able to demonstrate proficient technology skills.**	Resume Rubric	At least 70% of the resumes will receive an average score of 85 out of 100 possible points on the technology performance checklist for technology usage.	100% of the students completed a resume scoring 100 pts of 100 pts.	1. The students met 100% of the set standard for resumes with an average score of 100%. Two drafts were submitted before the final resume was graded. 2. Action: Continue to monitor.

Occupational Skills	4. Upon completion of the Career-Technical Polysomnography Program, students will be able to demonstrate proficient occupational-specific skills.	Final Exit Exam Results/Clinical Evaluations Employers Survey Results Graduates Survey Results	1. Class is ongoing. 2. To be assessed. 3. To be assessed.	TBA	TBA

PRACTICAL NURSING
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Practical Nursing Program is to prepare students for careers as practical nurses. The Practical Nursing Program prepares students to assist in providing general nursing care under direction of a registered nurse, physician, or dentist.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Practical Nursing Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PRACTICAL NURSING

2008-2009
PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
1. Upon completion of the Practical Nursing Program, students will be able to demonstrate clinical proficiency in the performance of urinary catheterization.	Performance Check list	Student must master at least 85% of the related skills on the performance check list	95% achieved goal	Benchmark was met. Evaluation standard (benchmark) will be changed to 90%. For the 2009-10 assessment cycle, another manikin and some other specialty equipment were ordered to allow for increased student access for skills practice.
2. Upon completion of the Practical Nursing Program the student will be able to safely initiate intravenous therapy.	Performance Check list

Goal related questions on course examinations | Student must master at least 90% of the related skills on the performance check list and correctly answer 80% of the goal related questions on the course examinations | 100% achieved goal | Benchmark was met. Instructors signed endorsements for certification after state boards were passed.
Additional IV simulation equipment was ordered for the 2009-10 year. |
| **3. At the completion of the Fundamentals of Nursing Lab/Clinical (PVN 1436), students will be able to apply the principles of medication administration.** | Performance Check list

Clinical rotation | 90% of the students will be able calculate drug dosages and conversions among metric and household measurements

90% of the students will demonstrate the role of the practical nurse in the administration of medications.

90% of the students will review medication orders for possible revision or discontinuance. | 100% achieved goal

100% achieved goal

100% achieved goal | The benchmark was met. In an effort to enhance learning for students regarding drug dosages and conversions, a decision to offer remedial math to better prepare students for medication calculation was made. |

4. Upon completion of Nursing Transition (PVN 1914), students will be able to demonstrate successful business employment skills.	Completion of resume	100% students will be able to successfully prepare a resume meeting predetermined standards	100% met goal	Benchmark was met. The assignments were deemed valuable as both teaching and assessment tools and will be continued in the 2009-10 year.
	Completion of application for work	100% of the students will be able to successfully fill out an application for a job.	100% met goal	
	Completion of a letter of resignation	100% of the students will be able to successfully write a letter of resignation meeting standards of good business practice	100% met goal	

Program Administrative Outcomes	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
1. Upon completion of the Practical Nursing Program, students will be prepared to apply for licensure.	Licensure Exam NCLEX-PN®	At least 70% of all graduating students who apply to take this exam will pass the exam	Spring Class = 80% Fall Class = 100%.	Students are meeting standard. State Curriculum was changed in 2008 by eliminating some courses and decreasing the total hours by 6. In order to meet the State Curriculum, the following assessments will be done to ensure the students are prepared and course content is appropriate as well: 1. In addition to daily, unit and final course exam, students will be assessed during the year to identify weaknesses toward NCLEX-PN® using the ATI (Assessment Technologies Institute) Testing Tools. This includes Fundamentals of Nursing, Adult Medical-Surgical, Nursing Care of Children, Maternal-Newborn, Pharmacology, and Mental Health. Students will be able to take practice examinations via computer at home or at the Allied Health Building. After the practice examination, the program gives the students the correct answers. 2. Reinhart Review for NCLEX-PN® prior to graduation. This is an 18 hr review over a three day period. 3. ATI predicator Test will be given prior to taking NCLEX- PN®. The test will analyze student's weaknesses.

2. Upon completion of the Practical Nursing Program, students will be positively placed into employment	The instructor will track students through Former Student questionnaires. LPN reports placement rates by program to the state through the Postsecondary Final Enrollment Report and Annual PN Report	At least 95% of students will be placed within 30 days of completion.	0% - the fall class that graduated in July did not take NCLEX-PN® within 30days of graduation	The benchmark was not met due in part to poor returns of the student questionnaires. In order to get students' response for next term: 1. Students will be oriented in the Transitions Class that it is very important to respond to the questionnaires. 2. Survey will be sent to the students for data. 3. Timely telephone follow-up will be initiated by the PN Secretary if responses are not returned. The benchmark is not reasonable for today's job market. The standard will be changed to 70% of graduates of the Practical Nursing Program will be employed within the field of nursing within 6 months.

RESIDENTIAL CARPENTRY
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Residential Carpentry Program is to prepare students for entry-level employment into the residential carpentry trade. The Residential Carpentry Program offers learning experiences in blueprint reading, estimating, building, installing, and repairing structural units.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Residential Carpentry Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: <u>RESIDENTIAL CARPENTRY</u>
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Roofing	1.Student completers will be able to analyze, estimate & perform roofing jobs , interior, & exterior finish	Observation Checklist Roofing (CAV 1413) _____1. Specify and utilize safety procedures for roofing. _____2. Identify materials and applications in roofing. _____3. Install a roof covering.	At least 50% of the students will rate 70% or above on their observation checklist.	50% students rate 70% as performance application	Performance instruction will change to more individualized participation with student rotation
Interior Finish	1. Student completers will be able to analyze, estimate, and perform interior finish work	Interior Finishing (CAV 1316) _____1. Determine and utilize safety procedures for interior finishing . _____2. Explain terms, materials, and installation techniques associated with interior finishing . _____3. Apply procedures for installing thermal and sound protection, interior finishing, cabinets, and floor covering.	At least 50% of the students will rate 70% or above on their observation checklist.	50% students rate 70% as performance application	Consuming more lecture time will better prepare student for CPAS
Exterior finish	Student completers will be able to analyze, estimate & perform exterior finish tasks	Exterior Finishing (CAV 1513) _____1. Specify and utilize safety procedures for exterior finishing. _____2. Examine materials used in the installation of exterior wall coverings, cornices, and trim. _____3. Install exterior wall covering, cornices, and exterior trim. CPAS testing-Cluster 3	At least 50% of the students will rate 70% or above on their observation checklist. At least 50% of the students will score Basic (50%-69%) performance level on Cluster 3.	50% students rate 70% as performance application 10 students tested, all scored minimal	Class average is 35% reading comprehension. Faculty made a decision to increase student hours in the VIDS lab with the Technical Reading instructor to improve students reading comprehension. **MSPAS Results - Cluster 3** Student #1-38 Student #6-23 Student #2-38 Student #7-38 Student #3-31 Student #8-23 Student #4-46 Student #9-38 Student #5-46 Student #10-31

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Foundations	**2.Student completers will be able to measure, square up & lay out foundation for house**	Check list of competencies Foundations (CAV 1116) _____1. Describe and apply foundation safety procedures. _____2. Explain procedures for building foundations. _____3. Prepare for and build a foundation.	At least 50% of the students will rate 70% or above on their performance.	Did not achieve. Only 3 of 10 rated 70 or above performance	Instructor will utilize time in class wisely. Distractions of too many students in one class are being monitored. Evening class was started Fall 2009.
		CPAS test-Cluster 1	At least 50% of the students will score Basic (50%-69%) performance level on Cluster 1	30 % scored basic or better	**MSPAS Results- Cluster 1** Student #1-29 | Student #6-71 Student #2-71 | Student #7-57 Student #3-43 | Student #8-0 Student #4-29 | Student #9-14 Student #5-43 | Student #10-29
Framing	**3.Student will be able to measure, lay out & construct wall & roof frame for building**	Observation Checklist Floor and Wall Framing (CAV 1236) _____1. Describe and apply safety procedures for floor and wall framing. _____2. Relate terms and materials associated with floor and wall framing. _____3. Build a floor and wall frame.	At least 50% of the students will rate 70% or above on their performance.	6 of 10 performed 70 % efficient or better	Instruction in lab will increase #of individual projects for improved student experience
Ceiling & Roof Framing		Ceiling and Roof Framing (CAV 1245) _____1. Explain and use safety processes for ceiling and roof framing. _____2. Relate procedures for ceiling joists and roof construction. _____3. Fabricate ceiling joists and roof framing components. CPAS test-Cluster 2	At least 50% of the students will rate 70% or above on their performance. At least 50% of the students will score Basic (50%-69%) performance level on Cluster 2	6 of 10 performed 70 % efficient or better 10 tested 30% average reading comprehension. Students must be driven to read text book & complete assignments. All scored minimal, standard not met	In using results, text is being read aloud in class by teacher & students & discussed. QEP reading initiatives are expected to enhance student reading skills. **MSPAS Results - Cluster 2** Student #1-27 | Student #6-45 Student #2-9 | Student #7-36 Student #3-18 | Student #8-36 Student #4-27 | Student #9-36 Student #5-36 | Student #10-27

Blueprint Reading	4.Student will be able to develop set of working drawings	Checklist Blueprint Reading (CAV 1133) _____1. Explain the elements of residential plans. _____2. Prepare a bill of materials from a set of plans. CPAS test-Cluster 4	At least 50% of the students will rate 70% or above on the drawing of a floor plan using CAD At least 50% of the students will score Basic (50%-69%) performance level on Cluster 4	9 of 10 drew floor plan @ 70% performance 9 of 10 met standard 68% average 2 basic, 5 @75% proficient, 2@100%	Instructor will shift emphasis to other areas of instruction to improve reading & comprehension

MSPAS Results - Cluster 4	
Student #1-75	Student #6-100
Student #2-50	Student #7-75
Student #3-0	Student #8-50
Student #4-75	Student #9-75
Student #5-75	Student #10-100

RESPIRATORY CARE
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Respiratory Care Program is to prepare students for employment as respiratory care providers in the healthcare field. The Respiratory Care Program combines training in the technical aspects of respiratory in the technical aspects of respiratory therapy and general education courses necessary to provide students with the knowledge to give direct care to patients with respiratory/cardiac health problems.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Respiratory Care Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

Alignment of Program Outcomes with that of the Accrediting body for Respiratory Care:
The accrediting body for Respiratory Care is The Committee on Accrediting for Respiratory Care. The following are Competency areas set by the body for continued accreditation. Also included are the standards set by the Mississippi Department of Education via the yearly Final Enrollment Report.

PROGRAM NAME: <u>RESPIRATORY CARE</u>
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Program Improvement Based on Student Performance
Basic Respiratory Knowledge (1st)	**Upon Completion of the Respiratory Care Program a minimum 70% of the students will show a fundamental knowledge of respiratory care**	1. Classroom assignments/test 2. Laboratory competency check offs 3. Clinical procedure check offs 4. NBRC Self-Assessment Exam (SAE)	1. The students were given a cumulative final exam for Respiratory Care III coving the entire curriculum 2. Laboratory competencies were pass or fail. 3. Clinical competences were pass or fail 4. The NBRC – SAE must make 60% or better to complete the program.	1. 83% students completed Respiratory Care III with an average of 80% or better 2. 100% students completed Laboratory competencies 3. 100% students entering Clinical Practice III successfully passed course 4. 100% of the students taking the NBRC RRT-SAE successful completed the exam with an average score of 76%	Benchmarks were met. Observations made and actions taken as a result of assessments include: 4. Entering students into the respiratory care program had an average reading comprehension and math skills at 8th to 10th grade level according to the TABE test. For this reason, the 1st 3 to 4 weeks of class in Respiratory Care Science was dedicated to remedial reading and math skills. 5. Also evaluated additional course materials for readability to assist students. 6. Added a note taking and reading outline lecture.
Entry-Level Respiratory Care	**Upon completion of the Respiratory Care Program, a minimum of 70% of the students will demonstrate the ability to deliver quality respiratory care to the non-critical patient.**	1. Laboratory check offs 2. Clinical Practice I and II preceptor evaluations 3. Clinical Practice I and II check offs 4. Clinical procedure check offs 5. Care plans	1. 75% students will successfully complete laboratory check offs 2. 75% students will have a favorable preceptor evaluation 3. 75% students will pass Clinical I and II 4. 75% students will complete clinical check-offs 5. 75% students will complete an acceptable patient care plan	1. After a maximum of 3 attempts, 100% students successfully completed laboratory check offs 2. 94.7% students consistently had favorable preceptor evaluations 3. 100% students successfully completed all required clinical check-offs 4. 100% students entering clinical I and II passed the class. 5. By the end of clinical practice 1, 100% students were able to complete an acceptable care plan	All benchmarks were met. Actions taken in using assessment results were: 1. Increased laboratory time in the 1st and 2nd semesters. 2. Stressed professionalism, dress codes, and speech characteristics with students 3. Will continue to monitor

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Program Improvement Based on Student Performance
Advanced-Level Respiratory Care	**Upon completion of the Respiratory Clinical Practice 3 and 4, the student will be able to deliver quality respiratory care to the critical patient including patient evaluation, recommending respiratory modalities, mechanical ventilation and providing life support.**	1. Laboratory check offs 2. Clinical Practice III and IV preceptor evaluations 3. Clinical Practice III and IV check offs 4. Clinical procedure check offs 5. Care plans	1. 75% students will successfully complete laboratory check offs 2. 75% students will have a favorable preceptor evaluation 3. 75% students will pass Clinical III and IV 4. 75% of students will complete clinical check-offs 5. 75% students will complete an acceptable patient care plan	1. After a maximum of 3 attempts, 100% students successfully completed laboratory check offs 2. 100% students consistently had favorable preceptor evaluations 3. 100% students successfully completed all required clinical check-offs 4. By the end of clinical practice 1, 100% students were able to complete an acceptable care plan	Benchmarks were met. The following actions were taken in using assessment results: 1. Increased laboratory time to include more mechanical ventilation and hemodynamic monitoring. 2. Stressed to clinical sites/preceptors the need for increased communication of weaknesses of students during the clinical rotation 3. Will continue to monitor
Technology Usage	**Upon completion of the Respiratory Care Program, students will be able to demonstrate proficient technology skills.**	Research Paper Grading Rubric	At least 70% of the total papers reviewed will receive an average score of 85 out of 100 possible points on the technology performance checklist for technology usage.	73.68% students were able to demonstrate proficient technology skills by the end of the 1st semester. By the 3rd semester 86% demonstrated proficiency.	The benchmark was met. Actions taken to enhance technology/research skills included: 1. Increased the number of required research papers from 1 per semester to 2. 2. Gave guidelines for APA Style.

Critical Indicators of Program Success and Quality	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Program Improvement Based on Student Performance
Attrition / Retention	**(1)..70% of the students who started the program will complete the program**	1. State of Mississippi Department of Education's Final Enrollment Report 2. Graduation Analysis 3. Committee on Accreditation for Respiratory Care (CoARC) guidelines	There will be a 70% completion rate for the Respiratory Care Program as mandated by Mississippi's Department of Education Final Enrollment Standards and as set by CoARC.	Of the 24 starting students 19 graduated. The attrition rate was 79.2%. The attrition were due to: 1. 1 due to non-academic reasons (illness) 2. 4 academic reasons	Observations made as a result of assessments and actions taken include: 1. The program had a younger group of students this year with 3 of the failures just out of high school. Students demonstrated poor reading, math and study skills. 2. Program faculty are investigating implementing a requirement of Oral Communications and algebra prior to admission to the respiratory program. 3. The illness was unavoidable.
Positive Placement	**(2)..Upon completion of the Respiratory Care Program, students will obtain employment in the Respiratory Care field within six months of graduation.**	1. State of Mississippi Department of Education's Final Enrollment Report 2. Graduation Analysis 3. Committee on Accreditation for Respiratory Care (CoARC) guidelines	At least 70% of the graduates will obtain employment within 6 months of graduation as mandated by Mississippi's Department of Education Final Enrollment Standards and as set by CoARC	Currently 9 of the 19 graduates who graduated in May are employed. As of Oct. 2009, 15 of the 19 students are employed or 79%. Will continue to collect results.	Data is still being collected for this graduating class. The Benchmark set by the Committee on Accreditation for Respiratory Care (CoARC) and the State of Mississippi Education Department Final Enrollment criteria has been met. Monitoring will continue.
NBRC CRT Credentialing	**(3)..Upon completion of the Respiratory Care Program, students will be able to successfully complete the National Board for Respiratory Care's Certified Respiratory Therapist Examination.**	The test set by the Committee on Accreditation for Respiratory Care (CoARC) of a successful program is the ability of the graduate to successfully become credentialed by passing the NBRC Certified Respiratory Therapist (CRT) Exam. We will use the Test Statistics from the NBRC Pass Rate for CCC	At least 70% of the graduates will successfully pass the NBRC's CRT examination and become a credentialed Respiratory Therapist.	Only 6 of the graduates have taken the CRT exam and all 6 have passed the exam. As of Oct. 2009, 15 have passed the CRT exam or 78%. Although we took the cost of the test out of the student's fees and paid for the test, they have until August to take the exam before losing their money.	As of Oct 2009 this benchmark was met. Faculty will continue to stress to graduates the importance of taking the NBRC CRT exam as soon as possible after graduation. Monitoring will be continued. *107*

Employer Survey	(4)..Employers will be satisfied with the quality of program graduates.	The Committee on Accreditation for Respiratory Care's Survey Employers of Graduates Annually.	Obtain a minimum of 3 out of 5 rating on the Committee for the Accreditation for Respiratory Care (CoARC) employment survey.	The results were as follows: 1. 9 surveys mailed or delivered received 7 back. 2. Average rating was 4.25 out of 5. 3. Very favorable comments were noted. 4. #1 concern was the time it took for the graduates to take/pass the CRT exam.	The benchmark set by CoARC was met. Faculty will continue to stress to the graduates the importance of taking the NBRT CRT examination as soon as possible upon graduating. Monitoring will be continued.
Graduate Survey	(5)..Upon completion of the Respiratory Care Program, students will demonstrate satisfaction with the quality of the program.	The Committee on Accreditation for Respiratory Care's Survey Graduates Annually within 6 months of graduation.	Obtain a minimum of 3 out of 5 rating on the CoARC graduate survey.	The results were as follows: 1. 19 surveys were mailed/delivered to employer sites. 12 were received. 2. Average rating was 4.6 on a scale of 5. 3. Very favorable comments were noted. 4. #1 concern was that more laboratory time is needed during the 1st year of class. 5. #2 concern: They felt that more instructors are needed.	The benchmark set by CoARC was met. Faculty will continue to stress to the graduates the importance of providing feedback post graduation and returning all correspondence from the school. Monitoring will be continued.

WELDING AND CUTTING TECHNOLOGY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Welding and Cutting Program is to prepare students for entry-level employment in the field of welding. Students are provided theoretical and practical experiences in the areas of shielded metal arc welding, gas metal arc welding, flux cored arc welding, pipe welding, plasma arc welding, air carbon arc cutting, oxyacetylene welding and brazing, gas metal arc aluminum welding, gas tungsten arc welding, and blueprint reading.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Welding and Cutting Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PROGRAM NAME: WELDING AND CUTTING TECHNOLOGY
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Shielded Metal Arc Welding I , II	**1. Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on equipment and accessories and weld in 1F, 2F, 3F and 4F positions using E60 series and E70 series electrodes.**	Welding Lab Application Practicum performance checklist CPAS Score – Cluster 1	75% of the students evaluated will perform at 70% or above on the Lab Application checklist 70% of students will score basic (50% - 69%) performance level on Cluster 1	9 of 13 or 69% were successful 9 out of 9 scored 50 or above on c-pas test cluster 100%	One of the two benchmarks was not met. In making use of assessment results, more one-on-one instruction on safety and welding using E60 electrodes was provided. Monitoring of student attainment of the competency will continue.
Gas Metal Arc and Flux Core Arc Welding	**2. Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on equipment and accessories and weld in 1F, 2F, 3F and 4F positions using E70S and E70T electrodes.**	Welding Lab Application Practicum performance checklist CPAS Score-Cluster 2	75% of the students evaluated will perform at 70% or above on the Lab Application checklist 70% of students will score basic (50%-69%) performance level on Cluster 2	9 out of 13 or 69% were successful 7 out of 9 or 78% scored 50 or above and 2 scored below 50 on c-pas test cluster 2	One of the two benchmarks was met. In using results of assessments, more lectures and assignments related to the outcome were included which helped to improve scores. Any changes implemented in the current assessment cycle that enhance learning will be ongoing.
Cutting Processes	**3. Upon completion of the Welding and Cutting Technology Program, students will**	Welding Lab Application Practicum performance checklist	75% of the students evaluated will perform at 70% or above on the Lab Application.	80% succeeded	One of two benchmarks was met. Student reading skills have been identified as weak which has been a barrier to student success on

	be able to perform safety inspection on equipment and accessories and make cuts using Oxyfuel torch and Plasma cutting torch.	CPAS – Cluster 4	70% of students will score basic (50% - 69%) performance level on Cluster 4	6 out of 9or 67% scored 50 or above and 3 scored below 50 on c-pas test cluster 4	written tests. Students who demonstrate in the hands-on lab demonstrations that a skill has been mastered cannot always succeed on the written test. More reading assignments will be included in the curriculum. The proposed focus of the college's QEP is on enhancing reading skills.
Safety Symbols and Quality Control	4. Upon completion of the Welding and Cutting Technology Program, students will be able to read welding symbols, conduct visual testing (destructive and non-destructive testing) of welds, and identify and apply safety around welding operations.	Welding Lab Application Practicum performance checklist	75% of the students evaluated will perform at 70% or above on the Lab Application performance checklist. 75% of the students evaluated will score at least 75% or above on goal related questions on the Exit Exam.	85% succeeded 80% succeeded	Benchmarks were met. No corrective actions are necessary. Adding more lectures and home work assignments has helped students succeed. Also, changing the grading scale to 50/50 (lab work and traditional classroom assessments) has changed student mindset that more than just lab work is necessary for success in the program.
Gas Tungsten Arc Welding	5. Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on equipment and accessories and weld aluminum, stainless steel, and carbon steel using gas tungsten arc welding techniques.	**Welding Lab Application Practicum** **CPAS – Cluster 3**	75% of the students evaluated will perform at 70% or above on the Lab Application. 70% of students will score basic (50% - 69%) performance level on Cluster 3	80% succeeded 2 out of 9 or 22% scored 50 or above and 7 scored below 50 on c-pas test cluster 3	One of the two benchmarks was not met. Student retention is a big part of low scores and performance levels. Adding more lectures and home work assignments and engaging students in lab activities has helped in retaining students. In addressing the low CPAS scores, efforts are being made to provide program students with lessons on test-taking. Further, efforts aimed at enhancing reading for program students are under consideration.

SECTION 2: COMMUNITY/PUBLIC SERVICES

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

ADOLESCENT OFFENDER PROGRAM
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Adolescent Offender Program is to enable juvenile courts and juvenile probation offices to be more efficient in holding juvenile offenders accountable and reducing recidivism. The program's mission is to provide life enrichment skills that will inspire our at-risk youth and their families to become independent and assume control of their own destiny. This is a diversionary, community-based program for juvenile offenders, ten (10) to seventeen (17) years of age.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Adolescent Offender Program has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

ADOLESCENT OFFENDER PROGRAM
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Youth Training Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results N %	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Adolescent Offender Program	1. The behavior of adolescent offenders will be improved. Various services will be used to reduce training school referrals including individual counseling, family counseling, sex education programs, drug testing, school checks, and individual therapeutic treatment plans for offenders provided by the AOP therapist.	AOP client records School Attendance records	Less than 10% of clients will be referred back to training school after participation in AOP. Students participating in the tutoring program will attend class regularly and have 0 unexcused absences. (average for 50 clients enrolled in program was 60 days of school per year prior to the tutoring initiative)	All of our clients have been To training school prior to AOP. Out of 50 referrals, only 3 have been referred back to training school. Thus only 6% had to be referred back, and the benchmark was met. After receiving motivated skills and tutoring, these50 clients are now attending school with 0 unexcused absences. The benchmark was met.	Results indicate that the program services have been successful and need to be continued
Adolescent Offender Program	2. AOP will provide workshops and training tools for counselors and case management team to help the youth at risk utilize learned skills to reduce drug use, truancy, and out-of-wedlock pregnancies.	Workshop training and attendance records	AOP clients will participate in seven (7) workshops.	The clients attended seven (7) workshops	The outcome was met. The program will continue to offer training in topics specific to the needs of our clients.
Adolescent Offender Program	3. AOP staff will provide motivational skills, tutoring and mentoring to help reduce school dropouts and increase student attendance.	Tutoring records Schedule of tutoring sessions	Tutoring sessions provided by eight (8) qualified AOP staff three (3) days a week for 52 weeks (excluding school holidays)	Tutoring sessions were held 3 times per week for the entire year. Goal was met. Attendance was enhanced for participants in the program.	Tutoring sessions have been scheduled for another year. All clients participate in the tutoring and mentoring services for one (1) year and receive three hours of tutoring weekly. The tutoring will enhance student proficiency

					in all academic endeavors.
Adolescent Offender Program	4. AOP will provide mentoring to males without fathers at home to encourage a healthier relationship between the clients and their fathers. AOP staff will be trained by utilizing curriculum developed by the National Center for Fathering. This will enable staff to help the male clients and their fathers who participate in activities develop a healthier relationship	Records of student attendance at mentoring sessions Records of attendance at parenting meetings	At least 50% of fathers for clients in the program will attend parenting meetings	Currently, there are 20 male clients in our AOP program with only five (5) fathers attending parenting meetings weekly. The 25% of fathers attending parenting meetings on a weekly basis also accounts for the 25% assessable in the home.	The outcome was not met. Based on these results, a decision was made to expand activities aimed at enhancing a healthier relationship between our male clients and their fathers.

ADULT BASIC EDUCATION/GENERAL EDUCATION DEVELOPMENT PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2009-2010

Program Purpose and Description:
The purpose of Adult Basic Education/General Education Development is to enhance the skills and abilities of individuals preparing for the workforce and/or to prepare individuals for additional educational opportunities.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals: To accomplish the institution's mission, the Workforce Development Center has adopted the following institutional goals: Meet the needs of area businesses and industries by providing workforce training programs; Address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies;
Ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

ADULT BASIC EDUCATION/GENERAL EDUCATION DEVELOPMENT

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
Upon completion of the ABE/GED program, students will be able to show academic growth in reading, mathematics, and language.	TABE pre-tests and post-tests in reading, mathematics, and language.	The number of Students remaining in the same skill level will decrease by 20%	18% of students remained in the same level this year compared with 15% last year. This is a 3% increase.	We will continue to market to our 5-county area.
The ABE/GED program will show growth in number of students served and number of students receiving a GED.	Number of students served;	The percentage of students completing levels will increase 20%	66% of students completed levels this year compared with 55% last year. This is a 10% increase. The number increased from 601 to 676 a 12.5% increase	The program will offer more training opportunities to instructors to help increase the number of GED's and to help increase the number of students completing levels and improve on the number of students remaining in the same level.
The ABE/GED Program will meet the performance targets established by the State Board For Community and Junior Colleges for the Core Follow-up Outcome Achievements (See Attachment)	Number of students obtaining GED; The percentage of enrolled students completing a survey once they leave the program that entered employment; retained employment; obtained GED; entered postsecondary.	Number of students receiving services will increase by 3% Number of students receiving GED will increase by 3% in Entered Employment-64% Retained Employmet-89% Obtain GED-85% Entered Postsecondary-76%	The number increased from 87 to 194 a 122% increase Entered Employment-43% Retained Employmet-100% Obtain GED-92% Entered Postsecondary-86%	Measures will be taken to ensure a better response rate on the end-of-year surveys; Also the ABE/GED program will look for opportunities to help the students enter into employment.
The ABE/GED Program will meet the performance targets for the number of students completing current levels. (See Attachment)	The percentage of enrolled students completing educational levels which prepare them for the GED exam.	SL1-39% SL2-35% SL3-35% SL4-38% SL5-61%	SL1-52% SL2-64% SL3-63% SL4-72% SL5-79%	As mentioned above with respect to the first two outcomes, the program will provide training opportunities for instructors

EDUCATIONAL TALENT SEARCH
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of Educational Talent Search is to provide opportunities for community youth to participate in services and trainings offered by Coahoma Community College. Educational Talent Search is designed to (1) identify qualified youths with potential for education at the postsecondary level, and encourage such youths to complete secondary school and to undertake a program of postsecondary education; (2) publicize the availability of student financial assistance available to persons who pursue a program of postsecondary education; and (3) encourage persons who have not completed programs of education at the secondary or post secondary level, but who have the ability to complete such programs to reenter such programs.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Educational Talent Search has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and initiate new programs or complement existing programs by securing and sustaining federal, state, and local funding.

EDUCATIONAL TALENT SEARCH
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Educational Talent Search	**Objective 1** Identify, screen and select 600 participants with academic potential for post-secondary education.	The Educational Talent Search staff will complete a student application which will be placed in file and information from application will be entered in the ETS database.	The Educational Talent Search staff will conduct a recruitment Drive to solicit new students and up-date the personal/family information on returning students; student applications will be placed in file and information will be entered in the ETS database.	487 or 76%	The benchmark was not met. In making use of results, the ETS staff developed recruitment strategies through involved participation in parent/PTA meetings held at each participating school.
Educational Talent Search	**Objective 2** Ninety percent of non-senior secondary school participants served during each project period will be promoted to the next grade level at the end of each academic school year.	The Educational Talent Search staff will document the pass/fail student rate of non-graduating students by gathering copies of the last grade report for each participant from the participating school counselors.	93% of non-graduating students who participate in Educational Talent Search will successfully pass to the next grade.	356 or 93%	The benchmark was met. The ETS Program has implemented the LASSI-HS (Learning and Study Strategies Inventory) for assisting students in identifying their weaknesses in subject area grades. Workshops were planned to assist students in improving their study skills in weak areas.
Educational Talent Search	**Objective 3** Ninety percent of high school seniors (and their equivalents in alternative education programs) will graduate from secondary school or receive a certificate of high school equivalency during each project year.	The Educational Talent Search Office will evaluate the outcome of senior participants graduating from high school by getting a list of graduating seniors from participating school counselors.	90% of eligible seniors will graduate from high school or receive a certificate of high school equivalency completion.	117/131 or 90%	The benchmark was met. Seniors were encouraged to complete their classes through time management and goal setting workshops. They were also encouraged to do routine evaluations of class performance. Those students that were un-successful and chose not to complete their course requirements were encouraged to take the GED.

Educational Talent Search	**Objective 4** Ninety percent of "college ready" project participants will apply for financial aid during each project year.	The Educational Talent Search Staff will evaluate this outcome by keeping copies of the pin number application and copies of the completed web financial aid application.	93% of ETS graduating seniors (or college ready participants) will successfully complete the financial aid process.	117/120 or 97.5% (College ready participants are those persons who have graduated from high school or a high school equivalency program and who the grantee has determined possesses the skills necessary to succeed in postsecondary education.	The benchmark was met. Graduating seniors in the ETS program completed a financial aid application on-line. Eighty-one of the students did go on to enter a post-secondary institution.
Educational Talent Search	**Objective 5** Eighty-five percent of "college ready" project participants will apply for postsecondary school admission during each project period.	The Educational Talent Search Staff will evaluate this outcome by keeping copies of letters of application submitted to post secondary institutions by graduating students.	85% of graduating seniors will apply for enrollment at a post secondary institution.	111/120 or 92.5% applied for admission	The benchmark was met. Graduating seniors completed and submitted college enrollment applications. Workshops were held and college tours were conducted to assist students with question about college preparation and enrollment.
Educational Talent Search	**Objective 6** Eighty-five percent of "college ready" participants will enroll in a program of postsecondary education during each budget period (or during the next fall term).	The Educational Talent Search Staff will evaluate this outcome by documenting the number of graduates that are enrolled in a post secondary institution. Contact will be made with the counselors where the students graduated from and/or potential post secondary institutions of enrollment. .	85% of college ready participants will enroll in a program of post secondary education during each budget period.	81/120 or 67.5%	The benchmark was not met. Eighty-one ETS graduating seniors actually enrolled in a post-secondary institution the fall of 2008 school year. Additionally four graduating students entered the military and one graduate will enter a post-secondary institution in January 2009 for the Spring semester. Students were assisted in completing web college tours and college curriculums comparisons were made. Efforts will be continued to enhance enrollment.

GEAR UP
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of GEAR UP is to provide opportunities for community youth to participate in services and trainings offered by Coahoma Community College. The purpose of the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is to support early college preparation and awareness activities for low-income students.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, GEAR UP has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs

GEAR UP
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
1. GEAR UP will provide tutoring and mentoring services to every GEAR UP participant.	Number of tutoring and mentoring hours completed by a student three days a week and two hours a day	<u>75%</u> of the students will complete tutoring and mentoring sessions for at least <u>6</u> hours a week	514 of 673 students or 76% of students completed 6 hours per week	Based on the 2008-09 Annual Performance Report, 514 students received tutoring services with 673 total GEAR UP students. GEAR UP provided 19 certified teachers to assist in the after school tutorial program. Efforts will continue to increase the number of students who take advantage of the tutoring and mentoring opportunities.
2. GEAR UP will increase professional development opportunities for teachers that will allow them to prepare and motivate diverse student populations.	Number of teachers participating in professional development services: Advance Placement Training, SATP Conference, Reading Conference, and MS Rising Conference for teachers.	At least <u>6</u> teachers will complete advanced placement training At least <u>15</u> teachers will attend professional development opportunities	**4** attended AP training **27** attended Professional Development	In making use of results, participating instructors provided an overview during Pre-School Conference and staff meetings to encourage other faculty members' future participation and to share lessons learned. Teachers will utilize the information from the conferences to develop curriculum that align high school and college expectations with the alignment work focused heavy on the content areas of Math and English and to differentiate instruction to address achievement gap and diverse student population.
3. GEAR UP will assist and encourage Mississippi students to pursue a college education through the provision of college planning and preparation workshops.	Number of students completing workshops: Admissions financial aid career planning ACT prep Number of parent surveys administered Number of parent surveys returned	At least <u>500</u> students will participate in the workshops 500 parents will be administered surveys At least 80% of the parent surveys will be returned	**514** out of 673 participated in the workshops 500 Of the 500 surveys administered 421 were returned-84%	Based on the 2008-09 results, the GEAR UP Program wanted to increase students' participation at college planning and preparation workshops. Therefore, the college program offered college planning workshops at nine high school sites. Students made several visits to the following colleges and universities: Mississippi Delta Community, Northwest Community, Valley State, Jackson State, Delta State in Mississippi; Morehouse, Clark, Spellman and Georgia State in Atlanta, GA. Parents' participation continued to grow and increase parent survey response demonstrated that Financial Aid and College visits have been informative and beneficial. College planning workshops and outreach and family involvement programs were presented by Educational Services Foundation and Parents for Public Schools.
Student surveys of GEAR UP services	Student GEAR UP surveys	**<u>80%</u>** of students who participate in the surveys will rate their level of satisfaction with services as "satisfactory" or higher.	**94%**	Standard was met. However, the GEAR UP Program used the results of the survey to make improvements. The program offered more tutorial services to students who needed additional assistance in math and writing.
4. GEAR UP will increase the number of students	Number of students living in dorms during the	At least <u>60</u> students will live in the dorms during	67	Standard was met. Efforts will continue to increase the number of students attending the summer enrichment

who attend summer enrichment and transitional programs.	summer	the summer		programs.
5. Students who participate in GEAR UP will develop an awareness of educational opportunities that are available to them.	Number of students attending college planning and preparation workshops.	75% of GEAR UP students will attend college planning and preparation workshops.	514 out of 673 (76%) of students participated in the workshops	Standard was met. Based on the 2008-09 results, the GEAR UP Program wanted to increase students' participation at college planning and preparation workshops. Therefore, the college program offered college planning workshops at nine high schools sites. Students made several visits to the following colleges and universities: Mississippi Delta Community, Northwest Community, Valley State, Jackson State, Delta State in Mississippi; Morehouse, Clark, Spellman and Georgia State in Atlanta, GA. College planning workshops and outreach and family involvement programs were presented by Educational Services Foundation and Parent for Public Schools.
6. Students who participate in GEAR UP will demonstrate academic gains on the Subject Area Test Program (SATP).	Test results by schools of the Subject Area Test Program (SATP)	Schools served will have 50% student pass rates on the Subject Area Test Program (SATP).	Benoit/ Ray Brooks School Algebra I = 59% Biology I = 75% English II = 25% Broad Street High School Algebra I = 81% Biology I = 84% English II = 57% Clarksdale High School Algebra I = 38% Biology I = 70% English II= 61% Coahoma Agricultural High School Algebra I = 50% Biology I = 70% English II = 38% Drew High School Algebra I = 41% Biology I = 66% English II = 41% John F. Kennedy High School Algebra I = 79% Biology I = 94% English II = 54%	In making use of results, the following initiatives will be implemented to increase pass rates for those cases in which the 50% benchmark was not met: (1) Saturday classes will be offered for students (2) Compensatory math and reading will be added to the regular schedule (3) After school tutoring will be enhanced with additional tutors added

			Madison S. Palmer High School
			  Algebra I = 43%
			  Biology I = 92%
			  English II = 29%
			
			Ruleville Central High School
			  Algebra I = 42%
			  Biology I = 71%
			  English II = 42%
			
			Shaw High School
			  Algebra I = 88%
			  Biology I = 87%
			  English II = 52%
			
			West Tallahatchie High School
			  Algebra I = 66%
			  Biology I = 81%	

PROJECT UPWARD BOUND
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of Project Upward Bound is to provide opportunities for community youth to participate in services and trainings offered by Coahoma Community College. Upward Bound is designed to generate for 10th, 11th, and 12th grade students the skills and motivation necessary for success in education beyond secondary school. Upward Bound is a pre-college initiative that offers a program of rigorous academic instruction, a peer environment supportive of excellence, and exposure to new learning opportunities. The Upward Bound Program is available to students referred by teachers, counselors, parents, and through self-referrals.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Project Upward Bound has adopted the following institutional goals: provide a comprehensive program of enrichment courses for lifelong learning; provide a network of services that allows the student to maximize his/her potential; provide innovative learning opportunities utilizing emerging instructional technology; provide opportunities for developing partnerships with public and private agencies to address community and economic development needs within the service area; plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.

PROJECT UPWARD BOUND
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Youth Training Area	Program Outcomes *(Standardized Objectives)*	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Project Upward Bound	**1.Academic Improvement on Standardized Test:** 85% of all UB participants, who at the time of entrance into the project had an expected high school graduation date during the school year, will have achieved at the proficient level during high school on state assessments in reading/language arts and math.	Project Upward Bound	<u>Project Upward Bound</u> The Project Upward Bound Office will evaluate this outcome by documenting the following measures: MCT/SATP, which will serve as a pre-test for the subject area test. The Mississippi Subject Area Test will serve as the post-test. Entrance and exit grade point averages will also be used. Project Upward Bound Office will record the results on this form. <u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Upward Bound. <u>Project Upward Bound</u> Project Upward Bound will use the results to improve student learning, curriculum, or the program. Upward Bound will document these changes and/or improvements on this form.	50% of students will pass Mississippi's subject area English post-test. 50% of students will pass the Mississippi's subject area Social Studies post-test. 50% of students' exit grade point averages will increase by at least 15%, compared to entrance grade point averages.	71 Mississippi Subject Area Test(Post- test) results are not available at this time 71 tested 38 students passed 54% 71 of 71 grades increased 100%	The benchmarks were not fully met. The program used the results to enhance preparation strategies for the English Subject-Area test. In addition, the results were used to reconstruct the program curriculum (English). Additional assessments for mathematics will be included in the next cycle. In the comparison of exit grades and entrance grades, the program counselor collects student report cards at the end of each school grading period. The program counselor evaluates the student's progress by comparing their grade point average to their entrance grade point average. 100% of students demonstrated an increase in their grade point averages. Efforts will be ongoing to promote academic improvement for program students.
Project Upward Bound	**2.Project Retention:** 85% of 9th, 10th, and 11th grade project participants served during each school year will continue to	Project Upward Bound	<u>Project Upward Bound</u> The Project Upward Bound Office will evaluate this outcome by documenting the following measure: number of students returning to the Upward Bound Project. Project	85.92% of 9th, 10th, and 11th grade project participants served during each school year will return to the Upward Bound Project the following year	71 served 61 returned Returned from the 2009 Spring semester to the 2009 Summer	The benchmark was met. The program used the results to improve the program retention strategies. The program staff send out second notices (letters) to the students who did not attend the

	participate in the Upward Bound Project during the next school year.		Upward Bound Office will record the results on this form.		Residential Component 85.92%	program opening sessions (fall, spring, and summer components).

Youth Training Area	Program Outcomes (Standardized Objectives)	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Project Upward Bound	**3.Postsecondary Enrollment:** 85% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school.	Project Upward Bound The Project Upward Bound Office will evaluate this outcome by documenting the following measures: number of students enrolling a program of postsecondary education, percentage of UB students completing a college admissions application, and percentage of UB students who successfully complete the financial aid process. Project Upward Bound Office will record the results on this form.	85% of all UB participants, who at the time of entrance into the project had an expected graduation date during the school year, will enroll in a program of postsecondary education by the fall term immediately following the expected graduation date from high school 100% of Upward Bound students successfully completed a college admissions application. 100% of Upward Board students successfully completed the financial aid process.	22/ 21 = 87.5% 22/22 = 100% 22/22 = 100%	The benchmarks were met. The program will continue to assist seniors in applying for admissions and financial aid to various colleges and university and enroll them in the summer bridge program. The program staff will follow-up with the seniors who did not enroll in the bridge program in the summer and encourage them again to enroll in a post-secondary education program in the fall. In addition, the program staff will assist these students with the admission process of a post-secondary education program in the fall. The program will continue to conduct financial aid workshops for the seniors.
Project Upward Bound	**4.Postsecondary Persistence:** 85% of all UB participants, who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.	Project Upward Bound The Project Upward Bound Office will evaluate this outcome by documenting the following measures: tracking students who enrolled in postsecondary education. Project Upward Bound Office will record the results on this form.	85% of all UB participants, who enrolled in a program of postsecondary education during the fall term immediately following high school graduation will enroll for the fall term of the second academic year.	19 graduated 11 enrolled 63%	The benchmark was not met. The program staff will continue to consult with the Institutional Effectiveness Director to track former participants regarding whether the former participants are enrolled in another post-secondary education program other than Coahoma Community College. In addition, the program counselor will continue to follow-up with former participants, parents and/or caregivers to collect that information on former program participants.

PUBLIC RELATIONS
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Public Relations Department is to implement an institutional marketing strategy that presents a positive image for Coahoma Community College on campus, in the community, district, and state of Mississippi that ultimately will develop increased enrollment and more funding opportunities.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Public Relations Department has adopted the following institutional goals: provide opportunities for developing partnerships with public and private agencies to address community and economic development needs within the service area; plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness; provide opportunities for community-wide cultural enrichment activities.

PUBLIC RELATIONS
2008-2009 PROGRAM EVALUATION PLAN

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Use of Results for Program Improvement
Public Relations	Public Relations Department will present a positive image of students, faculty, staff, and programs through media, documents, brochures, and sponsorships	**Public Relations** Public Relations will evaluate this outcome with the following measures: description of clipping files of media coverage; attendance figures of CCC personnel at cultural and community events; number of personnel serving on boards, description of events and festivals sponsored by the college, number of clearinghouse publications including newsletters, registration inserts, and class schedule brochures.	Goal : a 5 percent increase in the number and quality of media coverage and clearinghouse publications documented by hard copies in the clipping file and a 5 percent increase in the number of CCC personnel participating and visible in community activities.	Comparing the January 2009 through June 2009 reporting period with the 2008 January through June 2008 reporting period through PR's clipping file, media coverage increased considerably more than 5 percent in 2009: 99 photos in 2009 over 82 in 2008 (21% increase) 68 articles in 2009 over 59 in 2008 (15% increase) 16 first page articles in 2009 over 14 in 2008 (14% increase)	Assessment goals were met with no further action necessary. However in an effort to enhance the positive image of the college in the community the following actions were implemented: Moving the Mississippi Delta Tennessee Williams Festival literary conference from the Cutler Mansion in Clarksdale to the much larger venue in Whiteside Hall on the CCC campus which was accessible to CCC students; partnering with the MHC's teacher workshop on the 4Ws (Walker, Wright, Williams, & Welty,) scheduled in Clarksdale; forming an alliance with the Delta Literacy Tour with CCC's key participation being hosting bus tours, dinners, and porch plays in this annual event in partnership with the Center for the Study of Southern Culture at the University of Mississippi; expanding support of the Sunflower River Blues and Gospel Festival, encouraging and documenting faculty/staff/administration involvement in community service and leadership

TECH PREP
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The Mississippi Tech Prep Initiative is a process designed to guide schools into the 21st Century. The components provide students with information, skills, and competencies focused on future employability.

Coahoma Community College, in conjunction with the Mississippi State Department of Education and a consortium formed by local secondary schools, has developed and implemented the Technical Preparation Education Program. Enhanced occupational programs articulated between high school and postsecondary institutions provide a seamless educational system for technical skill development.

Tech Prep integrates college prep course work with vocational and technical applications. This planned sequence of courses begins in junior high school and is articulated to the community college, leading to an associate of
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applied science degree. Students can also pursue a four-year baccalaureate degree, if so desired.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Tech Prep has adopted the following institutional goals: ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs; empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies.

TECH PREP
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Youth Training Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Tech Prep	**1. To provide effective professional development to secondary and postsecondary administrators and teachers.** **Math – in- CTE (Carl Perkins IV) Funding**	Tech Prep Coordinator Tech Prep Coordinator will evaluate this outcome through the following measures: (1) Number of professional development sessions (2) Number of postsecondary educators attending professional development trainings (3) Number of secondary educators attending professional development trainings (4) Participants' level of satisfaction with professional development trainings.	Tech Prep will provide professional development opportunities for faculty in the Coahoma Community College Consortium.	Math – in- CTE Professional Development There was two day training in the fall November 10-11, 2008. two days in the Spring February 9-10, 2009 and	The Math –in- CTE model is a process which teachers learn to enhance the math that naturally occurs in their own CTE curricula. The CTE –math teacher teams participating in professional development engage in the process of curriculum mapping before developing their math enhanced lessons. Together they work as a community of practice to examine the CTE curricula and identify the embedded math.
Tech Prep	**2. To provide technical assistance visits to secondary Tech Prep contacts within the consortium.**	(1) Number of Tech Prep visits to ALL sites within consortium during and fall and spring semester.	The Tech Prep Coordinator will make at least 20 technical assistance visits during the academic year.	There were 25 technical assistance visits during the Fall from August 1, 2008 to November 14, 2008. There were 30 technical assistance visits during the Spring from January 2009 to May 2009. **Fall 08/01/08- 01/31/09** **Spring 2009** **02/09/09** Shaw High School Benoit High School West Bolivar High School East Side Cleveland High **02/10/09**	

				Broadstreet High School JFK High School Clarksdale High School **02/11/09** Quitman County Vocational Center West Tally Central Office Tunica vocational Center	
Tech Prep	**3. To provide, review, and evaluate articulation agreements with secondary schools and Coahoma Community College. Local and State Wide**	(1) Number of articulation agreements established, maintained, and strengthened between secondary and post-secondary schools, as related to courses and programs.	11 articulation agreements will be established, maintained, and strengthened between secondary and post-secondary schools, as related to courses and programs	There were 11 articulations agreements maintained and strengthened during the 2008-2009 school year. **Articulations Agreements:** Cleveland School District Coahoma County School District Tallahatchie School District Carl Keen Vocational Center Mound Bayou School District North Bolivar School District Quitman School District Tunica County School District West Bolivar School District Benoit School District Shaw School District	By meeting with the secondary and post-secondary schools, an articulation guide was developed for schools. The students were able to see the advantage of participating in an articulation program which provided the opportunity for high school students to earn college credits before graduating.

WORKFORCE CUSTOMIZED TRAINING PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Workforce Development Center's customized workforce training is to provide workforce education to the citizens of Coahoma, Bolivar, Tunica, Quitman and Tallahatchie Counties. The Workforce Development Center's customized training gives citizens the skills and program opportunities necessary to be more productive and to have an improved quality of life. In addition, customized training provides Business/Industry of Coahoma Community College's district a better trained and educated workforce.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Workforce Development Center has adopted the following institutional goals: m**eet the needs of area businesses and industries by providing workforce training programs;** empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; address community and economic development needs with in the service area by developing and sustaining partnerships with public and private agencies; and ensure effectiveness by planning, assessing, and evaluating all activities and programs.

WORKFORCE CUSTOMIZED TRAINING
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Workforce Preparation and Training Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student learning, Curriculum, Or Program
Workforce Customized Training	**1. The Workforce Development Center will meet the needs of Business/Industry**	**The number of Business/Industry training partnerships:** **The percent of Medical Billing and Coding trainees that pass the National Certification** **The number of contact hours:**	**Number B/I partnerships will increase by 20%** **90 % of the Medical Billing and Coding class participants will receive National Certification and will be employable in the Healthcare Industry** **The number of contact hours will increase by 20%**	**The number of partnerships increased 26% from 23 to 29.** **The Medical Billing and Coding Class trainees were 100% successful in passing the National Certification.** **FY 07-08 99,398 hrs** **FY 08-09 157,635 hrs** **59% increase.**	**We will continue to visit business and industry and market the program.** **The success rate gives us confirmation that the program is successful, but we will evaluate the program to see where we can continue to remain successful.** **We will continue to seek out training projects that provide multiple skill-sets training in preparation for employment to continue to increase our contact hours.**
		The number of state and federal regulated safety classes provided	**There will be at least 30 CPR classes provided to B/I with all trainees receiving certification from American Red Cross**	**33 CPR classes were provided to B/I with all participates receiving certification**	**There are other opportunities to**

			and/or American Heart Association There will be at least 4 types of safety courses provided to business and industry.	6 different types of safety training courses were provided to B/I	provide training in CPR and other safety skills, so we will market more specifically the availability of safety training through the WDC.
	2. The Workforce Development Center will address community and economic development needs	**Community classes in partnership with local libraries** **Participation in the MyBiz Program** **Partnering with WIA to provide training opportunities related to environmental and economic stimulus funds**	There will be at least 4 community classes offered in the 5-county area libraries. Successful completion of Phase I of the MyBiz Program (see attached) At least 20 people will be trained successfully in the weatherization construction training	There were 5 computer courses offered at the library in Clarksdale and 3 computers have been taken to the Quitman County library to begin classes in FY09 Phase I of the MyBiz Program has been successfully completed. There were 9 trainees in the weatherization construction class. All completed successfully.	We will look for opportunities to partner with the other libraries in our 5-county area This is the first year for the MyBiz program, so we will continue to follow the state guidelines and initiatives to make this program a success. This was a one-time training opportunity. The number of people trained was less than expected. We will try to develop a stronger partnership with WIA for future training opportunities.
	3. The Workforce Development Center will provide support services for trainees	**Provide educational assessment**	At least 75 people will participate in the WorkKeys(see attached) assessment program	There were 85 people that were assessed in the WorkKeys program.	This is the first year for the WorkKeys Assessment. The program will be marketed extensively in the next FY to

		Partner with the ABE/GED program to provide Welding training to GED Students	**At least 15 students will participate in a modular basic welding class.**	**There were 10 participants in the welding class and 3 have been employed after completing the GED program.**	**increase the number of people that will take advantage of the assessment opportunity.** **The number of students in the class was less than we expected. We are going to look at providing more information to all students in the program to generate more interest.**

WORKFORCE INVESTMENT ACT
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Workforce Investment Act (WIA) is to provide workforce investment activities that increase the employment, retention, and earnings of participants. These activities include opportunities for the participants to be trained or retrained in occupational skills that are in demand in the local area. This increased occupational skill attainment by participants will reduce welfare dependency, and enhance the productivity and competitiveness of the Nation.

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Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, WIA has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

WORKFORCE INVESTMENT ACT
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
1. Students will be able to demonstrate effective work readiness skills.	**WIA/SELECT will evaluate this outcome through the following measures:** 1. **DWIA work readiness skills pre-test** 2. **DWIA work readiness assessment tool** 3. **Job placement.**	**100% of WIA students will be administered the DWIA work readiness pre-test.** **85% of WIA students will master the work readiness assessment tool.** **100% of WIA students will participate in job placement**	59/100% 45 In-School Students 14 Out-of-School Students 54/59 92% 47/59 80%	All participants were administered the work readiness pre-test. Participants were taught work readiness skills. The curriculum was revised to meet the needs of the changing workforce. Based on results, program coordinator and instructors will work with participants to complete required skills in a timely manner.
2. Students will show an increase of one or more functional levels on a nationally norm assessment.	1. **TABE pre-test** 2. **TABE post-test** 3. **Students will be evaluated on the computerized WIN for Work Keys.**	**Students must be performing at the 6th grade plus level to be eligible.** **50% of students will increase two functional grade levels on the TABE.** **48% of students will advance to level four of WIN for Work Keys.**	14/14 100% (OS only) 1/14 7% (OS only) 10/14 71% (OS only)	Only participants performing at the 6th grade were considered for the OS program. Teaching strategies were revised and additional instructional materials introduced. Participants spent additional time on WIN for Work Keys. Provisions were also made for them to assess the program from sites other than the classroom.
3. Students will demonstrate character building skills.	**The instructor and counselor will document participant character growth on the Individual Service Strategy (ISS).**	**75% of the students will demonstrate positive improvement in character.**	55/59 93%	Instructional staff worked diligently on character building activities. These activities included speakers, workshops, modules, etc.

SECTION 3: EDUCATIONAL SUPPORT SERVICES

**COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009**

CAREER SERVICES AND PLACEMENT CENTER
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The overall purpose of the Career Services and Placement Center is to assist students in preparing for the decision making process of setting goals, forming a plan of action, preparing for work, and performing an exceptional job. The Career Services and Placement Center also serves as a vehicle for campus work study and off-campus part-time employment opportunities

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Career Services and Placement Center has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

CAREER SERVICES AND PLACEMENT CENTER
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Career Services and Placement	1. The Career Services and Placement Center will provide workshops and seminars for students.	Number of workshops/seminars provided Number of students participating	The Career Services and Placement Center will provide at least 14 career/placement workshops and seminars At least 150 of students will attend the workshops and seminars	14 152	The goals were met. However, student feedback and comments led the Career Services and Placement manager to plan the 2009-10 seminar and workshop calendar by ensuring all workshops and seminars implemented by the center are pertinent to the student populous.
Career Services and Placement	2. Students will be able to identify career pathways that will assist them in choosing career opportunities. 3. Students and employees who utilize the Career Services and Placement Center will indicate that they are satisfied with the services provided them.	Number of students utilizing the Career Center Number of students receiving career counseling Transfer data for career-technical job placement results Academic transfer results Students and employees survey results will be used as the method of evaluation	Number of students utilizing the Career Center will be 200 in FY08. Number of students receiving career counseling will be 75 in FY 08. The number of CCC career-technical completers who continue their education or who successfully enter the workforce will be 75 in FY08. The number of CCC graduates enrolling in an IHL undergraduate or graduate program in FY08 will increase by 29%. 65% of employees who participate in the satisfaction survey will rate their level of approval with the student support programs, services, and activities as "satisfactory" or higher. 2008-09 Campus Climate Survey Results 65% of students who participate in the satisfaction survey will rate their level of approval with counseling services as "satisfactory" or higher. 2008-09 Entering Student Survey Results and 2008-09 Graduating Senior Exit Survey Results	520 225 151 500 = 93.8% 77.66% 67.7% 74.71%	All goals were met. Students utilized the career center by researching various career opportunities and career information. The student populous engaged in a continuum of career workshops and seminars. Improved measures for assessing the effectiveness of Career Services are being researched.

COUNSELING SERVICES
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of Coahoma Community College's Counseling Services is to serve the academic, social, and emotional needs of the institution's students.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Coahoma Community College's Counseling Services has adopted the following institutional goals: provide a network of services that allows the student to maximize his/her potential; provide opportunities for developing partnerships with public and private agencies to address community and economic development needs within the service area; plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.

COUNSELING SERVICES
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Counseling Services	Students will receive counseling services aimed at enhancing their academic success. These services include: individual and group counseling sessions; academic advising; career awareness and exploration services; transitional services; testing services; and external referrals and partnerships.	(1) Number of students who received counseling services (2) Number of student referrals from instructors	(1)- 500 academic and 300 career-technical students will receive counseling services. (2)- 300 academic and 125 career-technical students will be referred for counseling services.	(1) 369 A/ 73.8 257 CT/85% (2) 79 CT/63%	In making use of results, the following improvements were implemented: (1) Improved the process of referral services (2) Requested instructors provide a list of students with deficiencies at mid-term
Counseling Services	Services provided by the Academic and Career-Technical Counseling Staff will meet the needs of students.	(1)-Spring 2009 Graduating Students Exit Survey (2)-Entering Students Survey	65% of students who participate in the satisfaction survey will rate their level of satisfaction with academic advising and counseling services as "satisfactory" or higher.	(1)-126 of 174 respondents 74.84% were satisfied with services (2) 68 of 96 respondents 72.91% were satisfied with services	Goal was met, but efforts related to improving customer service will be ongoing.
Counseling Services	A Sophomore Transfer Day will be provided for students to aid them in obtaining scholarship and career information	(1)The number of the students will attend Sophomore Transfer Day (2)The number of College/Military representatives that participate	(1)At least 100 students will participate in Sophomore Transfer Day (2)- 30 individual representatives from colleges/military programs in Mississippi and neighboring states will participate	(1)- 66 students participated (2)- 25 individual representatives from colleges/military programs in Mississippi and neighboring states participated	Although the benchmark was not met, participating students were made aware of the various careers and educational programs, scholarships, and other resources available to them. A decision was made to better advertise future events so as to make every interested student aware of the opportunity.
Counseling Services	Counselors will be provided an opportunity to receive the latest innovative information in	The number of professional development training Counselors will attend per semester	Counselors will attend at least 4 professional development trainings per semester	The counselors attended four (4) professional development trainings: MS Community and	The benchmark was met. Efforts will continue to assure that counselors receive adequate opportunities for professional

	the area of College Counseling through professional development			Junior Counselors Association MS Counselors Association MS Advisor Meeting MS Municipal League Conference	development.
Counseling Services	Counseling services will enhance the academic success of students at Coahoma Community College.	Number of students on academic suspension or probation	Number of students who are on suspension, academic suspension, or probation will decrease by 15%.	357 Fall 06 289 Fall 07 794 SUS/Probe Fall 08 19% decrease from Fall 06 to Fall 07 175% increase from Fall 07 to Fall 08	In using results, services aimed at meeting the academic needs of students were enhanced. These efforts included: Students were exposed to domestic violence and awareness programs. Retention rallies were held for students. Instructor referrals were addressed immediately. Students were referred to Win Job Center for employment, Social Security Administration and Voc-Rehabilitation for services. The Counseling Department recommended that the College employ an additional counselor to provide additional academic support services to students.

DISABILITY SERVICES
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of Coahoma Community College's Disability Services is to provide reasonable accommodations for equal access to an education for students who register and quality for disability services.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Coahoma Community College's Disability Services has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

DISABILITY SERVICES
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Disability Services	Upon request for disability services, the student will receive reasonable accommodations to ensure equal access to his/her educational program of study.	(1) Number of students who request disability services per semester (2) Academic progress reports of students provided disability accommodations	Based on the numbers of students who requested services. Maintain academic progress of a 2.0 GPA or above	1/100 Student did not maintain a 2.0 GPA. However, student showed 1.2 increase in GPA	Only one student self-identified as needing disability services. In making use of results, efforts to inform students and faculty of the available services and the need to identify both physical and learning disabilities are being implemented
Disability Services Disability Services	Students and College Personnel will be satisfied with services provided by the Disability Coordinator	2008-09 Graduating Sophomore Exit Survey Results 2008-09 Entering Student Survey Results	65% of students and employees who participate in the satisfaction survey will rate their level of satisfaction with provisions provided for students with disabilities as "satisfactory" or higher.	115 of 174 respondents were satisfied with services 66.09% 65 of 96 respondents were satisfied 67.7%	The benchmark was met. The results were used to review the accessibility of our facilities to all students, faculty, and staff
ADA/504 Services	The institution will meet or exceed guidelines of the Office of Civil Rights.	List of facility improvements needed for full compliance with OCR standards List of improvements made in addressing the compliance issues	At least 3 (75%) of the findings from the OCR visit will be addressed in the current school year.	Three findings were addressed.	The following OCR visit requests were addressed this school year • Marion Reed Gymnasium renovations were completed • Entrance and Exit doors were replaced in Curry Hall and accessible push pad locks were installed • Entrance doors in Dickerson Johnson Library were replaced and accessible push pad locks were installed Improvements will continue in an effort to assure that the College is in 100% compliance with OCR standards.

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
ADA/504 Services	Coordinator will be provided an opportunity to receive the latest and innovative training in the field of Disability Services in Higher Education through professional development	The number of professional development trainings the Coordinator will attend per semester.	The Coordinator will attend two (2) professional development training to stay abreast of the changes in disability services	The Coordinator attended two (2) professional development trainings: MS AHEAD Disability Conference and the Project Start Technology Conference	The benchmark was met. The Coordinator will continue to seek professional development opportunities in an effort to improve services for students with disabilities.

FINANCIAL AID
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Financial Aid Office is to assist students and parents in the process of applying for financial aid. The Office of Financial Aid offers assistance in the completion of the Free Application for Federal Student Aid (FAFSA); conducts counseling sessions with students to ensure a successful financial aid process; sends correspondence informing students of necessary documentation to determine financial aid eligibility and processes submitted documentation; receives and notifies students of scholarships; processes and awards financial aid according to student eligibility.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Coahoma Community College's Financial Aid Office has adopted the following institutional goals Empower students with the necessary tools to maximize their potential by providing a network of support services and activities; Address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and Ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

FINANCIAL AID
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Financial Aid	1. Students will be able to complete the financial aid process within the priority deadline (March 1).	Percentage of students who apply for financial aid on or before the priority deadline.	Of the students who apply for financial aid in spring of 2009, 50% will apply for financial aid on or before the priority deadline.	5.44 percent applied for financial aid within the priority deadline. 2644 students enrolled for Fall 09. 144 students applied within the priority deadline.	To increase the number of students applying for financial aid by the priority deadline, CCC designated the month of March as "FAFSA Completion Month" and issued $500 dollars in free give-away. The Financial Aid Office also, used the internet, flyers, and banners to market the benefits of applying early for financial assistance.
Financial Aid	2. Financial Aid Office will provide financial aid strategies and assistance workshops to assist students in completing necessary financial aid documents.	Number of financial aid marketing strategies or assistance workshops held during the assessment period Percentage of students who participate in the assistance workshops. Student surveys tracking students' level of satisfaction with student activities.	At least 1 financial aid marketing strategies or assistance workshop will be held during the year. Of the students who enroll in the fall, 30% will participate in financial aid assistance workshops. 50% of students and faculty who participate in the satisfaction surveys will rate their level of satisfaction with financial aid services of the college as "satisfactory" or higher.	A one day workshop was held on April 22, 2009, from 8:00a.m.to 7:00p.m. 1.09 percent (29 students) participated in the workshop. 08-09 Graduating Senior Exit Survey results indicated a satisfaction level of 68.40%. 2008-09 Entering Student Survey results indicated a satisfaction level of 68.74%. 2008-09 Campus	The workshop provided CCC's campus students and the eight educational sites the opportunity to complete the FAFSA early. Due to the low percentage of students' participation in the early application process; CCC increased the number of individuals to assist students in completing the FAFSA during registration; which reduced congestion, chaos and allowed students to complete the process within the registration deadline. In using results, a decision was also made to enhance advertising efforts informing students of future financial aid assistance workshops.

				Climate Employee Survey results indicated a satisfaction level of 49.50%.	
Financial Aid	3. Financial Aid Office will demonstrate financial responsibility.	Annual Audit Report and Fiscal Operations Report.	For the most current audit (FY08), Coahoma Community College's Financial Aid Office will meet 95% of the annual audit and review requirements for the administration of Federal and State financial aid funds.	The FY08 audit is pending final determination by the Department of Education. The FY 08 Fiscal Operations Report was validated and submitted to the Department of Education on 10/1/09.	Efforts will continue to assure that all audit and review requirements are met. The Annual Audit and the Fiscal Operations Reports allow the institution's continuation of receiving Federal and State fundings.

HOUSING AND RESIDENCE LIFE
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
Coahoma Community College provides supervised residence halls for men and women that are enrolled full-time at the institution. The Department of Housing is committed to offering a maturing experience of growth and excellence for students living in the Residence Halls. The department exposes the belief that students learn and grow in many ways during their college years. Therefore, the department seeks to facilitate the personal and academic growth of its residents.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Coahoma Community College's Department of Housing has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; support cultural enrichment programs and activities; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs

HOUSING AND RESIDENCE LIFE
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Housing and Residence Life	1. The student will be able to complete the application process and pay housing fee by the deadline set by the institution.	(1) Number of students completing applications by the deadline. (2) Number of students paying fee by the deadline.	Of the students who complete a housing application for fall 2008, 60% will complete an application by the deadline date. Of the students who pay housing fees to the institution for fall 2008, 70% will pay fees by the deadline date.	During the fall semester of 2008-2009 school year a total of 256 students resided in student housing. A total of 192 students completed a housing application before the deadline. (75% met deadline) There were 256 students who applied for housing for the fall of 2008-2009. A total of 182 students paid housing deposits before the deadline.(71% met deadline)	Goal was met. Students who completed housing application and paid housing deposit before the deadline date had little or no trouble checking into the resident hall. By requiring students to complete applications online and getting their financial aid information completed in a timely manner, it is hoped that the ratings continue to improve.
Housing and Residence Life	2. Residential students will follow housing's policies and procedures.	(1) Statistics on the use and misuse of the residence hall card access system; (2) Number of infractions committed in the dormitories annually.	100% of students will use the residence hall card access system correctly. The number of infractions committed in dormitories will decrease by 10% compared to 2007-2008.	In 2008-09 there were 2 student seminars conducted on safety and housing. All resident students who participated and those who did not participate were instructed in the use of the card access system. These instructions have given us a 100% satisfaction level with the card access system. 28 infractions in 2007-2008 40 infraction in 2008-2009 (an increase of 43%)	The resident students who reside in a hall with access control doors had control over their safety while living in the residence hall. In making use of assessment results, a recommendation was made for access control on all dorms. With the addition of CCTV and additional RAs in the resident hall, more violations are being seen and reacted to by Housing. However, it is expected that this increase in violations will subside during the 2009-10 school year. Careful monitoring will continue.
Housing and Residence Life	3.The residential hall students will rate their level of satisfaction with housing and maintenance of housing as "satisfactory" or higher	Students' level of satisfaction with housing and maintenance of housing 2008-09 Graduating Student Exit Survey Results	65% of students who participate in the satisfaction survey will rate their level of satisfaction with housing and maintenance of housing as "satisfactory" or higher.	Graduate Survey results: 174 respondents, 94 satisfied 54.03% satisfied Entering Student Survey results: 96 respondents, 79 satisfied 82.28% satisfied	The results of these surveys show that the students who choose to reside in college housing at Coahoma are satisfied. With the building of a new female residence hall in the near future, it is expected

		2008-09 Entering Student Survey Results		270 total responses 173 rated "satisfactory" Overall rating: **64% satisfied**	that the 65% satisfaction level will be reached.

LIBRARY AND LEARNING RESOURCES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Dickerson-Johnson Library and Learning Resources Center is to support the college's mission by acquiring, organizing, and disseminating information to support the curriculum and programs of the institution.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission the Dickerson-Johnson Library and Learning Resources Center has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for student; support cultural enrichment programs and activities; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

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LIBRARY AND LEARNING RESOURCES
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Dickerson-Johnson Library and Learning Resources Center	**1. Students and college personnel will be satisfied with the library resources and services provided by the Dickerson-Johnson Library and Learning Resources Center.**	Graduating Senior Exit Survey, Entering Student Survey Campus Climate Survey.	<u>75%</u> of respondents will rate their level of satisfaction with the library resources and services as "satisfactory" or higher. 2008-09 Graduating Senior Exit Survey Results	76%	Nineteen percent (19%) of those responding on the **Graduating Senior Exit** Survey were either neutral or dissatisfied with library resources and services. The Fall orientation classes will feature an updated library website with staff generated online tutorials, a revised brochure and emphasis on database features. A description of the book collection will also be included in the orientation sessions
			2008-09 Entering Student Survey Results	82%	Fifteen percent (15%) of the **Entering Student r**espondents were neutral on their opinion of the library services provided. The staff has revised the library's brochure and changed some features on the website to highlight the resources available to library users. The changes should be posted before the Fall semester. The library is also planning to conduct training sessions with faculty and staff. An orientation packet will be given to all faculty and staff during the 2009-2010 pre-school conference.
			2008-09 Campus Climate Employee Survey Results	81%	Nineteen percent (19%) of those responding to the Campus Climate Employee Survey either thought or were unable to determine if the institution has library collections and learning information resources consistent with its mission and the degrees offered. The library staff will distribute information packets during pre-school conference containing a library resources CD.

Dickerson-Johnson Library and Learning Resources Center	**2. The Dickerson-Johnson Library and Learning Resources Center will provide adequate library collections and learning/information resources consistent with the institution's mission and the degrees offered by the college.**	Campus Climate Survey Results .	<u>75%</u> of respondents will respond with "strongly agree" or "agree" when asked if the institution has adequate library collections and learning/information resources consistent with its mission of the institution and the degrees offered by the college. 2008-09 Campus Climate Employee Survey Results	81%	Twenty (20) of one hundred three (103) respondents either thought or were unable to determine whether the library had adequate library collections and learning information resources consistent with its mission and the degrees offered. The library staff continued to send out blast emails alerting faculty and staff of new acquisitions and information relative to staff development, health issues posing threats to the general population e.g. swine flu and information pertinent to their areas of interest. It should be noted that many of the emails bounced. The division deans were informed that many faculty emails were bouncing back. Hard copies of some information were placed in individual boxes.
Dickerson-Johnson Library and Learning Resources Center	**3. The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.**	Description of facilities and learning information resources Identified needs Departmental requests	The Dickerson-Johnson Library and Learning Resource Center description of facilities and learning resources is provided on the website at ***www.coahomacc.edu/library***.	Ten of the older reference floor computers should be replaced. Additional security, equipment, and resources are needed in the Resource Room of the Allied Health Building.	Facility or learning resources enhancements that have been scheduled in response to identified needs or departmental requests are: The library will replace ten (10) computers that over six (6) years old on the Reference Floor. A self-check station and materials security system will be added to the Resource Room at the Allied Health Building. A small collection of books will also be added to augment the online resources. Tables, chairs and a magazine rack will also be added the Allied Health Resource Room. The ***Nurse Educator***, a peer-reviewed periodical, will be added to the resources in the Allied Health Facility. ***Nursing***, ***American Journal of Nursing*** and the ***Journal of Practical Nursing*** will be moved from the campus collection to the Allied Health Resource Room.

Dickerson-Johnson Library and Learning Resources Center	4. The institution ensures that users have access to regular and timely instruction in the use of the library and other learning and information resources.	Description of library orientations conducted during the academic year.	The Dickerson-Johnson Library and Learning Resources Center will conduct at least 5 library orientations for students/faculty during the year. 2008-2009 Library Orientation Survey Report MS Virtual Community College CCC Student Services Survey(online students)	Thirty-six (36) library orientation classes were taught reaching 676 students. Students were taught how to navigate the library's webpage, how to search the online catalog, and how to search online databases. Students were also given passwords to access the online databases. Library policies and procedures and interlibrary loans were also discussed. Ninety-one percent (91%) of respondents stated that the class met or exceeded their expectations. Eighty-eight percent (88%) of those responding to the survey indicated that that instruction for using library resources was available and more than eighty percent (80%) indicated that the instruction for library material was adequate.	In making use of the positive assessment results, the library will set a goal for the next cycle for an increase of 15% for the number of students receiving orientation.
Dickerson-Johnson Library and Learning Resources Center	5. The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution.	Description of library staff and credentials. Description of staff development activities	100% of the library staff will meet the institution's credentialing standards Library staff members will participate professional development activities that strengthen their skills in providing instruction in the use of resources to both students and faculty	100% of the library staff meets the institution's credentialing standards with credentials posted under the institutional effectiveness website. Library staff members participated in information literacy, database use and promotion workshops, library conferences dealing with technical issues, customer service training and numerous other staff development activities.	The information literacy, database use and promotion workshops assisted the staff in providing better instruction in the use of resources to both students and faculty. Although the standard was met, library staff members continue as an ongoing goal to seek training and educational opportunities to enhance their library skills.

MISSISSIPPI DELTA RURAL HEALTHCARE TUTORING PROGRAM
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The Mississippi Delta Rural Healthcare Tutoring Program is designed to facilitate students' learning by offering one-on-one tutoring in math and science.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Mississippi Delta Rural Healthcare Tutoring Program has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies.
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MISSISSIPPI DELTA RURAL HEALTHCARE TUTORING PROGRAM

2008-2009 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Rural Healthcare Training Tutoring Services	**1. Students who receive tutoring services from the Rural Healthcare Training Partnership will demonstrate improved achievement in mathematics and science.**	Number of students participating in mathematics tutoring services, and number of students participating in science tutoring services. Rural Healthcare Training Partnership will record the results on this form.	Number of students receiving mathematics tutoring services will be <u>50</u>. Number of students receiving science tutoring services in will be <u>20</u>. <u>50%</u> of students who receive services will show improvement in their final grade in the course compared to their mid-term grade	No students were tutored in the 08-09 school year. The period of performance ended for this component of Delta Rural Health Care. The Math/Science Instructor was reassigned to another position on campus.	Data from program indicated a need to continue the math tutoring program. This component was included in the proposal to strengthen allied health programs. Funding to continue the Math and science tutoring program was awarded Feb. 15, 2009 from the US Department of Labor. A Math specialist will be hired to fill this position by July 1, 2009.
Rural Healthcare Training Tutoring Services	**2. Students who receive tutoring services from the Rural Healthcare Training Partnership will enroll in Coahoma Community College the following semester.**	Retention rate of students participating in student tutoring services	Students who participate in tutoring services will have an institutional retention rate of <u>75%</u>.	No students were served during the 08-09 school term.	

RAPID RESPONSE
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Rapid Response is to assist students to develop job readiness skills, a professional attitude, and strong work ethnics.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Rapid Response has adopted the following institutional goals: empower students with the necessary tolls to maximize their potential by providing a network of support services and activities; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies.

RAPID RESPONSE
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Rapid Response	1. Students assessed through Rapid Response will enter into an academic or vocational program.	The Rapid Response Coordinator will administer a battery of assessments designed to determine educational and vocational history, potential barriers to employment, supportive services, and a service plan to meet the projected outcome. Assessment instruments may include CHOICES and the Test for Adult Basic Education (TABE). The student applicant will complete the assessment for entry into an academic or vocational program.	A pre-test in reading and math is administered and scored prior to training. All potential students assessed will enter into an academic or vocational program.	Less than 70% of students assessed entered an academic or educational program	Actions taken in response to assessments: If the TABE pre-test indicated a deficiency in either reading or math (8.9 or below), a post-test was given prior to exiting the program or within one year following remediation, guidance and counseling provided to the student.
Rapid Response Coordinator	2. Students will be provided with career exploration and decision-making skills training.	Results from entry/exit interview, career interest inventory, and CHOICES will be compiled for evaluation.	All students will develop decision-making skills during the first year of training.	Less than 80% of students demonstrated that they had developed adequate decision making skills.	In making use of assessment results, students who were unsuccessful were provided an occupational skills training session to reinforce and enhance decision-making skills.
Rapid Response Coordinator	3. Upon completion of an academic or vocational program, the student will be placed in unsubsidized employment.	Students will receive job search training to include completing job applications, writing resumes, mock interviews, employee/employer relations, and attendance on the job.	All participating students will become gainfully employed	Less than 85% of students were placed in unsubsidized employment.	In using the results of the assessment, students who were not placed were monitored more closely through follow-up obtained through the WIN Job Centers that provided information regarding job placement, supportive services, and assistance in securing better paying jobs.

SAFETY SERVICES
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
Coahoma Community College's Campus Police Department is responsible for the general safety, protection, and security of students, faculty, staff and property of the institution.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Coahoma Community College's Campus Police Force has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs; and address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies.

SAFETY SERVICES
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Safety Services	**1. Campus Police will provide a safe and well-maintained environment for students, faculty, and staff.**	(1) The number of student-centered campus seminars on safety and maintenance of housing facilities and number of participants (2) Comprehensive report of crime statistics by category annually.	At least 3 student-centered campus seminars on safety and maintenance of housing facilities will be held with at least 149 students participating. Total number of crimes reported on campus will decrease by 10%.*(list each category separately)*	2007-2008 2 seminars 139 participants 2008-2009 2 seminars 100 participants 2007-2008 30 2008-2009 27 A 10% decrease for the year	*Coahoma Community College's Campus Students attended two seminars/workshops. The topics of the seminars were Campus and Housing Safety and Stress Management. New students were made aware of the internal and external cameras/access control doors .We only had 1/3 of the on campus population participating. Efforts aimed at enhancing participation including mandatory attendance for on-campus residentsare being considered.* *(see Crime Statistics table below)*
Safety Services	**2. The Campus Police will decrease the number of student infractions occurring campus wide.**	(1) Numbers of infractions committed campus wide annually.	The number of student infractions occurring campus wide will decrease by 10%. (*Compared to 2007-2008*).	2007-2008 28 infractions 2008-2009 40 infractions 70% increase	The increase of student infractions in 08-09 is considered to be a result of adding additional RAs, and adding CCTV in the residence Halls in 07-08. A considerable decrease is expected for the 09-10 school year, because of the additional RAs and CCTV in residence halls. Monitoring efforts will be continued.

Crime Statistics

Incident	Y06-07	Y07-08	Y08-09
Murder	0	0	0
Rape	0	0	0
Robbery	0	0	0
Agrev. Assault	1	9	5
Burglary	7	10	15
Vehicle Theft	0	1	0
Hate Crimes	0	0	0
Arrests	7	10	6
Liquor	0	0	0
Drug	0	0	0
Weapon	0	0	1
Total	15	30	27

Safety Services	3. The students, faculty and staff will rate Campus Police at a level of "satisfactory" or above for providing personal and campus safety.	Level of satisfaction of faculty and staff with personal security and safety of campus	40% of students, faculty and staff who participate in the surveys will rate their level of satisfaction with the personal security and safety on campus as "satisfactory" or higher.		The benchmark was met with the level of satisfaction for safety from the students, faculty and staff above 50% in all areas. The Safety Services department will continue to work toward a 100% satisfaction rate. In making use of assessment results, a decision was made to request additional upgrading of technology related to the safety area and further increase the man power as funds become available.
			2008-09 Graduating Students Exit Survey Results	174 responding 119 satisfied or higher 67.40%	
			2008-09 Entering Student Survey Results	96 responding 54 satisfied or Higher 56.24%	
			2008-09 Campus Climate Employee Survey Results	103 responding 89 satisfied or Higher 86.40%	
				Each survey shows that the faculty, staff, and students are satisfied with their personal safety at Coahoma Community College.	

SOCIAL AND CULTURAL ENRICHMENT PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The Office of Student Affairs provides Social and Cultural Enrichment at Coahoma Community College to provide meaningful cultural enrichment activities that increase satisfaction among students at Coahoma Community College.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Coahoma Community College's Office of Student Affairs has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies.

SOCIAL AND CULTURAL ENRICHMENT
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Social and Cultural Enrichment	**1. The Office of Student Affairs will provide effective social and cultural enrichment activities for students.**	(1) Number of social and cultural enrichment activities offered to students (2) Number of student participants Student Surveys indicating students' level of satisfaction with the social and cultural activities (3) Senior Survey (4) Entering Student Survey	At least 5 social and cultural enrichment activities will be held during the year with at least 262 students participating; 60% of students who participate in the satisfaction surveys will rate their level of satisfaction with the recreation, social gatherings, cultural events, and entertainment as "satisfactory" or higher. 2008-09 Graduating Senior Exit Survey Results 2008-09 Entering Student Survey Results	(1) 3 events (2) 121 participants (3) 68 of 96 or 70.82% of respondents expressed satisfaction (4) 65 of 96 or 67.7% of respondents expressed satisfaction	The participation benchmarks were not met. In an effort to enhance participation in social and cultural activities, new initiatives were implemented. Improvements that were made as a use of assessment results: - Marketed Social and Cultural Enrichment activities more through Campus website - Collaborated with campus housing to reach more students - Used social networks such as Facebook to promote activities.

SPECIAL POPULATIONS SERVICES
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of Special Populations Services is to support the College's commitment to accommodate students possessing diverse goals and backgrounds. These services assist students in achieving successful performance in their instructional programs as well as to attain their individual goals.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Special Populations Services has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

SPECIAL POPULATIONS SERVICES
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Special Populations Services	Students who qualify for special populations services will be able to develop and advance their program of study and career skills.	(1) TABE Pretest and Post-test (Math, language, and reading levels of academic (basic skills) attainment)	60% of the graduates' scores will increase in academic (basic skills) attainment on TABE post-test by 10%.	51 of the total # of graduates took the pre and post test. 75% (38 of 51) of the students showed increased academic (basic skills) attainment by 10%. (see attachment)	The students were required to come to the Related Studies Lab to be remediated in basic skills (Math, Language, and Reading). Students used TABE study guides to improve their scores prior to graduation. Some students received one-on-one remediation in the Related Studies Lab from the instructors. A calendar will be developed to ensure all students take the post. Instructors were advised to strongly emphasis to students the importance having a pre and post test score on all graduates.
	Students will be able to pursue highly technical and non-traditional careers with science and math backgrounds. Students will be able to enroll in a community college or university and succeed in the health, communication, computer technology, or engineering careers of study.	(2) Number of high school and postsecondary females attending the WISCT(Women In Science Construction Technology) conference;	50% or 500 female students from 19 schools in our five-county service areas will attend the WISCT.	85% of female students from our five-county service areas participated in our annual Women in Science Construction and Technology Conference (WISCT) to hear from motivational speakers and role models concerning career opportunities	Conference evaluation form was given out to students for feedback on how they would rate the conference base on the amount of information presented about careers for persons in non-traditional careers and how they would rate conference speakers, each session, and conference schedule. 85% of the students said that the conference was excellent. To improve next year conference, we need to add more non-traditional speakers.
		(3) Number of Special Populations' students provided career skills services in the Related Studies Lab.	50% of the special populations students will use the Related Studies Lab for remediation and employability skills	125 career and technical students used the Related Studies Lab for remediation and career skills	The students used the Related Studies Lab for Entrance Assessment (TABE), Career Interest Assessments, and Tutorial services; to include but not limited to, Choices, TABE Study Guide, and web-based assessments (Studyguidezone.com and

					Testprepreview.com) in order to help prepare them to be successful in their program of study.

STUDENT ATHLETICS PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of Coahoma Community College's Athletic Department is to ensure that Coahoma Community College strives to be the best in the community, the state, and recognized throughout the nation. The Athletic Department's purpose is to teach, motivate, discipline, love, care, and instill character in everyone involved in the Tiger family.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Coahoma Community College's Athletic Department has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

STUDENT ATHLETICS
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
	1. Students will be able to demonstrate necessary skills needed to graduate from Coahoma Community College within three years.	Class attendance Rate Graduation Rate Study Hall	<u>80%</u> of students will attend class regularly. <u>70%</u> of students will graduate within 150% of time. <u>100%</u> of students will attend evening study hall sessions 3 times per week.	65% 68% 95%	Coahoma Community College's student athletes demonstrated skills needed to be a part of a successful athletic program. Students attended the majority of class meetings received effective and efficient rehabilitation services, demonstrated positive weight measures, and record graduation rates. Student athletes demonstrated to fellow non-athletic classmates the results of multi-tasking. Athletic Department increased the number of days and hours of study hall for athletes, from 2 days to 3 days; from 1 ½ hours to 2 hours per day. Athletic Department also instituted a tutorial program and used the library for the location of study hall. Students were able to utilize library learning resources.
	2. Students will satisfy eligibility requirements in order to participate in athletics at Coahoma Community College.	Eligibility completion Rate	<u>80%</u> of athletes will satisfy eligibility requirements for the NJCAA and MAJCA	95%	Athletes are required to have the following: 1st year participant=2.0 GPA for 12 hours. 2nd year participant=24 hours with a 2.0 or accumulated 36 hours with a 2.0 or 1.75. After checking mid-term and semester grades, those students who

					fell below eligibility requirements received tutoring services provided by Student Services and the Rural Healthcare Tutorial Program.
	3. Students will maintain a healthy lifestyle.	Drug Test results Number of injury rehabilitations Record of weight loss or gain;	<u>80</u>% of athletes will pass drug test results. <u>100</u>% of students that require rehabilitation will receive services <u>65</u>% of the <u>100</u> students will show a positive gain or loss of weight.	69% 89% 94%	The 31% of the students who did not pass the drug test received counseling from the Athletic Director and Athletic Trainer. Students were retested and met the requirements. If students do not pass the drug test, then they automatically can be randomly tested. The Athletic Department continued to ensure students remained drug free by randomly testing these 31%. The Athletic Department provided rehabilitation services for all students who receive injuries that required rehabilitation a time, date and location for the services. The Athletic Department will continue to emphasize the importance of rehabilitation services. Athletes who needed to lose weight or gain weight were counseled by the Athletic Trainer and the coaches. The Strength Conditioning Coach educated the athletes on the benefits of loss of weight and the gain of weight. Through off-seasoning conditioning, those students who needed to lose weight were able to lose weight. Through weight lifting and strength training classes, those students who required weight gain gained the weight through strength conditioning.
	4. Students will retain their scholarships in order to participate in athletics.	Percentage of students retaining athletic scholarships. Drug test results.	<u>100</u>% of the students will retain their athletic scholarship.	100%	100% of the athletes retained their scholarships. The Athletic Department will continue to monitor those students who are enrolled in summer school.

STUDENT CLUBS AND ORGANIZATIONS PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of Coahoma Community College's Student Clubs and Organizations is to provide opportunities for students to develop leadership qualities necessary to be contributing members of society.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Coahoma Community College's Office of Student Affairs has adopted the following institutional goals: provide a network of services that allows the student to maximize his/her potential; provide opportunities for developing partnerships with public and private agencies to address community and economic development needs within the service area; plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.

STUDENT CLUBS AND ORGANIZATIONS
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Student Clubs and Organizations	The Office of Student Affairs will sponsor effective student clubs and organizations.	**Office of Student Affairs** Office of Student Affairs will evaluate this program outcome through the following measures: number of student activities recommended and/or organized by student clubs/organizations; number of students participating in clubs and organizations; and students' level of satisfaction with student activities and programs. Student Affairs will record the results on this form. **Assessment Committee** The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Student Affairs. **Office of Student Affairs** Student Affairs will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.	At least 10 student activities recommended and/or organized by student clubs and organization will be held in FY09. In FY09, 50 students will participate in a club or organization of the college. 60% of students who participate in the satisfaction surveys will rate their level of satisfaction with the college-sponsored student programs as "satisfactory" or higher. 2008-09 Graduating Senior Exit Survey Results 2008-09 Entering Student Survey Results	30 95 74.71% 67.70%	All goals were met. Clubs and organizations sponsored effective well attended activities. Student participation in clubs, and organizations demonstrated increased level of satisfaction and leadership. More participation incentives were offered to clubs' and organizations' advisors for enhancing programming efforts.

STUDENT EMPLOYMENT SERVICES
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of Student Employment Services is to assist students in finding part-time work to assist with their financial needs in the local community or on campus.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Student Employment Services has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

STUDENT EMPLOYMENT SERVICES
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Student Employment Services	**1. The Student Employment Services Program will locate and develop off-campus and on-campus job opportu-nities for Coahoma Community College students.**	Number of students participating in JLD Program, Work Study, and Community Service. Percentage of funds used to employ students.	The number of students for whom jobs are located or developed will be at least 425. 100 % of Total funds for student employment will be used : (FSEOG, travel, equipment, supplies and salary are already included in total Funds) JLD Students=$50,000 Work Study=$200,000 Community Service=$20,000	JLD Students=40 Work Study=389 Community Service=20 $44,546 $194,180.81 $7955.98	Student participation goal was met with a total of 449 students employed. The percentage of available funds used to employ students was less than 100%. In making use of results, students were encouraged to use the website to apply for FWS. Students who had previously been apprehensive about using the web became more comfortable with accessing and submitting data. In making the application process more accessible, it was hoped that the number of participants would increase. Efforts will continue to improve the effectiveness of the program, the number of participants, and the available funding utilized.
Student Employment Services	**2. The Student Employment Services Program will develop and maintain community partnerships.**	Number of community partnerships Federal Work	The number of community partnerships will be at least 17 or above	18	The goal was met. The collaborative efforts of the state and federal agencies in the community were enhanced. Efforts will be continued to make the community more aware of the benefit of the College's presence in the area.
Student Employment Services	**3. The Student Employment Services Program will enable college students to serve as tutors for pre-school or elementary students.**	Number of students employed as reading tutors and the Number of students employed as mathematics tutors.	Number of students employed as reading tutors of children or employed in family literacy activities will be at least 4 college students Number of students employed as mathematics tutors of children or employed in family literacy activities will be at least 4 college students	5 5	The goal was met. Students were allowed to work in a real-time preschool setting which proved to be both beneficial for the preschoolers and the college students. Some of the student tutors were provided an opportunity to stay on fulltime after graduation. Efforts to increase participation of Coahoma students in the program are being implemented.

STUDENT HEALTH, WELLNESS AND NUTRITION SERVICES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of Coahoma Community College's Student Health, Wellness, and Nutrition Services is to provide quality health care services to students, faculty, and staff of the Coahoma Community College campus community. Coahoma Community College's Student Health, Wellness, and Nutrition Services also strive to educate the campus community on the importance of leading healthy lifestyles by providing a wide array of programs that are beneficial academically, personally, and socially

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Coahoma Community College's Student Health, Wellness, and Nutrition Services has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.
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STUDENT HEALTH, WELLNESS AND NUTRITION SERVICES
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Student Health, Wellness and Nutrition	**1. Students will be able to demonstrate an increased awareness in the importance of health, wellness and nutrition.** **2. Students will develop knowledge of the importance of wellness programs as it relates to health and fitness.** **3. Students will have an increased knowledge about the relationship between nutrition and healthy living.**	Campus Nurse Cafeteria Services Student Affairs	Number of marketing strategies to enhance physical fitness awareness; Number of students who participate in various health fairs and seminars; Number of students who use the Wellness Center; Number of students served in college cafeteria; College cafeteria student surveys results; Number of teams participating in intramural sports; Number of females and males participating in intramural sports	During FY09, Student Affairs will market 10 strategies to enhance physical fitness awareness. 220 students will participate in health fairs and seminars. 450 students will utilize the Wellness Center. 40 females and 180 males will participate in intramural sports. 180 students will be served in the college cafeteria. 70% of students and employees who participate in the satisfaction surveys will rate their level of satisfaction with the cafeteria food and services as "satisfactory" or higher. 2008-09 Entering Student Survey Results 2008-09 Campus Climate Employee Survey Results	5 50% 95 43% 441 98% 6 15% Females 146 81% 47 of 96 48.95% respondents 55 of 103 53.39% respondents		Coahoma Community College Student Affairs Division marketed successful strategies to enhance physical fitness among all enrolled students. Students participated in health seminars, intramural sports, and visited the Health and Wellness Centers, and the College-Cafeteria to enhance their quality of life, and as a result becoming more effective academically and socially.

STUDENT MENTORING SERVICES
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of Student Mentoring Services is to provide students with a concerned person who will listen, understand, provide guidance, serve as a role model, and help students begin a positive college experience. The purpose of student mentoring is to aid the student in his/her adjustment to college, transition into mature independent adult life, career planning, goal setting, and understanding of self. Through the utilization of a mentor, students benefit from mature confidential guidance.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Student Mentoring Services has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

STUDENT MENTORING SERVICES
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Student Mentoring Services	Students who participate in mentoring services will be able to build relationships that will assist them in becoming more effective students.	Office of Student Affairs Office of Student Affairs will evaluate this outcome by measuring the number of faculty/staff who serve as mentors, the number of students who participate in the mentoring program, and the classroom retention rate of students who participate in the mentoring services. Student Affairs will record the results on this form. Assessment Committee The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Student Affairs. Office of Student Affairs Student Affairs will use the results to improve student learning, curriculum, or the program. Student Affairs will document these changes and/or improvements on this form.	Number of faculty/staff who serve as mentors will be 70. Number of students receiving mentoring services will be 75. Retention rate of students who participate in the mentoring services will be 60%.	Number of faculty/staff who serve as mentors was 73. Number of students receiving mentoring services was 67. Retention rate of 67.7%	The program was deemed to be successful in that the retention rate of participating students exceeded the goal of 60%. Faculty/Staff who participated in mentoring were more visible for events and activities. Students who participated in the mentoring program were better prepared to attend classes and meet with instructors. In making use of assessment results regarding the number of students served, the program was restructured to capture the necessitated participation for this program year. More activities that involved mentors and mentees were created so that more students would be encouraged to participate and contact hours could be met.

STUDENT TUTORING SERVICES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of Student Tutoring Services is to help students become independent and successful learners by assisting them to develop good study skills, to increase their understanding of course content, to enhance their self-confidence, and to develop a positive attitude toward learning.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Student Tutoring Services has adopted the following institutional goals: provide a network of services that allows the student to maximize his/her potential; provide opportunities for developing partnerships with public and private agencies to address community and economic development needs within the service area; plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.

STUDENT TUTORING SERVICES
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Student Tutoring Services	Students who receive tutoring services will be able to demonstrate improved achievement in academic and career-technical disciplines. Students who receive tutoring services will be able to participate in more activities due to developing studying and time management skills. Students who tutor will be able to enhance their skills for employment.	<u>Student Affairs Office</u> Student Affairs will evaluate this outcome by measuring the number of students who serve as peer tutors for the program, the number of students participating in the peer tutoring program, and the retention rate of students who participate in student tutoring services. Student Affairs will record the results on this form. <u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Student Affairs. <u>Office of Student Affairs</u> Student Affairs will use the results to improve student learning, curriculum, or the program. Student Affairs will document these changes and/or improvements on this form.	Number of students serving as peer tutors will be <u>4</u>. Number of students receiving tutoring services will be <u>30</u>. Students who participate in tutoring services will have an institutional retention rate of <u>80%</u>.	4 6 Retention rate of <u>84%</u>	The success of those students who took advantage of the tutoring opportunities was evident. However, the number of students who participated in the program was low. In an effort to improve the program and increase participation, the program was restructured. A tutorial lab facilitator was hired and a computer lab was devoted for program use. Also, AmeriCorps members were used to help facilitate the computer lab so as to extend hours of operation. The extended hours of operation were deemed to be of benefit to site students who may need to participate in the tutoring services after regular hours of operation.

WORK-BASED LEARNING PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:

The purpose of Work-Based Learning is to provide structured work-site experiences for which the student, program area teacher, coordinator, and worksite supervisor/mentor develop and implement a business/education contract (training agreement). The training agreement is designed to integrate the students' academic and technical skills into a work environment.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:

To accomplish the institution's mission, Work-Based Learning has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

WORK-BASED LEARNING
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
1. Students who participate in the Work- Based learning Program will successfully demonstrate workplace readiness skills.	Work-Based Learning Student Performance Checklist	At least 75% of the students will be rated with "Adequate Progress" on the Student performance Checklist by Work Based learning Coordinator.	60% of the Work Based learning Students were rated adequate process on the work based learning student performance checklist	The benchmark was not met. The student performance checklist was a good instrument for identifying specific areas of weakness and monitoring student's specific workplace readiness needs. Program staff are making an effort to respond to those individual identified needs with corrective action. The use of this instrument will be continued.
	Career Interest Checklist	At least 50% of the students will complete the Career Interest Checklist	70% of the work based learning students successfully completed the career interest checklist	The benchmark was met. The career interest checklist proved to be a valuable instrument in regards to monitoring students' interests. Wonderlic testing system is also being reviewed as another valuable instrument for use in the program. Implementing the Wonderlic software has been proposed for helping to narrow student interest levels to more specific areas in the work base learning program.
	C. I. T. E. Learning Style Assessment	At least 50% of the students will complete the C. I. T. E. Learning Styles Assessment	70% of the work based learning students successfully completed the C.I.T.E. learning style assessment	The benchmark was met. No further action is necessary. The C.I.T.E. learning style instrument was found to be an effective tool for helping the program coordinator identify students learning strengths and weaknesses.
	SCANS checklist instrument	At least 50 % of the students will receive an average score of 70 of 100 possible points on the SCANS Standards checklist.	23 SCANS Checklists completed and 18 students (78%) scored above the 70 pt average	Benchmarks were met. Strategies were effective. Efforts will continue to assure that students are given tools that allow them to demonstrate workplace readiness skills.
	Employers Survey of students' workplace skills	50% of employers surveyed will evaluate students' job performance as "satisfactory" or higher on the work-based learning employer survey.	More than 50% of the faculty and employers gave positive responses.	

SECTION 4 - ADMINISTRATIVE SUPPORT SERVICES
PROGRAM EVALUATION PLANS

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

ACADEMIC AFFAIRS
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Division of Academic Affairs is to promote teaching, learning, and scholarship for students and faculty. Academic Affairs fosters an innovative and effective learning environment that respects the diversity of individual backgrounds, abilities, cultures, and interests. While maintaining its historic focus on excellence in education, Coahoma today is a vibrant community of students and scholars and provides an outstanding range of degree programs through the Business and Computer Information Systems Department, English and Foreign Language Department, Fine Arts Department, Health, Physical Education and Recreation Department, and Social Sciences, Education and Psychology Department. These transfer programs parallel to Mississippi's public colleges and universities. Through its Education Outreach Office, the Division of Academic Affairs ensures access to educational opportunities to over fifty percent of the student population by offering evening, off-campus, and on-line classes. Student support services are offered through the Library Learning Resource Center, the Office of Admissions & Records, Academic Support Services, the GED/Online Testing Services and the Division of Student Affairs and Support Services. Faculty support services are available through the Office of
Institutional Advancement and Federal Programs and the Office of Institutional Effectiveness.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, Coahoma Community College's Division of Academic Affairs has adopted the following institutional goals: Provide academic transfer concentrations that parallel with the first two years of college/university programs; empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
1. Academic Affairs will provide effective academic departments and services.	**Office of Academic Affairs will evaluate this program outcome through the following measures:** **Transfer Grade Point Average (GPA)**	Cumulative GPA of Coahoma Community College at Mississippi's Institutions of Higher Learning will equal or exceed GPA of native students. (2.79)	Cumulative GPA of Coahoma Community College at Mississippi Institutions of Higher Learning for 2008-2009 is 2.63	The results of the SBCJC Program Performance Indicators show that Coahoma has dropped from fourth to fourteenth in the listing of Mississippi community/junior colleges by transfer GPA. This information has been used in order to strengthen the academic core and developmental course offerings through the following steps:
	Level of Stakeholders' Satisfaction on Surveys	75% of the institution's stakeholders who participate in the satisfaction surveys will rate their level of satisfaction with Coahoma Community College's academic departments and services as "satisfactory" or higher.	90% of stakeholders who participated in the in the 2008-2009 Campus Climate Employee Surveys were satisfied with Coahoma Community College's academic department and services.	• All course syllabi were revised • All programs of study were reviewed and aligned with the revised 2008-2009 Articulation Agreement between the State Board of Community and Junior Colleges and the Institutes of Higher Learning • Remedial course offerings were strengthened and expanded (specifically math and basic English courses)
	Campus Climate Survey Results	Campus Climate Employee Survey Results	In the 2008-2009 Campus Climate Employee Survey Results, the academic departments received a rating of 4.12 on the Level of Satisfaction with college departments and services component of the instrument. The academic departments ranked fourth among the 18 departments and service areas considered.	• Math and Science Department developed a placement policy for mathematics courses. Students are placed in the appropriate math courses based on ACT Math sub-scores. SEE PAGE 27 of the 2009-2010 College Catalog for a complete description. • The Academic Council was created in order to better address all academic matters. The Academic Council is composed of division administrators, academic department chairs, and faculty representatives.
	Average Class Size	The number of faculty members will be adequate to support the college's mission; average class size will range between (16-30) for the 2008-2009	The average class size during the 2008-2009 academic year was 23.09 at Coahoma Community College; thus, there is an	The results of the Campus Climate Survey showed that the academic departments continue to receive above average rankings on the Campus Climate Survey. However, the rankings and scores also showed that

		academic year.	adequate number of faculty members to support the college's mission.	there is always room for improvement and efforts (as listed above) have been made to continually improve the performance of all aspects of the Division of Academic Affairs. To that effect, the Division of Academic Affairs implemented organizational improvements in order to better serve its customers and stakeholders. The Office of the Academic Counselor was renamed the Academic Support Services Office to better reflect the services that are provided through that particular office including (but not limited to) academic counseling, placement testing, disability services, and office of civil rights advocacy. The GED/Testing Services Coordinator worked closely with the Distance Learning Coordinator in order to develop a more suitable testing center for all students in need of those services especially commuting or online students. The testing center was moved to Curry Hall and upgraded with new computers and chairs. Based on the average class size of the 2008-2009 academic year, Coahoma Community College employed adequate faculty to support the colleges mission. However, the increase in art majors and the number of hours the full-time art instructor carried during the 2008-2009 academic year indicated a need for the hire of an additional full-time art instructor.
2. Academic Affairs will employ qualified faculty and staff to accomplish the mission and goals of the college.	**Level of stakeholders' satisfaction on surveys**	<u>75%</u> of the institution's stakeholders who participate in the satisfaction survey will respond "strongly agree" or "agree" when asked if the institution employs faculty and staff who are qualified to accomplish the mission and goals of the college.	87% of the institution's stakeholders who participated in the satisfaction surveys strongly agree/agree that the institution employs faculty and staff who are qualified to accomplish the mission and goals of the college.	13% of the institution's stakeholders either disagreed or were undecided concerning whether or not the institution employed faculty and staff who are qualified to accomplish the mission and goals of the college. Thus, during the 2008-2009 academic year, the credentials of all faculty (full-time and part-time) were assessed by the Vice President of Academic Affairs, the Vice President of Institutional Effectiveness, and an external consultant. A small percentage of adjunct (non-contractual) instructors were found to not have the minimum credentials required. Therefore, these adjunct instructors were released from their teaching assignments by the Vice
	Percentage of faculty meeting or exceeding the institution's credentialing standards.	100% of the faculty in the Division of Academic Affairs will meet or	An evaluation of transcripts revealed a small percentage of	

		exceed the institution's credentialing standards.	faculty members did not meet minimum credentialing requirements.	President of Academic Affairs.
3. Academic Affairs will provide innovative learning opportunities utilizing emerging instructional technology.	**Instructor performance evaluation forms**	90% of the faculty in the Division of Academic Affairs will demonstrate that they are utilizing technology in their instruction on the performance evaluation forms.	According to the results of a technology survey compiled by the Office of Academic Affairs, 97% of full-time, day instructors in the Academic Division use technology to enhance the delivery of instruction in the classroom. 93% of full-time, day instructors have received recent training to use technology in the classroom. The same survey also revealed that 91% of adjunct instructors in the Academic Division use technology to enhance the delivery of instruction in the classroom and 73% of adjunct instructors have received recent training to use technology in the classroom.	Technology upgrades were made available to two departments during the 2008-2009 academic year through Title III funds to further enhance instructional technology. The English and Foreign Language department received two portable, multimedia stations (called "Teacher's Pets") that include a computer, a document camera, a projector, a DVD/VCR combo, and a sound system. The English and Foreign Language Department also received 20 copies of Rosetta Stone foreign language learning software) to be utilized on 20 new computers purchased with Title III funds. The GED/Testing Services Coordinator worked closely with the Distance Learning Coordinator in order to develop a more suitable testing center for all students in need of those services. The purchase of thirty computers for this lab was approved. 23 academic instructors at Coahoma Community College received Blackboard training and were certified to be Mississippi Virtual Community College online instructors. Of those Mississippi Virtual Community College certified instructors, 20 instructed online courses during the 2008-2009 academic year. 87% of all Mississippi Virtual Community College certified instructors at Coahoma Community College instructed online courses during the 2008-2009 academic year.
	Level of stakeholders' satisfaction on surveys	75% of the institution's stakeholders who participate in the satisfaction surveys will respond "strongly agree" or "agree" when asked if the institution's use of technology enhances	87% of the institution's stakeholders who participated in the satisfaction surveys strongly agree/agree that the institution's	The general academic core includes the following courses: English Composition I, English Composition II, Western Civilization I/American History I, Western

	Percentage of general education core available online.	student learning and is appropriate for meeting student learning outcomes and program outcomes. 50% of the general education core will be available for students to take online.	use of technology enhances student learning and is appropriate for meeting student learning outcomes and program outcomes. 100% of the general education core is available to students on line.	Civilization II/American History II, World Literature/American Literature, laboratory science I and II (lecture and lab), Art Appreciation/Music Appreciation, College Algebra (or higher). These courses were either provided or hosted by Coahoma Community College through Mississippi Virtual Community College during the 2008-2009 academic year. Therefore, 100% of the general academic core courses were made available to Coahoma Community College students online.
4. The Division of Academic Affairs will support professional growth and development.	**Faculty Credentialing Forms**	85% of the academic faculty will participate in a minimum of one professional development workshop per semester.	90% of academic faculty participated in faculty development workshops.	All academic faculty members participated in at least one professional development workshop during the 2008-2009 academic year as can be seen on the Faculty Credentialing Forms. Many members of the academic faculty have been active within professional associations in their field and other professional development programs/activities as can be seen on the Faculty Credentialing Forms.
5. The Division of Academic Affairs will ensure that programs of study will align with the public university programs.	**Percentage of programs of study that align with Mississippi's Institutions of Higher Learning.**	100% of the programs of study will align with Mississippi's Institutions of Higher Learning.	100% of the programs of study were aligned with the revised 2008-2009 Articulation Agreement.	The Mississippi Chief Academic Officers Association coordinated a state alignment of course descriptions for courses offered at all 15 community colleges. During the 2008-2009 academic year, the following academic departments participated in collaborative curriculum alignment meetings coordinated by the Mississippi Chief Academic Officers Association: English Department, Social Science Department, Business and Computer Information Systems Department and the Fine Arts Department.
6. The Division of Academic Affairs will provide library learning resources to support the instructional program.	**Level of students' satisfaction on surveys.** **Level of faculty satisfaction on library learning orientation surveys**	85% of institutions stakeholders who participate in the satisfaction surveys will rate their level of satisfaction with Coahoma Community College's library resources "satisfactory" or higher.	86% of students who participated in the library orientation survey rated library services were satisfactory. 90% of the faculty who participated in the library orientation	The Division of Academic Affairs continued to provide current and appropriate library learning resources to support student learning and provide library learning resources to faculty to support quality instruction. Materials purchased to support student learning in the 2008-2009 academic year include: • 42 titles in allied health media including videos, cds, dvds • CINHAL Full Text Nursing Center

			survey rated library services as satisfactory.	(journals, reports, etc.) • MaGill's Medical Guide 5 vol. set with online access • H.W. Wilson Web 4 titles (*Art Museum Gallery; Science Full Text; Current Issues: Health; Current Issues: Reference Shelf*) • 22 nursing textbooks at the request of the ADN Director • 18 titles in respiratory care • Office Etiquette DVD/WKS • Cell Phone Etiquette DVD/WKS • Recreational reading materials including best sellers • Added 1869 NetLibrary ebooks containing all subject areas • Renewed online database subscriptions: *Ebrary, Oxford African-American Studies Center, World Book Online, Medline A&I, Proquest Biology Journals, Proquest Nursing and Allied Health Journals, NewsBank, etc.* • Renewed newspaper subscriptions to *Clarksdale Press Register, Sunflower Sentinel, Tunica Times, Delta Democrat Times.*
7. Upon completion of the College Parallel General Education Degree Program, students will be able to transfer to a four-year institution.	**Number of Coahoma Community College graduates who enroll in an undergraduate program at a Mississippi Institution of Higher Learning.**	A minimum of 300 Coahoma Community College graduates will be enrolled in a Mississippi Institution of Higher Learning.	In 2008, 500 Coahoma Community College students were enrolled in a Mississippi Institution of Higher Learning. In 2007, 533 Coahoma Community College students were enrolled in a Mississippi Institution of Higher Learning.	We have continued to maintain working relationships with the four-year institutions of higher learning by hosting Sophomore Transfer Day. Sophomore Transfer Day was held on October 30, 2008 and various public and private four-year institutions participated and set up information stations in the Pinnacle. More than 68 sophomores attended and met with four-year college representatives. Additionally, chief academic officers from the four-year institutions met with chief academic officers of two-year institutions to discuss articulation and transfer issues.
	The number of students who	A minimum of 50 Coahoma Community College students will	In 2008, 70 Coahoma Community College	Coahoma Community College administrators and students met with Mississippi Valley State University and

	graduate from a Mississippi Institution of Higher Learning.	graduate from a Mississippi Institution of Higher Learning.	students graduated from a Mississippi Institution of Higher Learning. In 2007, 97 Coahoma Community College students graduated from a Mississippi Institution of Higher Learning.	Delta State University officials to obtain information and explore the possibility of 2+2 seamless transitions in order to help facilitate transfer. These institutions were selected because transfer data shows that most of Coahoma Community College's students transfer to these two Mississippi Institutions of Higher Learning. During the 2008-2009 academic year, Coahoma Community College and Mississippi Valley State University signed a memorandum of understanding to ensure that Coahoma Community College students would transfer seamlessly to Mississippi Valley State University. Representatives of the various Mississippi institutions set up a display on the first floor of Whiteside Hall to meet and discuss the transfer of potential graduating sophomores throughout the 2008-2009 academic year.

ADMISSIONS AND RECORDS
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Office of Admissions and Records is to recruit, admit, and maintain records of all students who have matriculated at Coahoma Community College.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Office of Admissions and Records has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

ADMISSIONS AND RECORDS
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Admissions and Records	1. Students will be able to complete the admission process within the specified deadline.	Number and percentage of students who complete the admission process within the specified deadline for fall 2008; Number and percentage of students who complete registration on the computer.	Of the students who enroll, 50% will complete admission process within the specified deadline. 50% of the total students registered, will complete registration utilizing the web module.	Received 675 apps by 7/3/09. Of the 675 apps received, 410 completed admission process by deadline. 335 students completed registration via the web. A total of 2210 students registered for the semester.	The number of students who completed the admission process prior to the deadline were able to start classes on time, which meant that they did not miss valuable class time. We will continue to stress the importance of completing admission requirements by the deadline. Strategies were discussed and a plan was implemented to get more to use the web to register, e.g., opening the web registration date earlier, advertising web registration.
Admissions and Records	2. Office of Admissions and Records will provide effective communication and customer service skills.	Student satisfaction surveys results Graduating student exit survey results Entering student survey results Campus Climate Results	70% of students and employees who participate in the satisfaction surveys will rate their level of satisfaction with general registration procedures and Admission and Records Services as "satisfactory" or higher. 2008-09 Graduating Senior Exit Survey Results 2008-09 Entering Student Survey Results 2008-09 Campus Climate Employee Survey Results	Graduating Senior Exit Survey – 82% rated their level of satisfaction with the registration process satisfactory or higher. Entering Student Survey – 64.58% rated their level of satisfaction with the registration process satisfactory or higher. Campus Climate Employee Survey Results – 82.51% rated their level of satisfaction with the registration process satisfactory or higher.	The Entering Student Survey reported the level of satisfaction with Admissions & Records at 64.58%, therefore we will employ more student aids (Ambassadors) during the registration process to assist the entering student with filling out papers, locating buildings, introducing faculty/staff, and how to use the web for registration to avoid delays. Office personnel has been instructed to always consider the customer first. Each member of the Admissions & Records Office will attend two customer service workshops per year. A mini survey will be available at the Admissions service window to evaluate services rendered daily.

Admissions and Records	3. Office of Admissions and Records will provide a effective recruitment plan to increase enrollment.	Number of recruitment visits made to high schools, job fairs, community events, etc.; Number of recruitment letters, telephone calls, e-mails, or other communication efforts made for recruitment purposes.	Number of recruitment visits made to high schools, job fairs, community events, etc., will be 20. Number of recruitment letters, telephone calls, e-mails, and other communication efforts made for recruitment purposes will be 800.	28 visits to district high schools, 4 college fairs, 10 tours, 10 graduation awards day programs. 1000+ Admission packets mailed, 1020 calls made and answered, 500 emails answered, 1000 Campus Explorer requests mailed. Responded to inquiries out of district and out of state via the internet and postal services.	The number of visits, calls and inquiries increased by 50% thus indicating an expansion of the recruitment plan.

ALUMNI AFFAIRS
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Alumni Affairs Department is to provide a link between Coahoma Community College, its alumni and the community. The Office of Alumni Affairs is charged with keeping alumni informed of the goals, events, activities, accomplishments, and other pertinent information about the college as well as sharing information on other alumni and alumni chapters. Membership in the association is available to all friends and alumni of the college for an annual membership fee, which includes local and national membership.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Office of Alumni Affairs has adopted the following institutional goals: address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

ALUMNI AFFAIRS
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Alumni Affairs	1. Department of Alumni Affairs will increase Coahoma Community College's alumni membership.	Number of alumni on the mailing list.	Number of alumni for 2008-09 will be at least 3,000 members.	3,775	The 2009 graduates were inducted into the alumni with one year free membership. Other alumni joined as regular or life members. Alumni membership continued to increase the visibility of alumni for the college in the supporting districts and surrounding areas of the state and out of state.
Alumni Affairs	2. Department of Alumni Affairs will increase the number of active alumni chapters.	Number of activated or reactivated chapters	Number of activated or reactivated alumni chapters for 2008-09will be 4.	Of the six chapters Interested in reactivating, zero have completed their status.	Continued to make old and new contacts to assist in re-activating chapters as requested by alumni.
Alumni Affairs	3. Department of Alumni Affairs will increase the amount of financial contributions to the institution.	Total amount of giving compiled during the assessment period.	Total amount of giving will be $60,000 by FY10.	The contribution to the college is set for every two (2) years. Therefore, the next contribution to t he institution is May 2010.	The goal is to raise $60,000 by May 2010 at which time a contribution will be awarded to the institution during graduation exercise. In order to meet this goal, alumni's are being contacted thru advertisements in the newsletters, website, during the fall 2009 preschool conference, by telephone communications. as alumni called in.

BOOKSTORE
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of Coahoma Community College's Bookstore is to provide services, books, supplies, and other goods at the lowest possible prices consistent with sound business policy.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Bookstore has adopted the following institutional goals: Empower students with the necessary tools to maximize their potential by providing a network of support services and activities; Address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

BOOKSTORE
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
1. The Bookstore will provide timely services and adequate inventory for customers with emphasis placed on equipping students with needed learning materials.	(1)Amount of money spent on bookstore inventory and a breakdown of books and soft goods.	<u>***Benchmarks***</u> (1)The percentage of funds spent on books will be at least 75% of the total bookstore budget.	(1)$442,282 was spent on books. This figure is 75% of 589,710-budgeted amount. 147,428 were spent on soft goods. This figure is 25% of 589,710-budgeted amount.	All benchmarks were met. Textbooks were purchased for students enrolled at Coahoma Community College in a timely manner. The bookstore equipped students with the learning materials they needed for classes offered at Coahoma Community College and surrounding community colleges online curriculum.
	(2) Number of completed textbook requests	(2) 75% of the textbook requests will be completed in a timely manner.	(2) 75% completed Benchmark was met.	
	(3) Average number of students served per/day the first eight weeks of each semester	**(3)** An average of 50 students will be served per day the first eight weeks of each semester.	(3) An average of 59 students was served per day during the first eight weeks of school.	
2. The Bookstore will provide efficient service to students in locating their correct textbooks and class materials.	Student satisfaction survey results.	<u>60</u>% of customers who participate in the student satisfaction survey will rate their level of satisfaction with the bookstore and services as "satisfactory" or higher. (1)2008-09 Graduating Senior Exit Survey Results	**(1)Senior Exit Survey:** **College bookstore inventory and services** (**Not Answered**) 9= 6.08 % 9 6.08 % **Strongly Satisfied** 34 22.97 % 43 29.05 % **Satisfied** 68 45.95 % 111 75.00 % **Neutral** 25 16.89 % 136 91.89 % **Dissatisfied** 10 6.76 % 146	(1)The cumulative total of senior exit survey was **<u>80.17%</u>** for students rating the bookstore and services as "satisfactory" or higher. The benchmark was met. In seeking to improve service, a decision was made to assign two work-study students to the bookstore. New signs were also added to the textbook shelves to assist students in locating their books. A new inventory system was implemented which allows the

			98.65 % **Strongly Dissatisfied** 2 1.35 % 148 100.00 % **Total Responses 148 100% 148 100%**	students more access to their financial aid to purchase the books, supplies, and goods. The new program also allows the manager to receive call-in orders from students, go into the system, and charge their Financial Aid for the books and shipping costs and mail to the students.
		(2)2008-09 Entering Student Survey Results	**(2)Entering Student Survey: College bookstore inventory and services** **Strongly Satisfied** 19.79%; 19/96 **Satisfied** 40.62%; 39/96 **Neutral** 25.00%; 24/96 **Strongly Dissatisfied** 7.29%; 7/96 **Dissatisfied** 7.29%; 7/96 **No Participation** 0	(2) The cumulative total of entering students surveyed is **60.41%** rated the bookstore and services as "satisfactory" or higher. A decision was made to better serve off site and night class by implementing early enrollment and allowing these students to reserve their books for classes before classes begin.
3. The Bookstore will provide efficient and timely service to all departments across the Coahoma Community College campus, in particular to faculty in meeting their individual textbook and supplies requests.	Employee satisfaction surveys.	60% of customers who participate in the employee satisfaction survey will rate their level of satisfaction with the bookstore and services as "satisfactory" or higher. 2008-09 Campus Climate Employee Survey Results	**Strongly Satisfied** 9.70%; 10/103 **Satisfied** 45.63%; 47/103 **Dissatisfied** 20.38%; 21/103 **Strongly Dissatisfied** 6.79%; 7/103 **Unable to Determined** 17.47%; 18/103 **No Participation** 0 **Score 1.40**	The cumulative total of employee surveyed is **55.33%** rated the bookstore and services as "satisfactory" or higher. In using evaluation results and attempting to provide more efficient service to employees, the bookstore manager updated the list of goods and supplies and published to the campus e-mail.

BUSINESS OFFICE
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of Coahoma Community College's Business Office is to provide quality and efficient customer service in the processing of all financial transactions for students, faculty, staff and the college community.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Business Office has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

BUSINESS OFFICE
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Business Office	**1. The Business Office will provide timely and accurate financial information to students, faculty, and staff in a professional manner.**	Program reviews of accounting procedures by various granting agencies and student satisfaction surveys.	For the most current audit, Coahoma Community College's Business Office will demonstrate compliance with the standards and requirements of the annual audit and review. The auditor's report issued on the financial statements will be unqualified, with no material weaknesses. 65% of customers who participate in the satisfaction survey will rate their level of satisfaction with the billing and fee payment procedures provided by the College as "satisfactory" or higher. 2008-09 Graduating Senior Exit Survey Results 2008-09 Entering Student Survey Results	Unqualified audit with 2 material weaknesses for FY08 79.11% of respondents rated their level of satisfaction as "satisfactory" or higher 70.83% of respondents rated their level of satisfaction as "satisfactory" or higher	2008 Financial Audit Recommendations and the Institution's Corrective Action Plans Recommendation: Management of the college and high school should prepare its financial statements, including the related notes in accordance with generally accepted accounting principles and have them available prior to the commencement of audit field work. Action Plan: Due to timing and conversion issues associated with the implementation of the college's new administrative and accounting software, the college requested assistance with preparation of the college and high school's financial statements. In accordance with generally accepted accounting principles, management has implemented procedures and timelines to prepare its own financial statements and the related notes for future audits. Recommendation: The college and high school should initiate procedures to help ensure that all capital asset disposals are properly recorded. All capital assets recorded in the accounting records should be physically inspected annually. Action Plan: Based upon the findings relating to the college and high school's capital asset disposal and replacement procedures, the institution has implemented procedures requiring proper documentation for the disposal and/or replacement of capital assets. All capital assets recorded in the accounting records will be physically inspected on an annual basis. The Business Office has implemented an online system that allows students to view Pell and how aid has been applied. Students are now able to make online payment for registration.

| Business Office | 2. The Business Office will use program reviews and departmental needs to prioritize the budget. | Funds will be distributed according to a review and consensus of the Budget Committee | 100% of funds will be distributed according to a review and consensus of the Budget Committee | The Budget Committee met, reviewed budget requests, and approved the budget for the upcoming year | Coahoma Community College engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes. The results from these processes directly correlate with the institution's budget.

College personnel were given the opportunity to participate in the budgeting process by submitting departmental requests using the Departmental Budget Request Form. These requests were processed through the division level and then submitted to the Vice President for Finance & Operations and the Budget Committee. The Budget Committee met to evaluate and prioritize the budget requests. The Vice President for Finance & Operations then forwarded the results to the President who then submitted to the Board of Trustees for final approval. |
| Business Office | 3. The Business Office will maintain accurate inventory records by identifying, accounting for, and disposing of college assets in accordance with state law and college policies. | Inventory departmental lists and inventory audits | End-of-Year physical inventory will result in 100% accountability for the institution's inventory. | Unqualified audit with deficiencies not considered to be material for FY08 | During the 2008 Financial Audit, auditors made indicated that college and high school should initiate procedures to help verify the existence and location of all capital assets.

The institution has implemented procedures to properly record the arrival and delivery of capital assets. All capital assets recorded in the accounting records are physically inspected on an annual basis. In addition, the college has implemented procedures to review and reconcile all capital asset acquisitions with the depreciation schedule on a monthly basis, adding any newly acquired assets requiring depreciation to the schedule upon acquisition. |

CAREER-TECHNICAL DIVISION
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Career-Technical Division is to prepare students to enter the workforce or to continue their education upon completion of degree or certificate requirements from Coahoma Community College.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Career-Technical Division has adopted the following institutional goals: provide career and technical education that prepares the student to enter the job market successfully; empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs; and support cultural enrichment programs and activities.

CAREER-TECHNICAL DIVISION
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
1. The Career-Technical Division will provide effective programs and services.	Placement rate	90% of career-technical graduates will be positively placed.	97% of career-technical graduates were positively placed.	Benchmark was met. Results were reported to Faculty, Craft Committee Members and Institutional Effectiveness Office.
	Average class size	The # of faculty members will be adequate to support the college's mission; average class size will range between (16-30) for Fall Semester of 2008	Twenty-five faculty members were adequate to support the college's mission. Actual class size was (overall) 22.	Benchmark was met. Results were reported to Faculty, Craft Committee Members and Institutional effectiveness Office.
	Level of stakeholders' satisfaction on surveys.	<u>75%</u> of the institution's stakeholders who participate in the satisfaction surveys will rate their level of satisfaction with CCC's Career-Technical programs and services as "satisfactory" or higher.	72% of the institution's stakeholders who participated in the satisfaction surveys rated their level of satisfaction with CCC's Career-Technical programs and services as "satisfactory" or higher.	Benchmark was not met. These results enabled this division to offer improvement to meet the needs of the stakeholders. The institution will continue to gather input from its stakeholders in order to identify the needs of the broader communit*y.*
2. The Career-Technical Division will employ qualified faculty and staff to accomplish the mission and goals of the college.	Level of stakeholders' satisfaction on surveys Percent of faculty meeting or exceeding the institution's credentialing standards and Level of stakeholders' satisfaction on surveys.	100% of the faculty in the Career-Technical Division will meet or exceed the institution's credentialing standards. <u>75%</u> of the institution's stakeholders who participate in the satisfaction surveys will respond "strongly agree" or "agree" when asked if the institution employs faculty and staff who are qualified to accomplish the mission and goals of the college.	100% of Career-Technical faculty members met or exceeded the institution's credentialing standards. 87% of the institution's stakeholders who participated in the satisfaction surveys responded "strongly agree" or "agree" when asked if the institution employs faculty and staff who are qualified to accomplish the mission and goals of the college.	<u>Benchmark Met</u>. The institution established a credentialing system in 2007-08. A form was developed to document instructors' credentials. The instructional vice-president completed SACS credentialing templates for each instructor. This documentation is on file in the instructional vice-president's office.

		2008-09 Campus Climate Employee Survey Results	Kimberly Hollins, Tolernisa Butler, Bobbie and Theresa Taylor received Master's degrees	Surveys were used to maintain and re evaluate faculty and staff who are qualified to accomplish the mission and goals of the college.
3. The Career-Technical Division will provide innovative learning opportunities utilizing emerging instructional technology.	Level of stakeholders' satisfaction on surveys Instructor performance evaluation forms.	<u>90%</u> of the full-time faculty in the Career-Technical Division will demonstrate that they are utilizing technology in their instruction on the performance evaluation forms. <u>75%</u> of the institution's stakeholders who participate in the satisfaction surveys will respond "strongly agree" or "agree" when asked if the institution's use of technology enhances student learning and is appropriate for meeting student learning outcomes and program outcomes.	100% of the full-time faculty demonstrated that they were utilizing technology in their instructional performance evaluation forms. 87% of the institution's stakeholders who participated in the satisfaction surveys responded "strongly agree" or "agree" when asked if the institution's use of technology enhances student learning and is appropriate for meeting student learning outcomes and program outcomes	Benchmark was met. Training technology enhanced the quality of teaching and learning, maximized class time, minimized preparation time, and improved instructors' skill level. Kimberly Hollins and Robert Rhymes attended *Creating Futures Through Technology Conference* Benchmark was met. Results were reported to Faculty, Craft Committee Members and Institutional effectiveness Office.
4. The Career-Technical Division will support professional growth and development.	Percentage of Career-Technical faculty who attend at least one professional development workshop per semester.	100% of the Career-Technical faculty will participate in a minimum of one professional development workshop per semester.	100% of the Career-Technical faculty participated in several professional development workshops : Stimulus Renovation – Senator Robert Jackson, Recruitment and Retention Freddie Jones, MS-ACTE Conference, Mississippi AHEAD Conference and Special Population Conference.	Benchmark was met. Results were reported to Faculty, Craft Committee Members and Institutional effectiveness Office.

| 5. The Career-Technical Division will develop partnerships with public and private agencies to address community and economic development needs within the service area. | Amount of money raised at the Golf Tournament

Number of participants at the WISCT Conference

Number of participants at the Career Fair. | The Career-Technical Division will sponsor a Golf Tournament to raise money for scholarships for the allied health students. The goal of the 2008-09 Tournament is to raise $50,000.00. | $36,000 was raised for Golf Tournament | Benchmark was not met. More planning was put in place. Soliciting began sooner than the previous year. Also, "Save the Date" Cards were mailed. |
|---|---|---|---|---|
| | | The Career and Technical Division will sponsor a WISCT Conference to expose students to non-traditional fields of study. The goal of the 2008-09 WISCT Conference is to host a conference with at least 500 student participants. | 510 participated in the WISCT | Benchmark was met. Results were reported to Faculty, Craft Committee Members and Institutional effectiveness Office. |
| | | The Career-Technical Division will sponsor a Career Fair to expose students to available careers in Mississippi and surrounding states. The goal of the 2008-09 Career Fair is to host a fair with at least 1,000 participants. | 750 students participated in the Career Fair | Benchmark was not met. A decision was made to hold the Career Fair earlier in the next year and before State Testing begins for area schools. |

EDUCATIONAL OUTREACH AND DISTANCE LEARNING
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The purpose of the Office of Educational Outreach and Distance Learning is to provide quality evening and distance learning services.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Office of Educational Outreach and Distance Learning has adopted the following institutional goals: Provide academic transfer programs that parallel with the first two years of college/university programs; provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; support cultural enrichment programs and activities; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

EDUCATIONAL OUTREACH AND DISTANCE LEARNING
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Educational Outreach and Distance Learning	**Department of Educational Outreach and Distance Learning will provide quality evening services to students who enroll in evening courses.**	Educational Outreach and Distance Learning The Department of Educational Outreach and Distance Learning will evaluate this program outcome through the following measures: (1) instructor credentials for evening adjuncts	(1) 100% of adjunct instructors will meet or exceed institution's faculty credential requirements.	100%	Because all of the adjunct instructors meet or exceed institution's faculty credential requirements, adjuncts will better meet the needs of students by providing them with the highest quality education.
		(2) evening student enrollment	(2) The total enrollment for evening classes will increase by 50 students, or by 10%, from 534 to 584.	551 enrolled in evening classes	Although the goal was not met, there is an increase of 17 students. In an effort to meet and exceed the goal, the Office of Educational Outreach will continue to improve recruitment techniques by sending emails to returning students prior to the beginning of the semester, sending registration information via postal to returning students and potential students, and posting announcements at local businesses, organizations, and Coahoma Community College's off-campus sites.
		(3) Evening course evaluations	(3) 85% of evening students who participate in the student survey will rate their level of satisfaction with the course and instructor as "satisfactory" or higher.	Unable to determine results.	The Office of Educational Outreach and Distance Learning will work with the Office of Institutional Effectiveness to create a survey that distinguishes evening courses and instructors from other courses and instructors. Because all of the online instructors meet or exceed institution's faculty credential requirements, adjuncts will better meet the

	Department of Educational Outreach will provide quality services to those students who enroll in online courses provided by Coahoma Community College.	(1)Instructor credentials for online instructors	(1) 100% of online instructors will meet or exceed institution's faculty credential requirements.	100%	needs of students by providing them with the highest quality education.
		(2) number of CCC instructors teaching online courses	(2) The total number of instructors teaching online classes will increase by 3 instructors, or from 23 to 26.	19 online instructors	The Office of Educational Outreach will address the decrease in the number of online instructors by providing current and potential adjuncts the information needed to complete the 6- weeks online training/class. The distance learning coordinator will conduct workshops on how to incorporate blackboard in traditional courses as an avenue to get instructors interested in teaching at least one class online.
		(3) credit hour production from online courses	(3) The credit hour production from online courses will increase by 9 hours, or from 72 to 81 hours.	85 credit hours	The Office of Educational Outreach will continue to seek advice from online instructors about the number of credit hours each instructor is willing and able to carry and what courses should be offered as the number of credit hours continues to increase. The increase in the number of credit hours enables the institution to provide a varied course selection for students who were not able to take a traditional course.
		(4) online student enrollment	(4) The total enrollment for online classes will increase by 50 students, 10%, or from 534 to 584.	517 students enrolled in online classes	To address the decrease in the number of students who enrolled in the online classes, the Office of Educational Outreach will orientate students at the beginning of each semester about taking online courses in order to make logging in and navigating their courses an easy process for students. The Office of Educational Outreach will continue to make available the offered classes via the schedule planner, and provide a variety of graduation-requirement courses online to increase the number of students who enroll in online classes.

The Office of Educational Outreach and Distance Learning will continue to work with students and instructors to improve the online |

				courses and the interaction between students and instructors.
Department of Educational Outreach and Distance Learning will support and encourage student enrollment in dual enrollment courses.	(5) Online course evaluations.	(5)A. 50% of students who participate in the student survey will rate their level of satisfaction with the course as "satisfactory" or higher. B. 50 % of students who participate in the student survey will rate their level of satisfaction with the instructor as "satisfactory" or higher.	52% of students who participated in the student survey rated their level of satisfaction with course as "satisfactory" or higher. On a 4.00 rating scale for instructor evaluation, the average rating for student satisfaction of the instructor was 3.42.	The number of dual enrollees represents a first-time count of dual enrollment students. To increase the number, the coordinator will recruit by visiting high schools, especially those in the five-county service areas, to talk to students at all high school levels about the advantage of taking college courses prior to high school graduation. The coordinator will continue to make counselors and principals aware of the opportunity that high school juniors and seniors have to earn up to 12 credit hours towards a college degree. During semester, the Dual Enrollment Coordinator will consistently check the attendance status of dual enrollees by checking with instructors for regular reports on dual enrollment students. Students will be mailed/emailed a letter of encouragement to complete the course and a reminder of the requirement. Prior to enrollment, the Office of Educational Outreach and Distance Learning/Dual Enrollment Coordinator will ensure that students are given the requirements to remain in the Dual Enrollment Program. Students will be mailed/emailed a letter of encouragement to complete the course and a reminder of the requirement.
	(1) Dual Enrollment student enrollment	(1) The total number of dual enrollment students will increase from 97 to 100.	97 students enrolled as dual enrollees.	

INSTITUTIONAL ADVANCEMENT PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Office of Institutional Advancement is to support the mission and goals of Coahoma Community College by benefitting its surrounding communities through federal programs, public relations, alumni affairs, and the CCC Foundation.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Office of Institutional Advancement has adopted the following institutional goals: Empower students with the necessary tools to maximize their potential by providing a network of support services and activities; support cultural enrichment programs and activities; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs; initiate new programs or complement existing programs by securing and sustaining federal, state, and local funding; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies.

INSTITUTIONAL ADVANCEMENT
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Institutional Advancement	1. Institutional Advancement will secure federal and state funding to support the college's comprehensive development plan of mission and goals.	Amount of federal funding Amount of state funding	Institutional Advancement will secure at least $4,000,000 federal and state funding in 08-09 in order to support the college's mission and goals	Funds in excess of $6,000,000 were secured from federal and state sources to support the college's mission and goals	Results were used to improve student learning through purchases of educational materials and supplies; technology upgrades; professional development training for faculty and staff; and tutoring/mentoring programs were enhanced or established.
		Number and description of proposals	Institutional Advancement will sponsor at least ten federal programs for 08-09	Currently there are eight funded programs; one program awaiting notification; and one in the writing phase.	As students' needs grow and change, more funding opportunities are sought to address these needs and changes.
	2. Institutional Advancement will maintain a) zero (0) findings on all audits and b) a satisfied rating on any campus survey(s).	Survey (other assessment) Results	Federal Programs will have 0 findings in the financial audit	There were no audit findings.	Continued to implement compliant programs that follow all federal, state, and local rules and guidelines.
			Campus Climate Survey will indicate that 65% of respondents are extremely satisfied, very satisfied, and/or satisfied with the services of Federal Programs.	Of the responders, 70% indicated that they were extremely satisfied, very satisfied, and/or satisfied with the services of Federal Programs.	By knowing the feelings of the responders, Institutional Advancement has addressed, adapted, and/or changed our approach to improving student learning, curriculum, or program by addressing any negative results as needed.
	3. Institutional Advancement will support the college's comprehensive development plan of mission and goals through Public Relations and Alumni	The number of articles in area papers and survey results will be used to determine satisfaction with Public Relations. The number of contacts (mail, telephone, or in person) with alumni and sign-in sheets will be used for Alumni	Public Relations will publish at least 5 articles a month on newsworthy college events in area newspapers and 65% of responders will rate that they are extremely satisfied, very satisfied,	Public Relations has published at least 5 articles a month in area newspaper and 70% of responders indicated they were in very satisfied, and/or satisfied.	These newsworthy articles served as recruitment tools for the college which impacts program enrollment. Based on survey results news will be reported accordingly.

	Affairs.	Affairs.	and/or satisfied with Public Relations		
			Alumni Affairs will contact alumni at least twice a year and have 100 – 200 alumni sign in at various functions.	Alumni Affairs has contacted alumni at least twice a year by mail and received 175 signatures from alumni attending homecoming and the reunion.	These contacts with the alumni serve as a recruiting tool as well as encourage giving back. When numbers dwindled alumni are contacted to see what can be done to encourage them to continue participating in activities or start participating.

INSTITIUTIONAL EFFECTIVENESS PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Office of Institutional Effectiveness is to provide the Coahoma Community College's decision makers with accurate and useful research, assessment and planning services, and accreditation compliance activities that support the College's mission and improve the quality and effectiveness of Coahoma Community College.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Office of Institutional Effectiveness has adopted the following institutional goal: ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
Institutional Effectiveness	**1.** SACS Liaison will educate the institution stakeholders on the Commission on Colleges' Substantive Change Policy and will report to the President of CCC any changes requiring a notification to the Commission.	Office of Institutional Effectiveness will evaluate this outcome through the following measures: 1. Provide annual meeting with the Substantive Change Committee to share review and share copies of the institution's Substantive Change Policy and the Commission's Substantive Change Policy. 2. Report any existing substantive changes that may have inadvertently not been reported to the Commission and report any of Coahoma/s future substantive changes. 3. Meet all timelines and requests from the Commission.	The IE Office will use the following standards/benchmarks to evaluate this outcome: 1. At least one meeting with the Substantive Change Committee will be held 2. All substantive changes-past and future-will be reported to the Commission 3. All requests and timelines will be met	1. Substantive Change Committee members met August 21, 2008. A hard copy of Coahoma's Substantive Change Policy and the Commission's Substantive Change Policy were shared and discussed. 2. Coahoma notified the Commission of the following substantive changes: increased credit offerings since 2000 reaffirmation at CCC's off-campus sites (letter dated 12-15-08) & Future Polysomnography Program Associate of Applied Science Degree Program; Culinary Arts and Comp Servicing added after 2000 reaffirmation (letter dated 02-05-09) 3. All requests and timelines issued by the Commission	This outcome continued to be a work in progress. The Commission has requested that Coahoma Community College share its Substantive Change Policy and submit a prospectus for the institution's off-campus sites by October 1, 2009. Coahoma Community College will continue to implement its Substantive Change Policy and notify the Commission of any substantive changes.

				were met	

| Institutional Effectiveness | 2. SACS Liaison will coordinate the preparation of the institution's reaffirmation of accreditation, including the preparation of the Compliance Certification and the Quality Enhancement Plan. | Office of Institutional Effectiveness will evaluate this outcome through the following measures:

1. Appointment of the Accreditation Leadership Team, Compliance Certification Team, and Quality Enhancement Team
2. Creation of a Accreditation Leadership Team Manual, Quality Enhancement Team Manual
3. Creation of Compliance Certification Timeline and Quality Enhancement Plan Timeline
4. Creation of an online system for Coahoma's Compliance Certification
5. Contract with an individual outside the College to serve as a consultant for the SACS reaffirmation process and documentation | The IE Office will use the following standards/benchmarks to evaluate this outcome:

1. Accreditation Leadership Team, Compliance Certification Team, and Quality Enhancement Team will be appointed in August of 2008
2. Manuals will be created and shared with team members in August of 2008
3. Timelines will be created, shared, and implemented beginning August 2008
4. An online system for the Compliance Certification will be developed and utilized beginning fall 2008
5. A consultant will be hired-on an as-needed basis-by December 2008 | 1. President appointed teams with formal letters: Accreditation Leadership Team in 08-04-08, Compliance Certification Team 08-06-08, and Quality Enhancement Team 08-06-08
2. Manuals created and shared during first meetings in August 2008 with the three teams
3. Timelines created, shared, and implemented beginning August 2008
4. SharePoint created and used by the Compliance Team to write Compliance Certification narratives (first draft submitted December 2008; second draft March 2009); Compliance Assist purchased summer of 2009 to place the final version of the document
5. Consultant hired and met with teams for first time in December 2008 | This outcome continued to be a work in progress.

The Compliance Certification Team performed a documentation audit and prepared a draft of the Compliance Certification.

The Quality Enhancement Team led the effort of choosing a topic and conducting research for the topic. QEP topic was chosen, research conducted, professional development model chosen. Two instructors will pilot the reading comprehension model in four classed during fall 2009.

Coahoma Community College will continue to abide by the policies and procedures of SACS and will continue to prepare for the SACS reaffirmation of accreditation.

The Compliance Certification will be mailed by March 15, 2010. The QEP will be completed six weeks prior to the onsite visit in September 2010. |

| Institutional Effectiveness | 3.IE Office will design and implement an Employee Evaluation and Development System. | IE Office
Office of Institutional Effectiveness will evaluate these outcomes through the following measures:

1. IE Office will provide employers with the instructions and performance instruments
2. Supervisors will conduct performance evaluations and submit copies to the IE Office | The IE Office will use the following standards/benchmarks to evaluate this outcome:
1. IE Office will provide employers with the instructions and performance instruments in fall 2008
2. Supervisors will conduct performance evaluations and submit copies to the IE Office by end of fiscal year | 1. Year 2008-09 marked the second year for Coahoma to use the Employee Evaluation and Development System. This document was shared in October 2008.

2. Supervisors conducted at least one annual evaluation and shared the results with employees. Interviews discussing and suggestions for the future were documented on a follow-up form. Examples were filed in the IE Office at the end of the fiscal year. | This outcome was met.

In order to garner more support for this outcome and better notify employees of performance evaluations and procedures, the IE Office will share this document and instructions with all employees during Pre-School Conference in August 2009.

The institution's supervisors will continue to conduct employee evaluations; personnel will use the results to make improvements and/or enhancements in institutional effectiveness; the IE Office will collect the results and file samples in the office |
| Institutional Effectiveness | 4. IE Office will design and implement a Professional Growth and Development System for instructional faculty. | IE Office
Office of Institutional Effectiveness will evaluate these outcomes through the following measures:

1. IE Office will pilot an online credentialing system
2. Faculty will complete credentialing forms online | The IE Office will use the following standards/benchmarks to evaluate this outcome:
1. IE Office will pilot an online credentialing system in spring 2009
2. 100% of full-time and part-time faculty members will completing online credentialing forms | 1. During 2008-09, the IE Office implemented an online credentialing system for personnel. Faculty, administrators, Student Affairs personnel, and librarians piloted this system. While one component of the system documents | Although this outcome was met, the IE Office has determined that 100% of all administrators, librarians, and Student Affairs personnel should also complete these online credentialing forms in 2009-2010. In addition, the IE Office has determined that all personnel will have the opportunity to add summer professional development trainings to forms. These forms will be due fall of 2009. |

				professional development, the system also documents other credentialing information. The IE Office printed individual credentialing forms, evaluated the forms, and returned to personnel for revisions. 2. 100% of all faculty, completed online credentialing forms	
Institutional Effectiveness	**5. IE Office will conduct standardized student-faculty evaluations and publish results.**	IE Office Office of Institutional Effectiveness will evaluate these outcomes through the following measures: 1. IE Office will distribute instructions and surveys to all full-time and part-time faculty 2. Students will complete the surveys 3. IE Office will publish individual instructor results as well as overall results	The IE Office will use the following standards/benchmarks to evaluate this outcome: 1. IE Office will provide instructions and surveys to all full-time and part-time faculty in fall 2008 2. Two classes of students (for full-time instructors) and one class of students (for part-time instructors) will participate in the surveys 3. IE Office will publish individual instructor results as well as overall results in spring 2009	1. The IE Office coordinated faculty evaluations during 2008-09. 2. Two classes of students (for full-time instructors) and one class of students (for part-time instructors) will participate in the surveys. 1,854 students participated in the survey. 3. The IE Office published hard copies of overall results and the instructor's individual results in spring 2009. The overall results were also published on the IE webpage.	Outcome was met. However, to make this process more user-friendly as easier to collect, the IE Office has decided to pilot online standardized evaluations in 2009-2010.

| Institutional Effectiveness | 6. IE Office will conduct the following surveys and publications and publish the results to the institution's stakeholders: Entering Student Surveys, Campus Climate Surveys, Graduating Student Surveys, Fact Book, Strategic Plan Annual Report, and 2nd Institutional Effectiveness Plan. | IE Office
Office of Institutional Effectiveness will evaluate these outcomes through the following measures:

1. Administration and publication of the following: Entering Student Surveys, Campus Climate Surveys, Graduating Student Surveys, Fact Book, Strategic Plan Annual Report, and 3rd Institutional Effectiveness Plan
2. Appointment of an IE Committee to review all of the above instruments | The IE Office will use the following standards/benchmarks to evaluate this outcome:
1. The following surveys and publications wil be administered and compiled during 2008-09: Entering Student Surveys, Campus Climate Surveys, Graduating Student Surveys, Fact Book, Strategic Plan Annual Report, and 3rd Institutional Effectiveness Plan
2. IE Committee will be appointed to review all of the IE Office's planning, evaluation, and assessment documents in spring 2009 | 1. All surveys were conducted; all publications and survey results were published, with exception of the 3rd IEP
2. IE Committee Appointed; committee reviewed all of the institution's methods and tools with a rubric | Outcome was not met. IEP results were not published.

IE Committee will meet in August 2009 to evaluate each IEP with a rubric.

IEPs will be returned to personnel with the rubric and suggestions for improvement. Revised IEPs will be returned to the IE Office October of 2009. IE Assessment Committee will meet at the end of the year to review the surveys and make suggestions for changes and improvements. |
| Institutional Effectiveness | 7. IE Office will plan and coordinate a strategic planning council meeting in spring of 2008. | IE Office
Office of Institutional Effectiveness will evaluate these outcomes through the following measures:

Strategic Council meeting will be held in spring of 2009 to review the institution's mission, goals, objectives, and strategic plan. | The IE Office will use the following standard/benchmark to evaluate this outcome:

Strategic Council meeting will be held May of 2009 to review the institution's mission, goals, objectives, and strategic plan. | A Strategic Planning Council Retreat was held in May of 2009. During this meeting, the council reviewed the institution's mission, goals, objectives, and strategic plan. The Council recommended that the mission and goals remain the same; however, the Council | Outcome was met. |

				revised many of the objectives. The revisions were sent out via email to the entire CCC population for review. The revised strategic plan was accepted and approved by CCC's population.	
Institutional Effectiveness	**8. Coahoma Community College's stakeholders will be satisfied with institutional research and planning services.**	IE Office Office of Institutional Effectiveness will evaluate these outcomes through the following measures: satisfaction level of respondents on the Campus Climate Survey and the implementation of the Program Review System.	<u>75%</u> of respondents will rate their level of agreement that the institution engages in ongoing research-based planning and evaluation processes in order to improve programs and services as "strongly agree" or "agree" 75% of respondents will rate the Office of Institutional Effectiveness (Research & Planning) as "satisfactory" or higher	<u>92.23%</u> of respondents marked "strongly agree" or "agree" when asked if the institution engages in ongoing research-based planning and evaluation processes in order to improve programs and services <u>83.49%</u> of respondents rated the Office of Institutional Effectiveness (Research & Planning) with a "strongly satisfied" or "satisfied" rating	Outcome was met. Averages for the last three years (based on a five-point scale) with a 5 being the highest possible rating and a 1 being the lowest include the following: <u>Institution engages in ongoing research-based planning and evaluation processes in order to improve programs and services</u> 2008-09: <u>4.20</u> 2007-08: <u>4.17</u> 2006-07: <u>4.20</u> <u>Satisfaction rating for the Office of Institutional Effectiveness (Research & Planning)</u> 2008-09: <u>4.17</u> 2007-08: <u>4.13</u> 2006-07: <u>4.25</u>
Institutional Effectiveness	**9. IE Office will design and implement a Program Review System to evaluate all non-instructional and instructional programs.**	IE Office Office of Institutional Effectiveness will evaluate these outcomes through the following measures: 1. Program Review Committee will be appointed 2. IE Office will distribute instructions and program review instruments to non-instructional and instructional program supervisors 3. Program reviews will be conducted	The IE Office will use the following standards/benchmarks to evaluate this outcome: 1. Program Review Committee will be appointed fall of 2008 2. Instructions and program review instruments will be distributed to non-instructional and instructional program	1. During 2008-09, the Program Review Committee, composed of both internal and external evaluators, was appointed in August 2008 2. Instructions and program review instruments were distributed during the 2008 Pre-School conference 3. 2/3 of the program	This outcome continues as a work in progress. The Committee will conduct reviews for the last group of programs in fall of 2009. At this time, 100% of the institution's programs will have been reviewed. A new schedule for the next three years of reviews will be published in fall 2010. Each program will be reviewed once every three years.

				supervisors fall of 2008 3. Program reviews will be conducted according to published schedules, deadlines, and guidelines	reviews were conducted according to published schedules, deadlines, and guidelines	

PHYSICAL PLANT
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The Physical Plant Department is a service organization dedicated to support Coahoma Community College's mission and its various constituents in a proactive manner. The purpose of the Physical Plant Department is to provide a wide range of services to efficiently operate, maintain, and protect the institution's facilities, grounds, infrastructure, transportation, shipping and receiving of merchandise, and custodial services in such a way as to create and sustain a clean, safe, functional and aesthetic environment conducive to quality learning, living, and working.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Physical Plant Department has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs; utilize emerging instructional technology by providing innovative learning opportunities for students.

PHYSICAL PLANT
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
Physical Plant	**1. The Building and Grounds Department will provide and maintain a clean, attractive, and safe exterior environment that will enhance the educational process.**	Number of deficiencies addressed from observation checklists Average amount of time taken to complete work orders	90% deficiencies documented on checklists will be addressed and completed. Average amount of time taken to complete a work order will be 1 ½ hours.	85% completed 1 1/2 hr average	In using assessment results, work orders will be prioritized according to importance in addressing the issue. In answering deficiencies on observation checklists, mulch and bark was purchased to beautify the campus. Plants and scrubs were also purchased. Maintaining the campus will always be a continuous and ongoing process.
Physical Plant	**2. The Custodial Department will provide a clean, sanitary learning environment within the buildings.**	Number of direct observation checklists conducted Number of deficiencies addressed from observation checklists 2008-09 Graduating Senior Exit Survey Results 2008-09 Campus Climate Employee Survey Results	100% direct observation checklists will be conducted in FY08. 90% deficiencies documented on checklists will be addressed and completed. 65% of students who participate in the satisfaction surveys will rate their level of satisfaction with the maintenance of classrooms and buildings and classroom facilities as "satisfactory" or higher. 65% of employees who participate in the satisfaction surveys will respond with "strongly satisfied" or "satisfied" when asked their satisfaction level with Coahoma Community College's Custodial Services.	90% 85% 66.98% satisfied as reported in the Senior Exit Survey 80 of 125 or 64% of employees who participated indicated that they were satisfied	In making a use of assessment results, improvements have been implemented in the custodial department. More emphasis has been put on the direct observation checklists. In answering health concerns, the custodial department has purchased a product that came highly recommended for fighting Staph disease, HIV virus as well as other spreadable virus. Improving and upgrading in responding to deficiencies noted on checklists is an ongoing process. The custodial department continues to look for products that would be helpful in maintaining the cleanness and beauty of the campus and its facilities.

Physical Plant	**3. The Maintenance Department will provide maintenance to all of the institution's facilities.**	Number of direct observation checklists conducted Number of deficiencies addressed from observation checklists Average amount of time taken to complete work orders Campus Climate Employee Survey	95% direct observation checklists will be conducted in FY08. 80% deficiencies documented on checklists will be addressed and completed. Average amount of time taken to complete a work order will be 2 hours. 65% of employees who participate in the satisfaction surveys will respond with "strongly satisfied" or "satisfied" when asked their satisfaction level with Coahoma Community College's Maintenance Services. 2008-09 Campus Climate Employee Survey Results	90% were conducted 85% of deficiencies were completed Average time to complete a work order was 1 hour with 2400 total work orders completed 80% of employees participated Campus climate Employee Survey resulted in 70.87% being satisfied.	In using results of assessments, efforts will be made to conduct more direct observation checklists. Other benchmarks were met. In an effort to better serve customers, the department has been upgrading the heating and air units. The department has purchased furnaces, 10-ton heating and cooling units, as well as tools to help with the installation of these items. A request has been made for a new person in the maintenance department who has knowledge of heating, air and venting, as well as a person who can troubleshoot. This will be a continuous effort as well.
Physical Plant	**4. The Transportation Department will provide safe and operable vehicles for school use.**	Campus Climate Survey Entering Freshmen Survey	75% of employees who participate in the satisfaction surveys will respond with "strongly satisfied" or "satisfied" when asked their satisfaction level with Coahoma Community College's Maintenance Services.	70.87% satisfied	In making use of assessment results and in an effort to better serve customers, the transportation department has upgraded its fleet of vehicles by purchasing two new vans for the campus use. The mechanics will be getting education hours conducted by the Ms Department of Education public safety division. A gas log and a mileage log for each vehicle, a pre-travel checklist has been implemented.

Physical Plant	5. The Shipping and Receiving Department will receive, log, and deliver all of the institution's packages, furniture, and equipment in a timely manner.	Employee satisfaction questionnaire	75% of campus departments that participate in a questionnaire will respond that packages are delivered in a timely manner.	65% responded positively	In making use of assessment results, efforts have been made to decrease the delivery time. The hours of operation have been posted for patrons to see. Employees are notified when packages are available for pick-up or informed on when they will be delivered. Copies of all P.O.'s are matched with the invoices and submitted to Accounts Payable in the Business Office for payment.

PRESIDENT'S OFFICE
PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S
INSTITUTIONAL EFFECTIVENESS PLAN
2008-2009

Program Purpose and Description:
The President of Coahoma Community College serves as the chief executive officer of the college with the authority to manage and direct the affairs of the institution, in accordance with the policies and regulations established by the Board of Trustees and the applicable laws of the State of Mississippi.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the President's Office supports all areas of the institution and enables all of the institution's goals to be met: provide academic transfer programs that parallel with the first two years of college/university programs; provide career and technical education programs that prepare students to enter the job market or transfer to a college or university; meet the needs of area businesses and industries by providing workforce training programs; empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; initiate new programs or complement existing programs by securing and sustaining federal, state, and local funding; support cultural enrichment programs and activities; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

PRESIDENT'S OFFICE
2008-2009 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
President's Office	1. Coahoma Community College will follow the Commission's Substantive Change Policy and will notify the Commission of substantive changes.	4. Provide annual meeting with the Substantive Change Committee to share review and share copies of the institution's Substantive Change Policy and the Commission's Substantive Change Policy. 5. Report any existing substantive changes that may have inadvertently not been reported to the Commission and report any of Coahoma/s future substantive changes. 6. Meet all timelines and requests from the Commission.	4. At least one meeting with the Substantive Change Committee will be held 5. All substantive changes-past and future-will be reported to the Commission 6. All requests and timelines will be met	4. Substantive Change Committee members met August 21, 2008. A hard copy of Coahoma's Substantive Change Policy and the Commission's Substantive Change Policy were shared and discussed. 5. Coahoma notified the Commission of the following substantive changes: increased credit offerings since 2000 reaffirmation at CCC's off-campus sites (letter dated 12-15-08) & Future Polysomnography Program Associate of Applied Science Degree Program; Culinary Arts and Comp Servicing added after 2000 reaffirmation (letter dated 02-05-09) 6. All requests and timelines issued by the Commission were met	This outcome continues to be a work in progress. The Commission has requested that Coahoma Community College share its Substantive Change Policy and submit a prospectus for the institution's off-campus sites by October 1, 2009. Coahoma Community College will continue to implement its Substantive Change Policy and notify the Commission of any substantive changes.

President's Office	2. Coahoma Community College will have a successful reaffirmation of accreditation.	1. Appointment of the Accreditation Leadership Team, Compliance Certification Team, and Quality Enhancement Team 2. Creation of a Accreditation Leadership Team Manual, Quality Enhancement Team Manual 3. Creation of Compliance Certification Timeline and Quality Enhancement Plan Timeline 4. Creation of an online system for Coahoma's Compliance Certification 5. Contract with an individual outside the College to serve as a consultant for the SACS reaffirmation process and documentation	6. Accreditation Leadership Team, Compliance Certification Team, and Quality Enhancement Team will be appointed in August of 2008 7. Manuals will be created and shared with team members in August of 2008 8. Timelines will be created, shared, and implemented beginning August 2008 9. An online system for the Compliance Certification will be developed and utilized beginning fall 2008 10. A consultant will be hired-on an as-needed basis-by December 2008	6. Teams appointed by President with formal letters: Accreditation Leadership Team in 08-04-08, Compliance Certification Team 08-06-08, and Quality Enhancement Team 08-06-08 7. Manuals created and shared during first meetings in August 2008 with the three teams 8. Timelines created, shared, and implemented beginning August 2008 9. SharePoint created and used by the Compliance Team to write Compliance Certification narratives (first draft submitted December 2008; second draft March 2009); Compliance Assist purchased summer of 2009 to place the final version of the document 10. Consultant hired and met with teams for first time in December 2008	This outcome continues to be a work in progress. The Compliance Certification Team performed a documentation audit and prepared a draft of the Compliance Certification. The Quality Enhancement Team led the effort of choosing a topic and conducting research for the topic. QEP topic was chosen, research conducted, professional development model chosen. Two instructors will pilot the reading comprehension model in four classed during fall 2009. Coahoma Community College will continue to abide by the policies and procedures of SACS and will continue to prepare for the SACS reaffirmation of accreditation. The Compliance Certification will be mailed by March 15, 2010. The QEP will be completed six weeks prior to the onsite visit in September 2010.

President's Office	3. Coahoma Community College will provide quality learning opportunities for the development of intellectual skills, personal growth, job skills, and/or transfer to a baccalaureate program.			
		1. Percent of ADN graduates who pass state board exam on first Write	1. 90% of ADN graduates will pass State Board Exam on the first write.	1. 100% of graduates passed on first-write	1. Benchmark was met.
		2. Average class size	2. The # of faculty members will be adequate to support the college's mission; average class size will range between (16-30) for Fall Semester of 2008	2. 23.09 average class size	2. Benchmark was met.
		3. Percent of full-time faculty who meet credentialing standards	3. 100% of full-time and adjunct faculty will meet credentialing standards	3. 75% of faculty met standards	3. Benchmark was not met. Instructors identified as not having the proper credentials to teach specific courses will be reassigned to courses in which they are qualified to teach during Year 2009-10. Any instructors not meeting the specifications will not be replaced with instructors who meet the standards.
		4. Percent of career-technical students positively placed.	4. 90% of career-technical graduates will be positively placed	4. 78.85% of graduates positively placed	4. Benchmark was not met. The institution's Vice-President of Career-Technical Education and C-T instructors have implemented actions to increase the percentage of career-technical graduates are positively placed.
		5. Cumulative GPA of CCC transfers to IHL's	5. Cumulative GPA of Coahoma Community College at Mississippi's Institutions of Higher Learning will equal or exceed GPA of native students. (2.79)	5. 2.63 GPA	5. Benchmark was not met. The College is starting its QEP initiative during 2009-10. This plan will target improving students' reading comprehension skills. While this transformation will not happen overnight, the institution feels that increasing students' reading comprehension skills and providing faculty professional development on how to teach reading comprehension will enable students to perform better in the classroom and in the workforce.

President's Office	4. Coahoma Community College will provide a safe and secure learning environment for students, employees, and other stakeholders of the institution.	Number of student injuries on campus Number of employee and other injuries on campus Current Safety Manual	93 or fewer student injuries for the year on Coahoma Community College grounds 103 or fewer employee/other injuries for the year on Coahoma Community College grounds Up-to-date Safety Manual for Coahoma Community College	0 student injuries 8 employee injuries CCC's Safety Manual is Current	Outcome was met. However, the institution has decided to increase the safety measures at all of its off-campus sites. Safety measures will be distributed and discussed in August 2009 with off-campus students and employees.
President's Office	5. Coahoma Community College will build, renovate, and maintain a physical plant that offers appropriate furnishings and equipment necessary to fulfill the institution's mission.	Contracts and funding to fulfill objectives of the Facilities Master Plan	The institution will fulfill objectives from the Facilities Master Plan	Plans were fulfilled	Outcome continues to be a work in progress. <u>Projects implemented and completed during the last five years include the following:</u> Eddie C. Smith Sports/Plex-baseball/softball complex (new construction); Charles F. Reid Sponsored Programs Building (renovation); First Floor of Whiteside Hall (Phase 1 renovation); New Press Box at James E. Miller Stadium (new construction); Allied Health Training Center (new construction); Second Floor of Whiteside Hall (Phase 2 renovation); Marion Reid Gymnasium (renovation); Sandy Bayou/Gambrell Child Care Center (repair/renovation); Exterior Door Replacement for the Library and Curry Hall. <u>2009-2010 Renovation and Capital Improvement Projects include the following:</u> Utility Up-grades (approved and funded); Pinnacle Repairs/Renovation (approved, funded, and implemented); New Administration Building (approved and funded); Infrastructure Improvement-Street Project (funds available but still awaiting approval from Office of Sate Aid); Miller-Barron Fine Arts Building (funds available; renovation of the Georgia Lewis Theater with ADA accessibility considerations).

					2011-15 Capital Improvement Projects/Repair/Renovation Projects include the following: Capital Improvements-Energy Conservation/Infrastructure Up-grade; Zee A. Barron Student Union; B.F. McLaurin Vocational-Technical Building; Dickerson-Johnson Library; Workforce Development Center expansion; Music/Theater Building. Renovations-Christine J. Curry Hall; Mary G. Whiteside Hall (Phase III); Lee Flowers Vocational-Technical Building; Building "B" Vocational-Technical Building.
President's Office	6. Coahoma Community College will demonstrate a sound financial base, financial stability, and adequate physical resources to support the institution's programs, service, and mission.	Balanced annual budget and unqualified audit	Balanced Budget and unqualified audit	Unqualified Audit for 2008 (Audit On File in President's Office)	Outcome was met. Coahoma Community College demonstrated a sound financial base, financial stability, and adequate physical resources to support its programs, services, and mission for 2008-09. Coahoma Community College's recent financial history demonstrates financial stability as shown in the College's audited financial statement reports for fiscal year 2008 (on file in President's Office). A review of the College's most recent Statement of Net Assets, Statement of Revenues, Expenses and Changes in Net Assets, and the Statement of Cash Flows, gives strong evidence of the College's financial stability. The College's financial records are submitted to the Mississippi Office of State Audit and independently audited by J. E. Vance & Company of Tupelo, Mississippi, as mandated by the state. Audit reports have found the College to be in compliance with no significant deficiencies in internal control over financial reporting and no instances of noncompliance. The College's

					financial statements also demonstrate the stability of its unrestricted net assets. The Statement of Cash Flows for fiscal year 2008 indicates that Coahoma Community College has successfully met its financial obligations (on file in President's Office). The College develops its annual budget as part of the institution-wide planning process. Each service and program area of the College completes a planning/outcomes document for the coming year. This process provides for ongoing operations and expansion budget requests. The annual College's budget, including funds provided by the state and service counties, is approved by the Board of Trustees. Approval and documented in Board minutes (on file in the President's Office).
President's Office	7.Coahoma Community College will meet the needs of business and industry by providing customized workforce training.	1. Number of ABE/GED students served; number of students earning GED 2. Number of classes offered; number of trainees 3. Number of partnerships with Business/Industry	1. At least 618 students will enroll in ABE/GED; At least 78 ABE/GED students will earn a GED 2. At least 306 classes will be offered with at least 5,252 trainees 3. CCC will develop at least ten new partnerships	1. 676 Students enrolled in the GED program; 194 received GED 2. 212 classes with 5,261 trainees 3. See Attachment	1. Benchmark was met. The ABE/GED program will continue to recruit students and seek out new ways of helping students master the GED test. 2. Due to the failing economy, many of the local businesses had very few new jobs. However, the Workforce Development Center will continue to partner with business and industry and answer the call of the community. The Center will cultivate these relationships during 2009-10 through increased visits in the field. The Center will also provide classes to introduce new skills to displaced workers.

					3. Coahoma Community College will continue to work closely with the community to develop and sustain existing partnerships.

Coahoma Community College's 2008-09 Partnerships

Aaron Henry Community Health Services Center
American Cancer Society
Advanced Medical Rehab
Baptist Memorial Center
Baptist Memorial Medical Center
Baxter Healthcare
Berryhill, M.D., Clinic
Bolivar Medical Center
Benoit School District
Bethany Clinic
Bolivar County Board of Supervisors
Bolivar County Chamber of Commerce
Bolivar Medical Center
Bolivar County Regional Correction
Brookhaven Medical Center, PLLC
Central MS Medical Center
Carnegie Public Library
Casco
Clarksdale Children's Clinic
Clarksdale Municipal School District
Clarksdale Nursing Center
Cleveland School District
Coahoma County Chamber of Commerce
Coahoma Agricultural High School
Coahoma County Board of Supervisors
Coahoma County Department of Human Services
Coahoma Opportunities, Inc.
Cooper Tire
Delta Blues Museum
Delta Health Center, Inc.
Delta Regional Medical Center
Delta State University
Delta Wire LLC
Delta Workforce Investment Area
Deporres Health Center
Diabetic Shoppe
East Tallahatchie School District
Ellis & Hirsberg, CPA
Greenbough Nursing Home

Greenwood-Leflore Hospital
Harrah's Entertainment
Industrial Training Center
Isle of Capri
Magnolia Medical Center
Mississippi Delta Council
Mississippi Limestone
Mississippi State Hospital
Mound Bayou School District
North Bolivar School District
North Sunflower Medical Center
Northwest Regional Medical Center
Oak Grove Retirement Home
Pafford EMS
Preventive Care
Quitman County Hospital
Quitman County School District
Quitman County Sheriff's Department
RCG Mississippi, Inc.
Ruleville Nursing & Rehabilitation Center
Saf-T-Cart
Sam's Town Casino
Shaw School District
South Delta Planning and Development
Southeastern Bulk Bag Consortium
Southland Management
Sunflower/Humphrey's Counties Progress, Inc.
Tallahatchie County Correctional Facility
St. Dominic's Medical Center
Teach for America
Tri-Lakes Medical Center
Tunica County Chamber of Commerce
Tunica County School District
Tutwiler Clinic
Veterans Administration Hospital
West Bolivar School District
West Tallahatchie School District
WIN Job Centers
Woman's Clinic
Workforce Investment Area

TECHNOLOGY AND COMPUTER SERVICES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2008-2009

Program Purpose and Description:
The purpose of the Technology and Computer Services Department is to provide technical support for computer hardware, computer software, and network related issues to Coahoma Community College's faculty, staff, and students.

Alignment of Program Outcomes with the Institution's Mission Statement and Goals:
To accomplish the institution's mission, the Technology and Computer Services Department has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; and ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

TECHNOLOGY AND COMPUTER SERVICES

2008-2009 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Technology and Computer Services	The Technology and Computer Services Department will provide effective technology services to students, faculty, and staff.	Number of technology, computer services, and telecommunications work orders completed and average amount of time taken to complete work orders Student and employee satisfaction surveys	Of the work orders completed in FY09, the average turnaround will be less than 24 hours. 65% of students who participate in the satisfaction survey will rate their level of satisfaction with access to appropriate technology as "satisfactory" or higher. 2008-09 Graduating Senior Exit Survey Results 2008-09 Entering Student Survey Results 65% of employees who participate in the satisfaction survey will rate their level of satisfaction with Campus Technology/Computer Center Services as "satisfactory" or higher. 2008-09 Campus Climate Employee Survey Results	319 work orders received & completed with an average turnaround of 2.4 hours 144 of 174 respondents 82.76% 75 of 96 respondents 78.12% 89 of 103 respondents 86.40%	The benchmarks were met. The department has improved on the turnaround for work orders from 1 day to less than 3 hours in most cases. Efforts to provide efficient and timely service are ongoing and will remain a priority for Technology and Computer Services.
	The Technology and Computer Services Department will provide training to students, faculty and staff in the use of current software applications and technology used throughout campus.	Number of trainings provided to the faculty/staff on the Campus Web Module, e-mail, and other specialized trainings on the institution's system;	4 trainings/presentations will be provided to the faculty and staff in FY09.	5 training/workshops were conducted. 32 faculty & staff attended.	The benchmark was met. Technology and Computer Services provided four trainings for attendance software, Microsoft Office 2007, computer lab administrators, ACCESS, and e-mail use. These trainings were conducted by department staff. Due to the continual changes and updates in technology, the offerings for training in current software applications and technology will be an ongoing initiative.

	The Technology and Computer Services Department will upgrade network equipment and computers throughout campus to the latest and most current levels possible that is allowable by current and future budgets.	Number of network related work orders that are submitted as a result of network issues which are related to the need for network equipment upgrades such as replacing 10MB network switches with gigabit switches in buildings where network traffic consists of data, voice, and video.	The Department will receive less than 50 work orders per semester that are the result of poor network connections and performance	For the year ending June 30, 2009, the department received about 80 work orders that were network related issues.

As of June 30, 2009, only 3 buildings remain which have network switches that are scheduled for upgrades. | The benchmark was not met. In making use of results, upgrades to the current campus network and network equipment have been made which have allowed the department to provide a more stable and reliable network for the student, faculty, and staff of the college. These upgrades are ongoing in an effort to better serve the campus community. |