

# **INSTITUTIONAL EFFECTIVENESS PLAN**

## **2010-2011**

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

***4th Publication***

**Published by:  
Office of Institutional Effectiveness  
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3240 Friars Point Road  
Clarksdale, MS 38614  
662-621-4201**

**September 2011**

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# Foreword

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During 2006-2008, Coahoma Community College faculty, staff, and administrators developed and piloted the Institutional Effectiveness Plan (IEP) to evaluate program and service areas of the institution. Using prior assessment results from the IEP, the institution continues to improve instruction, services, and overall institutional effectiveness as demonstrated in the 2010-2011 IEP publication.

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

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

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

**COAHOMA COMMUNITY COLLEGE'S  
INSTITUTIONAL EFFECTIVENESS PLAN  
2010-2011**

# President's Welcome

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

1. Provide academic transfer programs that parallel with the first two years of college/university programs.
2. Provide career and technical education programs that prepare students to enter the job market or transfer to a college or university.
3. Meet the needs of area businesses and industries by providing workforce training programs.
4. Empower students with the necessary tools to maximize their potential by providing a network of support services and activities.
5. Utilize emerging instructional technology by providing innovative learning opportunities for students.
6. Address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies.
7. Initiate new programs or complement existing programs by securing and sustaining federal, state, and local funding.
8. Support cultural enrichment programs and activities.
9. Ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

Approved by Board of Trustees on August 11, 2008



# 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.

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

1. Adjunct and full-time faculty piloted student learning outcomes and assessment measures from master course syllabi. Instructional departments met at least once each semester to discuss results from student learning outcomes and make changes in courses to improve student learning.

# Background...Continued

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2. College personnel and adjunct and full-time faculty implemented the IEP beginning fall of 2006. Student samples and data for program outcomes were collected during fall of 2006 and spring of 2007. Program assessment committees met to evaluate and document results.

## 2007-2011 – Stage Four: Revise, Implement, and Evaluate IEP; Use Results to Make Improvements

1. Adjunct and full-time faculty implemented student learning outcomes and assessment measures from master course syllabi. Instructional departments met to discuss results from student learning outcomes and make changes in courses to improve student learning. Department Heads submitted course syllabi revisions to instructional deans before they dismissed for Summer Break.
2. Using results from the previous years, college personnel and adjunct and full-time faculty revised the IEP. Student samples and data for program outcomes were collected during fall and spring. Program assessment committees met to evaluate and document the results. Faculty and college personnel used the results to make changes to improve student learning, curriculum, support programs, and services. Faculty and personnel documented these changes in the IEP program evaluation plans.

**SECTION 2: INSTRUCTIONAL PROGRAMS**

**COAHOMA COMMUNITY COLLEGE'S  
INSTITUTIONAL EFFECTIVENESS PLAN  
2010-2011**

# ACCOUNTING TECHNOLOGY PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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

**PROGRAM NAME: ACCOUNTING TECHNOLOGY**  
**2010-2011 PROGRAM EVALUATION PLAN**  
 COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Communication	<p>1. Upon completion of the Accounting Technology Program, the student will be able to compose written documents effectively.</p> <p>2. Upon completion of the Accounting Technology Program, the student will be able to deliver oral presentations effectively.</p>	<p>A. Business documents: memos and letters, rubrics assessment</p> <p>B. Oral presentations Evaluation rubric</p> <p>C. Mississippi Career Assessment System (MCPAS)</p>	<p>1. At least 70% of students will score 75% or above on business document rubric.</p> <p>2. A least 70% of students will scores 75% or above on the oral presentations Evaluation rubric.</p> <p>3. At least 70% of students will score basic (50%-69%) or above on MCPAS</p>	<p>Three students composed business documents: memos, and letters. Two students met the standards listed on rubrics.</p> <p>One students presented oral presentations. One student met the standards listed on rubrics.</p> <p>No Accounting graduates 2010-2011</p>	<p>To increase student performance and learning outcomes the instructor:</p> <ul style="list-style-type: none"> <li>• Students completed online activities to strengthening business skills.</li> <li>• Downloaded grammar/mechanics challenge from the internet to practice grammar skills.</li> <li>• Students presented an oral presentation and were graded according to established rubric criteria.</li> </ul>

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
<b>Management and Operation of the Computer</b>	<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.</b>	<p>A. Performance skills rubric</p> <p>B. Mississippi Career Assessment System (MSCPAS)</p> <p>C. Office Professional Trainee Evaluation Rubric</p>	<p>1. At least 70% of students will score 70% or above on the Computer Performance skills rubric</p> <p>At least 70% of students will score basic (50%-69%) or above on MSCPAS</p> <p>3. At least 80% of employees will rate the student computer performance at a "satisfactory" level.</p>	<p>1. Three students completed the performance skills rubric. Three students met standards on Performance skills rubric.</p> <p>No Accounting graduates 2010-2011</p>	<p>To increase student performance and learning outcomes the instructor:</p> <ul style="list-style-type: none"> <li>• Students used email to send in assignments for grading</li> <li>• Student performed internet to research ethical codes and legal issues related to customer information.</li> <li>• Student created a webpage and used web browser to present them to the class.</li> </ul>

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Word Processing	3. Upon completion of the Accounting Technology Program, the student will be able to utilize word processing software packages to create, format, and edit various business documents with speed and accuracy.	<p>A. Word processing Rubric</p> <p>B. Document Production Rubric</p> <p>Mississippi Career Assessment System (MSCPAS)</p>	<p>1. At least 70% of students will score 75% or above on the word processing skills application rubric.</p> <p>3. At least 70% of students will select appropriate software to key three business documents with speed and accuracy in 60 minute.</p> <p>3. At least 70% of students will score basic (50%-69%) or above on MSCPAS</p>	<p>Two students met standards listed on the rubric.</p> <p>Two students met standard on document production with speed and accuracy in 60 minute.</p> <p>No Accounting graduates 2010-2011</p>	<p>To increase student performance and learning outcomes the instructor:</p> <ul style="list-style-type: none"> <li>• Computer Lab remained open two hours extra for students to use to complete practice assignments.</li> <li>• Students download documents from textbook website to practice editing and keying skills.</li> <li>• Use Keyboarding Pro soft software program to practice timed writing skills</li> </ul> <p>No action taken</p>

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
Financial Application	<p><b>1. Upon completion of the Accounting Technology Program, the student will be able to use a calculator to calculate basic business math problems with accurately.</b></p> <p><b>2. Upon completion of the Accounting Technology Program the student will be able to demonstrate proficiency accounting procedures for business use.</b></p> <p><b>Upon completion of the Accounting Technology program of study student will Demonstrate proficiency on the MSCPAS</b></p> <p><b>Upon completion of the Accounting Technology program the student will demonstrate academic attainment in reading, math and language.</b></p>	<p>A. Calculator competency check-off list</p> <p>B. Business math work samples</p> <p>C. Student accounting working papers</p> <p>C. Mississippi Career Assessment System (MSCPAS)</p> <p>TABE post test</p>	<p>At least 70% of students will score 75% or above Calculator competency check-off list.</p> <p>At least 70% of students will score 75% or above on business math work samples.</p> <p>At least 70% of students will score 75% or above on business accounting working papers.</p> <p>3. At least 70% of students will score basic (50%-69%) or above on MSCPAS</p> <p>At least 70% of students will show an increase in academic attainment on TABE post test.</p>	<p>Two students met the standards on the Calculator competency check-off list.</p> <p>One student met the standards on the business math work samples.</p> <p>One student met standards on business accounting working papers.</p> <p>No Medical Office graduates 2010-2011</p> <p>No post test given</p>	<p>To increase student performance and learning outcomes the instructor:</p> <ul style="list-style-type: none"> <li>• Reviewed the common use for word forms in writing checks; accepting check and the correct procedure for handling checks.</li> <li>• Reviewed why basic accounting principles and why basic book-keeping is necessary for life and work.</li> <li>• Visit textbook website to practice procedures using online applications.</li> </ul>



# **BUSINESS AND OFFICE SYSTEMS TECH DEGREE PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011**

### **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.*

Written and Oral Communication	1. Upon completion of the Business Office Technology Program, the student will be able to compose effective written documents.	MS-CPAS	1. At least 70% of students will score basic (50%-69%) or above on MS-CPAS	<p><b>Campus Site</b></p> <p>8 students were evaluated. 5 or 62% met standards.</p>	<p><b>Campus Site</b></p> <p>After reviewing the MS-CPAS scores, it was determined that students needed more writing assignments and in-depth training to ensure comprehension.</p>
	2. Create and deliver oral presentations effectively.	Oral Presentation Rubric	2. At least 70% of students will demonstrate effective oral communication skills.	<p>25 students were evaluated. 19 or 76% of students met standards.</p>	<p>Benchmark met.</p>
		Research Paper (APA style)	3. At least 75% or above will score 75% or above on research paper.	<p>28 students were evaluated. 22 or 78% of students met standards.</p> <p><b>Rosedale Site</b></p> <p>No results were assessed.</p>	<p>Students were able to become more effective in writing by reading and summarizing short stories consistently every week.</p> <p><b>Rosedale Site</b></p> <p>N/A</p> <p><b>MS-CPAS Scores</b></p> <p>Student 1 = 66%  Student 2 = 74%  Student 3 = 47%  Student 4 = 40%  Student 5 = 47%  Student 6 = 59%  Student 7 = 57%  Student 8 = 56%</p>

<p><b>Management and Operation of the Computer</b></p>	<p><b>3. Upon completion of the Business Office Technology Program, the student will demonstrate the operation of the computer and manage information technology skills.</b></p>	<p>MSCPAS Management and Operation of the Computer</p> <p>Microcomputer Applications Skills check-list</p> <p>CAPSTONE Project Rubric</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 70% of students will demonstrate effective computer management and operations on the skills checklist.</p> <p>3. At least 85% of students will demonstrate mastery on the CAPSTONE project rubric which integrates computer application skills.</p>	<p><u><b>Campus Site</b></u></p> <p>8 students were evaluated. 5 or 62% met standards.</p> <p>33 students were evaluated. 25 or 75% of students met standards.</p> <p>7 students were evaluated. 6 or 86% met standards.</p> <p><u><b>Rosedale Site</b></u></p> <p>No results were assessed.</p>	<p><u><b>Campus Site</b></u></p> <p>Students were given more training and one-on-one instruction during lab hours.</p> <p>Benchmark met.</p> <p>Students created a business plan and presented a PowerPoint presentation that integrated computer application skills. This project helped students to work as a team and individually.</p> <p><u><b>Rosedale Site</b></u></p> <p>N/A</p> <p><u><b>MS-CPAS Scores</b></u></p> <p>Student 1 = 66%</p> <p>Student 2 = 74%</p> <p>Student 3 = 47%</p> <p>Student 4 = 40%</p> <p>Student 5 = 47%</p> <p>Student 6 = 59%</p> <p>Student 7 = 57%</p> <p>Student 8 = 56%</p>
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<p><b>Word Processing</b></p>	<p><b>4. Upon completion of the Business Office Technology Program, the student will be able to apply word processing skills to produce and format business documents with speed and accuracy.</b></p>	<p>MS-CPAS – Word Processing</p> <p>Portfolio Rubric</p> <p>Performance Skills checklist/Compose business documents: flyer and format reports</p>	<p>1. At least 80% of students will score basic (50%-69%) or above on the MS-CPAS (cluster 3).</p> <p>2. At least 80% of the students will score 75 or above on the portfolio rubric.</p> <p>3. At least 75% of students will demonstrate mastery on the performance checklist.</p>	<p><u><b>Campus Site</b></u></p> <p>8 students were evaluated. 5 or 62% met standards.</p> <p>25 students were evaluated. 15 or 60% met standards.</p> <p>25 students were evaluated. 20 or 80% met standards.</p> <p><u><b>Rosedale Site</b></u></p> <p>N/A</p> <p>13 students were evaluated. 10 or 76% met standards.</p> <p>N/A</p>	<p><u><b>Campus Site</b></u></p> <p>Students were given more hands-on training and online tutorials during lab hours.</p> <p>Students were given one-on-one instruction time. Lab hours were extended in the afternoons to accommodate students who were not performing on a satisfactory level.</p> <p>Benchmark met.</p> <p><u><b>Rosedale Site</b></u></p> <p>Students were given one-on-one instruction time. Instructors collaborated with each other to make sure each other were teaching the same objectives in the curriculum.</p> <p><u><b>MS-CPAS Scores</b></u></p> <p>Student 1 = 66%</p> <p>Student 2 = 74%</p> <p>Student 3 = 47%</p> <p>Student 4 = 40%</p> <p>Student 5 = 47%</p> <p>Student 6 = 59%</p> <p>Student 7 = 57%</p> <p>Student 8 = 56%</p>
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<p><b>Financial Application</b></p>	<p><b>Business Office Technology Program, the student will demonstrate proficiency in basic business math and accounting procedures for business use.</b></p>	<p>MS-CPAS Financial Applications</p> <p>Accounting working papers/computerized work samples and student competency check list</p> <p>Office Professional Training Evaluation Form/Workplace Skills Assessment</p>	<p>1. At least 70% of students will score basic (50% - 69%) or above on the MS-CPAS (cluster 5).</p> <p>2. At least 70% of students will master the accounting working papers and student competency check list.</p> <p>3. At least 80% of the employees will rate the student performance at a “satisfactory” level.</p>	<p>9 students were evaluated. 8 or 89% met standards.</p> <p>34 were evaluated. 25 or 73% met standards.</p> <p>9 students were evaluated. 8 or 88% met standards.</p> <p><b><u>Rosedale Site</u></b></p> <p>N/A</p> <p>11 students were evaluated. 11 or 100% met standards.</p> <p>11 students were evaluated. 11 or 100% met standards.</p>	<p>Benchmark met.</p> <p>Students received more hands-on experience with accounting problems to assist in areas of difficulties. Instructors determined that students needed more lab time to complete activities and more examples illustrated using PowerPoint.</p> <p>Based on the surveys and results, students performed on a satisfactory level. Students gained more experience and knowledge in an office setting to better equip them for the workplace.</p> <p><b><u>Rosedale Site</u></b></p> <p>Students received more hands-on experience with accounting problems to assist in areas of difficulties. Instructors determined that students needed more lab time to complete activities and more examples illustrated using PowerPoint.</p> <p>Based on the surveys and results, students performed on a satisfactory level. Students gained more experience and knowledge in an office setting to better equip them for the workplace.</p> <p><b><u>MS-CPAS Scores</u></b></p> <p>Student 1 = 66%</p> <p>Student 2 = 74%</p> <p>Student 3 = 47%</p> <p>Student 4 = 40%</p> <p>Student 5 = 47%</p> <p>Student 6 = 59%</p> <p>Student 7 = 57%</p> <p>Student 8 = 56%</p>
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# NURSING ASSISTANT (NA) PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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

**PROGRAM NAME: NURSING ASSISTANT**

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<p><b>1. At the completion of the nursing assistant program, students will be certified in Cardiopulmonary Resuscitation.</b></p>	<p>American Heart Association written examination and skills examination.</p>	<p>Student will score 85% or the written examination and 100% on the skill performance check list.</p>	<p>Class 1 = 100%</p>	<p>Class 1 met benchmark.</p>
<p><b>2. At completion of the nursing assistant program, students will be able to demonstrate personal care skills</b></p>	<p>Performance check list</p>	<p>Student will score 75% or more of skills on the performance check list.</p>	<p>Class 1 = 100%</p>	<p>Class 1 met benchmark.</p>
<p><b>3. At the completion of the program, the students will be able to pass the comprehensive written examination.</b></p>	<p>Instructor's Comprehensive Exit Exam</p>	<p>Student will score at 75% or more on the comprehensive written exam.</p>	<p>Class 1 = 100%</p>	<p>Class met benchmark.</p>

<p>4. Upon completion of the Nursing Assistant Program, students will be able to take and pass the National Nurse Aide Assessment Program (NNAAP) Written Examination.</p>	<p>National Nurse Aid Assessment Program Written Examination</p>	<p>At least 75% of the students taking the examination will receive 80% or above on the written evaluation for the national exam.</p>	<p>Class 1 = 100%</p>	<p>Class 1 did meet the benchmark.</p>
<p>5. Upon Completion Of the Nursing Assistant Program, students will be able to take and pass the National Nurse Aide Assessment Program (NNAP) Skills Examinations.</p>	<p>National Nurse Aid Assessment Program Skills Examination</p>	<p>At least 75% of the students will receive satisfactory on 5 out of 5 or 100% on the skills evaluation for the national exam.</p>	<p>Class 1= 44%</p>	<p>Class 1 did not meet the benchmark.</p> <p>Problems identified:</p> <ol style="list-style-type: none"> <li>1. The short term class began January 9, 2011. There were several classes rescheduled due to inclement weather at night. Several students had a delay in clearing their background check and could not start clinical at the nursing home. Because of the rescheduled classes and delay in background checks there were work and home scheduling conflicts.</li> <li>2. The students took NNAAP Examination approximately 9 weeks after class ended. The student must practice clinical skills at home before taking clinical examination.</li> </ol>



<p>5. Upon Completion Of the Nursing Assistant Program, students will be able to take and pass the National Nurse Aide Assessment Program (NNAP) Skills Examinations.</p>	<p>National Nurse Aid Assessment Program Skills Examination</p>	<p>At least 75% of the students will receive satisfactory on 5 out of 5 or 100% on the skills evaluation for the national exam.</p>	<p>Class 1= 44%</p>	<p>Class 1 did not meet the benchmark.</p> <p>Problems identified:</p> <ol style="list-style-type: none"> <li>1. The short term class began January 9, 2011. There were several classes rescheduled due to inclement weather at night. Several students had a delay in clearing their background check and could not start clinical at the nursing home. Because of the rescheduled classes and delay in background checks there were work and home scheduling conflicts.</li> <li>2. The students took NNAAP Examination approximately 9 weeks after class ended. The student must practice clinical skills at home before taking clinical examination.</li> <li>3. Only 67% of the students attended the boot camp day review one week prior to taking the NNAAP Examination. Boot camp was an action plan from 2009-2010 which worked well in spring 2010 with 90% passage rate for the class.</li> </ol> <p>Plan of Action:</p>
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# CHILD DEVELOPMENT TECHNOLOGY PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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

**PROGRAM NAME: CHILD DEVELOPMENT TECHNOLOGY**  
**2010-2011 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										
<p><b>Management &amp; Professionalism</b></p>	<p><b>1. Upon completion of the Childcare Technology Program, the students will be able to demonstrate professional skills in classroom instructional strategies</b></p>	<p>CPAS Clusters 1 ( Management &amp; Professionalism) &amp; 5 (Math, Science and Social Studies)</p> <p>Practicum Experience Evaluation</p> <p>Performance Checklist</p>	<p>85% of the students will meet (70% -80%) proficiency of the related criteria on the MS CPAS</p> <p>70% of the students will meet 6 of 8 or 75% of the classroom management and instructional strategies standards</p> <p>At least 75% of the students will score 75 or above on the performance checklist</p>	<p>Nine students were evaluated and all of them met the standards, which were 100%</p> <p>Seventeen students were evaluated and all of them met the standards, which were 100%</p> <p>Seventeen students were evaluated, Fourteen or 82% of them met the standards</p>	<p>Benchmarks were met</p> <p><b>CPAS Scores</b></p> <table border="1" data-bbox="1583 594 1913 906"> <tr> <td>Student #1-73.00</td> <td>Student #2-67.00</td> </tr> <tr> <td>Student #3-57.00</td> <td>Student #4-51.00</td> </tr> <tr> <td>Student #5-67.00</td> <td>Student #6-76.00</td> </tr> <tr> <td>Student #7-76.00</td> <td>Student #8-73.00</td> </tr> <tr> <td>Student #9-64.00</td> <td></td> </tr> </table> <p>Based on the results, students were required to perform more firsthand training through practicum experience and to implement more classroom management workshops to improve classroom management and professionalism skills to ensure the learning environment is conducive to learning</p>	Student #1-73.00	Student #2-67.00	Student #3-57.00	Student #4-51.00	Student #5-67.00	Student #6-76.00	Student #7-76.00	Student #8-73.00	Student #9-64.00	
Student #1-73.00	Student #2-67.00														
Student #3-57.00	Student #4-51.00														
Student #5-67.00	Student #6-76.00														
Student #7-76.00	Student #8-73.00														
Student #9-64.00															

<p><b>Observe Document Apply</b></p>	<p><b>2. Upon completion of the Childcare Technology Program, students will be able to explain and apply Mississippi Department of Human Service guidelines for operating an early childhood program on a proficient level.</b></p>	<p>MS CPAS Cluster #4 Health, Safety and Nutrition</p> <p>Pre/Post Test</p> <p>Performance Checklist</p>	<p>90 % of the students will meet 80% of the criteria on the MS CPAS</p> <p>70% of the students will master the post test.</p> <p>At least 75% of the students will score 80% or above on the performance checklist</p>	<p>Nine students were evaluated and all of them met the standards, which were 100%</p> <p>Seven students were evaluated. Three or 43% met the standards.</p> <p>Fifty-four students were evaluated. Forty-eight or 89% met the standards</p>	<p>Benchmarks were met</p> <p>Upon reviewing the results from the post-test, the instructors advised the students to focus on specific assessment strategies and program guidelines needed to improve their knowledge of operating a early childhood environment at a proficient or above level</p>
<p><b>Basic Learning Skills</b></p>	<p><b>3. Upon completion of the Childcare Technology Program, students will be able to identify cognitive, physical, emotional, and social characteristics of young children.</b></p>	<p>MS CPAS Clusters 3 ( Social and Emotional) &amp; 7 (Child Development)</p> <p>Post Test</p> <p>Performance Checklist</p>	<p>At least 70% of the students will meet the criteria on the MS CPAS</p> <p>70% will of the students master the post test</p> <p>At least 75% of the students will score 70% or above on the performance checklist.</p>	<p>Nine students were evaluated and all of them met the standards, which were 100%</p> <p>Twenty-three students were evaluated. Eighteen or 70% met the standards</p> <p>Thirty-one students were evaluated. Five or 77% successfully scored 70% or above</p>	<p>Benchmarks were met</p> <p>Based on the results, it was determined that the students would continue to assess, document and apply knowledge of child development techniques to ensure that the needs of the whole child are being met while enforcing developmentally appropriate practices for early childhood development</p>

<p><b>Health Safety &amp; Nutrition Guidelines</b></p>	<p><b>4. Upon completion of the Childcare Technology program, students will be able to apply health safety and nutrition guidelines to the practice of Early Childcare.</b></p>	<p>MS CPAS Cluster #4, Health, Safety and Nutrition</p> <p>Practicum Experience Checklist</p> <p>Oral evaluation of basic first aid skills using Rubric evaluation.</p>	<p>At least 85% of the students will meet 80% of the Criteria on the MS CPAS</p> <p>90% will score 90 or above to master the class</p> <p>80% of the students will meet 80% of the requirements on the oral exam</p>	<p>Nine students were evaluated and all of them met the standards, which were 100%</p> <p>Seventeen students were evaluated, Fourteen or 82% scored 90 or above to master the class</p> <p>Sixteen students were evaluated, 94% or fifteen met the requirements</p>	<p>Benchmarks were met</p> <p>Once results were reviewed, it was determined that the students will continue to participate in health fairs, workshops and seminars in relations to following safety and nutrition guidelines for young children</p>
<p><b>Creative Arts &amp; Methods &amp; Materials</b></p>	<p><b>5. Upon completion of the Childcare Technology program, students will be able to develop and implement creative learning activities for children birth through age eight.</b></p>	<p>MS CPAS Cluster #2 Creative Arts, Methods &amp; Materials</p> <p>Creative Arts &amp; Methods &amp; Materials Instruction Grading Rubrics</p>	<p>70% of the students will meet 70% of the Criteria on the MS CPAS</p> <p>90% of the students will score 85 and above on oral presentation &amp; evaluation using rubric grading scale</p>	<p>Nine students were evaluated and all of them met the standards, which were 100%</p> <p>Eighteen students were evaluated. 94% or seventeen met the standards using the rubric grading scale</p>	<p>Benchmarks were met</p> <p>Upon reviewing the results, it was determined that during the early childhood years those children learn through the vehicle of play. Therefore, our students will continue to construct creative materials and projects that can be used to enhance a child's learning</p>

<p><b>Academic Attainment</b></p>	<p><b>Upon completion of the Childcare Development Program the student will demonstrate an increase in academic attainment on the TABE Test</b></p>	<p>TABE Pretest and Post test Scores</p>	<p>70% of the students will show an increase in academic attainment on the TABE post-test compared to the TABE pre-test scores.</p>	<p>It was determined that only seven of our students completed the requirements needed to post test. That number was smaller than the number originally tested on the pretest. Three or 57% of the ones post tested showed an increase in academic attainment.</p>	<p>After reviewing both pre/post test scores, it was determined that the number of students pretesting at the beginning of the program was greater. Therefore our focus placed more emphasis on retention and efforts that included community outreach through workshops and community involvement with the emphasis being placed on retention and academic attainment. Some of our instructors worked with Coahoma Opportunities Inc. instructing workshops whose aim was educational awareness and an increase in knowledge of early childhood learning strategies.</p>
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# COMPUTER SERVICING TECHNOLOGY PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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

**PROGRAM NAME: COMPUTER SERVICING TECHNOLOGY**  
**2010-2011 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
<b>Follow Safety Guidelines</b>	<b>1. Upon completion of the Computer Servicing Technology Program, students will be able to demonstrate and practice general safety procedures for computer servicing.</b>	Computer Servicing Tech. faculty will assess this student learning outcome by:  Observation checklists during laboratory exercises	-At least 80% of students evaluated will score 75% or above on safety procedures and guidelines observation checklists.	(1) 4 of 10 met standard = 40%	In making use of assessment results, safety procedures were emphasized more heavily. Students were also required to give an oral presentation, explaining their results along with their written report.
<b>Diagnosing and Troubleshooting</b>	<b>2. Upon completion of the Computer Servicing Technology Program, students will be able to identify basic troubleshooting procedures and good practices for eliciting problem symptoms from customers.</b>	1. Diagnosing and troubleshooting computer repair lab rubric.  2. MSCPAS -Cluster 2 Computer Hardware  3. Post Test	(1)-At least 65% of students evaluated will score 75% or above on diagnosing and troubleshooting rubric.  (2)-At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS.  (3)-At least 75% of the students will successfully complete the goal related questions on the Post Test.	(1) 6 of 6 met standard = 100%  (2) 1 of 4 met standard = 25%  (3) 6 of 6 met standard = 100%	In using results more hands-on exercise were provided. Both written and oral reports were also written.  <u>MSCAP</u> Student 1 – 39% Student 2 – 61% Student 3 – 47% Student 5 – 43  The instructor provided a variety of question formats. These questions proved thought provoking and challenge, but better prepared students for standardized testing.
<b>Perform Computer Software and Hardware Upgrades</b>	<b>3. Upon completion of the Computer Servicing Technology Program, students will be able to install and remove computer software and hardware components.</b>	1. Observation checklist  2. MSCPAS -Cluster 2 Computer Hardware -Cluster 3 Operating Platforms	(1)-At least 65% of students evaluated will demonstrate mastery of computer upgrades on the observation checklist.  (2)- At least 75% of students will score BASIC (50%-69%) performance level or above on the related sections of the MSCPAS.	(1) 4 of 6 met standard = 67%  (2) 1 of 4 met standard = 25%	Students completed labs in groups and as a class.  The instructors' decision to complete labs in group/class setting resulted in improved assessment results. However an increase in the number of labs students are required to complete was made to further increase results percentage.



<p><b>Perform Computer Software and Hardware Upgrades</b></p>	<p><b>3. Upon completion of the Computer Servicing Technology Program, students will be able to install and remove computer software and hardware components.</b></p>	<p>1. Observation checklist</p> <p>2. MSCPAS -Cluster 2 Computer Hardware -Cluster 3 Operating Platforms</p>	<p>(1)-At least 65% of students evaluated will demonstrate mastery of computer upgrades on the observation checklist.</p> <p>(2)- At least 75% of students will score BASIC (50%-69%) performance level or above on the related sections of the MSCPAS.</p>	<p>(1) 4 of 6 met standard = 67%</p> <p>(2) 1 of 4 met standard = 25%</p>	<p>Students completed labs in groups and as a class.</p> <p>The instructors' decision to complete labs in group/class setting resulted in improved assessment results. However an increase in the number of labs students are required to complete was made to further increase results percentage.</p> <p><u>MSCAP</u> Student 1 – 39% Student 2 – 61% Student 3 – 47% Student 5 – 43</p>
<p><b>Properly Utilize Testing and Soldering Tools and Equipment</b></p>	<p><b>4. Upon completion of the Computer Servicing Technology Program, students will be able to apply soldering and de-soldering techniques correctly.</b></p>	<p>1. Laboratory exercises rubric.</p> <p>2. MSCPAS -Cluster 1 Basic Electronics</p> <p>3. Post Exam</p>	<p>(1)-At least 65% of students evaluated will demonstrate mastery of soldering and testing tools on the rubric laboratory exercises.</p> <p>(2)- At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS.</p> <p>(3)-At least 75% of the students will succeed on the goal related questions on the Post Test.</p>	<p>(1) 4 of 14 met standard = 29%</p> <p>(2) 1 of 4 met standard = 25%</p> <p>(3) 8 of 14 met standard = 57%</p>	<p>Changes in instructions were made utilizing assessment results. More labs and increased classroom instruction on soldering techniques were put into place.</p> <p><u>MSCAP</u> Student 1 – 39% Student 2 – 61% Student 3 – 47% Student 5 – 43</p> <p>In making use of results, instructor redesigned exams to simulate the CPAS Exam.</p>
<p><b>Develop Written Plans and Logs</b></p>	<p><b>5. Upon completion of the Computer Servicing Technology Program, students</b></p>	<p>1. Laboratory exercises grading rubric</p>	<p>(1)-At least 65% of students evaluated will demonstrate mastery of MS Office Apps through laboratory exercises.</p>	<p>(1) 6 of 6 met standard = 100%</p>	<p>Making use of results, the decision was rendered to increase classroom instruction time and assignments utilizing.</p>

<b>Data Communications and Networking</b>	<b>6. Upon completion of the Computer Servicing Technology Program, students will be able to discuss and analyze basic data communications and network principles.</b>	1. Data Comm. and Networking lab exercises rubric. 2. MSCPAS -Cluster 4 on Data Communications 3. Post Exam	(1)-At least 65% of students evaluated will demonstrate mastery of Data Comm. and Networking labs. (2)- At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS. (3)-At least 75% of the students will succeed on the goal related questions on the Post Test.	(1) 11 of 13 met standard = 85 % (2) 1 of 4 met standard =25% (4) 9 of 13 met standard	Making use of results the instructor added more classroom instructions and increase the number of hands on activities.  <u>MSCAP</u> Student 1 – 39% Student 2 – 61% Student 3 – 47% Student 5 – 43  In making use of results, instructor redesigned exams to simulate the CPAS
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# **COSMETOLOGY (CAMPUS DAY, CAMPUS EVENING, AND TUNICA SITE) PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011**

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

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

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

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

**PROGRAM NAME: COSMETOLOGY**  
 2010-2011 PROGRAM EVALUATION PLAN  
 COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Written Communication	1. Upon completion of the Cosmetology Program, students will be able to write a clear, well-organized resume.	<b>Resume Grading Rubric.</b>	70% of students in the Cosmetology program will submit a clear, well-organized resume meeting the assigned guidelines.  <u>Campus Day</u> of 11 =  <u>Campus Evening</u> 4 of 7 =  <u>Tunica Site</u> 2 of 2 = 100%	<u>Campus Day</u> 11  <u>Campus Evening</u> 4 of 7 met standard =  <u>Tunica Site</u> 2 of 2 met standard =100%	<u>Campus Day</u> To be assessed December 2011.  <u>Campus Evening</u> Based on past assessment results, students used resume software to reinforce what had been taught on writing a resume. Students showed improvement in organizing resumes.  <u>Tunica Site</u> Students were allowed to write a resume without being taught how to do it. After second draft, students were taught and given a correct resume format to compare to what they had written. Students showed more interests in writing the resumes correctly after finding their own mistakes.
Writing Business Plans	2. Upon completion of the Cosmetology Program, students will be able to write a clear, well-organized business plan.	Business Plan Checklist.	At least 70% of students in the Cosmetology program will submit a clear, well-organized business plan according to the criteria outlined on the business plan checklist.  <u>Campus Day</u> 13 <u>Campus Evening</u> 7 of 7 =  <u>Tunica Site</u>	<u>Campus Day</u> 13 of 13 met standard =100% <u>Campus Evening</u> 7 of 7 met standard =100%  <u>Tunica Site</u> 2 of 2 met standard = 100%	<u>Campus Day</u> Based on past assessment results, students were given the business plan checklist after second draft of business plan was submitted. Student final draft of business plans showed improvement after checklist was given.  <u>Campus Evening</u> Students were allowed to research different formats of business plans. Students selected two formats of his

			2		<p>of her choice to use. Students submitted two drafts of the formats and were allowed to compare the two with the checklist. Students were able to write a clear, well-organized business plan upon completion of the program.</p> <p><b><u>Tunica Site</u></b> Based on past assessment results, prior to writing business plans, students were given incorrect plans to grade using the checklist. Students discussed the errors that were found in the plan. Students became more observant of those incorrect items when their final plan was submitted.</p>
Oral Communication	3. Upon completion of the Cosmetology Program, students will be able to effectively consult with clients to determine their cosmetology needs.	<b>Student/Client Rubric.</b>	<p>70% of students presenting oral presentations will score 85 or above using rubric and oral presentation evaluation.</p> <p><b><u>Campus Day</u></b> 7 of 11 =</p> <p><b><u>Campus Evening</u></b> 5 of 7 =</p> <p><b><u>Tunica Site</u></b> 2 of 2 =100 %</p>	<p><b><u>Campus Day</u></b> 7 of 11 met standard =</p> <p><b><u>Campus Evening</u></b> 5 of 7 met standard =</p> <p><b><u>Tunica Site</u></b> 2 of 2 met standard =100%</p>	<p><b><u>Campus Day</u></b> Based on past assessment results, Students role played and used the rubric to grade each other. Students were shown videos of client consultations prior to performing on live patrons. Students' communication skills improved after observing videos. The four students that did not meet the standard, was given additional time watching the videos and classroom observation of other students.</p> <p><b><u>Campus Evening</u></b> Based on past assessment results, students were allowed to observe and evaluate each other when giving consultations to live clients. Students would discuss and compare the evaluations to other clients that the student performed on. The two students that did not meet the standard were given additional time to role play with students. The students' skills improved with practice.</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.	Mississippi State Board of Cosmetology procedure checklist.	At least 70 % of students will score at least 85 out of a possible 100 on the Mississippi State Board procedure checklist on mock clinical skills in areas of the hair, skin, and nails.  <u>Campus Day</u> 13 of 13 = 100% <u>Campus Evening</u> 7 of 7 = 100%  <u>Tunica Site</u> 2 of 2 =100%	<u>Campus Day</u> 13 of 13 met standard =100%  <u>Campus Evening</u> 7 of 7 met standard = 100%  <u>Tunica Site</u>  2 of 2 met standard = 100%	<u>Campus Day</u> Although this standard was met, students scored less on nail skills than hair and skin skills. Additional nail practice was given to students and the scores improved.  <u>Campus Evening</u> Based on past assessment results, students were given additional practice on mock services prior to working on live clients.  <u>Tunica Site</u> Although students met this standard, based on past assessment results, students were given additional demonstrations from instructor on haircutting and thermal skills. Scores were improved from previous year's assessment.
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.	1) Observation checklist which includes the following skills: hand washing, wearing gloves, and properly handling and disposal of products contaminated by blood or other body fluids	At least 70% of the students evaluated with the observation checklist will perform services utilizing the standards precautions. <u>Campus Day</u> 7 of 11 = <u>Campus Evening</u> 5 of 7 =	<u>Campus Day</u> 7 of 11 met standard  <u>Campus Evening</u> 5 of 7 met standard = <u>Tunica Site</u> 2 of 2 met standard = 100%	<u>Campus Day</u> Students showed more awareness of universal precautions when instructor was visible during services. The four students that did not meet this standard showed weaknesses in hand washing and wearing gloves.  <u>Campus Evening</u> Based on past assessment results,

		<p>2) OSHA written examination Universal Precautions written examination</p>	<p><u><b>Tunica Site</b></u> 2 of 2 =  At least 80% of the students will pass the OSHA written examination.</p> <p><u><b>Campus Day</b></u> 11</p> <p><u><b>Campus Evening</b></u> 7 of 7 = 100%</p> <p><u><b>Tunica Site</b></u> 2 of 2 = 100%</p>	<p><u><b>Campus Day</b></u> of 11 met standard = <u><b>Campus Evening</b></u> 7 of 7 met standard = 100%</p> <p><u><b>Tunica Site</b></u> 2 of 2 met standard 100 %</p>	<p>instructor was more visible during lab practices. Students' showed improvement of universal precautions with live clients. Students that did not meet this standard were given additional practice time with other students/</p> <p><u><b>Tunica Site</b></u> Although students met this standard, based on past assessment results, students were given additional practice time on mock services prior to working on live clients. Students were more observant of universal precautions when they performed services on live clients.</p> <p><u><b>Campus Day</b></u> To be assessed December, 2011.</p> <p><u><b>Campus Evening</b></u> Although students met this standard, based on past assessment results students were given additional time on written practice test. Students performed services using precautions that were included on written test.</p> <p><u><b>Tunica Site</b></u> <b>Based on past assessment results, students were given additional time on written practice test with emphasis on sanitation. Students were allowed to demonstrate sanitation practices during lab practices.</b></p>
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Workforce Readiness	6. Upon graduation from the Cosmetology program, the new graduate will pass Mississippi State Board of Cosmetology and receive state licensure	1) State licensure exam  2) Number of students employed after passing state exam	At least 70% of students will pass the state board of cosmetology exam.  <u>Campus Day</u> 2 of 13 = <u>Campus Evening</u> of 7 = <u>Tunica Site</u> of 2 = At least 70% of graduates will be employed in field related to training or field trained.  <u>Campus Day</u> 2 of 13 = <u>Campus Evening</u> of 7 = <u>Tunica Site</u> of 2 =	<u>Campus Day</u> 2 of 13 met standard = <u>Campus Evening</u> of 7 = <u>Tunica Site</u> of 2 =  <u>Campus Day</u> 2 of 13 met standard = <u>Campus Evening</u> of 7 = <u>Tunica Site</u> of 2 =	<u>Campus Day</u> Two students passed the Mississippi State Board of Cosmetology and received licensure. The eleven students that did not meet this standard are waiting on testing date.  <u>Campus Evening</u> Will be assessed December 2011. <b>(May 2011 graduates)</b>  <u>Tunica Site</u> Will be assessed December 2011. <b>(May 2011 graduates)</b>  <u>Campus Day</u> Two students were employed in field trained upon receipt of state licensure. The eleven students that did not meet this standard are waiting on testing date.  <u>Campus Evening</u> Will be assessed December 2011. <b>(May 2011 graduates)</b>  <u>Tunica Site</u> Will be assessed December 2011. <b>(May 2011 graduates)</b>
Academic Attainment	7. Program performance measure: Upon completion of the Cosmetology Program the student will demonstrate an increase in academic attainment on the TABE Test	TABE Pretest and Posttest Scores	<u>Campus Day</u> of 13 = <u>Campus Evening</u> of 7 = <u>Tunica Site</u> of 2 =	<u>Campus Day</u> of 13 = <u>Campus Evening</u> of 7 = <u>Tunica Site</u> of 2 =	



# **CULINARY ARTS PROGRAM EVALUATION PLAN COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011**

**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)**

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Culinary Arts Technology (CUT)	Upon Completion of CUT, students will be able to demonstrate volume food preparation techniques.	Faculty will evaluate this outcome through the following measures: <ul style="list-style-type: none"> <li>• MS-CPAS Unit 8</li> <li>• Quantitative analysis of prepared food</li> </ul>	<p>75% of students will score basic (50%-69%) performance level on MS-CPAS Unit 8</p> <p>75% of students will score “sufficient” upon quantitative analysis of food prepared for a specific number of guests</p>	<p>6 of 6 students met the standard</p> <p>6 of 6 students met the standard</p>	<p><b>As a result</b> of favorable CPAS scores, it was determined that placing a greater emphasis on culinary mathematics and recipe conversions played a key role improving student learning. Students were given recipes and a guest count and were required to modify the recipe accordingly. Quantitative analysis of the prepared dish was done to ensure that the amount of food prepared would serve the number of guests assigned.</p> <p><b>MS – CPAS</b></p> <p>Student 1 – 60%            Student 2 – 77%            Student 3 – 57%            Student 4 – Passed –</p>

					<p>score pending  Student 5 – Passed –  score pending  Student 6 – 69%</p> <p><b>Quantitative  Analysis</b></p> <p>Student 1 – P  Student 2 – P  Student 3 – P  Student 4 – P  Student 5 – P  Student 6 – P</p>
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**PROGRAM NAME: CULINARY ARTS TECHNOLOGY (CUT)**

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Culinary Arts Technology (CUT)	Upon Completion of CUT, students will be able to construct a detailed resume, cover letter and portfolio and complete an application for employment.	<ul style="list-style-type: none"> <li>• Faculty/Industry panel review of submitted materials</li> <li>• Mock Interview</li> <li>• Peer evaluation</li> </ul>	<p>90% of students will score satisfactory (80 points out of a possible 100) in the panel review of their prepared resumes, cover letters, and portfolios.</p> <p>75% of students will score “competent” (75 points out of a possible 100) on the mock interview rubric.</p> <p>75% of students will score “qualified” (75 points out of a possible 100) on the peer evaluation rubric.</p>	<p>5 of 6 students met the standard</p> <p>3 of 6 students met the standard</p> <p>6 of 6 students met the standard</p>	<p>As a result of mock interview results, it was determined that more emphasis should be placed on the concepts of public speaking (i.e. eye contact, non-verbal communication, diction). Students were required to sit for an actual interview before a guest panel and asked questions pertaining to the job for which they were applying. Constructive criticism was given by the panel as well as a team of peer reviewers. Pointers for appropriate business attire were also supplied.</p> <p><b>Panel Review</b></p> <p>Student 1 – F  Student 2 – P  Student 3 – P  Student 4 – P  Student 5 - P</p>

					<p>Student 6 – P</p> <p><b>Mock Interview</b></p> <p>Student 1 - F  Student 2 – P  Student 3 – P  Student 4 – P  Student 5 - F  Student 6 – P</p> <p><b>Peer Evaluation</b></p> <p>Student 1 - P  Student 2 – P  Student 3 – P  Student 4 – P  Student 5 - P  Student 6 – P</p>
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**PROGRAM NAME: CULINARY ARTS TECHNOLOGY (CUT)**

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Program, Or Curriculum
Culinary Arts Technology (CUT)	Upon Completion of CUT, students will be able to demonstrate safe food handling and preparation techniques	<ul style="list-style-type: none"> <li>• ServSafe Examination</li> <li>• MS-CPAS: Units 3 &amp; 4</li> <li>• Laboratory Observation checklist</li> </ul>	<p>75% of students will receive the ServSafe certification</p> <p>75% of student completers will score basic (50-69%) performance level on MS-CPAS units 3 &amp; 4.</p> <p>75% of students will master 80% of the safety and sanitation techniques listed on the laboratory observation checklist.</p>	<p>4 of 6 of students tested met the standard</p> <p>6 of 6 student completers met the standard</p> <p>6 of 6 students met the standard</p>	<p>As a result of ServSafe Examination results, it was determined that a more hands on approach to presenting the principles of safe food handling does improve student learning and should therefore be continued. Students were required to demonstrate proper hand washing, receiving, food storage, food preparation and kitchen sanitation techniques. They then served as peer reviewers for fellow students, identifying strengths and weaknesses in maintaining a safe work environment.</p> <p><b>Serv Safe Examinaton</b></p> <p>Student 1 – F Student 2 – P</p>

					<p>Student 3 – P  Student 4 – F  Student 5 - P  Student 6 – P</p> <p><b>MS-CPAS</b></p> <p>Student 1 – 60%  Student 2 – 77%  Student 3 – 57%  Student 4 – Passed-  score pending  Student 5 – Passed –  score pending  Student 6 – 69%</p> <p><b>Laboratory  Observation</b></p> <p>Student 1 – 88%  Student 2 – 91%  Student 3 – 90%  Student 4 – 89%  Student 5 – 80%  Student 6 – 84%</p>
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**PROGRAM NAME: CULINARY ARTS TECHNOLOGY (CUT)**

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Program, Or Curriculum
Culinary Arts Technology (CUT)	Upon Completion of CUT, students will be able to demonstrate managerial skills and quality guest services/customer relations.	<ul style="list-style-type: none"> <li>• MS-CPAS Unit s 2 &amp; 12: Human Relations Management and Customer Communication and Services</li> <li>• Written/Practical Examinations</li> <li>• Peer Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• 75% of student completers will score basic (50-69%) performance level on MS-CPAS Unit s 2 &amp; 12: Human Relations Management and Customer Communication and Services</li> <li>• 75% of students will master 75% of the material presented on the menu planning/dining room management written /practical examinations</li> <li>• 75% of students will score “satisfactory” on the peer evaluation rubric</li> </ul>	<p>6 of 6 student completers met the standard</p> <p>6 of 6 student completers met the standard</p> <p>6 of 6 student completers met the standard</p>	<p>As a result of obtaining favorable assessment results, it was determined that the use of audio/visual aids to reinforce the principles of appropriate managerial skills served to improve student learning. Students watched videos demonstrating poor guest relation skills and were asked to re-enact each scenario using learned customer service/conflict resolution techniques to yield a positive end.</p> <p><b>MS-CPAS</b>  Student 1 – 60%  Student 2 – 77%  Student 3 – 57%  Student 4 – Passed – score pending</p>



					<p>Student 5 – Passed – score pending Student 6 – 69%</p> <p><b>Written/Practical Examination</b></p> <p>Student 1 – 79% Student 2 – 89% Student 3 – 77% Student 4 – 88% Student 5 – 91% Student 6 – 80%</p> <p><b>Peer Evaluation</b></p> <p>Student 1 – 88% Student 2 – 90% Student 3 – 94% Student 4 – 79% Student 5 – 94% Student 6 – 88%</p>
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# HOTEL & RESTAURANT MANAGEMENT TECHNOLOGY PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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

**PROGRAM NAME: HOTEL & RESTAURANT MANAGEMENT TECHNOLOGY**

2010-2011 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
<p><b>Hospitality and Tourism Industry</b></p>	<p>1. Upon completion of the HRT Program, the students will be able to trace the growth and development of the hospitality industry.</p>	<p>CPAS Test for Hospitality and Tourism Management on the Hospitality Tourism Cluster #1</p>	<p>80% of students will meet the basic performance level on the MS- CPAS</p>	<p>100% of student met basic performance level on MS-CPAS: <b>Student 1 - 63% Proficient</b> Student met the benchmark</p>	<p>Study groups comprised of HRT and Culinary students were formed in preparation for this exam.</p> <p>Students were allowed to take practice test until a satisfactory grade was made.</p>
	<p>2. Upon completion of the HRT Program, the students will be able to define service.</p>	<p>Pre//Post Test</p>	<p>75% of the students will score 80% or higher on the Post Test compared to Pre-Test.</p>	<p>100% of the students scored 80% or higher on the Post Test.</p>	<p>Students formed study groups after class to make this improvement.</p>
	<p>3. Upon completion of the HRT program, the students will be able to demonstrate an understanding of the background, context, and career opportunities that exist in the hospitality industry.</p>	<p>Presentations evaluated using presentation rubric.</p>	<p>80% of students will score 80% or higher on this presentation rubric.</p>	<p>90% of the students scored 80% or higher on the presentation.</p>	<p>Students were introduced to this assignment at the beginning of the semester so students could use their progressive knowledge to complete the presentation successfully.</p>

<p><b>Hospitality Supervision</b></p>	<p>1. <b>Upon completion of the HRT Program, the students will be able to demonstrate proficiency in communication skills, leadership skills, and supervisory skills.</b></p> <p>2. <b>Analyze the management functions and roles.</b></p> <p>3. <b>Trace the employment cycle</b></p>	<p>MS-CPAS Test for Hospitality and Tourism Management on the Hospitality Tourism Cluster #4</p> <p>State Collegiate DECA Leadership Fall Conference</p> <p>SkillsUSA State Championships</p> <p>American Hotel and Lodging Educational Institute Exam</p> <p>Presentation evaluated using presentation rubric</p>	<p>70% of students will meet basic(50%-69%) performance level score on the CPAS</p> <p>70% of student participants will place in state competition</p> <p>70% of student participants will place in state competition</p> <p>70% of students will score 70% or higher on the AH&amp;LA exam</p> <p>70% of students will score 80% or higher on the presentation rubric</p>	<p>100% of student met basic (50%-69%) performance level score on MS-CPAS</p> <p>100% of student participants placed in state competition</p> <p>100% of student participants placed in state competition.</p> <p>100% of student participants scored 70% or higher on the AH&amp;LA</p> <p>100% of students scored 80% or higher on the presentation</p>	<p><b>MS-CPAS Scores:</b> Student 1 – 80% Benchmarks were met.</p> <p><b>State Collegiate DECA:</b> <i>Student 1 – 1<sup>st</sup> Place Pin/T-Shirt Design</i> <i>Student 1 – 1<sup>st</sup> Place Banner Design</i></p> <p><b>SkillUSA:</b> <i>Student 1 – 2<sup>nd</sup> Place Ribbon Food and Beverage Services</i></p> <p><b>AH&amp;LA Scores:</b> <b>Student 1 – 72%</b> <b>Student 2 – 74%</b> <b>Student 3 – 70%</b> <b>Student 4 – 70%</b> <b>Student 5 – 80%</b></p> <p>Students were given extra time after class to work on their presentations</p>
<p><b>Marketing Hospitality</b></p>	<p>1. <b>Upon completion of the HRT Program, the students will be able to apply concepts of the purchasing functions of hotel and/or restaurant management as well as a practical marketing plan for implementation.</b></p> <p>2. <b>Upon completion of the HRT</b></p>	<p>Field Project checklist</p> <p>MS-CPAS for Hospitality and Tourism Management on the Hospitality Tourism Cluster #5</p>	<p>70% of students will score 75% or higher on the project checklist.</p> <p>70% of students will meet basic(50%-69%) performance level score on the MS-CPAS</p>	<p>70% of students scored 75% or higher on the project checklist.</p> <p>70% of students met basic (50% - 69%) performance level score on the MS-CPAS</p>	<p>Students were given extra time in class to research this project. Students were allowed to work on this assignment in class. Deadline was extended.</p> <p><b>MS-CPAS Score:</b> Student 1 – 50% Benchmarks were met</p>

	<p><b>program, the students will be able to develop a marketing plan at the unit level which includes a mission statement, well-defined objectives, and specific strategies and tactics by which to achieve those objectives.</b></p> <p><b>3. Develop effective sales plans to reach decision makers in the hospitality and tourism markets.</b></p>	<p>Students will take the NRAEF Marketing Hospitality Certification Exam.</p> <p>Students will complete the field project outlined at the end of this unit.</p>	<p>70% of students will score 75% or higher on the Marketing Hospitality Certification Exam, taken during the Marketing Hospitality Course.</p> <p>80% of the students will score 75% or higher on this field project checklist.</p>	<p>100% of students scored 70% or higher on the Marketing Hospitality Certification Exam.</p> <p>100% of the students scored 75% or higher on the field project.</p>	<p><b>NRAEF Marketing Hospitality Exam:</b>  <i>Student 1 – 90%</i>  <i>Student 2 – 82%</i>  <i>Student 3 – 86%</i>  <i>Student 4 – 81%</i>  <i>Student 5 – 78%</i></p> <p>Internet ready computers were made available to students to work in the classroom with instructor input.</p> <p>Three checkpoints were incorporated into the class calendar to check progress of the field project.</p>
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# INDUSTRIAL MAINTENANCE MECHANICS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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

PROGRAM NAME: INDUSTRIAL MAINTENANCE  
**2010-2011 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
<b>Industrial Safety</b>	<b>1. Upon completion of the Industrial Maintenance Program, students will be able to follow proper general safety practices used in industries and shops.</b>	Safety Observation Checklist  Safety Exit Exam  MS-CPAS)	At least 70% of the students completing the program will score 80% or above on the safety observation skills checklist.  At least 65% of the students completing the program will score 80% or above on the safety exit exam.  At least 70% of the students will pass the MSCPAS with at least a basic performance level (50% - 69%)	43 of 61 students taking the safety test and being checked on the safety check list scored above 80%  43 of 61 students taking the exit exam made 80 or above  1 of the 5 students taking the CPAS scored basic	Student work and visual use of material of safety was increased and the use of everyone being responsible for each other was put in place  Teaching in reputation with total student involvement having student to check each other for quality and correctness  Teaching with an emphasis on the performance in safety for student concentration in understanding the principle of safety
<b>Power Tool Applications</b>	<b>2. Upon completion of the Industrial Maintenance Program, students will be able to demonstrate the safe and proper use of power tools including Piping and Hydro Testing</b>	Performance checklist  Exit Exam  MS-CPAS	At least 65% of the students completing the program will score 65% or above on the performance skills checklist.  At least 65% of the students completing the program will make at least 65% on the exit exam.  At least 70% of the students will pass the MS CPAS with at least a basic performance level (2) (50% - 69%)	43 of 60 students completed 75% of the performance check list.  43 of 60 taking the exit exam passed and 37 of the 43 made above 65 on the exam  <i>Only 5 students took the CPAS and only 1 made high basic</i>	Teaching was concentrated on student learning the parts and the function of the parts to increase student understanding  <i>We increased the group study plan and had the student set the rules for study and correction.</i>  Started a tutoring session for students to learn by having extra help to grasp concepts.

<p><b>Blueprint &amp; Sketching</b></p>	<p><b>3. Upon completion of the Industrial Maintenance Program, students will be able to effectively interpret blueprints &amp; sketches for troubleshooting machines, pumps, motors, electrical wires, etc.</b></p>	<p>Exit Exam</p> <p>Performance Skill Evaluation</p> <p>MS-CPAS</p>	<p>At least 65% of the students completing the program will pass the exit exam.</p> <p>At least 65% of the students completing the program will pass the performance skills evaluation.</p> <p>At least 70% of the students will pass the MS CPAS with at least a basic performance level (50% - 69%)</p>	<p>There is a continued effort to try to reach the goals set</p> <p>31 of 58 students passed the performance skill evaluation</p> <p>We did not meet the expected goals.</p>	<p>Increased the homework and assignment also continued the group study after class</p> <p>Placed emphasis on retention to get the students to return or stay in the class.</p> <p>Increased the study to included the cluster of the CPAS that apply directly to this course of study</p>
<p><b>Math &amp; Measurement</b></p>	<p><b>4. Upon completion of the Industrial Maintenance Program, students will be able to demonstrate the proper use of measuring tools and math as it applies to the use of micrometers, calipers, dial indicators, etc.</b></p>	<p>Exit Exam</p> <p>Performance checklist</p> <p>MS-CPAS)</p>	<p>At least 65% of the students completing the program will pass the exit exam.</p> <p>At least 65% of the students completing the program will pass the performance skills checklist.</p> <p>At least 70% of the students will pass the MS CPAS with at least a basic performance level (50% - 69%)</p>	<p>39 students took the math exit exam and 28 of them passed the exam with at least 65 or above</p> <p>31 of the 39 students made above 85 on the performance checklist and the 8 remaining made above 65 for 100% passing</p> <p>Only 1 of 5 students made basic on the CPAS and 2 were high minimum</p>	<p>We increased the study and assignments and increased the efforts for continued retention</p> <p>We continued the group study and increased the assignment and the retention efforts.</p> <p>We continued the use of tutoring in the Related Studies Lab and increase the work in classroom and assignments</p>





# MEDICAL OFFICE TECHNOLOGY DEGREE PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

### **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**  
 2010-2011 PROGRAM EVALUATION PLAN  
 COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessments Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<b>Communication</b>	<p>1. Upon completion of the Medical Office program, the student will be able to compose written documents effectively.</p> <p>2. Upon completion of the Medical Office program, the student will be able to interpret usage of medical terminology effectively.</p>	<p>A. Medical business documents: medical memos and letters samples rubric</p> <p>B. Medical terminology CD activities.</p> <p>C. Mississippi Career Assessment System (MCPAS)</p>	<p>1. At least 70% of students will score 75% or above on business document samples.</p> <p>2. At least 70% of students will score 75% or above on the Medical office CD activities.</p> <p>3. Students will score basic (50%-69%) or above on MCPAS</p>	<p>41 students composed business documents: memos, letters, reports etc. 32 out of 41 students met the standards on business document.</p> <p>Students met the standards on the Medical office CD activities.</p> <p>No Medical Office graduates 2010-2011</p>	<p>To increase student performance and learning outcomes the instructor:</p> <ul style="list-style-type: none"> <li>• Student completed chapter review homework assignment</li> <li>• Downloaded grammar/mechanics challenge from the internet to practice grammar skills.</li> <li>• Students presented an oral presentation and were graded according to established rubric criteria.</li> <li>• Labs remained open an extra hour for students to practice medical office activities.</li> </ul>





<p><b>Financial Application</b></p>	<p>1. Upon completion of the Medical Office Technology Program, the student will be able to demonstrate knowledge of medical accounting concepts.</p> <p>2. Upon completion of the Medical Office Technology Program, the student will be able to apply appropriate billing codes to patient's records.</p>	<p>A. Practical business math exercises</p> <p>B. Office Professional billing software activities</p> <p>C. MSCPAS Mississippi Career Assessment System (MSCPAS)</p>	<p>1. At least 70% of students will score 75% or above on the medical billing concepts assessment</p> <p>2. At least 70% of students will score 75% or above on billing software activities</p> <p>3. At least 70% of students will score basic (50%-69%) or above on MSCPAS</p>	<p>Fifty-four students completed work samples for business math. 42 out of 54 students met the standards on the collections of student assignments</p> <p>Ten out of 15 students scored 75% or above on billing software activities</p> <p>No Medical Office graduates 2010-2011</p>	<p>To increase student performance learning outcome the instructor....</p> <ul style="list-style-type: none"> <li>Reviewed the common use for word forms in writing checks; accepting check and the correct procedure for handling checks.</li> <li>Reviewed why basic math competencies are necessary for life and work.</li> <li>Visit textbook website to practice procedures using online applications.</li> </ul>
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<b>Academic Attainment</b>	<b>Upon completion of the Medical Office Technology program the student will demonstrate academic attainment in reading, math and language.</b>	TABE post test	100% of students will show increase of 10% academic attainment when entry scores are compared To exit scores.	No post test given	
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# **POLYSOMNOGRAPHY PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011**

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

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

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

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



**PROGRAM NAME: POLYSOMNOGRAPHY**  
**2010-2011 PROGRAM EVALUATION PLAN**  
*COAHOMA COMMUNITY COLLEGE*

<b>Competency Area</b>	<b>Program Outcomes</b>	<b>Methods of Evaluation or Assessment</b>	<b>Evaluation Standards or Benchmarks</b>	<b>Assessment Results</b>	<b>Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program</b>
<b>Program Completion</b>	<b>1. 70% of the graduates admitted will graduate in two years.</b>	<ol style="list-style-type: none"> <li>1. Final Enrollment Rate compared to Admission</li> <li>2. Track each semester</li> <li>3. Exit Interview Form</li> </ol>	Evaluation of program completion rate.	11/19 (58%) of students completed.	Improvement on recruitment. Explaining in detail what Polysomnography entails and expectations.
<b>Employer Satisfaction with the Graduate</b>	<b>2. Upon completion, 90% of the employers rate their degree of satisfaction with the graduating class as meeting their expectations.</b>	<ol style="list-style-type: none"> <li>1. Employer evaluation of graduates</li> <li>2. January each year</li> </ol>	Employer satisfaction with the graduates	Continue monitoring	Graduation of the first class was May 2011. First evaluation will occur in January 2012.
<b>Clinical Affiliate Satisfaction with the Student</b>	<b>3. Upon completion, 90% of the clinical affiliates rate their satisfaction with the students as meeting their expectations.</b>	<ol style="list-style-type: none"> <li>1. Clinical Preceptor Evaluation</li> <li>2. Each semester</li> </ol>	Clinical affiliates and clinical preceptors satisfaction with the students	97% of the clinical affiliates and the clinical preceptors rated the students as overall satisfaction as "GOOD" or better.	Continue to instill the importance of professionalism in the healthcare field.
<b>Employment Rate</b>	<b>4. Upon completion of the Polysomnography Program, 70% of the students will obtain employment or continue their education within six months of graduation.</b>	<ol style="list-style-type: none"> <li>1. 6 month Graduate Employment Evaluation</li> <li>2. January each year</li> </ol>	To ensure employment and/or continuing education of the graduates	Continue monitoring	Graduation of the first class was May 2011. First evaluation will occur in January 2012.

<b>Registry Pass Rate</b>	<b>Within a calendar year, the pass rate for that years graduates will be above the national pass rate according to the Board of Registered Polysomnographic Technologist</b>	<ol style="list-style-type: none"> <li>1. Board of Registered Polysomnographic Technologist National Pass Rate Report</li> <li>2. Board of Registered Polysomnographic Technologist Exam Pass List</li> <li>3. January each year</li> </ol>	To ensure graduates performance and registry	Continue monitoring. Students should be able to begin sitting for their registry exam in July 2011 at the earliest.	Graduation of the first class was May 2011. First evaluation will occur in January 2012.
<b>Graduate Satisfaction with the Program</b>	<b>Upon completion of the Polysomnography Program, 80% of the graduates indicate their satisfaction with the program</b>	<ol style="list-style-type: none"> <li>1. Graduate survey</li> <li>2. May each year</li> </ol>	To ensure students/graduates satisfaction with the Polysomnography Program	Awaiting results of the graduate survey per Blackboard.	

Competency Area	Student Learning Domains	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<b>Technology Skills</b>	<p><b>1. Upon completion of each year, the Polysomnography students will be able to demonstrate proficiency in</b></p> <p><b>A. The International 10-20 System Hook Up (1<sup>st</sup> year students)</b></p> <p><b>B. Using the Viasys Sleep Technology in the laboratory setting (2<sup>nd</sup> year students)</b></p>	<ol style="list-style-type: none"> <li>1. Preceptor Evaluation, July each year</li> <li>2. Course Evaluation, July each year</li> <li>3. International 10-20 System Rubric</li> <li>4. Viasys Sleep Technology Rubric</li> </ol>	<p>To ensure appropriate skills for employment and the workplace</p> <p>A. At least an 80% accuracy in meeting the performed criteria for the International 10-20 System Rubric.</p> <p>B. At least an 80% accuracy in meeting the performed criteria for the Viasys Sleep Technology Rubric.</p>	<p>A. Each first year student received greater than 80% on the International 10-20 System Rubric</p> <p>B. Each second year (11/11, 100%) students received greater than 80% on the Viasys Sleep Technology Rubric</p>	<p>A. Continue to work with students to accomplish the International 10-20 System.</p> <p>B. Continue to work with students to accomplish computer skills for sleep technology.</p>
<b>Professional Behavior</b>	<p><b>2. Upon completion of the second year, the Polysomnography students will be able to develop a resume and a resignation letter.</b></p>	<ol style="list-style-type: none"> <li>1. Course Evaluation, May of Sophomore year</li> <li>2. Resume Rubric</li> <li>3. Resignation Letter Rubric</li> </ol>	<p>To ensure appropriate behavior for employment and the workplace</p> <p>A. At least an 80% on the Resume Rubric</p> <p>B. At least an 80% on the Resignation letter Rubric</p>	<p>A. 100% of the sophomore students completed a successful resume.</p> <p>B. 100% of the sophomore students completed a successful resume.</p>	<p>A. Continue to work with students on Resume building.</p> <p>B. Continue to work with students on Resignation Letter building.</p>
<b>Communication Skills</b>	<p><b>3. Upon completion of each year, the Polysomnography students will be able to demonstrate appropriate communication skills, while administering patient care scenarios.</b></p> <p><b>A. The first year students will be the technician for the second year student</b></p>	<ol style="list-style-type: none"> <li>1. Patient Satisfaction Survey, July freshman year</li> <li>2. Self Evaluation of video</li> <li>3. Course Evaluation, May freshman year</li> <li>4. Communication Skills Rubric</li> </ol>	<p>To ensure appropriate communication skills for employment and the workplace</p> <p>A. At least 80% on the Communication Rubric as a technician</p>	<p>N/A</p> <p>Implement for first year students beginning in Summer 2011.</p>	

<b>Critical Thinking Skills</b>	<b>4. Upon completion of the Polysomnography Program, 100% of the students will be able to apply critical thinking skills by evaluating data collected from school age and adolescent volunteers.</b>	<ol style="list-style-type: none"> <li>1. Group Presentation Rubric</li> <li>2. Individual Presentation Rubric</li> <li>3. Peer Review Survey</li> <li>4. Course Evaluation, December sophomore year</li> <li>5. Self Evaluation of video</li> </ol>	<p>To ensure appropriate critical thinking skills for employment and the workplace</p> <ol style="list-style-type: none"> <li>A. At least 80% on the Group Presentation Rubric</li> <li>B. At least 80% on the Individual Presentation Rubric</li> </ol>	<p>N/A Implement for first year students beginning in Spring 2012.</p>	
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# PRACTICAL NURSING PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

### **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**  
2010-2011  
PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<b>1. Upon completion of the Practical Nursing Program, students will be able to demonstrate clinical proficiency in the performance of urinary catheterization.</b>	Performance Check list	Student must master at least 90% of the skills on the performance check list for urinary catheterization	100%	Benchmark was met. Extra laboratory practice and tutoring was offered to students on Mondays and after class.
<b>2. Upon completion of the Practical Nursing Program the student will be able to safely initiate intravenous therapy.</b>	Performance Check list  Goal related questions on course examinations	Student must master at least 90% of the skills on the performance check list for intravenous therapy and make 80% on the theory	100%  100%	Benchmark was met.  Benchmark was met.
<b>3. At the completion of the Fundamentals of Nursing Lab/Clinical (PVN 1436), students will be able to apply the principles of medication administration.</b>	Performance Check list  Goals related questions on course examinations.	Student must master 90% of the medication administration skills on the performance check list and answer 85% on the Pharmacological calculation examination	100%  83%	Benchmark was met.  83% of the students made 85 % on the Pharmacological calculation examination. Five students were dismissed from the program. The students were given 3 tries to pass the examination. All students were given remedial math prep prior to the examination. Plan of action: 1. Fall 2011 students will be given the

				remedial math prep earlier in the semester. 2. Fall 2011 students will be given only two chances to pass the Pharmacological calculation examination.
<b>4. Upon completion of Nursing Transition (PVN 1914), students will be able to demonstrate successful business employment skills.</b>	Completion of resume	Student must successfully prepare a resume meeting 90% of the resume rubric.	Class will finish July 2011	
	Completion of an application for employment	Student must successfully complete an application for employment with 100% completion of the document.		
<b>5. Upon completion of the Practical Nursing Program, students will be prepared to apply for licensure.</b>	Licensure Exam NCLEX-PN®	Students will score 70% or more on the first writes in a calendar year (January – December) on the NCLEX-PN®.	Class #1= 57.92% Class #2 = 66.67  <b>Calendar Year 2010 = 62.75% as reported by Annual Ms. Board of Nursing Report</b>	Plan of action attached.

<p><b>6. Upon completion of the Practical Nursing Program, students will be positively placed into employment</b></p>	<p>The instructor will track students through Former Student questionnaires. LPN reports placement rates by program to the state through the Postsecondary Final Enrollment Report and Annual PN Report</p>	<p>At least 70% of graduates of the Practical Nursing program will be employed within the field within 6 months.</p>	<p>Will finish program in July 2011</p>	



# RESIDENTIAL CARPENTRY PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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

**PROGRAM NAME: RESIDENTIAL CARPENTRY**

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Roofing	Student completers will be able to analyze, estimate & perform roofing jobs .	Observation Checklist Roofing (CAV 1413) ____1. Specify and utilize safety procedures for roofing. ____2. Identify materials and applications in roofing. ____3. Install a roof covering.	At least 50% of the students will rate 70% or above on their observation checklist.	Goals met for specify & identify Goals not met for installing roof	Course objectives are issued at beginning of class sessions and students are encouraged to complete requirements
Interior Finish	Student completers will be able to analyze, estimate, and perform interior finish work	Interior Finishing (CAV 1316) ____1. Determine and utilize safety procedures for interior finishing. ____2. Explain terms, materials, and installation techniques associated with interior finishing. ____3. Apply procedures for installing thermal and sound protection, interior finishing, cabinets, and floor covering.	At least 50% of the students will rate 70% or above on their observation checklist.	Goals met for #1&2 Performance for #3 not met	Safety reports & discussions consumed more time. Americorp assistant helped performance.
Exterior finish	Student completers will be able to analyze, estimate & perform exterior finish tasks	Exterior Finishing (CAV 1513) ____1. Specify and utilize safety procedures for exterior finishing. ____2. Examine materials used in the installation of exterior wall coverings, cornices, and trim. ____3. Install exterior wall covering, cornices, and exterior trim.	At least 50% of the students will rate 70% or above on their observation checklist.	Goals met for #1&2 Goals not met for #3	Study of time reveals schedule is not utilized wisely by students. #1&2 are prolonged therefore time runs out for #3.
CPAS	Meet state standards	CPAS testing-Cluster 3	At least 50% of the students will score Basic (50%-69%) performance level on Cluster 3.	Goal not met 20% basic score result	Test is administered in first of 2 year program for some

<b>Foundations</b>	<b>Student completers will be able to measure, square up &amp; lay out foundation for house</b>	Check list of competencies Foundations (CAV 1116) _____1. Describe and apply foundation safety procedures. _____2. Explain procedures for building foundations. _____3. Prepare for and build a foundation.	At least 50% of the students will rate 70% or above on their performance.	Goals met for #1&2 Goals partially met for #3	Group performance of task involved more students showing improvement in result.
<b>CPAS</b>	<b>Meet state standard</b>	CPAS test-Cluster 1	At least 50% of the students will score Basic (50%-69%) performance level on Cluster 1	Goal not met, 20% basic-score is avg	Emphasis placed on reading comprehension
<b>Floor &amp; Wall Framing</b>	<b>Student will be able to measure, lay out &amp; construct floor &amp; wall frame for building</b>	Observation Checklist  Floor and Wall Framing (CAV 1236)  _____1. Describe and apply safety procedures for floor and wall framing. _____2. Relate terms and materials associated with floor and wall framing. _____3. Build a floor and wall frame.	At least 50% of the students will rate 70% or above on their performance.	Goals met #1,2,&3	Individual & group projects utilized for attainment
<b>Ceiling &amp; Roof Framing</b>	<b>Student will measure, lay out &amp; construct ceiling &amp; roof frame for building</b>	Ceiling and Roof Framing (CAV 1245)  _____1. Explain and use safety processes for ceiling and roof framing. _____2. Relate procedures for ceiling joists and roof construction. _____3. Fabricate ceiling joists and roof framing components.  CPAS test-Cluster 2	At least 50% of the students will rate 70% or above on their performance.	Goals 1,2,&3 met	Individual & group projects used for attainment

<p><b>Floor &amp; Wall Framing</b></p>	<p><b>Student will be able to measure, lay out &amp; construct floor &amp; wall frame for building</b></p>	<p>Observation Checklist</p> <p>Floor and Wall Framing (CAV 1236)</p> <p>_____1. Describe and apply safety procedures for floor and wall framing.</p> <p>_____2. Relate terms and materials associated with floor and wall framing.</p> <p>_____3. Build a floor and wall frame.</p>	<p>At least 50% of the students will rate 70% or above on their performance.</p>	<p>Goals met #1,2,&amp;3</p>	<p>Individual &amp; group projects utilized for attainment</p>
<p><b>Ceiling &amp; Roof Framing</b></p>	<p><b>Student will measure, lay out &amp; construct ceiling &amp; roof frame for building</b></p>	<p>Ceiling and Roof Framing (CAV 1245)</p> <p>_____1. Explain and use safety processes for ceiling and</p>	<p>At least 50% of the students will rate 70% or above on their performance.</p>	<p>Goals 1,2,&amp;3 met</p>	<p>Individual &amp; group projects used for attainment</p>

# RESPIRATORY CARE PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

### **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*

<i>yearly</i>	<i>Final</i>	<i>Enrollment</i>	<i>Report.</i>
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**PROGRAM NAME: RESPIRATORY CARE**

2010-2011 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>Basic Respiratory Knowledge (1<sup>st</sup>)</b>	<b>Upon Completion of the Respiratory Care Program a minimum (70%) of the 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% or better to complete the program.</li> </ol>	<ol style="list-style-type: none"> <li>1. Awaiting results. The first class graduates in May 2012</li> </ol>	<ol style="list-style-type: none"> <li>1. The Respiratory Care program lost CoARC accreditation in May 2010 after the 2008 entering class graduated.. Therefore, 2009 did not have an entering class that graduated in May 2011. The accreditation process commenced in 2009. Several advisory committee meetings were conducted. The program’s documentation for initial accreditation was submitted to CoARC in March 2010. CoARC has initially granted accreditation to our program as “Letter of Review”. The accreditation process will not be completed until our first class graduates in May 2012.</li> </ol>
<b>Entry-Level Respiratory Care</b>	<b>Upon completion of the Respiratory Care Program, a minimum of 70% of the students will demonstrate the ability to deliver quality respiratory care to the non-critical patient.</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 check offs</li> <li>4. Clinical procedure check offs</li> <li>5. 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 pass Clinical I and II</li> <li>4. 75% students will complete clinical check-offs</li> <li>5. 75% students will complete an acceptable patient care plan</li> </ol>	Awaiting results from May 2012 graduating class	Awaiting results from May 2012 graduating class

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Program Improvement Based on Student Performance
<b>Advanced-Level Respiratory Care</b>	<b>Upon completion of the Respiratory Clinical Practice 3 and 4, the student will be able to deliver quality respiratory care to the critical patient including patient evaluation, recommending respiratory modalities, mechanical ventilation and providing life support.</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 check offs</li> <li>4. Clinical procedure check offs</li> <li>5. 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 pass Clinical III and IV</li> <li>4. 75% of students will complete clinical check-offs</li> <li>5. 75% students will complete an acceptable patient care plan</li> </ol>	Awaiting results from May 2012	Awaiting results from May 2012
<b>Technology Usage</b>	<b>Upon completion of the Respiratory Care Program, students will be able to 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.	Awaiting results from May 2012	Awaiting results from May 2012
<b>Attrition / Retention</b>	<b>60% of the students who started the program will complete the program(3 year average)</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>	There will be a 60% completion rate for the Respiratory Care Program as mandated by Mississippi's Department of Education Final Enrollment Standards and as set by CoARC.(3 year average)	Awaiting results from May 2012 graduating class	Awaiting results from May 2012

<b>Attrition / Retention</b>	<b>60% of the students who started the program will complete the program(3 year average)</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>	There will be a 60% completion rate for the Respiratory Care Program as mandated by Mississippi's Department of Education Final Enrollment Standards and as set by CoARC.(3 year average)	Awaiting results from May 2012 graduating class	Awaiting results from May 2012
<b>Competency Area</b>	<b>Program Outcome</b>	<b>Methods of Evaluation or Assessment</b>	<b>Evaluation Standards or Benchmarks</b>	<b>Assessment Results</b>	<b>Program Improvement Based on Student Performance</b>
<b>Positive Placement</b>	<b>Upon completion of the Respiratory Care Program, students will obtain employment in the Respiratory Care field within six months of graduation.</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>	At least 70% of the graduates will obtain employment within 10 months of graduation as mandated by Mississippi's Department of Education Final Enrollment Standards and as set by CoARC. (3 year average)	Awaiting results from May 2012 graduation	Awaiting results from May 2012 graduation
<b>NBRC CRT Credentialing</b>	<b>Upon completion of the Respiratory Care Program, students will be able to successfully complete the National Board</b>	The test set by the Committee on Accreditation for Respiratory Care (CoARC) of a successful program is the ability of the graduate	At least 80% of the graduates will successfully pass the NBRC's CRT examination and become a Certified Respiratory Therapist. (3 year Average)	Awaiting results from class of May 2012	Awaiting results from class of May 2012



<b>Employer Survey</b>	<b>Employers will be satisfied with the quality of program graduates.</b>	CoARC mandates employers of graduates are surveyed annually.	At least 80% of returned employer surveys rating overall satisfaction 3 or higher on a 5 point Likert scale.	Awaiting results from Spring 2012 graduating class.	Awaiting results from Spring 2012 graduating class.
<b>Graduate Survey</b>	<b>Upon completion of the Respiratory Care Program, students will demonstrate satisfaction with the quality of the program.</b>	CoARC mandates program graduates are surveyed for satisfaction annually.	At least 80% of returned graduate surveys rating 3 or higher on a 5 point Likert scale	Awaiting results from Spring 2012 class	Awaiting results from Spring 2012 class

# WELDING AND CUTTING TECHNOLOGY PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

### **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**  
 2010-2011 PROGRAM EVALUATION PLAN  
 COAHOMA COMMUNITY COLLEGE

Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program																												
<p><b>1. Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on equipment and accessories and weld in 1F, 2F, 3F and 4F positions using E60 series and E70 series electrodes.</b></p>	<p>Welding Lab Application Practicum performance checklist</p> <p>CPAS Scores</p>	<p>75% of the students evaluated will perform at 70% or above on the Lab Application checklist</p> <p>70% of students will score basic (50% - 69%)</p>	<p>17 of 22 or 77% were successful.</p> <p>11 out of 13 scored 50 or above.</p>	<p>Both benchmarks were met. More lectures and assignments will be added to the work load. In making use of assessment results, more one-on-one on safety and welding using E60 and E70 series electrodes was provided. Monitoring of student attainment of competency will continue.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Student No.</th> <th style="text-align: left;">Scores</th> </tr> </thead> <tbody> <tr><td>#1</td><td>43</td></tr> <tr><td>#2</td><td>50</td></tr> <tr><td>#3</td><td>58</td></tr> <tr><td>#4</td><td>51</td></tr> <tr><td>#5</td><td>48</td></tr> <tr><td>#6</td><td>58</td></tr> <tr><td>#7</td><td>50</td></tr> <tr><td>#8</td><td>54</td></tr> <tr><td>#9</td><td>62</td></tr> <tr><td>#10</td><td>66</td></tr> <tr><td>#11</td><td>75</td></tr> <tr><td>#12</td><td>54</td></tr> <tr><td>#13</td><td>50</td></tr> </tbody> </table>	Student No.	Scores	#1	43	#2	50	#3	58	#4	51	#5	48	#6	58	#7	50	#8	54	#9	62	#10	66	#11	75	#12	54	#13	50
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<p><b>2. Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on equipment and accessories and weld in 1F, 2F, 3F and 4F positions using E70S and E70T electrodes.</b></p>	<p>Welding Lab Application Practicum performance checklist</p> <p>CPAS - Scores</p>	<p>75% of the students evaluated will perform at 70% or above on the Lab Application checklist</p> <p>70% of students will score basic (50%-</p>	<p>17of 22 were successful in GMAW and 17of 22 or 77% were successful in FCAW.</p> <p>8 out of 13 scored 50 or above.</p>	<p>Both benchmarks were met. In using results of assessments, more lectures and assignments related to outcome were included which should helped to improve scores. Any changes implemented in the current assessment cycle that enhance learning will be ongoing.</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Student No.</th> <th style="text-align: left;">Score</th> </tr> </thead> <tbody> <tr><td>#1</td><td>56</td></tr> <tr><td>#2</td><td>33</td></tr> <tr><td>#3</td><td>56</td></tr> <tr><td>#4</td><td>44</td></tr> <tr><td>#5</td><td>78</td></tr> </tbody> </table>	Student No.	Score	#1	56	#2	33	#3	56	#4	44	#5	78																
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<b>3. Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on equipment and accessories and make cuts using Oxyfuel torch and Plasma cutting torch.</b>	Welding Lab Application Practicum performance checklist  CPAS – Scores	75% of the students evaluated will perform at 70% or above on the Lab Application.  70% of students will score basic (50% - 69%)	17 of 22 or 77% were successful.  10 out of 13 scored 50 or above.	Benchmarks were met. Students reading skills has been identified as weak which has been a barrier to student’s success on written tests. More reading assignments will be added to home work to help enhance reading skills.  <table> <thead> <tr> <th><b>Student No.</b></th> <th><b>Score</b></th> </tr> </thead> <tbody> <tr><td><b>#1</b></td><td><b>46</b></td></tr> <tr><td><b>#2</b></td><td><b>67</b></td></tr> <tr><td><b>#3</b></td><td><b>43</b></td></tr> <tr><td><b>#4</b></td><td><b>62</b></td></tr> <tr><td><b>#5</b></td><td><b>55</b></td></tr> <tr><td><b>#6</b></td><td><b>64</b></td></tr> <tr><td><b>#7</b></td><td><b>57</b></td></tr> <tr><td><b>#8</b></td><td><b>47</b></td></tr> <tr><td><b>#9</b></td><td><b>66</b></td></tr> <tr><td><b>#10</b></td><td><b>54</b></td></tr> <tr><td><b>#11</b></td><td><b>67</b></td></tr> <tr><td><b>#12</b></td><td><b>65</b></td></tr> <tr><td><b>#13</b></td><td><b>64</b></td></tr> </tbody> </table>	<b>Student No.</b>	<b>Score</b>	<b>#1</b>	<b>46</b>	<b>#2</b>	<b>67</b>	<b>#3</b>	<b>43</b>	<b>#4</b>	<b>62</b>	<b>#5</b>	<b>55</b>	<b>#6</b>	<b>64</b>	<b>#7</b>	<b>57</b>	<b>#8</b>	<b>47</b>	<b>#9</b>	<b>66</b>	<b>#10</b>	<b>54</b>	<b>#11</b>	<b>67</b>	<b>#12</b>	<b>65</b>	<b>#13</b>	<b>64</b>
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<p><b>4. Upon completion of the Welding and Cutting Technology Program, students will be able to read welding symbols, conduct visual testing (destructive and non-destructive testing) of welds, and identify and apply safety around welding operations.</b></p>	<p>Welding Lab Application Practicum performance checklist</p>	<p>75% of the students evaluated will perform at 70% or above on the Lab Application performance checklist.</p> <p>75% of the students evaluated will score at least 75% or above on goal related questions on the Exit Exam.</p>	<p>17 of 22 or 77% were successful.</p> <p>77% succeeded</p>	<p>Bench marks were met. No corrective actions are necessary. Adding more lectures and home work assignments should help students succeed .Changing grading scale to 50% lab and50% class work should help improve test scores.</p>																												
<p><b>5. Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on equipment and accessories and weld aluminum, stainless steel, and carbon steel using gas tungsten arc welding techniques.</b></p>	<p><b>Welding Lab Application Practicum</b></p> <p><b>CPAS – Scores</b></p>	<p>75% of the students evaluated will perform at 70% or above on the Lab Application.</p> <p>70% of students will score basic (50% - 69%)</p>	<p>17 of 22 or 77% were successful.</p> <p>9 out of 13 scored 50 or above.</p>	<p>Student’s reading skills have been identified as weak which has been a barrier to students success on written tests. More reading assignments will be added to home work to help enhance reading skills. Adding more lectures and homework assignments should help students succeed .Changing grading scale to 50% lab and50% class work should help improve test scores.</p> <table data-bbox="1283 727 1549 1154"> <thead> <tr> <th><b>Student No.</b></th> <th><b>Score</b></th> </tr> </thead> <tbody> <tr><td>#1</td><td>43</td></tr> <tr><td>#2</td><td>86</td></tr> <tr><td>#3</td><td>86</td></tr> <tr><td>#4</td><td>86</td></tr> <tr><td>#5</td><td>57</td></tr> <tr><td>#6</td><td>29</td></tr> <tr><td>#7</td><td>86</td></tr> <tr><td>#8</td><td>71</td></tr> <tr><td>#9</td><td>57</td></tr> <tr><td>#10</td><td>43</td></tr> <tr><td>#11</td><td>43</td></tr> <tr><td>#12</td><td>71</td></tr> <tr><td>#13</td><td>71</td></tr> </tbody> </table>	<b>Student No.</b>	<b>Score</b>	#1	43	#2	86	#3	86	#4	86	#5	57	#6	29	#7	86	#8	71	#9	57	#10	43	#11	43	#12	71	#13	71
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# **DEVELOPMENTAL STUDIES PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2009-2010**

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

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

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

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

**DEVELOPMENTAL STUDIES**  
**2010-2011 PROGRAM EVALUATION PLAN**  
**COAHOMA COMMUNITY COLLEGE**

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Written Communication	1. Upon completion of the English Developmental Studies course, students will be able to demonstrate effective skills in grammar, usage, and sentence structure.	English rubric	Students will score a minimum of 70% on word usage and grammar and sentence skills of the English rubric	During the Fall and Spring semesters ,50 students were evaluated. Thirty seven were fair or above and 10 were unacceptable.	Students were encouraged to choose a study partner, and the results were discussed between the partners. The instructor also discussed major problems area and suggested ways to improve.
Written Communication	2. Upon completion of the English Developmental Studies course, students will demonstrate effective composition skills.	Written Performance Assessment Rubric with the following criteria: word usage, grammar and sentence skills, and the writing process	At least 70% of the students evaluated will score very good, good or fair on written communication of the English rubric	Forty students papers were selected. The areas noted were unity, coherence, support and sentence skills. All did at least fair except 7.	Results were discussed in connection with techniques for advanced writing classes.
Reading Comprehension	3. Upon completion of the Reading Developmental Studies course, students will demonstrate effective use and understanding of designated vocabulary in college-level readings.	Pre and Post Tests	Students will score a minimum of 70% on vocabulary usage of the Pre-Post test	Forty-five students were evaluated at the beginning of the semester. All did at least average except 10. At the end of the semester, all did at least average except 5 of the ones evaluated at the beginning of the semester. 5 dropped	Results were used to devise a list of questions and answers for future activities and to decode vocabulary words.
Reading Comprehension	4. Upon completion of the Reading Developmental Studies course, students will demonstrate improved reading comprehension skills.	Reading Performance Assessment Rubric with the following criteria: word recognition in passages and interpretation of passages	At least 70% of the students will score exceptional, above average, and average on the reading comprehension performance rubric.	25 student samples were used for activities in word recognition and interpretation of passages. 17 average or above; 8 below.	Results were used to listen for answers, peer teach, and devise other learning and teaching techniques.

# ASSOCIATE DEGREE NURSING PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

### 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  
2010-2011 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcomes	Reporting Party	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Nurse Specific Skills	The student will successfully perform a comprehensive client assessment.	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 85% accuracy	18 or 18 freshman students in the fall semester completed the head to toe assessment with 85% accuracy or greater	Faculty identified the need to review the head to toe assessment tool and revise to show progression in complexity each semester. Work is underway to finalize the tool for use fall 2011.
Nurse Specific Skills	The student will apply the critical thinking process as the basis for planning, implementing, and evaluation care.	ADN Faculty	Nursing Care Plan grading rubric with passing score required Clinical Judgement Checklist	100% of students will demonstrate mastery of this skill by making a passing score on the Nursing Care Plan according to the grading rubric and will make a score deemed "satisfactory" or higher on the clinical evaluation of behaviors identified as critical	Fall freshmen 18 of 18 completed satisfactorily Fall sophomores 27 of 27 completed satisfactorily	Faculty will be using concept mapping for documenting client care rather than the traditional care plans used in the past. A new clinical book has been adopted and this new method of teaching will be piloted fall 2011. This is in alignment with trends in clinical teaching and is focused on improving clinical judgment skills.
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.	Spring soph 2 of 2 completed the Virtual Management assessment with a passing score.	This tool was used as a clinical make up activity. The faculty decided that it should be incorporated for all students in the spring 2012 Management of Care Course since it provides practice in exercising clinical judgment.

Competency Area	Student Learning Outcomes	Reporting Party	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<b>Nurse Specific Skills</b>	<b>The student will initiate intravenous therapy and carry out safe administration.</b>	<b>ADN Faculty</b>	<b>Virtual IV Simulator  Clinical evaluation tool used in client care setting</b>	<b>100% of students will master all the skills measured by the Virtual IV Simulator and will make a passing score in clinicals on the intravenous therapy assessment</b>	<b>Unable to implement</b>	<b>This equipment was not functioning properly for use fall 2010, but will be resumed for use fall 2011.</b>
<b>Written Communication</b>	<b>Sophomore students will complete an Interpersonal Process Recording</b>	<b>NUR 2113 Faculty</b>	<b>Interpersonal Process Recording (IPR) rubric</b>	<b>100% of students will complete and submit an IPR meeting the rubric guidelines</b>	<b>28 of 28 completed satisfactorily</b>	<b>Students had mental health clinical experiences at the TriLakes Behavioral Health Unit in Batesville rather than going to the MS State Hospital. This was a very positive experience. Student evaluations of the facility were positive and it will be used again fall 2011.</b>
	<b>Upon completion of the ADN Program, the graduates will be able to write a research paper using APA format</b>	<b>ADN Faculty</b>	<b>Research Grading Rubric</b>	<b>100% of students assigned research papers in the nursing courses will submit a paper meeting the guidelines</b>	<b>28 or 28 completed satisfactorily</b>	<b>Faculty are considering replacing this activity with something more interactive and related to clinical performance in mental health nursing. This will be discussed and decided during the 2 work weeks scheduled for the latter half of May 2011.</b>
	<b>Sophomore students will be able to develop a brochure for client education</b>	<b>NUR 2133 faculty</b>	<b>Brochure Grading Rubric</b>	<b>100% of students will submit a brochure meeting the assigned guidelines</b>	<b>28 of 28 met the pediatric brochure requirement</b>	<b>This assignment will be continued as a focus on client teaching and communication. Students research and select a topic of their choice. Copies of brochures are shared with the local Children's Clinic.</b>
	<b>The students will be able to write a</b>	<b>NUR 2223 Faculty</b>	<b>Resume Grading Rubric</b>	<b>100% of students will</b>	<b>25 of 25 completed satisfactorily</b>	<b>Students brought their resumes to the Health Science Job Fair and gave</b>

Competency Area	Student Learning Outcomes	Reporting Party	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
	<b>well organized resume to submit for employment</b>			<b>develop a personal resume prior to graduation in accordance with Resume Grading Rubric and worthy of presenting to prospective employer.</b>		<b>them to potential employers. We have decided to have the Job Fair earlier in 2012. Rather the April we will try to have it before Spring Break so students can interview during spring break.</b>
<b>Oral Communication</b>	<b>By completion of the Sophomore year, students will be able to construct and deliver a clear, well organized, oral presentation</b>	<b>Sophomore Course IOR  NUR 2123 NUR 2133</b>	<b>Oral Presentation Grading Rubric for each of the following:  Power point presentation by the student of the Mental Health research paper, Maternal case study and Pediatric Brochure</b>	<b>80% of students will achieve passing score on oral presentations graded according to the Rubric.</b>	<b>Students presented satisfactory presentations in mental health, maternity and pediatric courses</b>	<b>The value of these presentation will be evaluated during the upcoming work weeks to consider other ways to engage students and achieve the same student learning outcomes.</b>
<b>Information Literacy</b>	<b>Students will be proficient in the navigation of an electronic database by the beginning of the sophomore year</b>	<b>ADN Faculty</b>	<b>Pre Library Orientation &amp; Post Library Orientation Computer literacy surveys Pediatric Brochures Research papers</b>	<b>80% of students initially identified with computer literacy deficits will be proficient in navigation of electronic database by the beginning of the sophomore year</b>	<b>All 18 freshman students received orientation to the library</b>	<b>The library staff brought the orientation to the Allied Health Training Center for all students. We plan to continue this practice. All sophomore students had to navigate the databases in preparing for their fall presentation assignments.</b>
<b>Technology Usage</b>	<b>All students will be proficient in computer utilization for completion of assignments within the curriculum using a variety of software applications by completion of sophomore year</b>	<b>ADN Faculty</b>	<b>PowerPoint Presentation Grading Rubric</b>	<b>80% of students will achieve passing scores on PowerPoint presentations per PowerPoint Presentation Grading Rubric</b>	<b>26 of 26 completed</b>	<b>PowerPoint presentations were prepared by all students in the pediatric course as part of presenting the brochure to the class. This assignment will be continued since faculty and students evaluated it positively in meeting the state student learning outcome.</b>
<b>Problem Solving</b>	<b>Students will demonstrate</b>	<b>ADN Faculty</b>	<b>Proficiency in dosage calculation questions</b>	<b>80% of sophomore students will</b>	<b>4 of 7 tests included</b>	<b>Faculty decided that this practice would be continued but also drug</b>

Competency Area	Student Learning Outcomes	Reporting Party	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
	<b>proficiency in dosage calculations and problem solving by beginning of sophomore year</b>		<b>added in embedded test questions taken within ADN curriculum</b>	<b>demonstrate accuracy in completing dosage calculation questions in embedded test questions.</b>	<b>embedded calculation questions with student performance averaging 80% accuracy.</b>	<b>calculations will be a part of clinical performance and evaluation. To determine satisfactory or unsatisfactory performance.</b>

**SECTION 2: COMMUNITY/PUBLIC SERVICES**

**COAHOMA COMMUNITY COLLEGE'S  
INSTITUTIONAL EFFECTIVENESS PLAN  
2010-2011**

# **ADULT BASIC EDUCATION/GENERAL EDUCATION DEVELOPMENT PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011**

### **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: meet the needs of area businesses and industries by providing workforce training programs; empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure effectiveness by planning, assessing, and evaluating all activities and programs.*

## ADULT BASIC EDUCATION/GENERAL EDUCATION DEVELOPMENT

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
<p>Upon completion of the ABE/GED program, students will be able to show academic growth in reading, mathematics, and language.</p> <p>The ABE/GED program will show growth in number of students served and number of students receiving a GED.</p> <p>The ABE/GED Program will meet the performance targets established by the State Board For Community and Junior Colleges for the Core Follow-up Outcome Achievements (See Attachment)</p> <p>The ABE/GED Program will meet the performance targets for the number of students completing current levels. (See Attachment)</p>	<p>TABE pre-tests and post-tests in reading, mathematics, and language.</p> <p>Number of students served;</p> <p>Number of students obtaining GED;</p> <p>The percentage of enrolled students completing a survey once they leave the program that entered employment; retained employment; obtained GED; entered postsecondary.</p> <p>The percentage of enrolled students completing educational levels which prepare them for the GED exam.</p>	<p>The number of Students remaining in the same skill level will decrease by 20%</p> <p>The percentage of students completing levels will increase 20%</p> <p>Number of students receiving services will increase by 3%</p> <p>Number of students receiving GED will increase by 3%</p> <p>Entered Employment-43% Retained Employment-100% Obtain GED-92% Entered Postsecondary-86%</p> <p>SL1-58% SL2-68% SL3-60% SL4-48% SL5-57%</p>	<p>23% of students remained in the same level this year compared with 22% last year. This is a 1% increase.</p> <p>67% of students completed levels this year compared with 66% last year. This is a 1% increase.</p> <p>Enrollment as of 2010-2011:545 Enrollment for 2009-2010: 528 3% increase</p> <p>Students that obtained GED in 2009-2010: 194 2010-2011: 207 7% increase</p> <p>Entered Employment-0% Retained Employment-100% Obtain GED-92% Entered Postsecondary-60%</p> <p>SL1-58% SL2-59% SL3-56% SL4-61% SL5-72%</p>	<p>We will increase staff development training for all instructors to gain more knowledge to help enrolled students make educational gains and pass the official GED test. We will keep the management enrollment for all classes which will bring about a limit in the intake of students during the school year but will increase the quality of instruction for those involved. We are looking to increase the number of registration dates to see if this will bring about an increase in enrollment and retention. We will increase our marketing tactics by making our program more noticeable through billboards, television commercials, newspaper ads in all counties, radio announcements and also getting out in the community promoting the program by talking to individuals within the community. We will begin an intense Post-GED survey inquiry that will reach out to those students that receive their GED to keep track on their accomplished goals. We will follow-up with these students to see if they have entered employment, retained employment, or entered postsecondary education or training.</p>

# WORKFORCE CUSTOMIZED TRAINING PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

### **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: meet the needs of area businesses and industries by providing workforce training programs; empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies; and ensure effectiveness by planning, assessing, and evaluating all activities and programs.*





		<p>The number of contact hours:</p>	<p>The number of contact hours will increase by 20%</p>	<p>FY 09-10 296,836 hrs. FY 10-11 362,645 hrs. 22% increase.</p>	<p>Per request of B/I, several training modules were revised and extended for quality and content.</p>
		<p>The number of state and federal regulated safety classes provided</p>	<p>There will be at least 30 CPR classes provided to B/I with all trainees receiving certification from American Red Cross and/or American Heart Association</p> <p>There will be at least 4 types of safety courses provided to business and industry.</p>	<p>27 CPR classes were provided to B/I with all participants receiving certification.</p> <p>20 different safety classes were provided, not including CPR.</p>	<p>FY10-11, SBCJC amended minimum number of participants from 5 to 10. To comply with said amendment, several classes were consolidated.</p> <p>Per request of B/I, such varied training opportunities were availed. The WDC will continue to seek opportunities to offer safety training classes to its stakeholders.</p>
	<p>2. The Workforce Development Center will address community and economic development</p>	<p>Community classes in partnership with local libraries</p>	<p>There will be at least 4 community classes offered in the 5-county area libraries.</p>	<p>7 classes evolved from this initiative: 5 in Quitman and 2 in Coahoma County.</p>	<p>Contact was made and established with area libraries within the 5 county service area. However, Coahoma</p>

	<p><b>2. The Workforce Development Center will address community and economic development needs</b></p>	<p><b>Community classes in partnership with local libraries</b></p> <p><b>Participation in the MyBiz Program</b></p>	<p><b>There will be at least 4 community classes offered in the 5-county area libraries.</b></p> <p><b>Phase II of the MyBiz Program will be implemented.</b></p>	<p><b>7 classes evolved from this initiative: 5 in Quitman and 2 in Coahoma County.</b></p> <p><b>A total of 11 participants completed the training.</b></p>	<p><b>Contact was made and established with area libraries within the 5 county service area. However, Coahoma and Quitman County were the only two who had a need.</b></p> <p><b>Upon completion of the training, the 11 participants were referred to the Delta Bridge Project initiative for additional resources and training.</b></p>
	<p><b>3. The Workforce Development Center will provide support services for trainees</b></p>	<p><b>Provide skills assessment</b></p> <p><b>Partner with the ABE/GED program to provide welding training to GED Students</b></p>	<p><b>At least 75 people will participate in the WorkKeys assessment program</b></p> <p><b>At least 15 students will participate in a modular basic welding class.</b></p>	<p><b>A total of 340 certificates were awarded which reflects a 190.4% increase in comparison to FY09-10.</b></p> <p><b>A total of 34 participants successfully completed the modular training. Three were GED students.</b></p>	<p><b>Several new partnerships emanated through the WINJOB Center and CCC's Allied Health division.</b></p> <p><b>The welding class has Out of 34, 15 entered into the workforce in the welding vocation. The modular training will be open to and available to all individuals regardless</b></p>

# GEAR UP PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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

**GEAR UP**  
2010-2011 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<p><b>1. GEAR UP will provide tutoring and mentoring services to every GEAR UP participant.</b></p>	<p>Number of students participating in the GEAR UP after-school tutoring three days a week two hours a day.</p> <p>Number of tutoring and mentoring hours completed by a student</p>	<p>At least <u>673</u> of GEAR UP students will participate in tutoring and mentoring services</p> <p><u>75%</u> of the students will complete tutoring and mentoring sessions for at least <u>6</u> hours a week</p>	<p><i>686 participated in tutoring and mentoring</i></p> <p><i>583 of 686 students completed tutoring and mentoring sessions 6 hours per week</i></p>	<p><i>The program met evaluation benchmarks this year. These results were used to identify opportunities to provide expanded tutoring and mentoring services to students.</i></p>
<p><b>2. GEAR UP will increase professional development opportunities for teachers that will allow them to prepare and motivate diverse student populations.</b></p>	<p>Number of teachers participating in professional development services: Advance Placement Training, SATP Conference, Reading Conference, and MS Rising Conference for teachers.</p>	<p>At least <u>6</u> teachers will complete advanced placement training</p> <p>At least <u>15</u> teachers will attend professional development opportunities</p>	<p><i>17 teachers and staff received Professional Development Training</i></p>	<p><i>These results were used to identify opportunities to offer more professional development opportunities that vary in scope and depth.</i></p>
<p><b>3. GEAR UP will assist Mississippi students in preparing, pursuing and succeeding in post-secondary education by student surveys of GEAR UP services</b></p>		<p><u>80%</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><i>The evaluation benchmarks were met this year. From analyzing the results, scheduling conflicts were a major hindrance that caused low participation.</i></p> <p><i>Surveys were not required for the 2010-2011 school year</i></p>
<p><b>4. GEAR UP will increase the number of students who attend summer enrichment and transitional programs.</b></p>	<p>Number of students living in dorms during the summer</p>	<p>At least <u>60</u> students will live in the dorms during the summer</p>	<p><i>46 applied for the Summer Enrichment Program</i></p>	<p><i>Standard was not met. Due to students graduating from high school, enrolling in summer school and obtaining jobs, there was a slight decline in Summer Enrichment participation.</i></p>

<p><b>5. Students who participate in GEAR UP will develop an awareness of educational opportunities that are available to them.</b></p>	<p>Number of students attending college planning and preparation workshops.</p>	<p><u>75%</u> of GEAR UP students will attend college planning and preparation workshops.</p>	<p><u>652</u> students participated in college planning and preparation workshops.</p>	<p>Assessment results were used to enhance college preparatory workshops and to offer a variety of visits to other schools.</p> <p>Standard was met. Students visited the following colleges and universities in Mississippi, Louisiana and Florida: Jackson State University, Mississippi State University, University of Mississippi, Delta State University, Mississippi Valley State University, Alcorn State University, Tougaloo College, Bethune Cookman College, Xavier University and Dillard University.</p>
<p><b>6. Students who participate in GEAR UP will demonstrate academic gain on the Subject Area Test Program (SATP).</b></p>	<p>Test results by schools of the Subject Area Test Program (SATP)</p>	<p>Schools served will have 50% of the students to pass Subject Area Test Program (SATP).</p>	<p>Clarksdale High School 190 out of 220</p> <p>Coahoma Agricultural High School 54 out of 61</p> <p>Drew High School 22 out of 28</p> <p>John F. Kennedy School 46 out of 47</p> <p>Shaw High School 47 out of 50</p> <p>Madison S. Palmer School 112 out of 115</p> <p>West Tallahatchie School 63 out of 74</p> <p>Ruleville Central High School 62 out of 73</p> <p>(596 ) graduated out of (668) participants (72) did not graduate</p>	<p>Based on SATP results all schools were successful with a 50% or above passing rate</p> <p>Students who did not graduate passed their academic course work, but did not pass the state required test. Pending the Subject Area Test result, the graduation rate will probably increase.</p>

# TECH PREP PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

### **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: ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs; empower students with the necessary tools to maximize their potential by providing a network of support services and activities; utilize emerging instructional technology by providing innovative learning opportunities for students; address community and economic development needs within the service area by developing and sustaining partnerships with public and private agencies.*

**TECH PREP**  
 2010-2011 PROGRAM EVALUATION PLAN  
 COAHOMA COMMUNITY COLLEGE

Youth Training Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<p><b>Tech Prep</b></p>	<p><b>1. To provide effective professional development to secondary and postsecondary administrators and teachers. Math – in- CTE (Carl Perkins IV) Funding</b></p>	<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 (Total 19)</p> <p>(2) Number of postsecondary educators attending professional development trainings (Total 33)</p> <p>(3) Number of secondary educators attending professional development trainings (Total 300)</p> <p>(4) Participants' level of satisfaction with professional development trainings. (Participants rated the overall satisfaction of each workshop as excellent)</p>	<p>Tech Prep will provide professional development opportunities for faculty in the Coahoma Community College Consortium.</p> <p>19 Professional development sessions will be offered.</p> <p>25 will attend postsecondary professional development</p> <p>250 will attend secondary professional development</p> <p>95% rate the professional development satisfactory or excellent.</p>	<p>19 sessions of professional development</p> <p>33 attended postsecondary professional development</p> <p>Total 300 attended secondary professional development</p> <p>Participants rated the overall satisfaction of each workshop as excellent.            (Copies of all evaluation are on file in the office of the Tech Prep Coordinator)</p>	<p>Participants have expressed that the information learned in each of the following workshops (IC3, MS-CPAS2 training, classroom management as well as conflict resolution professional development) have been or will be incorporated into their community of learning. Some have stated that they have a new outlook on how to manage their classrooms and how to resolve conflict in the classroom as well.</p> <p>(We have tried to limit the number of workshop on weekends. Participants have suggested on evaluations that workshops should be provided throughout the work week.)</p>
<p><b>Tech Prep</b></p>	<p><b>2. To provide technical assistance visits to secondary Tech Prep contacts within the consortium.</b></p>	<p>(1) Number of Tech Prep visits to ALL sites within consortium during and fall and spring semester.</p>	<p>The Tech Prep Coordinator will make at least 20 technical assistance visits during the academic year.</p>	<p>There were over 30 technical assistance visits during the Fall from August, 2010 to December, 2010. There were 30 technical assistance visits during the Spring from January 2011 to May 2011.</p>	<p>From each of the school visits, there is a major need for technology and classroom management. Tech Prep can only provide training in the needed areas but cannot provide the equipment needed for</p>



				<p><b><u>Fall 2010</u></b>  <b><u>8/23/2010</u></b>  Quitman County Middle School  M. S. Palmer High School  Quitman County Vocational Center  West Tallahatchie High School  R. H. Bearden School</p> <p><b><u>8/24/2010</u></b>  Joe Barnes Vo-Tech Center  West Bolivar Middle School  West Bolivar High School  Ray Brooks School  Shaw High School  Cleveland Career Center  John F. Kennedy High School  Broad Street High School</p> <p><b><u>8/27/2010</u></b>  Carl Keen Vo-Tech Center  Clarksdale High School  Tunica County Vo-Tech Center</p> <p><b><u>8/30/2010</u></b>  Coahoma Aggie High School</p> <p><b><u>9/07/2010</u></b>  Cleveland Career Center</p> <p><b><u>9/16/2010</u></b>  West Bolivar High School  Joe Barnes Vo-Tech Center  West Bolivar Middle School  Ray Brooks School</p> <p><b><u>9/21/2010</u></b>  Coahoma County High School  Coahoma Aggie High</p>	improvements.
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				<p>School</p> <p><b><u>9/22/2010</u></b>  W. A. Higgins Middle School  Carl Keen Vo-Tech Center  Oakhurst Middle School  Clarksdale High School</p> <p><b><u>9/23/2010</u></b>  Joe Barnes Vo-Tech Center  Cleveland Career Center</p> <p><b><u>9/30/2010</u></b>  Quitman County Vo-Tech Center  Tunica County Vo-Tech</p> <p><b><u>10/23/2010</u></b>  Carl Keen Vo-Tech Center  Joe Barnes Vo-Tech Center</p> <p><b><u>11/03/2010</u></b>  West Bolivar High School  Ray Brooks School  Shaw High School  Cleveland High School  John F. Kennedy High School  Broad Street High School</p> <p><b><u>11/4/2010</u></b>  Clarksdale High School  W. A. Higgins Middle School  West Tallahatchie High School  Quitman County Vo-Tech Center  M. S. Palmer High School  Quitman County Middle School  Rosa Fort High School  Tunica County Vo-Tech Center</p>	
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				<p><b><u>Spring 2011</u></b>  <b><u>01/24/2011</u></b>  West Tallahatchie High School  Cleveland Career Center</p> <p><b><u>01/25/2011</u></b>  Joe Barnes Vo-Tech Center  West Bolivar High School  Ray Brooks School  Shaw High School  JFK High School  Broad Street High School</p> <p><b><u>01/26/11</u></b>  Coahoma Aggie High School</p> <p><b><u>01/28/2011</u></b>  Carl Keen Vo-Tech Center  Clarksdale High School  Coahoma County High School  Quitman County Vo-Tech Center  Madison S. Palmer High School  Rosa Fork High School  Tunica County Vo-Tech Center</p> <p><b><u>02/07/2011</u></b>  Shaw High School  Cleveland Career Center</p> <p><b><u>02/16/2011</u></b>  Tunica County Vo-Tech Center</p> <p><b><u>3/8/2011</u></b>  Shaw High School  Ray Brook School  Joe Barnes Vo-Tech Center</p>	
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				<p><b><u>03/09/2011</u></b>  Cleveland Career Center  Broad Street High School  JFK High School</p> <p><b><u>03/11/2011</u></b>  Tunica County Vo-Tech  Center  Madison S. Palmer High  School  Quitman County Vo-Tech  Center  West Tallahatchie High  School  Carl Keen Vo-Tech Center  Clarksdale High School  Coahoma County High  School</p> <p><b><u>3/21/2011</u></b>  Coahoma Aggie High  School  D. M. Smith Middle School  East Side High School  Cleveland Career Center</p> <p><b><u>04/05/2011</u></b>  Cleveland High School  Cleveland Career Center</p> <p><b><u>04/06/2011</u></b>  Joe Barnes Vo-Tech Center  Ray Brook School  Shaw High School  West Bolivar High School</p> <p><b><u>04/7/2011</u></b>  Carl Keen Vo-Tech Center  Clarksdale High School  Coahoma County High  School  Coahoma Aggie High  School</p> <p><b><u>04/08/2011</u></b></p>	
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				<p>Tunica County Vo-Tech Center  Rosa Fort High School  Madison S. Palmer High School  Quitman County Vo-Tech Center  West Tallahatchie High School</p> <p><b><u>04/12/2011</u></b>  Ray Brooks School</p> <p><b><u>04/29/2011</u></b>  Cleveland Career Center</p> <p><b><u>05/02/2011</u></b>  Cleveland Career Center</p> <p><b><u>05/23/2011</u></b>  Cleveland High School  East Side High School  D. M. Smith Middle School  Cleveland Career Center</p> <p><b><u>05/25/2011</u></b>  Joe Barnes Vo-Tech Center  West Bolivar High School  Ray Brooks School  Shaw High School  JFK High School  Broad Street High School</p> <p><b><u>05/26/2011</u></b>  Carl Keen Vo-Tech Center  Clarksdale High School  Coahoma County High School  Coahoma Aggie High School</p> <p><b><u>05/27/2011</u></b>  Tunica County Vo-Tech Center  Rosa Fort High School</p>	
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<p><b>Tech Prep</b></p>	<p><b>2. To provide technical assistance visits to secondary Tech Prep contacts within the consortium.</b></p>	<p>(1) Number of Tech Prep visits to ALL sites within consortium during and fall and spring semester.</p>	<p>The Tech Prep Coordinator will make at least 20 technical assistance visits during the academic year.</p>	<p>There were over 30 technical assistance visits during the Fall from August, 2010 to December, 2010. There were 30 technical assistance visits during the Spring from January 2011 to May 2011.</p> <p><b><u>Fall 2010</u></b>  <b><u>8/23/2010</u></b>  Quitman County Middle School  M. S. Palmer High School  Quitman County Vocational Center  West Tallahatchie High School  R. H. Bearden School</p> <p><b><u>8/24/2010</u></b>  Joe Barnes Vo-Tech Center  West Bolivar Middle School  West Bolivar High School  Ray Brooks School  Shaw High School  Cleveland Career Center  John F. Kennedy High School  Broad Street High School</p> <p><b><u>8/27/2010</u></b>  Carl Keen Vo-Tech Center  Cleveland High School</p>	<p>From each of the school visits, there is a major need for technology and classroom management. Tech Prep can only provide training in the needed areas but cannot provide the equipment needed for improvements.</p>
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**SECTION 3: EDUCATIONAL SUPPORT SERVICES**

**COAHOMA COMMUNITY COLLEGE'S  
INSTITUTIONAL EFFECTIVENESS PLAN  
2010-2011**

# **RAPID RESPONSE PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011**

**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 development needs within the service area by developing and sustaining partnerships with public and private agencies.*



**RAPID RESPONSE**  
Year 2010-2011  
PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

<b>Program Outcome</b>	<b>Methods of Evaluation or Assessment</b>	<b>Evaluation Standards or Benchmarks</b>	<b>Assessment Results</b>	<b>Use of Results</b> Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
<p>1. The Rapid Response Coordinator will provide individual and group counseling sessions to enhance study skills, career exploration, and decision-making skills.</p> <p>2. The Rapid Response Coordinator will provide Employability Skills and Job Readiness Workshops/Seminars.</p> <p>3. The Rapid Response Coordinator will administer Tests of Adult Basic Education (TABE) to youth participants for entrance into the institution's programs of study or other specialized training.</p> <p>4. The Rapid Response Coordinator will manage Individual Training Accounts (ITA's) for Workforce Investment Act (WIA) scholarship recipients.</p>	<p>1. Number of counseling sessions provided.</p> <p>2. Number of students receiving counseling services</p> <p>1. Number of workshops/seminars provided</p> <p>2. Number of clients participating in workshops</p> <p>1. Number of tests administered</p> <p>2. Number of students entering into training</p> <p>1. Number of students receiving scholarships</p>	<p>At least 125 individual and group counseling sessions will be provided.</p> <p>At least 125 students will receive counseling services.</p> <p>At least 20 workshops/seminars will be provided</p> <p>At least 150 clients will receive Work Readiness Skills Training</p> <p>At least 40 youth will be TABE tested</p> <p>At least 15 of the youth tested will enter into vocational or technical training</p> <p>At least 125 students will receive WIA scholarships</p>	<p>125 counseling sessions were provided.</p> <p>102 students received counseling services.</p> <p>20 employability skills workshops were provided.</p> <p>185 clients received work readiness training.</p> <p>25 students were TABE tested</p> <p>15 students enrolled in the institution's training programs.</p> <p>102 students received WIA scholarships through the WIN Job Center.</p>	<p>Results were used to increase students' grades by enhancing study skills through concentration, memorization, and time management.</p> <p>Results were used to recognize participants' individual needs and focus on clients obtaining and sustaining work, and performing well on the job.</p> <p>Results were used to encourage students to prepare for the TABE test through practice and tutorials before taking the test to increase test scores.</p> <p>Results were used to provide on-going financial management and counseling of students' accounts.</p>

# **SPECIAL POPULATIONS SERVICES PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011**

### **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**  
**2010-2011 Program Evaluation Plan**  
*Coahoma Community College*

Special Populations Services	<p>(1) Students who qualify for special populations services will be able to develop and advance their program of study and career skills.</p> <p>(2) Students will be able to pursue highly technical and non-traditional careers with science and math backgrounds.</p> <p>(3) Students will be able to enroll in a community college or university and succeed in their chosen career of study.</p>	<p>(1) Accuplacer Pretest and Post-test (Math, language, and reading levels of basic skills academic attainment)</p> <p>(2) Number of high school and postsecondary females attending the WISCT(Women In Science Construction Technology) conference;</p> <p>(3) Number of Special Populations' students was provided career skills and tutorial services in the Related Studies Lab.</p>	<p>(1) 50% of the graduates' scores will increase in academic (basic skills) attainment on Accuplacer post-test.</p> <p>(2) 30% or 200 female students from 7 schools in our five-county service areas will attend the WISCT.</p> <p>(3) 50% of the special populations students was referred by the instructor to use the Related Studies Lab for tutorial and career skills</p>	<p>(1) 26 of the total # of graduates took the post test. 10of 26 increased in academic attainment for a total of 38% (see attachment)</p> <p>(2) Over 175 female students- 30% participated in our WISCT conference to listen to role models in leadership positions, health fields and non-traditional fields.</p> <p>(3) 85% of the 170 career and technical students used the related studies lab for tutorial and/or career skills</p>	<p>(1) The career and technical students are enrolled in a Reading Technology course where the students will be remediated in Reading, Math, or Language basic skills. This course has helped students improve their Accuplacer scores prior to graduation.</p> <p>(2) Results were used to improve students learning by giving the students the opportunity to listen to speakers/role models. Evaluation forms were used to allow students to tell the presenters how good they were in explaining how to explore their career options and what they needed to do in order to achieve their goals.</p> <p>(3) The students used the Related Studies lab for tutorial services and career skills; to include but not limited to, Choices, and web-based assessments (studyguidezone.com, testprepreview.com, and clubztutoring.com) in order to prepare the students for a successful career in their program of study.</p>
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# CAREER SERVICES AND PLACEMENT CENTER PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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

## CAREER SERVICES AND PLACEMENT CENTER

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Career Services and Placement	1. The Career Services and Placement Center will provide workshops and seminars for students.	<p>Number of workshops/seminars provided</p> <p>Number of students participating</p>	<p>The Career Services and Placement Center will provide at least <u>14</u> career/placement workshops and seminars</p> <p>At least <u>150</u> of students will attend the workshops and seminars</p>	<p>10</p> <p>923</p>	The number of students who attended workshops increased although the number of workshops decreased. We determined that the content and method of the presentation had a greater effect on attendance. Students also stated that they had better direction of where they wanted their career to go, as well as their options.
Career Services and Placement	<p>2. Students will be able to identify career pathways that will assist them in choosing career opportunities.</p> <p>3. Students and employees who utilize the Career Services and Placement Center will indicate that they are satisfied with the services provided them.</p>	<p>Number of students utilizing the Career Center</p> <p>Number of students receiving career counseling</p> <p>Academic transfer results</p> <p>Students and employees survey results will be used as the method of evaluation</p>	<p>Number of students utilizing the Career Center will be <u>200</u> in FY10.</p> <p>Number of students receiving career counseling will be <u>75</u> in FY 10.</p> <p>The number of CCC graduates enrolling in an IHL undergraduate or graduate program in FY10 will increase by <u>29%</u>.</p> <p><u>75%</u> of employees who participate in the satisfaction survey will rate their level of approval with the student support programs, services, and activities as “satisfactory” or higher.</p> <p>2010-2011 Campus Climate Survey Results</p> <p><u>65%</u> of students who participate in the satisfaction survey will rate their level of approval with career planning services as “satisfactory” or higher.</p> <p>2010-2011 Student Opinion Survey Results</p>	<p>607</p> <p>105</p> <p>591</p> <p>3%</p> <p>80%</p>	<p>Students are more knowledgeable of the Career Center, as well as, their options.</p> <p>Students were better prepared to enter the workforce due to seminars and workshops being career oriented and relevant to their specific area of study.</p> <p>Evaluations and feed back also determined that knowledge of career options, pathways and communication skills increase due to collaborations with the academic division of campus and the community.</p>

# FINANCIAL AID PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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

**FINANCIAL AID**  
 2010-2011 PROGRAM EVALUATION PLAN  
 COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Financial Aid	1. Students will be able to complete the financial aid process within the priority deadline (March 1).	Percentage of students who apply for financial aid on or before the priority deadline.	Of the students who apply for financial aid in spring of 2010, 50% will apply for financial aid on or before the priority deadline.	5 percent applied for financial aid within the priority deadline.  2799 students enrolled for Fall 10. 139 students applied within the priority deadline.	The instructional divisions have made adjustments to their curriculum in an effort to mandate that all students complete the Financial Aid Process by the priority deadline. The Financial Aid Office will give the instructional areas sufficient documentation that the students have completed the process. The Department of Housing and Residence Life has mandated that all residence hall occupants complete the financial aid process by the priority deadline before being assigned to a room for the oncoming academic year. The Financial Aid Office will continue to use the internet, flyers, and banners to market the benefits of applying early for financial assistance for a seamless registration process.
Financial Aid	2. Financial Aid Office will provide financial aid strategies and assistance workshops to assist students in completing necessary financial aid documents.	Number of financial aid marketing strategies or assistance workshops held during the assessment period  Percentage of students who participate in the assistance workshops.  Student surveys tracking	At least 1 financial aid marketing strategies or assistance workshop will be held during the year.  Of the students who enroll in the fall, 30% will participate in financial aid assistance workshops.  <i>119</i> 50% of students and faculty	Workshops were held on February 20, 2010, from 9:00a.m.to 1:00p.m., in CCC's five-county service area.  5 percent (139 students) participated in the workshops.  2010-11 Student	The Financial Aid Office provided workshops that involved CCC's campus students and the eight educational sites in an effort to encourage early completers.  Although the goal is to increase the number of process completers by the priority deadline with campus-wide collaborative interventions and strategies, there will be an undetermined percentage of students at fall registration that the Financial Aid Counselors will have to assist with the process. The

<p>Financial Aid</p>	<p>2. Financial Aid Office will provide financial aid strategies and assistance workshops to assist students in completing necessary financial aid documents.</p>	<p>Number of financial aid marketing strategies or assistance workshops held during the assessment period</p> <p>Percentage of students who participate in the assistance workshops.</p> <p>Student surveys tracking students' level of satisfaction with student activities.</p>	<p>At least 1 financial aid marketing strategies or assistance workshop will be held during the year.</p> <p>Of the students who enroll in the fall, <u>30%</u> will participate in financial aid assistance workshops.</p> <p><u>50%</u> 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.</p>	<p>Workshops were held on February 20, 2010, from 9:00a.m.to 1:00p.m., in CCC's five-county service area.</p> <p>5 percent (139 students) participated in the workshops.</p> <p>2010-11 Student Opinion Survey results indicated a satisfaction level of 77%.</p> <p>2010-11 Campus Climate Employee Survey results indicated a satisfaction level of 73.8%</p>	<p>The Financial Aid Office provided workshops that involved CCC's campus students and the eight educational sites in an effort to encourage early completers.</p> <p>Although the goal is to increase the number of process completers by the priority deadline with campus-wide collaborative interventions and strategies, there will be an undetermined percentage of students at fall registration that the Financial Aid Counselors will have to assist with the process. The Divisional of Student Affairs has committed extra personnel to assist students that either did not understand the process or could not complete due to unforeseen circumstances. The Vice President of Student Affairs will set a strict date for all students that aspire to be</p>
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# **SAFETY SERVICES PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011**

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

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

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

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

**SAFETY SERVICES**  
 2010-2011 PROGRAM EVALUATION PLAN  
 COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program																																																								
Safety Services	1. Campus Police will provide a safe and well-maintained environment for students, faculty, and staff.	(1) The number of student-centered campus seminars on safety and maintenance of housing facilities and number of participants  (2) Comprehensive report of crime statistics by category annually.	At least 3 student-centered campus seminars on safety and maintenance of housing facilities will be held with at least 149 students participating.  Total number of crimes reported on campus will decrease by 10%. (list each category separately)	There were 5 seminars on safety and maintenance of housing held during the 2010-2011 school year with 500 students participating.  2009-2010 17 2010-2011 6 35% decrease	<p><i>The division of student affairs conducted a total of 5 seminars during the 2010-2011 school year. It mandatory for resident hall students to attend all seminars. This is attributed to the increase of student participation to these facts.</i></p> <p><i>The police department of Coahoma Community College will continue to be vigilant and visible, working to decrease the crime stats for the campus community.</i></p> <table border="1" data-bbox="1528 824 1944 1295"> <thead> <tr> <th colspan="4" style="text-align: center;"><i>Crime Statistics</i></th> </tr> <tr> <th style="text-align: left;"><i>Incident</i></th> <th style="text-align: center;"><i>Y08-09</i></th> <th style="text-align: center;"><i>Y09-10</i></th> <th style="text-align: center;"><i>Y10-11</i></th> </tr> </thead> <tbody> <tr> <td><i>Murder</i></td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td><i>Rape</i></td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td><i>Robbery</i></td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td><i>Aggrv. Assault</i></td> <td style="text-align: center;">6</td> <td style="text-align: center;">4</td> <td style="text-align: center;">0</td> </tr> <tr> <td><i>Burglary</i></td> <td style="text-align: center;">16</td> <td style="text-align: center;">16</td> <td style="text-align: center;">4</td> </tr> <tr> <td><i>Vehicle Theft</i></td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td><i>Hate Crimes</i></td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> <tr> <td><b>Arrests</b></td> <td style="text-align: center;"><b>6</b></td> <td style="text-align: center;"><b>10</b></td> <td style="text-align: center;"><b>2</b></td> </tr> <tr> <td><b>Liquor</b></td> <td style="text-align: center;"><b>0</b></td> <td style="text-align: center;"><b>0</b></td> <td style="text-align: center;"><b>0</b></td> </tr> <tr> <td><b>Drug</b></td> <td style="text-align: center;"><b>0</b></td> <td style="text-align: center;"><b>0</b></td> <td style="text-align: center;"><b>0</b></td> </tr> <tr> <td><b>Weapon</b></td> <td style="text-align: center;"><b>1</b></td> <td style="text-align: center;"><b>0</b></td> <td style="text-align: center;"><b>0</b></td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>24</b></td> <td style="text-align: center;"><b>21</b></td> <td style="text-align: center;"><b>4</b></td> </tr> </tbody> </table>	<i>Crime Statistics</i>				<i>Incident</i>	<i>Y08-09</i>	<i>Y09-10</i>	<i>Y10-11</i>	<i>Murder</i>	0	0	0	<i>Rape</i>	0	0	0	<i>Robbery</i>	1	0	0	<i>Aggrv. Assault</i>	6	4	0	<i>Burglary</i>	16	16	4	<i>Vehicle Theft</i>	0	1	0	<i>Hate Crimes</i>	0	0	0	<b>Arrests</b>	<b>6</b>	<b>10</b>	<b>2</b>	<b>Liquor</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>Drug</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>Weapon</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>Total</b>	<b>24</b>	<b>21</b>	<b>4</b>
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Safety Services	<b>2. The Campus Police will decrease the number of student infractions occurring campus wide.</b>	Numbers of infractions committed campus wide annually.	The number of student infractions occurring campus wide will decrease by 10%. <i>(Compared to 2009-2010).</i>	2009-2010 24 infractions 2010-2011 74 infractions an increase of 208%.	This was attributed to the increase of student infractions to a higher student enrollment and more freshmen residing in resident halls.
Safety Services	<b>3. The students, faculty and staff will rate Campus Police at a level of “satisfactory” or above for providing personal and campus safety.</b>	Level of satisfaction of faculty and staff with personal security and safety of campus	<p>40% of students, faculty and staff who participate in the surveys will rate their level of satisfaction with the personal security and safety on campus as “satisfactory” or higher.</p> <p>2010-11 Graduating Students Exit Survey Results</p> <p>2010-11 Student Opinion Survey Results</p> <p>2010-11 Campus Climate Employee Survey Results</p>	<p>71 responding, 65 satisfied or higher 92%</p> <p>460 responding, 423 satisfied or higher 92%</p> <p>135 responding, 123 satisfied or higher 93%</p>	The level of satisfaction that the campus community has shown toward the Coahoma Community College Police Department through surveys demonstrates that the department met its projective outcome. This is attributed to the upgrade of our vehicle fleet for the department, additional and better trained officers, and professionalism that the officers take when carrying out their assignments.

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

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011**

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

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

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

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

## SOCIAL AND CULTURAL ENRICHMENT

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<p><b>Social and Cultural Enrichment</b></p>	<p><b>1. The Office of Student Affairs will provide effective social and cultural enrichment activities for students.</b></p> <p><b>2. The Office of Student Affairs will provide leadership training that will enhance student leadership.</b></p> <p><b>3. The Office of Student Affairs will provide effective evening activities for on-campus and off-campus students.</b></p>	<p>Number of social and cultural enrichment activities offered to students</p> <p>Number of student participants</p> <p>Number of Student Government Association members attending leadership training</p> <p>Students' level of satisfaction with the social and cultural activities</p> <p>Number of student participants, in evening activities.</p>	<p>At least <u>5</u> social and cultural enrichment activities will be held during the year with at least <u>262</u> students participating;</p> <p>At least <u>6</u> Student Government Association members will attend a student leadership institute</p> <p>At least <u>20</u> evening activities will be held during the year with at least <u>300</u> students participating;</p> <p><u>60%</u> 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.</p> <p>2010-11 Student Opinion Survey Results</p> <p>2010-11 Graduating Senior Exit Survey Results</p> <p><u>60%</u> of students who participate in the satisfaction surveys will rate their level of satisfaction with the college-sponsored student programs as "satisfactory" or higher.</p> <p>2010-11 Graduating Senior Exit Survey Results</p>	<p>4 80%</p> <p>198 75.57%</p> <p>3 50%</p> <p>17 85%</p> <p>217 72.33.33%</p> <p>415 of 460 respondents 90%</p> <p>145 of 213 respondents 67.76%</p> <p>147 of 213 respondents 69.02%</p>	<p>The Student Affairs Office provided meaningful Cultural Enrichment Activities that increased satisfaction among students at Coahoma Community College. The aforementioned results were used to improve Social and Cultural Enrichment Activities. Improvements that were made:</p> <ul style="list-style-type: none"> <li>- Provided more attractive activities for student body.</li> <li>- Marketed activities more through Campus Web</li> <li>- Collaborated with clubs and organizations to promote events</li> <li>- Promoted events more among off-campus student population.</li> <li>- Added more activities to the schedule to be more inclusive of off-campus students.</li> </ul>

# STUDENT EMPLOYMENT SERVICES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

**Program Purpose and Description:**

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

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

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

## STUDENT EMPLOYMENT SERVICES

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Student Employment Services	1. The Student Employment Services Program will locate and develop off-campus and on-campus job opportunities for Coahoma Community College students.	Federal Work Study and JLD Coordinator and Student Affairs	<p>Number of students participating in JLD Program, Work Study, and Community Service.</p> <p>Percentage of funds used to employ students.</p>	<p>Number of students for whom jobs are located or developed will be the following:</p> <p style="text-align: center;">JLD Students =20</p> <p style="text-align: center;">Work Study and Community Service = 350</p> <p>100 % of Total funds for student employment will be used (FSEOG, travel, equipment, supplies and salary are already included in total Funds)</p> <p style="text-align: center;">JLD Students=\$50,000</p> <p style="text-align: center;">Work Study and Community Service =\$200,000</p>	<p style="text-align: center;">30</p> <p style="text-align: center;">256</p> <p style="text-align: center;">\$43,000.00</p> <p style="text-align: center;">\$200,000.00</p>	Coahoma Community College JLD, Workstudy and Community Service participation was a total of 286 students employed.
Student Employment Services	2. The Student Employment Services Program will develop and maintain community partnerships.	Federal Work Study and JLD Coordinator and Student Affairs	Number of community partnerships Federal Work	The number of community partnerships will be at least 8 or above	10	The goal was met. Some partnerships were COI Headstart, Clarksdale Municipal School District, Kroger, Wendy's Wal-Mart, Pizza Hut, Clarksdale Park Commission, Fred's and WIN Job Center.
Student Employment Services	3. The Student Employment Services Program will enable college students to serve as tutors for pre-school or elementary students.	Federal Work Study and JLD Coordinator and Student Affairs	<p>Number of students employed as reading tutors and the</p> <p>Number of students employed as mathematics tutors.</p> <p style="text-align: right;">127</p>	<p>Number of students employed as reading tutors of children or employed in family literacy activities will be at least 5 college students</p> <p>Number of students employed as mathematics tutors of children or employed in</p>	<p>7</p> <p>7</p>	Coahoma Community College students had the opportunity to work with Pre-k through 6 <sup>th</sup> grade students. This experience provided the elementary students and college student with marvelous benefits. Some of the college student obtained life rewarding employment and it

				family literacy activities will be at least <u>5</u> college students		helped student to gain insight of their personal career endeavors and avenues.
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# STUDENT HEALTH, WELLNESS AND NUTRITION SERVICES PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

### **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 strives to educate the campus community on the importance of leading healthy lifestyles by providing a wide array of programs that are beneficial academically, personally, and socially*

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

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

## STUDENT HEALTH, WELLNESS AND NUTRITION SERVICES

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<b>Student Health, Wellness and Nutrition</b>	<b>1. Students will be able to demonstrate an increased awareness in the importance of health, wellness and nutrition.</b>  <b>2. Students will develop knowledge of the importance of wellness programs as it relates to health and fitness.</b>  <b>3. Students will have an increased knowledge about the relationship between nutrition and healthy living.</b>	Campus Nurse	Number of marketing strategies to enhance physical fitness awareness;	During FY11, Student Affairs will market <u>10</u> strategies to enhance physical fitness awareness.	6 60%	Coahoma Community College's Student Affairs Division marketed strategies to enhance physical fitness among 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. The aforementioned results were used to improve Student Health, Wellness, and Nutrition services. Improvements that were made: <ul style="list-style-type: none"> <li>- Marketed Student Health, Wellness, and Nutrition services more through Campus website</li> <li>- More health initiatives were added to program</li> <li>- Collaborated with campus housing to reach more students</li> <li>- Reorganized Intramural Sports seasons to provide more games.</li> <li>- Marketed Intramural Sports Programs to be more inclusive of</li> </ul>
		Cafeteria Services	Number of students who participate in various health fairs and seminars;	<u>220</u> students will participate in health fairs and seminars.	196 89.09%	
		Student Affairs	Number of females and males participating in intramural sports	<u>450</u> students will utilize the Wellness Center.	385 85.55%	
			Number of students who use the Wellness Center;	<u>40</u> females and <u>180</u> males will participate in intramural sports.	17 Female 37.5% 126 Males 73.33%	
			Number of students served in college cafeteria;	<u>180</u> students will be served in the college cafeteria.	276 students 153.33%	
			College cafeteria student surveys results;	<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.  2010-11 Student Opinion Survey  2010-11 Graduating Student Survey	254 of 460 respondents 55.22%  104 of 214 respondents 48.60%	

				<p>2010--11 Campus Climate Employee Survey Results (Cafeteria Services)</p> <p>*Customer Service* 85 of 138 61.6% respondents</p> <p>*Food Quality* 68 of 138 49.2% respondents</p> <p>*Cleanliness* 82 of 138 59.4% respondents</p> <p>*Menu Selection* 60 of 138 43.5% respondents</p>	<p>females.</p> <ul style="list-style-type: none"> <li>- Increased friendlier customer service attitude in college cafeteria and grill.</li> <li>- Increased the number of items on menu in college cafeteria and grill through Student Choice Week.</li> <li>- Provided a more appealing atmosphere in college cafeteria and grill through theme weeks and entertainment.</li> </ul>
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**SECTION 4: ADMINISTRATIVE SUPPORT SERVICES  
PROGRAM EVALUATION PLANS**

**COAHOMA COMMUNITY COLLEGE'S  
INSTITUTIONAL EFFECTIVENESS PLAN  
2010-2011**

# ALUMNI AFFAIRS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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

2010-2011 PROGRAM EVALUATION PLAN  
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Alumni Affairs	1. Department of Alumni Affairs will increase Coahoma Community College's alumni membership.	Number of alumni on the mailing list.	Number of alumni for 2010-2011 will be at least <u>3,500 members.</u>	Goal was met with 4,133 total alumni on mailing list. Annual membership saw a tremendous increase during 2010-2011.	As a result of the success of strategies used, alumni annual membership and alumni participation increased.
Alumni Affairs	2. Department of Alumni Affairs will increase the number of active alumni chapters.	Number of activated or reactivated chapters	Number of activated or reactivated alumni chapters for 2010-2011 will be <u>4.</u>	The goal was met.	The Department of Alumni Affairs will continue to activate/reactivate alumni chapters each year.
Alumni Affairs	3. Department of Alumni Affairs will increase the amount of financial contributions to the institution.	Total amount of giving compiled during the assessment period.	Total amount of giving will be \$60,000 by FY10.	A financial contribution is given to the institution every two years. May 2010 contribution was presented to the institution.	The Department of Alumni Affairs will continue fundraising efforts and focus our efforts on ways to increase alumni gifts.

# EDUCATIONAL OUTREACH AND DISTANCE LEARNING PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

*The purpose of the Office of Educational Outreach and Distance Learning is to provide quality evening and distance learning services.*

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

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

## EDUCATIONAL OUTREACH AND DISTANCE LEARNING

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<p><b>Educational Outreach and Distance Learning</b></p>	<p><b>Department of Educational Outreach and Distance Learning will provide quality evening services to students who enroll in evening courses.</b></p>	<p><u>Educational Outreach and Distance Learning</u> The Department of Educational Outreach and Distance Learning will evaluate this program outcome through the following measures:</p> <p>(1) instructor credentials for evening;</p> <p>(2) evening student enrollment</p>	<p>(1) 100% of adjunct instructors will meet or exceed institution's faculty credential requirements.</p> <p>(2) The total enrollment for evening classes will increase by 50 students, or by 10%, from 534 to 584.</p>	<p>100%</p> <p>894 students enrolled in evening classes</p>	<p>Because all of the adjunct instructors meet or exceed institution's faculty credential requirements, adjuncts will better meet the needs of students by providing them with the highest quality education.</p> <p>The Office of Educational Outreach will continue to recruit students to enroll in evening classes by distributing flyers in the cities and throughout the counties served by the college. The Office of Educational Outreach will also continue to email and post mail to students and putting information on our webpage that informs students about registration and the admissions process.</p>



		(3) Evening student opinion evaluations	(3) 85% of evening students who participate in the student opinion survey will rate their level as “satisfactory” with the college environment.	<p>Percentage Results by Sites and College Environment Target</p> <p><b>Access to Appropriate Technology</b>  Allied Health: 88%  Charleston: 68%  Clarksdale: 93%  Higher Ed.: 93%  Marks: 100%  Mound Bayou: 78%  Online: 79%  Rosedale: 85%  Shaw: 96%  Tunica: 73%  Webb: 88%</p> <p><b>Availability of Advisors</b>  Allied Health: 96%  Charleston: 77%  Clarksdale: 92%  Higher Ed.: 93%  Marks: 80%  Mound Bayou: 86%  Online: 78%  Rosedale: 91%  Shaw: 89%  Tunica: 87%  Webb: 94%</p> <p><b>Billing and Fee Payment Procedures</b>  Allied Health: 70%  Charleston: 71%  Clarksdale: 82%  Higher Ed.: 100%  Marks: 100%  Mound Bayou: 86%  Online: 74%  Rosedale: 81%  Shaw: 85%  Tunica: 74%  Webb: 70%</p> <p><b>Bookstore</b>  Allied Health: 63%  Charleston: 77%</p>	<p>The Office of Educational Outreach will continue to strengthen students’ access to appropriate technology. The director of educational outreach will continue to work with site monitors, building level administrators, and school superintendents to provide appropriate technology. The director of educational outreach will submit purchase orders to purchase technology such as mobile computer labs (wireless laptops), projectors, projector screens, digital tv/vcr/dvd combo to be incorporated in the teaching and learning process.</p> <p>The director of educational outreach will encourage evening students to see their advisors during registration. The director of educational outreach will encourage students to visit our website to know who their advisor is and for students to make contact with the advisor using the online contact form.</p> <p>The director of educational outreach will continue to schedule off-campus visits that include a representative from the business office to explain the billing and fee payment procedures.</p> <p>No action to be taken.</p>
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	<p><b>Department of Educational Outreach will provide quality services to those students who enroll in online courses provided by Coahoma Community College.</b></p>	<p>(1) Instructor credentials for online instructors.</p> <p>(2) number of CCC instructors teaching online courses</p>	<p>(4) 100% of online instructors will meet or exceed institution's faculty credential requirements.</p> <p>(2) The total number of instructors teaching online classes will increase by 3 instructors, or from 23 to 26.</p>	<p>Clarksdale: 78% Higher Ed.: 86% Marks: 80% Mound Bayou: 79% Online: 64% Rosedale: 90% Shaw: 78% Tunica: 74% Webb: 89%</p> <p><b>Classroom Facilities</b> Allied Health: 92% Charleston: 83% Clarksdale: 92% Higher Ed.: 100% Marks: 100% Mound Bayou: 86% Online: 72% Rosedale: 100% Shaw: 85% Tunica: 96% Webb: 100%</p> <p>100%</p> <p>18 online instructors</p>	<p>The director of educational outreach will continue to evaluate sites based on the Site Evaluation Instrument and the Maintenance Observation Instrument. Even though the satisfaction percentage for Higher Ed is 100%, further investigation because of verbal complaints required that classes were moved from the Coahoma County Higher Education Center back to the main campus.</p> <p>Because all of the online instructors meet or exceed institution's faculty credential requirements, adjuncts will better meet the needs of students by providing them with the highest quality education.</p> <p>The Office of Educational Outreach will address the decrease in the number of online instructors by providing current and potential adjuncts the information needed to complete the 6-weeks online training class. The distance learning coordinator will conduct workshops on how to incorporate blackboard in traditional courses as an avenue to get instructors interested in teaching at least one class online.</p>
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		(3) credit hour production from online courses	(3) The credit hour production from online courses will increase by 9 hours, or from 72 to 81 hours.	76 credit hours	The Office of Educational Outreach will continue to decide on the number of online credit hours to be offered based on the need. Currently the total number of credit hours is a combination of the provided and hosted courses. The director in the Office of Educational Outreach will conduct an online survey to determine the needs of the students, and the data will be used to determine the number of online credit hours to be offered.
		(3) online student enrollment	(3) The total enrollment for online classes will increase by 50 students, 10%, or from 534 to 584.	461 students enrolled in online classes	To address the decrease in the number of students who enrolled in the online classes, the director in the Office of Educational Outreach will orientate students at the beginning of each semester about taking online courses in order to make logging in and navigating their courses an easy process for students. The Office of Educational Outreach will continue to make available the offered classes via the schedule planner, and provide a variety of graduation-requirement courses.
		(6) Online course evaluations	(6) Students who participate in the online course evaluations will rate their satisfaction with the course and instructors with an average 3.0 rating on a 4.0 scale.	Students who participate in the online course evaluation rated their satisfaction with the course and instructors with a 3.44 rating on a 4.0 scale.	To maintain and even increase the course and instructor evaluation for online classes, the director in the Office of Educational Outreach will seek and provide opportunities for online instructors to enhance the quality of the course they teach and their own accessibility to the students. For example, enhancement training has been scheduled for July for teachers to receive more technology training to enhance the quality of the course they teach.
	<b>Department of</b>	(1) Dual Enrollment student	(1) The total number of dual	95 students enrolled as dual	The dual enrollment coordinator will continue to communicate with district

	<p><b>Educational Outreach and Distance Learning will provide quality services to students who enroll in dual enrollment courses.</b></p>	<p>enrollment</p> <p>(2) Dual Enrollment completion rate</p> <p>(3)Dual Enrollment grade requirement</p>	<p>enrollment students will increase from 97 to 100.</p> <p>(2) The percentage of students who complete the dual enrollment course will be 75%.</p> <p>(3)50% of dual enrollment students who complete the course will earn a grade of a “B” or higher.</p>	<p>enrollees.</p> <p>96% of students completed the semester</p> <p>100% of students who completed the course earned a grade of “B” or better.</p>	<p>superintendents, high school principals, and high school counselors to encourage their students who meet dual enrollment requirements to consider earning college credit.</p> <p>During recruitment, the Dual Enrollment Coordinator will consistently check the attendance status of dual enrollees by checking with instructors for regular reports on dual enrollment students.</p> <p>The Dual Enrollment Coordinator will make regular visits to students during their class sessions to encourage students to earn a “B” or better in the course in which they are enrolled.</p>
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# INSTITUTIONAL EFFECTIVENESS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

*To accomplish the institution's mission, the Office of Institutional Effectiveness has adopted the following institutional goal: ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.*

**INSTITUTIONAL EFFECTIVENESS**  
 2010-2011 PROGRAM EVALUATION PLAN  
 COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
<b>Institutional Effectiveness</b>	<b>1. SACS Liaison will educate the institution's stakeholders about Coahoma Community College's Substantive Change Policy and the Commission on Colleges' Substantive Change Policy.</b>	<p>Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> <li>1. Provide annual meeting with the Substantive Change Committee to share and review the institution's Substantive Change Policy and the Commission's Substantive Change Policy.</li> <li>2. Report any existing substantive changes that may not have been reported to the Commission and report any of Coahoma's future substantive changes.</li> <li>3. Meet all timelines and requests from the Commission on Colleges/SACS.</li> </ol>	<p>The IE Office will use the following standards/benchmarks to evaluate this outcome:</p> <ol style="list-style-type: none"> <li>1. At least one meeting with the Substantive Change Committee will be held</li> <li>2. All substantive changes-past and future-will be reported to the Commission</li> <li>3. All requests and timelines will be met</li> </ol>	<ol style="list-style-type: none"> <li>1. Substantive Change Committee members, which includes the institution's executive officers, met August 16, 2011. Coahoma's Substantive Change Policy and the Commission's Substantive Change Policy were discussed.</li> <li>2. Coahoma notified the Commission of the following substantive change: June 21, 2011: Add Automotive Technology certificate and associate degree programs to its program offerings beginning in January 2012</li> <li>3. All requests and timelines issued by the Commission were met</li> </ol>	<p>This outcome was met.</p> <p>Coahoma Community College's Substantive Change Committee met August 16, 2011, to review any possible substantive changes at the institution. The Committee identified only one substantive change and reported this change to SACS/Commission on Colleges.</p> <p>According to COC's policies, institutions are required to notify the Commission of new program additions at least six months in advance. Coahoma Community College complied with this policy and notified the Commission seven months in advance before implementing the Automotive Technology program.</p> <p>Coahoma Community College will continue to implement its Substantive Change Policy and notify the Commission of any substantive changes in the future.</p>

<b>Institutional Effectiveness</b>	<b>2. SACS Liaison will coordinate the preparation of the institution's reaffirmation of accreditation as well as ensure that the institution stays in compliance with the Commission on Colleges' Principles of Accreditation.</b>	<p>Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> <li>1. Successful completion of the Focused Report</li> <li>2. Successful completion of the Quality Enhancement Plan</li> <li>3. Successful completion of the response addressing visiting committee's recommendations</li> <li>4. Successful preparation of all CCC stakeholders for the SACS visit</li> <li>5. Successful organization of the September 19-22, 2010, SACS-COC On-Site Committee visit</li> <li>6. Successful coordination of the iREAD activities for pilot year 2010-2011</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete Focused Report by August 15, 2010</li> <li>2. Complete the Quality Enhancement Plan by August 15, 2010</li> <li>3. Prepare the CCC campus for the onsite visit by September 19, 2010</li> <li>4. Organize the SACS-COC On-Site Committee visit by September 19, 2010</li> <li>5. Work with QEP Director to coordinate the successful completion of iREAD activities throughout the 2010-2011 pilot year</li> </ol>	<ol style="list-style-type: none"> <li>1. Mailed Focused Report August 11, 2010</li> <li>2. Mailed the Quality Enhancement Plan August 11, 2011</li> <li>3. Organized 12 individual meetings with the governing board, president, faculty, staff, and students in August and September of 2010 to prepare campus for SACS on-site visit; Organized a two-day QEP/SACS professional development training for CCC employees; Organized QEP Information Table during Coahoma Community College's fall 2010 registration; Organized a QEP/SACS pep rally for employees and students</li> <li>4. Worked with the Logistics Coordinator to organize the logistics for the SACS-COC On-Site Committee visit</li> <li>5. Worked with QEP Director to coordinate the successful completion of iREAD activities throughout the 2010-2011 pilot year</li> </ol>	<p>This outcome was met.</p> <p>In July of 2011, the COC notified Dr. Presley that Coahoma Community College has been reaffirmed and will not be required to provide and follow-ups or additional reports. The following actions were completed to ensure that this outcome was met:</p> <p>Organized and coordinated the completion of the Focused Report; the On-Site Reaffirmation Review Committee found the institution to be in compliance with 93% (or 82 of the 88) core requirements, comprehensive standards, and federal requirements addressed in the Compliance Certification. The six principles that were noted by the committee were minor citations and were addressed in the institution's Focused Report, which was mailed to the On-Site Committee August 11, 2010. The QEP was also mailed to the On-Site Committee August 11, 2010. Organized and coordinated the completion of the College's response report addressing the reaffirmation committee's recommendations, which was mailed February 28, 2011.</p> <p>Prepared the CCC Campus for the SACS On-Site visit through the following meetings, professional developments, prep sessions, etc.: (Aug 9<sup>th</sup> and 10<sup>th</sup>-QEP/SACS Pep Rally; Aug 9<sup>th</sup>-Board of Trustees Prep Session; Aug 11<sup>th</sup>-18<sup>th</sup>-iREAD Marketing at Fall 2010 Student Registration; Aug 14<sup>th</sup>-Adjunct Faculty Prep Meeting; Aug 17<sup>th</sup>-Logistics Mtg; Aug 23<sup>rd</sup>-Pres Mtg; Aug 24<sup>th</sup>-Logistics Mtg; Aug 26<sup>th</sup>-QEP Comm Prep Mtg; Sept 9<sup>th</sup>-QEP Comm Prep Mtg and Admin Prep Mtg; Sept 13<sup>th</sup>-Board of Trustees Prep Session; Sept 14<sup>th</sup>-Logistics Mtg; Sept 15<sup>th</sup>-Allied Health Prep Session with Health Science staff; Sept 16<sup>th</sup>-QEP/SACS Pep Rally for Employees and Students. In addition,</p>
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					SACS Liaison sent email countdowns two weeks prior to the visit.
<b>Institutional Effectiveness</b>	<b>3. SACS Liaison will work with the QEP Director to coordinate the implementation and assessment of iREAD.</b>	Office of Institutional Effectiveness will evaluate this outcome through the following measures: <ol style="list-style-type: none"> <li>1. Marketing of the QEP across the campus</li> <li>2. Completion of reading comprehension training for CCC faculty</li> <li>3. Administration of the assessment measures defined in CCC's QEP</li> <li>4. Completion of the 2010-2011 iREAD Annual Report documenting all activities, assessments, and evaluation results</li> </ol>	<ol style="list-style-type: none"> <li>1. Market iREAD across the campus</li> <li>2. Complete reading comprehension training for CCC faculty</li> <li>3. Administer assessment measures to iREAD classes</li> <li>4. Complete the 2010-2011 iREAD Annual Report documenting all activities, assessments, and evaluation results</li> </ol>	<ol style="list-style-type: none"> <li>1. Marketed iREAD across the campus</li> <li>2. Completed reading comprehension training for CCC faculty</li> <li>3. Administered assessment measures to iREAD classes</li> <li>4. Completed the 2010-2011 iREAD Annual Report documenting all activities, assessments, and evaluation results</li> </ol>	<p>This outcome was met.</p> <p>Organized and coordinated a campus-wide QEP marketing campaign and on-site review preparation sessions for the institution's reaffirmation of accreditation through the following activities:</p> <ul style="list-style-type: none"> <li>• Planned a two-day professional development training for employees;</li> <li>• Organized and presented individualized QEP/SACS prep sessions for the Board of Trustees, administration, faculty, and staff.</li> <li>• Organized the SACS/iREAD pep rally;</li> <li>• Coordinated the creation of the iREAD video;</li> <li>• Organized the iREAD t-shirt drive for employees, trustees, and students;</li> <li>• Organized the distribution and display of iREAD marketing banners, flyers, screen savers; and other marketing items</li> </ul> <p>Completed reading comprehension</p>



					<p>training for CCC faculty through the following trainings:</p> <ul style="list-style-type: none"> <li>• Reading Apprenticeship Formal Training in California Attendees: Rosemary Dill, Karen Done, Barbara Boschert, Robert Rhymes, Charles Smith, Robert Rockett, David Jones, Angela Reynolds</li> <li>• Reading Apprenticeship Local Training on Campus: Robert Rhymes, Yvonne Gardner, Charles Smith, David Jones, Joseph McKee, Pat Fudge, Annie McCool, Amick Youngblood, Tony Brooks, Shirley Edwards, Bhama Shridharan, and Yolanda Hulum, Kenneth Done, Glynda Duncan, Monica Johnson, and Johnnie Noah</li> </ul> <p>Administered the following assessment measures to evaluate the impact of iREAD:</p> <ul style="list-style-type: none"> <li>• iREAD English instructors were evaluated in Fall 2010 and Spring 2011 by RA Trainers</li> <li>• Pre and Post Degrees of Reading Power Tests were administered to experimental and control English Composition classes</li> </ul> <p>The Culture of Reading Committee met in Spring 2011 to begin organizing the Book Club for the upcoming year. Books were selected and purchased. A Book Club marketing campaign was launched.</p> <p>The QEP Director compiled a report documenting all iREAD activities and assessments. This report provides a breakdown of assessment results and use of results.</p>
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<p><b>Institutional Effectiveness</b></p>	<p><b>4. The IPEDS key holder/SACS Liaison will submit accurate and timely institutional data reports to local, state, and national agencies.</b></p>	<p><u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> <li>1. The SACS Liaison will complete and submit accurate and timely profile reports to the SACS/Commission on Colleges.</li> <li>2. The IPEDS Key holder will complete the Equity in Athletic Disclosure Act Survey and submit to the U.S. Department of Education by the allotted due date.</li> <li>3. The IPEDS key holder will submit accurate and timely Integrated Postsecondary Education Data System reports (IPEDS) to the United States Department's National Center for Education Statistics</li> </ol>	<p>The IE Office will use the following standards/benchmarks to evaluate this outcome:</p> <ol style="list-style-type: none"> <li>1. The SACS Liaison will complete and submit accurate profile reports to the Commission on Colleges by July 15, 2011, for the <i>Financial Profile</i> and by January 14, 2011, for the <i>Institutional Profile for General Information and Enrollment</i>.</li> <li>2. The IPEDS Keyholder will submit accurate data in the Equity in Athletic Disclosure Act Survey and submit to the U.S. Department of Education by October 29, 2010.</li> <li>3. The IPEDS key holder will submit accurate Integrated Postsecondary Education Data System reports (IPEDS) to the United States Department's National Center for Education Statistics for fall</li> </ol>	<ol style="list-style-type: none"> <li>1. The SACS Liaison completed and submitted accurate profile reports to the Commission on Colleges on July 6, 2011, for the <i>Financial Profile</i> and on December 15, 2010, for the <i>Institutional Profile for General Information and Enrollment</i>.</li> <li>2. The IPEDS Keyholder completed and submitted the <i>Equity in Athletic Disclosure Act Survey</i> to the U.S. Department of Education on October 25, 2010.</li> <li>3. The IPEDS key holder submitted the following accurate and timely Integrated Postsecondary Education Data System reports (IPEDS) to the United States Department's National Center for Education Statistics: <ol style="list-style-type: none"> <li>a) The IPEDS key holder submitted data for the Fall 2010 IPEDS</li> </ol> </li> </ol>	<p>Outcome was met.</p> <p>The IPEDS Key Holder/SACS Liaison will continue to abide by local, state, and national due dates and submit accurate institutional data reports.</p>
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			<p>by October 20, 2010, for winter by January 26, 2011, and for spring by April 13, 2011.</p>	<p>collection by October 20, 2010. The collection included the Institutional Characteristics, Completions, and 12-month Enrollment components.</p> <p>b) The IPEDS key holder submitted data for the Winter 2010-2011 IPEDS collection by January 26, 2011. The collection included the Human Resources component.</p> <p>c) The IPEDS key holder submitted data for the Spring 2011 IPEDS collection by April 13, 2011. The collection included Fall Enrollment, Finance, Student Financial Aid, Graduation Rates, and 200% Graduation Rates components.</p>	
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<p><b>Institutional Effectiveness</b></p>	<p><b>5. IE Office will administer the following surveys and publish the following publications to the institution's stakeholders: Student Opinion Surveys, Campus Climate Surveys, Student Exit Surveys, Library Surveys, Student Evaluation of Faculty, Fact Book, Strategic Plan Annual Report, and Institutional Effectiveness Plan.</b></p> <p><b>Note: The Institutional Effectiveness Plans require evaluation by the IE Committee; therefore, these plans will not be published until spring 2012.</b></p>	<p><u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> <li>Administration and publication of the following: Student Opinion Surveys, Campus Climate Surveys, Student Exit Surveys, Library Surveys, Student Evaluation of Faculty, Fact Book, Strategic Plan Annual Report, and Institutional Effectiveness Plan</li> <li>The IE Committee will evaluate the 2010-2011 IEPs in fall of 2011.</li> </ol>	<p>The IE Office will use the following standards/benchmarks to evaluate this outcome:</p> <p>The following surveys and publications will be administered and compiled during 2010-11: Student Opinion Surveys, Campus Climate Surveys, Student Exit Surveys, Library Surveys, Student Evaluation of Faculty, Fact Book, Strategic Plan Annual Report</p>	<ol style="list-style-type: none"> <li>All surveys were conducted; all publications and survey results were published</li> <li>The IE Committee will evaluate the 2010-2011 IEPs in fall 2011.</li> </ol>	<p>Outcome was met.</p> <p>IE Committee will meet in fall 2011 to evaluate each IEP with a rubric. IEPs will be returned to personnel with the rubric and suggestions for improvement. Revised IEPs will be returned to the IE Office at the end of the fall 2011 semester. IEPs will be published in spring 2012</p>
<p><b>Institutional Effectiveness</b></p>	<p><b>6. IE Office will coordinate the administration of employee performance reviews.</b></p>	<p><u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> <li>IE Office will provide employers with the instructions and performance instruments</li> <li>Supervisors will conduct performance evaluations and submit copies to the IE Office</li> </ol>	<p>The IE Office will use the following standards/benchmarks to evaluate this outcome:</p> <ol style="list-style-type: none"> <li>IE Office will provide employers with the instructions and performance instruments in August 2010</li> <li>Supervisors will conduct performance evaluations and submit copies to the IE Office by end of fiscal year</li> </ol>	<ol style="list-style-type: none"> <li>Year 2010-11 marked the fourth year for Coahoma to use the Employee Evaluation and Development System. This document was shared in Pre-School Professional Development packets August 9, 2010, for full-time employees and August 14, 2010, for adjunct faculty.</li> <li>Supervisors conducted at least one annual evaluation and shared the results with employees. Interviews discussing and suggestions for the future were documented on a follow-up form. Examples were filed in the IE Office at the</li> </ol>	<p>This outcome was met. Copies of performance reviews are on file in the IE Office.</p> <p>The institution's supervisors will continue to conduct employee evaluations; personnel will use the results to make improvements and/or enhancements in institutional effectiveness; the IE Office will collect the results and file samples in the office.</p>

				end of the fiscal year.	
<b>Institutional Effectiveness</b>	<b>7. The Director of Research &amp; Assessment will coordinate program reviews for all non-instructional and instructional programs.</b>	<p><u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> <li>IE Office will distribute instructions and program review instruments to non-instructional and instructional program supervisors</li> <li>Program Review will complete the last reviews for the three-year cycle.</li> </ol>	<p>The IE Office will use the following standards/benchmarks to evaluate this outcome:</p> <ol style="list-style-type: none"> <li>Instructions and program review instruments will be distributed to non-instructional and instructional program supervisors fall of 2010</li> <li>Program reviews will be conducted according to published schedules, deadlines, and guidelines</li> <li>A new schedule for next three-year cycle will be created and published.</li> </ol>	<ol style="list-style-type: none"> <li>Instructions and program review instruments were distributed during the 2010 Pre-School conference</li> <li>A new program review schedule for upcoming reviews was published in 2010-2011 and placed on the IE webpage.</li> </ol>	<p>Outcome was met.</p> <p>A new three-year schedule of reviews was published in 2010-2011. Programs continue to be reviewed on a three-year cycle.</p>
<b>Institutional Effectiveness</b>	<b>8. The Director of Research &amp; Assessment will conduct standardized student-faculty evaluations and publish results.</b>	<p><u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> <li>IE Office will distribute instructions and surveys to all full-time and part-time faculty</li> <li>Students will complete the surveys</li> <li>IE Office will publish</li> </ol>	<p>The IE Office will use the following standards/benchmarks to evaluate this outcome:</p> <ol style="list-style-type: none"> <li>IE Office will provide instructions and online surveys to all full-time and part-time faculty in fall 2010</li> <li>Online evaluations</li> </ol>	<ol style="list-style-type: none"> <li>The IE Office coordinated faculty evaluations during 2010-2011.</li> <li>Online evaluations were administered through BlackBoard.</li> <li>The IE Office shared with faculty and instructional vice presidents.</li> </ol>	<p>Outcome was met.</p> <p>In fact, the IE Office exceeded its goal of conducting evaluations just for fall 2010. The IE Office administered evaluations in fall 2010 and spring 2011.</p> <p>The state of Mississippi will not be renewing its contract with Blackboard Outcomes after 2011-2012. The state is reviewing SharePoint and ChannelMatter as a means to administer classroom evaluations. CCC's IE Office will be</p>

		results	will be completed in fall 2010.		implementing a new online evaluation system for the 2012-2013. During Year 2011-2012, the IE Office will research the best system to meet the institution's needs.
<b>Institutional Effectiveness</b>	<b>9. IE Office will coordinate the completion of the online credentialing employee system.</b>	<u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measure: Employees will complete online credentialing templates.	The IE Office will use the following standards/benchmarks to evaluate this outcome:  Full-time and part-time employees will complete online credentialing templates	Faculty, administrators, Student Affairs personnel, and librarians completed online credentialing templates in 2010-2011.	Outcome was not met.  100% of CCC employees did not complete online credentialing information in the credentialing system.  The IE Office has set the following goal: 75% of Coahoma Community College's employees will complete credentialing forms during 2011-2012.
<b>Institutional Effectiveness</b>	<b>10. IE Office will share and market good news about Coahoma Community College and institutional effectiveness through presentations, open houses, and publications.</b>	<u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measures:  <ol style="list-style-type: none"> <li>1. Publication of the Presidential Report</li> <li>2. Publication of the first 2011-2012 CCC Pictorial Calendar</li> <li>3. Coordination of the Vivian M. Presley Administration Building Ribbon Cutting</li> <li>4. Presentation at the Mississippi Association of Institutional Research Conference</li> <li>5. Submit a proposal to present at the SACS December 2011 Annual Meeting</li> </ol>	The IE Office will use the following standards/benchmarks to evaluate this outcome:  <ol style="list-style-type: none"> <li>1. Publication of the Presidential Report in Year 2011-2012</li> <li>2. Publication of the first 2011-2012 CCC Pictorial Calendar in August 2011</li> <li>3. Coordination of the Vivian M. Presley Administration Building Ribbon Cutting for May 2011</li> <li>4. Present at the Mississippi Association of</li> </ol>	<ol style="list-style-type: none"> <li>1. Presidential Report was not published in 2011-2012</li> <li>2. The Coahoma Community College pictorial calendar for Year 2011-2012 was created and printed in June 2011 and will be distributed in August 2011.</li> <li>3. The Ribbon-Cutting Ceremony for the Vivian M. Presley Administration Building took place May 5, 2011.</li> <li>4. IE Staff presented a</li> </ol>	This outcome was met, with the exception of the publication of a Presidential Report.  The committee opted to publish a CCC pictorial calendar for the upcoming year and will work on the Presidential Report, with a scheduled publication date for Year 2012-2013.

<p><b>Institutional Effectiveness</b></p>	<p><b>10. IE Office will share and market good news about Coahoma Community College and institutional effectiveness through presentations, open houses, and publications.</b></p>	<p><u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> <li>1. Publication of the Presidential Report</li> <li>2. Publication of the first 2011-2012 CCC Pictorial Calendar</li> <li>3. Coordination of the Vivian M. Presley Administration Building Ribbon Cutting</li> <li>4. Presentation at the Mississippi Association of Institutional Research Conference</li> <li>5. Submit a proposal to present at the SACS December 2011 Annual Meeting Conference</li> </ol>	<p>The IE Office will use the following standards/benchmarks to evaluate this outcome:</p> <ol style="list-style-type: none"> <li>1. Publication of the Presidential Report in Year 2011-2012</li> <li>2. Publication of the first 2011-2012 CCC Pictorial Calendar in August 2011</li> <li>3. Coordination of the Vivian M. Presley Administration Building Ribbon Cutting for May 2011</li> <li>4. Present at the Mississippi Association of Institutional Research Conference in April 2011</li> <li>5. Submit a proposal to present at the SACS December 2011 Annual Meeting Conference</li> </ol>	<ol style="list-style-type: none"> <li>1. Presidential Report was not published in 2011-2012</li> <li>2. The Coahoma Community College pictorial calendar for Year 2011-2012 was created and printed in June 2011 and will be distributed in August 2011.</li> <li>3. The Ribbon-Cutting Ceremony for the Vivian M. Presley Administration Building took place May 5, 2011.</li> <li>4. IE Staff presented a presentation, One Team, One Goal, No Limits, April 1, 2011, at the Mississippi Association of Institutional Research Conference in Biloxi, MS.</li> <li>5. SACS Liaison submitted a proposal for CCC to present a concurrent session at the 2011 SACS-Commission on</li> </ol>	<p>This outcome was met, with the exception of the publication of a Presidential Report.</p> <p>The committee opted to publish a CCC pictorial calendar for the upcoming year and will work on the Presidential Report, with a scheduled publication date for Year 2012-2013.</p>
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<p><b>Institutional Effectiveness</b></p>	<p><b>12. Coahoma Community College's stakeholders will be satisfied with institutional research and planning services.</b></p>	<p><u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measure: satisfaction level of respondents on the <i>Campus Climate Survey</i>.</p>	<p>75% of respondents will rate their level of agreement as "strongly agree" or "agree" when asked if the institution ensures institutional effectiveness by planning, assessing, and evaluating all activities and programs.</p> <p>75% of employees who participate in the 2010-11 <i>Campus Climate Employee Survey</i> will rate their level of satisfaction with the following services from the Office of Institutional Effectiveness as "satisfied" or "strongly satisfied:"</p> <p>Provides friendly and helpful customer service</p> <p>Provide accurate reports for programs and service areas</p> <p>Publishes quality institutional data</p> <p>Publishes institutional data in a timely manner</p> <p>Research and planning processes are available campus-wide</p>	<p>95.2% of respondents marked "strongly agree" or "agree" when asked if the institution ensures institutional effectiveness by planning, assessing, and evaluating all activities and programs.</p> <p>97.8% of 136 respondents</p> <p>97% of 136 respondents</p> <p>96.3% of 136 respondents</p> <p>96.3% of 136 respondents</p> <p>97% of 136 respondents</p>	<p>Outcome was met. The IE Office has set a new % goal for 2011-2012, from <u>75%</u> to <u>90%</u></p>
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# **LIBRARY AND LEARNING RESOURCES PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011**

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

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

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

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

## LIBRARY AND LEARNING RESOURCES

2010-2011 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Dickerson-Johnson Library and Learning Resources Center	1. Students and college personnel will be satisfied with the library resources and services provided by the Dickerson-Johnson Library and Learning Resources Center.	Graduating Senior Exit Survey,  Entering Student Survey  Campus Climate Survey.   Include other survey results	<u>75%</u> of respondents will rate their level of satisfaction with the library resources and services as “satisfactory” or higher.  2010-11 Graduating Senior Exit Survey Results	80.37% were satisfied with library resources and services.	The library director will encourage department chairs to ensure that classes other than English Composition. Orientation and Speech receive library orientation.
Dickerson-Johnson Library and Learning Resources Center	2. The Dickerson-Johnson Library and Learning Resources Center will provide adequate library collections and learning/information resources consistent with the institution’s mission and the degrees offered by the college.	Campus Climate Survey Results	<u>75%</u> of respondents will respond with “strongly agree” or “agree” when asked if the institution has adequate library collections and learning/information resources consistent with its mission of the institution and the degrees offered by the college.  2010-11 Campus Climate Employee Survey Results	86.6% of those responding felt that the institution has adequate library collections and learning/information resources consistent with its mission of the institution and the degrees offered by the college.	Under Level of Satisfaction with Library Services/Learning Resources, 88.3% of those responding felt that resources are up-to-date.  Beginning in the Fall 2011 semester, faculty and staff will be give updated lists of materials recently acquired. The publication dates will be prominently displayed. New faculty will be given library orientation folders with all of the information that they need to conduct business in the library.

<p>Dickerson-Johnson Library and Learning Resources Center</p>	<p>3. The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.</p>	<p>Description of facilities and learning information resources</p> <p>Number of Identified needs Departmental requests and needs fulfilled</p>	<p>What is the benchmark for identified needs and departmental requests?.</p>	<p>Students were given research papers to complete with printed resources that could not be used before a 2005 copyright date.</p> <p>Departments did not submit requests for learning resource materials during the course of the 2010/2011 academic year.</p>	<p>As a result of not being able to honor several requests, books were purchased on topics most frequently used by students when completing research papers. The staff estimates that at least 90% of students needing books with the specified copyright dates were able to find and check out those books from the Dickerson-Johnson Library.</p> <p>The library staff continues to monitor topics being assigned for research papers in order to keep the collection current and appropriate to support the teaching and service mission of the institution.</p>
<p>Dickerson-Johnson Library and Learning Resources Center</p>	<p>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.</p>	<p>Number of library evaluations conducted during the year.</p> <p>Method of evaluation</p>	<p>The Dickerson-Johnson Library and Learning Resources Center will conduct at least 5 library orientations for students/faculty during the year.</p> <p>2010-2011 Library Orientation Survey Report</p>	<p>Fifty-five orientation classes were conducted</p>	<p>The objective was met. Survey results show that students and faculty were satisfied with library orientation.</p> <p>The recurring concern was the need for more instruction on citing sources using various styles.</p> <p>During the Fall and Spring of 2011/2012, orientation will consist of a separate section on citing sources using various bibliographic styles.</p> <p>Orientation for the allied health students will focus only on the allied health resources available.</p>

		Method of evaluation	<p>What percentage</p> <p>MS Virtual Community College CCC Student Services Survey(online students) What percentage</p>	<p>which included 41 instructors and seven hundred and sixty-nine students.</p> <p>The average rating was 3.52</p>	<p>The Library Director has been given access to Blackboard and will key in information pertinent to resources such as passwords to databases and updated information as it becomes available. Online instructors and students will be able to keep abreast as new resources are added to the library's collection.</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.	<p>Description of library staff and credentials.</p> <p>Description of staff development activities</p>	<p>100% of the library staff will meet the institution's credentialing standards</p> <p>Library staff members will participate in 3 professional development activities that strengthen their skills in providing instruction in the use of resources to both students and faculty.</p>	<p>!00% of the library staff attended 3 or more professional development activities.</p>	<p>All staff attended pre-school conference, adjunct preschool conference and all SACS QEP iREAD meetings.</p> <p>The <u>Library Technical Assistant</u> and <u>Librarian/Media Specialist</u> attended the Mississippi Library Association Technical Services Round Table Spring Workshop, April 29, 2011.</p> <p>The <u>Library Technical Assistant</u>, <u>Librarian/Media Specialist</u> and the <u>Outreach Librarian</u> also attended History in the Making: The HBCU Library Digital Initiative Webinar, May 4, 2011.</p> <p>The <u>Library Clerk</u> and <u>Library Director</u> attended Beyond an Apple a Day: Evaluating Health Information held in Southaven, MS August 2011.</p> <p>The <u>Outreach Librarian</u> attended a PLATO Learning webinar, College and Career Readiness: How to Successfully Prepare Students for the Next Step on April 13, 2011. She attended online webinar Faculty Voice in Online Education: Enhancing Relationships between Faculty and Students for Learning Success.</p> <p>The <u>Library Director</u> attended the HBCU Library Alliance Meeting in</p>

					<p>Montgomery, Alabama in October 2010, the annual SACS in Louisville, Kentucky December, 2010, served on a SACS Off-Site Committee, May 2011 and completed requirements for certification as a Consumer Health Information Specialist (CHIS) from the Medical Library Association. The certification is valid for three (3) years.</p> <p>The Library Director holds membership in the American Library Association, the Mississippi Library Association, Association of College and Research Libraries, Association of Community/Junior College Librarians, Association of African American Librarians, Black Caucus of the Mississippi Library Association and the Association of Mississippi Library Community and Junior College Deans and Directors.</p> <p>The Librarian Media Specialist serves as a trustee to the Carnegie Public Library.</p> <p>The staff will continue to engage in professional development activities.</p>
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# **BUSINESS OFFICE PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011**

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

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

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

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

**BUSINESS OFFICE**  
 2010-2011 PROGRAM EVALUATION PLAN  
 COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<p style="text-align: center;"><b>Business Office and Financial Aid</b></p>	<p><b>1. The institution will demonstrate a sound financial base and financial stability to support its mission and the scope of its programs and services.</b></p>	<p>Annual Financial Audit Report</p>	<p>For the most current audit, Coahoma Community College will demonstrate compliance with the standards and requirements of the annual audit and review. The auditor's report issued will be unqualified, with no material weaknesses.</p>	<p>Unqualified audit with 0 material weaknesses for FY10</p>	<p><u>FY2010 Financial Audit Recommendations and the Institution's Corrective Action Plans</u></p> <p><u>Recommendation:</u> The college should initiate procedures to help ensure that institutional scholarship funds are disbursed only to students meeting the eligibility requirements defined in the college's catalog .</p> <p><u>Action Plan:</u> The institution has added additional personnel in the Office of Financial Aid who have been given the responsibility of verifying enrollment status and the eligibility of student athletes prior to the disbursement of institutional aid and to ensure that eligible students comply with the college's scholarship policy and the MACJC athletic scholarship requirements as defined in the college's catalog.</p> <p><u>Recommendation:</u> The college should initiate procedures that institutional scholarship funds are disbursed only to students meeting the eligibility requirements defined in the college's catalog.</p> <p><u>Action Plan:</u> The institution has added additional personnel in the Office of Financial Aid who have been given the responsibility of verifying enrollment status of all students prior to the disbursement of institutional aid and to ensure eligible students meet and comply with the college's scholarship requirements as defined in the college's catalog.</p> <p><u>Recommendation:</u> The college should initiate procedures that would require verification of the student's entitlement to their Pell Grant payment for each term before the payment is disbursed to the student.</p> <p><u>Action Plan:</u> The institution will adhere to the following procedures: 1. To ensure the system is accurately reporting federal aid, the Office of Financial Aid will ask for a credit hour report to be generated by the Office of Admissions and Records to cross reference for accuracy before the aid is released to the Business Office. 2) The Office of Financial Aid will monitor the system weekly to ensure that the probability for over-awards are streamlined and minimized.</p>

<p><b>Business Office</b></p>	<p><b>2. The Business Office will provide timely and accurate financial information to students and employees in a professional manner.</b></p>	<p>Satisfaction survey results from the <i>Student Exit Survey</i>, <i>Student Opinion Exit Survey</i>, and <i>Campus Climate Employee Survey</i>.</p>	<p><u>75%</u> of students who participate in the 2010-11 <i>Student Exit Survey</i> will rate their level of satisfaction with the billing and fee payment procedures provided by the College as “satisfactory” or higher.</p> <p><u>75%</u> of students who participate in the 2010-11 <i>Student Opinion Exit Survey</i> will rate their level of satisfaction with the billing and fee payment procedures provided by the College as “satisfactory” or higher.</p> <p>75% of employees who participate in the 2010-11 <i>Campus Climate Employee Survey</i> will rate their level of satisfaction with the following services from the Business Office as “satisfied” or “extremely satisfied:”</p> <p>Provides friendly and helpful customer service</p> <p>Knowledgeable of purchasing and status of purchase orders</p> <p>Knowledgeable of payroll, insurance and all employee-related business</p> <p>Existence of confidentiality of personal information</p>	<p>90% of respondents (64 of 71)</p> <p>75.12% of respondents (160 of 213 respondents)</p> <p>89.8% of respondents (124 of 138)</p> <p>86.2% of respondents (119 of 138)</p> <p>96.3% of respondents (133 of 138)</p> <p>92.7% of respondents (128 of 138)</p>	<p>Benchmarks met.</p>
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<p><b>Business Office</b></p>	<p><b>3. The Business Office will use program reviews and departmental needs to prioritize the budget.</b></p>	<p>Funds will be distributed according to a review and consensus of the Budget Committee</p>	<p><u>100%</u> of funds will be distributed according to a review and consensus of the Budget Committee</p>	<p>The Budget Committee met, reviewed budget requests, and approved the budget for the upcoming year</p>	<p>Coahoma Community College engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes. The results from these processes directly correlate with the institution's budget.</p> <p>College personnel were given the opportunity to participate in the budgeting process by submitting departmental requests using the Departmental Budget Request Form. These requests were processed through the division level and then submitted to the Vice President for Finance &amp; Operations and the Budget Committee. The Budget Committee met to evaluate and prioritize the budget requests. The Vice President for Finance &amp; Operations then forwarded the results to the President who then submitted to the Board of Trustees for final approval.</p>
<p><b>Business Office</b></p>	<p><b>4. 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.</b></p>	<p>Inventory departmental lists and inventory audits</p>	<p>End-of-Year physical inventory will result in 100% accountability for the institution's inventory.</p>	<p>Unqualified audit with deficiencies not considered to be material for FY10</p>	<p>Benchmark was met. During the 2010 Financial Audit, auditors found 0 deficiencies in the institution's capital asset disposal and replacement procedures.</p>

# ACADEMIC AFFAIRS PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

*Services. Faculty support services are available through the Office of Institutional Advancement and Federal Programs and the Office of Institutional Effectiveness.*

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

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

**ACADEMIC AFFAIRS**  
 2010-2011 PROGRAM EVALUATION PLAN  
 COAHOMA COMMUNITY COLLEGE

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
<p><b>1. Academic Affairs will provide effective academic departments and services.</b></p>	<p><b>Office of Academic Affairs will evaluate this program outcome through the following measures:</b></p> <p><b>Transfer Grade Point Average (GPA)</b></p> <p><b>Level of Stakeholders' Satisfaction on Surveys</b></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><u>75%</u> of the institution's stakeholders on the Campus Climate Survey will rate their level of satisfaction with Coahoma Community College's academic departments and services as "satisfied" or "extremely satisfied."</p>	<p>Cumulative GPA of Coahoma Community College at Mississippi Institutions for Higher Learning for 2010-2011 is 3.06.</p> <p>On the 2010-2011 Campus Climate Survey, Academic Affairs received the following ratings for the following questions:</p> <p>92.0% or 126 of 138 respondents = "Provides friendly and helpful customer service"</p> <p>91.3% or 127 of 138 respondents = "Knowledgeable and supportive of department faculty and staff"</p> <p>89.1% or 123 of 138 respondents = "Provides helpful information to increase awareness of activities/events in this department"</p>	<p>Benchmarks were met for this outcome. However, there is always room for improvement. The cumulative GPA benchmark has been raised to a 3.0 for Year 2011-2012. In addition, the benchmark for satisfaction rates has been raised to 85% for 2011-2012.</p>

	<b>Average Class Size</b>	The number of faculty members will be adequate to support the college's mission; average class size will range between (16-30) for the 2010-2011 academic year.	The average class size for the 2010-2011 academic year was 24 at Coahoma Community College; thus, there is an adequate number of faculty members to support the college's mission.	
<b>2. Academic Affairs will employ qualified faculty and staff to accomplish the mission and goals of the college.</b>	<b>Level of stakeholders' satisfaction on surveys</b>	<u>75%</u> of the institution's stakeholders who participate in the satisfaction survey will respond "strongly agree" or "agree" when asked if the institution employs faculty and staff who are qualified to accomplish the mission and goals of the college.	92.0% (419 of 460 respondents) of the institution's stakeholders who participated in the satisfaction surveys strongly agree/agree that the institution provides a nurturing teaching and learning environment	Benchmark was met. The Office of Student Affairs had increased this benchmark to 85% for 2011-2012.
	<b>Percentage of faculty meeting or exceeding the institution's credentialing standards.</b>	100% of the faculty in the Division of Academic Affairs will meet or exceed the institution's credentialing standards.	Benchmark met. 100% of the faculty meet or exceed CCC's credentialing guidelines.	100% of the full-time and part-time academic faculty members and online faculty members' transcripts and credentials were reviewed. The evaluation results indicate 100% of the academic faculty meet or exceed minimum teaching requirement.
<b>3. Academic Affairs will provide innovative learning opportunities utilizing emerging instructional technology.</b>	<b>Technology Survey</b>	90% of the faculty in the Division of Academic Affairs will demonstrate that they are utilizing technology in their instruction on the performance evaluation forms.	A survey indicated 98% of the full-time-day instructors and 90% of adjunct instructors in the Division of Academic Affairs use technology to enhance the delivery of instruction in the classroom.	Continue to survey faculty use of instructional technology. Instructional technology enhanced student learning as documented in the student satisfaction survey.  Samples of technology utilized: <ul style="list-style-type: none"> <li>▪ Power Point</li> <li>▪ Rosetta Stone</li> <li>▪ Internet</li> <li>▪ Mymath Lab</li> <li>▪ Blackboard</li> <li>▪ Online Textbooks</li> </ul>
	<b>Percentage of general</b>	<u>100%</u> of the general	100% of the general	The general academic core includes the

	<b>education core available online.</b>	education core will be available for students to take online.	education core is available to students online.	<p>following courses: English Composition I, English Composition II, Western Civilization I/American History I, Western Civilization II/American History II, World Literature/American Literature, laboratory science I and II (lecture and lab), Art Appreciation/Music Appreciation, College Algebra (or higher). These courses were either provided or hosted by Coahoma Community College through Mississippi Virtual Community College during the 2009-2010 academic year. Therefore, 100% of the general academic core courses were made available to Coahoma Community College students online.</p> <p>123 courses were offered off campus; 48 courses were offered online; 26 of the 48 online courses were CCC courses, 22 of the 48 online courses were hosted. Coahoma Community College will continue to offer courses in Clarksdale at its main campus, The College will also provide online classes and classes at off-campus sites throughout the college's five-county service area.</p>
<b>4. The Division of Academic Affairs will support professional growth and development.</b>	<b>Faculty Credentialing Forms</b>	85% of the academic faculty will participate in a minimum of one professional development workshop per semester.	<p>100% of academic faculty participated in faculty development workshops.</p> <p>Two instructors (Yvonne Gardner and Angela Reynolds) attended Notify Me Blackboard Training. Seven teachers (Karen Done, Kenneth Done, Barbara Boschert, Luke Howard, Elizabeth Melton,</p>	<p>Academic faculty members participated in at least one professional development workshop during the 2010-2011 academic year as can be seen on the Faculty Credentialing Forms. Many members of the academic faculty have been active within professional associations in their field and other professional development programs/activities as can be seen on the Faculty Credentialing Forms.</p> <p>MSVCC training/workshops were made available for faculty interested in teaching courses on line. These workshops afforded instructors the opportunity to increase their knowledge of online classes as well as improve the quality of instruction.</p> <p>MSVCC workshops will continue to be</p>

<p><b>4. The Division of Academic Affairs will support professional growth and development.</b></p>	<p><b>Faculty Credentialing Forms</b></p>	<p>85% of the academic faculty will participate in a minimum of one professional development workshop per semester.</p>	<p>100% of academic faculty participated in faculty development workshops.</p> <p>Two instructors (Yvonne Gardner and Angela Reynolds) attended Notify Me Blackboard Training.</p> <p>Seven teachers (Karen Done, Kenneth Done, Barbara Boschert, Luke Howard, Elizabeth Melton, Monica Johnson, and Glynda Duncan) attended Blackboard 9.1:Groups and Assignments Blackboard Training</p>	<p>Academic faculty members participated in at least one professional development workshop during the 2010-2011 academic year as can be seen on the Faculty Credentialing Forms. Many members of the academic faculty have been active within professional associations in their field and other professional development programs/activities as can be seen on the Faculty Credentialing Forms.</p> <p>MSVCC training/workshops were made available for faculty interested in teaching courses on line. These workshops afforded instructors the opportunity to increase their knowledge of online classes as well as improve the quality of instruction.</p> <p>MSVCC workshops will continue to be made available and instructors will be encouraged to attend these workshops.</p>
<p><b>5. The Division of Academic Affairs will ensure that programs of study align with the public university programs.</b></p>	<p><b>Percentage of programs of study that align with Mississippi's Institutions of Higher Learning.</b></p>	<p>100% of the programs of study will align with Mississippi's Institutions of Higher Learning.</p>	<p>100% of the programs of study are aligned with the revised 2010-2011 Articulation Agreement.</p>	<p>The Curriculum Committee met to review, discuss, and approve the academic programs of study with the State Articulation Agreement and Course Uniform Numbering System. As a result, 100% of the academic programs are currently aligned.</p> <p>The Curriculum Committee re-aligned academic programs by comparing all programs of study with The</p>

<p><b>7. Upon completion of the College Parallel General Education Degree Program, students will be able to transfer to a four-year institution.</b></p>	<p><b>Number of Coahoma Community College graduates who enroll in an undergraduate program at a Mississippi Institution of Higher Learning.</b></p> <p><b>The number of students that graduate from a Mississippi Institution of Higher Learning.</b></p>	<p>A minimum of 300 Coahoma Community College graduates will be enrolled in a Mississippi Institution of Higher Learning.</p> <p>A minimum of 50 Coahoma Community College students will graduate from a Mississippi Institution of Higher Learning.</p>	<p>In 2010, 591 Coahoma Community College students were enrolled in a Mississippi Institution of Higher Learning.</p> <p>In 2010, 77 Coahoma Community College students graduated from a Mississippi Institution of Higher Learning with bachelor degrees and 13 students received graduate degrees.</p>	<p>Benchmark was met.</p> <p>We will continue to maintain working relationships with the four-year institutions of higher learning by hosting Sophomore Transfer Day, Sophomore Transfer Day, and other activities to promote the four-year institutions.</p>
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# CAREER-TECHNICAL DIVISION PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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



**CAREER-TECHNICAL DIVISION**  
 2010-2011 PROGRAM EVALUATION PLAN  
 COAHOMA COMMUNITY COLLEGE

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
<p><b>1. The Career-Technical Division will provide effective programs and services.</b></p>	<p>Placement rate</p> <p>Average class size</p> <p>Level of stakeholders' satisfaction on surveys.</p>	<p>90% of career-technical graduates will be positively placed.</p> <p>The number of faculty members will be adequate to support the college's mission; average class size will range between (16-30) for Fall Semester of 2011</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 Career-Technical programs and services as "satisfactory" or higher.</p> <p>2010-11 Campus Climate Employee Survey Results</p>	<p><u>72.5 %</u> of career-technical graduates were positively placed</p> <p>100% of the faculty is adequate to support the mission for the college. Seventy-five percent of the class sizes range between 16-30</p> <p>80% of the institution's stakeholders who participated in the satisfaction surveys rated their level of satisfaction with CCC's Career-Technical programs and services as "satisfactory" or higher</p>	<p>Benchmark was not met. Remediation for all students is now being scheduled in the Related Studies Lab. Computer software for each career-technical program has been purchased. Special Populations personnel assist students in the lab to teach them how to increase their skill level in their chosen program of study. Workplace "soft skills" are also emphasized and practiced with students. Counselors are spending more time working with students one-on-one with their personal needs and issues that often hinder them from staying in school.</p> <p>Benchmark was met. These results enabled this division to continue to gather input from its stakeholders and to identify the needs of the broader community.</p>
<p><b>2. The Career-Technical Division will employ qualified faculty and staff to accomplish the mission and goals of the college.</b></p>	<p>Percent of faculty meeting or exceeding the institution's credentialing standards</p> <p>Level of stakeholders' satisfaction on surveys.</p>	<p>100% of the faculty in the Career-Technical Division will meet or exceed the institution's credentialing standards.</p> <p><u>75%</u> of the institution's stakeholders who participate in the satisfaction surveys will respond "strongly agree"</p>	<p>100% of Career-Technical faculty members met or exceeded the institution's credentialing standards</p> <p><u>100%</u> of the institution's stakeholders who participated in the satisfaction surveys responded "strongly</p>	<p>Benchmark was met. The instructional vice president completed SACS credentialing templates for each instructor. Transcripts, updated licenses, and other important documents to verify instructors' credentials are on file in the Human Resources Office and the career-technical vice president's office.</p> <p>Surveys were used to maintain and re evaluate faculty and staff who are qualified to accomplish the mission and goals of the college.</p>

<p><b>2. The Career-Technical Division will employ qualified faculty and staff to accomplish the mission and goals of the college.</b></p>	<p>Percent of faculty meeting or exceeding the institution's credentialing standards</p> <p>Level of stakeholders' satisfaction on surveys.</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>2010-11 Campus Climate Employee Survey Results</p>	<p>100% of Career-Technical faculty members met or exceeded the institution's credentialing standards</p> <p>100% of the institution's stakeholders who participated in the satisfaction surveys responded "strongly agree" or "agree" when asked if the institution employs faculty and staff who are qualified to accomplish the mission and goals of the college.</p>	<p>Benchmark was met. The instructional vice president completed SACS credentialing templates for each instructor. Transcripts, updated licenses, and other important documents to verify instructors' credentials are on file in the Human Resources Office and the career-technical vice president's office.</p> <p>Surveys were used to maintain and re evaluate faculty and staff who are qualified to accomplish the mission and goals of the college.</p>
<p><b>3. The Career-Technical Division will provide innovative learning opportunities utilizing emerging instructional technology.</b></p>	<p>Level of stakeholders' satisfaction on surveys</p> <p>Instructor performance evaluation forms.</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</p>	<p>100% of the full-time faculty in the Career-Technical Division demonstrated that they are utilizing technology in their instruction on the performance evaluation forms.</p> <p>96% of the institution's stakeholders who participated in the satisfaction surveys responded "strongly agree" or "agree" when asked if the institution's use of technology enhances student learning and is appropriate for meeting</p>	<p>Benchmark was met. Training technology enhanced the quality of teaching and learning, maximized class time, minimized preparation time, and improved instructors' skill level. Otha Williams and Melvin Newson attended the Creating Futures Through Technology Conference.</p> <p>Benchmark was met. The Career-Technical Division has increased this benchmark to 90% for Year 2011-2012.</p>

<p><b>5. The Career-Technical Division will develop partnerships with public and private agencies to address community and economic development needs within the service area.</b></p>	<p>Number of participants at the WISCT Conference</p> <p>Number of participants at the Career Fair.</p>	<p>The Career and Technical Division will sponsor a WISCT Conference to expose students to non-traditional fields of study. The goal of the 2010-11 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 2010-11 Career Fair is to host a fair with at least 1,000 participants.</p>	<p>509 participated in the WISCT</p> <p>1,011 students participated in the Career Fair</p>	<p>Benchmark was met.</p> <p>Benchmark met.</p>
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# **PUBLIC RELATIONS PROGRAM EVALUATION PLAN**

## **COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011**

### **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**  
 2010-2011 PROGRAM EVALUATION PLAN  
 COAHOMA COMMUNITY COLLEGE

Competency Area	Program Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Use of Results for Program Improvement
Public Relations	1. Public Relations Department will assist in increasing community awareness and participation in programs and events sponsored by Coahoma Community College.	Public Relations Department	Record of Events	Goal : a 5 percent increase in the number and quality of media coverage and clearinghouse publications documented by hard copies in the clipping file and a 5 percent increase in the number of CCC personnel participating and visible in community activities.	<p>Coahoma exceeded this goal by sponsoring at least 15 cultural and intellectual events on campus and in the community including: the 18<sup>th</sup> annual Tennessee Williams Festival featuring the screening of Jodie Markell’s Movie, “The Loss of a Teardrop Diamond,” live drama, a literary conference, and numerous dramatic readings;</p> <p>The college also sponsored the Centennial celebration honoring Tennessee Williams on his 100<sup>th</sup> birthday on March 26, 2011, with a mini-spring festival featuring an address by scholar: Dr. Ralph Voss, live music, the screening of a documentary by Austrian filmmaker Herbert Krill that was shown also in Europe on Public Television;</p> <p>The college spearheaded the Delta Literary Tour from the University of Mississippi in March 2011 including live drama, tours, a visit with artist Marshall Bouldin;</p> <p>Coahoma was a major sponsor of the Sunflower River Blues and Gospel Festival that has been rated as one of America’s Top Ten Places to hear authentic music and was attended by 25,000.</p> <p>The college hosted 9 workshops for educators and professionals;</p> <p>CCC sponsored a concert by the acclaimed Moorehouse College Glee Club;</p> <p>CCC hosted a reception and presentation of the</p>	Benchmark was met.

					<p>Mississippi Humanities Council's Teacher of the Year</p> <p>CCC participated in the welcome reception honoring Jen Waller, new director of the Coahoma County Higher Education Center in November 2010;</p> <p>Coahoma hosted a book signing for alumnus and author UK Dorsey</p> <p>CCC hosted the annual Christmas Concert featuring the CCC Concert Choir with the Memphis Chamber Orchestra on campus;</p> <p>The CCC Concert Choir was invited to perform the Star Spangled Banner at the FedEx Forum in Memphis before the Laker/Grisslie game;</p> <p>An ensemble of the CCC gospel choir recorded with Norwegian Grammy winner for a new CD</p> <p>CCC sponsored the amazing concert starring Grammy-winning vocal group, LadySmith in January 2011;</p> <p>Organized and presented Cultural Awareness Week opening with a dramatic presentation, Believe in a Man; a concert by Acoustic Africa including partnering with the Delta Blues Museum in a community reception</p> <p>Coahoma presented the Spring Concert of the CCC Choir at Chapel Hill Baptist Church.</p>	
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Public Relations	2. Present a positive image of students, faculty, staff, and programs through media, documents, brochures, and sponsorships	Public Relations Department	Record of Events	5 percent increase in the number of articles and photographs published to the community	<p>Summary of articles/photos about Coahoma Community College published by media and preserved in the clipping file maintained by Public Relations. This does not include articles that were submitted to the annual Public Relations Conference Competition; 3 were award winners).</p> <p>JULY 2010</p> <ol style="list-style-type: none"> <li>1. Article plus 6 photos: Upward Bound celebrates 30 years at CCC, 7/2/2010, Clarksdale Press Register</li> <li>2. Photo – CCC construction on schedule (New Admin. Building) 7/2/2010, Press Register</li> <li>3. Article – 1,600 cheer Coahoma’s GED grads Sunday, 7/1/2010, Quitman C. Democrat (Marks)</li> <li>4. Article and photo – Freshman fiesta at Coahoma orientation, 7/1/2010 – Tunica Times</li> <li>5. Article and photo – CCC coach will participate in an NFL training program, 7/14/2010,</li> </ol> <p>Clarksdale Press Register</p> <ol style="list-style-type: none"> <li>6. Article and color photo, Youth attend CCC football camp to work on technique, 7/16/2010 – Press Register</li> <li>7. Article and photo – CCC nursing students pinned in Friday ceremony at the Pinnacle, 7/21/2010 - Press Register</li> <li>8. Photo – Jones-Turner and Simmons honored, 7/22/2010, Quitman County Democrat;</li> <li>9. Photo- Brandon Cathey attends CCC FB orientation, 7/22/2010, Quitman County Democrat</li> <li>10. Article – CCC gears up for fall registration, 7/28/2010, Press Register</li> </ol> <p>AUGUST 2010</p> <ol style="list-style-type: none"> <li>1. Article, photo, and football section ad with 7 color photos, 8/20/2010 – Press Register- Past success paints bullsseye...</li> <li>2. Article and photo, Coahoma CC looking for repeat of '09, 8/10/2010</li> </ol>	<p>Although our print media publication goal did not increase 5%, it remains strong since our daily hometown newspaper downsized from 5 and 6 days a week to only two days a week.</p> <p>The number of articles published: 117 and photographs: 134. This coverage was featured under news on the college’s website and press releases were emailed to alumni and community leaders</p>
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					<p>3. Article and 2 photos, Coahoma VP graduates Harvard program, 8/18/2010, Bolivar Commercial (Cleveland)</p> <p>4. Article, MVSU president sings praises of CCC, 8/18/2010 – Press Register</p> <p>5. Article, photo, Area educators lauded as key college partners, 8/12/2010, Sun Sentinel (Charleston, Tallahatchie County)</p> <p>6. Article and photo, K-12 educators honored at CCC, 8/25/2010, Press Register;</p> <p>7. Article and college logo, Tech Prep offers 9 workshops for educators, students at CCC, 8/25/2010, Press Register</p> <p>8. Photo – Tutwiler native Harvard grad, 8/26/2010 – Sun Sentinel, Charleston</p> <p>9. 4-col photo – More than 200 CCC faculty members, etc....proclaim iREAD, 8/27/2010 Bolivar Commercial</p> <p>10. Article (6-col wide) and 2 color photos: Markell to screen ‘Teardrop’ at Tennessee Williams Festival, 8/25/2010 – Press Register</p> <p>SEPTEMBER 2010</p> <p>1. CCC’s Morgan Freeman Scholarship Golf Tourney Oct. 1 at Tunica National, 9/23/2010 – Quitman County Democrat</p> <p>2. Article, CCC drops first game, 9/8/2010 – Press Register</p> <p>3. Color photo, front page, Block that kick, 9/15/2010 – Press Register</p> <p>4. Article and color photo, CCC upsets nationally ranked Jones 26-24, 9/15/2010 – Press Register</p> <p>5. Article, Coahoma CC upsets No. 11 Jones County JC 26-24, 9/12/2010, Bolivar Commercial</p> <p>6. Article, Community colleges fairing well, page</p>
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					<p>1, Bolivar Commercial, September</p> <p>7. Article. Coahoma attains record enrollment, 9/16/2010, Sun Sentinel</p> <p>8. Article and color photo, Second half sends CCC to victory, 9/22/2010, Press Register</p> <p>9. Article and photo, Freeman Scholarship Golf Tournament set Oct. 1 at Tunica, 9/22/2010 – Press Register</p> <p>10. Article and color photo, CCC golf tournament set for Oct. 1, 9/23/2010, Sun Sentinel</p> <p>11. Article, Tigers dominate Holmes 41-14, 9/19/2010 – Bolivar Commercial</p> <p>12. Article, Coahoma CC falls to Northwest, 9/26/2010 – Bolivar Commercial</p> <p>13. CCC falls to East Mississippi – 9/30/2010 – Press Register.</p> <p>14. Article – Turnovers cost CCC at Senatobia – 9/29/2010 – Press Register</p> <p>15. Article – Oct. 1-3 designated as ‘amnesty days’ for student financial aid applicants, 9/30/2010 Sun Sentinel</p> <p>16. Photo – Movie screening for Williams Festival, 9/30/2010 – Quitman County Democrat</p> <p>17. Article and photo, Benefit golf tourney set for Friday, 9/30/2010 Bolivar Commercial</p> <p>OCTOBER 2010</p> <p>1. Page 1 article, Tennessee Williams Festival arrives, 10/13/2010, Press Register</p> <p>2. Article, 2 large photos, Tennessee Williams Fest draws worldwide attention, 10/15/2010 – Bolivar Commercial</p> <p>3. Article – 2010 Tennessee Williams Festival begins today, 10/15/2010 – Press Register</p>	
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					<p><b>4.</b> Page 1 article, photo, Williams Festival draws gathering, 10/20/2010, Press Register</p> <p><b>5.</b> 4-col color photo – Homecoming Court, 10/29/2010 – Bolivar Commercial</p> <p><b>6.</b> Page 1 article and 2 color photos, ‘Cooking up’ economic development, 10/15/2010 – Press Register</p> <p><b>7.</b> Article, Coahoma CC upsets No 9 Gulf Coast CC. Bolivar Commercial</p> <p><b>8.</b> Article, Tigers fall to NEMCC 31-17, Press Register</p> <p><b>9.</b> Article, CCC upsets Gulf Coast 34-31, 10/27/2010 – Press Register</p> <p><b>10.</b> Article and 2 color photos: Morehouse College Glee Club performs free concert at CCC Nov. 7, 10/31/2010 – Bolivar Commercial</p> <p><b>11.</b> Photo, Culinary Month declared – 10/29/2010 – Press Register</p> <p><b>12.</b> Article, CCC kicks off Homecoming, 10/27/2010 – Press Register</p> <p><b>NOVEMBER 2010</b></p> <p><b>1.</b> Article. CCC to sponsor free ACT workshop Nov. 13, Press Register – 11/4/2010</p> <p><b>2.</b> Article, Tigers defeat Trojans 35-14 in Homecoming duel, 11/5/2010 – Tunica Times</p> <p><b>3.</b> Color photo – Homecoming Queen with Congressman Thompson, 11/7/2010, Bolivar Commercial</p> <p><b>4.</b> Color photo – Top honors, 11/3/2010 – Press Register</p> <p><b>5.</b> Article – CCC closes season with 35-14 victory, Press Register</p> <p><b>6.</b> Article, color photo, CCC men, women split openers, 11/5/2010, Press Register</p>
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					<p>4. Photo, CCC Christmas choir, 12/22/2010 – Press Register</p> <p>5. Photo, CCC choir with new center director – 12/14/2010 – Bolivar Commercial</p> <p>6. Article, Arkansas Baptist sweeps 2 from CCC – Press Register</p> <p>7. Article and color photo, CCC Tigers defeat Itawamba; Lady Tigers fall to Lady Indians, 12/8/2010 – Press Register</p> <p>8. 3 color photos: Reception for Jen Waller, 12/8/2010 – Press Register</p> <p>9. Article and photo, CCC singers perform Dec. 15, Tunica Times</p> <p>10. 5-col color photo – Charlestonians among Coahoma footballers tapped for honors, 12/9/2010 – Sun Sentinel</p> <p>11. Article – Students may register online – 12/23/2010 – Press Register</p> <p>12. Article – MDCC splits with Coahoma in hoops action, 12/2010 Bolivar Commercial</p> <p>13. 6-col photo – Medical billing and coding class commencement – 12/24/2010 – Press Register</p> <p>JANUARY 2011</p> <p>1. Article and color graphic, CCC book signing Jan. 24 to honor author, 1/18/2011, Bolivar Commercial</p> <p>2. Article, Coahoma sweeps Hinds Utica at homecoming, 1/18/2011, Bolivar Commercial</p> <p>3. Article and color photo, 1/19/2011 – Tigers win homecoming games by single point against Hinds-Utica, Press Register</p> <p>4. Article and photo, Grammy winning Ladysmith vocal group to perform free CCC concert January 30, 1/22/2011, Quitman County Democrat</p> <p>5. Article, CCC first half performance not enough,</p>
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					<p>1/26/2011, Press Register</p> <p>6. Article and photo, 1/23/2011, Explore innovative career opportunities at CCC, Bolivar Commercial</p> <p>7. Article, East Mississippi sweeps Coahoma, January, Bolivar Commercial</p> <p>8. Color photo, Coahoma CC signees, January – Delta Democrat Times</p> <p>FEBRUARY 2011</p> <p>1. Article and photo, CCC’s McCaleb to walk on at MSU; 2/5/2011, Press Register</p> <p>2. Article and photo, Tigers receiver McCaleb plans to walk on with 2011 Bulldogs, Enterprise-Tocsin</p> <p>3. Article, CCC wins against Holmes Saturday, 2/16/2011, Press Register</p> <p>4. Article, Tigers in playoffs, 2/18/2011 – Press Register</p> <p>5. Article, Tigers win in OT, 2/4/2011 – Press Register</p> <p>6. Article, CCC graduate talks about hard times, new book, 2/12/2011, Press Register</p> <p>7. Article and photo, 2/9/2011 – Taylor commits to CCC, Press Register</p> <p>8. 6-col article and graphic image, CCC gearing up for Tennessee Williams Festival, 2/16/2011, Press Register</p> <p>MARCH 2011</p> <p>1. Article, Fair hopes top pitching staff leads Tigers to success in 2011, 3/2/2011, Press Register</p> <p>2. Article, MDCC sweeps Coahoma, Press Register</p> <p>3. Article and color photo, Pittman, Beamon honored by HEADWAE, 3/2/2011, Press Register</p> <p>4. Article, CCC holds sports medicine symposium for local coaches, 3/8/2011, Press Register</p>
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doubleheader to Crowley Ridge, 4/6/2011, Press Register

MAY 2011

1. Article and 2 photos, Ceremony for \$5M admin building tomorrow, 5/4/2011, Press Register
2. Article and photo, Metcalf: 'There is no reason not be successful'; 5/4/2011, Press Register
3. 2 color photos and article, High School students to experience introduction into health care careers, 5/6/2011, Bolivar Commercial
4. Article and photo, Top NWRMC executive addresses 20 nursing grads, 5/19/2011, Quitman County Democrat
5. Page 1 article and 2 photos, CCC administration building is unveiled to more than 800 visitors Thursday, 5/11/2011, Press Register
6. Article and 2 photos, Ribbon cutting set for new CCC admin building, 5/4/2011, Bolivar Commercial
7. Article and 5 photos, Top CCC students awarded scholarships, 5/13/2011, Public Relations
8. Article and color photo, 22 students welcomed into MS Delta Alliance's Health Residency Program, 5/6/2011, 5/6/2011
9. Article, CCC willing to teach computer classes at Marks-Q.C. Library, 5/19/2011, Quitman County Democrat
10. Color photo, CCC shortstop awarded top honors, 5/13/2011; Press Register
11. Article, Over 800 celebrate as new CCC building opens, 5/17/2011, Tunica Times
12. 6-col article and 2 photos, Largest graduating class at CCC cheered by 4K-plus crowd, 5/16/2011, Press Register
13. Color photo, Vivian Presley Administration Building, 5/Press Register

					<p>14. Color photo, CCC Cosmetology students offer 'Suds for Success,' May, Bolivar Commercial</p> <p>15. Article, 'Lil Tiger Camp' set for June 20, 5/24/2011, Bolivar Commercial</p> <p>16. 6-col article and color photo, More than 4,000 cheer CCC graduates, 5/27/2011, Bolivar Commercial</p> <p>17. Article and color photo, CCC graduates nurses, 5/27/2011, Bolivar Commercial</p> <p>18. Article and 2 photos, AOP now known as 'opportunity' program, 5/25/2011, Press Register</p> <p>19. Color photo of top 2 grads, 5/27/2011, Bolivar Commercial</p> <p>20. Article and color photo, Sports Hall of Fame inductees to direct CCC basketball camp, 5/27/2011, Press Register</p> <p>JUNE 2011</p> <p>1. Article and color photo, Tiger coaches, Metcalf to direct football camp, June, Press Register</p> <p>2. Photo, Registration for summer school, 6/3/2011, Tunica Times</p> <p>3. Article and photo, Financial aid workshops hope to streamline fall registration, 6/10/2011, Press Register</p> <p>4. Article and color photo, Metcalf helps give instruction at CCC weekend football camp, 6/20/2011, Press Register</p> <p>5. Page 1 article and photo, 6/29/2011, Future CCC LPN graduates thank Weiner for help with scholarship, Press Register</p> <p>6. Article, CCC to hold 2011 summer orientation, 6/26/2011, Bolivar Commercial</p> <p>7. Article and photo, CCC's ABE program graduates earn GED, 6/29/2011, Press Register</p> <p>8. Article and color photo, CHS standouts to play</p>
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					<p>CCC together, 6/24/2011, Press Register</p> <p>9. Article, Two CCC Financial Aid Workshops to unravel fall registration paperwork, 6/20/2011, Quitman County Democrat</p> <p>10. Article and photo, 'Lil Tigers Camp' teaches fundamentals, 6/20/2011, Press Register</p> <p>11. Page 1 article, Summer orientation highlighted with Mardi Gras theme, 6/22/2011, Press Register</p> <p>12. Color photo, CCC Women's Health Fair, 6/22/2011, Press Register</p>	
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# PRESIDENT'S OFFICE PROGRAM EVALUATION PLAN

## COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2010-2011

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

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

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

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

**PRESIDENT'S OFFICE**  
 2010-2011 PROGRAM EVALUATION PLAN  
 COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
President's Office	<p><b>1. Coahoma Community College will follow the Commission's Substantive Change Policy and will notify the Commission of substantive changes.</b></p>	<ol style="list-style-type: none"> <li>1. Provide annual meeting with the Substantive Change Committee to share and review the institution's Substantive Change Policy and the Commission's Substantive Change Policy.</li> <li>2. Report any existing substantive changes that may not have been reported to the Commission and report any of Coahoma's future substantive changes.</li> <li>3. Meet all timelines and requests from the Commission on Colleges/SACS.</li> </ol>	<ol style="list-style-type: none"> <li>1. At least one meeting with the Substantive Change Committee will be held</li> <li>2. All substantive changes-past and future-will be reported to the Commission</li> <li>3. All requests and timelines will be met</li> </ol>	<ol style="list-style-type: none"> <li>1. Substantive Change Committee members, which includes the institution's executive officers, met August 16, 2011. Coahoma's Substantive Change Policy and the Commission's Substantive Change Policy were discussed.</li> <li>2. Coahoma notified the Commission of the following substantive change: June 21, 2011: Add Automotive Technology certificate and associate degree programs to its program offerings beginning in January 2012</li> <li>3. All requests and timelines issued by the Commission were met</li> </ol>	<p>This outcome was met.</p> <p>Coahoma Community College's Substantive Change Committee met August 16, 2011, to review any possible substantive changes at the institution. The Committee identified only one substantive change and reported this change to SACS/Commission on Colleges.</p> <p>According to COC's policies, institutions are required to notify the Commission of new program additions at least six months in advance. Coahoma Community College complied with this policy and notified the Commission seven months in advance before implementing the Automotive Technology program.</p> <p>Coahoma Community College will continue to implement its Substantive Change Policy and notify the Commission of any substantive changes in the future.</p>
President's Office	<p><b>2. Coahoma Community College will have a successful reaffirmation of accreditation.</b></p>	<ol style="list-style-type: none"> <li>1. Successful completion of the Focused Report</li> <li>2. Successful completion of the Quality Enhancement Plan</li> <li>3. Successful completion of the response addressing visiting committee's recommendations</li> <li>4. Successful preparation of all CCC stakeholders for the SACS visit</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete Focused Report by August 15, 2010</li> <li>2. Complete the Quality Enhancement Plan by August 15, 2010</li> <li>3. Prepare the CCC campus for the onsite visit by September 19, 2010</li> <li>4. Organize the SACS-COC On-</li> </ol>	<ol style="list-style-type: none"> <li>1. Mailed Focused Report August 11, 2010</li> <li>2. Mailed the Quality Enhancement Plan August 11, 2011</li> <li>3. Organized 12 individual meetings with the governing board, administration, faculty, staff, and students in August and September of 2010 to prepare campus for SACS on-site visit; Organized a two-day QEP/SACS professional development training for CCC employees; Organized</li> </ol>	<p>This outcome was met.</p> <p>In July of 2011, the COC notified President's Office that Coahoma Community College has been reaffirmed and will not be required to provide and follow-ups or additional reports. The following actions were completed to ensure that this outcome was met:</p> <p>Organized and coordinated the completion of the Focused Report; the On-Site Reaffirmation Review Committee found the institution to be in compliance with 93% (or 82 of the 88) core requirements, comprehensive standards, and federal</p>

		<p>5. Successful organization of the September 19-22, 2010, SACS-COC On-Site Committee visit</p> <p>6. Successful coordination of the iREAD activities for pilot year 2010-2011</p>	<p>Site Committee visit by September 19, 2010</p> <p>5. Coordinate the successful completion of iREAD activities throughout the 2010-2011 pilot year</p>	<p>QEP Information Table during Coahoma Community College's fall 2010 registration; Organized a QEP/SACS pep rally for employees and students</p> <p>4. Organized the logistics for the SACS-COC On-Site Committee visit</p> <p>5. Coordinated the successful completion of iREAD activities throughout the 2010-2011 pilot year</p>	<p>requirements addressed in the Compliance Certification. The six principles that were noted by the committee were minor citations and were addressed in the institution's Focused Report, which was mailed to the On-Site Committee August 11, 2010. The QEP was also mailed to the On-Site Committee August 11, 2010. Organized and coordinated the completion of the College's response report addressing the reaffirmation committee's recommendations, which was mailed February 28, 2011.</p> <p>Prepared the CCC Campus for the SACS On-Site visit through the following meetings, professional developments, prep sessions, etc.: (Aug 9<sup>th</sup> and 10<sup>th</sup>-QEP/SACS Pep Rally; Aug 9<sup>th</sup>-Board of Trustees Prep Session; Aug 11<sup>th</sup>-18<sup>th</sup>-iREAD Marketing at Fall 2010 Student Registration; Aug 14<sup>th</sup>-Adjunct Faculty Prep Meeting; Aug 17<sup>th</sup>-Logistics Mtg; Aug 23<sup>rd</sup>-Pres Mtg; Aug 24<sup>th</sup>-Logistics Mtg; Aug 26<sup>th</sup>-QEP Comm Prep Mtg; Sept 9<sup>th</sup>-QEP Comm Prep Mtg and Admin Prep Mtg; Sept 13<sup>th</sup>-Board of Trustees Prep Session; Sept 14<sup>th</sup>-Logistics Mtg; Sept 15<sup>th</sup>-Allied Health Prep Session with Health Science staff; Sept 16<sup>th</sup>-QEP/SACS Pep Rally for Employees and Students. In addition, SACS Liaison sent email countdowns two weeks prior to the visit.</p>
<b>President's Office</b>	<b>3. Coahoma Community College will provide quality learning opportunities for the development of intellectual skills, personal growth, job skills, and/or transfer to a baccalaureate program.</b>	<p>1. Percent of ADN graduates who pass state licensure examination</p> <p>2. Average class size</p> <p>3. Percent of full-time and adjunct faculty who meet credentialing standards</p> <p>4. Percent of career-technical students positively placed.</p> <p>5. Cumulative GPA of</p>	<p>1. 90% of ADN graduates will pass State Board Exam</p> <p>2. The # of faculty members will be adequate to support the college's mission; average class size will range between (16-30) for Fall Semester of 2010</p> <p>3. 100% of full-time and adjunct faculty</p>	<p>1. 77% of ADN graduates passed the State Board Examination</p> <p>2. 24 average class size</p> <p>3. 100% of faculty met standards</p> <p>4. 72% of graduates positively placed</p> <p>5. 3.06 GPA</p>	<p>1. Benchmark was met.</p> <p>2. Benchmark was met.</p> <p>3. Benchmark was met.</p> <p>4. Benchmark was not met. Work with the Vice President for Career-Technical Education to address the placement of completers.</p> <p>5. Benchmark was met.</p>

		CCC transfers to IHL's	will meet credentialing standards  4. 91% of career-technical graduates will be positively placed  5. Cumulative GPA of Coahoma Community College at Mississippi's Institutions of Higher Learning will equal or exceed GPA of native students. (2.79)		
President's Office	<b>4. Coahoma Community College will provide a safe and secure learning environment for students, employees, and other stakeholders of the institution.</b>	Number of student injuries on campus Number of employee and other injuries on campus Current Safety Manual	Coahoma's student injuries on campus will fall below Mississippi's state average of 8students  Coahoma's employee injuries on campus will fall below Mississippi's state average of employees  Up-to-date Safety Manual for Coahoma Community College	Coahoma's student injuries were 1, which falls below the State average.  Coahoma's employee injuries were 8, which fell below the State average  CCC's Safety Manual is current and was shared with the campus community	Outcome was met. The institution will continue to make the safety and security of its students and campus a top priority.
President's Office	<b>5. Coahoma Community College will build, renovate, and maintain a physical plant that offers appropriate furnishings and equipment necessary to fulfill the institution's mission.</b>	Contracts and funding to fulfill objectives of the Facilities Master Plan	The institution will fulfill objectives from the Facilities Master Plan	Plans were fulfilled	Outcome continues to be a work in progress.  <u>Current BoB/ARRA projects</u> 1. Project GS# 201-058 (BoB) <ul style="list-style-type: none"> <li>• Project name - New Female Dormitory</li> <li>• Project budget - \$3,300,000.00</li> <li>• Funding source - State.</li> </ul> 2. Project GS# 201-059 (non-BoB) <ul style="list-style-type: none"> <li>• Project name - Renovation of Miller-Barron Fine Art Building</li> <li>• Project budget - \$816,000.00</li> </ul>

					<ul style="list-style-type: none"> <li>• Funding source – Federal.</li> </ul> <ol style="list-style-type: none"> <li>3. Project GS# 201-061 (BoB/ARRA) <ul style="list-style-type: none"> <li>• Project name – ARRA ECM Electrical - Retrofitting lights/fixtures campus wide</li> <li>• Project budget - \$417,000.00</li> <li>• Funding source – Federal/State (ARRA).</li> </ul> </li> <li>4. Project GS# 201-062 (BoB) <ul style="list-style-type: none"> <li>• Library Re-roof</li> <li>• Project budget - \$100,000.00</li> <li>• Funding source – State.</li> </ul> </li> <li>5. Project GS# - 201-064 (BoB/ARRA) <ul style="list-style-type: none"> <li>• Project name – ARRA ECM Mechanical Upgrade (Whiteside Hall)</li> <li>• Project budget - \$1,100,000.00</li> <li>• Funding source – Federal/State (ARRA).</li> </ul> </li> <li>6. Project GS# 201-065 (BoB) <ul style="list-style-type: none"> <li>• Project name – Campus re-roofing phase I (Zee A. Barron Student Union - Re-roof)</li> <li>• Project budget - \$330,000.00</li> <li>• Funding source – State.</li> </ul> </li> <li>7. Project GS# 201-055 (BoB) <ul style="list-style-type: none"> <li>• Project name – New Administration Building</li> <li>• Project budget \$6,000,000.00</li> <li>• Funding source – Local/state</li> </ul> </li> </ol> <p><u>Prioritized summary of projections for 2013-2017</u></p> <ol style="list-style-type: none"> <li>1. Expansion of Allied Health Training Center (2013/1)</li> <li>2. Zee A. Barron Student Union (2013/2)</li> <li>3. Music/Theater Building - new building (2013/3)</li> <li>4. ADA compliance campus wide (2013/4)</li> <li>5. Dickerson-Johnson Library (2014/1)</li> </ol>
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<p><b>President's Office</b></p>	<p><b>5. Coahoma Community College will build, renovate, and maintain a physical plant that offers appropriate furnishings and equipment necessary to fulfill the institution's mission.</b></p>	<p>Contracts and funding to fulfill objectives of the Facilities Master Plan</p>	<p>The institution will fulfill objectives from the Facilities Master Plan</p>	<p>Plans were fulfilled</p>	<p>Outcome continues to be a work in progress.</p> <p><u>Current BoB/ARRA projects</u></p> <ol style="list-style-type: none"> <li>1. Project GS# 201-058 (BoB) <ul style="list-style-type: none"> <li>• Project name - New Female Dormitory</li> <li>• Project budget - \$3,300,000.00</li> <li>• Funding source - State.</li> </ul> </li> <li>2. Project GS# 201-059 (non-BoB) <ul style="list-style-type: none"> <li>• Project name - Renovation of Miller-Barron Fine Art Building</li> <li>• Project budget - \$816,000.00</li> <li>• Funding source – Federal.</li> </ul> </li> <li>3. Project GS# 201-061 (BoB/ARRA) <ul style="list-style-type: none"> <li>• Project name – ARRA ECM Electrical - Retrofitting lights/fixtures campus wide</li> <li>• Project budget - \$417,000.00</li> <li>• Funding source – Federal/State (ARRA).</li> </ul> </li> <li>4. Project GS# 201-062 (BoB) <ul style="list-style-type: none"> <li>• Library Re-roof</li> <li>• Project budget - \$100,000.00</li> <li>• Funding source – State.</li> </ul> </li> <li>5. Project GS# - 201-064 (BoB/ARRA) <ul style="list-style-type: none"> <li>• Project name – ARRA ECM Mechanical Upgrade (Whiteside Hall)</li> <li>• Project budget - \$1,100,000.00</li> <li>• Funding source – Federal/State (ARRA).</li> </ul> </li> <li>6. Project GS# 201-065 (BoB) <ul style="list-style-type: none"> <li>• Project name – Campus re-roofing phase I (Zee A. Barron</li> </ul> </li> </ol>
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