

# **INSTITUTIONAL EFFECTIVENESS PLAN**

## **2007-2008**

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**A Comprehensive System for Improving Institutional  
Effectiveness at Coahoma Community College**

***2<sup>nd</sup> Publication***

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# Foreword

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During 2005-2006, Coahoma Community College faculty, staff, and administrators developed the Institutional Effectiveness Plan (IEP) to evaluate program and service areas of the institution.

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.

**SECTION 1: PRESIDENT'S WELCOME, MISSION STATEMENT AND GOALS, AND  
BACKGROUND OF INSTITUTIONAL EFFECTIVENESS PLAN**

**COAHOMA COMMUNITY COLLEGE'S  
INSTITUTIONAL EFFECTIVENESS PLAN  
2007-2008**

# President's Welcome

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Welcome to Coahoma Community College's second 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 second 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

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Coahoma Community College is a publicly supported comprehensive community college located in the northwest corner of the Mississippi Delta serving Bolivar, Coahoma, Quitman, Tallahatchie, and Tunica Counties. The institution provides accessible, accredited, affordable, diverse, and quality learning opportunities for the development of intellectual skills, job skills, personal growth and/or transfer to a baccalaureate program. Coahoma Community College serves as a catalyst for economic and community development and supports aggressive and creative efforts to increase access to education in rural communities. To accomplish this mission, Coahoma Community College has established the following goals:

1. Provide the first two years of college/university parallel programs.
2. Provide career and technical education that prepares the student to enter the job market successfully.
3. Provide a comprehensive program of enrichment courses for lifelong learning.
4. Provide customized workforce training programs to meet the needs of area businesses and industries.
5. Provide a network of services that allows the student to maximize his/her potential.
6. Provide innovative learning opportunities utilizing emerging instructional technology.
7. Provide opportunities for developing partnerships with public and private agencies to address community and economic development needs within the service area.
8. Provide institutional advancement capabilities embodying sponsored programs.
9. Plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.
10. Provide opportunities for community-wide cultural enrichment activities.

Approved by Board of Trustees  
February 14, 2005

# Background of Institutional Effectiveness Plan

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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 – Stage One: 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 – Stage Two: 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.

# Background...Continued

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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 and developed the IEP.

## 2006-2007 – Stage Three: Implement and Evaluate Course Syllabi and IEP

1. Adjunct and full-time faculty will pilot student learning outcomes and assessment measures from master course syllabi. Instructional departments will meet at least once each semester to discuss results from student learning outcomes and make changes in courses that will improve student learning. Faculty will document meetings with sign-in sheets, minutes, and syllabi revisions. Department Heads will submit course syllabi revisions, minutes, and sign-in sheets to appropriate deans and Office of Institutional Effectiveness by May 25, 2007.
2. College personnel and adjunct and full-time faculty will implement the IEP beginning fall of 2006. Student samples and/or data for program outcomes will be collected during fall of 2006 and spring of 2007. Program assessment committees will meet to evaluate and document results. Program assessment committees will document meetings with sign-in sheets, minutes, and IEP evaluation results. Program assessment committees will share results with faculty and/or college personnel. Faculty and/or college personnel will use the results to make changes that will improve student learning, curriculum, support programs, and/or services. Faculty and/or college personnel will document these changes in the program evaluation plan of the IEP. Assessment committee chairpersons will submit IEP evaluation results, minutes, and sign-in sheets to the Office of Institutional Effectiveness by May 25, 2007.

#### 2007-2008 – Stage Four: Implement and Evaluate Course Syllabi and IEP

1. Adjunct and full-time faculty will implement student learning outcomes and assessment measures from master course syllabi. Instructional departments will meet to discuss results from student learning outcomes and make changes in courses that will improve student learning. Department Heads will submit any course syllabi revisions to the Office of Institutional Effectiveness before instructors dismiss for Summer Break.
2. College personnel and adjunct and full-time faculty will implement the 2007-2008 IEP beginning fall of 2007. Student samples and/or data for program outcomes will be collected during fall of 2007 and spring of 2008. Program assessment committees will meet to evaluate and document results. Faculty and/or college personnel will use the results to make changes that will improve student learning, curriculum, support programs, and/or services. Faculty and/or college personnel will document these changes in the program evaluation plan of the IEP. Instructional assessment committee chairpersons will submit fall 2007 and spring 2008 IEP evaluation results to the Office of Institutional Effectiveness before instructors dismiss for Christmas Break and Summer Break. All other IEP chairpersons will submit 2007-2008 IEP evaluation results to the Office of Institutional Effectiveness by July 3, 2008.

# **SECTION 1: EDUCATIONAL PROGRAMS**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008**

# ACCOUNTING TECHNOLOGY PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **Program Purpose and Description:**

*The purpose of the Accounting Technology 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 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: ACCOUNTING TECHNOLOGY COMP1**

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation Or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
<b>Written and Oral Communication</b>	1. Upon completion of the Accounting Technology program the student will be able to compose written documents; create and deliver oral presentations effectively.	Business and Office and Related Technology Faculty	1. Business Document Grading Rubric	1. At least 70% of students will score 75% or above on business document grading rubric.	1	1	100	The student were recognized as with awards such as “Student of Semester” a motivational and retention tool to improve program.
			2. Oral presentations Evaluation Form	2. A least 70% of students will scores 75% or above on the oral presentations Evaluation	1	1	100	Earned Associate Arts degree in Accounting Technology
			3. Research paper APA Rubric	3. At least 70% of students will score 75% or above on the APA style research paper.	1	1	100	Job Placement –Coahoma Community College
			4. MSCPAS- Cluster 2	4. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 2.	1	1	100	Career Technical Counselor presented tips on test-taking skills.  Student were given a practice assessment to help prepare for the MSCPAS  <b>MSCPAS score</b>  Student 1- 80%

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation Or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
<b>Management and Operation of the Computer</b>	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.	Business and Office and Related Technology Instructors	1. Performance skills checklist	1. At least 70% of students will score 70% or above on the of Computer Performance skills rubric	1	1	100	Student was recognized as Student of Semester.
			2. MSCPAS- Cluster 1	2. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 1.	1	1	100	Earned Associate Arts degree in Accounting Technology Job Placement –Coahoma Community College
			3. Employee Evaluation - Supervised Workplace Experience	3. At least 80% of the employees will rate the student performance at a “satisfactory” level.	1	1	10	<b>MSCPAS score Student 1- 50%</b>



Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation Or Assessment	Evaluation or Assessment Standards	Number Evaluated	Meeting Standards %	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
<b>Word Processing</b>	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.	Business and Office and Related Technology Instructors	1. Business Document Grading Rubric	1. At least 70% of students will score 75% or above on the word processing skills application rubric.	1	1 100%	Instructor integrated word processing assignments throughout the accounting curriculum to channel student improvement.
			2. Document Production Rating Form	2. At least 70% of students will select appropriate software and key three business documents with speed and accuracy in 30 minute.	1	1 100%	Instructor incorporated more student centered activities.  Student used appropriate technology to access information and reach goals
			3. MSCPAS – Cluster 3	3. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 3.	1	0 0%	Career Technical Counselor presented tips on test-taking skills.  Student were given a practice assessment to help prepare for the MSCPAS  <b>MSCPAS score</b>  Student 1- 45%

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation Or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
Financial Application	Upon Completion of the Accounting Technology curriculum the student will be able to demonstrate proficiency in basic business math skills and accounting procedures for business use	Business Office Technology and General Education Department instructors	1. Accounting Work Sheets	1. At least 70% of students will score 75% or above on Accounting Work Sheets	1	1	100	Student was recognized as Student of Semester.
			2. MSCPAS/ Financial Application Cluster 4	2. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 4.	1	1	100	Earned Associate Arts degree in Accounting Technology Job Placement –Coahoma Community College
			3.Employee Evaluation - Supervised Workplace Experience	3. At least 80% of the employees will rate the student performance at a “satisfactory” level.	1	1	100	Career Technical Counselor presented tips on test-taking strategies. Student were given a practice assessment to help prepare for the MSCPAS  <b>MSCPAS score</b>  Student - 70%

# ASSOCIATE DEGREE NURSING PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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.*

## ASSOCIATE DEGREE NURSING

2007/2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Responsible Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	How results used to improve student learning, curriculum, or program
Nurse Specific Skills	The student will successfully perform a comprehensive client assessment.	ADN Faculty	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 77% accuracy	7 out of 7 met the criteria	In evaluating the effectiveness of this measurement, faculty decided there should be an increase in the percent accuracy required as the student progressed in the program. For the 2008-09 assessment cycle, 85% became the benchmark set for sophomore students. Faculty also decided to add a verbal simulated scenario to make this experience more realistic in the assessment of necessary communication skills.

Nurse Specific Skills	The student will be able to successfully apply the critical thinking process as the basis for planning, implementing, and evaluating client care.	ADN Faculty	Nursing Care Plan grading rubric with passing score required 100% satisfactory performance on behaviors identified as critical on the clinical evaluation tool	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	7 out of 7 met the criteria	Even though all students passed, the faculty decided a stronger focus was needed on skills proficiency in the campus lab prior to caring for patients in the clinical setting. To accomplish this, additional skills check- off tools were developed and added which included a clinical judgment checklist for use in the campus lab. The new checklists will be utilized in the 2008-09 assessment cycle.
Nurse Specific Skills	The student will demonstrate the ability to apply basic management skills appropriate to the role of the associate degree nurse.	ADN Faculty	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.	7 out of 7 achieved passing scores in all areas; some had to repeat several times to achieve a passing score.	To strengthen the management courses content additional critical thinking case studies were added to help students prepare for the Virtual Management Orientation. For future assessment cycles, a limit was placed on the number of times a student was allowed to take the test before being required to repeat appropriate coursework.

<b>Nurse Specific Skills</b>	The student will successfully initiate intravenous therapy and carry out safe administration of orders.	<b>ADN Faculty</b>	<b>IV Therapy Skills Check Off Tool and clinical evaluation tool</b>	100% of students will master all the skills on the Check-Off Tool and will make a passing score in clinicals on the intravenous therapy assessment	7 out of 7 passed	To align with state and national best practices for nursing programs, faculty decided to incorporate simulation to assist in IV skill mastery. A Virtual IV Simulator was purchased to enhance instruction and learning in the program.
<b>Written Communication</b>	<p>(A) Upon completion of the <u>NUR 2223, Management of Client Care course</u>, the students will be able to write a well organized resume for submission for employment</p> <p>(B) Upon completion of the Associate Degree Program, the graduates will be able to write a 5-6 page research paper using APA format. This exercise will have the benefit of providing each student a foundation to function as BSN student/scholar</p>	<b>A D N program faculty</b>	<p>(A) Resume tutorial provided by management textbook</p> <p>(B) SON guidelines/general education guidelines</p> <ol style="list-style-type: none"> <li>use minimum of 6 references written in last 5 years (books, journal, articles)</li> <li>APA guidelines- font, spacing</li> <li>Include introduction, literature review, nursing implications,</li> </ol>	<p>(A) 100% of students using tutorial or attending seminars on resume development will develop a personal resume according to tutorial standards prior to graduation ( by 5<sup>th</sup> day of May) to go in clinical file @ SON and have ready for perspective employer interviews</p> <p>(B) 100% of students in the nursing courses that assign research papers (mental health nursing, Pediatric nursing) will submit an acceptable paper meeting the guidelines</p>	<p>(A) 7 out of 7 passed</p> <p>(B) 12 of 12 students</p>	<p>(A) The benchmark was met. The assessment provided the graduate RN with an acceptable document to present to first perspective employer –Students met college &amp; program goal of workforce readiness. The assessment will be ongoing.</p> <p>(B) Benchmark was met. No further action necessary. Research paper assignments will be continued in an</p>

Written Communication, Continued	(C) Sophomore students will demonstrate an ability to effectively communicate with patients.	A D N program faculty	standards of care applicable for the course(mental health, pediatrics) summary, and d. Bibliography (C) Interpersonal Process Recording (IPR) rubric will be utilized (Rubric was used fall 2007. Guidelines for evaluation were utilized fall 2006)	(C) 100% of students enrolled in mental health nursing will complete and submit an IPR meeting the rubric guidelines	(C) 12 of 12 students successfully completed IPR	effort to introduce and develop literary skills necessary for continuous learning to occur and for personal potential to be maximized (program philosophy)  (C)Benchmark was met. Assignment will be continued in the program in an effort to assure that students are prepared to communicate with patients who present with a myriad of barriers to communication.
Oral Communication	Sophomore students will be able to construct and deliver a clear, well organized oral presentation in assigned courses ( mental health, maternity, pediatric nursing)	A D N faculty assigned in NUR 2113 mental health; NUR 2123 maternity; NUR 2133 pediatric nursing	Evaluation Form general Oral communication evaluation guidelines were incorporated into the presentation evaluation form developed by the SON faculty	80% of students presenting an oral presentation will score B+ (90)or A (93-100)	12 <u>Maternity</u> 4(33%) A 5(42%) B+ 3(25%) failed to meet std Pediatrics 12(100%) <u>Mental hlth</u> 12(100%)	The benchmark was met. This oral presentation helped student learn to relay valuable information to the public or superiors. The assignment will be continued.

<b>Information Literacy</b>	<p>By the beginning of the 2<sup>nd</sup> year of enrollment in the A D N program, all students will be able to demonstrate proficiency in:</p> <ul style="list-style-type: none"> <li>a. doing a keyword search to retrieve materials in a general electronic database</li> <li>b. locate and evaluate materials found on the World Wide Web</li> <li>a. doing a keyword search to retrieve materials in a general electronic database</li> <li>b. locate and evaluate materials found on the World Wide Web</li> <li>c. email or download citations, data, text from electronic resources</li> <li>d. edit or manage data using appropriate computer applications</li> </ul>	<b>Library Learning staff</b>	<b>All entering RN nursing students will be assigned a library orientation during each 1<sup>st</sup> summer term</b>	<p><b>90% of students completing the library learning orientation will evaluate the orientation @ 3 or greater</b></p> <p><b>80% of students identified with computer literacy deficits will be able to perform tasks needed to complete nursing assignments</b></p>	<p><b>17 incoming sophomores summer I 2007 attended an orientation Incomplete; library sent a letter- no specific details about skill acquisition</b></p> <p><b>N=24 (# of students admitted summer 2007) with &gt; 80% having taken a computer course and 100% demonstrating necessary computer skills</b></p>	<b>Benchmark was met. The assignments will be continued in that the library work aids in increasing student ability to understand health information and perform timely retrieval of information needed for classes. Further program graduates are better equipped to transition into a technology based work area and meet employer expectations</b>
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<b>Problem-solving</b>	(A)1 <sup>st</sup> semester freshmen students will demonstrate competency in dosage calculations and problem solving	<b>A D N faculty</b>	(A)NUR 1111 dosage calculation for nurses is a required course necessary to progress to sophomore year	(A).-90% of students must pass NUR 1111 with a minimum grade of “B” for course grade. Final exam competency of calculations/problems (50 questions) must pass @ 85% in order to progress to 2 <sup>nd</sup> year	(A)100% of students passed	(A). Benchmark was met. Dosage calculation served as a program benchmark for beginning safety in medication administration and highlighted the commitment of the program to clinical excellence. The assessment will be continued.
	(B)Sophomore students will demonstrate continued competency in dosage calculation/medication administration by correctly solving imbedded math questions/problems in NUR 2215 medical surgical nursing II		Dosage calculation problems will be imbedded on tests (3-5) per test	80% (6/8) of students will get (5) 100% of problems correct on each test  20% (2/8) of students will get 80% (4) of problems correct on each test	(B) Not met  100%	(B).Emphasis on need for competency in dosage calculations will be ongoing. More class time and assignments will be devoted to the topic for upcoming classes in hopes of decreasing the potential for drug errors and promoting safe providers of care in the healthcare setting

# BARBER/STYLIST PROGRAM PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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 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: BARBERING**  
**2007-2008 PROGRAM EVALUATION PLAN**  
**COAHOMA COMMUNITY COLLEGE**

Competency Area	Student Learning Outcome	Reporting Party	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)
Perform Basic Practices in Barbering I	Upon completion of the Barbering Program, Students will be able to Explain and apply safety and sanitation rules, identify and demonstrate various types of clippers, razor, and shears and give a taper hair cut and basic use of computers.	Barbering Instructor	Barbering Instructor will measure the outcome through the following measures:  (1) Pre and Post Test (2) Skills Progress Evaluation (3) State Board Licensure Exam	At least 80% of students will score at least 85% of the Pre/Post Test  80% of students will meet at least 85% of the Skill Progress Evaluation  80% of students who take the State Board Licensure Exam will score at least 70% or above.	35  35  6	25  25  6	71%  71%  100%	For all three assessments, instructor required the students to use more hands-on performances to engage students in the learning process. A total of 35 students were exposed to competition in Chicago, Ill and Atlanta, GA to improve their performance. Of the 35, 15 students competed and won 1 <sup>st</sup> and 2 <sup>nd</sup> place awards. The students used their Malady CDs to practice the theory part of the exam.
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 hair	Barbering Instructor	(1) Pre and Post Test (2) Skills Progress Evaluation (3) State Board Licensure Exam	At least 80% of students will score at least 85% of the Pre/Post Test  80% of students will meet at least 85% of the Skill Progress Evaluation  80% of students who take the State Board Licensure Exam will score at least 70% or above.	35  35  6	25  25  6	71%  71%  100%	In order to enhance the learning of this skill, the instructor used videotaping as an instructional tool in the Barbering setting. The students were critiqued by professional judges such as state board examiners, and barber shop owners in the competition. The students used their Malady CDs to practice the theory part of the exam Student #1 Student #2 Student #3 Student #4 Student #5 Student #6

Perform Intermediate Practice in Barbering I	Upon completion of the Barbering Program, students will be able to illustrate safety when using various Barbering implements, tools, and equipment.	Barbering Instructor	<p>(1) Written Exams</p> <p>(2) State Board Licensure Exam</p>	<p>At least 80% of the students will score at 80 or above on the written exam.</p> <p>80% of students who take the State Board Licensure Exam will score at least 70% or above.</p>	<p>30</p> <p>6</p>	<p>23</p> <p>6</p>	<p>77%</p> <p>100%</p>	<p>Illustrations were conducted by the instructor on the use of these tools. The students had to replicate these illustrations for the instructor to evaluate. The students used their Malady CDs to practice the theory part of the exam.</p> <p>Student #1 Student #2 Student #3 Student #4 Student #5 Student #6</p>
Perform Advance Practices in Barbering	Upon completion of the Barbering Program, students will be able to perform basic hair coloring and lightening, cold perm waves, and facials.	Barbering Instructor	<p>(1) Pre and Post Test</p> <p>(2) Skills Progress Evaluation</p> <p>(3) State Board Licensure Exam</p>	<p>At least 80% of students will score at least 85% of the Pre/Post Test</p> <p>80% of students will meet at least 85% of the Skill Progress Evaluation</p> <p>80% of students who take the State Board Licensure Exam will score at least 70% or above.</p>	<p>6</p> <p>6</p> <p>6</p>	<p>6</p> <p>6</p> <p>6</p>	<p>100%</p> <p>100%</p> <p>100%</p>	<p>Students serviced clients daily to achieve the advanced barbering skills. The students used their Malady CDs to practice the theory part of the exam.</p> <p>Student #1 Student #2 Student #3 Student #4 Student #5 Student #6</p>

# 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.*

**PROGRAM NAME: BUSINESS OFFICE TECHNOLOGY**

2007-2008 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 (must be in past tense)
<b>Written and oral communication</b>	Upon completion of the Business Office Technology program, the student will be able to compose effective written documents; create and deliver oral presentations effectively.	Business and Office and Related Technology Instructors	MS-CPAS (Cluster 2)	1. At least 70% of students will score basic (50%-69%) or above on MS-CPAS (cluster 2).	<b>Campus Site</b> 4/3=75%	Students were given practice exams in the area of written communication for the MS-CPAS as a review instrument and to assist with test-taking skills.
			Oral Presentation Rubric	2. At least 75% of students will demonstrate effective oral communication skills.	4/4=100%	Peer-to-peer tutoring and evaluation during class and lab hours.
			Research Paper (APA style)	3. At least 70% or above will score 75% or above on research paper.	4/3=100%  <b>Rosedale Site</b> 22/24 = 92% met all standards	Students received reinforcement from instructors on writing skills. The Related Studies lab instructors also assisted with written and oral communication skills.  <b>MS-CPAS scores:</b>  Student 1 – 70% Student 2 – 40% Student 3 - 90% Student 4 - 60%

<b>Management and Operation of the Computer</b>	<p>Upon completion of the Business Office Technology program, the student will learn the operation of the computer and manage information technology skills.</p>	<p>Business and Office and Related Technology Instructors</p>	<p><b>Evaluation tools:</b></p> <p>MSCPAS (Cluster 1)</p> <p>Microcomputer Applications Skills check-list</p> <p>CAPSTONE Project</p>	<p>1. At least 70% of students will score basic (50% - 69%) or above on MS-CPAS (cluster 1).</p> <p>2. At least 75% of students will demonstrate effective computer management and operations on the skills checklist.</p> <p>3. At least 75% of students will demonstrate mastery on the CAPSTONE project which integrates computer application skills.</p>	<p><b><u>Campus Site</u></b> 4/4 =100% met all standards</p> <p><b><u>Rosedale Site</u></b> 18/23 = 78% met Microcomputer Apps checklist standard</p> <p>20/23 = 87% met Capstone Project standard</p>	<p>Students were given practice exams in the area of management and operations of the computer for the MS-CPAS as a review instrument and to assist with test-taking skills.</p> <p>Instructors focused on integrating computer application course content throughout the program of study.</p> <p><b>MS-CPAS scores:</b></p> <p>Student 1 – 70% Student 2 - 90% Student 3 - 80% Student 4 – 60%</p>
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Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation Or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
<b>Word Processing</b>	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.	Business and Office and Related Technology Instructors	<b>Evaluation tools:</b>  MS-CPAS (cluster 4)  Portfolio Rubric  Performance Skills checklist	1. At least 70% of students will score basic (50%-69%) or above on the MS-CPAS (cluster 4).  2. At least 70% of the students will score 75 or above on the portfolio rubric.  3. At least 75% of students will demonstrate mastery on the performance checklist.	<b>Campus Site</b> 4/4=100% met all standards  <b>Rosedale Site</b> 19/19=100% met all standards		Students were given practice exams for the MS-CPAS in word processing as a review instrument and to assist with test-taking skills. Students used electronic tutorials for reinforcement during lab hours.  Students were given assistance from instructors and the BOT labs remained open an extra hour to assist students in completing assignments.  <b>MS-CPAS scores:</b>  Student 1 – 80% Student 2 - 70% Student 3 - 65% Student 4 - 60%



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 (must be in past tense)
<b>Financial Application</b>	Upon completion of the Business Office Technology Program, the student will demonstrate proficiency in basic business math and accounting procedures for business use.	Business and Office and Related Technology Instructors	<b>Evaluation tools:</b>  MS-CPAS (Cluster 5)  Paper/pencil problem-solving method.  Employee Evaluation - Supervised Work Experience	1. At least 70% of students will score basic (50% - 69%) or above on the MS-CPAS (cluster 5).  2. At least 70% of students will master paper/pencil problem- solving method.  3. At least 80% of the employees will rate the student performance at a “satisfactory” level.	<u><b>Campus Site</b></u>  4/2=50%  4/4=100%  3/3=100%  <u><b>Rosedale Site</b></u>  18/19% = 95% met all standards	Instructors reinforced principles in accounting and applied business math.  Students were given practice exams in the area of financial applications for MS-CPAS as a review instrument and to assist with test-taking skills.  Peer-to-peer tutoring conducted during lab hours.  <u><b>MS-CPAS scores:</b></u> Student 1 – 60% Student 2 – 40% Student 3 – 60% Student 4 - 45%  <u>Supervised Work Experience Assignments</u> <b>Student 1#</b> - CCC Office of Educational Outreach <b>Student #2</b> – CCC Accounts Payable Office <b>Student #3</b> – CCC Financial Office

# CERTIFIED NURSING ASSISTANT PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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 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: CERTIFIED NURSING ASSISTANT**

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	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
<b>Basic Health Care Assisting</b>	Upon completion of the Career-Technical Certified Nursing Assistant Program, students will be able to provide basic health care to patients.	CNA Faculty	Instructor's Comprehensive Exit Exam	At least 75% of the students receive satisfactory on the exit skills and written exam.	33	33	100%	As related to all competency areas, the results were directly related to the increased number of students that are currently enrolled in the day CNA program.  The student's scores are submitted as PASS or FAIL.
			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.	33	33	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.	33	33	100%	
<b>Body Structure and Function</b>	Upon completion of the Career-Technical Certified Nursing Assistant Program, students will be able to differentiate normal growth and development from age related diseases.	CNA Faculty	Instructor's Comprehensive Exit Exam	At least 75% of the students receive satisfactory on the exit skills and written exam.	33	33	100%	
			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.	33	33	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.	33	33	100%	

<b>Special Care Procedures</b>	Upon completion of the Career-Technical Certified Nursing Assistant Program, students will be able to apply specialized procedures required to care for patients in a long-term care facility.	CNA Faculty	Clinical Skills Checklist	At least 80% of the students will complete 16 hours of satisfactory clinical at a assigned facility	33	33	100%	
			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.	33	33	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.	33	33	100%	

# CHILD DEVELOPMENT TECHNOLOGY PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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 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: CHILD DEVELOPMENT TECHNOLOGY**

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)												
Management & Professionalism	Upon completion of the Childcare Technology Program, the students will be able to demonstrate professional skills in decision making, time management and student teaching skills	Child Care Technology Instructors	CPAS Clusters 1 & 5	85% of the students will meet (70% -80%) proficient of the criteria of on the MS CPAS	06	06	90%	A field trip to the Montessori School in Jonestown, MS. was also used to farther improve student learning. Reading Lab assistance and a guest speaker from the area of childcare to discuss professionalism in the workplace.  <b><u>CPAS Scores Cluster 1</u></b> <table><tr><td>Student#1-70.00</td><td>Student #2-80.00</td></tr><tr><td>Student#3-100.00</td><td>Student#4 -100.00</td></tr><tr><td>Student #5-90.00</td><td>Student#6-70.00</td></tr></table> <b><u>CPAS Scores Cluster 5</u></b> <table><tr><td>Student#1-57.14</td><td>Student #2-71.43</td></tr><tr><td>Student#3-71.43</td><td>Student#4 -85.71</td></tr><tr><td>Student #5-100.00</td><td>Student#6-71.43</td></tr></table>	Student#1-70.00	Student #2-80.00	Student#3-100.00	Student#4 -100.00	Student #5-90.00	Student#6-70.00	Student#1-57.14	Student #2-71.43	Student#3-71.43	Student#4 -85.71	Student #5-100.00	Student#6-71.43
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Practicum Experience Evaluation	70% of the students will meet 6 of 8 or 75% of the classroom management and instructional strategies standards	10	10	100%																
Performance Checklist	At least 75% of the students will score 75 or above on the performance checklist	25	17	75%																
Observe Document Apply	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.	Child Care Technology Instructors	MS CPAS Cluster #4	90 % of the students will meet 80% on the criteria on the MS CPAS	06	05	90%	The results of pre test were used to determine what students needed to be scheduled for Related Studies for improvement. <b><u>CPAS Scores Cluster 4</u></b> <table><tr><td>Student#1-70.00</td><td>Student #2-80.00</td></tr><tr><td>Student#3-80.00</td><td>Student#4 -100.00</td></tr><tr><td>Student #5-90.00</td><td>Student#6-90.00</td></tr></table>	Student#1-70.00	Student #2-80.00	Student#3-80.00	Student#4 -100.00	Student #5-90.00	Student#6-90.00						
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Pre/Post Test	70% of the students will master the post test.	25	20	85%																
Performance Checklist	At least 75% of the students will score 80% or above on the performance checklist	25	21	87%																

Basic Learning Skills	Upon completion of the Childcare Technology Program, students will be able to identify cognitive, physical, emotional, social characteristics of young children.	Child Care Technology Instructors	MS CPAS Clusters 3 & 7  Post Test	At least 70% of the students will meet the criteria on the MS CPAS   70% will of the students master the post test	06  25  25	04  17  15	75%  75%  70%	After review of the results from the pre test exam, it was determined that our assessment score will increase 5% by post test (75-80%)  <b><u>CPAS Scores Cluster 3</u></b> <table><tr><td>Student#1-33.33</td><td>Student #2-16.67</td></tr><tr><td>Student#3-83.33</td><td>Student#4 -83.33</td></tr><tr><td>Student #5-83.33</td><td>Student#6-100.00</td></tr></table> <b><u>CPAS Scores Cluster 7</u></b> <table><tr><td>Student#1-55.56</td><td>Student #2-61.11</td></tr><tr><td>Student#3-83.33</td><td>Student#4 -77.78</td></tr><tr><td>Student #5-66.67</td><td>Student#6-44.44</td></tr></table>	Student#1-33.33	Student #2-16.67	Student#3-83.33	Student#4 -83.33	Student #5-83.33	Student#6-100.00	Student#1-55.56	Student #2-61.11	Student#3-83.33	Student#4 -77.78	Student #5-66.67	Student#6-44.44
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Student #5-66.67	Student#6-44.44																			
Health Safety & Nutrition Guidelines	Upon completion of the Childcare Technology program, students will be able to apply health safety and nutrition guidelines to the practice of Early Childcare.	Child Care Technology Instructors	MS CPAS Cluster #4,  Practicum Experience Checklist  Oral evaluation of basic first aid skills using Rubric evaluation.	At least 85% of the students will meet 80% of the Criteria on the MS CPAS  90% will score 90 or above to master the class  80% of the students will meet 80% of the requirements on the oral exam  Number of students enrolled will increase in FY08 by 10%	06  10  25	05  10  23	90%  95%  93%	Upon completion and mastery of learning outcomes and objectives, students will be placed in a childcare facility for training and employment.  <b><u>CPAS Scores Cluster 4</u></b> <table><tr><td>Student#1-70.00</td><td>Student #2-80.00</td></tr><tr><td>Student#3-80.00</td><td>Student#4 -100.00</td></tr><tr><td>Student #5-90.00</td><td>Student#6-90.00</td></tr></table>	Student#1-70.00	Student #2-80.00	Student#3-80.00	Student#4 -100.00	Student #5-90.00	Student#6-90.00						
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Creative Arts & Methods & Materials	Upon completion of the Childcare Technology program, students will be able to develop and implement creative learning activities for children birth through age eight.	Child Care Technology Instructors	MS CPAS Cluster #2  Creative Arts & Methods & Materials Instruction Grading Rubrics	70% of the students will meet 70% of the Criteria on the MS CPAS  90% of the students will score 85 and above on oral presentation & evaluation using rubric grading scale	06  25	01  23	10%  90%	After review of the results from the MS CPAS, students required more hands on learning activities to improve creative learning and application. <b><u>CPAS Scores Cluster 2</u></b> <table><tr><td>Student#1-23.08</td><td>Student #2-61.54</td></tr><tr><td>Student#3-69.23</td><td>Student#4 -76.92</td></tr><tr><td>Student #5-61.54</td><td>Student#6-69.23</td></tr></table>	Student#1-23.08	Student #2-61.54	Student#3-69.23	Student#4 -76.92	Student #5-61.54	Student#6-69.23						
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# 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: COLLISION REPAIR TECHNOLOGY**

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	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												
Structural & Non-structural repair	Upon completion of the Collision Repair Program, students will be able to analyze and estimate damage and repair cost.	Collision Repair Instructor	Collision Analysis Course Embedded Exit Exam	At least 70% of the students completing the program will receive 70% or above on the Collision Analysis Course Embedded Exit Exam.	18	15	83%	Although the overall goals were met, some students showed weaknesses in math and reading comprehension. The instructor referred these students to the Related Studies Lab for one-on-one assistance with the related studies specialist. In addition, students received further remediation in mathematics and reading comprehension from specialized computer software in the Related Studies Lab. Since the benchmark was met this year, the instructor increased the benchmark from 70% to 80% for the upcoming year.  <b>CPAS Cluster 4</b> <table><tr><td>Student#1-50.00</td><td>Student#2-40.00</td></tr><tr><td>Student#3-60.00</td><td>Student#4-50.00</td></tr><tr><td>Student#5-26.67</td><td>Student#6-60.00</td></tr><tr><td>Student#7-50.00</td><td>Student#8-50.00</td></tr><tr><td>Student#9-40.00</td><td>Student#10-50.00</td></tr></table> <b>CPAS Cluster 5</b> <table><tr><td>Student#1-50.00</td><td></td></tr></table>	Student#1-50.00	Student#2-40.00	Student#3-60.00	Student#4-50.00	Student#5-26.67	Student#6-60.00	Student#7-50.00	Student#8-50.00	Student#9-40.00	Student#10-50.00	Student#1-50.00	
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MSCPAS Clusters 4&5	At least 70% of the students will score basic (50% - 69%) performance level on the MSCPAS.	10	9	90%																
Performance Evaluation Checklist	70% of the students will master the performance evaluation.	18	16	89%																

Bolted Units and Assemblies and Electrical Systems	Upon completion of the Collision Repair Program, students will be able to dissemble and reassemble bolted parts and sub-units.	Collision Repair Instructor	Performance Evaluation Checklist  MSCPAS-Cluster 4	At least 70% of the students completing the program will pass the performance evaluation checklist at 80% or above.  At least 70% of the students will score basic (50% - 69%) performance level on the MSCPAS.	18  10	16  8	89%  80%	Guess speaker from Tri-State Auto Sales and Mississippi Limestone Transportation Dept was brought in to speak to students. <b>CPAS Cluster 4</b> <table><tr><td>Student#1-50.00</td><td>Student#2-40.00</td></tr><tr><td>Student#3-60.00</td><td>Student#4-50.00</td></tr><tr><td>Student#5-26.67</td><td>Student#6-60.00</td></tr><tr><td>Student#7-50.00</td><td>Student#8-50.00</td></tr><tr><td>Student#9-40.00</td><td>Student#10-50.00</td></tr></table>	Student#1-50.00	Student#2-40.00	Student#3-60.00	Student#4-50.00	Student#5-26.67	Student#6-60.00	Student#7-50.00	Student#8-50.00	Student#9-40.00	Student#10-50.00
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Student#7-50.00	Student#8-50.00																	
Student#9-40.00	Student#10-50.00																	
Automotive Body Welding and Cutting	Upon completion of the Collision Repair Program, students will be able to cut, weld, and shape body parts during repair.	Collision Repair Instructor	Post Test  MS CPAS-Cluster 2  Performance Skills Checklist	At least 70% of the students completing the program will receive a passing score of 70% on the Automotive Body Welding and Cutting Exit Exam.  At least 70% of the students will score basic (50% - 69%) performance level on the MSCPAS.  At least 70% of the students completing the program will pass the performance evaluation checklist at 70% or above.	18  10  18	11  4  12	61%  40%  67%	We also took the students on field trips to O'Reilly's Automotive Parts and Paint Shop.  Students use software from the Automotive Boby Repair Technology to assist them  Performance objective enhancement labs were also completed to improve students' skills <b>CPAS Cluster 2</b> <table><tr><td>Student#1-45.00</td><td>Student#2-45.00</td></tr><tr><td>Student#3-55.00</td><td>Student#4-50.00</td></tr><tr><td>Student#5-73.33</td><td>Student#6-30.00</td></tr><tr><td>Student#7-20.00</td><td>Student#8-40.00</td></tr><tr><td>Student#9-40.00</td><td>Student#10-55.00</td></tr></table>	Student#1-45.00	Student#2-45.00	Student#3-55.00	Student#4-50.00	Student#5-73.33	Student#6-30.00	Student#7-20.00	Student#8-40.00	Student#9-40.00	Student#10-55.00
Student#1-45.00	Student#2-45.00																	
Student#3-55.00	Student#4-50.00																	
Student#5-73.33	Student#6-30.00																	
Student#7-20.00	Student#8-40.00																	
Student#9-40.00	Student#10-55.00																	

Glass and Related Hardware Insulation and Sealing	Upon completion of the Collision Repair Program, students will be able to remove and replace windshield and doors glass and align movable parts.	Collision Repair Instructor	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.	20	17	85%	Performance objective enhancement labs were also completed to improve students' skills.										
			MS CPAS – Cluster 4	At least 70% of the students will score basic (50% - 69%) performance level on the MSCPAS.	10	8	80%	<b>CPAS Cluster 4</b> <table><tr><td>Student#1-50.00</td><td>Student#2-40.00</td></tr><tr><td>Student#3-60.00</td><td>Student#4-50.00</td></tr><tr><td>Student#5-26.67</td><td>Student#6-60.00</td></tr><tr><td>Student#7-50.00</td><td>Student#8-50.00</td></tr><tr><td>Student#9-40.00</td><td>Student#10-50.00</td></tr></table>	Student#1-50.00	Student#2-40.00	Student#3-60.00	Student#4-50.00	Student#5-26.67	Student#6-60.00	Student#7-50.00	Student#8-50.00	Student#9-40.00	Student#10-50.00
			Student#1-50.00	Student#2-40.00														
Student#3-60.00	Student#4-50.00																	
Student#5-26.67	Student#6-60.00																	
Student#7-50.00	Student#8-50.00																	
Student#9-40.00	Student#10-50.00																	
Performance Checklist	At least 70% of the students completing the program will pass the performance evaluation checklist at 70% or above.	18	16	89%														

# COMPUTER SERVICING TECHNOLOGY PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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 instructional 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: COMPUTER SERVICING TECHNOLOGY**  
2007-2008 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Follow Safety Guidelines	<p>Upon completion of the Computer Servicing Technology Program, students will be able to:</p> <p>1. Demonstrate and practice general safety procedures for computer servicing.</p>	Computer Servicing Technology Dept.	<p>Computer Servicing Tech. faculty will assess this student learning outcome by:</p> <p>1. Observation checklist during laboratory exercises.</p> <p>2. MSCPAS -Cluster 1  -Cluster 2</p> <p>3. Post Test</p>	<p>-At least 80% of students evaluated will score 75% or above on safety procedures and guidelines observation checklist.</p> <p>-At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS.</p> <p>-At least 75% of the students will pass the Post Test.</p>	<p>10</p> <p>7</p> <p>7</p> <p>9</p>	<p>7 70%</p> <p>6 86%</p> <p>4 57%</p> <p>9 100%</p>	<p>The safety procedures were reviewed several times for student improvement in this area. Examples of proper safety procedures were provided.</p> <p><u>Cluster 1</u>  Student 1 - 62.5%  Student 2 - 62.5%  Student 3 - 12.5%  Student 4 - 50%  Student 5 - 87.5%  Student 6 - 62.5%  Student 7 - 62.5%</p> <p><u>Cluster 2</u>  Student 1 - 53.33%  Student 2 - 60.0%  Student 3 - 73.33%  Student 4 - 40.0%  Student 5 - 73.33%  Student 6 - 33.33%  Student 7 - 40.0%</p>

Diagnosing and Troubleshooting	Upon completion of the Computer Servicing Technology Program, students will be able to:  1. Identify basic troubleshooting procedures and good practices for eliciting problem symptoms from customers.	Computer Servicing Technology Dept.	1. Diagnosing and troubleshooting computer repair lab rubric.  2. MSCPAS -Cluster 2  3. Post Test	-At least 65% of students evaluated will score 75% or above on diagnosing and troubleshooting rubric.  -At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS.  -At least 75% of the students will pass the Post Test.	14  7  14	1  4  10	7%  57%  71%	The student's completed labs individually, but after assessing this area, it was deemed that the students would have performed better as a group or in teams with their projects.  In making use of assessment results, a decision to include increased classroom instruction and lab time on diagnostic exercises was made.  <u>Cluster 2</u> Student 1 – 53.33% Student 2 – 60.0% Student 3 – 73.33% Student 4 – 40.0% Student 5 - 73.33% Student 6 - 33.33% Student 7 – 40.0%
Perform Computer Software and Hardware Upgrades	Upon completion of the Computer Servicing Technology Program, students will be able to: 1. Install and remove computer software and hardware components.	Computer Servicing Technology Dept.	1. Observation checklist  2. MSCPAS -Cluster 2 -Cluster 3  3. Post Test	-At least 65% of students evaluated will demonstrate mastery of computer upgrades on the observation checklist.  - At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS.  -At least 75% of the students will pass the Post Test.	9  7 7  9	7  6 6  9	78%  86% 86%  100%	Although all standards were met in the area, further improvement was implemented by increased class instruction.  <u>Cluster 2</u> Student 1 – 53.33% Student 2 – 60.0% Student 3 – 73.33% Student 4 – 40.0% Student 5 - 73.33% Student 6 - 33.33% Student 7 – 40.0% <u>Cluster 3</u> Student 1 –66.67% Student 2 – 83.33% Student 3 – 50.0% Student 4 – 83.33% Student 5 - 83.33% Student 6 - 16.67% Student 7 – 66.67%

Properly Utilize Testing and Soldering Tools and Equipment	Upon completion of the Computer Servicing Technology Program, students will be able to: 1. Apply soldering and de-soldering techniques correctly.	Computer Servicing Technology Dept.	1. Laboratory exercises rubric.	-At least 65% of students evaluated will demonstrate mastery of soldering and testing tools through laboratory exercises.	10	7	70%	Goals were met. No action is necessary.  <u>Cluster 1</u> Student 1 - 62.5% Student 2 - 62.5% Student 3 - 12.5% Student 4 - 50% Student 5 - 87.5% Student 6 - 62.5% Student 7 - 62.5%
			2. MSCPAS -Cluster 1	- At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS.	7	6	86%	
			3. Post Exam	-At least 75% of the students will pass the Post Test.	9	9	100%	
Develop Written Plans and Logs	Upon completion of the Computer Servicing Technology Program, students will be able to: 1. Develop a written plan which details the activities and projects to be completed and maintain service log on individual pieces of equipment.	Computer Servicing Technology Dept.	1. Laboratory exercises grading rubric	-At least 65% of students evaluated will demonstrate mastery of soldering and testing tools through laboratory exercises.	14	1	7%	The students completed labs individually, but after assessing this area, it was deemed that the students would have performed better as a group or in teams with their projects. Increased classroom instruction and lab time is needed for improvement with test scores. A decision was made to include collaborative student activities on log development in the program.  <u>Cluster 2</u> Student 1 – 53.33% Student 2 – 60.0% Student 3 – 73.33% Student 4 – 40.0% Student 5 - 73.33% Student 6 - 33.33% Student 7 – 40.0%
			2. MSCPAS - Cluster 2	- At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS.	7	4	57%	
			3. Post Exam	-At least 75% of the students will pass the Post Test.	9	9	100%	

Data Communications and Networking	Upon completion of the Computer Servicing Technology Program, students will be able to: 1. Discuss and analyze basic data communications and network principles.	Computer Servicing Technology Dept.	1. Data Comm. and Networking lab exercises rubric.	-At least 65% of students evaluated will demonstrate mastery of Data Comm. and Networking labs.	7	0	0%	Working individually proved unsuccessful for students, but completing labs in a group or as a team was implemented for improvement. This effort which was deemed successful for the current students will be continued in an effort to enhance the program. <u>Cluster 4</u> Student 1 – 50.0% Student 2 – 33.33% Student 3 – 50.0% Student 4 – 50.0% Student 5 – 83.33% Student 6 – 66.67% Student 7 – 50.00%
			2. MSCPAS -Cluster 4	- At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS.	7	6	86%	
			3. Post Exam	-At least 75% of the students will pass the Post Test.	7	4	57%	



# **COSMETOLOGY (CAMPUS DAY, CAMPUS EVENING, AND TUNICA SITE) PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008**

### **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 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: COSMETOLOGY**  
2007-2008 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %	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.	Cosmetology Instructors          Special Populations	<u>Faculty</u> Faculty will assign each student to write a resume. Student will be assessed with the <b>resume rubric</b> . <u>Assessment Committee</u> The assessment committee will evaluate results of the rubrics. The committee will share results with faculty. <u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.	70% of students in the Cosmetology program will submit a clear, well-organized resume meeting the assigned guidelines.  <u>Campus Day</u>  <u>Campus Evening</u>  <u>Tunica Site</u>	8  20  2	6  18  2  80%  85%  100%	<u>Campus Day</u> Special Populations personnel assisted students in writing resumes. Although 70% of the students mastered this student learning outcome, students required more time on writing skills. The two students that did not master this student learning outcome were given one-on-one instructions in writing a resume. The ratio of lab to theory is 3 to 1. Faculty determined that more time should be given to the curriculum for writing skills.
Oral Communication	3. Upon completion of the Cosmetology Program, students will be able to effectively consult with clients to determine their cosmetology needs.	Cosmetology Instructors	<u>Faculty</u> Faculty will assign each student to conduct a student/client consultation. Faculty will evaluate this outcome through the following measures: <b>Student/Client Rubric</b> . <u>Assessment Committee</u> The assessment committee will evaluate results of the oral student/client consultation rubric and oral presentation evaluation. The committee will share results with faculty. <u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.	70% of students presenting oral presentations will score 85 or above using rubric and oral presentation evaluation.  <u>Campus Day</u>  <u>Campus Evening</u>  <u>Tunica Site</u>	9  20  9	6  16  8  70%  80%  89%	<u>Campus Day</u> Although 70% of students mastered this student learning outcome, students required more lab time in order to improve these skills. Using the evaluation results, instructors changed teaching methods to include more demonstrated time throughout the courses taught on how to consult with clients. <u>Campus Evening</u> Students conducted repeated practice using student to student client consultation procedures. Students were able to determine the client needs and services that they were able to perform after giving a one-on-one consultation with live clients.

Oral Communication	3. Upon completion of the Cosmetology Program, students will be able to effectively consult with clients to determine their cosmetology needs.	Cosmetology Instructors	<p><u>Faculty</u> Faculty will assign each student to conduct a student/client consultation. Faculty will evaluate this outcome through the following measures: <b>Student/Client Rubric.</b></p> <p><u>Assessment Committee</u> The assessment committee will evaluate results of the oral student/client consultation rubric and oral presentation evaluation. The committee will share results with faculty.</p> <p><u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.</p>	<p>70% of students presenting oral presentations will score 85 or above using rubric and oral presentation evaluation.</p> <p><u>Campus Day</u></p> <p><u>Campus Evening</u></p> <p><u>Tunica Site</u></p>	9	6	70%	<p><u>Campus Day</u> Although 70% of students mastered this student learning outcome, students required more lab time in order to improve these skills.</p> <p>Using the evaluation results, instructors changed teaching methods to include more demonstrated time throughout the courses taught on how to consult with clients.</p> <p><u>Campus Evening</u> Students conducted repeated practice using student to student client consultation procedures.</p> <p>Students were able to determine the client needs and services that they were able to perform after giving a one-on-one consultation with live clients.</p>
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.	Cosmetology Instructors	<p><u>Faculty</u> Faculty will assign each student to demonstrate manipulative skills in areas of hair, skin, and nails.</p> <p><b>Mississippi State Board of Cosmetology procedure checklist.</b></p> <p><u>Assessment Committee</u> The assessment committee will evaluate results of the Mississippi State Board <b>procedure checklist and performance evaluation.</b> The committee will share results with faculty.</p>	<p>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.</p> <p><u>Campus Day</u></p> <p><u>Campus Evening</u></p> <p><u>Tunica Site</u></p> <p>At least 70% of students will score at least 85 out of a possible 100 on the Mississippi State Board procedure checklist.</p> <p><u>Campus Day</u></p>	9	9	100%	<p><u>Campus Day</u> Although 100% of students performed clinical skills, faculty determined the following:</p> <p>Students scored higher scores in hair procedures than skin and nails.</p> <p>More focus had been given on skills in hair than nails and skin because students are tested on hair skills not skin and nails.</p> <p>Faculty determined from these results that more lab time should be allotted for skin and nail services. The curriculum was changed to reflect these changes.</p> <p><u>Campus Evening</u> Lab test and mock service were performed to continue improvement in several areas.</p>

			<u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.	<u>Campus Evening</u>  <u>Tunica Site</u>	20  6	15  6	75%  100%	Online tests were taken alone with other written tests from textbook.  The results promoted well-trained professionals to enter the Cosmetology profession.
Follow Universal Precaution in Lab to Prevent transmitting Infection	5. Upon completion of the Cosmetology Program, students will be able to perform services using measures to prevent the spread of infectious and contagious diseases.	Cosmetology Instructors	<u>Faculty</u> Each student will be given services to be performed utilizing sanitation and sterilization standards.  Cosmetology faculty will assess mastery of the student learning outcome by using the following two assessments: 1) <b>Observation checklist</b> which includes the following skills: hand washing, wearing gloves, and properly handling and disposal of sharp instruments or products contaminated by blood or other body fluids.  2) <b>OSHA written examination</b>  <u>Assessment Committee</u> The assessment committee will evaluate the results and assess for strengths and improvements. The committee will share results with the faculty.	At least 70% of the students evaluated with the observation checklist will perform services utilizing the standards precautions.  <u>Campus Day</u>  <u>Campus Evening</u>  <u>Tunica Site</u>  At least 80% of the students will pass the OSHA written examination.  <u>Campus Day</u>  <u>Campus Evening</u>  <u>Tunica Site</u>	  9  20  9  9  20  9	  7  16  8  8  15  8  8	  80%  85%  89%  95%  85%  89%	Use of Results: Twenty percent of the students who did not master this learning outcome received one-on-one assistance from the instructor and peer-to-peer assistance.  Use of Results: The students that needed extra practice were able to review OSHA. This student passed OSHA written examination on second try. Faculty determined that students should be tested periodically with OSHA test for additional practice and then given test in its entirety. <u>Campus Evening</u> Increased testing and practicum of knowledge of sanitation, disinfecting and sterilization procedures to include manicure tables, footbath, equipment and implements was implemented to help students accomplish outcome.  Research papers were done on products used to prevent the spread of diseases
Workforce Readiness	6. Upon completion of the Cosmetology Program, the student will be able to conduct services in a safe environment	Cosmetology Faculty	<u>Faculty</u> Each student will be given services to be performed utilizing safety standards.  Cosmetology instructor will assess mastery of the student learning outcome by using the following two assessments: 1) <b>Performance Checklist</b> 2) <b>Safety Test</b>	At least 70% of the students evaluated with the observation checklist will perform services according to the safety standards checklist.  <u>Campus Day</u>  <u>Campus Evening</u>  <u>Tunica Site</u>	  8  20  6	  8  15  6	  100%  75%  100%	<u>Campus Day</u> Although students mastered this learning outcome, students required more safety observation from faculty during practical lab work.  Faculty used the results and included more instructional efforts that required students to demonstrate safety precautions on each other before performing services on

			<p><u>Assessment Committee</u> The assessment committee will evaluate the results and assess for strengths and improvements. The committee will share results with the faculty.</p> <p><u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program.</p>	<p>70% of students will score at least 85 out of possible 100 points on the safety test.</p> <p><u>Campus Day</u></p> <p><u>Campus Evening</u></p> <p><u>Tunica Site</u></p>	<p>8</p> <p>20</p> <p>6</p>	<p>8</p> <p>15</p> <p>6</p>	<p>100%</p> <p>75%</p> <p>100%</p>	<p>public.</p> <p><u>Campus Evening</u> The checklist allowed students to be better prepared in the shop for the safety of their clients. Repeated use of the checklist helped student retain knowledge better and helped to maintain the proper objectives for teaching safety in the workplace.</p>
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Workforce Readiness	<b>Program Performance Outcome:</b> Upon graduation from the Cosmetology program, the new graduate will pass Mississippi State Board of Cosmetology and receive state licensure.	Career Technical Division  Mississippi State Board of Cosmetology	<u>Faculty</u> Cosmetology faculty will assess this student learning outcome by using 1) <b>State licensure exam</b> 2) <b>Number of students employed after passing state exam</b>	At least 70% of students will pass the state board of cosmetology exam.				<b>Campus Day</b> 70% of students mastered this student learning outcome. Five students received state licensure from Mississippi State Board of Cosmetology. Students not mastering this outcome have been receiving tutoring and preparing to retest. Students ranked 4 out of 38 in the state. Overall average score was 96.4 on practical segment of state test and written average was 83.7. Article was done on these results in paper and teacher received award from the Mississippi State Board of Cosmetology. Students will be included in brochure for the program.
			<u>Assessment Committee</u> The assessment committee will evaluate the results and assess for strengths and improvements. The committee will share results with the faculty.	<u>Campus Day</u>	8	5	70%	
			<u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program.	<u>Campus Evening</u>	5	5	100%	
				<u>Tunica Site</u>	3	3	100%	
				At least 70% of graduates will be employed in field related to training or field trained.	8	5	70%	
				<u>Campus Day</u>	5	5	100%	
				<u>Campus Evening</u>	3	3	100%	
				<u>Tunica Site</u>				

# CULINARY ARTS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: CULINARY ARTS TECHNOLOGY (CUT)**

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %		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.	Department of Culinary Arts  Chef Robert Rhymes, Instructor	Faculty will evaluate this outcome through the following measures:  <ul style="list-style-type: none"> <li>ServSafe Examination</li> <li>Mississippi-CPAS Occupational Test: Cluster 2: Sanitation and Safety</li> <li>Laboratory observation checklist</li> </ul>	75% of student completers will receive the ServSafe certification.	4	2	50%	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.  <b>Mississippi-CPAS Occupational Test: Cluster 2: Sanitation and Safety Scores:</b>  Student 1 – 50% Student 2 – 66.67% Student 3 – 66.67% Student 4 – 66.67%  <b>Checklist Scores:</b> Student 1 – 79% Student 2 – 85% Student 3 – 89% Student 4 – 92%
				75% of student completers will score basic (50%-69%) performance level on Mississippi-CPAS Occupational Test: Cluster 2: Sanitation and Safety	4	4	100%	
				75% of student completers will master 80% of the safety and sanitation techniques listed on the laboratory observation checklist.	4	4	100%	



Culinary Arts Technology (CUT)	2. Upon completion of CUT, students will be able to demonstrate volume food preparation techniques for restaurant and catering.	Department of Culinary Arts  Chef Robert Rhymes, Instructor	Faculty will evaluate this outcome through the following measures:					As a result of the MS CPAS and guest satisfaction survey results, it was determined that more emphasis should be placed on culinary mathematics. Students needing remedial assistance spent time working on deficient skills in the Related Studies Laboratory.  <b>Mississippi-CPAS Occupational Test: Cluster 3: Restaurant and Catering Scores:</b>  Student 1 – 62.50% Student 2 – 75% Student 3 – 62.50% Student 4 – 75%
				<ul style="list-style-type: none"> <li>Mississippi-CPAS Occupational Test: Cluster 3: Restaurant and Catering</li> </ul>	75% of student completers will score basic (50%-69%) performance level on the Mississippi-CPAS Occupational Test: Cluster 3: Restaurant and Catering	4	4	100%
			<ul style="list-style-type: none"> <li>Guest Satisfaction Surveys</li> </ul>	75% of guests surveyed will rate food quantity as “sufficient” on the guest satisfaction survey	75	75	100%	

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.	Department of Culinary Arts  Chef Robert Rhymes, Instructor	Faculty will evaluate this outcome through the following measures:					
			<ul style="list-style-type: none"> <li>Faculty/Industry panel review of submitted materials</li> </ul>	75% of students will score satisfactory (80 points out of a possible 100) in the panel review of their resumes, cover letters and portfolios.	15	15	100%	As a result of mock interview scores, it was determined that more emphasis should be placed on application completion standards and oral communication skills. Presenters from Tri-County Workforce Alliance demonstrated how to properly complete an application for employment and referrals to the related studies reading laboratory were made to assist students with proper pronunciation and enunciation of words/syllables.
			<ul style="list-style-type: none"> <li>Mock Interview</li> </ul>	75% of students will score "competent" (75 points out of a possible 100) on the mock interview rubric	15	9	60%	
			<ul style="list-style-type: none"> <li>Peer Evaluation</li> </ul>	75% of students will score "qualified" (75 points out of a possible 100) on the peer evaluation rubric.	15	13	86.7%	

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.	Department of Culinary Arts  Chef Robert Rhymes, Instructor	Faculty will evaluate this outcome through the following measures:					In an effort to enhance student learning and interest in the program, the instructor assigned roles to each student ranging from Executive Chef and Restaurant Manager to Guest Relations Supervisor and Marketing & Sales Representative. Additionally, as a result of MS-CPAS results, more emphasis was placed on test-taking strategies and reading comprehension. Referrals to the Related Studies Laboratory were made for students who had noticeable difficulty understanding culinary literature.
			<ul style="list-style-type: none"><li>Mississippi-CPAS Occupational Test: Cluster 4: Division Management and Supervision</li></ul>	75% of student completers will score basic (50%-69%) performance level on Mississippi-CPAS Occupational Test: Cluster 4: Division Management and Supervision	4	2	50%	
			<ul style="list-style-type: none"><li>Guest Satisfaction Surveys</li></ul>	75% of guests surveyed will rate guest services/customer relations as “satisfactory” on the guest satisfaction survey.	150	148	98.7%	<b>Mississippi-CPAS Occupational Test: Cluster 4: Division Management and Supervision Scores</b>  Student 1 – 57.14% Student 2 – 57.14% Student 3 – 28.57% Student 4 – 28.57%

# DEVELOPMENTAL STUDIES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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 institutional goals: provide a network of services that allows the student to maximize his/her potential; plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.*

**DEVELOPMENTAL STUDIES**  
2007-2008 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Results N %		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 written communication skills.	Developmental Studies English Instructors	<p><u>Faculty</u> Developmental English faculty will assign a written communication assignment to students at the end of the course. Students will be assessed with a performance assessment rubric with the following criteria: word usage, grammar and sentence skills, and the writing process.</p> <p><u>Assessment Committee</u> The assessment committee will select student samples from developmental English classes and use a performance assessment rubric to evaluate the # of students meeting standards. The assessment committee will document the results on this form. The committee will share results with the faculty.</p> <p><u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.</p>	At least 70% of the students evaluated will score very good, good, or fair on the written communication performance assessment rubric.	9	7	78%	<p>Nine student samples were taken in Developmental English in spring of 2008.</p> <p>Two students scored a level 3-good; five students scored a level 2-fair; two students scored a level 1-unacceptable. These samples show that during the spring semester, no student performed at a level 4-exceptional and 2 students performed below average. Using the 2007-08 results, the instructor made the following changes to make improvements: the Developmental English instructor gave students a diagnostic activity on sentence structure and grammar, which included sentence fragments, commas, types of sentences, pronouns, comma splice, and run-on sentences. The instructor discovered that students performed on an average 70-75% on subject-verb agreement.</p>

Written Communication	2. Upon completion of the Developmental Studies Program, students will demonstrate an improved attitude toward writing.	Developmental Studies English Instructors	<u>Faculty</u> Developmental English will administer a Self-Efficacy survey at the beginning and end of the semester. The results will be compared.	Students who complete the Self-Efficacy survey will rate themselves higher on the post-survey at the end of the semester, compared to the pre-survey they had taken at the beginning of the semester				The Self-Efficacy pre-survey was given at the beginning of fall 2008, and a post-survey was given at the end of fall 2008.		
			<u>Assessment Committee</u> The IE Office will compile this data and share with the assessment committee will document the results on this form. The committee will share results with the faculty.		Pre-Survey	912 responses	521 of the 912 responses		57%	Coahoma Community College’s developmental instructors define self-efficacy as relating to a person’s perception of his/her ability to reach a goal. Instructors have discovered that many students scheduled for developmental English have a low self-efficacy of themselves. Survey results show that students started the developmental program with a lower self-efficacy than when they completed the program.
			<u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.		Post-Survey	912 responses	745 of the 912 responses		82%	
								Students rated themselves with “probably can” and “definitely can do” responses on 82% of the total questions on the post-survey, compared to 57% on the pre-survey.		
								In order to increase students’		

								self-efficacy and their belief in themselves to reach their goals, the developmental instructors provided counseling, advisement, and focused instruction on written communication skills.
Reading Comprehension	1. Upon completion of the Reading Developmental Studies course, students will be able to demonstrate effective reading comprehension skills.	Developmental Studies Reading Instructors	<p><u>Faculty</u> Developmental Studies Reading faculty will assign a reading assignment to students at the end of the course. Students will be assessed with a performance assessment rubric using the following criteria: vocabulary usage and reading comprehension.</p> <p><u>Assessment Committee</u> The assessment committee will select student samples from developmental Reading classes and use a performance assessment rubric to evaluate the # of students meeting standards. The assessment committee will document the results on this form. The committee will share results with the faculty.</p> <p><u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.</p>	At least 70% of the students evaluated will score exceptional, above average, or average on the reading comprehension performance assessment rubric.	10	9	90%	Ten student samples were taken in spring of 2008. One student scored a 4-exceptional; three students scored a 3-above average; five students scored a 2-average; one student scored a 1-unacceptable. These results may show that present teaching techniques may work, while others may need to be implemented.

Reading Comprehension	4. Upon completion of the Developmental Studies Program, students will demonstrate an improved attitude toward reading.	Developmental Studies Reading Instructors	<u>Faculty</u> Developmental Reading faculty will administer a Self-Efficacy survey at the beginning and end of the semester. The results will be compared.	Students who complete the Self-Efficacy survey will rate themselves higher on the post-survey at the end of the semester, compared to the pre-survey they had taken at the beginning of the semester					The Self-Efficacy pre-survey was given at the beginning of fall 2008, and a post-survey was given at the end of fall 2008.	
			<u>Assessment Committee</u> The IE Office will compile this data and share with the assessment committee will document the results on this form. The committee will share results with the faculty.							
			<u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.							
					Pre-Survey	912 responses	616 of the 912 responses	68%	Coahoma Community College’s developmental instructors define self-efficacy as relating to a person’s perception of his/her ability to reach a goal. Instructors have discovered that many students scheduled for developmental reading have a low self-efficacy of themselves. Survey results show that students started the developmental program with a lower self-efficacy than when they completed the program.	
					Post-Survey	912 responses	742 of the 912 responses	81%		
									Students were asked to rate themselves in five areas: reading, studying, test preparation, note-taking, and writing, with 0% being the lowest and 100% being the highest.	
									Students rated themselves with “probably can” and “definitely can do” responses on 81% of the total questions on the post-survey, compared to 68% on the pre-survey.	
									In order to increase students’	



								self-efficacy and their belief in themselves to reach their goals, the developmental instructors provided counseling, advisement, and focused instruction on reading comprehension skills.
Mathematical Reasoning	5. Upon completion of the Developmental Studies Program, students will be able to use mathematical reasoning skills to solve problems.	Developmental Studies Math Instructors	<p><u>Faculty</u> Developmental mathematics faculty will assign mathematical reasoning assignments during the course of the developmental program. Students will be assessed with a performance assessment rubric.</p> <p><u>Assessment Committee</u> The assessment committee will select student samples from developmental mathematics classes and use a performance assessment rubric to evaluate the # and % of students meeting standards. The assessment committee will evaluate the overall results. The assessment committee will document the results on this form. The committee will share results with the faculty.</p> <p><u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.</p>	At least 70% of the students evaluated will score excellent, good, or fair on the mathematical reasoning performance evaluation rubric.	14	11	79%	<p>Fourteen student samples were taken in spring of 2008.</p> <p>Three students scored a level 4-excellent; two students scored a level 3-good; six students scored a level 2-fair; three students scored a level 1-poor.</p> <p>The developmental mathematics faculty recommended that students who performed poorly in the course to enroll back in the developmental math course or in intermediate algebra to further build basic mathematics skills. Students who demonstrated weaknesses were enrolled in Coahoma Community College's tutoring program. Students also utilized MyMathLab. Once students completed the online tutorial, they had follow-up conferences with their instructors to target any deficient areas.</p>

Mathematical Reasoning	6. Upon completion of the Developmental Studies Program, students will demonstrate an improved attitude toward learning mathematics.	Developmental Studies Math Instructors	<u>Faculty</u> Developmental Math faculty will administer a Self-Efficacy survey at the beginning and end of the semester. The results will be compared.	Students who complete the Self-Efficacy survey will rate themselves higher on the post-survey at the end of the semester, compared to the pre-survey they had taken at the beginning of the semester				The Self-Efficacy pre-survey was given at the beginning of fall 2008, and a post-survey was given at the end of fall 2008.  Coahoma Community College's developmental instructors define self-efficacy as relating to a person's perception of his/her ability to reach a goal. Instructors have discovered that many students scheduled for developmental math have a low self-efficacy of themselves. Survey results show that students started the developmental program with a lower self-efficacy than when they completed the program.  Students were asked to rate themselves in five areas: reading, studying, test preparation, note-taking, and writing, with 0% being the lowest and 100% being the highest.  Students rated themselves with "probably can" and "definitely can do" responses on 85% of the total questions on the post-survey, compared to 59% on the pre-survey.  In order to increase students'
			<u>Assessment Committee</u> The IE Office will compile this data and share with the assessment committee will document the results on this form. The committee will share results with the faculty.	Pre-Survey	912 responses	534 of the 912 responses	59%	
			<u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.	Post-Survey	912 responses	776 of the 912 responses	85%	

								self-efficacy and their belief in themselves to reach their goals, the developmental instructors provided counseling, advisement, and focused instruction on mathematical reasoning skills.
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# EMERGENCY MEDICAL TECHNICIAN PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: EMERGENCY MEDICAL TECHNICIAN**

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	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)
<b>EMT Basic Care</b>	Upon completion of the Career-Technical Emergency Medical Technician Program, students will be able to apply knowledge and skills during EMS operations to clients in emergency situations.	EMT Faculty	Observation Checklist for Emergency Runs	At least 70% of the students will perform satisfactory during the required five emergency runs.	8	8	100%	The students were given a practice exam to improve test scores. Remediation was also implemented for students.
			National Registry of Emergency Medical Technician Exam – Basic Level	At least 70% of the students will pass the National EMT-B exam on the first try.	5	0	0%	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.

# GENERAL EDUCATION PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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.*

### **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.*

**GENERAL EDUCATION PROGRAM**  
2007-2008 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Results N %		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	<u>Faculty</u> Composition II faculty will assign at least one composition paper to students. General Psychology and Biology I faculty will assign at least one research paper to students. Students will be assessed with research paper and composition rubrics.  <u>Assessment Committee</u> The assessment committee will select student samples from each listed department and use research paper and composition rubrics to evaluate the # and % of students meeting standards. The assessment committee will document the results on this form. The committee will share results with the faculty.  <u>Faculty</u> Faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form for each of the given student learning outcomes.	At least 85% of the total compositions reviewed from Composition II will receive an average score of 70% on the composition rubric.	ENG 156	116	74%	Consideration of whether the 85% goal is realistic for CCC students was discussed. A decision to maintain that benchmark for one additional year and monitor results before lowering the benchmark was made. Also discussed was whether the rubric should be modified. In the three areas of assessment, in using results the following improvements were made:  Composition faculty utilized the results to strengthen the instruction. More class exercises related to grammar and enhanced assignments related to mechanics were implemented in the curriculum. Psychology faculty made a decision to include instruction on APA style in the curriculum for future classes and spent time on the review of this topic with current students. As the results were not satisfactory, the Biology faculty reviewed both the assignment and the rubric and included exercises in the curriculum on the research process in the science field. The importance of having good writing skills was reinforced to Biology students. Decisions were made to include more reading of research papers and more writing assignments in the teaching schedule for the next year.
		Social Science Department		At least 85% of the total research papers reviewed from general psychology will receive 70% on the research paper rubric.	PSY 75	46	61%	
		Math and Science Department		At least 85% of the total research papers reviewed from Biology I will receive 70 on the research paper rubric.	BIO 100	3	3%	

Oral Communication	2. Upon completion of the general education core, students will be able to construct and deliver a clear, well-organized oral presentation.	Health and Physical Education Department	<p><u>Faculty</u> Physical education faculty will assign at least one oral presentation to students. Students will be assessed with oral presentation rubrics.</p> <p><u>Assessment Committee</u> The assessment committee will select student samples from the department and use oral presentation rubrics to evaluate the # and % of students meeting standards. The assessment committee will document the results on this form. The committee will share results with the faculty.</p>	<p>In order to assess a wide variety of general education courses, SPT 1113 was not assessed in SPR 2008. A decision was made to evaluate students across the campus in all disciplines. For the SPR 2008 semester, students in Physical Education classes were assessed regarding their ability to effectively communicate through oral presentations.</p> <p>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.</p>	50	43	86%	<p>The benchmark was met. Physical Education instructors used results to continue to improve instruction in utilizing appropriate content for oral presentations. A decision was made to continue to assess student attainment of the learning outcome in HPR classes, but enhance the process by including assessments from the Speech classes in the Language Arts department for the 2008-09 year.</p>
Technology Usage	3. Upon completion of the general education core, students will be able to identify and use appropriate computer applications.	<p>Social Science Department</p> <p>Math and Science Department</p>	<p><u>Faculty</u> Business &amp; Technology, History, and Biology instructors will assign oral presentations that require students to use PowerPoint. Students will be assessed with technology performance checklists for the research reports and oral presentations.</p> <p><u>Assessment Committee</u> The assessment committee will select student samples from the listed departments and use technology performance checklists to evaluate the # and % of students meeting standards. The assessment committee will document the results on this form. The committee will share results with the faculty.</p>	At least 85% of oral presentations reviewed will receive an average score of 70 out of 100 possible points on the technology performance checklists.	Overall: 83	59	71%	<p>See individual breakdown below by course. A decision to consider lowering the 85% benchmark to better reflect the ability of CCC students was made. Monitoring will continue for one more year. A decision to implement initiatives designed at better involving adjuncts in the assessment process was made by the General Ed Committee.</p>
					HIS 1123 (44)	33	75%	History faculty utilized results to improve instruction in the use of effects and transitions with enhanced assignments related to these topics added to the class schedule.
					BIO 1143 (39)	26	67%	<p>Biology faculty utilized the results to improve instruction in the areas of content accuracy and effects / transitions. Students were provided copies of the rubric to allow them to note areas of deficiency. This practice was found to be beneficial and will continue.</p> <p>***Results were shared with Business &amp; Technology faculty.</p>



								<p>The B&amp;T faculty revised the CSC 1113 syllabus to place more emphasis on content accuracy and transitions/effects.</p> <p><b>NOTE:</b> CSC 1113 was not used for technology evaluation this academic year but was scheduled for inclusion in the 2008-09 year assessments.</p>
Mathematics and Science Reasoning	4. Upon completion of the general education core, students will be able to use mathematics and science reasoning to solve problems.	Math and Science Department	<p><u>Faculty</u> Math and science faculty will assign at least one individual project to students. Students will be assessed with performance criteria checklists.</p> <p><u>Assessment Committee</u> The assessment committee will select student samples from the Biology division and use performance criteria checklists to evaluate the # and % of students meeting standards. The assessment committee will document the results on this form. The committee will share results with the faculty.</p>	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.	133	97	73%	<p>Biology faculty used the results to improve instruction with additional exercises assigned to students to enable their practice in using problem solving skills and critical thinking. Consideration was given to whether results on Critical Thinking from the CAAP test should be included as part of the assessment of this learning outcome. Additional courses in the Math and Science Department were scheduled by the General Education Committee for assessment for the upcoming cycle including College Algebra and Physical Science. Monitoring of results and consideration of whether the 85% benchmark may be too high will be continued in the next assessment cycle.</p>

Historical and Cultural Awareness	5. 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	<p><u>Faculty</u> Social science faculty will include at least one written assignment requiring students to analyze how history and culture affect society. Students will be assessed with a rubric for the social science projects. Three questions will be embedded on the art appreciation examinations that require students to analyze how history and culture influence art and music.</p> <p><u>Assessment Committee</u> The assessment committee will select student samples from each listed department and use critical thinking rubrics to evaluate the # and % of students meeting standards. The assessment committee will also evaluate the overall results from the art appreciation and music appreciation embedded examination questions. The assessment committee will document the results on this form. The committee will share results with the faculty.</p>	At least 85% of the total social science assignments reviewed will receive an average score of 70 out of 100 possible points on the rubric.	History 31	25	81%	Assessment results revealed deficiencies in student ability to communicate their awareness in a written assignment. Results were used by History faculty to improve instruction in writing skills and presentation through additional assignments. Further, consideration was given to assessing student awareness of historical and cultural awareness through embedded test questions as well as in essay form.
				At least 85% of students will answer embedded art appreciation problems with 70% accuracy.	Art 20	10	50%	Art faculty used the assessment results to improve instruction related to art history and universal elements of art. A decision was made to include Music Appreciation in the upcoming assessment cycle. A decision was also made to break down the assessment results in the embedded test questions to consider individual components of the learning outcome in an effort to better address deficiencies. A bigger sample size will be utilized for the 2008-09 assessment cycle. The General Education committee made a decision to sample 40% of students in each of the courses selected for the assessment of a given SLO.

	<p><b>Program Performance Outcome:</b> Upon completion of the general education core, students will be able to transfer to a four-year institution.</p>	Institutional Effectiveness and Academic Affairs	<p><u>IE Office</u> Office of Institutional Effectiveness will track Coahoma Community College graduates who enroll and complete undergraduate and graduate degrees at Mississippi Institutions of Higher Learning. IE Office will also track GPA of transfer students. IE Office will document the results on this form.</p> <p><u>Academic Affairs</u> Academic Affairs will report academic students' results on national/state tests and certification examinations. Academic Affairs will document the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements.</p>	<p>The number of CCC graduates enrolling in an IHL undergraduate or graduate program will increase from 480 to 485.</p> <p>CCC graduates graduating from an IHL with an undergraduate or graduate degree will increase from 109 to 114.</p> <p>GPA of CCC transfer students will increase from <u>2.85</u> to <u>2.86</u>.</p>	<p>485 benchmark</p> <p>114 benchmark</p> <p>2.86 benchmark</p>	<p>446</p> <p>114</p> <p>2.72 GPA</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>Number of students enrolling in an IHL decreased from 480 in FY07 to 446 in FY08. The institution researched each of its counties for enrollment and recruited more in the counties with a decreased enrollment.</p> <p>Benchmark was met. Number of CCC graduates graduating from an IHL increased by 5%, or from 109 to 114.</p> <p>GPA of CCC transfer students decreased from 2.85 in FY07 to 2.72 in FY08. The institution still ranked 4<sup>th</sup> in the state and exceeded the statewide average of 2.70 when compared to all 15 community colleges in the state of Mississippi. Instructors reviewed and adjusted the programs' curricula for better alignment with the four-year institutions.</p>
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## Fall 2007 – Institutional Effectiveness Plan

### Historical Cultural Awareness Assessment Results

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Outcome: Upon completion of the General Education Degree Program, students will be able to analyze how history and culture affect society.

Standard: At least 85% of students will answer embedded art appreciation problems with 70% accuracy.

Results:

20 students were sampled across two sections of Art Appreciation. A breakdown of the results follows:

Question #1:

1. Artwork on a global scale has been directly affected and influenced by:
  - A. The Roman Catholic Church
  - B. The Protestant Church
  - C. Nature based religions
  - D. All of the above

10 students answered the question correctly, 10 students missed the question. (50% met the standard)

Question #2:

7. The Contemporary Art world is more accepting of female based arts: painting, sculpture, Ceramics, and crafts than ever before in history. The most famous contemporary female artist of the 20<sup>th</sup> century is/are:

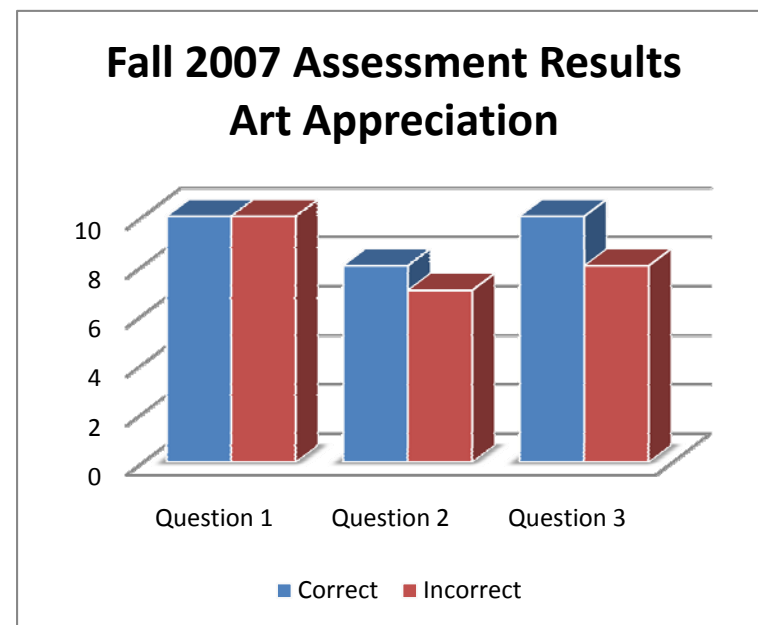
- A. Frieda Kahlo
- B. Georgia O'Keefe
- C. Faith Ringgold
- D. All of the above

8 students answered the question correctly; 7 students missed the question. (53% met the standard)

Question #3:

8. The universal elements of art, used in the making of art throughout the centuries, they are:
  - A. Value, Line, Shape, Form, Texture, Color and Space
  - B. Rhythm, Form, Line, Texture
  - C. Line, Shape, Color, Texture
  - D. Value, Shape, Line, Space

10 students answered the question correctly; 8 students missed the question. (55% met the standard)



## Fall 2007 – Institutional Effectiveness Plan

### Mathematics and Science Reasoning – General Biology I

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Outcome: Upon completion of the General Education Degree Program, students will be able to write a clear, well organized composition and research paper using appropriate documentation.

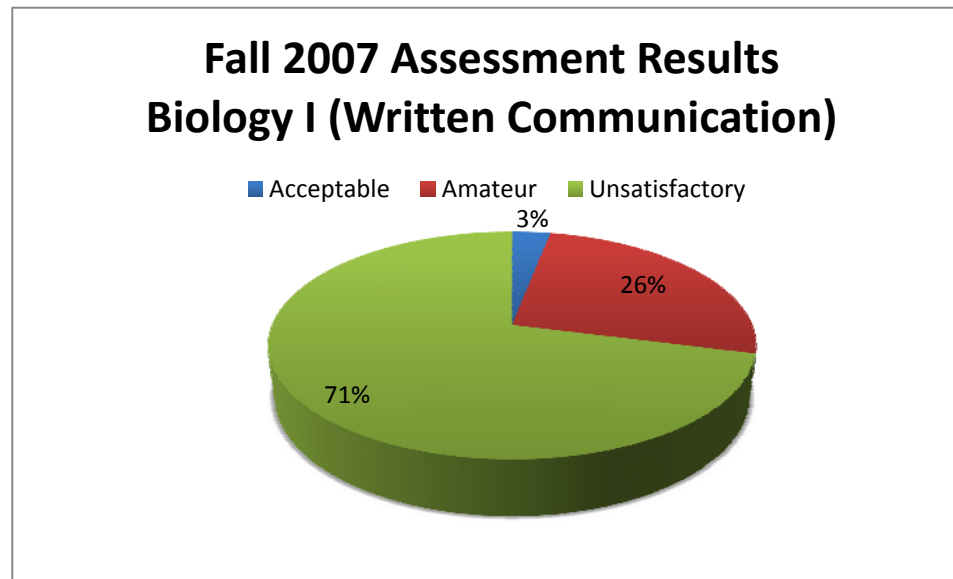
Standard: At least 85% of research papers reviewed from General Biology I will receive 70% or better on the research paper rubric.

#### Results:

100 research papers were collected and were assessed using the English Research Paper Rubric.  
A breakdown of the results follows:

Acceptable	3
Amateur	26
Unsatisfactory	71

3 students met the standard (3%); 97 students failed to meet the standard (97%).



## Fall 2007 – Institutional Effectiveness Plan

### Mathematics and Science Reasoning – General Biology I

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Outcome: Upon completion of the General Education Degree Program, students will be able to use mathematics and science reasoning to solve problems.

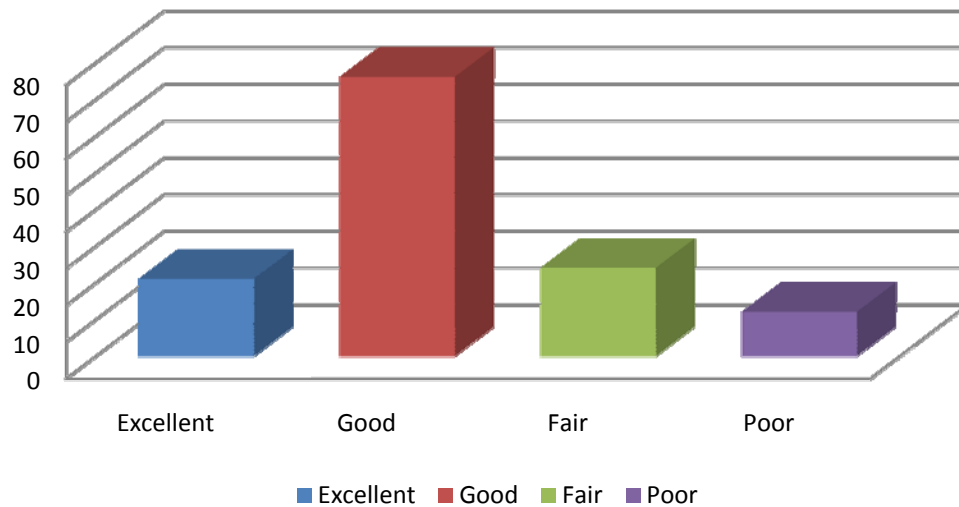
Standard: At least 85% of the total individual problem-solving projects reviewed will receive a rating of 3 (Good) or better.

Results: 133 critical thinking samples were collected and assessed with the Math and Science Problem Solving Rubric. A breakdown of the results follows:

### Fall 2007 Assessment Results

#### Math and Science Reasoning Outcome

#### General Biology I



Breakdown of Student Work	
Excellent	21
Good	76
Fair	24
Poor	12

97 students met the standard (73%); 36 students failed to meet the standard (27%).

## Fall 2007 – Institutional Effectiveness Plan

### Mathematics and Science Reasoning – College Algebra

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Outcome: Upon completion of the General Education Degree Program, students will be able to use mathematics and science reasoning to solve problems.

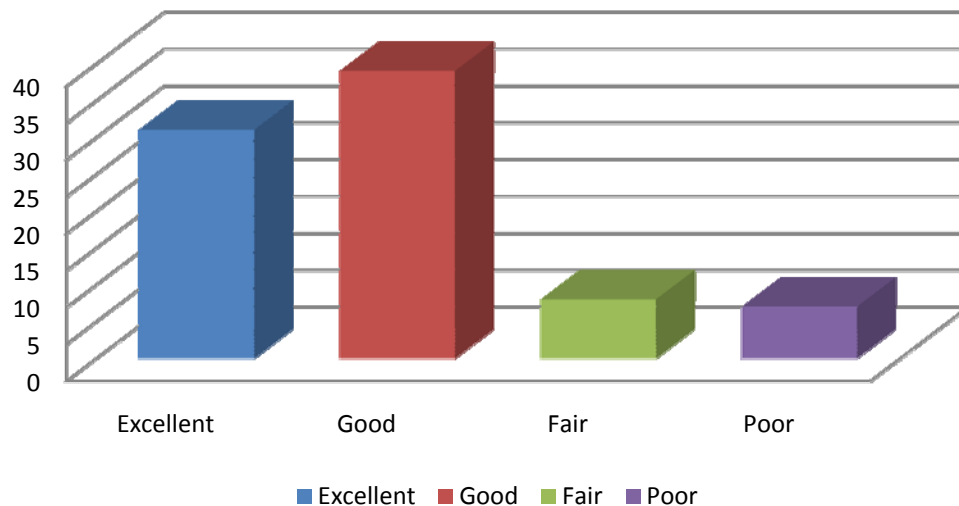
Standard: At least 85% of the total individual problem-solving projects reviewed will receive a rating of 3 (Good) or better.

Results: 86 critical thinking samples were collected and assessed with the Math and Science Problem Solving Rubric. A breakdown of the results follows:

### Fall 2007 Assessment Results

#### Math and Science Reasoning Outcome

#### College Algebra(Problem Solving)



## Fall 2007 – Institutional Effectiveness Plan

### Written Communication – English Composition I

Outcome: (Written Communication) English Composition I students will complete an essay on an assigned topic.

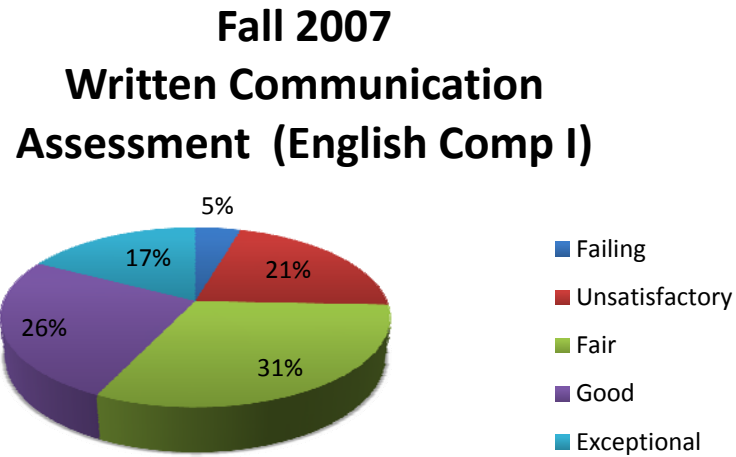
156	students were assessed
27	students were rated 'Exceptional' (4)
40	students were rated 'Good' (3)
49	students were rated 'Fair' (2)
33	students were rated 'Unsatisfactory' (1)
7	students were rated 'Failing' (0)

#### Standard:

85 percent of students will score 70% or better on the composition rubric.

116	met the standard	74%
40	failed to meet the standard	26%

\* One instructor assigned partial scores - Fractional numbers were dropped.





## Fall 2007 – Institutional Effectiveness Plan

### Historical / Cultural Awareness (Western Civilization I)

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Outcome: 6. Upon completion of the General Education Degree Program, students will be able to analyze how history and culture affect society.

Standard: At least 85% of the total social science assignments reviewed will receive an average score of 70 out of 100 possible points on the critical thinking rubric.

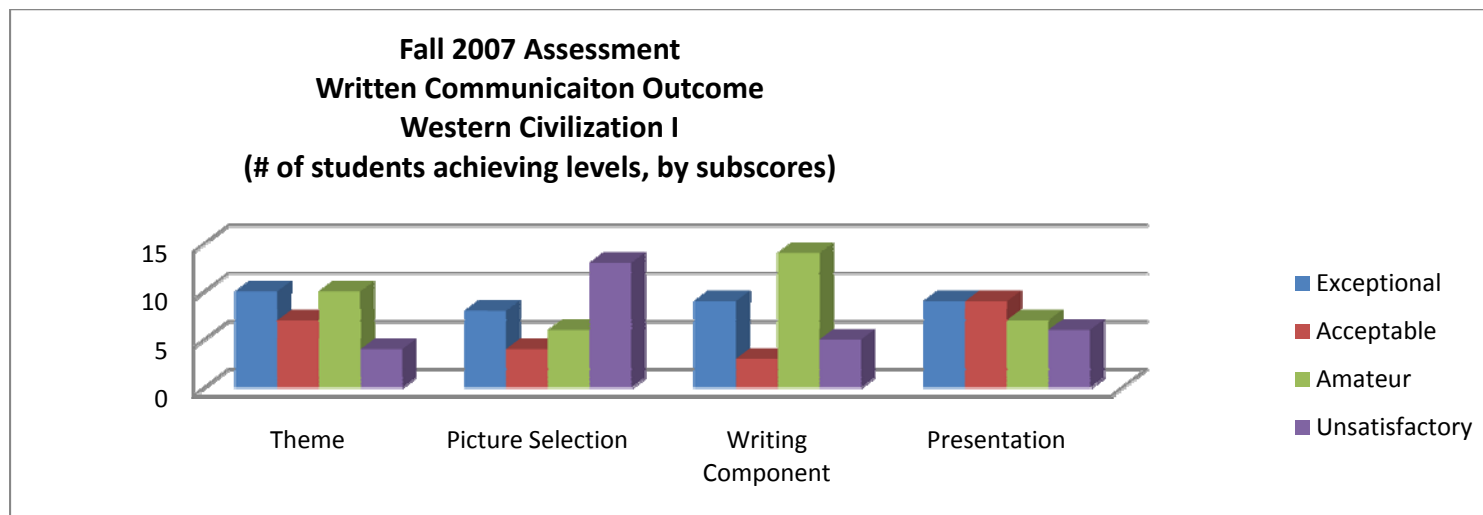
Results:

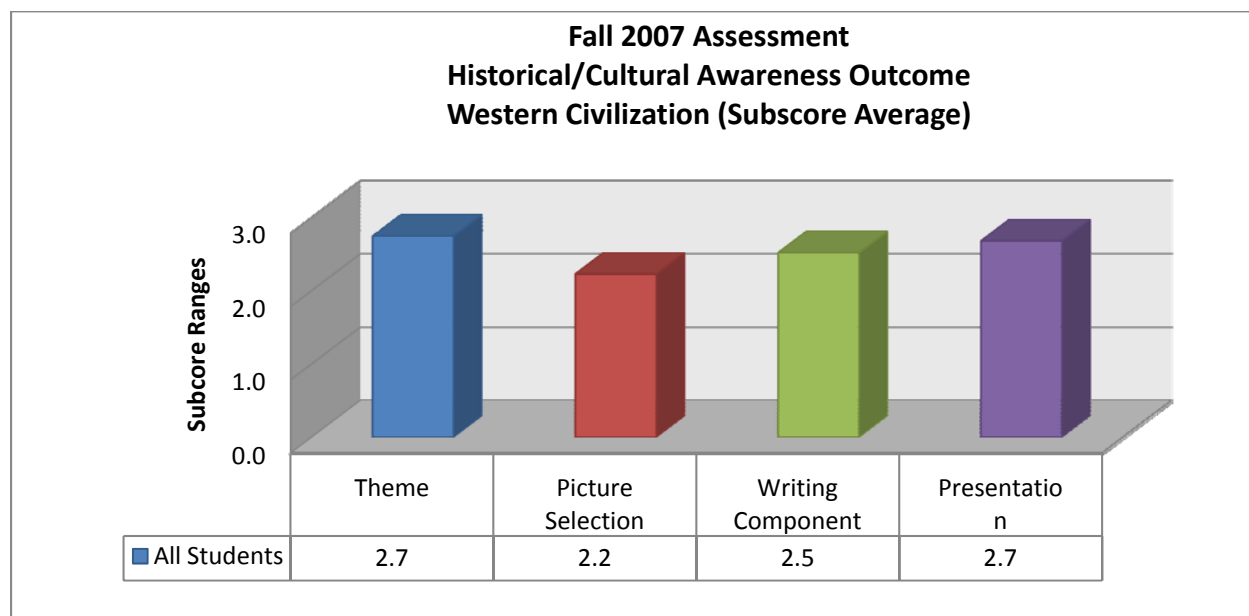
31 photo essays were collected and assessed using the critical thinking rubric (photo essay).

A breakdown of the results follows:

25	met or exceeded standard	81%
6	did not meet standard	19%

*Students had the most difficulty with the writing component, selecting an appropriate theme, and presentation.*





Based upon the 2007-08 results, the General Education Assessment Committee has agreed upon the following changes for the 2008-2009 academic year:

1. Development of an exit exam to be taken by graduating sophomores during the sophomore year. Testing procedures will be developed and will include representation from all academic departments, selected career-technical faculty, and the academic dean. A sub-committee will be developed to deliver this assessment, and it will be reported as a part of the IEP.
2. Note the methodology for sample collection changed during the 2007-2008 academic year. The faculty has agreed upon sampling 40% of students in a course at a given point.
3. The committee recognizes the major barrier to assessment lies in the non-participation of some adjunct faculty. This issue must be addressed.
4. The committee also recognizes students not completing the course (stop-outs) are also a major issue in assessment.
5. A critical thinking outcome was developed and will be implemented in the Fall 2008 semester; a major revision to information literacy will occur Summer 2008.



# **CAREER-TECHNICAL EDUCATION HOTEL & RESTAURANT MANAGEMENT TECHNOLOGY PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008**

### **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 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: HOTEL & RESTAURANT MANAGEMENT TECHNOLOGY**

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	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
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.	Hotel & Restaurant Management Technology Faculty	Faculty will evaluate this outcome through the following measures:				<p>Benchmarks were met. No corrective action is necessary.</p> <p><b>MS-CPAS Scores:</b> Student 1- 71.43% Proficient Student 2 - 57.14%</p> <p><b>Time was set aside during the day for students to use computers in the classroom and computer lab.</b></p> <p><b>Study sessions were scheduled for students who needed it.</b></p>
			CPAS Test for Hospitality and Tourism Management on the Hospitality Tourism Cluster #1	70% of students will meet the basic performance level on the MS- CPAS	2	2 100%	
			Using computer application software to create reports and present findings to the class.	70% of students will score 75% or higher on this presentation.	2	2 100%	
			Pre/Post Test	70% of the students will score 75% or above on the pre/post test.	2	2 100%	

Hospitality Supervision	2. Upon completion of the HRT Program, the students will be able to demonstrate proficiency in communication skills, leadership skills, and supervisory skills.	Hotel & Restaurant Management Technology Faculty	Faculty will evaluate this outcome with the following measures:					Benchmarks were met. Program initiatives aimed at promoting leadership will be continued.
			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	2	2	100%	<b>MS-CPAS Scores:</b> Student 1- 85.71% Advanced Student 2 – 57.14%
			State Delta Epsilon Chi Leadership Conference	70% of student participants will place in state competition	2	2	100%	Students participated in Delta Epsilon Chi State Leadership Conferences, where they demonstrated proficiency in communication skills, leadership and supervisory skills.  <b>Student 1</b> -was a state officer <b>Student 2</b> -placed third in competition.
Marketing Hospitality	3. Upon completion of the HRT Program, the students will be able to understand concepts of the purchasing functions of hotel and/or restaurant management as well as a practical marketing plan for implementation.	Hotel & Restaurant Management Technology Faculty	Faculty will evaluate this outcome with the following measures:					Benchmarks were met. No actions necessary. New assignments related to development of a full marketing plan are being considered.
			Field Project checklist.	70% of students will score 75% or higher on the project.	2	2	100%	
			<b>MS-CPAS</b> 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	2	2	100%	<b>MS-CPAS Scores:</b> Student 1 – 42.86% Student 2 – 71.43%

Restaurant and Catering Operations	4. Upon completion of the HRT Program, the students will be able to design a menu and a scaled restaurant facility	Hotel & Restaurant Management Technology Faculty	Faculty will evaluate this outcome with the following measures:					Benchmarks were met. No corrective actions are necessary. Program initiatives aimed at enhancing learning in menu design and restaurant design are being continued.
			Menus graded with rubrics.	70% of students will score 75% or higher on the menu.	2	2	100%	
			Restaurant drawing evaluated using a checklists.	70% of students will score 75% or higher on the drawing.	2	2	100%	
			<b>MS-CPAS</b> for Hospitality and Tourism Management on the Hospitality Tourism Cluster #3	70% of students will meet basic(50%-69%) performance level score on the CPAS	2	2	100%	<b>MS-CPAS Scores:</b> Student 1 - 87.50% Student 2 - 62.50%
Sanitation and Safety skills	5a. Upon completion of the HRT program, the student will be able to demonstrate sanitation and safety skills to operate a food service establishment.	Hotel/Restaurant Management Technology Faculty	Students will take the CPAS Test for Hospitality and Tourism Management on the Sanitation and Safety. 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.	2	2	100%	2 of 3 benchmarks were met. In an effort to enhance learning and improve the program, students were remediated on sanitation and safety skills using video analysis, case studies and mock demonstrations. These initiatives will be ongoing. Further, attention was given to give students more frequent monitoring of progress through oral and written assessments and

			Student progress monitoring	70% of students will show measurable improvement from pre-assessment to mid-assessment.	2	2	100%	teacher observation.
					2	1	50%	
	5b. 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.				



# INDUSTRIAL MAINTENANCE MECHANICS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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 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: INDUSTRIAL MAINTENANCE**  
**2007-2008 PROGRAM EVALUATION PLAN**  
**COAHOMA COMMUNITY COLLEGE**

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
						N	%	
Industrial Safety	Upon completion of the Industrial Maintenance Program, students will be able to follow proper general safety practices used in industries and shops.	Industrial Maintenance Instructor	Safety Observation Checklist	At least 65% of the students completing the program will score 80% or above on the safety observation skills checklist.	12	10	83 %	Benchmarks were met. Students were referred to the Related Studies Lab for reading and math skills improvement. Students were also given one-on-one instruction to help increase their understanding of course and course requirement. These efforts aimed at enhancing learning will be continued.
			Safety Exit Exam	At least 65% of the students completing the program will score 80% or above on the safety exit exam.	10	7	70%	
Power Tool Applications	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	Industrial Maintenance Instructor	Performance checklist	At least 65% of the students completing the program will score 65% or above the performance skills checklist.	15	11	73%	Benchmarks were met. Students were given hand-outs and one-on-one instructions as well as assignments to improve their comprehension and skills.
			Exit Exam	At least 65% of the students completing the program will make at least 65% on the exit exam.	13	9	69%	
Blueprint & Sketching	Upon completion of the Industrial Maintenance Program, students will be able to effectively interpret blueprints & sketches for troubleshooting machines, pumps, motors and electrical wires.	Industrial Maintenance Instructor	Exit Exam	At least 65% of the students completing the program will pass the exit exam.	15	8	53%	Students were referred to Related Studies Lab as well as given personal assistance to improve their reading, math, and comprehension skills. It was identified that the base of the problem was students' reading comprehension; therefore, the technical reading assistance from the Technical Reading instructor was implemented. The skills of interpret blueprints & sketches for troubleshooting machines, pumps, motors, electrical wires was enhanced. These corrective efforts will be ongoing.  Student 1 = 25%
			Performance Skill Evaluation	At least 65% of the students completing the program will pass the performance skills evaluation.	15	9	60%	
			MSCPAS Cluster 1 & 4	At least 70% of the students will pass the MS CPAS with at least a basic performance level (50% - 69%)	1	0	0%	

Math & Measurement	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 and dial indicators.	Industrial Maintenance Instructor	Exit Exam	At least 65% of the students completing the program will pass the exit exam.	15	6	40%	Only one of three benchmarks was met. More hands-on lab exercises are being added to the curriculum to develop student skills in the use of micrometers, calipers and dial indicators. Only one student took the MS CPAS making the data from that test not useful for drawing conclusions. Student achievement on this outcome will be monitored closely in the 2008-09 cycle.  Student 1 – 25%
			Performance checklist	At least 65% of the students completing the program will pass the performance skills checklist.	14	11	71%	
			MSCPAS Cluster 1	At least 70% of the students will pass the MS CPAS with at least a basic performance level (50% - 69%)	1	0	0%	
Precision Machine Operations	Upon completion of the Industrial Maintenance Program, students will be able to demonstrate the safe and proper use of an engine lathe.	Industrial Maintenance Instructor	Exit Exam	At least 70% of the students completing the program will be able to pass the exit exam.	10	6	60%	Benchmarks were not met. In making use of assessment results, the students completed a drawing of the engine lathe with all parts listed for study which gave the student a better knowledge of the process. This effort will be ongoing.  Student 1 – 40%
			Performance checklist	At least 70% of the students completing the program will be able to receive 70% or above the performance evaluation.	10	6	60%	
			MSCPAS Cluster 2	At least 70% of the students will pass the MS CPAS with at least a basic performance level (50% - 69%)	1	0	0%	

# MEDICAL OFFICE TECHNOLOGY DEGREE PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: MEDICAL OFFICE TECHNOLOGY

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation Or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N	%	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<b>Written and oral communication</b>	1. Upon completion of the Medical Office program the student will be able to compose effective written documents; create and deliver oral presentations effectively.	Business and Office and Related Technology Instructors	1. Business Document Grading Rubric	1. At least 70% of students will score 75% or above on business document grading rubric.	1	1	100%	Only one student earned the Associate Arts degree in Medical Office Technology. Although results will not be useful for making determinations in changing the program, the IE process of recording results and considering whether assessments are linked to outcomes will be evaluated with any needed improvements made in the actual assessment process.  A decision was made related to student skills in communication to incorporate more student centered activities.  Student was given a practice assessment to help prepare for the MSCPAS  MSCPAS Sores – Cluster 2 1. Student - 70% - Proficient
			2. Oral presentations Evaluation Form	2. At least 70% of students will scores 75% or above on the oral presentations rubric.	1	1	100%	
			3. Research paper APA Rubric	3. At least 70% of students will score 75% or above on the APA style research paper.	1	1	100%	
			4. MSCPAS- Cluster 2	4. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 2.	1	1	100%	

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation Or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Management and Operation of the Computer	Upon completion of the Medical Office Technology program the student will be able to management and operate the computer	Business and Office and Related Technology Instructors	1.Computer Performance Skills Checklist  2. Employee Evaluation - Supervised Workplace Experience  4. MSCPAS- Cluster 1	1. At least 70% of students will score 70% or above on the Computer Performance Skills Checklist  2. At least 70% of students will score 75% or above on the Employee Evaluation - Supervised Workplace Experience.  3. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 1.	1  1  1	1  1  1  100  100  100	The overall Employee Evaluation is not a direct measure of a student's computer skills since the Employee Evaluation covers other areas. Consideration will be given to revise the evaluation with specific questions related to the computer skills of the student. The goal related questions covered in the Performance Skills Checklist are considered a better measure of student proficiency in the management and operation of computers.  MSCPAS Sores – Cluster 1 1. Student – 80%- Advanced
<b>Word Processing</b>	Upon completion of the Medical Office Technology program of study the student will be able to utilize word processing software package to create, format, and edit various accounting documents with speed and accuracy.	Business and Office and Related Technology Instructors	1. Business Document Grading Rubric  2. Document Production Rating Form  3. MSCPAS- Cluster 3	1. At least 70% of students will score 75% or above on the word processing skills application rubric.  2. At least 70% of students will select appropriate software and key three business documents with speed and accuracy in 30 minutes.  3. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 3.	1  1  1	1  1  1  100  100  100	Career Technical Counselor presented tips on test-taking skills. This exercise was deemed to be beneficial for students and will be an ongoing practice.  MSCPAS score – Cluster 3 Student 1- 75%-Proficient

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation Or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
<b>Financial Application</b>	Upon completion of the Medical Office Technology Program the student will be able to demonstrate knowledge of medical accounting concepts and apply appropriate billing codes to patient's records.	Business and Office and Related Technology Instructors	1. Medical billing concepts assessment	1. At least 70% of students will score 75% or above on the medical billing concepts assessment	1	1	100	Benchmarks were met. The assessments are deemed appropriate for assessing student achievement of the outcome. Monitoring will continue when more students graduate with the Medical Office Technology concentration.  MSCPAS score – Cluster 2  Student 1- 65%
			2. Patient billing practice worksheet	2. At least 70% of students will score 75% or above on patient billing practice worksheet	1	1	100	
			3. MSCPAS- Cluster 2	3. At least 70% of students will score basic (50%-69%) or above on MSCPAS Cluster 4	1	1	100	

# PHLEBOTOMY PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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**  
2007-2008 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	<ol style="list-style-type: none"> <li>1. Classroom assignments/test</li> <li>2. Laboratory competency check offs</li> <li>3. Clinical Procedures check offs</li> </ol>	<ol style="list-style-type: none"> <li>1. 70% students will achieve 80% or better average on classroom assignments/test</li> <li>2. 70% will complete all laboratory check offs</li> <li>3. 70% will complete clinical check offs</li> </ol>	<ol style="list-style-type: none"> <li>1. 72% students had an average grade of 80% or better on classroom assignments/test.</li> <li>2. 100% completed laboratory check offs</li> <li>3. 88% complete all required clinical check offs</li> </ol>	<p>Benchmarks were met. Observations made and actions taken as a result of assessment include:</p> <ol style="list-style-type: none"> <li>1. Entering students into the phlebotomy program had an average reading comprehension and math skills at 10<sup>th</sup> grade level according to the TABE test. For this reason, the 1<sup>st</sup> 3 meetings of the class was dedicated to remedial reading and math skills.</li> <li>2. Additional course materials were evaluated for readability to assist students who had some difficulty with reading comprehension</li> <li>3. Added a note taking and reading outline lecture.</li> </ol>
Clinical Competency	Upon completion of the Phlebotomy Program, students will be able to work independently in the phlebotomy field.	<ol style="list-style-type: none"> <li>1. Laboratory competency check offs</li> <li>2. Clinical procedures check offs</li> <li>3. Completion of 120 sticks in the clinical rotations</li> <li>4. Completion of 120 clinical clock hours in the clinical rotations</li> </ol>	<ol style="list-style-type: none"> <li>1. 70% students will successfully complete all laboratory check offs</li> <li>2. 70% students will successfully complete all clinical check offs</li> </ol>	<ol style="list-style-type: none"> <li>1. 88% students completed all required laboratory check offs</li> <li>2. 88% students completed all required clinical check offs</li> </ol>	<p>Benchmarks were met. Monitoring efforts will be ongoing.</p>

Written Communication	Upon completion of the Phlebotomy Program, students will be able to write a clear, well-organized resume using appropriate documentation.	The students were also assigned a resume to compile and write. Students were assessed with the resume rubric.	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. Due to the importance of this exercise, additional time and instruction will be devoted to resume writing.
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;	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 modified to evaluate students on additional library/internet skills.
Technology Usage	Upon completion of the Phlebotomy Program students will be able to demonstrate proficient technology skills.	<u>Faculty</u> 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.	Competency met. Monitoring will be continued.

# POLYSOMNOGRAPHY PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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 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: POLYSOMNOGRAPHY**  
**2007-2008 PROGRAM EVALUATION PLAN**  
**COAHOMA COMMUNITY COLLEGE**

Competency Area	Student Learning Outcome	Reporting Party	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 ( <b>must be in past tense</b> )
<b>Attrition / Retention</b>	Upon completion of the Polysomnography Program, 70% of the students who started the program will complete the program	Faculty	<u>Faculty</u> The starting class roster will be compared with the final enrollment.  <u>Assessment Committee</u> The Career-Technical Assessment Committee will evaluate and document the results and share results with the faculty.  <u>Faculty</u> Career-Technical faculty will use the results to improve student retention in the program. Faculty will document these changes and/or improvements on this form.	There will be a 70% completion rate for the Polysomnography Program.	12	8	66%	There were 2 primary causes of attrition: 1. Students enter the program seeking assistance with the fees which are not covered under any financial aid. 2. There was a lack of study skills. 3. The text books are written on a college level and students had trouble with technical reading. Action Plan: 1. Seek additional funding for financial aid. 2. We were able to assist 3 students from receipts from the golf benefit. 3. Earlier TABE testing to identify deficiencies and refer to remediation. 4. Developed week-end classes in study basics and review of basic reading, A&P, Math, etc.

<b>Positive Placement</b>	Upon completion of the Polysomnography Program, students will be able to find employment.	Faculty	<p><u>Faculty</u> The faculty will track the graduates employment upon completion of the Polysomnography Program.</p> <p><u>Assessment Committee</u> The Career-Technical Assessment Committee obtain the employment statistics and evaluate the results by CCC and state standards. The assessment committee will document the results and share results with the faculty.</p> <p><u>Faculty</u> Career-Technical faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.</p>	At least 70% of the graduates will obtain employment or continue their education within 6 months of graduation.	9	6	67%	In progress
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Technology Usage	Upon completion of the Polysomnography Program, students will be able to demonstrate proficient technology skills.	Faculty	<p><u>Faculty</u> The faculty will assign an occupational-specific research paper that requires students to utilize the resources available through the institution's computer network and Library and Learning Resources Center.</p> <p><u>Assessment Committee</u> The Career-Technical Assessment Committee will select student samples to be evaluated and use the technology performance checklist to evaluate the # and % of students meeting standards. The assessment committee will document the results and share results with the faculty.</p> <p><u>Faculty</u> Career-Technical faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.</p>	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.	9	9	100%	<p>Although it took three attempts 100% of the students were able to construct a well researched 5 page paper with proper library and web references.</p> <p>Will continue to monitor.</p>
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Employer Survey	The employers will be surveyed to assess their satisfaction with the quality of our graduates.	Faculty	<p><u>Faculty</u> The Program director will survey employers of graduates yearly</p> <p><u>Faculty</u> Career-Technical faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.</p>	We will obtain a minimum of 3 out of 5 rating on the employment survey.	3			In-Progress
Graduate Survey	Upon completion of the Polysomnography Program, students will complete a program survey evaluating the program.	Faculty	<p><u>Faculty</u> The program director will survey graduates within 6 months of graduation yearly.</p> <p>Career-Technical faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.</p>	We will obtain a minimum of 3 out of 5 rating on the graduate survey.	9			In-Progress
Occupational Skills	Upon completion of the Career-Technical Polysomnography Program, students will be able to demonstrate proficient occupational-specific skills.	Faculty	<p><u>Faculty</u> Faculty will submit TABE results, final exam scores, and clinical evaluations to the assessment committee.</p> <p>Career-Technical faculty will use the results to improve student learning, curriculum, or the program. Faculty will document these changes and/or improvements on this form.</p>	Of the Polysomnography completers, at least 70% will pass the final examination with 80% out of 100% and successfully complete their clinical practice.	9	9	100%	Continue to monitor

# PRACTICAL NURSING PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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**  
2007-2008  
PROGRAM EVALUATION PLAN  
*COAHOMA COMMUNITY COLLEGE*

Competency Area	Student Learning Outcome	Responsible Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	# Evaluated	# and % Meeting standards	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Nursing Procedures	1. Upon completion of the Practical Nursing Program, students will be able to demonstrate proficiency in the performance of urinary catheterization.	Practical Nursing Instructors	Performance Check List	Students must master at least 85% of the skills check off list	17	17 100%	The benchmark was met. Students demonstrated safe and effective mastery. All students required remedial lab time to improve skills. Students will work in smaller groups for future lab skill practice.
Observing, Reporting, and Recording Information	2. Upon completion of the Practical Nursing Program, students will be able to demonstrate successful charting skills.	Practical Nursing Instructors	Nursing Notes Nursing Care Plans	At least 80% of the students will meet criteria for demonstrating appropriate charting skills.	17	15 88%	The benchmark was met. 88% of the students met the criteria for passing. 15% of the students needed remedial help on a one to one basis with corrections to nursing notes and plan of care. To improve learning for this outcome, instructors gave additional practice and feedback on a more regular basis. Efforts that were successful in enhancing learning will be continued in the 2008-09 assessment cycle.
Universal Precautions	3. Upon completion of the Practical Nursing Program, students will demonstrate the ability to carry out universal precautions in patient care.	Practical Nursing Instructors	Skills Check List OSHA test	90% of students will demonstrate satisfactory performance on the OSHA written test and successfully perform skills on the Skills Check List	17	16 94%	The benchmark was met. One student was remediated and passed OSHA written test on second try. Students are able to view OSHA films as needed.

Principles of Medical Administration	4. Upon completion of the Practical Nursing Program, students will be able to apply the principles of medication.	Practical Nursing Instructors	Skills Check List Pharmacology test	80% of the students will pass a pharmacology test and skills check off	17	14 82%	The benchmark was met. Students who did not meet standards of math calculations were remediated on basic math skills, drug calculations and drug cards, given one-on-one help from instructors, and given a second chance to take written test again. These efforts were found to be successful and will be ongoing.
Computer Applications Skills Associated with Nursing	5. Upon completion of the Practical Nursing Program, students will be able to demonstrate computer application skills associated with nursing.	Practical Nursing Instructors	Students will demonstrate computer skills by logging into ATI practice tests, setting up passwords, printing reports, and viewing assigned skills	90% of students will be able to demonstrate computer skills by assessing ATI practice test and viewing DVD skills.	17	17 100%	The benchmark was met. Students demonstrated skills by taking tests and printing out results for instructors. In order to enhance student performance on this outcome, instructors allowed students to view skills on DVD before practicing in lab setting.
Basic Nursing Theory Skills to Provide Effective Care to Patients	6. Upon completion of the Practical Nursing Program, students will be able to utilize their knowledge of basic nursing theory skills to provide safe and effective care for a client with an alteration in health.	Practical Nursing Instructors	Students will demonstrate basic nursing care of the client by interpreting lab values and procedures ordered and making a plan of care using the nursing process and carrying out the plan of care for the client. Student will be able to recognize a change in the client and report to the instructor.	At least 80% of the students recognize a change in client, voice lab values to instructor, carry out the plan of care, write the plan on an index card with client diagnosis and the meaning of the diagnosis.	17	14 82%	The benchmark was met. Students heard others verbalize plan of care for their client in pre-conference. Students were assigned to use more sources (Tabers, Care Plan book and textbook to review clients' diagnosis and interventions to use for client care and to rewrite care plan. These interventions were found to be successful and will be continued in the next assessment cycle.

# PROGRAM NAME: RESIDENTIAL CARPENTRY

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome <u>Upon completion</u>	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program												
Roofing	Student completers will be able to analyze, estimate & perform roofing jobs	Residential Carpentry Faculty	Observation Checklist  CPAS testing-Cluster 3	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 3.	10  10	5  1	50%  10%	Students complete special projects for the campus and community to improve carpentry skills for competency areas in the program. In making use of assessment results, shop time was decreased and class related instruction was increased to improve student CPAS scores. <table><tr><th colspan="2">MSPAS Results - Cluster 3</th></tr><tr><td>Student #1-15.38</td><td>Student #6-38.46</td></tr><tr><td>Student #2-38.46</td><td>Student #7-30.77</td></tr><tr><td>Student #3-30.77</td><td>Student #8-46.15</td></tr><tr><td>Student #-423.08</td><td>Student #9-61.54</td></tr><tr><td>Student #-5-33.33</td><td>Student #-10-46.15</td></tr></table>	MSPAS Results - Cluster 3		Student #1-15.38	Student #6-38.46	Student #2-38.46	Student #7-30.77	Student #3-30.77	Student #8-46.15	Student #-423.08	Student #9-61.54	Student #-5-33.33	Student #-10-46.15
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Student #-5-33.33	Student #-10-46.15																			
Foundations	Student completers will be able to measure, square up & lay out foundation for house	Residential Carpentry Faculty	Check list of competencies  CPAS test-Cluster 1	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 1	10  10	5  0	50%  0%	One of the two benchmarks was not met. In making use of assessment results, more hands- on lab exercises related to laying out house foundations were included. <table><tr><th colspan="2">MSPAS Results - Cluster 1</th></tr><tr><td>Student #1-28.57</td><td>Student #6-28.57</td></tr><tr><td>Student #2-42.86</td><td>Student #7-42.86</td></tr><tr><td>Student #3-42.86</td><td>Student #8-42.86</td></tr><tr><td>Student #-42.86</td><td>Student #9-42.86</td></tr></table>	MSPAS Results - Cluster 1		Student #1-28.57	Student #6-28.57	Student #2-42.86	Student #7-42.86	Student #3-42.86	Student #8-42.86	Student #-42.86	Student #9-42.86		
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								<table><tr><td>Student #-5-14.29</td><td>Student #-10-28.57</td></tr></table>	Student #-5-14.29	Student #-10-28.57										
Student #-5-14.29	Student #-10-28.57																			
Framing	Student will be able to measure, lay out & construct wall & roof frame for building	Residential Carpentry Faculty	Observation Checklist  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	10  10	8  2	80%  20%	One of the two benchmarks was not met. Students did demonstrate attainment of the competencies through lab performance and the observation checklist. Results verified that students were unable to demonstrate these competencies in a formal standardized test assessment. In an effort to assure that students can successfully demonstrate the knowledge they have obtained on the more formal standardized tests, practice tests will be administered on a regular basis and students will be provided instruction on test taking skills. <table><tr><td colspan="2">MSPAS Results - Cluster 2</td></tr><tr><td>Student #1-41.67</td><td>Student #6-33.33</td></tr><tr><td>Student #2-25.00</td><td>Student #7-41.67</td></tr><tr><td>Student #3-58.33</td><td>Student #8-25.00</td></tr><tr><td>Student #4-66.67</td><td>Student #9-16.67</td></tr><tr><td>Student #5-25.00</td><td>Student #10-25.00</td></tr></table>	MSPAS Results - Cluster 2		Student #1-41.67	Student #6-33.33	Student #2-25.00	Student #7-41.67	Student #3-58.33	Student #8-25.00	Student #4-66.67	Student #9-16.67	Student #5-25.00	Student #10-25.00
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Blueprint Reading	Student will be able to develop set of working drawings	Residential Carpentry Faculty	Drawing Floor Plans using CAD Checklist	At least 50% of the students will rate 70% or above on the drawing of a floor plan using CAD	10	5	50%	One of the two benchmarks was not met. In making use of results, web-based tutorials for Delta CAD were used to improve student's use of CAD and drawing floor-plans. The use of the tutorials will be continued.					
			CPAS test-Cluster 4	At least 50% of the students will score Basic (50%-69%) performance level on Cluster 4	10	6	60%						
			<table><tr><td colspan="2">MSPAS Results - Cluster 4</td></tr><tr><td>Student #1-66.67</td><td>Student #6-66.67</td></tr><tr><td>Student #2-100.00</td><td>Student #7-0.00</td></tr><tr><td>Student #3-33.33</td><td>Student #8-66.67</td></tr><tr><td>Student #-33.33</td><td>Student #9-66.67</td></tr><tr><td>Student #-5-33.33</td><td>Student #-10-100.00</td></tr></table>		MSPAS Results - Cluster 4		Student #1-66.67		Student #6-66.67	Student #2-100.00	Student #7-0.00	Student #3-33.33	Student #8-66.67
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Student #-5-33.33	Student #-10-100.00												
Cost Estimating	Student will be able to develop labor & material estimate for a structure.	Residential Carpentry Faculty	Observation Checklist	At least 50% of the students will develop a accurate reflection of labor and material cost and demonstrate the skill by performance on the observation checklist.	6	4	67%	The benchmark was met. Efforts to increase the level of performance will be continued. The students used National Construction Estimator Software for extra instructional efforts in Cost Estimating learning.					

# RESPIRATORY CARE PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: RESPIRATORY CARE

2007-2008 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
<b>Entry-Level Respiratory Care</b>	<b>Upon completion of the Respiratory Care Program, students will demonstrate the ability to deliver quality respiratory care to the none-critical patient.</b>	<ol style="list-style-type: none"> <li>1. Laboratory Check offs</li> <li>2. Clinical Practice I and II preceptor evaluations</li> <li>3. Clinical Practice I and II procedure check offs</li> <li>4. Care plans</li> </ol>	<ol style="list-style-type: none"> <li>1. 75% students will successfully complete laboratory check offs</li> <li>2. 75% students will have a favorable preceptor evaluation</li> <li>3. 75% students will complete clinical check-offs</li> <li>4. 75% students will complete acceptable patient care plans</li> </ol>	<ol style="list-style-type: none"> <li>1. After a maximum of 3 attempts, 100% students successfully completed laboratory check-offs</li> <li>2. 100% students received favorable preceptor evaluations</li> <li>3. 100% students completed clinical check-offs</li> <li>4. 91% students</li> </ol>	<p>All benchmarks were met. The following decisions were made related to the assessments.</p> <ol style="list-style-type: none"> <li>1. Enter the lab earlier in the learning process.</li> <li>2. Continue to monitor</li> <li>3. Continue to monitor</li> <li>4. Continue to monitor</li> </ol>
<b>Advanced Level Respiratory Care</b>	<b>Upon completion of Clinical Practice III and IV, 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</b>	<ol style="list-style-type: none"> <li>1. Laboratory Check offs</li> <li>2. Clinical Practice III and IV preceptor evaluations</li> <li>3. Clinical Practice III and IV procedure check-offs</li> <li>4. Care Plans</li> </ol>	<ol style="list-style-type: none"> <li>1. 75% students will successfully complete laboratory checks offs</li> <li>2. 75% students will have favorable preceptor evaluation</li> <li>3. 75% students will complete clinical check-offs</li> <li>4. 75% students will complete acceptable patient care plans</li> </ol>	<ol style="list-style-type: none"> <li>1. After a maximum of 3 attempts 100% students successfully completed laboratory check-offs</li> <li>2. 100% students consistently had favorable preceptor evaluations</li> <li>3. 100% students successfully completed all required clinical check-offs</li> <li>4. By the end of clinical practice III and IV 100% student completed acceptable care plans</li> </ol>	<p>Benchmarks were met. Assessments will be continued in the 2008-09 cycle.</p> <ol style="list-style-type: none"> <li>1. Continue to monitor</li> <li>2. Continue to monitor</li> <li>3. Continue to monitor</li> <li>4. Continue to monitor</li> </ol>
<b>Technology Usage</b>	<b>Upon completion of the Respiratory Care Program, students will demonstrate proficient technology skills.</b>	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.	After 3 attempts, 81% of the students were able to demonstrate proficient technology skills.	<p>The benchmark was met. In an attempt to enhance student learning, the following actions were implemented:</p> <ol style="list-style-type: none"> <li>1. Increased the number of required research papers from 1 per semester to 2.</li> <li>2. Reviewed guidelines for APA Style.</li> <li>3. Continue to monitor</li> </ol>

<b>Overall performance: Basic Respiratory Knowledge (1<sup>st</sup>)</b>	<b>Upon Completion of the Respiratory Care Program, students will show a fundamental knowledge of respiratory care.</b>	<ol style="list-style-type: none"> <li>1. Classroom assignments/test</li> <li>2. Laboratory competency check offs</li> <li>3. Clinical procedure check offs</li> <li>4. NBRC Self-Assessment Exam (SAE)</li> </ol>	<ol style="list-style-type: none"> <li>1. The students were given a cumulative final exam for Respiratory Care III covering the entire curriculum</li> <li>2. Laboratory competencies were pass or fail.</li> <li>3. Clinical competences were pass or fail</li> <li>4. The NBRC – SAE must make 60% (set by National Board for Respiratory Care) or better to complete the program.</li> </ol>	<ol style="list-style-type: none"> <li>1. 91% students completed Respiratory Care III with an average of 80% or better</li> <li>2. 100% students completed Laboratory competencies</li> <li>3. 100% students entering Clinical Practice III successfully passed course</li> <li>4. 100% of the students taking the NBRC RRT-SAE successfully completed the exam with an average score of 69%</li> </ol>	<p>Corrective actions in response to assessment results:</p> <ol style="list-style-type: none"> <li>4. Entering students into the respiratory care program had an average reading comprehension and math skills at 8<sup>th</sup> to 10<sup>th</sup> grade level according to the TABE test. For this reason, the 1<sup>st</sup> 3 to 4 weeks of class in Respiratory Care Science was dedicated to remedial reading and math skills.</li> <li>5. Also evaluated additional course materials for readability to assist students.</li> <li>6. Added a note taking and reading outline lecture.</li> <li>7. Continue to monitor</li> </ol>
<b><u>Program Indicators of Quality and Success</u></b>					
<b>Attrition / Retention</b>	<b>Upon completion of the Respiratory Care Program, 70% of the students who started the program will complete the program.</b>	<ol style="list-style-type: none"> <li>1. State of Mississippi Department of Education's Final Enrollment Report</li> <li>2. Graduation Analysis</li> <li>3. Committee on Accreditation for Respiratory Care (CoARC) guidelines</li> </ol>	<ol style="list-style-type: none"> <li>1. 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.</li> </ol>	<ol style="list-style-type: none"> <li>1. After compiling all data, we had a 67% retention rate</li> </ol>	<ol style="list-style-type: none"> <li>1. Attrition was due to the following reasons: <ol style="list-style-type: none"> <li>a. 4 students dropped during the 1<sup>st</sup> semester due to financial difficulties. These students had BS degrees already and were not eligible for PELL grant.</li> <li>b. 4 additional students were dropped due to failure to maintain academic and professional standards.</li> </ol> </li> <li>2. The applicants had the necessary ACT of 16 and a diploma or GED. We</li> </ol>



					<p>instituted additional evaluations through the Test for Adult Basic Education (TABE). The results showed that overall, traditional and non-traditional students, entering the respiratory program had a reading grade equivalency of 8.1 and a math reasoning grade equivalency of 7.3.</p> <p>Action Plan:</p> <ol style="list-style-type: none"> <li>1. Continue to use the TABE results to determine remediation needs upon admission. (State admission guidelines does not include pre-admission testing according to our dean)</li> <li>2. Any student scoring less than a 10 on the TABE test will be referred to Student Services for remediation.</li> <li>3. Continue to research alternative funding for non-traditional students who are not eligible to receive the PELL grant.</li> </ol>
<b>Employer Survey</b>	<b>The employers will be surveyed to assess their satisfaction with the quality of our graduates.</b>	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.	<p>The results were as follows:</p> <ol style="list-style-type: none"> <li>1. 9 surveys mailed or delivered received 5 back.</li> <li>2. Average rating was 4.0 out of 5.</li> </ol>	<p>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.</p> <p>Monitoring will be continued.</p>

<b>Graduate Survey</b>	<b>Upon completion of the Respiratory Care Program, students will complete a program survey to evaluate the program.</b>	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.	<p>The results were as follows:</p> <ol style="list-style-type: none"> <li>1. 19 surveys were mailed/delivered to employer sites. 9 were received.</li> <li>2. Average rating was 4.6 on a scale of 5.</li> <li>3. #1 concern was that more laboratory time is needed during the 1<sup>st</sup> year of class.</li> <li>4. #2 concern: They felt that more instructors are needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. The benchmark set by CoARC has been met. Faculty will continue to stress to the graduates the importance of providing feedback post graduation and returning all correspondence from the school.</li> <li>2. Request additional faculty</li> <li>3. Increase laboratory time in Respiratory Care I</li> <li>4. Monitoring will be continued.</li> </ol>
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# WELDING AND CUTTING TECHNOLOGY PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)																		
Shielded Metal Arc Welding I , II	Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on equipment and accessories and weld in all positions using E60 series and E70 series electrodes.	Welding Instructor	Welding Lab Application Practicum performance checklist	75% of the students evaluated will perform at 70% or above on the Lab Application.	20	16	80%	<b>Students were registered in the Related Studies Lab class for assistance with reading and math skills and improve their CPAS scores in Clusters 1 – 5.</b> <table border="1"><tr><th colspan="2">MSCPAS Cluster 2</th></tr><tr><td>Stud#1-59%</td><td>Stud#9-63%</td></tr><tr><td>Stud#2-41%</td><td>Stud#10-52%</td></tr><tr><td>Stud#3-56%</td><td>Stud#11-56%</td></tr><tr><td>Stud#4-67%</td><td>Stud#12-81%</td></tr><tr><td>Stud#5-63%</td><td>Stud#13-59%</td></tr><tr><td>Stud#6-52%</td><td>Stud#14-44%</td></tr><tr><td>Stud#7-37%</td><td>Stud#15-52%</td></tr><tr><td>Stud#8-63%</td><td></td></tr></table>	MSCPAS Cluster 2		Stud#1-59%	Stud#9-63%	Stud#2-41%	Stud#10-52%	Stud#3-56%	Stud#11-56%	Stud#4-67%	Stud#12-81%	Stud#5-63%	Stud#13-59%	Stud#6-52%	Stud#14-44%	Stud#7-37%	Stud#15-52%	Stud#8-63%	
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Stud#7-37%	Stud#15-52%																									
Stud#8-63%																										
CPAS Score – Cluster 2	70% of students will score basic (50% - 69%) performance level on Cluster 2	15	12	80%																						
Post Test	75% of the students will score 70% or above on Exit Exam	18	15	83%																						
Gas Metal Arc and Flux Core Arc Welding	Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on equipment and accessories and weld in all positions using E70S and E70T electrodes.	Welding Instructor	Welding Lab Application Practicum performance checklist	75% of the students evaluated will perform at 70% or above on the Lab Application	20	16	80%	<b>Instruction time and homework was increased to improve student scores.</b> <table border="1"><tr><th colspan="2">MSCPAS Cluster 3</th></tr><tr><td>Stud#1 -40%</td><td>Stud#9-73%</td></tr><tr><td>Stud#2-40%</td><td>Stud#10-40%</td></tr><tr><td>Stud#3-47%</td><td>Stud#11-27%</td></tr><tr><td>Stud#4-67%</td><td>Stud#12-60%</td></tr><tr><td>Stud#5-60%</td><td>Stud#13-53%</td></tr><tr><td>Stud#6-47%</td><td>Stud#14-47%</td></tr><tr><td>Stud#7-33%</td><td>Stud#15-67%</td></tr><tr><td>Stud#8-53%</td><td></td></tr></table>	MSCPAS Cluster 3		Stud#1 -40%	Stud#9-73%	Stud#2-40%	Stud#10-40%	Stud#3-47%	Stud#11-27%	Stud#4-67%	Stud#12-60%	Stud#5-60%	Stud#13-53%	Stud#6-47%	Stud#14-47%	Stud#7-33%	Stud#15-67%	Stud#8-53%	
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CPAS Score-Cluster 3	70% of students will score basic (50%-69%) performance level on Cluster 3	15	7	47%																						
Post Test	75% of the students evaluated will meet at least 75% or above on Exit Exam.	20	16	80%																						
Cutting Processes	Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on	Welding Instructor	Welding Lab Application Practicum performance checklist	75% of the students evaluated will perform at 70% or above on the Lab Application.	15	15	100%	<b>Students were registered in the Related Studies Lab class for assistance with reading and math skills and improve their CPAS</b>																		

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	equipment and accessories and make cuts using Oxyfuel and Plasma cutting torch.		CPAS – Cluster 5	70% of students will score basic (50% - 69%) performance level on Cluster 5	15	7	47%	scores in Clusters 5. <table><tr><th colspan="2">MSCPAS Cluster 5</th></tr><tr><td>Stud#1 – 25%</td><td>Stud#9-50%</td></tr><tr><td>Stud#2- 0%</td><td>Stud#10-25%</td></tr><tr><td>Stud#3-50%</td><td>Stud#11-25%</td></tr><tr><td>Stud#4-63%</td><td>Stud#12-88%</td></tr><tr><td>Stud#5-50%</td><td>Stud#13-38%</td></tr><tr><td>Stud#6-38%</td><td>Stud#14-38%</td></tr><tr><td>Stud#7-25%</td><td>Stud#15-88%</td></tr><tr><td>Stud#8-50%</td><td></td></tr></table>	MSCPAS Cluster 5		Stud#1 – 25%	Stud#9-50%	Stud#2- 0%	Stud#10-25%	Stud#3-50%	Stud#11-25%	Stud#4-63%	Stud#12-88%	Stud#5-50%	Stud#13-38%	Stud#6-38%	Stud#14-38%	Stud#7-25%	Stud#15-88%	Stud#8-50%	
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Stud#1 – 25%	Stud#9-50%																									
Stud#2- 0%	Stud#10-25%																									
Stud#3-50%	Stud#11-25%																									
Stud#4-63%	Stud#12-88%																									
Stud#5-50%	Stud#13-38%																									
Stud#6-38%	Stud#14-38%																									
Stud#7-25%	Stud#15-88%																									
Stud#8-50%																										
		Post Test	75% of the students evaluated will meet at least 75% or above on Exit Exam.	15	11	73%																				

Safety Symbols and Quality Control	Upon completion of the Welding and Cutting Technology Program, students will be able to read welding symbols, conduct visual testing (destructive and non-destructive) of welds, and identify and apply safety around welding operations.	Welding Instructor	Welding Lab Application Practicum performance checklist	75% of the students evaluated will perform at 70% or above on the Lab Application performance checklist.	15	15	100%	<b>New visuals were purchased such as videos to show different defects, welding symbols and destructive and non-destructive testing methods.</b> <table><tr><th colspan="2">MSCPAS Cluster 1</th></tr><tr><td>Student#1 -50</td><td>Stud#9-33%</td></tr><tr><td>Stud#2 – 33%</td><td>Stud#10-33%</td></tr><tr><td>Stud#3 – 50%</td><td>Stud#11-50%</td></tr><tr><td>Stud#4-83%</td><td>Stud#12-83%</td></tr><tr><td>Stud#5-50%</td><td>Stud#13-33%</td></tr><tr><td>Stud#6-50%</td><td>Stud#14-50%</td></tr><tr><td>Stud#7-33%</td><td>Stud#15-33%</td></tr><tr><td>Stud#8-50%</td><td></td></tr></table>	MSCPAS Cluster 1		Student#1 -50	Stud#9-33%	Stud#2 – 33%	Stud#10-33%	Stud#3 – 50%	Stud#11-50%	Stud#4-83%	Stud#12-83%	Stud#5-50%	Stud#13-33%	Stud#6-50%	Stud#14-50%	Stud#7-33%	Stud#15-33%	Stud#8-50%	
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Stud#6-50%	Stud#14-50%																									
Stud#7-33%	Stud#15-33%																									
Stud#8-50%																										
			CPAS – Cluster 1	70% of students will score basic (50% - 69%) performance level on Cluster 1	15	9	60%																			
			Post Test	75% of the students evaluated will meet at least 75% or above on Exit Exam.	15	9	60%																			
Gas Tungsten Arc Welding	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 Instructor	Welding Lab Application Practicum	75% of the students evaluated will perform at 70% or above on the Lab Application.	15	15	100%	<b>Instruction time and homework was increased to improve student scores. Students were registered in the Related Studies Lab class for assistance with reading and math skills and improve their CPAS scores in Clusters 4.</b> <table><tr><th colspan="2">MSCPAS Cluster 4</th></tr><tr><td>Stud#1- 64%</td><td>Stud#9-29%</td></tr><tr><td>Stud#2-29%</td><td>Stud#10-21%</td></tr><tr><td>Stud#3-29%</td><td>Stud#11-29%</td></tr><tr><td>Stud#4-21%</td><td>Stud#12-50%</td></tr><tr><td>Stud#5-21%</td><td>Stud#13-29%</td></tr><tr><td>Stud#6-29%</td><td>Stud#14-50%</td></tr><tr><td>Stud#7-21%</td><td>Stud#15-43%</td></tr><tr><td>Stud#8-29%</td><td></td></tr></table>	MSCPAS Cluster 4		Stud#1- 64%	Stud#9-29%	Stud#2-29%	Stud#10-21%	Stud#3-29%	Stud#11-29%	Stud#4-21%	Stud#12-50%	Stud#5-21%	Stud#13-29%	Stud#6-29%	Stud#14-50%	Stud#7-21%	Stud#15-43%	Stud#8-29%	
MSCPAS Cluster 4																										
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Stud#6-29%	Stud#14-50%																									
Stud#7-21%	Stud#15-43%																									
Stud#8-29%																										
			CPAS – Cluster 4	70% of students will score basic (50% - 69%) performance level on Cluster 1	15	3	20%																			
			Post Test	75% of the students evaluated will meet at least 75% or above on Exit Exam.	15	11	73%																			

## **SECTION 2: COMMUNITY/PUBLIC SERVICES**

### **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008**

# ADOLESCENT OFFENDER PROGRAM PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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 Youth Supervision Program 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 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.*



## ADOLESCENT OFFENDER PROGRAM

### 2007-2008 PROGRAM EVALUATION PLAN

#### COAHOMA COMMUNITY COLLEGE\

Youth Training Area	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Adolescent Offender Program	<p>1.AOP will reduce training school referrals by utilizing individual counseling, family counseling, and following a therapeutic treatment plan provided by the AOP therapist.</p> <p>2.AOP will provide workshops and training tools for counselors and case management team to help the youth at risk by utilizing learned skills to reduce drug use, truancy, and out-of-wedlock pregnancies.</p> <p>3.AOP staff will provide motivational skills, tutoring and mentoring to help reduce school dropouts.</p> <p>4.AOP will provide tutoring to AOP clients to help them increase their academic performance.</p> <p>5.AOP will provide mentoring to males without fathers at home.</p>	AOP Director	<p><u>Adolescent Offender Program</u> Adolescent Offender Program will evaluate this outcome by documenting the following measures: drug testing, school checks, family and individual counseling, sex education programs, and surveys will students and families.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Adolescent Offender Program.</p> <p><u>Adolescent Offender Program</u> Adolescent Offender Program will use the results to improve student learning, curriculum, or the program. Adolescent Offender Program will document these changes and/or improvements on this form.</p>	<p>At least 35 students will participate in the MS2 Series</p> <p>Number of juvenile crime reports will be reduced by 80%</p> <p>100% of students who participate in the AOP survey will rate their level of satisfaction as satisfactory or higher.</p> <p>100% of parents who participate in the AOP survey will rate their level of satisfaction with AOP services for their children as satisfactory or higher.</p>	<p>39 participants &gt; 100%</p> <p>85% reduction</p> <p>100% satisfied</p> <p>100% satisfied</p>	<p>All benchmarks were met. Using the positive 2007-08 results, AOP staff implemented the following:</p> <ol style="list-style-type: none"> <li>1. Increased study time</li> <li>2. Continued tutoring and literacy training</li> <li>3. Continued mentoring</li> <li>4. Provided anger management training</li> <li>5. Provided community service</li> </ol> <p>AOP provided workshops on Anger Management, Behavior and Conflict Resolutions, and the dangers of illegal use of drugs. Training programs resulted in positive outcomes for clients served.</p> <p>AIDS and STD workshops as well as field trips were provided to students in order to provide positive alternatives to negative behavior.</p> <p>Mentoring to males without fathers at home was provided by Boys to Men mentoring program and the Reverend Gene Lawson. The purpose of the mentoring was to provide positive values and positive role models for male clients.</p>

# ADULT BASIC EDUCATION/GENERAL EDUCATION DEVELOPMENT PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: provide a comprehensive program of enrichment courses for lifelong learning; provide customized workforce training programs to meet the needs of area businesses and industries; 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.*

## ADULT BASIC EDUCATION/GENERAL EDUCATION DEVELOPMENT

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Workforce Preparation and Training Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Adult Basic Education/ General Educational Development	Upon completion of ABE/GED, students will be able to show academic growth in reading, mathematics, and language.	ABE/GED Department	<u>ABE/GED Department</u> ABE/GED Department will evaluate this outcome through the following measures: number of students served; number of students obtaining GED; TABE pre-tests and post-tests in reading, mathematics, and language. ABE/GED Department 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 ABE/GED Department.  <u>ABE/GED Department</u> The ABE/GED Department will use the results to improve student learning, curriculum, or the program. ABE/GED will document these changes and/or improvements on this form.	Number of students receiving services will increase by 3%	n/a	601 n/a	The number of students did not increase
				Number of students receiving GED will increase by 3% in	n/a	77 n/a	The number of GED's obtained did not increase.
				The number of Students remaining in the same skill level will decrease by 20%	n/a	n/a 39%	The number that remained in the same skill level throughout the fiscal year decreased by 39%
				The percentage of students completing levels will increase 20%	n/a	n/a 28%	The percentage of students completing levels and advancing one or more skill levels increased by 28%.  During the program evaluation, it was discovered that a large number of students coming through the program were not successfully completing desired goals. Last year there was a higher quantity of students, but the quality of instruction was in need of improvement. The instructors have gone through additional training and also the data is now being more accurately reported.

# EDUCATIONAL TALENT SEARCH PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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.*

**EDUCATIONAL TALENT SEARCH**  
2007-08 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Educational Talent Search	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.	ETS will identify, screen and select at least 600 participants with academic potential for post-secondary education.	487 students were identified	<p>The benchmark was not met. Using results from 2007-08, the ETS staff enhanced their strategies for student recruitment. Recruitment strategies were enhanced by involving/informing parents in parent/PTA meetings held at each participating school.</p> <p>The Educational Talent Search staff also conducted a recruitment drive to solicit new students and update the personal/family information on returning students; student applications were placed on file and information was entered in the ETS database.</p>
Educational Talent Search	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 school counselors.	93% of non-graduating students who participate in Educational Talent Search will successfully pass to the next grade.	331 of 356 non-graduating students (93%) passed to the next level	Standard was met. In order to increase the pass rate of students to the next grade level, the ETS Program has implemented the LASSI-HS (Learning and Study Strategies Inventory) to assist students in identifying their weaknesses in subject area grades. Workshops were conducted to assist students in improving their study skills in weak areas.
Educational Talent Search	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.	118 of 131 eligible seniors graduated (90%)	Standard was met. To increase the graduation rate, the ETS staff encouraged seniors 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 unsuccessful and chose not to complete their course requirements were encouraged to take the GED.
Educational Talent Search	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.	90% of ETS graduating seniors will successfully complete the financial aid process.	120 of 131 eligible seniors completed financial aid process (92%)	Standard was met. The ETS staff will continue to assist students in completing their financial aid during the project year. Graduating seniors in the ETS program completed a financial aid application on-line. Eighty-one of the students entered a postsecondary institution.

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Educational Talent Search	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 postsecondary institutions by graduating students.	85% of graduating seniors will apply for enrollment at a postsecondary institution.	120 of 131 eligible seniors applied for admission (92%)	Standard was met. Graduating seniors completed and submitted college enrollment applications. In order to increase the number of students applying to postsecondary institutions, the ETS staff held workshops and conducted college tours to assist students with questions about college preparation and enrollment.
Educational Talent Search	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 postsecondary 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 postsecondary education during each budget period.	81 of 120 enrolled (67.5%)	<p>The benchmark was not met. However, eighty-one ETS graduating seniors actually enrolled in a postsecondary institution the fall of 2008 school year. Additionally four graduating students entered the military and one graduate will enter a postsecondary institution in January 2009 for the Spring semester.</p> <p>Using data from 2007-08, the ETS staff increased their efforts to meet this outcome. Students were assisted in completing web college tours and college curriculums comparisons were made.</p>

# GEAR UP PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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.*

**GEAR UP**  
**2007-2008 PROGRAM EVALUATION PLAN**  
**COAHOMA COMMUNITY COLLEGE**

Youth Training Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
GEAR UP	1. GEAR UP will provide tutoring and mentoring services to every GEAR UP participant in order to increase participants' academic performance and preparation for post-secondary education.	2007-08 Annual Performance Report	75% of GEAR UP participants will participate in tutoring and mentoring services  After-school tutoring three days a week for two hours a day.  Certified teachers will lead the tutoring and mentoring sessions	424 of 673 (63%) of total GEAR UP students participated  6 hours per week were provided  19 certified teachers led the sessions	The level of participation benchmark was not met, however the services were offered and deemed to be beneficial to the students who did participate. According to the 2007-08 Annual Performance Report, 424 students received tutoring services and GEAR UP provided 19 certified teachers to assist in the after-school tutorial program. In making use of results, enhanced efforts to attract more students for the tutoring services are being considered.
GEAR UP	2. GEAR UP will increase professional development opportunities for teachers that will allow them to improve their content knowledge base, secure adequate time to address post-secondary opportunities and prepare them to motivate diverse student populations.	2007-08 Annual Performance Report	At least <u>10</u> teachers will complete advanced placement training  At least <u>15</u> teachers will attend professional development opportunities	<u>5</u> attended AP training  <u>14</u> attended Professional Development  GEAR UP provided: Advanced Placement Training, SATP Conference, Reading Conference, and MS Rising Conference for teachers.	The benchmarks were not met, although valuable sessions were provided and teachers that attended those trainings were enthusiastic in regards to what they learned. In an effort to encourage additional teacher participants, participating instructors provided an overview during Pre-School Conference based upon information obtained during the Advanced Placement Training, SATP Conference, Reading Conference, and the MS Rising Conference.
GEAR UP	3. GEAR UP will assist Mississippi students and parents in preparing for, pursuing and succeeding in post-secondary education by providing them with information, support, and motivation through organized outreach and family involvement programs in participating communities.	2007-08 Annual Performance Report	GEAR UP will provide the college planning and preparation workshops in at least <u>6</u> high school sites  At least <u>450</u> students will participate in the workshops	College planning workshops covering admissions, financial aid, career planning and ACT prep were provided at 9 sites  487 out of 673 students (72 of GEAR UP students) participated in the workshops	The benchmarks were met. The program offered college planning workshops at the nine high school sites. Students also made several visits to the following colleges: Alcorn State in Lorman, MS; Lemoyne Owens in Memphis, TN; Stillman in Tuscaloosa, Alabama; Miles College in Birmingham, Alabama; Delta State University in Cleveland, MS. College planning workshops were presented by Educational Services Foundation. Efforts were considered to be successful and will be continued for the 2008-09 year.
GEAR UP	4. GEAR UP will serve students through the offering of summer enrichment and transitional programs.	2007-08 Annual Performance Report	At least <u>50</u> students will live in the dorms during the summer and participate in the enrichment programs	60 students participated	Standard was met. The experience was positive for students. These efforts will be continued for the next cycle with the student participant goal increased.



Youth Training Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
GEAR UP	6. Students who participate in GEAR UP will demonstrate interest in academic progress by taking the MS Curriculum Test.	<p>Test scores from the MS Curriculum Test (MCT)</p> <p>Student surveys on GEAR UP services</p>	<p>At least 75% of GEAR UP students will take the MS Curriculum Test.</p> <p><u>70%</u> of students who participate in the student GEAR UP survey will rate their level of satisfaction with services as “satisfactory” or higher.</p>	<p>539 out of 673 (80%) took the MS Curriculum Test</p> <p>80% of students were satisfied</p>	<p>Benchmarks were met. Students participated in the assessment. Overall, students were satisfied with the GEAR UP services. The results of the Mississippi Curriculum Scores were used for identifying areas of academic weaknesses for program participants. The areas of weaknesses were Algebra and Biology with writing skills also noted as a deficiency. Based on the results, GEAR UP offered after-school tutorials for students in the identified areas.</p>

# PROJECT UPWARD BOUND PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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**  
2007-2008 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Youth Training Area	Program Outcomes (Standardized Objectives)	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Results N %	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Project Upward Bound	<b>1.Academic Improvement on Standardized Test:</b> 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 show an increase of at least 10% on Mississippi's subject area English post-test, compared to English subject area pre-test.	70	40 students showed increase 57%	The program used the results to enhance student preparation strategies for the English Subject-Area test. These strategies are used to ensure the students' academic achievement. In addition, the results were used to reconstruct the program curriculum (English).
				50% of students will show an increase of at least 10% on Mississippi's subject area Social Studies post-test, compared to Social Studies subject area pre-test.	25 juniors	20 students showed increase 80%	The program collects and compares the students' pre-test and Social Studies Subject-Area Test (Post-Test) results. In addition, the program counselor reviews the subject area test results Performance Evaluation section to see what area of Social Studies the students need most emphasis in preparation for the Subject Area Test.
				50% of students' exit grade point averages will increase by at least 15%, compared to entrance grade point averages.	70	38 students increased 54%	Program counselor collects students' report cards at the end of each school grading period. The program counselor evaluates the students' progress by comparing their grade point average to their entrance grade point average.
Project Upward Bound	<b>2.Project Retention:</b> 85% of 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grade project participants served during each school year will continue to participate in the Upward Bound Project during the next school year.	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 Upward Bound Office will record the results on this form.	85% of 9 <sup>th</sup> , 10 <sup>th</sup> , and 11 <sup>th</sup> grade project participants served during each school year will return to the Upward Bound Project the following year	70	60 Returned for 2008 fall semester 85.72%	The program used the results to improve the program retention strategies. The program staff sent out second notices (letters) to the students who did not attend the program opening sessions (fall, spring, and summer components).

Project Upward Bound	<b>3.Postsecondary Enrollment:</b> 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	<u>Project Upward Bound</u> 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	17	15 enrolled in postsecondary education program	88%	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 with the seniors
			<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.	90% of Upward Bound students will successfully complete a college admissions application.	17	17	100%	
			<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.	90% of Upward Board students will successfully complete the financial aid process.	17	17	100%	
Project Upward Bound	<b>4.Postsecondary Persistence:</b> 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	<u>Project Upward Bound</u> 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. <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.	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.	23	19 graduates are enrolled for the fall term second term academic year	83%	During the fall, the program staff consulted with the Institutional Effectiveness Director to track former participants and find out what post-secondary education program the former participants are enrolled in. In addition, the program counselor followed-up with former participants, parents and/or caregivers to verify what post-secondary education program the participant is enrolled in that fall term.

# PUBLIC RELATIONS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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**  
2007-2008 PROGRAM EVALUATION PLAN

Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Public Relations Office	1.Coahoma Community College's stakeholders will be satisfied with the services received from the Public Relations Office.	<p><u>Public Relations</u> Public Relations will evaluate this outcome with the following measure: Campus Climate survey results. Public Relations will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Public Relations.</p> <p><u>Public Relations</u> Public Relations will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p>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 Public Relations/Services.</p> <p>2007-08 Campus Climate Employee Survey Results</p>	54 of 77 respondents	70.13 %	Standard was met. The Public Relations Office will continue to enhance the services provided to the stakeholders of the institution. Using the 2007-08 results, the Public Relations Office implemented the following changes to recruitment videos: Recruitment videos are now being updated annually and feature student leaders.
Public Relations Office	2. Public Relations Office will present a positive image of students, faculty, staff, and programs through media, documents, and brochures.	<p><u>Public Relations</u> Public Relations will evaluate this outcome with the following measures: description of clipping files of media coverage; presence of CCC personnel at cultural and community events; description of CCC personnel serving on boards; description of events and festivals sponsored by the college; description of clearinghouse publications including newsletters, registration inserts, and class schedule brochures. Public Relations will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Public Relations.</p> <p><u>Public Relations</u> Public Relations will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p>Description of clipping files of media coverage and clearinghouse publications</p> <p>Description of cultural and community events</p> <p>Description of CCC personnel serving on boards</p>	See Attachment		<p>The Public Relations Office published numerous events and activities of Coahoma Community College. These publications are archived in the director's office and are available upon request. The Public Relations Office will continue to evaluate this outcome through the quality and quantity of publications, documents, and brochures.</p> <p>In order to enhance the institution's presence in the community, the director is recommending that the institution utilize the local radio stations to air college events, including ballgames.</p> <p>In order to enhance the institution's image outside the five-county area, the Public Relations Office is crossing state lines to market Coahoma Community College to the Memphis and Helena/West Helena areas.</p>
Coahoma Community College		134		2007-08		Institutional Effectiveness Plan

Public Relations Office	3. Public Relations Director will liaison with community enrichment events.	<p><u>Public Relations</u> Public Relations will evaluate this outcome with the following measures: description of clipping files of media coverage; presence of CCC personnel at cultural and community events; description of CCC personnel serving on boards; description of events and festivals sponsored by the college; description of clearinghouse publications including newsletters, registration inserts, and class schedule brochures. Public Relations will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Public Relations.</p> <p><u>Public Relations</u> Public Relations will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p>Chamber related events</p> <p>Tennessee Williams Festival</p> <p>Sunflower River Blues and Gospel Festival</p> <p>Downtown Revitalization Association</p>	See Attachment		<p>The Public Relations director has developed more public interest and followed progress on downtown development and community enrichment events.</p> <p>All events need more local support. The Public Relations director built on the success of the international Sam Cooke fan club to garner more local support from the community. The director will continue this interest in upcoming events.</p>
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**PUBLIC RELATIONS - ATTACHMENT**  
2007-2008 PROGRAM EVALUATION PLAN  
*COAHOMA COMMUNITY COLLEGE*

The Public Relations Department's clipping file contains hard copies of news/features/sports articles, editorials, paid advertisements etc. that appear in CCC five-county area in 5 newspapers: (The Clarksdale Press Register, Coahoma County; Bolivar Commercial: Cleveland area; Quitman County Democrat, Marks and Quitman County area; the Tunica Times: Tunica County; The Sun Sentinel, Tallahatchie County). Additional press releases are frequently sent to the Clarion-Ledger in Jackson; the Greenwood Commonwealth, the Delta Democrat Times in Greenville; the Oxford Eagle in Oxford; the Delta Business Journal and the Mississippi Business Journal. The file also contains flyers created by the PR department that are distributed on campus and across the district.

The measurement of media publicity about Coahoma Community College documented in the clipping file from January 2008 through March 2008 indicates: 30 published photographs; 32 articles including 5 front page articles.

There were 8 home basketball games including Basketball Homecoming with Hinds Utica which draws a packed house, so attendance or participation would run into the thousands; ; however, this period also included a major community event during Black History Month: a theatrical depiction of the murder of Emmett Till with a regional audience of more than 4,000; the community also became interested and involved in Coahoma's health challenge to lose 2,000 pound and reduce the state's claim of "Fattest state." During this time period, also Coahoma Community College partnered with the University of Mississippi's Center for the Study of Southern Culture and hosted the annual Delta Literary Tour in Whiteside Hall where a slide presentation took place and the Cutrer Mansion where scholar Kenneth Holditch spoke about Tennessee Williams. The event was also an opportunity to publicize CCC's sponsorship of the Mississippi Delta Tennessee Williams Festival is scheduled Sept. 26-27, 2008.

The Public Relations Department's clipping file contains hard copies of news/features/sports articles, editorials, paid advertisements, etc. that appear in CCC's five county area in 5 newspapers: The Clarksdale Press Register: Coahoma County; Bolivar Commercial: Cleveland, Bolivar County; Quitman County Democrat, Marks and Quitman County area; the Tunica Times, Tunica County; and the Sun Sentinel, Tallahatchie County. Additionally press releases are sent to the Clarion-Ledger in Jackson, the Greenwood Commonwealth; the Delta Democrat Times in Greenville; and Oxford Eagle in Oxford; the Delta Business Journal and Mississippi Business Journal. The file also contains flyers created by the PR Department that are distributed on campus and across the district.

The measurement of media publicity about CCC documented in the clipping file from March 2008 through June 2008 indicates: 52 photographs; 27 articles and 9 page one articles were published about events, individuals, and/or programs at CCC. Included among the events that attracted large community participation were the coronation of Mr. and Miss Coahoma Community College with the current Miss Mississippi participating; the "Walk of Fame" plaque dedication honoring Sam Cooke in downtown Clarksdale that involved numerous CCC figures; the Mississippi Festival Association theatrical productions co-sponsored with CCC; the Craft Committee banquet with area business/industry consultants attending; the Founder's Day tribute to 5 area leaders and the dedication of campus landmarks, signage, attended by numerous community residents; the large Health Care Conference on obesity that attracted large groups of health care professionals; CCC graduation, CAHS graduation; retirement celebration of Betty Lynn Hunt; GED graduation.



**PUBLIC RELATIONS - ATTACHMENT**  
2007-2008 PROGRAM EVALUATION PLAN  
*COAHOMA COMMUNITY COLLEGE*

Coahoma Community College administrators/faculty/staff continue to participate in community and area organizations with DR. VIVIAN PRESLEY, president, leading the way as a speaker at many local, regional, and national events including serving as Mississippi co-chairman of the Mississippi Delta Grassroots Alliance composed of advocates from 8 states.

CHARLES BUTLER, coordinator of Work Based Learning, is active in numerous community organizations including Wilson Chapel A.M.E. Church and Delta Lodge 127. He is president of Education for Coahoma, vice president of Coahoma Habitat for Humanity, president of the Hull School Reunion Committee; chairperson of the Coahoma Community Christmas parade; coordinator of National Make a Difference Day sponsoring a Breast Cancer Awareness program and walk; coordinator of the annual Academic Awards program for Coahoma, the local County Government Day, annual Community Education Forum, facilitator of the Carrie Lee Childress Memorial Scholarship, the Melinda Butler Memorial Scholarship, and the High School Senior Scholarship program. He serves as alderman and assistant mayor of the town of Coahoma; a member of the Mississippi Counseling Association, and a board member of the Tri-County Workforce Alliance. At CCC he re-activated the college mentoring program and serves as advisor of the National Technical Honor Society.

ANNE CLARK, dean of Career-Technical Education, serves on the Chamber of Commerce Board and the Industrial Foundation board.

ROSEMARY DILL, director of Institutional Effectiveness, serves as vice president of the Mississippi Association for Institutional Researchers, Mississippi's coordinator and contact for the Southeastern Association for Community College Research, and board member of the Chamber of Commerce and its Youth Leadership Program.

GAIL ELLIOTT, a CCC business instructor, is an active member of Oakhurst Baptist Church where she is a Sunday School teacher, a volunteer for Children Church, a Mission Friends teacher, a member of the Children's Committee; Preschool Choir volunteer; serves as chaperon for GA (Girls in Action), and is wife of a church deacon.

PATRICIA FURDGE, CCC chairman of math, science, and computers, is serving her second term as an alderman for the town of Lula. She is a member of the Usher Board of Thompson m Chapel M.B. Church

DEBORAH MCNEAL, CCC business manager, is active in the Mission Outreach Center, sponsored by St. James Temple Church of God in Christ.

PANNY MAYFIELD, CCC public relations director, is project director for the Mississippi Delta Tennessee Williams Festival and conducts tours of the Tennessee Williams neighborhood each year for the Chamber's Youth Leadership class, serves as publicist and grant writer for the Sunflower River Blues Association; nominated bluesman Sam Carr for the Mississippi Governor's Award sponsored by the Mississippi Arts Commission, and coordinated his trip to accept the award; serves as a board member for the Mississippi Historical Society, and presented a lecture and visual presentation of her blues photographs to open Art Week at Hinds Community College.

FRAN NOAH, director of DWIA, serves on the Chamber of Commerce Board of Directors.

YVONNE STANFORD, CCC director of libraries, is a former president of the Chamber of Commerce and continues to serve as a trustee of Carnegie Public Library, the Delta Blues Museum, and as secretary of the Sunflower River Blues Association.

MARILYN STARKS, CCC director of federal programs, serves as a board member for the Clarksdale Chamber of Commerce Youth; vice president of the Pan Hellenic Council Inc.; historian of Alpha Kappa Alpha Sorority, Inc.; church clerk for St. Andrew M.B. Church's Executive Board; president of Delta Partners, Inc. Board; vice president of Mississippi Valley State University MBA Club; and serves as member of the Bolivar County Democratic Executive Committee, Brooks Elementary PTO, and It's a Blessing Elderly Daycare. She also is CEO of Starks Tutoring.

OTHA WILLIAMS, Science & Technology instructor, serves on Coahoma County's Democratic Committee and as a board member of the Tri-County Workforce Alliance.

The 2007-08 listing of board members provided by the Chamber of Commerce/Industrial Foundation documents 8 CCC faculty/staff members as board members; One staff member is a mayor; two are members of the Coahoma County School Board. More than one dozen faculty/staff members were volunteers at the annual Tennessee Williams Festival and Sunflower Rivers Blues Festival.

# TECH PREP PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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*

*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: 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.*

Youth Training Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	N	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
						N	%	
Tech Prep	Provide effective professional development to secondary and postsecondary administrators and teachers.	Tech Prep Coordinator	<p><u>Tech Prep Coordinator</u> Tech Prep Coordinator will evaluate this outcome through the following measures:</p> <p>(1) Number of professional development sessions</p> <p>(2) Number of postsecondary educators attending professional development trainings</p> <p>(3) Number of secondary educators attending professional development trainings</p> <p>(4) Participants' level of satisfaction with professional development trainings.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Tech Prep Coordinator.</p> <p><u>Tech Prep Coordinator</u> Tech Prep Coordinator will use the results to improve student learning, curriculum, or the program. Coordinator will document these changes and/or improvements on this form.</p>	<p>At least <u>20</u> professional development sessions will be held during FY07.</p> <p>At least 150 postsecondary educators attend professional development during FY07.</p> <p>At least 100 secondary educators will attend professional development during FY07.</p> <p><u>95%</u> of educators who attend professional development sessions will rate their level of satisfaction with the training as "satisfactory" or higher.</p>		16	80	<p>According to the results of the survey, the professional development has improved the instructor's use of contextual teaching and the use Rigor and Relevance strategies in the classroom, increase school's knowledge of school law and discipline, and student achievement.</p> <p><b><u>FY07-FY08 Professional Develop.</u></b>  <b>8/31/07</b> – Administrative Tech Prep Briefing (20 participants)  <b>9/19/07</b> - CHOICES 2007 Training (14 participants)  <b>9/22/07</b> - Professional and School Law (7 participants)  <b>10/27/07</b> – Exploring Math ( 5 secondary participants)  <b>10/27/07</b> Science/Biology Training (4 Participants)  <b>10/27/07</b> English Integration (5 participants)  <b>10/27/07</b> Vocational Training (10 secondary/1 postsecondary participant)  <b>11/09/07</b> – Customer Service in Education (2 post and 45 secondary)  <b>11/16/07</b> – Business Etiquette Training (post – 6, secondary 4)  <b>Nov. 2007</b> – Mentoring Partnership with Student Affairs  <b>12/6/07</b> – Retention Rally (100 + participants)  <b>12/14/07</b> – Team Building - Integration with Academic and Career Technical (post – 3, secondary 31)  <b>12/07/07</b> – Career Technical Open House (65 post, 400 secondary)  <b>02/08/08</b> – Administrative Tech Prep Briefing (20 participants)  <b>02/16/08</b> - Introduction to PowerPoint I (8 participants)  <b>02/16/08</b> – IC3 Training (8 participants)  <b>02/23/08</b> – Presentation of PowerPoint (5 participants)  <b>03/07/08</b> – Women in Science and Technology Partnership (100 + participants)  <b>04/24/08</b> – Career Exploration (1000 + participants)</p>

Tech Prep	To provide technical assistance visits to secondary Tech Prep contacts within the consortium.	Tech Prep Coordinator	<p><u>Tech Prep Coordinator</u> Tech Prep Coordinator will evaluate this outcome through the following measures. (1) Number Tech Prep visits to ALL sites within consortium during and fall and spring semester. <u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Tech Prep Coordinator. <u>Tech Prep Coordinator</u> Tech Prep Coordinator will use the results to improve student learning, curriculum, or the program. Coordinator will document these changes and/or improvements on this form.</p>	<p>There were 15 technical assistance visits during the Fall from August 9, 2007 to October 15, 2008. There were 20 technical assistance visits during the Spring from January 2008 to March 2008. <b><u>Fall 2007- 01/31/08</u></b>  <b><u>Spring 2008 01/31/08</u></b> Shaw High School Benoit High School West Bolivar High School <b><u>02/01/08</u></b> Broadstreet High School JFK High School West Tally Center Office Clarksdale High School <b><u>06/10/08</u></b> Quitman County Vocational Center</p>				The visits kept the Tech Prep schools abreast of the goals set forth for the year, as well as, assisted the team in preparing their annual plan designed to advance student achievement.
	To provide, review, and evaluation articulation agreement with secondary schools and Coahoma Community College.		<p><u>Tech Prep Coordinator</u> Tech Prep Coordinator will evaluate this outcome through the following measures.  (1) Number of articulation agreements established, maintain, and strengthen between secondary and post-secondary schools, as related to courses and programs.</p>	<p>There were 11 articulations agreements maintained and strengthen during the 2007-2008 school year. <b><u>Articulations Agreements:</u></b> 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</p>				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 2007-2008

### **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: provide a comprehensive program of enrichment courses for lifelong learning; provide customized workforce training programs to meet the needs of area businesses and industries; 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.*

## WORKFORCE CUSTOMIZED TRAINING

2007-2008 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Workforce Preparation and Training Area	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Meeting Standards N %		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.	Workforce Dev. Center	<u>Workforce Dev. Center</u> The Workforce Development Center will evaluate this outcome through the following measures: number of businesses/industries served; number of students served; number of pre-employment trainings for business/industry. Workforce Dev. Center will record the results on this form.	Number of B/I served will increase by 20%.	n/a	n/a	53	Standard was met. Number of B/I trained increased from 15 to 23. Using data results from 2007-08, the Workforce Development Center increased its marketing and B/I visits in order to increase the number of B/I served.
				Number of students receiving customized training will increase by 5%.	n/a	n/a	4.9	The continued industry visits have shown to be beneficial in increasing the number of partnerships with B/I and number of trainees
			<u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Workforce Development Center.	Number of pre-employment trainings for B/I will increase from 4 to 8.	n/a	9	n/a	The number of pre-employment classes increased from 4 to 9.
			<u>Workforce Dev. Center</u> The Workforce Dev. Center will use the results to improve student learning, curriculum, or the program. Workforce Dev. Center will document these changes and/or improvements on this form.	65% of employees who participate in the satisfaction survey will rate their level of satisfaction with the Workforce Development Center programs and services as “satisfactory” or higher.				Upon meeting with the Director for Itawamba Community College’s Workforce Center, we were given information on what is needed to comply with SACS with respect to assessing outcomes of training. The new database has allowed MSU to generate reports that give us percentages of job placement and average wage gain.
				2007-08 Campus Climate Survey Results	77 respondents	49	63.64 %	Upon receiving this information, we identified that the remaining Evaluation Assessment Standards are not conducive to the desired outcome assessment needs of SACS. Therefore we have reevaluated our data needs to
Coahoma Community College			143	2007-08 Institutional Effectiveness Plan				

								identify and extract pertinent information that will give a more efficient assessment of learning outcomes.
Workforce Customized Training		Workforce Dev. Center		<p>Number of Workforce Development Center projects will increase from 26 to 28</p> <p>Number of B/I served will increase by 20%.</p>	<p>n/a</p> <p>n/a</p>	<p>30</p> <p>n/a</p>	<p>n/a</p> <p>53</p>	All standards were met. Have increased projects from 26 to 30.
Workforce Customized Training	2. Upon completion of workforce safety classes, students will be able to perform the skills necessary to practice safety.	Workforce Dev. Center	The Workforce Center will evaluate the class by the number of participants that complete the program.	<p>Number of students receiving national certification in billing and coding</p> <p>Number of students receiving certification from American Red Cross and American Heart Association</p> <p>Number of students receiving forklift certification</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>37</p> <p>517</p> <p>88</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>All classes are currently operating at 100% success rate.</p> <p>All students that participated in the class were successful.</p> <p>All students in the class received their certification.</p>



# WORKFORCE INVESTMENT ACT PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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.

### **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**  
**ACADEMIC SUPPORT SERVICES PROGRAM**  
**COAHOMA COMMUNITY COLLEGE**

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Results N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
Workforce Investment Act/SELECT	<b>Students will be able to demonstrate effective work readiness skills.</b>	Career Technical Division	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.	90	90	100%	Students participated in job shadowing, listened to guest speakers, and participated in a mentoring program  Participants were evaluated by worksite employers
		WIA Staff		85% of WIA students will master the work readiness assessment tool.	85	80	94%	
				100% of WIA students will participate in job placement	80	71	89%	
	<b>Students will show an increase of one or more functional levels on a nationally norm assessment.</b>	Career Technical Division	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 6 <sup>th</sup> grade plus level to be eligible for WIA	40	40	100%	Instructors spent more time with students on a 1:1 ratio. Students also increase the amount of time spent on WIN for Work Keys.
		WIA Staff		50% of students must show two functional levels on the TABE.	40	27	60%	
				48% of students must advance to level four of WIN for Work Keys.	40	12	26%	
	<b>Students will demonstrate character building skills.</b>	WIA Instructor/Counselor	The instructor and counselor will document participant character growth on the ISS.	75% of the students will demonstrate positive improved in character. Students are required to attend all cultural functions on campus as well as attend field trips.	90	68	75%	The student was exposed to guest speakers on a monthly basis, in evidence by a sign-in sheet. The students were required to attend all cultural functions on campus, as well as attend field trips. The students were also assigned mentors to help them with character building skills.

## **SECTION 3: EDUCATIONAL SUPPORT SERVICES**

### **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008**

# CAREER SERVICES AND PLACEMENT CENTER PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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.*

## CAREER SERVICES AND PLACEMENT CENTER

Instructional Support Area	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Written Findings (optional )	Results N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Career Counseling and Planning Services	1. The Career Services and Placement Center will provide workshops and seminars for students.	Office of Student Affairs	<u>Office of Student Affairs</u> Using Career Center and career counseling student logs, the Office of Student Affairs will evaluate this outcome by measuring the number of workshops/seminars provided and number of students participating. 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 the 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.	The Career Services and Placement Center will provide at least <u>14</u> career/placement workshops and seminars  At least <u>150</u> of students will attend the workshops and seminars		14	100 %	Standard was met. Using 2007-08 students' comments and feedback, the Career Counseling and Planning Services manager planned the 2008-09 workshops by making sure all workshops and seminars provided by the center are relevant to students.
						254	169.3 %	
Career Counseling and Planning Services	2. Students will be able to identify career pathways that will assist them in choosing career opportunities.	Office of Student Affairs	<u>Office of Student Affairs</u> Using Career Center and career counseling student logs, the Office of Student Affairs will evaluate this outcome by measuring the number of students utilizing the Career Center and the number of students receiving career counseling. This outcome will also be measured with the transfer data for career-technical job placement statistics and academic transfer statistics published by the Office of Institutional Effectiveness. 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 the Student Affairs.	Number of students utilizing the Career Center will be <u>200</u> in FY08.  Number of students receiving career counseling will be <u>75</u> in FY 08.  The number of CCC career-technical completers who continue their education or who successfully enter the workforce will be <u>75</u> in FY08.  The number of CCC graduates enrolling in an IHL undergraduate or graduate program in FY07 will increase by <u>29%</u> .		486	243 %	Students utilized the career center by researching career information. Students participated in numerous career seminars and workshops. Students participated in one-on-one career counseling to create a pathway for their career future endeavors. Using the 2007-08 results, the manager strengthened the marketing efforts for career and counseling services in the following ways: marketed workshops and seminars on the institution's website; made phone calls to department chairs; distributed flyers; made announcements to clubs and organizations.
						221	294.6 %	
						119	158.6 %	
						446		

			<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.	<u>65%</u> of employees who participate in the satisfaction survey will rate their level of satisfaction with the student support programs, services, and activities as “satisfactory” or higher.  2007-08 Campus Climate Survey Results		66 of 77 respondents	85.72 %	In addition, the manager stays abreast of current career opportunities and the job market by studying the latest research and implementing changes into the program.
				<u>65%</u> of students who participate in the satisfaction survey will rate their level of satisfaction with counseling services as “satisfactory” or higher. 2007-08 Entering Student Survey Results		124 of 191 respondents	64.93 %	
				2007-08 Graduating Senior Exit Survey Results		113 of 148 respondents	76.35 %	

# COUNSELING SERVICES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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**  
**2007-2008 PROGRAM EVALUATION PLAN**  
**COAHOMA COMMUNITY COLLEGE**

Instructional Support Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Written Findings	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
Counseling Services	Students will obtain support encouraging academic success by receiving the following counseling services: 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 receive counseling services;  (2) Number of student referrals from instructors;  (3) Number of students on academic suspension or probation	<u>500</u> academic and <u>300</u> career-technical students will receive counseling services.  <u>300</u> academic and <u>125</u> career-technical students will be referred for counseling services.  Number of students who are on suspension, academic suspension, or probation will decrease by <u>15%</u> .	357 in 2006	744 A 272 CT  529 A 91 CT  289	149% 91%  176% 73%  18%	Benchmarks were met. In an effort to enhance the effectiveness of the program, the following actions were implemented: (1) Increased individual and group counseling sessions. (2) Improved the process of referral services (3) Exposed students to domestic violence and awareness programs (4) Recommended that the College employ an additional counselor to make services more efficient
	Students will be retained in the 2007-2008 school year as a result of the counseling services.	(1) Number and percent of students who receive counseling services who are retained for the assessment period;  (2) Student satisfaction survey	70% percent of the students receiving counseling for the <b>2007-2008</b> school year will be retained.  <u>65%</u> of students who participate in the satisfaction survey will rate their level of satisfaction with academic advising and counseling services as “satisfactory” or higher.  2007-08 Graduating Senior Exit Survey Results  2007-08 Entering Student Survey Results		785 of 1016 students receiving counseling, returned  113 of 148 respondents  124 of 191 respondents	77.3%  76.35%  64.93%	Goals were met. Retention rallies were held for students. The instructor referrals were addressed immediately upon receipt. The students received written correspondence for excessive absences. All trial efforts found to be successful for enhancing retention will be ongoing to enhance the effectiveness of the program.



# DISABILITY SERVICES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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 qualify 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: 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.*

**DISABILITY SERVICES**  
2007-2008 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results N %		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.	ADA/504 Coordinator	<p><u>ADA/504 Coordinator</u>  ADA/504 Coordinator will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> <li>(1) Number of students who request disability services per semester</li> <li>(2) Academic progress reports of students provided disability accommodations</li> <li>(3) Student satisfaction surveys. Coordinator will record the results on this form.</li> </ol> <p><u>Assessment Committee</u>  The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the coordinator.</p> <p><u>ADA/504 Coordinator</u>  Coordinator will use the results to improve student learning, curriculum, or the program. Coordinator will document these changes and/or improvements on this form.</p>	<p>Based on the numbers of students who requested services.</p> <p>Maintain academic progress of a 2.0 GPA or above</p> <p>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.</p> <p>2007-08 Graduating Senior Exit Survey Results</p> <p>2007-08 Entering Student Survey Results</p>	7	70%	<p>Upon identification of students with a disability, the instructors were informed of the accommodations needed for their class. The students were provided tutorial services and extended time for testing. The Accuplacer test was made available to students in alternate formats to include Audio, BRAILLE, and large print. Professional development was provided to instructors on “Students with Disabilities Using Blackboard for Web-based Learning Tools” by University of Southern Mississippi.</p> <p>The students were allowed to use the VIDS lab to prepare for testing. The students were encouraged to practice on assessments by using a web-based testing site.</p> <p>Accommodations provided were effective in assisting students in obtaining academic success. One of the seven students graduated May 2008. Efforts implemented in the current year which were deemed to be successful will be ongoing to enhance program effectiveness.</p>
					7	100%	
					96 of 148 respondents	64.86%	
					104 of 191 respondents	54.45%	

ADA/504 Services	The institution will meet or exceed guidelines of the Office of Civil Rights.	ADA/504 Coordinator	<p><u>ADA/504 Coordinator</u> Using findings from the 2006 OCR site visit report, the ADA/504 Coordinator will evaluate this outcome with the following measure:</p> <p>(1) Description of findings addressed that meet OCR standards.</p>	75% of the description of findings addressed during the OCR visit will be met.	18 of 32	56%	<p>The following OCR visit requests were addressed this school year:</p> <ul style="list-style-type: none"> <li>• Signage in place for restrooms</li> <li>• Nearest accessible signage in place for restrooms that do not meet OCR requirements</li> <li>• Some parking lots made accessible; need to stripe all parking lots and complete signage</li> <li>• Whiteside Hall and Marion Reid made accessible</li> </ul> <p>Some buildings on campus are still not accessible. For these instances, the institution moved classes and programs to accessible locations, as requested. The ADA/504 Coordinator recommended that the College employ an additional counselor to make services more efficient. Efforts are ongoing to meet all OCR standards according to a proposed timeline.</p>
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# FINANCIAL AID PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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.*

**FINANCIAL AID**  
2007-2008 PROGRAM EVALUATION PLAN  
*COAHOMA COMMUNITY COLLEGE*

Instructional Support Area	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
Financial Aid	1.Students will be able to complete the financial aid process within the priority deadline.	Financial Aid Office	<p><u>Financial Aid Office</u> Using the PowerFAIDS software, the Financial Aid Office will track the percentage of students who apply for financial aid on or before the priority deadline. Financial Aid will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Financial Aid.</p> <p><u>Financial Aid Office</u> Financial Aid will use the results to improve the program and will document these changes and/or improvements on this form.</p>	Of the students who apply for financial aid in fall of 2007, at least 700 will apply for financial aid on or before the priority deadline. (July 31, 2007)	536 students completed the initial application process by July 31, 2007.		Coahoma Community College students did not demonstrate a commitment to efficiency to meet the national priority deadline for Financial Aid. The Financial Aid Office has identified strategic means to meet efficiency. The Financial Aid Office set up workshops in April to assist students in completing the financial aid process at the institution's seven off-campus sites. Financial Aid also hosted a workshop on the main campus. Workshops were conducted after hours in order to accommodate more students. 69 students attended these workshops; approximately 34 completed the process.

Financial Aid	2.Students who receive financial aid will be able to maintain satisfactory student academic progress.	Academic Affairs and Financial Aid Office	<p><u>Financial Aid Office and Academic Affairs Office</u> Using the academic progress definition outlined in the student catalog, Academic Affairs and Financial Aid will evaluate this outcome through the following measures: number of students evaluated for academic satisfactory progress and the number of students on academic suspension and probation. Offices will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the offices.</p> <p><u>Financial Aid Office and Academic Affairs Office</u> Offices will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.</p>	100% of the institution's students will be evaluated for satisfactory academic progress for FY08.	1,838	100%	<p>Six students were placed on academic suspension for fall 2007. This is an increase-percentage based from previous program years, which showed more students were engaged in academic/career/technical study.</p> <p>The overall institutional audit revealed that one student who had received a full Pell grant for one semester was not making satisfactory academic progress as defined in the college catalog.</p> <p>This finding was corrected on March 7, 2008. The institution concurred with the auditor that the Pell recipient should not have received money for one semester. The institution returned the money to the Pell Grant Program. To prevent recurrence in the future, the college has implemented procedures to provide a detailed review of all students receiving federal student aid at the end of each semester to ensure compliance with the institution's Satisfactory Academic Progress Policy. In addition, students who have not maintained satisfactory academic progress will be flagged in the administrative software.</p>
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Financial Aid	3. Financial Aid Office will provide financial aid strategies and assistance workshops to assist students in completing necessary financial aid documents.	Financial Aid Office	<u>Financial Aid Office</u> Financial Aid Office will evaluate this outcome by documenting the number of financial aid marketing strategies or assistance workshops held during the assessment period and the percentage of students who participate in the assistance workshops. Using the PowerFAIDS software, financial aid personnel will track the percentage of students who apply for financial aid on or before the priority deadline. Financial Aid Office will also evaluate this outcome through student surveys tracking students' level of satisfaction with student activities and programs Financial Aid Office will record the results on this form.	At least 7 financial aid marketing strategies or assistance workshops will be held during the year.	8		Several strategies and techniques have been identified and in the process of being employed to promote higher levels of student responsibility.
			<u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Financial Aid.	Of the students who enroll in the fall, 30% will participate in financial aid assistance workshops.	80		The Financial Aid Office set up workshops in April to assist students in completing the financial aid process at the institution's seven off-campus sites. Financial Aid also hosted a workshop on the main campus. Workshops were conducted after hours in order to accommodate more students. 69 students attended these workshops; approximately 34 completed the process.
				Of the students who apply for financial aid during the year, 60% will apply for financial aid on or before the priority deadline.	163	62.21	
				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.	114	80.28	The Financial Aid Office also marketed workshops through e-mails, flyers, and verbal communication.
			<u>Financial Aid Office</u> Financial Aid will use the results to improve the program and will document these changes and/or improvements on this form.	2007-08 Graduating Senior Exit Survey Results	108 of 148 respondents	72.97%	
				2007-08 Entering Student Survey Results	110 of 191 respondents	57.59%	
				2007-08 Campus Climate Employee Survey Results	51 of 77 respondents	66.23%	





# HOUSING AND RESIDENCE LIFE PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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.*

**HOUSING AND RESIDENCE LIFE**  
**2007-2008 PROGRAM EVALUATION PLAN**  
**COAHOMA COMMUNITY COLLEGE**

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Written Findings (optional)	Results N      %	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Housing and Residence Life	The student will be able to complete application process and pay housing fee by the deadline set by the institution.	Housing Department	(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 2007, <u>60%</u> will complete an application by the deadline date.  Of the students who pay housing fees to the institution for fall 2007, <u>70%</u> will pay fees by the deadline date.	276  191	251      91%  237      81%	Benchmarks were met. Coahoma Community College has the capacity to house 289 campus students. Students who completed a housing application and paid the \$100.00 housing deposit in advance were given priority for resident hall occupancy. The students were taught the advantage of planning ahead, which also allowed the housing department to be more effective in planning for arrival of students.
Housing and Residence Life	Residential students will follow housing's policies and procedures.	Housing Department	<u>Housing Department</u> Using reports from the Business Office and Housing, the Housing Dept. will evaluate this outcome through the following measures:  (1) Statistics on the use and misuse of the residence hall card access system;  (2) Number of infractions committed in the dormitories annually.	<u>100%</u> of students will use the residence hall card access system correctly.  The number of infractions committed in dormitories will decrease by 10% compared to 2008-2009.	149  No results for 2006-2007	149      100%  28      n/a	Benchmark was met. No corrective action was necessary. Each resident hall director was held accountable for each student being proficient in the use of all access cards. Coahoma Community College campus resident students attended seminars on the importance of living productively in residential halls. Seminars will be conducted on an annual basis in an effort to improve housing and residence life for students.

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Written Findings (optional)	Results N      %	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Housing and Residence Life	The residential hall students will rate their level of satisfaction with housing and maintenance of housing “satisfactory” or higher	Housing Department	Students level of satisfaction with housing and maintenance of housing rated “satisfactory” or higher	<p>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.</p> <p>2007-08 Graduating Senior Exit Survey Results</p> <p>2007-08 Entering Student Survey Results</p>		<p>148 total respondents 51 responded N/A 73 of the remaining 97 or 75% were satisfied</p> <p>191 total respondents 98 responded N/A 70 of the remaining 93 or 75% were satisfied</p>	Benchmarks were met. No corrective actions necessary. Efforts in place to assure that residential hall students have a positive experience with housing will be ongoing.

# LIBRARY AND LEARNING RESOURCES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: provide a network of services that allows the student to maximize his/her potential; provide innovative learning opportunities utilizing emerging instructional technology; and plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.*

## LIBRARY AND LEARNING RESOURCES

### 2007-2008 PROGRAM EVALUATION PLAN

#### COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
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.	Director of Library and Learning Resources	<u>Dickerson-Johnson Library and Learning Resources Center</u> Dickerson-Johnson Library and Learning Resources Center will evaluate this outcome with the following measures: 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.			<p>In making use of results, a decision was made to provide more subject specific database training for sophomore level classes. The Outreach Librarian will conduct orientation earlier in the semester.</p> <p>Since the results show that the goal of a 75% level of satisfaction was not met, library orientation was conducted during early registration for the Spring 2009 semester in order to introduce students to the library and its services. Students were given passwords for access to the electronic resources available and shown how to navigate the library web page. Students were also given instruction on how to use the on-line catalog. These corrective actions will be continued.</p> <p>The survey results showed that 16 of the 77 respondents did not rate the level of library services as satisfactory. The library will schedule orientation for employees by departments and collaborate more closely in providing bibliographies and lists of current acquisitions.</p>
			<u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Dickerson-Johnson Library and Learning Resources Center.	2007-08 Graduating Senior Exit Survey Results	110 of 148 respondents	74.33%	
			<u>Dickerson-Johnson Library and Learning Resources Center</u> Dickerson-Johnson Library and Learning Resources Center will use the results to improve the program and will document these changes and/or improvements on this form.	2007-08 Entering Student Survey Results	130 of 191 respondents	68.06%	
				2007-08 Campus Climate Employee Survey Results	61 of 77 respondents	79.22%	

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.	Director of Library and Learning Resources	<p><u>Dickerson-Johnson Library and Learning Resources Center</u> Dickerson-Johnson Library and Learning Resources Center will evaluate this outcome with the following measure: Campus Climate Survey and</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Dickerson-Johnson Library and Learning Resources Center.</p> <p><u>Dickerson-Johnson Library and Learning Resources Center</u> Dickerson-Johnson Library and Learning Resources Center will use the results to improve the program and will document these improvements.</p>	<p>75% 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.</p> <p>2007-08 Campus Climate Employee Survey Results</p>	68 or 77 respondents	88.31%	Nine (9) of the seventy-seven (77) respondents were not satisfied with the adequacy of the collection. Faculty and staff will be provided with additional forms to request resource materials and make suggestions for resources to be added to the collection.
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.	Director of Library and Learning Resources	<p><u>Dickerson-Johnson Library and Learning Resources Center</u> Dickerson-Johnson Library and Learning Resources Center will evaluate this outcome with the following measure: description of facilities and learning information resources.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Dickerson-Johnson Library and Learning Resources Center.</p> <p><u>Dickerson-Johnson Library and Learning Resources Center</u> Dickerson-Johnson Library and Learning Resources Center will use the results to improve the program and will document</p>	Description of facilities and learning information resources			While there are sufficient computers on the main campus and at the Allied Building, many of the outreach sites do not provide adequate access to the computer laboratories. Since most of the resource materials are available remotely, provisions must be made to provide access to these resources.

			these improvements.				
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.	Director of Library and Learning Resources	<p><u>Dickerson-Johnson Library and Learning Resources Center</u> Dickerson-Johnson Library and Learning Resources Center will evaluate this outcome with the following measure: description of library orientations conducted during the academic year.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Dickerson-Johnson Library and Learning Resources Center.</p> <p><u>Dickerson-Johnson Library and Learning Resources Center</u> Dickerson-Johnson Library and Learning Resources Center will use the results to improve the program and will document these improvements.</p>	The Dickerson-Johnson Library and Learning Resources Center will conduct at least 5 library orientations for students/faculty during the year.	15 orientations were held.		<p>Benchmark was met. No corrective actions are necessary. Initiatives in place to provide instruction to users will be ongoing. Results showed that over 90% of respondents were satisfied with instruction. Conversations with students showed that orientation should be held as early in the semester as possible with classes other than the LLS1311 Orientation class. As a result, a concerted effort was made to schedule more subject specific orientation.</p> <p>Database statistics showed that students used MAGNOLIA databases more than any of the others. Orientation will emphasize the importance of using all of the electronic resources being provided. Training on specific databases will be offered at regularly scheduled times.</p> <p>Statistics – Orientation Classes 2 classes - September 07 5 classes - October 07 3 classes – March 08 4 classes – April 08 1 class – June 08</p>

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.	Director of Library and Learning Resources	<p><u>Dickerson-Johnson Library and Learning Resources Center</u> Dickerson-Johnson Library and Learning Resources Center will evaluate this outcome with the following measures: description of library staff and credentials.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Dickerson-Johnson Library and Learning Resources Center.</p>	100% of the library staff will meet the institution's credentialing standards	100% met standards		Standards were met for the positions held by library staff. The Outreach Librarian is currently seeking entrance in the Graduate School of Library and Information Services at the University of Southern Mississippi.
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# RAPID RESPONSE PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

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*

***RAPID RESPONSE***  
***2007-2008 PROGRAM EVALUATION PLAN***  
***COAHOMA COMMUNITY COLLEGE***

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Met Standards Results N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Rapid Response	The applicant will complete assessment for entry into an academic or vocational program.	Rapid Response Coordinator	The Rapid Response Coordinator will administer a battery of assessment 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 Tests for Adult Basic Education (TABE)	At least 70% of potential students assessed enter into an academic or vocational program.	82	64	78	The benchmark was met. Potential students were provided an occupational skills training session to include instructions in applying for admission and completing financial aid forms. Potential
Rapid Response Coordinator	Upon completion of an academic or vocational program, the student will be placed in unsubsidized employment.	Rapid Response Coordinator	Students will receive job search training to include completing job applications, writing resumes, mock interviews, employee/employer relations, and attendance on the job.	At least 70% of students will become gainfully employed	64	51	79	students were given brochures describing the program of study and the criteria for admission into the program.  The benchmark was met. Students were monitored more closely through follow-up that obtained information regarding job placement, supportive services, and assistance in securing better paying jobs. Efforts will be continued in assuring that students will be assisted in finding and security appropriate employment opportunities.

# SAFETY SERVICES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **Program Purpose and Description:**

*Coahoma Community College's Campus Police Force is responsible for the general safety, protection, and security of students, faculty and staff, and property of the College.*

### **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: 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.*

**SAFETY SERVICES**  
2007-2008 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program																																										
Safety Services	Campus Police will provide a safe and well-maintained environment for students, faculty, and staff.	Campus Police	<u>Campus Police</u> Campus Police will evaluate this program outcome through the following measures:  (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.  <u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Campus Police. <u>Campus Police</u> Campus Police will use the results to improve the program and will document these changes and/or improvements on this form.	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)	2  139  30	66%  93%  not met	Benchmarks were not met. In making use of assessment results for improving the program, Coahoma Community College campus resident students attended seminars on the importance of campus safety. The seminars/ workshops attended were effective means to acquire solid student's results of self- fulfilled satisfaction of campus safety, and efficient residence hall upkeep. Additional surveillance internal and external cameras were added to the all dorms and facilities with a 24-hour recording system. The number of Resident Assistants was increased for each dorm. <table><tr><th colspan="3">Crime Statistics</th></tr><tr><th>Incident</th><th>Y06-07</th><th>Y07-08</th></tr><tr><td>Murder</td><td>0</td><td>0</td></tr><tr><td>Rape</td><td>0</td><td>0</td></tr><tr><td>Robbery</td><td>0</td><td>0</td></tr><tr><td>Agrev. Assault</td><td>1</td><td>9</td></tr><tr><td>Burglary</td><td>7</td><td>10</td></tr><tr><td>Vehicle Theft</td><td>0</td><td>1</td></tr><tr><td>Hate Crimes</td><td>0</td><td>0</td></tr><tr><td>Arrests</td><td>7</td><td>10</td></tr><tr><td>Liquor</td><td>0</td><td>0</td></tr><tr><td>Drug</td><td>0</td><td>0</td></tr><tr><td>Weapon</td><td>0</td><td>0</td></tr><tr><td>Total</td><td>15</td><td>30</td></tr></table>	Crime Statistics			Incident	Y06-07	Y07-08	Murder	0	0	Rape	0	0	Robbery	0	0	Agrev. Assault	1	9	Burglary	7	10	Vehicle Theft	0	1	Hate Crimes	0	0	Arrests	7	10	Liquor	0	0	Drug	0	0	Weapon	0	0	Total	15	30
Crime Statistics																																																	
Incident	Y06-07	Y07-08																																															
Murder	0	0																																															
Rape	0	0																																															
Robbery	0	0																																															
Agrev. Assault	1	9																																															
Burglary	7	10																																															
Vehicle Theft	0	1																																															
Hate Crimes	0	0																																															
Arrests	7	10																																															
Liquor	0	0																																															
Drug	0	0																																															
Weapon	0	0																																															
Total	15	30																																															

Safety Services	The Campus Police will decrease the number of student infractions occurring on campus-wide.	Campus Police	(1) Numbers of infractions committed campus wide annually.	The number of student infractions occurring campus wide will decrease by 10%. (Compared to 2008-2009).	2007-2008 (28 ) infractions  No data for 2006-2007		Data was not available for the 2006-07 year at the time of the report. In an effort to enhance safety services, initiatives to improve student behavior were implemented. The judicial hearings and disciplinary actions taken against students who commit infractions served as communication to the student body of the seriousness of not following campus policies and procedures. This also helped the Campus Police and Residence Hall Staff identify trouble areas so as to take precautionary measures to prevent repeated infractions in these areas.
Safety Services	The students, faculty and staff will rate Campus Police at a level “satisfactory” for providing personal and campus safety.	Campus Police	Students’, faculty and staff level of satisfaction with personal security and safety of campus.	<p>60% 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.</p> <p>2007-08 Graduating Senior Exit Survey Results</p> <p>2007-08 Entering Student Survey Results</p> <p>2007-08 Campus Climate Employee Survey Results</p>	<p>106 of 148 respondents</p> <p>115 of 191 respondents</p> <p>66 of 77 faculty and staff members</p>	<p>71.62%</p> <p>60.21%</p> <p>85.71%</p>	<p>The benchmarks were met. Actions were taken to increase satisfaction with Safety Services. Each residence hall director was held accountable for each student being proficient in the use of all access cards. Additional surveillance internal and external cameras were added to the all dorms and facilities with a 24-hour recording system. The number of Resident Assistants was increased for each dorm. Additional surveillance internal and external cameras were added to the all dorms and facilities with a 24-hour recording system.</p>

# **SOCIAL AND CULTURAL ENRICHMENT PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008**

### **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: 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.*

## SOCIAL AND CULTURAL ENRICHMENT

### 2007-2008 PROGRAM EVALUATION PLAN

#### COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
Social and Cultural Enrichment	The Office of Student Affairs will provide effective social and cultural enrichment activities for students.	Student Affairs	<u>Office of Student Affairs</u> The Office of Student Affairs will evaluate this program outcome through the following measures: number of social and cultural enrichment activities offered to students, the number of student participants, and students' level of satisfaction with the social and cultural activities. 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 and will document these changes and/or improvements on this form.	(1) At least <u>5</u> social and cultural enrichment activities will be held during the year with at least <u>40</u> students participating;	3	60	The level of student participation was higher than anticipated. Additional activities will be scheduled for the 2008-09 year so as to meet the benchmark of 5 enrichment activities. The Student Affairs Office provided meaningful 07-08 Cultural Enrichment Activities that increased satisfaction among students at Coahoma Community College. Satisfaction benchmarks were met. In making use of assessment results and using formative evaluations, the student-led planning committees took into consideration qualitative data that expressly secured more attractive 08-09 activities for the student body.
				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.	152	380	
				2007-08 Graduating Senior Exit Survey Results	97 of 148 respondents	65.54%	
				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.	105 of 148 respondents	71.43%	
				2007-08 Graduating Senior Exit Survey Results			

# SPECIAL POPULATIONS SERVICES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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.*



## SPECIAL POPULATIONS SERVICES

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Number Evaluated N	Results N %		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 workplace skills.	Special Populations Department	<u>Special Populations Dept.</u> Special Populations Department will evaluate this outcome by measuring the following:  (1) TABE Pretest and Post-test (Math, language, and reading levels of academic attainment)	60% of the graduates' scores will increase in academic attainment on TABE post-test by 10%.	54	28	52%	Goal was not met. Some corrective actions were taken. The students were required to come to the Related Studies Lab to use the TABE study guides to improve their scores prior to graduation. The students also received one-on-one remediation from the Related Studies Lab instructors.
			(2) Number of high school and postsecondary females attending the WISCT(Women In Science Construction Technology) conference;	50% of 500 female students from 19 schools in our five-county service area will attend the WISCT.	500	250	50%	The benchmark was met. The students were exposed to discussions and demonstrations on technology at work, women in leadership, women in trades, health and related occupations, and science and engineering occupations. The conference served as an introduction between female graduates and employers for possible employment opportunities. Future conferences related to promoting workplace skills for special populations students will be utilized.
			(3) Number of Special Populations' students served in the Related Studies Lab	50% of the special populations students will use the Related Studies Lab.	125	100	80%	The benchmark was met. 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 programs of study. Monitoring of student participation in the Related Studies Lab will be ongoing in an effort to assure that program students take advantage of available opportunities.

# STUDENT ATHLETICS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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 ATHLETICS**  
2007-2008 PROGRAM EVALUATION PLAN

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Written Findings (optional)	Results N %	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Student Athletics	1. Students will be able to demonstrate necessary skills needed to graduate from Coahoma Community College within three years.	Athletic Department	<p><u>Athletic Department</u> The Athletic Department will evaluate this outcome by measuring the following: class attendance and graduation rate. Athletic Department will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Athletic Dept.</p> <p><u>Athletic Department</u> Athletic Dept. will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.</p>	<p>80% of students will attend class <u>70%</u> of time.</p> <p>70% of students will graduate within 150% of time.</p>		65%  70%	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.
Student Athletics	2. Students will satisfy eligibility requirements in order to participate in athletics at Coahoma Community College.	Athletic Department	<p><u>Athletic Department</u> The Athletic Department will evaluate this outcome by measuring the following: eligibility completion. Athletic Department will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Athletic Dept.</p> <p><u>Athletic Department</u> Athletic Dept. will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.</p>	80% of athletes will satisfy eligibility requirements for the NJCAA and MAJCA		90%	<p>Athletes are required to have the following: 1<sup>st</sup> year participant=2.0 GPA for 12 hours 2<sup>nd</sup> year participant=24 hours with a 2.0 or accumulated 36 hours with a 2.0 or 1.75.</p> <p>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.</p>

COAHOMA COMMUNITY COLLEGE

Student Athletics	3. Students will maintain a healthy lifestyle and retain their scholarships in order to participate in athletics.	Athletic Department	<p><u>Athletic Department</u> The Athletic Department will evaluate this outcome by measuring the following: eligibility completion; drug test results; number of injury rehabilitations; record of weight loss or gain; and % of students retaining athletic scholarships. Athletic Department will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Athletic Dept.</p> <p><u>Athletic Department</u> Athletic Dept. will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.</p>	<p>80% of athletes will pass drug test results.</p> <p>100% of students that require rehabilitation will receive services</p> <p>65% of the 100 students will show a positive gain or loss of weight.</p> <p>100% of the students will retain their athletic scholarship.</p>			<p>90%</p> <p>65%</p> <p>80%</p> <p>90%</p>	<p>The 10% of the students who did not pass the drug test received counseling from the Athletic Director and Athletic Trainer. Students were re-tested 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 10%.</p> <p>The Athletic Department provided rehabilitation services for all students who received injuries that required rehabilitation. The Athletic Department informed all students who required rehabilitation a time, date, and location for the services. The Athletic Department will continue to emphasize the importance of rehabilitation services.</p> <p>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.</p> <p>90% of the athletes retained their scholarships. The Athletic Department encouraged the 10% who did not keep their scholarships to attend summer school in order to meet eligibility requirements. The Athletic Department monitored those students who enrolled in summer school.</p>
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# STUDENT CLUBS AND ORGANIZATIONS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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

### 2007-2008 PROGRAM EVALUATION PLAN

#### COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
Student Clubs and Organizations	The Office of Student Affairs will sponsor effective student clubs and organizations.	Student Affairs	<u>Office of Student Affairs</u> 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.  <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 and will document these changes and/or improvements on this form.	Student activities recommended and/or organized by student clubs and organization will be held in FY08 with at least 100 participants.	152	152%	Participation benchmarks were met. Further, student satisfaction benchmarks were met. Clubs and organizations sponsored effective well attended activities for the '07-'08 program year. Students' participation in clubs and organizations demonstrated increased level of satisfaction and leadership; however, the number of functioning clubs and organizations does not adequately support the student body's potential to embrace cultural and social enrichment efforts. In response to this issue, more incentives and support have been offered to clubs' and organizations' advisors for better recruiting and programming efforts. Further, support has been offered to those faculty/staff members willing to sponsor new clubs or organizations.
				In FY08, <u>50</u> students will participate in a club or organization of the college.	90	180%	
				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.			
				2007-08 Graduating Senior Exit Survey Results	105 of 148 respondents	71%	
				2007-08 Entering Student Survey Results	114 of 191 respondents	59.69%	

# STUDENT EMPLOYMENT SERVICES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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 EMPLOYMENT SERVICES**  
2007-2008 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	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 opportunities for Coahoma Community College students.	<p><u>Federal Work Study and JLD</u> Federal Work Study and JLD Coordinator will evaluate this outcome through the following measures: the number of students participating in JLD Program, Work Study, and Community Service and the amount of total earnings for participants. Federal Work Study and JLD Coordinator will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Federal Work Study and JLD Coordinator.</p> <p><u>Federal Work Study and JLD</u> Federal Work Study and JLD Coordinator will use the results to improve student learning, curriculum, or the program. Financial Aid will document these changes and/or improvements on this form.</p>	<p>Number of students for whom jobs were located or developed will be the following: JLD Students= 15</p> <p>Work Study= 250</p> <p>Community Service= 30</p> <p>Total earnings for students participating in student employment will be the following:  JLD Students=\$50,000  Work Study=\$200,000  Community Service=\$20,000</p>	<p>10</p> <p>248</p> <p>25</p> <p>\$42,120</p> <p>\$225,523</p> <p>\$23,381</p>	The benchmarks were not fully met. In order to increase the number of participants as well as the amount of earnings, the coordinator has developed a website. This website advertizes student employment services to the students, to the potential employers, and to the community. The website is user-friendly and provides better accessibility for users. Students and employers are able to apply online and to complete all necessary paperwork online.
Student Employment Services	2. The Student Employment Services Program will develop and maintain community partnerships.	<u>Federal Work Study and JLD</u> Federal Work Study and JLD Coordinator will evaluate this outcome through the following measure: the number of community partnerships Federal Work Study and JLD Coordinator will record the results on this form.	The number of community partnerships will be at least <u>17</u> or above	20	The benchmark was met. However, in an effort to enhance community partnerships, the following changes or improvements were implemented: the number of personal visits and phone calls to community businesses by the coordinator was increased and written communication tools such as letters and brochures were updated or enhanced
Student Employment Services	3. The Student Employment Services Program will enable college students to serve as tutors for pre-school or elementary students.	<u>Federal Work Study and JLD</u> Federal Work Study and JLD Coordinator will evaluate this outcome through the following measures: the number of students employed as reading tutors and the number of students employed as mathematics tutors.	<p>Number of students employed as reading tutors of children or employed in family literacy activities will be at least <u>4</u> college students</p> <p>Number of students employed as mathematics tutors of children or employed in family literacy activities will be at least <u>4</u> college students</p>	<p>4 reading tutors</p> <p>5 math tutors</p>	The goals were met. Efforts to increase participation will be continued. The coordinator used the 2006-07 results to add mathematics tutoring to the 2007-08 tutoring plan. In order to prepare the Coahoma students to go into the elementary/pre-school setting as tutors, the College provided preparatory training for the students.



# STUDENT HEALTH, WELLNESS AND NUTRITION SERVICES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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 HEALTH, WELLNESS AND NUTRITION SERVICES

### 2007-2008 PROGRAM EVALUATION PLAN

#### COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
Student Health, Wellness and Nutrition	<p>1.Students will be able to demonstrate an increased awareness in the importance of health, wellness and nutrition.</p> <p>2.Students will develop a knowledge of the importance of wellness programs as it relates to health and fitness.</p> <p>3.Students will have an increased knowledge about the relationship between nutrition and healthy living.</p>	<p>Campus Nurse</p> <p>Cafeteria Services</p> <p>Student Affairs</p>	<p><u>Student Affairs</u> Student Affairs will evaluate this outcome through the following measures: number of marketing strategies to enhance physical fitness awareness; the 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; number of teams participating in intramural sports; number of females and males participating in intramural sports. Student Affairs will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Student Affairs.</p> <p><u>Office of Student Affairs</u> 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.</p>	<p>During FY07, Student Affairs will market <u>10</u> strategies to enhance physical fitness awareness.</p> <p><u>220</u> students will participate in health fairs and seminars.</p> <p><u>450</u> students will utilize the Wellness Center.</p> <p><u>180</u> students will be served in the college cafeteria.</p> <p><u>70%</u> 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.</p> <p>2007-08 Graduating Senior Exit Survey Results</p> <p>2007-08 Entering Student Survey Results</p> <p>2007-08 Campus Climate Employee Survey Results</p>	7	70	<p>Coahoma Community College’s Student Affairs Division marketed successful 07-08 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. As a result, students became more effective academically and socially. Using satisfactory evaluative results from the 07-08 program year, the Directors and students planned 08-09 activities and services that were more beneficial and student-involved.</p> <p>34.46% respondents responded with “neutral</p> <p>42.41% respondents responded with “neutral”</p> <p>19.48% respondents responded with “unable to determine”</p>
					181	82.27	
					383	85.11	
					133	73.88	
					67 of 148 respondents		
					73 of 191 respondents		
					42 of 77 respondents		

# STUDENT MENTORING SERVICES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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 MENTORING SERVICES**  
2007-2008 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Written Findings (optional)	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
						N	%	
Student Mentoring Services	Students who participate in mentoring services will be able to build relationships that will assist them in becoming more effective students.	Student Affairs Office	<p><u>Office of Student Affairs</u> 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, the classroom retention rate of students who participate in the mentoring services. Student Affairs will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Student Affairs.</p> <p><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.</p>	<p>Number of faculty/staff who serve as mentors will be <u>70</u>.</p> <p>Number of students receiving mentoring services will be <u>75</u>.</p>		75	107%	Although faculty/staff who participated in mentoring were more visible for events and activities and students who participated in the mentoring program were better prepared to attend classes and meet with instructors, the number of contact hours between mentors and mentees was not soaring. As a result, the program is being restructured to capture the necessitated participation for the oncoming program year.

# STUDENT TUTORING SERVICES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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**  
2007-2008 PROGRAM EVALUATION PLAN  
*COAHOMA COMMUNITY COLLEGE*

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Written Findings (optional)	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
						N	%	
Student Tutoring Services	Students who receive tutoring services will be able to demonstrate improved achievement in academic and career-technical disciplines.	Student Affairs Office	<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, 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> .		7	175%	Peer tutors assisted students with coursework, which was a direct correlation to the '08 graduation rate for matriculation into the sophomore class.  Participation results with tutors and participants prompted the Student Affairs staff to restructure the program for better results in the new program year.
						10	33%	

# WORK-BASED LEARNING PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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.*

**WORK-BASED LEARNING**  
2007-2008 PROGRAM EVALUATION PLAN  
*COAHOMA COMMUNITY COLLEGE*

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Written Findings (optional)	Results N %	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
Work Based Learning Program	Students who participate in the Work Based learning Program will be able to demonstrate workplace readiness skills	Work Based Learning Coordinator	<p>Work Based Learning Student Performance Checklist</p> <p>Career Interest Checklist</p> <p>C. I. T. E. Learning Style Assessment</p>	<p>At least 75% of the student will be rated "Adequate Progress" on the Student performance Checklist by Work Based learning Coordinator</p> <p>At least 50% of the students will complete the Career Interest Checklist</p> <p>At least 50% of the students will complete the C. I. T. E. Learning Styles Assessment</p>		<p>75% of the Work Based learning Students were rated "Adequate Progress" on  <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> ñ <input type="checkbox"/>  <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>  <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> ñ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>  <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>  <input type="checkbox"/> ñ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/>  <input type="checkbox"/> ñ <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/></p> <p>60% of the work Based Learning Students were administered the Career Interest Checklist</p> <p>60% of the work Based Learning Students were administered the C. I. T. E. Learning Styles Assessment</p>	<p>The student performance checklist was a good instrument in monitoring students' specific workplace readiness domains. This instrument was helpful in assisting in specific areas of instructional concentration. The Career Interest Checklist was a valuable instrument in regards to monitoring students interest in relation to their chosen majors/career paths. The revelation of the dissonance between student chosen majors/career paths, prompted the need to engage in focus groups and classroom speakers, which resulted in increased career awareness and improved student interest in program activities.</p> <p>The C. I. T. E. Learning Styles Instrument was a very effective tool in aiding me in the process of the identification of student learning strengths and weaknesses. Thus, causing me to adjust my teaching techniques to relate to various learning styles of my students.</p>



Work-Based Learning	Students who participate in work-based learning will be able to demonstrate workplace readiness skills.	Work-Based Learning	<p><u>Work-Based L. Coordinator</u> Using the SCANS checklist instrument, the Work-Based Learning Coordinator will evaluate the students' workplace readiness skills. B/I employers will also evaluate students' workplace skills with a worksite performance evaluation. Work-Based Learning Coordinator will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the coordinator.</p> <p><u>Work-Based L. Coordinator</u> Coordinator will use the results to improve student learning, curriculum, or the program. Coordinator will document these changes and/or improvements on this form.</p>	<p>Each semester, a minimum of <u>5</u> WBL students will be surveyed. At least <u>3</u> students will receive an average score of <u>70</u> of <u>100</u> possible points on the SCANS Standards checklist.</p> <p><u>50%</u> of employers surveyed will evaluate students' job performance as "satisfactory" or higher on the work-based learning employer survey.</p>		<p>13 Check-list will be completed 5/08</p> <p>In excess of 50% of employers gave favorable responses.</p>	
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## **SECTION 4 - ADMINISTRATIVE SUPPORT SERVICES**

### **PROGRAM EVALUATION PLANS**

#### **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008**

# ACADEMIC AFFAIRS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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 Liberal Arts Department; the Math, Science, and Health Department; the Business and Technology Department; and the Associate Degree Nursing Department. These transfer programs parallel to Mississippi's public colleges and universities. Through its Education Outreach Department, the Division of Academic Affairs ensures access to educational opportunities by offering evening, off-campus, and on-line classes. This department serves nearly fifty percent of the college's total enrollment. Student support services are offered through the Library Learning Resource Center, the Office of Admissions & Records, and the Office of*

*Student Affairs. 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 the first two years of college/university parallel programs; 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; and plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.*

## ACADEMIC AFFAIRS

Administrative or Ed Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Academic Affairs	1. Academic Affairs will provide effective academic departments and services.	Dean of Academic Affairs	<p><u>Office of Academic Affairs</u> Office of Academic Affairs will evaluate this program outcome through the following measures: transfer GPA, ADN First-Write Scores, level of stakeholders' satisfaction on surveys.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Academic Affairs.</p> <p><u>Office of Academic Affairs</u> Academic Affairs will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.</p>	<p>Cumulative GPA of Coahoma Community College at Mississippi's Institutions of Higher Learning will equal or exceed GPA of native students. (2.79)</p> <p>90% of ADN graduates will pass State Board Exam on the first write.</p> <p><u>75%</u> of the institution's stakeholders who participate in the satisfaction surveys will rate their level of satisfaction with CCC's academic departments and services as "satisfactory" or higher.</p> <p>2007-08 Campus Climate Employee Survey Results 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 2007</p>	2.72 GPA		<p>Coahoma Community College's cumulative GPA for transfer students exceeded the statewide average of 2.70 but failed to meet the 2.79. As a result, the institution implemented the following strategy: Using the available general education outcomes results, the assessment committee determined that critical thinking is an area that bridges all disciplines and general education outcomes. In order to strengthen critical thinking and to measure the effectiveness of this skill across the curriculum, the General Education Assessment Committee added critical thinking as a required general education student learning outcome. Assessment of this skill will begin Fall of 2008. Coahoma Community College did not meet this standard. The ADN curriculum was completely revamped and more attention is now being given to students needing one-on-one remediation. Academic Affairs met this outcome and will continue to provide effective academic departments and services to ensure quality teaching and learning. Academic Affairs will support the academic departments with instructional materials and aids to enhance instruction. Coahoma Community College met this standard. The institution will continue to make certain that classes are small in order to meet the individual needs of students. The institution will continue to limit class enrollment in academic courses to obtain optimal class size.</p>

Academic Affairs	2. Academic Affairs will employ qualified faculty and staff to accomplish the mission and goals of the college.	Dean of Academic Affairs	<u>Office of Academic Affairs</u> Office of Academic Affairs will evaluate this program outcome through the following measures: level of stakeholders' satisfaction on surveys and % of faculty meeting or exceeding the institution's credentialing standards.	100% of the faculty in the Division of Academic Affairs will meet or exceed the institution's credentialing standards.		100%	To ensure quality teaching and learning, the Division of Academic Affairs will retain and maintain qualified faculty and staff. The Division will continue to use the institution's credentialing system to verify faculty and staff minimum qualifications.
			<u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Academic Affairs.  <u>Office of Academic Affairs</u> Academic Affairs will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.	75% 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.  2007-08 Campus Climate Employee Survey Results	66 of 77 respondents	85.72%	The Division of Academic Affairs met this standard. The Division will continue to participate in satisfaction surveys to determine the level of satisfaction.
Academic Affairs	3. Coahoma Community College will provide innovative learning opportunities utilizing emerging instructional technology.	Dean of Academic Affairs	<u>Office of Academic Affairs</u> Office of Academic Affairs will evaluate this program outcome through the following measures: instructor performance evaluation forms, level of stakeholders' satisfaction on surveys, % of general education core available online.	90% of the faculty in the Academic Affairs Division will demonstrate that they are utilizing technology in their instruction on the performance evaluation forms.		95%	Standard was met. The Division will continue to emphasize the importance of utilizing technology in the classroom. For the 5% of the faculty who did not utilize instructional technology, the Division will provide technology training.
			<u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Academic Affairs.  <u>Office of Academic Affairs</u> Academic Affairs will use the results to improve student learning, curriculum, or the program and will document these changes and/or	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 student learning and is appropriate for meeting student learning outcomes and program outcomes.  2007-08 Campus Climate	68 of 77	88.31%	The Division of Academic Affairs met this standard. The Division will continue to participate in satisfaction surveys to determine the level of satisfaction.

			improvements on this form.	Employee Survey Results  50% of the general education core will be available for students to take online.	respondents	65% gen ed core online	Standard was met. The Division will provide Blackboard training to increase the number of instructors proficient to teach online courses.
Academic Affairs	4. The Division of Academic Affairs will support professional growth and development.	Dean of Academic Affairs	<u>Office of Academic Affairs</u> Office of Academic Affairs will evaluate this program outcome through the following measures: professional growth and development faculty forms,  <u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Academic Affairs.  <u>Office of Academic Affairs</u> Academic Affairs will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.	85% of the academic faculty will participate in a minimum of one professional development workshop per semester.		95%	Standard was met. The Division will continue to emphasize the importance of professional development for continuous instructional improvement and encourage faculty to join membership in state and national organizations in their respective discipline.
Academic Affairs	5. The Division of Academic Affairs will ensure that programs of study will align with the public university programs.	Dean of Academic Affairs	<u>Office of Academic Affairs</u> Office of Academic Affairs will evaluate this program outcome through the following measure: % of programs of study that align with Mississippi's Institutions of Higher Learning. <u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Academic Affairs. <u>Office of Academic Affairs</u> Academic Affairs will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.	100% of the programs of study will align with Mississippi's Institutions of Higher Learning		100%	Met the standard. Forty-seven programs of study are offered through the Division of Academic Affairs. These programs allow students to earn the Associate of Arts Degree. Each program aligns with the Articulation Agreement established between the Mississippi Institutions of Higher Learning and Mississippi's Community College System. The Curriculum will continue to meet annually to assess programs of study. The Academic Dean will inform the Curriculum Committee of any changes to the Articulation Agreement.



# ADMISSIONS AND RECORDS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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; and plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.*



**ADMISSIONS AND RECORDS**  
2007-2008 PROGRAM EVALUATION PLAN

Administrative or Educational Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results N %		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.	Office of Admissions and Records	<p><u>Admission and Records</u> The Office of Admissions and Records will evaluate this outcome through the following measures: number and percentage of students who complete the admission process within the specified deadline for fall 2007; number and percentage of students who complete registration on the computer. Admissions and Records will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Admissions and Records.</p> <p><u>Admissions and Records</u> Admissions and Records will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p>Of the students who enroll, <u>50%</u> will complete admission process within the specified deadline.</p> <p><u>50%</u> of the total students who register at will complete registration on the computer.</p>	580 applications received; 352 completed the process by deadline	807	<p>62%</p> <p>More students are meeting the deadlines. Using the 2007-08 results, Admissions and Records implemented the following changes: because the students are meeting the deadlines, the office made a decision to communicate with prospective customers earlier. In addition, admissions counselors are able to counsel students about their major selections and questions they may have about the majors. The above procedures are now done before the fall semester.</p> <p>This helps the office because staff members are able to send correspondence earlier to students, and students are able to send out an acceptance letter before fall semester registration. This letter informs students of the registration process they need to follow when they register.</p> <p>All students have not been allowed to register using the computer. The Computer Center does not allow freshmen to register on the computer nor do they generate pin numbers for them due to the need of these students seeing an advisor. Of the 1,300 returning students, 807 registered using the computer. Office of Admissions and Records has communicated with the Technology Department about online registration being available for both incoming and returning students with students being provided a pin by the advisor after consulting with the advisor.</p>

Admissions and Records	2. Office of Admissions and Records will provide effective communication and customer service skills.	Office of Admissions and Records	<u>Admissions and Records</u> Admissions and Records will evaluate this outcome with the following student satisfaction surveys: graduating student exit survey results, entering student survey results, campus climate results. Admissions and Records will record the results on this form.	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.			Benchmark was not met. Students were dissatisfied with the long lines and the amount of time required to complete registration. Proposed for meeting the need of additional help during registration is volunteer faculty/staff temporary assignments for providing assistance in the Admissions office with the long registration lines with those volunteers receiving training in privacy practices prior to their work service.	
			<u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Admissions and Records.					
			<u>Admissions and Records</u> Admissions and Records will use the results to improve the program and will document these changes and/or improvements on this form.					
					2007-08 Graduating Senior Exit Survey Results	87 of 148 respondents	59.79 %	
					2007-08 Entering Student Survey Results	98 of 191 respondents	51.31 %	
					2007-08 Campus Climate Employee Survey Results	53 of 77 respondents	68.83 %	

Admissions and Records	3. Office of Admissions and Records will provide a systematic recruitment plan to increase enrollment.	Office of Admissions and Records	<p><u>Admission and Records</u> The Office of Admissions and Records will evaluate this outcome through the following measures: 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. Admissions and Records will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Admissions and Records.</p> <p><u>Admissions and Records</u> Admissions and Records will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p>Number of recruitment visits made to high schools, job fairs, community events, etc., will be <u>20</u>.</p> <p>Number of recruitment letters, telephone calls, e-mails, and other communication efforts made for recruitment purposes will be <u>800</u>.</p>	30	1,050	Standards were met. Recruiters actively recruited in 10 district high school fairs, 10 regional fairs, 4 local job/career fairs, 2 church fairs, 5 informational sessions for a total of 31 events. The Office of Admissions and Records will continue to actively recruit students. The Office invited all of the district area counselors in for a meeting to discuss recruitment strategies and how to improve the recruitment plan for the upcoming year. Counselors reported that they were satisfied with Coahoma Community College's plan, but did advise the institution to be aware of the State testing schedule when developing registration and recruitment initiatives.
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# ALUMNI AFFAIRS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: provide opportunities for developing partnerships with public and private agencies to address community and economic development needs within the service area; and plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.*

**ALUMNI AFFAIRS**  
2007-2008 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
Alumni Affairs	1.Department of Alumni Affairs will increase Coahoma Community College's alumni membership.	Department of Alumni Affairs	<p><u>Alumni Affairs</u>  Alumni Affairs will evaluate this outcome through the total number of alumni on the mailing list. Alumni Affairs will record the results on this form.</p> <p><u>Assessment Committee</u>  The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Alumni Affairs.</p> <p><u>Alumni Affairs</u>  Alumni Affairs will use the results to improve the program and will document these changes and/or improvements on this form.</p>	Number of alumni for FY08 will be <u>3,000</u> , an increase of <u>12</u> % from FY07.	3,333		<ol style="list-style-type: none"> <li>1. The 2008 graduates were inducted into the alumni with one year free membership. The visibility increased for the college in the college supporting districts, across the state and other states.</li> <li>2. The National Alumni Life and regular membership increased across the fiscal year of 2007-2008.</li> <li>3. More than 3,000 alumni were reached thru alumni newsletters, web page, mass media, personal contacts, school reunions. Etc.</li> <li>4. Alumni reported to the college campus for various activities during the academic year some of which included, football &amp; basketball homecoming, Founders Day, Cultural Awareness Week, Graduation/Alumni weekend. Classes of the eights were invited to take part in the graduation/alumni weekend along with other visiting classes.</li> <li>5. The National Alumni meeting was held on the college campus during the months of October 2007 and May 2008. Alumni Director gave updates on various improvements of the campus. Special alumni projects for campus improvements and fundraising to assist the college in additional scholarships were major topics.</li> </ol> <p>Alumni Affairs used the 2007-08 results and implemented the following: increased contacts to alumni to encourage membership to local and national chapters. Membership included life membership or annual membership.</p>

Alumni Affairs	2.Department of Alumni Affairs will increase the number of active alumni chapters.	Department of Alumni Affairs	<p><u>Alumni Affairs</u> Alumni Affairs will evaluate this outcome through the total number of activated or reactivated chapters. Alumni Affairs will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Alumni Affairs.</p> <p><u>Alumni Affairs</u> Alumni Affairs will use the results to improve the program and will document these changes and/or improvements on this form.</p>	Number of activated or reactivated alumni chapters for FY08 will be <u>4</u> , an increase of <u>5</u> % from FY07.	4		<p>Alumni from the States of Illinois, Tennessee and Mississippi (Jackson) met with national officers during the year to reactivate chapters in those states.</p> <p>Alumni Affairs used the 2007-08 results and implemented the following: Alumni Affairs published newsletters to all alumni. Newsletters gave instructions on how to begin alumni chapters in Mississippi as well as other states.</p>
Alumni Affairs	3.Department of Alumni Affairs will increase the amount of financial contributions to the institution.	Department of Alumni Affairs	<p><u>Alumni Affairs</u> Alumni Affairs will evaluate this outcome through the total amount of giving compiled during the assessment period. Alumni Affairs will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Alumni Affairs.</p> <p><u>Alumni Affairs</u> Alumni Affairs will use the results to improve the program and will document these changes and/or improvements on this form.</p>	Total amount of giving will be <u>\$2,700</u> for FY08, an increase of <u>23</u> % from FY07.	\$3,000		<p>Contributions were given from alumni to assist in scholarship giving and to assist the Allied Health Students as they matriculate. The Mississippi Delta suffers a shortage in this area; therefore, Alumni Affairs targeted this shortage of the rural Delta. In addition, Alumni Affairs were instrumental in purchasing choir robes for the Choral Music Department.</p> <p>Alumni Affairs used the 2007-08 results and implemented the following: Alumni Affairs used newsletters and personal contacts to solicit financial contributions.</p>

# BOOKSTORE PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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; and plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.*

**BOOKSTORE**  
**2007-2008 PROGRAM EVALUATION PLAN**  
**COAHOMA COMMUNITY COLLEGE**

Administrative or Ed Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results N %		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Bookstore	1. The Bookstore will provide quality services and inventory for customers.	Bookstore Manager	<p><u>Bookstore Manager</u>  The Bookstore Manager will evaluate this outcome with the following measures: amount of money spent on bookstore inventory and a breakdown of books and soft goods. Bookstore Manager will record the results on this form.</p> <p><u>Assessment Committee</u>  The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Bookstore Manager.</p> <p><u>Bookstore Manager</u>  Bookstore Manager will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p><del>589,710</del> will be spent on bookstore inventory for FY08.</p> <p>Bookstore inventory for FY08 will be <del>75</del>% for books and <del>25</del>% for soft goods.</p>	\$649,002	74% for books and 24% for supplies and soft goods	<p>The Bookstore used 98% of the allotted budget for FY08. The FY09 budget has increased from \$649,002 to \$671,546 in order to provide additional inventory for customers. The size of the Bookstore is expanding due to the increase of books, supplies, and an increasing student enrollment. As a result, the institution is in the infant stages of designing a new Administration Building, which will house the new Bookstore. Additional square footage for the sales floor as well as storage space has been included in the facility's blueprint. The institution has purchased a new inventory system program. This program tracks the selling of books and alerts the Bookstore Manager when books need to be reordered. The system also allows the manager to set up the prices for book buy-back.</p>



Bookstore	2.The Bookstore will assist the students in locating their correct books and materials for their classes.	Bookstore Manager	<p><u>Bookstore Manager</u> The Bookstore Manager will evaluate this outcome with the following measure: student satisfaction survey results. Bookstore Manager will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Bookstore Manager.</p> <p><u>Bookstore Manager</u> Bookstore Manager will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p>60% of customers who participate in the student and employee satisfaction survey will rate their level of satisfaction with the bookstore and services as “satisfactory” or higher.</p> <p>2007-08 Graduating Senior Exit Survey Results</p> <p>2007-08 Entering Student Survey Results</p>	<p>102 of 148 respondents</p> <p>102 of 191 respondents</p>	<p>68.92%</p> <p>53.40%</p>	<p>The Bookstore is understaffed, with only one employee, which is the Bookstore Manager. In order to better assist students, the institution assigned two work study students to assist the Bookstore Manager. The Bookstore Manager requested that work study students also be assigned to the Bookstore at least two weeks prior to the beginning of the school term. These students will assist the Bookstore Manager in placing the books in their correct location. Signs have been added to the textbook shelves to assist students in locating their books. These signs include the name, letter, and number of the class.</p> <p>MBS, which is a company that buys back books from the students, came on campus to purchase students’ books</p> <p>from prior semesters. The institution is also exploring the feasibility of the college purchasing books back from the students.</p> <p>The new inventory system allows the students more access to their financial aid to purchase the books, supplies, and goods that they need. The new program also allows the manager to receive call-in orders from students and go into the system and charge their Financial Aid for the books and shipping costs and mail to the students.</p>
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Bookstore	3.The Bookstore provides supplies at cost to all departments across the Coahoma Community College campus.	Bookstore Manager	<p><u>Bookstore Manager</u> The Bookstore Manager will evaluate this outcome with the following measure: employee satisfaction surveys. Bookstore Manager will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Bookstore Manager.</p> <p><u>Bookstore Manager</u> Bookstore Manager will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p>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.</p> <p>2007-08 Campus Climate Employee Survey Results</p>	45 of 77 respondents	58.44%	The Bookstore Manager has ordered all supplies and goods that were submitted in order to help instructors to effectively and efficiently perform their jobs. The Bookstore Manager updated the list of goods and supplies and published to the campus e-mail.
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# BUSINESS OFFICE PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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; and plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.*

**BUSINESS OFFICE**  
**2007-2008 PROGRAM EVALUATION PLAN**  
**COAHOMA COMMUNITY COLLEGE**

Administrative or Ed Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
Business Office	1. The Business Office will provide timely and accurate financial information to students, faculty, and staff in a professional manner.	Business Office	<u>Business Office</u> The Business Office will evaluate this outcome with the following measures: program reviews of accounting procedures by various granting agencies and student satisfaction surveys. Business Office will record the results on this form.	For the most current audit, Coahoma Community College's Business Office will demonstrate compliance with <u>100%</u> of the standards and requirements of the annual audit and review. This audit will show <u>0%</u> findings or violations.	0 material weaknesses and 2 findings for FY07 audit		Use of Results: During the 2007 Financial Audit of federal programs, auditors discovered and noted that not all purchase invoices were stamped paid. The first finding was corrected on March 7, 2008. The invoice was corrected and all other invoices were reviewed for correctness. To prevent recurrence in the future, the institution has appointed additional personnel to check over invoices after the documents have been stamped. The institution strengthened procedures to ensure that all invoices are stamped paid upon payment.  In order to better satisfy students and employees, the institution implemented a new administrative software in 2007-08. Students and staff can now view their payments and accounts online. Students can access their bills and student accounts online through the new administrative software, ACCESS. Viewers are able to view their information. This new software enhances the efficiency of the office because employees are not interrupted with phone calls and other requests. Students can see Pell and other aid and how aid has been applied. Students can also view refunds. In addition, students are able to make online payments for registration.
			<u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Business Office.	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.	100 of 148 respondents	67.56%	
			<u>Business Office</u> Business Office will use the results to improve the program and will document these changes and/or improvements on this form.	2007-08 Graduating Senior Exit Survey Results	95 of 191 respondents	49.73%	
				2007-08 Entering Student Survey Results			
				65% of employees who participate in the satisfaction survey will rate their level of satisfaction with the Business Office Services as "satisfactory" or higher.	61 of 77 respondents	79.23%	
				2007-08 Campus Climate Employee Survey Results			

Business Office	2.The Business Office will use program reviews and departmental needs to prioritize the budget.	Business Office	<p><u>Business Office</u> The Business Office will evaluate this outcome by measuring the percentage of funds budgeted as a result of analyzing program reviews and departmental needs. Business Office will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Business Office.</p> <p><u>Business Office</u> Business Office will use the results to improve the program and will document these changes and/or improvements on this form.</p>	100% of the funds budgeted will be a result of reviewing programs and departmental needs.		100%	All departments received budgets. The Business Office will be sending out quarterly reports and these can be mailed to the different programs.
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	<p><u>Business Office</u> The Business Office will evaluate this outcome with the following measures: inventory departmental lists and inventory audits. Business Office will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Office.</p> <p><u>Business Office</u> Business Office will use the results to improve the program and will document these changes and/or improvements on this form.</p>	End-of-Year physical inventory will result in 100% accountability for the institution's inventory.	0 material weaknesses and 1 finding for FY07 audit		<p>Use of Results: During the 2007 Financial Audit, auditors discovered that the high school had removed a freezer from the cafeteria and replaced the old freezer with a new one. The disposal was not reported on the high school's inventory. On March 7, 2008, this error was corrected. The high school inventory coordinator followed the institution's procedures of properly recording and documenting the asset's proper disposal and recording of inventory. To prevent recurrence in the future, the institution shared inventory procedures with the high school inventory coordinator and high school employees.</p> <p>In 2007-08, the institution hired an external auditor to perform an overall review of the college's internal control processes. As a result of this review, the institution implemented tagging of inventory upon receipt by shipping and</p>

							receiving and also implemented tracking capital equipment through the new administrative software.
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# CAREER-TECHNICAL DIVISION PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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; 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; provide opportunities for community-wide cultural enrichment activities.*

**CAREER-TECHNICAL DIVISION**  
2007-2008 PROGRAM EVALUATION PLAN

Administrative or Ed Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
Career-Technical Division	1.The Career-Technical Division will provide effective programs and services.	Dean of Career- Technical Education	<p><u>Career-Technical Division</u> The Career-Technical Division will evaluate this program outcome through the following measures: placement rate, average class size, and level of stakeholders' satisfaction on surveys.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the Career-Technical Division.</p> <p><u>Career-Technical Division</u> The Career-Technical Division will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.</p>	<p>90% of career-technical graduates will be positively placed.</p> <p>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 2007</p> <p>75% 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.</p> <p>2007-08 Campus Climate Employee Survey Results</p>	20.8 average class size	91.7% of graduates positively placed	<p>Coahoma Community College met this standard and exceeded the statewide average of 89.6%. The institution will continue to maintain a close relationship with existing business/industry and make new relationships in the future to ensure that career-technical graduates are positively placed in the workforce upon graduation.</p> <p>Coahoma Community College met this standard. The institution will continue to make certain that classes are small in order to meet the individual needs of students.</p> <p>The Career-Technical Division held fall and spring craft committee meetings in order to gain input for the programs from the community and the campus. In addition, the Division hosted an Open House for the community and employees of the campus. Visitors toured the programs and the labs and provided ideas and suggestions for improvement.</p>
					58 of 77 respondents	75.32%	



Career-Technical Division	2. The Career-Technical Division will employ qualified faculty and staff to accomplish the mission and goals of the college.	Dean of Career-Technical Education	<p><u>Career-Technical Division</u> The Career-Technical Division will evaluate this program outcome through the following measures: level of stakeholders' satisfaction on surveys, % of faculty meeting or exceeding the institution's credentialing standards and level of stakeholders' satisfaction on surveys.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements.</p> <p><u>Career-Technical Division</u> The Career-Technical Division will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.</p>	<p>100% of the faculty in the Career-Technical Division will meet or exceed the institution's credentialing standards.</p> <p>75% 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.</p> <p>2007-08 Campus Climate Employee Survey Results</p>	66 of 77 respondents	100%  85.72%	<p>The institution will continue to make certain that skills are upgraded through internships and workshops. The Career-Technical faculty members with less than a bachelor's degree have been strongly encouraged to get their degrees.</p> <p>Starting in 2007, all newly hired shop-area instructors are required to have a minimum of an associate degree.</p>
Career-Technical Division	3. The Career-Technical Division will provide innovative learning opportunities utilizing emerging instructional technology.	Dean of Career-Technical Education	<p><u>Career-Technical Division</u> Career-Technical Division will evaluate this program outcome through the following measures: level of stakeholders' satisfaction on surveys and instructor performance evaluation forms.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements.</p> <p><u>Career-Technical Division</u> Career-Technical Division will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.</p>	<p>90% 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.</p> <p>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 student learning and is appropriate for meeting student learning outcomes and program outcomes.</p> <p>2007-08 Campus Climate</p>	68 of 77	95%  88.31%	<p>Standard was met. The Division required any instructor who did not utilize technology in the classroom to attend technology training.</p> <p>The institution will continue to upgrade technology as needed and utilize technology in order to enhance classroom instruction.</p>

				Employee Survey Results	respondents		
Career-Technical Division	4. The Career-Technical Division will support professional growth and development.	Dean of Career-Technical Education	<p><u>Career-Technical Division</u> Career-Technical Division will evaluate this program outcome through the following measure: % of Career-Technical faculty who attend at least one professional development workshop per semester.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements..</p> <p><u>Career-Technical Division</u> Career-Technical Division will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.</p>	100% of the Career-Technical faculty will participate in a minimum of one professional development workshop per semester.		100%	The Career-Technical Division had a training session on how to read, interpret, and utilize the CPAS results. Training was given on code regulations including OSHA, etc. The Division had joint professional development training sessions each semester with the entire campus. The Dean of Career-Technical Division held monthly staff development meetings with the faculty and staff. One Saturday meeting was held with secondary schools to discuss dual enrollment. The Division also hosted a Saturday meeting and a week-day meeting with local superintendents, counselors, and the parents of LPN secondary students.

Career-Technical Division	5. The Career-Technical Division will develop partnerships with public and private agencies to address community and economic development needs within the service area.	Dean of Career-Technical Education	<p><u>Career-Technical Division</u> Office of Academic Affairs will evaluate this program outcome through the following measures: amount of \$ raised at the Golf Tournament, # of participants at the WISCT Conference, and # of participants at the Career Fair.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements..</p> <p><u>Career-Technical Division</u> Career-Technical Division will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.</p>	<p>The Career-Technical Division will sponsor a Golf Tournament to raise money for scholarships for the allied health students. The goal of the 2007-08 tournament is to raise \$50,000.00.</p> <p>The Career Technical Division will sponsor a WISCT Conference to expose students to non-traditional fields of study. The goal of the 2007-08 WISCT Conference is to host a conference with at least 500 student participants.</p> <p>The Career-Technical Division will sponsor a Career Fair to expose students to available careers in Mississippi and surrounding states. The goal of the 2007-08 Career Fair is to host a fair with at least 1,000 participants.</p>	\$47,000.00	<p>500 students and 18 presenters</p> <p>1,200 7<sup>th</sup>-12<sup>th</sup> grade students</p>	<p>The Career-Technical Division was able to provide \$30,000.00 in scholarships to allied health students. The Division will continue to sponsor the Golf Tournament as a means of raising scholarship funds as well to develop community partnerships.</p> <p>The WISCT Conference provided non-traditional fields of study in the following areas: construction, forensic science, health sciences, allied health, science and technology, law, engineering, and law enforcement. Not only did the conference expose students to non-traditional careers, but it also provided an opportunity for the division to develop partnerships and address economic development needs within the Mississippi Delta.</p> <p>The Career Fair provided literature, group sessions, and one-on-one counseling in various careers. The Career-Technical Division reached out to secondary students in the surrounding counties and also developed community partnerships.</p>
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# EDUCATIONAL OUTREACH AND DISTANCE LEARNING PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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 the first two years of college/university parallel programs; provide career and technical education that prepares the student to enter the job market successfully; 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; and provide opportunities for community-wide cultural enrichment activities.*

## EDUCATIONAL OUTREACH AND DISTANCE LEARNING

2007-2008 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
Educational Outreach and Distance Learning	Department of Educational Outreach and Distance Learning will provide quality evening and distance learning services.	Educational Outreach and Distance Learning Department	<u>Educational Outreach and Distance Learning</u> The Department of Educational Outreach and Distance Learning will evaluate this program outcome through the following measures:  (1) number of CCC instructors teaching online courses;  (2) credit hour production from online courses;  (3) online student enrollment;  (4) instructor credentials for online and evening;  (5) evening student enrollment;  (6) Online course evaluations.  (7) Evening course evaluations	(1) The total number of instructors teaching online classes will increase by 3 instructors, or from 23 to 26.	2	67%	*25 online instructors for FY08 The increased number of online instructors increased the number of online courses made available to better serve the working students and others who are unable to come to the campus.  *118 online hours for FY08 The increased number of credit hours courses online expanded the course offering options for students who were unable to take a traditional course.  *534 online students for FY08 The increased student enrollments of online courses increased the overall enrollment and also increased the funding for the institution.  Faculty credentials for online and adjunct instructors met the same strict requirements as fulltime instructors teaching traditional classes.  Student enrollments for evening courses were higher than anticipated. Students at the site campuses were provided enhanced services to more closely parallel those services offered to day students on the main campus.  The evaluation results provided information useful for implementing improvement for the online program.  Benchmarks for the 2007-08 year were met. Enrollment in the online and distance sites was increased with adequate services provided to students. Efforts to improve and enhance the online and site offerings are ongoing. Research regarding whether a fulltime position for a coordinator to oversee and monitor all distance offerings would be feasible and beneficial to the College and the students was initiated.
				(2) The credit hour production from online courses will increase by 9 hours, or from 72 to 81 hours.	46		
				(3) The total enrollment for online classes will increase by 50 students, 10%, or from 484 to 534.	50	100%	
				(4) 100% of online and adjunct instructors will meet or exceed institution's faculty credential requirements.			
				(5) The total enrollment for evening classes will increase by 84 students, or by 10%, from 838 to 922	973	100%	
				(6) 50% or 267 of online students who participate in the student survey will rate their level of satisfaction with the course and instructor as "satisfactory" or higher.	60%		
				(7) 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.	503		

## **EDUCATIONAL OUTREACH AND DISTANCE LEARNING**

2007-2008 PROGRAM EVALUATION PLAN

*COAHOMA COMMUNITY COLLEGE*

### **WRITTEN FINDINGS:**

#### **Method of Evaluation # 3: Student Enrollment for Online Classes**

**Evaluation Results:** The total number of students increased from 484 to 534 which was a 10% increase.

The increase in enrollment for online classes was greatly attributed to the opportunity made available to students to reserve a seat in their online class before registration was actually held. The self-registration module was made available to students during the Fall 2007 semester. The initial method for registering for an online classes required students to come to the Office of Educational Outreach; a staff member would enroll the student. Now the student may reserve a seat from anywhere at any computer, print their profile and go directly to the Admission's office to get their schedule keyed into the system.

#### **Method of Evaluation # 5: Student Enrollment for Evening Classes**

**Evaluation Results:** The total number of students increased from 838 to 871 (evening) and 102 (dual) students; a total increase of 973 students which is 9%.

The actual increase in student enrollment for the evening program should include the dual enrollment students. These students are serviced through the Office of Educational Outreach.

#### **Method of Evaluation # 6: Online course evaluations**

**Evaluation Results:** The total number of students completing evaluation was 60, which is 11% of online enrollment.

The online enrollment course evaluations are conducted through the Mississippi Virtual Community College system. We are considering using a course evaluation for online instruction created by our institution to increase the number of students participating.

#### **Method of Evaluation # 7: Evening course evaluations**

**Evaluation Results:** The total number of students completing evaluation was 503, which is 60% of evening enrollment.

We have considered changing the time of the course evaluations to get better participation, due to the dropout rate after the month of October. This will increase the number of students participating in the evening course evaluations.

# INSTITUTIONAL ADVANCEMENT PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: 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; provide institutional advancement capabilities embodying sponsored programs; plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness; and provide opportunities for community-wide cultural enrichment activities.*

**INSTITUTIONAL ADVANCEMENT**  
2007-2008 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results N %		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.	Institutional Adv.	<u>Institutional Advancement</u> Institutional Advancement will evaluate this outcome with the following measures: amount of federal funding, description of proposals, and audits. Institutional Advancement will record the results on this form.	Institutional Advancement will secure at least \$4,000,000 federal and state funding in 07-08 in order to support the college's mission and goals	\$4,260,145		Benchmark met. The College received additional federal funds in order to support the institutional advancement. The Upward Bound Program was restored for 08-09.																																																												
			<u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Institutional Advancement.	Institutional Advancement will sponsor at least ten federal programs for 07-08	9 programs		During the 2007 Financial Audit of federal programs, auditors discovered and noted that not all purchase invoices were stamped paid. The first finding was corrected on March 7, 2008. The invoice was corrected and all other invoices were reviewed for correctness. To prevent recurrence in the future, the institution has appointed additional personnel to check over invoices after the documents have been stamped. The institution strengthened procedures to ensure that all invoices are stamped paid upon payment.																																																												
<table><tr><th colspan="5">Federal Programs – By Program , 07-08 Funding, 08-09 Funding, and Change by Percent</th></tr><tr><th>Program</th><th>07-08 Funding</th><th>08-09 Funding</th><th colspan="2">Percent</th></tr><tr><td>Adolescent Offender Program</td><td>\$ 185,000</td><td>\$ 335,000</td><td colspan="2">+81%</td></tr><tr><td>DOL Rural Healthcare</td><td>750,187</td><td>750,187</td><td colspan="2">0%</td></tr><tr><td>Educational Talent Search</td><td>226,599</td><td>226,599</td><td colspan="2">0%</td></tr><tr><td>GEAR-UP Partnership</td><td>539,092</td><td>539,092</td><td colspan="2">0%</td></tr><tr><td>Intensive Youth Supervision</td><td>82,310</td><td>0</td><td colspan="2">-100%</td></tr><tr><td>NASA Space Grant</td><td>4,500</td><td>4,500</td><td colspan="2">0%</td></tr><tr><td>Math and Science Enrichment Program</td><td>25,000</td><td>25,000</td><td colspan="2">0%</td></tr><tr><td>Title III B</td><td>2,447,457</td><td>2,173,440</td><td colspan="2">-</td></tr><tr><td>Title III CCRAA</td><td></td><td>861,921</td><td colspan="2"></td></tr><tr><td>Upward Bound</td><td>313,631</td><td>313,631</td><td colspan="2">0%</td></tr></table>								Federal Programs – By Program , 07-08 Funding, 08-09 Funding, and Change by Percent					Program	07-08 Funding	08-09 Funding	Percent		Adolescent Offender Program	\$ 185,000	\$ 335,000	+81%		DOL Rural Healthcare	750,187	750,187	0%		Educational Talent Search	226,599	226,599	0%		GEAR-UP Partnership	539,092	539,092	0%		Intensive Youth Supervision	82,310	0	-100%		NASA Space Grant	4,500	4,500	0%		Math and Science Enrichment Program	25,000	25,000	0%		Title III B	2,447,457	2,173,440	-		Title III CCRAA		861,921			Upward Bound	313,631	313,631	0%	
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Institutional Advancement	2. Institutional Advancement will secure federal and state funding to support the college's comprehensive development plan of mission and goals.	Institutional Adv.	<p><u>Institutional Advancement</u> Institutional Advancement will evaluate this outcome with the following measures: amount of federal funding, amount of state funding, and number and description of proposals. Institutional Advancement will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Institutional Advancement.</p> <p><u>Institutional Advancement</u> Institutional Advancement will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p>65% of employees who participate in the satisfaction survey will rate their level of satisfaction with Federal Programs and Services as "satisfactory" or higher.</p> <p>2007-08 Campus Climate Employee Exit Survey Results</p>	54 of 77 respondents	70.13%	To secure additional funding for the College, Institutional Advancement developed an indirect cost rate proposal.
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# INSTITUTIONAL EFFECTIVENESS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.*

**INSTITUTIONAL EFFECTIVENESS**  
**2007-2008 PROGRAM EVALUATION PLAN**  
**COAHOMA COMMUNITY COLLEGE**

Administrative or Ed Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
Institutional Effectiveness	1. IE Director/SACS Liaison will coordinate the completion of the SACS substantive change prospectus for the CCC Allied Health Training Center facility.	IE Office	<u>IE Office</u> Office of Institutional Effectiveness will evaluate these outcomes through the following measures: prospectus results, implementation of Employee Evaluation and Development System, and implementation of Professional Growth and Development System.	Substantive Change Prospectus to SACS/Commission on Colleges will be approved for CCC's Allied Health Training Center and all of its programs	Off-campus site approved in May 2008 letter from the Commission Colleges	N/A	The Commission approved the prospectus and did not conduct an onsite visit to the new facility. In order to keep the Commission current with any of the institution's substantive changes, the college wrote and implemented a Substantive Change Policy. This policy can be viewed in the institution's Policy and Procedures Manual.
Institutional Effectiveness	2. IE Office will design and implement an Employee Evaluation and Development System.	IE Office	<u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the IE Office.  <u>IE Office</u> Office of Institutional Effectiveness will use the results to improve the program and will document these changes and/or improvements on this form.	Coahoma Community College's Employee Evaluation and Development System designed and implemented in 2007-08	The Board approved CCC's Employee and Evaluation Dev. System in Nov of 2000. IE Office published the system in 2007-08 and all personnel were evaluated with the new system in 2007-08.	N/A	Using the first set of results for 2007-08, the IE Office determined that the system should be monitored more closely in 2008-09. Results will continue to be housed in supervisors' offices, but supervisors will be required to submit results to the IE Office at the end of the evaluation cycle. The IE Office will evaluate for effectiveness.
Institutional Effectiveness	3. IE Office will design and implement a Professional Growth and Development System for instructional faculty.	IE Office		Coahoma Community College's Professional Growth and Development System designed and implemented in 2007-08	The IE Office designed a Profession Growth and Development System; faculty members were required to submit forms to appropriate deans before summer break.	N/A	Although faculty members submitted a record of their professional development and growth experiences for the year, the IE Office realized that the system was difficult to manage. Using 2007-08 results, the IE Office is working with the Technology Department to design an online system that can be published in instructors' portfolios.

Institutional Effectiveness	4.IE Office will conduct standardized student-faculty evaluations and publish results.	IE Office	<p><u>IE Office</u> Office of Institutional Effectiveness will evaluate these outcomes through the following measures: publication of Student-Faculty evaluation results, Entering Student Surveys, Graduating Senior Surveys, Campus Climate Surveys, Fact Book, Strategic Plan Annual Report, and IEP. The IE Office will also measure the effectiveness of the Strategic Planning Council Meeting by the accomplishment of the tasks.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements.</p>	Student-Faculty evaluations will be conducted and results published	The IE Office distributed instructions and standardized evaluations to faculty. 1,199 students participated in the survey. The IE Office published overall results and the instructor's individual results. Instructors used results to make changes and improvements in their classrooms.	N/A	Using the 2007-08 results, the IE Office questioned whether 100% of the faculty members are using the results to make improvements in their teaching methods and/or classrooms. The IE Office made the following change in the upcoming system of evaluating instructors: instructors are providing a self-reflection of themselves. Faculty members are now articulating in writing how they used the classroom evaluations to make improvements or enhancements.
Institutional Effectiveness	5.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 2 <sup>nd</sup> Institutional Effectiveness Plan.	IE Office	<p>The committee will share results with the IE Office.</p> <p><u>IE Office</u> Office of Institutional Effectiveness will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p><u>3</u> surveys (<i>entering student, graduate, campus climate</i>) will be conducted and results published to stakeholders during FY08.</p> <p><u>3</u> publications (<i>Fact Book, Strategic Plan Annual Report, and IEP</i>).</p>	<p>All surveys were conducted; all publications and survey results were published.</p> <p>The 2<sup>nd</sup> IEP was published and evaluated in summer of 2008; one-on-one trainings with personnel were conducted fall 2008</p>	N/A	Using last year's IEP, the IE Office realized the institution's personnel needed more training on how to write outcomes, measure the outcomes, and use the results to make improvements. In order to improve the effectiveness of the 2 <sup>nd</sup> IEP, the IE Office met one-on-one with stakeholders to evaluate their plans and make improvements and enhancements.
Institutional Effectiveness	6.IE Office will plan and coordinate a strategic planning council meeting in spring of 2008.	IE Office		A Strategic Planning Council Meeting will be held May of 2008; the institution's mission statement and goals will be reviewed.	A Strategic Planning Meeting was held May 22, 2008, with 40 participants. The mission statement and goals were revised.	N/A	The mission statement and goals were reviewed and revised and approved by the Board of Trustees August 11, 2008. The IE Office evaluated this outcome and implemented the following: changed the old mission and goals on the college's website as well as in other published documents.

Institutional Effectiveness	7.Coahoma Community College's stakeholders will be satisfied with institutional research and planning services.	IE Office	<u>IE Office</u> 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.	75% of respondents will rate their level of satisfaction with the institutional research and planning services as "satisfactory" or higher.  2007-08 Campus Climate Employee Survey Results	60 of 77 respondents	77.92%	To increase the satisfaction rate and overall productivity of the IE Office, the IE Director recommended that the office expand its one-person office. On July 1, 2008, the institution added a Coordinator of Institutional Assessment to the IE Office.
Institutional Effectiveness	8.IE Office will design and implement a Program Review System to evaluate all non-instructional and instructional programs.	IE Office	<u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the IE Office.  <u>IE Office</u> Office of Institutional Effectiveness will use the results to improve the program and will document these changes and/or improvements on this form.	Coahoma Community College's Program Review System designed and implemented in 2007-08	This standard was not met.	N/A	The IE Office did not design and implement a Program Review System, due to lack of time. Using the results from this outcome, the IE Director made the following change: A Program Review System was designed in summer of 2008. The newly hired Coordinator of Assessment was charged with the responsibility of chairing the committee. A three-year scheduled was created. Program reviews for all of Coahoma Community College's instructional and non-instructional programs will begin in fall of 2009.

# PHYSICAL PLANT PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: provide a network of services that allows the student to maximize his/her potential; provide innovative learning opportunities utilizing emerging instructional technology; and plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.*

**PHYSICAL PLANT**  
**2007-2008 PROGRAM EVALUATION PLAN**  
**COAHOMA COMMUNITY COLLEGE**

Administrative or Ed Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
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.	Building and Grounds	<p><u>Physical Plant Department</u> Physical Plant Department will evaluate this outcome through the following measures: number of direct observation checklists conducted, number of deficiencies addressed from observation checklists, number of work orders, average amount of time taken to complete work orders, and grounds plan. Physical Plant Department will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the department.</p> <p><u>Physical Plant Department</u> Department will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p>100 direct observation checklists will be conducted in FY08.</p> <p>All deficiencies documented on checklists will be addressed and completed.</p> <p><del>600</del> work orders will be processed.</p> <p>Average amount of time taken to complete a work order will be <u>1 ½ hours</u>.</p>	90	85%	All benchmarks were not met. In making use of assessment results, the maintenance department upgraded the institution's heating cooling units. Furnaces, 10 ton heating and cooling unit, as well as tools to help with the installation of these items were purchased. Another need identified through the assessment process is for the hiring of a new staff member having expertise in heating and air. This request will be submitted and advertised when funds become available.
					500		
					1 ½ hours		

Physical Plant	2. The Custodial Department will work to provide a clean, sanitary learning environment within the buildings.	Custodial Services	<p><u>Physical Plant Department</u> Physical Plant Department will evaluate this outcome through the following measures: student satisfaction surveys, and housekeeping inspection plans. Physical Plant Department will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the department.</p> <p><u>Physical Plant Department</u> Department will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p>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.</p> <p>2007-08 Graduating Senior Exit Survey Results</p> <p>2007-08 Entering Student Survey Results</p> <p>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.</p> <p>2007-08 Campus Climate Employee Survey Results</p>	<p>97 of 148 respondents</p> <p>147 of 191 respondents</p> <p>44 of 77 respondents</p>	<p>65.54%</p> <p>76.96%</p> <p>57.14%</p>	<p>One of two benchmarks was met. In an effort to improve services, the custodial department started doing a checklist of supplies, equipment, staff needed in order to perform job duties. In order to prevent staff infection, the department started using a product that came highly recommended that will prevent staff disease. Now, this has become a daily task for the department. Improving and upgrading are ongoing processes for the custodial department. Custodial Services continually looks for products that will be helpful in maintaining the cleanliness and beauty of the campus and the facilities.</p>
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Physical Plant	3.The Maintenance Department will provide maintenance to all of the institution's facilities.	Maintenance	<p><u>Physical Plant Department</u> Physical Plant Department will evaluate this outcome through the following measures: number of work orders, average amount of time taken to complete work orders, Campus Climate survey, and maintenance plan. Physical Plant Department will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the department.</p> <p><u>Physical Plant Department</u> Department will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p><u>3,700</u> work orders will be processed.</p> <p>Average amount of time taken to complete a work order will be <u>2 hours</u>.</p> <p><u>65%</u> 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.</p> <p>2007-08 Campus Climate Employee Survey Results</p>	2,800	2 hours	44 of 77 respondents	57.14%	In making use of assessment results, the Physical plant staff asked the institution's stakeholders for ideas on how to improve the campus. The physical plant department purchased new equipment to keep the campus manicured and presentable at all times. Mulch and bark were purchased to help beautify the campus plants and shrubs.
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Physical Plant	4.The Transportation Department will provide safe and operable vehicles for school use.	Transportation Dept.	<p><u>Physical Plant Department</u> The Physical Plant Department will evaluate this outcome through the following measures: Employee satisfaction survey</p> <p>The Physical Plant Department will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the department.</p> <p><u>Physical Plant Department</u> The Physical Plant Department will use the results to improve the program and will document these changes and/or improvements on this form.</p>	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.		85%	The benchmark was met. However, additional actions were implemented to improve services. The Transportation Department has upgraded its fleet of vehicles by purchasing two new vans for the campus. Mechanics of the department are now getting continuous education hours through the MS Department of Education Public Safety Division. The Department also implemented a gas log and mileage log for each vehicle. In addition, department personnel must now complete a pre-travel checklist before a school vehicle can leave the campus.
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Physical Plant	The Shipping and Receiving Department will receive, log, and deliver all of the institution's packages, furniture, and equipment in a timely manner.	Shipping and Receiving Department	<p><u>Physical Plant Department</u> The Physical Plant Department will evaluate this outcome through the following measures: Questionnaire</p> <p>The Physical Plant Department will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the department.</p> <p><u>Physical Plant Department</u> The Physical Plant Department will use the results to improve the program and will document these changes and/or improvements on this form.</p>	75% of campus departments that participate in a questionnaire will respond that packages are delivered in a timely manner.		65%	The benchmark was not met. In an effort to improve services, the Shipping and Receiving Department posted the hours of operation for patrons to see. Employees are now notified in writing when packages are available for pick-up or when they will be delivered. Copies of all purchase orders are matched with the invoices and submitted to Accounts Payable in the Business Office.
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# PRESIDENT'S OFFICE PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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 the first two years of college/university parallel programs; provide career and technical education that prepares the student to enter the job market successfully; provide a comprehensive program of enrichment courses for lifelong learning; provide customized workforce training programs to meet the needs of area businesses and industries; 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; provide institutional advancement capabilities embodying sponsored programs; plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness; and provide opportunities for community-wide cultural enrichment activities.*

**PRESIDENT'S OFFICE**  
**2007-2008 PROGRAM EVALUATION PLAN**  
**COAHOMA COMMUNITY COLLEGE**

Administrative or Ed Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
President's Office	1.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.	President	<u>President's Office</u> The President's Office will evaluate this outcome through the following measures: cumulative GPA of CCC transfers to IHL's, average class size, percent of full-time faculty who meet credentialing standards, percent of ADN graduates who pass state board exam on first write, percent of career-technical students positively placed. President's 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 President's Office  The institution will use the results to improve the program and will document these changes and/or improvements on this form.	Cumulative GPA of Coahoma Community College at Mississippi's Institutions of Higher Learning will equal or exceed GPA of native students. (2.79)	2.72 GPA	Coahoma Community College's cumulative GPA for transfer students exceeded the statewide average of 2.70 but failed to meet the 2.79. As a result, the institution implemented the following strategy: Using the available general education outcomes results, the assessment committee determined that critical thinking is an area that bridges all disciplines and general education outcomes. In order to strengthen critical thinking and to measure the effectiveness of this skill across the curriculum, the College Parallel General Education Assessment Committee added critical thinking as a required general education student learning outcome. Assessment of this skill will begin Fall of 2008.
				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 2007 100% of full-time and adjunct faculty will meet credentialing standards  90% of ADN graduates will pass State Board Exam on the first write.  90% of career-technical graduates will be positively placed.	20.8 average class size  100% of faculty met standards  44% of graduates passed on first-write  91.7% of graduates positively placed	Coahoma Community College met this standard. The institution will continue to make certain that classes are small in order to meet the individual needs of students.  Coahoma Community College is committed to providing highly qualified faculty members. Although the institution met this standard, instructional deans are in the process of documenting credentialing standards of faculty on newly developed forms. Coahoma Community College did not meet this standard. The ADN curriculum was completely revamped and more attention is now being given to students needing one-on-one remediation.  Coahoma Community College met this standard and exceeded the statewide average of 89.6%. The institution will continue to maintain a close relationship with existing business/industry and make new relationships in the future to ensure that career-technical graduates are positively placed in the workforce upon graduation.

President's Office	2.Coahoma Community College will provide a safe and secure learning environment for students, employees, and other stakeholders of the institution.	President	<p><u>President's Office</u> The President's Office will evaluate this outcome through the following measures: number of student injuries on campus, number of employee and other injuries on campus, and an up-to-date Safety Manual. President's Office will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the President's Office</p> <p>The institution will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p>60 or fewer student injuries for the year on Coahoma Community College grounds</p> <p>90 or fewer employee/other injuries for the year on Coahoma Community College grounds</p> <p>Up-to-date Safety Manual for Coahoma Community College</p>	<p>0 injuries</p> <p>4 injuries</p> <p>CCC's Safety Manual is current</p>	<p>Coahoma Community College met this standard and will continue to implement its safety procedures.</p> <p>Coahoma Community College met this standard and will continue to implement its safety procedures. The four injuries were reported properly using the institution's established procedures. None of the injuries were serious in nature.</p> <p>Although the institution met this standard, the college wanted to make its safety procedures and emergency steps even more visible to its stakeholders. Safety procedures and emergency charts were printed and distributed across campus. These flipcharts are now posted beside light switches next to doors on campus.</p>
President's Office	3.Coahoma Community College will build, renovate, and maintain a physical plant that offers appropriate furnishings and equipment necessary to fulfill the institution's mission.	President	<p><u>President's Office</u> The President's Office will evaluate this outcome through the following measures: contracts and funding to fulfill objectives of the Facilities Master Plan. President's Office will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the President's Office</p> <p>The institution will use the results to improve the program and will document these changes and/or improvements on this form.</p>	The institution will complete the eight projects outlined in the Facilities Master Plan	8 projects completed over the last five years	<p>The following major improvements were made during the last five years:</p> <ul style="list-style-type: none"> <li>• A Sports/Plex-baseball complex (new construction)</li> <li>• Sponsored Programs (renovation)</li> <li>• First Floor of Whiteside Hall (phase I renovation)</li> <li>• New Press Box at James E. Miller Stadium</li> <li>• Allied Health Training Center (new construction)</li> <li>• Second Floor of Whiteside Hall (phase II renovation)</li> <li>• Marion Reid Gymnasium (renovation)</li> <li>• Sady Bayou/Gambrell Child Care Center (renovation)</li> </ul> <p>Additional projects and repairs as outlined in the Capital Improvement Plan will follow as funds become available. The Capital Improvement Plan is on file in the President's Office.</p>

President's Office	4.Coahoma Community College will demonstrate a sound financial base, financial stability, and adequate physical resources to support the institution's programs, service, and mission.	President	<p><u>President's Office</u> The President's Office will evaluate this outcome through the following measures: balanced annual budget and audit. President's Office will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the President's Office</p> <p>The institution will use the results to improve the program and will document these changes and/or improvements on this form.</p>	Balanced Budget and 0 Audit Findings	On File in President's Office	<p>Coahoma Community College demonstrated a sound financial base, financial stability, and adequate physical resources to support its programs, services, and mission for 2007-08. The financial support of the College comes primarily from state appropriations as provided for by the Mississippi legislature and distributed by the State Board for Community and Junior Colleges (SBCJC), local appropriations, and federal and state grants and contracts. Coahoma Community College is one of fifteen community colleges in the SBCJC that receives funding as required by the State of Mississippi. The law authorizes the state Board of Community Colleges to provide funds to meet the financial needs of institutions in the system, which include plant funds, current operating funds, and additional support. State fund appropriations are based on full time equivalent (FTE) enrollment. In addition, as required by general statute, the College receives county funding from five supporting counties that primarily supports its operation.</p> <p>Coahoma Community College's recent financial history demonstrates financial stability as shown in the College's audited financial statement reports for fiscal years 2005-2007 (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.</p> <p>The College's financial records are submitted to the Mississippi Office of State Audit and independently audited by J. E. Vance &amp; Company of Tupelo, Mississippi, as mandated by the state. Audit reports have consistently 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 four most recent audits and/or reviews demonstrate its financial stability to support its programs and services (on file in President's Office). The College's financial statements also demonstrate the stability of its unrestricted net assets. As presented in The Statement of Cash Flows for fiscal years 2005-2007, Coahoma Community College has successfully met its financial obligations (on file in President's Office).</p>
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						<p>Coahoma Community College's physical resources are adequate to support the mission and scope of its programs and services as indicated in the Facilities Maintenance Plan, which is on file in the President's office. This report provides statistical data for use in facilities planning.</p> <p>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.</p> <p>The annual College's budget, including funds provided by the state and service counties, is approved by the Board of Trustees. Approval is documented in Board minutes and is on file in the President's Office.</p>
President's Office	5.Coahoma Community College will meet the needs of business and industry by providing customized workforce training.	President	<p><u>President's Office</u> The President's Office will evaluate this outcome through the following measures: number of businesses/industries served; number of students served; number of pre-employment trainings for business/industry.</p> <p>President's Office will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with the President's Office</p> <p>The institution will use the results to improve the program and will document these changes and/or improvements on this form.</p>	<p>Number of B/I served will increase by 20%.</p> <p>Number of students receiving customized training will increase by 5%.</p> <p>Number of pre-employment trainings for B/I will increase from 4 to 8.</p> <p>65% of employees who participate in the satisfaction survey will rate their level of satisfaction with the Workforce Development Center programs and services as "satisfactory" or higher.</p> <p>2007-08 Campus Climate Survey Results</p>	<p>53% increase, compared to FY07</p> <p>4.9 increase, compared to FY07</p> <p>9 trainings</p> <p>63.64%</p>	<p>Standard was met. Number of B/I trained increased from 15 to 23. Using data results from 2007-08, the Workforce Development Center increased its marketing and B/I visits in order to increase the number of B/I served.</p> <p>The continued industry visits have shown to be beneficial in increasing the number of partnerships with B/I and number of trainees The number of pre-employment classes increased from 4 to 9.</p>



# TECHNOLOGY AND COMPUTER SERVICES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2007-2008

### **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: provide a network of services that allows the student to maximize his/her potential; provide innovative learning opportunities utilizing emerging instructional technology; plan, assess, and evaluate all activities and programs in order to ensure institutional effectiveness.*

## TECHNOLOGY AND COMPUTER SERVICES

### 2007-2008 PROGRAM EVALUATION PLAN

#### COAHOMA COMMU

Administrative or Ed Support Area or Service	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
					N	%	
Technology and Computer Services	The Technology and Computer Services Department will provide effective services to students, faculty, and staff.	Technology and Computer Services Department	<u>Technology and Computer Services Department</u> Technology and Computer Services Department will evaluate this outcome with the following measures: number of trainings provided to the faculty/staff on the Campus Web Module, e-mail, and other specialized trainings on the institution's system; number of technology, computer services, and telecommunications work orders completed; average amount of time taken to complete work orders; student satisfaction surveys. 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 department.  <u>T. and C. Services Department</u> Department will use the results to improve the program and will document these changes and/or improvements on this form.	3 trainings/presentations will be provided to the faculty and staff in FY08.	4		The Technology and Computer Services Department provided four different types of training for attendance software, campus web, email, and ACCESS. Many of these trainings involved more than one more training session. The department met its goal of having a turnaround of one day, compared to two days the prior year. In addition, the department decreased its number of work orders from 340 in 06-07 to 265 in 07-08. In order to decrease this number even more, the Technology and Computer Services Department provided additional specialized trainings for employees with calendars and names of training sessions. Using current data from the iSeries, the Technology and Computer Services Department upgraded its iSeries. This upgrade was to the system which runs the administrative software used by the College. The upgrade involved installing an iSeries Model 520, which replaced an iSeries Model 810. The Department noticed that the current network connections were unable to support the growing data traffic of the campus; therefore, the campus network infrastructure was upgraded with the installation of gigabit switches which allows for faster network connections. The upgrades were needed to handle the voice, video, and data traffic of the campus. The College's current TEAMS administrative software was not meeting the needs of the campus. As a result, the College purchased ACCESS software. This software was implemented this school year.
				Of the work orders completed in FY08, 100% will be completed within one day.	265		
				65% of students who participate in the satisfaction survey will rate their level of satisfaction with access to appropriate technology as "satisfactory" or higher.	1 day		
				2007-08 Graduating Senior Exit Survey Results	115 of 148 respondents	77.70%	
				2007-08 Entering Student Survey Results	136 of 191 respondents	71.21%	
				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.			
				2007-08 Campus Climate Employee Survey Results	70 of 77 respondents	90.91%	