

INSTITUTIONAL EFFECTIVENESS PLAN

2011-2012

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

5th Publication

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Foreword

During 2006-2008, Coahoma Community College faculty, staff, and administrators developed and piloted the Institutional Effectiveness Plan (IEP) to evaluate program and service areas of the institution. Using prior assessment results from the IEP, the institution continues to improve instruction, services, and overall institutional effectiveness as demonstrated in the 2011-2012 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, the remaining sections of the publication 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
2011-2012**

President's Welcome

Welcome to Coahoma Community College's fifth 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

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

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

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.

2007-2012 – 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 1: EDUCATIONAL PROGRAMS

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

ACCOUNTING TECHNOLOGY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Communication	1. Upon completion of the Accounting Technology Program, the student will be able to compose written documents effectively.	A. Business documents: memos and letters, rubrics assessment	1. At least 70% of students will score (70%-80% Proficient) or above business communication documents	Five students composed business memos, and letters: 4 out of 5 students met the standard at a 80%	To increase student performance on the student learning outcome the instructor assigned Students completed the chapter review Completed chapter writing improvement exercises. Completed grammar/mechanics exercises
	2. Upon completion of the Accounting Technology Program, the student will be able to deliver oral presentations effectively.	B. Oral presentations Evaluation rubric	2. A least 70% of students will score 75% or above on the oral presentations Evaluation rubric.	Three students presented oral presentations. Two students met standards listed on rubrics pasting rate 67%	Instructor: Reviewed the guidelines for oral presentations. Showed students professional communication YouTube videos
		C. Mississippi Career Assessment System (MSCPAS) Business Communication	3. At least 70% of students will score basic (50%-69%) or above on MSCPAS Business Communication	Two students took the MSCPAS met standards. One student scored Advance and one scored basic on MSCPAS students met the standard 100%	<div><u>MSCPAS Scores</u><div>1.Student- 89%– Proficient 2.Student- 50%-- Basic</div></div> Standards met –no action taken

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Management and Operation of the Computer	2. Upon completion of the Accounting Technology Program, the student will be able to demonstrate computer skills using a variety of software applications and hardware.	A. Performance skills rubric	1. At least 70% of students will score 70% or above on the Computer Performance skills assessment	1. Five students completed the performance skills assessment: 5 students met 100% of goals on Performance skills assessment	To increase student performance on the student learning outcomes the instructor: Demonstrate the correct procedure for handling data files Explain methods of contacting support staff in case of unexpected computer operations technical problems
		B. Internet and world Wide web assessment rubric	2. At least 80% of students will score 75% or above on Internet and world Wide web rubric	2. Five students evaluated the websites:: 5 students met the standards on the evaluation rubrics100%	Discussed the benefits of evaluations of Websites. Students viewed websites sources codes.
		C. Mississippi Career Assessment System (MSCPAS) Microcomputer Computer and Database Management	3. At least 70% of students will score basic (50%-69%) or above on MSCPAS Microcomputer Computer and Database Management	3.Two student took the MSCPAS and met the standard on MSCPAS 100%	<div><u>MSCPAS Scores</u> 1.Student- 94%– Proficient 2.Student- 63%-- Basic</div> Standards met –no action taken.

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program		
Word Processing	3. Upon completion of the Accounting Technology Program, the student will be able to utilize word processing software packages to create, format, and edit various business documents with speed and accuracy.	A. Word processing Rubric	1. At least 70% of students will score 75% or above on the word processing skills application rubric.	Five student were evaluated the skills applications; 3 out of 5 students met standards listed on the rubric- 60% passing rate	To increase student learning outcome the instructor: Assigned students homework to reinforce processing skills Provided additional lab time to allow student to practice document production skills and timed writings Emailed students follow-up. Students who returned were allowed to do makeup work up to three class meeting periods. Deleted10 points for each day assignment were late. Some students did not return or to do make-up work. Prepared study guide for core objectives to help student prepare for MSCPAS Issued handout for test taking tips. Students did not attend class: <u>MSCPAS Scores</u> <table border="1"><tr><td>1.Student- 75-- Proficient</td></tr><tr><td>2. Student-38-- Minimal</td></tr></table>	1.Student- 75-- Proficient	2. Student-38-- Minimal
		1.Student- 75-- Proficient					
		2. Student-38-- Minimal					
B. Document Production Rubric	3. At least 70% of students will select appropriate software to produce a letter, memo, and a one page report with speed and accuracy in 60 minute.	Five students were evaluated on production rate. 2 out of 5 students - 40% pasting rate					
Mississippi Career Assessment System (MSCPAS) Word Processing	3. At least 70% of students will score basic (50%-69%) or above on MSCPAS Word Processing	Two students took the CPAS One student scored proficient 70% and one student scored 38% minimal MSCPAS Passing Rate 57%					

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program (must be in past tense)
Financial Application	1. Upon completion of the Accounting Technology Program, the student will be able to use a calculator to calculate basic business math problems with accurately. 2. Upon completion of the Accounting Technology Program the student will be able to demonstrate proficiency accounting procedures for business use.	A. Calculator competency check-off list	At least 70% of students will score 75% or above Calculator competency check-off list.	Five students completed the check-off list: 5 OUT OR 5 students met the standards on the Calculator competency check-off list.100% passing rate.	To increase student performance on the student learning outcome the instructor: Explained the importance’s of proofreading and editing numbers.
		B. Business math work samples	At least 70% of students will score 75% or above on business math work samples.	Five students completed the business math work samples. 5 out of 5 met the standards -100% passing rate.	Instructed students to verify various business documents and recalculate when necessary.
		C. Student Business accounting working papers	At least 70% of students will score 75% or above on business accounting working papers.	Five students completed the accounting working papers: 3 out 5 met standards: 60% pasting rate.	Explained why it is necessary to use special journals for recording specific transactions.
		D. Mississippi Career Assessment System (MSCPAS) Business math and Business accounting	3. At least 70% of students will score basic (50%-69%) or above on MSCPAS Business math and Business accounting	Two student took the MSCPAS: one scored advance and one student scored basic (50%-69%) on MSCPAS	Explained why it is necessary to verify posting often. Review test taking skills before state testing. Prepare study guide for core objectives to help student prepare for MSCPAS
					<u>MSCPAS Scores</u> 1.Student- 94% – Advance 2. Student- 31%-- Minimal

ASSOCIATE DEGREE NURSING PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE**

<i>Competency Area</i>	<i>Student Learning Outcomes</i>	<i>Reporting Party</i>	<i>Methods of Evaluation or Assessment</i>	<i>Evaluation Standards or Benchmarks</i>	<i>Assessment Results</i>	<i>Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program</i>
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	100% of freshmen in NUR1117 and sophomores in NUR2128 met this bench mark Indicate the number of students evaluated Ex. 20/20 = 100%	Assessment skills continue to be an area that is evaluated each semester. The faculty approach this skill by teaching the following 1 st semester-basic assessment 2 nd semester-added components 3 rd semester-specific to maternity, ped, and mental health 4 th semester-system focused assessment for acute conditions Work is continuing to refine this the progression of assessment through the curriculum
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	100% of students will demonstrate mastery of this skill by making a passing score on the Nursing Care Plan according to the grading rubric by the end of the rotation	100% met Indicate the number of students evaluated Ex. 20/20 = 100%	Faculty have added shorter, more focused daily preparation sheets to help students pull essential information together inclinical, students still do one care plan each semester/Critical thinking will begin in Fundamentals with the use of Potter and Perry Virtual Excursion exercises
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.	100% met by students taking NUR2223 Indicate the number of students evaluated Ex. 20/20 = 100%	Virtual Excursion CD's will be upgraded for next year and usage will be increased in other courses

<i>Competency Area</i>	<i>Student Learning Outcomes</i>	<i>Reporting Party</i>	<i>Methods of Evaluation or Assessment</i>	<i>Evaluation Standards or Benchmarks</i>	<i>Assessment Results</i>	<i>Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program</i>
Nurse Specific Skills	The student will initiate intravenous therapy and carry out safe administration.	ADN Faculty	Virtual IV Simulator Clinical evaluation tool used in client care setting	100% of students will master all the skills measured by the Virtual IV Simulator and will make a passing score in clinicals on the intravenous therapy assessment	100% practiced, but were not required to achieve a certain score Indicate the number of students evaluated Ex. 20/20 = 100% Do this for all results below.	IV therapy check off will be in MSI-discussion is underway regarding on the methodology.
Written Communication	Sophomore students will complete an Interpersonal Process Recording	NUR 2113 Faculty	Interpersonal Process Recording (IPR) rubric	100% of students will complete and submit an IPR meeting the rubric guidelines	100% of students taking NUR2124 met this benchmark	Continue this requirement for Mental Health Nursing
	Upon completion of the ADN Program, the graduates will be able to write a research paper using APA format	ADN Faculty	Research Grading Rubric	100% of students in NUR2128 made a PowerPoint presentation to the class on a maternal nursing complication	100% of students taking NUR2128 met this benchmark	This assignment replaced the requirement for a term paper in the fall semester of the sophomore year; there is not enough time in the blocked classes to require a term paper
	Sophomore students will be able to develop a brochure for client education	NUR 2133 faculty	Brochure Grading Rubric	100% of students will submit a brochure meeting the assigned guidelines	100% of students taking NUR2128 met this benchmark	The pediatric brochure was a clinical requirement, rather than a grade for a percentage of the course-this was done to decrease grade inflation

<i>Competency Area</i>	<i>Student Learning Outcomes</i>	<i>Reporting Party</i>	<i>Methods of Evaluation or Assessment</i>	<i>Evaluation Standards or Benchmarks</i>	<i>Assessment Results</i>	<i>Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program</i>
	The students will be able to write a well organized resume to submit for employment	NUR 2223 Faculty	Resume Grading Rubric	100% of students will develop a personal resume prior to graduation in accordance with Resume Grading Rubric and worthy of presenting to prospective employer.	100% of students taking NUR2223 met this benchmark	This assignment is coordinated with the Health Science Job Fair and students can bring their resumes t the job fair when talking to potential employers.
Oral Communication	By completion of the Sophomore year, students will be able to construct and deliver a clear, well organized, oral presentation	Sophomore Course IOR NUR 2123 NUR 2133	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	80% of students will achieve passing score on oral presentations graded according to the Rubric.	100% met by freshmen students taking NUR1212 Heath Issues Also met by 100% of sophomores in NUR2128	This was a new requirement for this course. Students were assigned a cultural group to report on and ethnic foods were brought on the day of presentations.
Information Literacy	Students will be proficient in the navigation of an electronic database by the beginning of the sophomore year	ADN Faculty	Pre Library Orientation & Post Library Orientation Computer literacy surveys	80% of students initially identified with computer literacy deficits will be proficient in navigation of electronic database by the beginning of the sophomore year	100% of students had access to library orientation and online survey	An assessment tool is not in place at this time. Most students need help with technology. Faculty will increase the frequency of student assignments that promote skill in using technology to include Discussion board, Wimba, and ATI resources
Technology Usage	All students will be proficient in computer utilization for completion of assignments within the curriculum using a variety of software applications by completion of sophomore year	ADN Faculty	PowerPoint Presentation Grading Rubric	80% of students will achieve passing scores on PowerPoint presentations per PowerPoint Presentation Grading Rubric	Met by 100% of students in NUR2128 Maternal Child Nursing and NUR1212 Health Issues	

<i>Competency Area</i>	<i>Student Learning Outcomes</i>	<i>Reporting Party</i>	<i>Methods of Evaluation or Assessment</i>	<i>Evaluation Standards or Benchmarks</i>	<i>Assessment Results</i>	<i>Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program</i>
Problem Solving	Students will demonstrate proficiency in dosage calculations and problem solving by beginning of sophomore year	ADN Faculty	Proficiency in dosage calculation questions added in embedded test questions taken within ADN curriculum	80% of sophomore students will demonstrate accuracy in completing dosage calculation questions in embedded test questions.	4 to 5 Dosage Cal problems were included on tests, but did not toward the blue print	<i>During test review faculty plan to target students individually who miss these questions and provide remediation.</i>

BARBER/STYLIST PROGRAM PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

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

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

PROGRAM NAME: BARBERING
2011-2012 Program EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Perform Basic Practices in Barbering I	Upon completion of the Barbering Program, students will be able to explain and apply safety and sanitation rules.	(1) Skills Progress Evaluation	(1) 80% of students will meet at least 85% of the Skills Progress Evaluation	55 of 68 (80%) met benchmark	Even though students met benchmark, additional improvement is needed in the areas of sterilizing the clinic floor, styling chairs, and implements.
	Students will be able to identify and demonstrate various types of clippers.	(2) Safety Test	75% of students will meet at least 70% of the test.	60 students were evaluated, 55 (86%) of the students met the standards.	Based on results, students were required to attend safety workshops and classes outside of instruction time.
	Students will be able to razors, and shears; and give a taper hair cut.	(3) Performance Checklist	At least 80% of the students will score 80 or above on checklist.	34 students were evaluated, 31 (91%) of the students met standards.	

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Perform Fundamental Practice in Barbering I	Upon completion of the Barbering Program, students will be able to analyze a client's hair, prepare a client for and give a shampoo, and perm, and thermal curl a client's hair.	(1) Skills Progress Evaluation	80% of students will meet at least 85% of the Skills Progress Evaluation	40 students were evaluated, 36 (90%) met standards.	Based on results, students were advised to continue working one on one with clients to become better in providing fundamental care with hair.
Perform Intermediate Practice in Barbering I	3. Upon completion of the Barbering Program, students will be able to illustrate safety when using various Barbering implements, tools, and equipment.	(1) Skills Progress Evaluation (2) Written Test (3) Safety Test	80% of students will meet at least 85% of the Skills Progress Evaluation in the Tools and Equipment section. 80% of students will receive at least 85% on Written Test 80% of students will receive at least 85% on Safety Test	55 of 68 (81%) met benchmark. 68 students were evaluated. 50 or 74% met standards. 68 students were evaluated. 61 or 90% met standards.	Based on results, it was determined that students need more written and oral exams to better understand the safety process of barbering.
Perform Advance Practices in Barbering	4. Upon completion of the Barbering Program, students will be able to perform basic hair coloring and lightening. Cold perm waves, and facials.	(1) Skills Progress Evaluation (2) State Board Licensure Exam	80% of students will meet at least 85% of the Skills Progress Evaluation 70% of instructor students who take the State Board Licensure Exam will pass on the first try.	35 of 44 (80%) met benchmark. 20 students were evaluated, 19 or 98% met standards.	Once results were reviewed, it was determined that students will continue to practice coloring and hair lightening on mannequins. Benchmarks were met.

BRICK, BLOCK, AND STONE MASONRY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

The purpose of the Brick, Block, and Stone Masonry Program is to prepare students for entry-level employment in the field of masonry. Students are provided theoretical and practical experiences in the areas of fundamental masonry, masonry construction, and brick laying and block laying.

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

To accomplish the institution's mission, the Brick, Block, and Stone Masonry 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: BRICK, BLOCK, AND STONE MASONRY
2011-2012 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
Fundamental of Masonry	Upon completion of the Brick, Block, and Stone Masonry Program the student will be able to select and use appropriate tools, equipment and materials to complete a project.	Exhibition Checklist of tools	75% of the students evaluated will be able to setup an exhibitor on requested tools to complete a job.	38 of 38= 100%	<p>The purpose of using Exhibition check list of tools is to give the student a chance to handle the tools and use the tools needed for a project.</p> <p>The student was taught the use of each tool and will be able to use the tool in the right way to complete assigned projects.</p> <p>Used grading rubric to make sure student work area was kept clean and free from potential accidents. Will visit industry to show students the importance of job safety on the job and work area.</p> <p>CPAS scores: Student 1=46% 2=54% 3=38% 4=46% 5=23% 6=31% 7=77% 8=54% 9=46% 10=54%</p> <p>Demand from students more classroom participation and attendance, and pre and post testing prior to taking final CPAS test.</p>
		Practical Tool Use Grading Rubric	70% of the students will rate 80% or above on their evaluation of tools use.	38 of 38= 100%	
		Work Area Checklist	70% of the students will rate 90% on checklist for cleanliness of work area.	38 of 38= 100%	
		CPAS Score – Cluster 1 Fundamentals of Masonry	70% of students will score basic (50% - 69%)	04 of 10 = 40%	
Fundamental of Masonry	Upon completion of the Brick, Block, and Stone Masonry Program the student will be able to read blueprints and give an estimate of cost and materials needed for a project.	Written and oral testing Read and recognize symbols on real blueprint	80% of students will be able to read and understand blueprints	20 of 38= 53%	<p>Students will be assigned projects and will be tested orally and written to see if the proper tools are selected for projects given. Students will review blueprints and tested for knowledge and understanding of blueprint and materials needed for projects.</p> <p>Student 1=43% 2=29% 3=29% 4=43% 5=36% 6=50% 7=36% 8=43% 9=29% 10=36%</p> <p>Pre and Post testing of Blueprints, and</p>
		CPAS Score - Cluster 1 Fundamentals of Masonry	70% of students will score basic (60% - 69%)	01 of 10 = 10%	

					more class participation in understanding and reading blueprints
Masonry Construction	Upon completion of the Brick, Block and Stone Masonry program the student will be able to analysis a project to determine tools and equipment needed to complete a project.	<p>Analysis of Tools and Equipment</p> <p>CPAS Scores – Cluster 2 Masonry Construction</p> <p>Assign projects in lab and check for mastery</p>	<p>75% of the students evaluated will perform at 85% or above on the</p> <p>70% of students will score basic (50%-69%)</p> <p>65% of students will be able to master all given projects</p>	<p>38 of 38 = 100%</p> <p>1 of 10= 10%</p> <p>25 of 38 = 66%</p>	<p>Continue to use grading rubric and make sure the student use assigned tools for the assigned job.</p> <p>Perform written and oral testing on CPAS Testing and implement the use of work manual to increase CPAS score. Use Related Studies Lab more.</p>
Brick Laying	Upon completion of the Brick, Block and Stone Masonry program the student will be able to construct projects using BRICKS in a timely manner.	<p>CPAS Scores – Cluster 3 Brick Laying</p> <p>Grade all given project after student completion using student completion check list</p>	<p>70% of students will score basic (50% - 69%)</p> <p>Student must score at least 75% on all completed projects</p>	<p>04 of 10= 40%</p> <p>38 of 38 = 100%</p>	<p>Student 1=54% 2=38% 3=38% 4=46% 5=23% 6=31% 7=77% 8=54% 9=46% 10=54%</p>

Block Laying	Upon completion of the Brick, Block and Stone Masonry program the student will be able to construct projects using BLOCKS in a timely manner.	<p>CPAS Scores – Cluster 4 Block Laying</p> <p>Hands on projects and supervised work.</p>	<p>. 70% of students will score basic (50% - 69%)</p> <p>70% of all students who complete block laying will be able handle the size of blocks.and recognize the different sizes of blocks</p>	<p>4 of 10=40%</p> <p>30 of 38 = 79%</p>	<p>Student 1=46% 2=54% 3=38% 4=46% 5=23% 6=31% 7=77% 8=54% 9=46% 10=54%</p> <p>Demand more classroom attendance when lecturing, and continue to give pre and post test before the final CPAS test is given.</p>
Safety	Upon completion of the Brick, Block, and Stone Masonry program the student should be able to explain and apply health and safety procedures and practices.	<p>Pre and Post-Safety Evaluation Rubric</p> <p>Safety Test</p>	<p>75% of the students evaluated will perform increase post test scores by 10% to 15%.</p> <p>100% of the students will score 90 or above on the Safety test</p>	<p>38 of 38 = 100%</p> <p>38 of 38 = 100%</p>	<p>All students will continue to be tested before entering the lab area to ensure students understand the importance of shop safety, and safety of others. This shop safety test will be placed in student personal file.</p>
Academic Attainment	Upon completion of the Brick, Block, and Stone Masonry program the student academic attainment will increase.	<p>Pre and Post Test Scores of Accuplacer</p> <p>Number of students who use the Related Studies Lab per semester</p>	<p>70% of the students who take the Accuplacer post scores will increase by 10% to 15%</p> <p>85% of students who received a referral from the Related Studies Instructors will receive Related Studies Lab.</p>	<p>Need pre-and post scores to complete</p> <p>07 Of 38=18%</p>	<p>Work closer with Related Studies Lab Instructor to make sure assigned students are attending Related Studies Lab. Review All assignments that are completed in Related Studies Lab.</p>

					<p>Students who use the related studies lab will be awarded extra points for attending. Related studies instructor will inform BBV Instructor (Neal Mitchell) of students who attend Related Studies Lab.</p>
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BUSINESS AND OFFICE SYSTEMS TECH DEGREE PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

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

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

Competency Area	Student Learning Outcome	Method of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
Written and Oral Communication	1. Upon completion of the Business Office Technology Program, the student will be able to compose effective written documents.	MS-CPAS – Written and Oral Communication	1. At least 80% of students will score basic (50%-69%) or above on MS-CPAS	<u>Campus Site</u> 5 students were evaluated. 4 or 80% of students met standards.	<u>Campus Site</u> Benchmark met. <u>MS-CPAS Scores</u> Student 1 = 70% Student 2 = 45% Student 3 = 79% Student 4 = 75% Student 5 = 68%
	2. Create and deliver oral presentations effectively.	Oral Presentation Rubric	2. At least 70% of students will demonstrate effective oral communication skills.	27 students were evaluated. 17 or 63% of students met standards.	After reviewing the oral presentations, it was determined that students needed to interact in seminars, workshops, or any public speaking arenas to enhance oral speaking skills in a professional manner. Also, implemented the IREAD component to enhance students' oral speaking skills. Timely feedback will be given to students to enhance learning.
		Research Paper (APA style)	3. At least 75% or above will score 75% or above on research paper.	25 students were evaluated. 19 or 76% of students met standards. <u>Rosedale Site</u> . N/A	Benchmark met. <u>Rosedale Site</u> N/A

Management and Operation of the Computer	3. Upon completion of the Business Office Technology Program, the student will demonstrate the operation of the computer and manage information technology skills.	MSCPAS Management and Operation of the Computer	1. At least 70% of students will score basic (50%-69%) or above on MS-CPAS (cluster 1).	<u>Campus Site</u> 5 students were evaluated. 5 or 100% met standards.	<u>Campus Site</u> Benchmark met. <u>MS-CPAS Scores</u> Student 1 = 70% Student 2 = 45% Student 3 = 79% Student 4 = 75% Student 5 = 68%
		Microcomputer Applications Skills checklist	2. At least 80% of students will demonstrate effective computer management and operations on the skills checklist.	30 students were evaluated. 22 or 73% of students met standards.	Students continued to work in groups to give each other feedback and assistance. Students were encouraged to utilize the lab more for hands-on applications.
		CAPSTONE Project Rubric	3. At least 85% of students will demonstrate mastery on the CAPSTONE project rubric which integrates computer application skills.	3 students were evaluated. 2 or 67% of students met standards. <u>Rosedale Site</u> N/A	It was determined that the student did not meet the standard due to excessive absenteeism. Instructors and counselors collaborated to compose retention strategies. <u>Rosedale Site</u> N/A

Word Processing	4. Upon completion of the Business Office Technology Program, the student will be able to apply word processing skills to produce and format business documents with speed and accuracy.	MS-CPAS – Word Processing	1. At least 80% of students will score basic (50%-69%) or above on the MS-CPAS (cluster 3).	<u>Campus Site</u> 5 students were evaluated. 5 or 100% met standards.	<u>Campus Site</u> Benchmark met
		Portfolio Rubric	2. At least 80% of the students will score 75 or above on the portfolio rubric.	22 students were evaluated. 17 or 77% met standards.	<u>MS-CPAS Scores</u> Student 1 = 70% Student 2 = 45% Student 3 = 79% Student 4 = 75% Student 5 = 68%
		Performance Skills checklist/Compose business documents: flyer and format reports	3. At least 75% of students will demonstrate mastery on the performance checklist.	22 students were evaluated. 17 or 77% met standards. <u>Rosedale Site</u> N/A	Students were given individual assistance with applications. Lab hours were extended to accommodate students who were not performing on a satisfactory level. Lab assistants were also available to help with word processing applications. Benchmark met. <u>Rosedale Site</u> N/A

Financial Application	5. Upon completion of the Business Office Technology Program, the student will demonstrate proficiency in basic business math and accounting procedures for business use.	MS-CPAS Financial Applications	1. At least 70% of students will score basic (50% - 69%) or above on the MS-CPAS (cluster 5).	<u>Campus Site</u> 5 students were evaluated. 4 or 80% met standards.	<u>Campus Site</u> Benchmark met. <u>MS-CPAS Scores</u> Student 1 = 70% Student 2 = 45% Student 3 = 79% Student 4 = 75% Student 5 = 68%
		Accounting working papers/computerized work samples and student competency check list	2. At least 70% of students will master the accounting working papers and student competency check list.	20 students were evaluated. 14 or 70% met standards.	Benchmark met.
		Office Professional Training Evaluation Form/Workplace Skills Assessment	3. At least 80% of the employees will rate the student performance at a “satisfactory” level.	4 students were evaluated. 4 or 100% met standards. <u>Rosedale Site</u> N/A	Benchmark met. <u>Rosedale Site</u> N/A

CHILD DEVELOPMENT TECHNOLOGY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Management & Professionalism	1.Upon completion of the Childcare Technology Program, the students will be able to demonstrate professional skills in classroom instructional strategies	CPAS Clusters 1 (Management & Professionalism) & 5 (Math, Science and Social Studies) 			

Observe Document Apply	2. Upon completion of the Childcare Technology Program, students will be able to explain and apply Mississippi Department of Human Service guidelines for operating an early childhood program on a proficient level.	<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>Seventeen students were evaluated and all met the standards, which was 100%.</p> <p>Seventeen students were evaluated. Sixteen or 98% met the standards.</p> <p>Twenty-two students were evaluated, 98% successfully scored 80% or above.</p>	<p>Benchmarks were met.</p> <p>Upon reviewing the results, the instructors advised the student to continue visiting the Department of Health to inquiring about information pertaining to the developmental milestone checklist to become more knowledgeable and proficient in the areas of Health, Safety and Nutrition.</p>
Basic Learning Skills	3. Upon completion of the Childcare Technology Program, students will be able to identify cognitive, physical, emotional, and social characteristics of young children.	<p>MS CPAS Clusters 3 (Social and Emotional) & 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>Seventeen students were evaluated and 15 or 95% of them met the standards.</p> <p>Seventeen students were evaluated, sixteen or 98% met the standards.</p>	<p>Based on the results, it was determined that students need more visualization and documentation to identify the stages and levels of development in children ages birth to eight.</p> <p>Based on results, it was determined that students need to create a developmental chart to outline the stages of development to become more familiar with theories that explain development of young children.</p>
Health Safety & Nutrition Guidelines	4. Upon completion of the Childcare Technology program, students will be able to apply	MS CPAS Cluster #4, Health, Safety and Nutrition	<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</p>	Seventeen students were evaluated and all met the standards, which was 100%.	Benchmarks were met

Creative Arts & Methods & Materials	5. Upon completion of the Childcare Technology program, students will be able to develop and implement creative learning activities for children birth through age eight.	<p>MS CPAS Cluster #2 Creative Arts, Methods & Materials</p> <p>Creative Arts & Methods & 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 & evaluation using rubric grading scale</p>	<p>Seventeen students were evaluated, and fourteen 80% met the standards.</p> <p>Twenty-nine students were evaluated. 75% or twenty met the standards.</p>	<p>Upon reviewing the results, it was determined that during the early childhood years, children learn through the vehicle of play. Therefore, our students will be required to implement learning strategies that can be used to construct learning and knowledge of curriculum.</p>
Academic Attainment	Upon completion of the Childcare Development Program the student will demonstrate an increase in academic attainment on the TABE Test	TABE Pretest and Post test Scores	70% of the students will show an increase in academic attainment on the TABE post-test compared to the TABE pre-test scores.	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>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>

COMPUTER SERVICING TECHNOLOGY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 PROGRAM EVALUATION PLAN
 COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Follow Safety Guidelines	1. Upon completion of the Computer Servicing Technology Program, students will be able to demonstrate and practice general safety procedures for computer servicing.	Computer Servicing Tech. faculty will assess this student learning outcome by: 1. Observation checklists during laboratory exercises	-At least 80% of students evaluated will score 75% or above on safety procedures and guidelines observation checklists.	(1) 5 of 9 met standard = 56%	In making use of assessment results, safety procedures were reviewed thoroughly. Students were also pop quizzes that required them to explain the reasons for safety procedures.
Diagnosing and Troubleshooting	2. Upon completion of the Computer Servicing Technology Program, students will be able to identify basic troubleshooting procedures and good practices for eliciting problem symptoms from customers.	1. Diagnosing and troubleshooting computer repair lab rubric. 2. MSCPAS -Cluster 2 Computer Hardware 3. Post Test	(1)-At least 65% of students evaluated will score 75% or above on diagnosing and troubleshooting rubric. (2)-At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS. (3)-At least 75% of the students will successfully complete the goal related questions on the Post Test.	(1) 7 of 11 met standard = 65% (2) 1 of 4 met standard = 25% (3) 7 of 11 met standard = 65%	In using results more hands-on exercise were provided. Both written and oral reports were also require. <u>MSCAP</u> Student 1 – 57% Student 2 – 43% Student 3 – 43% Student 5 – 29% The instructor provided more multiple choice format questioning. These questions were aimed at providing example items for the standardized test.
Perform Computer Software and Hardware Upgrades	3. Upon completion of the Computer Servicing Technology Program, students will be able to install and remove computer software and hardware components.	1. Observation checklist 2. MSCPAS -Cluster 2 Computer Hardware -Cluster 3 Operating Platforms	(1)-At least 65% of students evaluated will demonstrate mastery of computer upgrades on the observation checklist. (2)- At least 75% of students will score BASIC (50%-69%) performance level or above on the related sections of the MSCPAS.	(1) 7 of 11 met standard = 65% (2) 2 of 4 met standard = 50%	Students completed labs in groups and as teacher led class assignments. The instructors' decision to complete labs in group/class setting resulted in improved assessment results. <u>MSCAP</u> Student 1 – 57% Student 2 – 29% Student 3 – 57% Student 4 – 14

Properly Utilize Testing and Soldering Tools and Equipment	4. Upon completion of the Computer Servicing Technology Program, students will be able to apply soldering and de-soldering techniques correctly.	1. Laboratory exercises rubric. 2. MSCPAS -Cluster 1 Basic Electronics 3. Post Exam	1.-At least 65% of students evaluated will demonstrate mastery of soldering and testing tools on the rubric laboratory exercises. 2.- At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS. 3.-At least 75% of the students will succeed on the goal related questions on the Post Test.	(1) 8 of 27 met standard = 30% (2) 1 of 4 met standard = 25% (3) 7 of 27 met standard = 26%	Changes in instructions were made utilizing assessment results. More labs time and increased classroom instruction were implemented. <u>MSCAP</u> Student 1 – 56% Student 2 – 22% Student 3 – 44% Student 5 – 22% In making use of results, instructor redesigned exams to simulate the CPAS Exam and better prepare students for the type of questioning that they would experience on the CPAS exam.
Develop Written Plans and Logs	5. Upon completion of the Computer Servicing Technology Program, students will be able to develop a written plan which details the activities and projects to be completed and maintain a service log on individual pieces of equipment.	1. Laboratory exercises grading rubric 2. MSCPAS - Cluster 2 (Computer Hardware, Diagnosing) 3. Post Exam 4. IC3 exam	1.-At least 65% of students evaluated will demonstrate mastery of MS Office Apps through laboratory exercises. 2.- At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS. 3.-At least 75% of the students will succeed on goal related questions on the Post Test. 4.-At least 90% of the students will successfully pass the IC3 exam	(1) 6 of 6 met standard = 100% (2) 1 of 4 met standard = 25% (3) 7 of 11 met standard=65% (4) Results pending.	Making use of results, the decision was rendered to increase assignment work load utilizing MS Office Suite Applications. <u>MSCAP</u> Student 1 – 57% Student 2 – 43% Student 3 – 43% Student 5 – 29% In making use of results, instructor redesigned exams to simulate the CPAS exams questions.
Data Communications and Networking	6. Upon completion of the Computer Servicing Technology Program, students will be able to discuss and analyze basic data communications and network principles.	1. Data Comm. and Networking lab exercises rubric. 2. MSCPAS -Cluster 4 on Data Communications 3. Post Exam	1.-At least 65% of students evaluated will demonstrate mastery of Data Comm. and Networking labs. 2.- At least 75% of students will score BASIC (50%-69%) performance level or above on the MSCPAS. 3.-At least 75% of the students will succeed on the goal related questions on the Post Test.	(1) 10 of 30 met standard = 33 % (2) 4 of 4 met standard =100% (3) 10 of 30 met standard= 33%	Making use of results the instructor added more Data Communications and Networking classroom instruction, increase the number of hands on activities and also assigned a Co-Instructor to help with assignments and labs. <u>MSCAP</u> Student 1 – 50% Student 2 – 50% Student 3 – 50% Student 5 – 50% In making use of results,

					instructor redesigned exams to simulate the CPAS format questions.
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COSMETOLOGY (CAMPUS DAY, CAMPUS EVENING, AND TUNICA SITE) PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 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.	Resume Grading Rubric.	<p>70% of students in the Cosmetology program will submit a clear, well-organized resume meeting the assigned guidelines.</p> <p><u>Campus Day</u>13</p> <p><u>Campus Evening</u>7</p> <p><u>Tunica Site</u> 6</p>	<p><u>Campus Day</u> 11 of 13 met standard 85%</p> <p><u>Campus Evening</u> 7 of 7 met standard 100%</p> <p><u>Tunica Site</u> 6 of 6 met standard. 100%</p>	<p><u>Campus Day</u> Based on past assessment results, students continued to use resume writing software. Students improved in writing a clear, well-organized resume. The two students that did not meet this standard were given one on one instruction and additional use of software.</p> <p><u>Campus Evening</u> Students were given resume writing practices throughout the four semesters of the program. Students improved each semester. At the end of the last semester, students were able to write a clear, well-organized resume.</p> <p><u>Tunica Site</u> Based on past assessment results, students were introduced to resume writing during the first semester of class. Students writing skills improved each semester. At the end of the final semester, students were able to write an organized resume.</p>
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.	<p>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.</p> <p><u>Campus Day</u> 13</p> <p><u>Campus Evening</u> 12</p> <p><u>Tunica Site</u> 10</p>	<p><u>Campus Day</u> 13 of 13 met standard. 100%</p> <p><u>Campus Evening</u> 10 of 12 met standard 83%</p> <p><u>Tunica Site</u> 8 of 10 met standard 80%</p>	<p><u>Campus Day</u> Students were given different business plan formats at the beginning of semester one to practice writing business plan. Students selected which format to use. Students writing skills improved after they decided which format they understood best. Students improved after repeated writing practices.</p> <p><u>Campus Evening</u> Based on past assessment results, students introduced to writing a business plan during first semester of enrollment. Throughout the</p>

					<p>semester, each student would compare previous written plans with up to date plans. At the end of the final semester, students were able to write a well-organized business plan. The two students that did not meet the standard were given extra one on one instruction from instructor.</p> <p><u>Tunica Site</u> Based on past assessment results, students were allowed to check other student's business plans using checklist. Students became more aware of mistakes made in their own plans. Student's writing improved after repeated practice.</p>
Oral Communication	3. Upon completion of the Cosmetology Program, students will be able to effectively consult with clients to determine their cosmetology needs.	Student/Client Rubric.	<p>70% of students presenting oral presentations will score 85 or above using rubric and oral presentation evaluation.</p> <p><u>Campus Day</u> 13</p> <p><u>Campus Evening</u> 12</p> <p><u>Tunica Site</u> 10</p>	<p><u>Campus Day</u> 10 of 13 met standard 83%</p> <p><u>Campus Evening</u> 12 of 12 met standard 100%</p> <p><u>Tunica Site</u> 7 of 10 met standard 70%</p>	<p><u>Campus Day</u> Based on past assessment results, students were given the student/client rubric during the first semester of enrollment. Students role play ed with instructor and other students before consulting on clients. The three students that did not meet the standard were given one on one instruction from instructor and were paired with students that met the standard to observe them.</p> <p><u>Campus Evening</u> Although 100% percent of the students met the standard, student showed more interests in the styling of hair than the health of the hair during consultations.</p> <p><u>Tunica Site</u> Based on past assessment results, students were given mock consultation instructions. The students were allowed to repeat the instructions orally and then perform on manikin. Students were paired and allowed to observe each other. The three students that did not meet the standard were given additional time to work on oral consultations.</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.	<p>At least 70 % of students will perform mock clinical skills in areas of the hair, skin, and nails procedures according to criteria of the Mississippi State Board of Cosmetology procedure checklist.</p> <p><u>Campus Day</u> 13</p> <p><u>Campus Evening</u> 12</p> <p><u>Tunica Site</u> 10</p>	<p><u>Campus Day</u> 13 of 13 met standard 100%</p> <p><u>Campus Evening</u> 9 of 12 met standard 75%</p> <p><u>Tunica Site</u> 8 of 10 met standard 80%</p>	<p><u>Campus Day</u> Based on past assessment results, students scored less in nail skills than hair and skin skills. Students were introduced to nail skills before hair and skin skills. Students' scores in nail skills increased from previous year assessment.</p> <p><u>Campus Evening</u> Based on past assessment results, students worked on mock services prior to working on live clients. Students were told that mock services have to be mastered before they could be performed on live clients. Students scores increased because students wanted to work with live clients. The three students that did not meet standard were students that were not on the same level as other students that were assessed during the assessment time. The three students continued to practice on skills in hair, skin, and nails.</p> <p><u>Tunica Site</u> Students that met this standard were semester four students during the assessment time. The students focused more on hair styling skills than skin and nail skills. Student scores were greater in the area hairstyling than nail and skin. The students were given additional skill work in nail and skin. The two students that did not meet this</p>

					standard were level two students. The two students continued demonstrating skills to meet the standard during the next assessment period.
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> 13 <u>Campus Evening</u> 12 <u>Tunica Site</u> 10	<u>Campus Day</u> 13 of 13 met standard 100% <u>Campus Evening</u> 11 of 12 met standard 92% <u>Tunica Site</u> 8 of 10 met standard 80%	<u>Campus Day</u> Although students met the standard, based on past assessment results, students showed more awareness of universal precautions when instructor was visible during services. Instructor was more visible during beginning of services. Students continued observing universal precautions throughout services after instructor was not visible to students.(Students were unaware that they were continuing to be observed by instructor) <u>Campus Evening</u> Students that met the standard showed less awareness in the disposal of products contaminated by blood or other body fluids. Students were shown videos on the outcomes of lack of awareness in these areas. Students became more observant during services that could result in blood spills upon completing the video series. The one student that did not meet the standard was given additional skills that included practicing these universal precautions. <u>Tunica Site</u> Based on past assessment results, students were given practice exercises observing universal precautions prior to working on live clients. Students showed awareness increased during live services. The two students that did not meet the standard were given additional time to practice mock services prior to working on live clients.

Workforce Readiness	6. Upon completion of the Cosmetology Program, the student will be able to conduct services in a safe environment	1. Performance Checklist	<p>At least 70% of the students evaluated with the observation checklist will perform services according to the safety standards checklist.</p> <p><u>Campus Day</u> 13 <u>Campus Evening</u> 12 <u>Tunica Site</u> 10</p>	<p><u>Campus Day</u> 13 of 13 met standard 100% <u>Campus Evening</u> 10 of 12 met standard 83% <u>Tunica Site</u> 10 of 10 100%</p>	<p><u>Campus Day</u> Although the standard was met, students scored less on tool safety on the performance checklist. Students were given additional work that included use of tools. The students performed mocked services prior to live clients. Student scores increased after repeated practices in tool safety use. <u>Campus Evening</u> Students performed mock services prior to working on live clients. Student's safety awareness increased after repeated practices in safety. Instructor gave the two students that did not meet the standard one on one demonstration. <u>Tunica Site</u> Although students met the standard, students showed more safety awareness during services when instructor was visible.</p>
Academic Attainment	7. Upon graduation from the Cosmetology program, the new graduate will pass Mississippi State Board of Cosmetology and receive state licensure.	<p>1) State licensure exam</p> <p>2) Number of students employed after passing state exam</p>	<p>At least 70% of students will pass the state board of cosmetology exam.</p> <p><u>Campus Day</u> 9 <u>Campus Evening</u> 7 <u>Tunica Site</u></p> <p>At least 70% of graduates will be employed in field related to training or field trained.</p> <p><u>Campus Day</u> 9</p>	<p><u>Campus Day</u> 9 <u>Campus Evening</u> 7 <u>Tunica Site</u></p> <p><u>Campus Day</u> 9 <u>Campus Evening</u> 7 <u>Tunica Site</u></p>	<p><u>Campus Day</u> To be assessed December 2012. (May 2012 graduates)</p> <p><u>Campus Evening</u> To be assessed December 2012. (May 2012 graduates)</p> <p><u>Tunica Site</u> To be assessed December 2012. (May 2012 graduates)</p> <p><u>Campus Day</u></p>

			<u>Campus Evening</u> 7 <u>Tunica Site</u> 1	1	To be assessed December 2012. (May 2012 graduates) <u>Campus Evening</u> To be assessed December 2012. (May 2012 graduates) <u>Tunica Site</u> To be assessed December 2012. (May 2012 graduates)
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CULINARY ARTS PROGRAM EVALUATION PLAN COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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)

2011-2012 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)	1. 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">MS-CPAS Cluster 3Class Participation Rubric	<p>75% of students will score basic (50%-69%) performance level on MS-CPAS cluster 3</p> <p>75% of students will score 75% or higher on class related catering events.</p>	<p>4 of 4 = 100%</p> <p>73% of students met 75% of required participation. 27 of 37 = 73%</p>	<p>Benchmark was met.</p> <p>Student 1- 71% Student 2- 59% Student 3- 64% Student 4- 56%</p> <p>Students will be evaluated on how well they translate theory to practical use, to include but not to be limited to the following: Knife Skills, Participation in school sponsored events, how well they communicate with each other before, during, and after services. Students will also be evaluated on how well they can follow standardized recipes</p>

PROGRAM NAME: CULINARY ARTS TECHNOLOGY (CUT)

2011-2012 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)	2. Upon Completion of CUT, students will be able to properly conduct different styles of service.	<ul style="list-style-type: none">Faculty will evaluate the student in real life situations by how well they perform at different school wide events that require food to be prepared and servedStudent Chef ExperienceAssistant chef evaluation	<p>75% of students will score satisfactory (80 points out of a possible 100) using an assessment rubric.</p> <p>75% of students will score satisfactory (80 points out of a possible 100) on catered events that they are in charge of by using an assignment rubric.</p> <p>75% of students will score satisfactory (80 points out of a possible 100) by using an evaluation checklist.</p>	<p>28 of 37 = 76% of students scored satisfactory or better on real life restaurant situations.</p> <p>37 of 37 = 100% of the students used as student chefs met evaluation standards.</p> <p>37 of 37 = 100% of student chefs met evaluation standards.</p>	<p>Benchmark was met.</p> <p>Benchmark was met.</p> <p>Benchmark was met.</p>

PROGRAM NAME: CULINARY ARTS TECHNOLOGY (CUT)

2011-2012 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)	3. Upon Completion of CUT, students will be able to demonstrate safe food handling and preparation techniques	ServSafe Examination MS-CPAS: Cluster 2 ServSafe Food Handling and Preparation Techniques Examination	75% of students will receive the ServSafe certification 75% of student completers will score basic (50-69%) performance level on MS-CPAS Cluster 2. 75% of students will master 80% of the safety and sanitation techniques listed on the laboratory observation checklist.	9 of 16 = 56% of students met assessment requirements. 4 of 4 = 100% of students tested met assessment requirements. 3 of 4 = 75% of students met assessment requirements.	ServSafe Exam Student 1- P Student 2- P Student 3- P Student 4- F Student 5- P Student 6- P Student 7- P Student 8- P Student 9- F Student 10- P Student 11- F Student 12- F Student 13- P Student 14- F Student 15- F Student 16- F (P= passed) (F= failed) CPAS Student 1- 89% Student 2- 56% Student 3- 67% Student 4- 67%

PROGRAM NAME: CULINARY ARTS TECHNOLOGY (CUT)

2011-2012 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.	MS-CPAS Cluster 4: Division Management and Supervision Practical Examinations Written exams	75% of student completers will score basic (50-69%) performance level on MS-CPAS Cluster 4: Division Management & Supervision. 75% of students execute the selected menu at a rate 75% or above for on and off campus events. 75% of students will master 70% of the theoretical aspect of proper dining room management.	25% met requirements Student 1- 67% Student 2- 33% Student 3- 22% Student 4- 44% 28 of 37 = 76% met requirements 32 of 37 = 85% met requirements	In order to obtain better assessment results, it was determined that the use of audio/visual aids will be used to reinforce the principles of appropriate managerial skills served to improve student learning. Benchmark was met. Benchmark was met.

DEVELOPMENTAL STUDIES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 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, 40 students paragraphs were evaluated. Thirty-two were fair or above and 8 were unacceptable. 80%	Paragraphs were assigned toward the beginning of the semester and returned to the same students for review after studying the writing process and emphasized areas for the purpose of identifying errors and rewriting to discover improvements. Continued below...
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 student paragraphs were selected. The emphasized areas were unity, coherence, support and sentence skills.	Results were discussed in connection with technique for other 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	Pre-tests were administered to 40 students at the beginning of the semester. Only 20 performed fair or above. At the end of the semester, 35 of the original students were administered the post-test. Thirty of the 35 performed fair or above. Five of the 40 students dropped.	Results were used to devise other needed activities and to show a correlation between reading comprehension and other disciplines.

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.	Continued from above 20/40 = 50% for Pre-test 30/35 = 86% for Post-test 5 students dropped	Results were used to show how word recognition aids in interpretation.
Mathematical Reasoning	5. Upon completion of the Mathematical Developmental Program, students will demonstrate mastery of skills required to be successful in college-level math courses.	Pre and Post Test	Students that score at least 70% or more on the pre-test, should score higher on the post-test at the end of the semester in comparison to their pre-test scores.	Pre-Test N=150 responses 120 out of 150 (80%) Post-Test N= 150 responses 140 out of 150 (93.3%)	Skills that were not mastered were taught using you tube, peer tutoring, MyMathLab Tutoring program, and group discussion.
Mathematical Reasoning	6. Upon completion of the Mathematical Developmental Program, students will demonstrate mastery of required skills to be successful in college-level math course	Mathematical Assessment Rubric will gauge the following: understanding of the problem, appropriate use of information, application of procedures and representation of analysis	At least 70% of students evaluated will score excellent, good, fair or poor according to the mathematical reasoning performance evaluation rubric.	100 student samples were evaluated, 80 were fair and above and 20 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

HOTEL & RESTAURANT MANAGEMENT TECHNOLOGY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Hospitality and Tourism Industry	1. Upon completion of the HRT Program, the students will be able to trace the growth and development of the hospitality industry.	CPAS Test for Hospitality and Tourism Management on the Hospitality Tourism Cluster #1	80% of students will meet the basic performance level on the MS- CPAS	100% of students met basic performance level on MS-CPAS: One student was tested and met the benchmark	Study groups comprised of HRT and Culinary students were formed in preparation for this exam. HRT Student #1 - 54% Basic Students were allowed to take a practice test until a satisfactory grade was made.
	2. Upon completion of the HRT Program, the students will be able to define service.	Pre//Post Test	75% of the students will score 80% or higher on the Post Test compared to Pre-Test.	100% (15) of the students scored 80% or higher on the Post Test.	Students formed study groups after class to make this improvement.
	3. Upon completion of the HRT program, the students will be able to demonstrate an understanding of the background, context, and career opportunities that exist in the hospitality industry.	Presentations evaluated using presentation rubric.	80% of students will score 80% or higher on this presentation rubric.	100% (15) of the students scored 80% or higher on the presentation.	Students were introduced to this assignment at the beginning of the semester so students could use their progressive knowledge to complete the presentation successfully.

Hospitality Supervision	1. Upon completion of the HRT Program, the students will be able to demonstrate proficiency in communication skills, leadership skills, and supervisory skills.	MS-CPAS Test for Hospitality and Tourism Management on the Hospitality Tourism Cluster #4	70% of students will meet basic(50%-69%) performance level score on the CPAS	100% of student met basic (50%-69%) performance level score on MS-CPAS	MS-CPAS Scores: Student 1 – 80% Benchmarks were met. <i>Controlling Food Costs in Food and Beverage Services NRAEF Scores:</i> Student 1 – 88% Student 2 – 75% Student 3 – 91% Student 4 – 77% Student 5 – 58% <i>Human Resources Management and Supervision NRAEF Scores:</i> Student 1 – 75% Student 2 – 85% Student 3 – 79% Students were quizzed daily on each stage of the employment cycle after viewing and discussing a power point presentation presented by the instructor. Students were given extra time after class to work on their presentations
	2. Analyze the management functions and roles.	NRAEF Manage First Controlling Food Cost Competency Exam	70% of students will score 70% or higher on the NRAEF Manage First Controlling Food Cost Competency Exam	80% (4 of 5)of student participants scored 75% or higher on the NRAEF Manage First Controlling Food Cost Competency Exam	
	3. Trace the employment cycle	NRAEF Manage First Human Resources Management and Supervision Competency Exam	75% of students will score 75% or higher on the NRAEF Manage First Human Resources Management and Supervision Competency Exam	<i>100% of student participants scored 75% or higher on the NRAEF Human Resources Management and Supervision Competency Exam</i> 100% (15) students scored 80% or higher on the presentation	
Marketing Hospitality	1. Upon completion of the HRT Program, the students will be able to apply concepts of the purchasing functions of hotel and/or restaurant management as well as a practical marketing plan for implementation.	Field Project checklist	70% of students will score 75% or higher on the project checklist.	70% (15) students scored 75% or higher on the project checklist.	Students were given extra time in class to research this project. Students were allowed to work on this assignment in class. Deadline was extended.
		MS-CPAS for Hospitality and Tourism Management on the Hospitality Tourism Cluster #5	70% of students will meet basic(50%-69%) performance level score on the MS-CPAS	0% of students met basic (50% - 69%) performance level score on the MS-CPAS	MS-CPAS Score: Student 1 – 33% Benchmarks were not met

	<p>2. Upon completion of the HRT program, the students will be able to develop a marketing plan at the unit level which includes a mission statement, well-defined objectives, and specific strategies and tactics by which to achieve those objectives.</p> <p>3. Develop effective sales plans to reach decision makers in the hospitality and tourism markets.</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>NRAEF Marketing Hospitality Exam: <i>Student 1 – 91%</i> <i>Student 2 – 75%</i> <i>Student 3 – 73%</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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Restaurant and Catering Operations	1. Upon completion of the HRT Program, the students will be able to design a menu and a scaled restaurant facility.	Menus graded with rubrics.	70% of students will score 75% or higher on the menu.	80% of the students scored 75% or higher on the menu.	The instructor gave the students a list of websites to visit for ideas to improve their menus.
	2. Demonstrate the importance of the menu to food service operations, facility design, and cost standards.	Restaurant drawing evaluated using a checklist.	70% of students will score 75% or higher on the drawing.	80% of students scored 75% or higher on the drawing.	Sample drawings were displayed in the classroom for students to view.
	3. Identify special considerations and legal ramifications of beverage service.	MS-CPAS for Hospitality and Tourism Management on the Hospitality Tourism Cluster #3	70% of students will meet basic(50%-69%) performance level score on the MS-CPAS	0% of students met basic (50%-69%) performance level score on the MS-CPAS	MS-CPAS Scores: Student #1 – 43% Minimal Scheduled two mandatory CPAS test practices for all potential graduates, one in the Fall and the other one in the Spring.
		Pre/Post Test	75% of students will score 80% or higher on the Pre/Post Test.	90% (10) of students scored 80% or higher on the Pre/Post Test.	Students were allowed to retake the <u>CPAS practice</u> test until a satisfactory grade was made. Students were given review questions to answer first written and secondly orally.
Sanitation and Safety skills	1. Upon completion of the HRT program, the student will be able to demonstrate sanitation and safety skills to operate a food service establishment.	Hospitality and Tourism Management on the Sanitation and Safety CPAS - Cluster #2.	70% of students will score at the basic performance level (50-69%) on the CPAS Test for Hospitality and Tourism Management on the Sanitation and Safety Cluster.	100% (1HRT student) met basic (50%-69%) performance level score on the MS-CPAS	MS-CPAS Scores: Student #1 – 67% Benchmarks were met.
	2. Identify federal laws, the Food and Drug Administration, and the Occupational Safety and Health Administration rules pertaining to sanitation and safety.	Student progress monitoring	70% of students will show measurable improvement from pre-assessment to mid-assessment.	85% (15 students) showed measurable improvement from pre-assessment to mid-assessment.	Study groups were formed after class to make this improvement.
		Students will take the NRAEF ServSafe Certification Exam.	70% of the students will score 75% on NRAEF ServSafe Certification Exam, taken at the	70% of the students scored 75% or higher on the NRAEF ServSafe	Results were used to remediate students on sanitation and safety skills using video analysis, case studies and mock demonstration. Seminars and retest of exam were used. An additional class was scheduled to accommodate students who

	<p>3. Upon completion of the HRT program, the students will be certified in food handling sanitation.</p>		<p>end of the Sanitation and Safety Course.</p>	<p>Certification Exam.</p>	<p>enrolled in the spring. *Note: Three students were tested and three students scored 75% or higher on the Certification Exam ServSafe Certification Exam: Student 1 – 87% Student 2 – 80% Student 3 – 92% Student 4 –85% Student 5 – 81% Student 6 – 85% Student 7 –78% Student 8 –77% Student 9 – 65% Student 10 –78% Student 11 –86% Student 12 – 68% Student 13 – 71% Student 14 – 96% Student 15 – 60% Student 16 – 68% Student 17 – 50% *Student 18 - 85% *Student 19 – 80% *Student 20 – 75%</p>
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INDUSTRIAL MAINTENANCE MECHANICS PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 PROGRAM EVALUATION PLAN
 COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Industrial Safety	1.Upon completion of the Industrial Maintenance Program, students will be able to follow proper general safety practices used in industries and shops.	Safety Observation Checklist Safety Exit Exam 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%)	40 of 42 students taking the safety test and being checked on the safety check list scored 95% 76% of the students taking the exit exam made 80 or above Only 33% of the (2 of the 6) students taking the CPAS scored basic	Student work habit and attention to work in the shop and classroom has increased. The awareness to safety for themselves and others has increased sharply. Student safety involvement with each other has grown and students are looking for ways to improve safety campus wide. Teaching with an emphasis on the performance in safety for student concentration in understanding the principle of safety. Our goals were not met but student interest is up sharply.
Power Tool Applications	2.Upon completion of the Industrial Maintenance Program, students will be able to demonstrate the safe and proper use of power tools including Piping and Hydro Testing	Performance checklist 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%)	76% of the students made 75 or above of the performance check list. 72% of students taking the exit exam passed and 92.5% made above 65 on the exam <i>Only 33% of the students taking the CPAS made Basic skill level</i>	Students knowledge of the power tools and their usage increased as well as the operation of the power tools. The class is more efficient and productive. <i>Increased knowledge and ability has made the class more productive and increased the interest in class work</i> Student interest is increasing and the work process is improving Student #1= scored 69% Student #2= scored 54%

Blueprint & Sketching	3. Upon completion of the Industrial Maintenance Program, students will be able to effectively interpret blueprints & sketches for troubleshooting machines, pumps, motors, electrical wires, etc.	Exit Exam	At least 68% of the students completing the program will pass the exit exam.	We had 76% of students to successfully pass this exam	Increased the homework and assignment also continued the group study after class
		Performance Skill Evaluation	At least 70% of the students completing the program will pass the performance skills evaluation.	74% of the students passed the performance skill evaluation	Placed emphasis on retention to get the students to return or stay in the class.
		MS-CPAS	At least 70% of the students will pass the MS CPAS with at least a basic performance level (50% - 69%)	We did not meet the expected goals. Only 33% of the students made the Basic score of 50 – 69%.	Increased the study to included as much one-on-one help and group work to increase awareness and ability
Math & Measurement	4. Upon completion of the Industrial Maintenance Program, students will be able to demonstrate the proper use of measuring tools and math as it applies to the use of micrometers, calipers, dial indicators, etc.	Exit Exam	At least 65% of the students completing the program will pass the exit exam.	64% of students took the math exit exam and passed the exam with at least 68 or above	We increased the study and assignments and increased the efforts for continued retention
		Performance checklist	At least 65% of the students completing the program will pass the performance skills checklist.	79% of the students made above 85 on the performance checklist and the remaining 21% made above 65 for 100% passing	We continued the group study and increased the assignment and the retention efforts.
		MS-CPAS)	At least 70% of the students will pass the MS CPAS with at least a basic performance level (50% - 69%)	Only 33% of students made basic on the CPAS and 33% were high minimum	Along with the Related Studies Lab, extra assignments and increase class hands-on we will brainstorm in groups

Precision Machine Operations	5. Upon completion of the Industrial Maintenance Program, students will be able to demonstrate the safe and proper use of an engine lathe.	Exit Exam	At least 70% of the students completing the program will be able to pass the exit exam.	81% of students taking the exit exam passed. We are continuing to get better	Increased study, assignment and hands-on work to further increase skill and comprehension
		Performance checklist	At least 70% of the students completing the program will be able to receive 70% or above the performance evaluation.	90% of the students passed the performance checklist scoring above 70	We are and will continue to strive for perfection. The student will increase their willingness to do their very best
		MS-CPAS	At least 70% of the students will pass the MS CPAS with at least a basic performance level (50% - 69%)	Only 33% of the students taking the CPAS made above 50 and 33% were in the 40's	Understanding of the machine function and usage has increased and the student interest in the process is up sharply. Student # 1 scored 69% Student #2 scored 54% Students # 3 & 4 scored 46% - 40%

MEDICAL BILLING AND CODING TECHNOLOGY TWO-YEAR PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

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

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

PROGRAM NAME: MEDICAL BILLING AND CODING TECHNOLOGY

2011-2012 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Code Assignment	1. Upon completion of the Medical Billing and Coding Technology program, the students will be able to abstract information from source documents to determine appropriate diagnoses and procedures assignment.	(1a) Clinical Classification Content Area of CCA exam Domain 3 using case studies and coding scenarios.	(1a) 75% of students will pass the Clinical Classification Content Area of CCA exam Domain 3.	(1a) 10 out of 12 students (83%) of students passed the Clinical Classification Content Area of CCA exam Domain 3.	(1a) Benchmark was met. Instructor decided to time students on case studies and case scenarios throughout the semester.
		(1b) Medical Billing and Coding Checklist, Advanced Coding Section, number 1.	(1b) 75% of students will pass Medical Billing and Coding Checklist, Advanced Coding Section	(1b) 10 out of 12 (83%) of students assigned the appropriate codes according to official coding guidelines.	(1b) Benchmark was met. Instructor decided to increase lecture time on the official coding guidelines and develop exercises that deal solely with the content of official coding guidelines.
	2. Upon completion of the Medical Billing and Coding Technology program, the students will be able to assign the appropriate code(s) to the highest level.	(2) Practice National CCA Exam, Clinical Classification Area, Domain	(2) 75 % of students will pass Clinical Classification Area, Domain 3 of National CCA Exam.	(2) 10 out of 12 students (83%) of students passed practice CCA exam.	(2) Benchmark was met. Instructor will administer and time students on practice CCA exam four times during the semester.
Billing Process	3. Upon the completion of the Medical Billing and Coding Technology program, the students will be able to identify and investigate health plan payment denials.	(3) Passing Medical Billing and Coding Checklist, Medical Insurance Billing Section, number 2	(3) 80% of students will pass Medical Billing and Coding Checklist, Medical Insurance Billing Section, number	(3) 7 out of 9 (78%) students determined the source of various health plan payment denials	(3) Instructor decided to have students develop a checklist to utilize while reviewing claims that consist of common causes of payment denials.

MEDICAL OFFICE TECHNOLOGY DEGREE PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 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
Communication	<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 oral and written medical terminology information effectively.</p>	A. Medical business documents: medical memos and letters samples rubric	1. At least 70% of students will score 75% or above on business document grading rubric.	Twenty –three students composed business documents: memos, and letters. 12 out of 23 students met the standards on letters and memos- 52% passing rate.	To increase student performance on the student learning outcome the instructor: Students did not attend class: Emailed students follow-up. Students who returned were allowed to do makeup work up to three class meeting periods. Deleted 10 points for each day assignment were late. Some students did not return or do make-up work. Completed chapter writing improvement exercises. Completed grammar/ mechanics exercises Provided students with documents for editing
		B. Medical terminology books, reference sources and CD activities	2. At least 70% of students will score 75% or above on the books, reference sources and Medical office CD activities.	Twenty students attempted the activities. 13 out of 21 students met the standards on the Medical office activities: 61% passing rate	
		C. Mississippi Career Assessment System (MSCPAS) Business Communication	3. Students will score basic (50%-69%) or above on MSCPAS) Business Communication	Eight students took the MSCPAS; students met the standards of the score basic (50%-69%) on MSCPAS 100% passing rate	<p><u>MSCPAS Scores</u></p> <p>1.Student –50% -- Basic</p> <p>2.Student – 75% -- Proficient</p> <p>3.Student –75.%-- Proficient</p> <p>4. Student – 88.%Advance-</p> <p>5. Student – 50%-- Basic</p> <p>6. Student – 88%--Advance</p> <p>7.Student – 88%--Advance</p> <p>8. Student –75.%-- Proficient</p> <p>No action needed</p>

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
Management and Operation of the Computer	2. Upon completion of the Medical Office Technology program the student will be able to manage and operate the computer.	A. Database retrieval of information	1. At least 70% of students will score 70% or above on the database to retrieval information.	Fifteen students attempted the database retrieval assessments; 12 out of 15 successfully completed the assessment: 80% passing rate	To increase student performance on the student learning outcome the instructor: Reinforced confidentiality and security measures to protect electronic information. Explained the importance of evaluating software packages to determine each meet user needs. Demonstrate the correct procedure for handling data files
		B. Common use of software packages (e.g. spreadsheets, databases, word-processing...etc) assessments	2. At least 70% of students will score 75% or above on the use of software assessments	Seventeen students completed the software assessments; 14 out of 17 met standards on the software assessments: 82% passing rate.	<u>MSCPAS Scores</u> 1.Student –55% -- Basic 2.Student – 53% -- Basic 3..Student –63%-- Basic 4.. Student –69%-- Basic 5. Student – 56.%-- Basic 6.Student – 50%-- Basic 7.Student – 50.%-- Basic 8.Student – 81.%-- Proficient 9.Student – 56.%-- Basic 10.Student -62.%-- Basic
		C. Mississippi Career Assessment System (MSCPAS) Microcomputer Computer and Database Management	3. At least 70% of students will score basic (50%- 69%) or above on MSCPAS) Microcomputer Computer and Database Management	Ten students took the MSCPAS- assessment. 10 out of 10 met standards on standards MSCPAS in Microcomputer Computer and Database Management. 100% passing rate	None needed

Competency Area	Student Learning Outcome	Methods of Evaluation Or Assessment	Evaluation Standards or Benchmarks	Assessments Results	Explain How Results Were U T Improve Student Learning, Curriculum, Or Program
Word Processing	3. Upon completion of the Medical Office Technology program, the student will be able to utilize a word processing software package to create, format, and edit various Medical documents with speed and accuracy.	A. Business Document Grading Rubric 			

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
Financial Application	1. Upon completion of the Medical Office Technology Program, the student will be able to demonstrate knowledge of medical accounting concepts. 2. Upon completion of the Medical Office Technology Program, the student will be able to apply appropriate billing codes to patient's records.	A. Calculator competency check-off list	1. At least 70% of students will score 75% or above Calculator competency check-off list.	Twenty –seven students were evaluated; 12 out of 27 students completed the calculator competency check-off list : 44% passing rate	To increase student performance on the student learning outcome the instructor : Students did not attend class: Emailed students follow-up. Students who returned were allowed to do makeup work up to three class meeting periods. Deleted 10 points for each day assignment were late. Some students did not return or do make-up work. Explain the importance's of proofreading and editing numbers. Instructed students to verify various business documents and recalculate when necessary. Explained why it is necessary to use special journals for recording specific transactions. Prepared study guide for core objectives to help student prepare for MSCPAS Discussed test taking tips <u>MSCPAS Scores</u> 1. Student –56% -- Basic 2. Student – 50% -- Basic 3. Student –19- Minimal 4. Student – 56.%-- Basic 5. Student – 94.%--Advance 5. Student – 31%-- Minimal 7. Student – 37.%-- Minimal 8. Student – 44.%-- Minimal
		B. Business math work samples C. Student accounting working papers D. Mississippi Career Assessment System (MSCPAS) Business math and Business accounting	At least 70% of students will score 75% or above on business math work samples. 2. At least 70% of students will score 75% accounting working papers 3. At least 70% of students will score basic (50%-69%) or above on MSCPAS Business math and Business accounting	Twenty –seven students completed work samples for business math. 14 out of 27 students met the standards on the collections of student work samples. 52% passing rate Twenty-three students completed accounting working papers: 12 out of 23 met standards on the working papers 52% passing rate. Eight students took the MSCPAS- assessment. 4 out of 8 achieved standards on standards MSCPAS 50% passing rate	

NURSING ASSISTANT (NA) PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
1. At the completion of the nursing assistant program, students will be certified in Cardiopulmonary Resuscitation.	American Heart Association written examination and skills examination.	Student will score 85% or the written examination and 100% on the skill performance check list.	100% Indicate the number of students evaluated Ex. 20/20 = 100%	Met Benchmark
2. At completion of the nursing assistant program, students will be able to demonstrate personal care skills	Performance check list	Student will score 75% or more of skills on the performance check list	100% Indicate the number of students evaluated Ex. 20/20 = 100%	Met Benchmark
3. At the completion of the program, the students will be able to pass the comprehensive written examination.	Instructor's Comprehensive Exit Exam	Student will score at 75% or more on the comprehensive written exam.	100% Indicate the number of students evaluated Ex. 20/20 = 100%	Met Benchmark

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.	National Nurse Aid Assessment Program Written Examination	At least 75% of the students taking the examination will receive 80% or above on the written evaluation for the national exam.	78% Indicate the number of students evaluated Ex. 20/20 = 100%	Met Benchmark (Two graduates have not taken the examination)
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.	National Nurse Aid Assessment Program Skills Examination	At least 75% of the students will receive satisfactory on 5 out of 5 or 100% on the skills evaluation for the national exam.	89% Indicate the number of students evaluated Ex. 20/20 = 100%	Met Benchmark (Two graduates have not taken the examination and skills evaluation sequence will change effective July 12, 2012)
6. Students admitted to the Nursing Assistant Program will finish the program according to the criteria requirements of the Board of Health.	Class Rosters	At least 70% of the students admitted to the Nursing Assistant Program will finish the program according to the criteria requirements of the Board of Health.	92% Indicate the number of students evaluated Ex. 20/20 = 100%	Met Benchmark

POLYSOMNOGRAPHY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Program Outcomes	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Program Completion	1. 70% of the graduates admitted will graduate in two years.	<ol style="list-style-type: none"> Final Enrollment Rate compared to Admission Track each semester Exit Interview Form 	Evaluation of program completion rate.	11/19 (58%) of students completed.	Improvement on recruitment. Explaining in detail what Polysomnography entails and expectations to applicants.
Employer Satisfaction with the Graduate	2. Upon completion, 90% of the employers rate their degree of satisfaction with the graduating class as meeting their expectations.	<ol style="list-style-type: none"> Employer evaluation of graduates January each year 	Employer satisfaction with the graduates	7/8 (88%) of the employers rated the 2011 graduates as overall satisfaction as "GOOD" or better.	Increases the amount of time the student is involved in clinical hours and technical aspects such as scoring.
Clinical Affiliate Satisfaction with the Student	3. Upon completion, 90% of the clinical affiliates rate their satisfaction with the students as meeting their expectations.	<ol style="list-style-type: none"> Clinical Preceptor Evaluation Clinical Affiliate Evaluation Each semester 	Clinical affiliates and clinical preceptors satisfaction with the students	7/7 (100%) of the clinical affiliates rated the students as meeting or exceeding their expectations.	Continue to instill the importance of professionalism in the healthcare field.
Employment Rate	4. Upon completion of the Polysomnography Program, 70% of the students will obtain employment or continue their education within six months of graduation.	<ol style="list-style-type: none"> 6 month Graduate Employment Evaluation January each year 	To ensure employment and/or continuing education of the graduates	6/10 (60%) of the 2011 graduates became employed or continued their education within 6 months after graduation.	Continue to assist students in job placement and placement into continuing education programs.

Registry Pass Rate	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	<ol style="list-style-type: none"> 1. Board of Registered Polysomnographic Technologist National Pass Rate Report 2. Board of Registered Polysomnographic Technologist Exam Pass List 3. January each year 	To ensure graduates performance and registry	<p>1/10 (10%) passed the polysomnography registry exam from the 2011 graduating class.</p> <p>5/10 (50%) have unsuccessfully taken the polysomnography registry exam</p>	<p>Improve the PSG Capstone course with aids to assist students in preparing for the registry exam.</p> <p>Recruit professional outside assistance.</p> <p>Schedule a review course for graduates.</p>
Graduate Satisfaction with the Program	Upon completion of the Polysomnography Program, 80% of the graduates indicate their satisfaction with the program	<ol style="list-style-type: none"> 1. Graduate survey 2. May each year 	To ensure students/graduates satisfaction with the Polysomnography Program	8/8 (100%) of the graduates rated the program as meeting or exceeding their expectations.	Continue to build the program to reach high standard. Hire a clinical instructor to assist with students and teaching polysomnography.

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
Technology Skills	1. Upon completion of each year, the Polysomnography students will be able to demonstrate proficiency in A. The International 10-20 System Hook Up (1st year students) B. Using the Viasys Sleep Technology in the laboratory setting (2nd year students)	1. Preceptor Evaluation, July each year 2. Course Evaluation, July each year 3. International 10-20 System Rubric 4. Viasys Sleep Technology Rubric	To ensure appropriate skills for employment and the workplace A. At least an 80% accuracy in meeting the performed criteria for the International 10-20 System Rubric. B. At least an 80% accuracy in meeting the performed criteria for the Viasys Sleep Technology Rubric.	A. 5/5 (100%) Each first year student received greater than 80% on the International 10-20 System Rubric B. Each second year (11/11, 100%) students received greater than 80% on the Viasys Sleep Technology Rubric	A. Continue to work with students to accomplish the International 10-20 System. B. Continue to work with students to accomplish computer skills for sleep technology.
Professional Behavior	2. Upon completion of the second year, the Polysomnography students will be able to develop a resume and a resignation letter.	1. Course Evaluation, May of Sophomore year 2. Resume Rubric 3. Resignation Letter Rubric	To ensure appropriate behavior for employment and the workplace A. At least an 80% on the Resume Rubric B. At least an 80% on the Resignation letter Rubric	A. 11/11 (100%) of the sophomore students completed a successful resume.	Continue to assist students with the preparation of their resumes and resignation letters for help form their professional behavior.
Communication Skills	3. Upon completion of each year, the Polysomnography students will be able to demonstrate appropriate communication skills, while administering patient care scenarios. A. The first year students will be the technician for volunteers.	1. Patient Satisfaction Survey, May freshman year 2. Self Evaluation of video 3. Course Evaluation, May freshman year 4. Communication Skills Rubric	To ensure appropriate communication skills for employment and the workplace A. At least 80% on the Communication Rubric as a technician	A. 5/5 (100%) of the freshman students scored an 80% or higher on the communication rubric.	Continue instilling professional communication skills into the students.

Critical Thinking Skills	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.	<ol style="list-style-type: none"> 1. Group Presentation Rubric 2. Individual Presentation Rubric 3. Peer Review Survey 4. Course Evaluation, December sophomore year 5. Self Evaluation of video 	<p>To ensure appropriate critical thinking skills for employment and the workplace</p> <ol style="list-style-type: none"> A. At least 80% on the Group Presentation Rubric B. At least 80% on the Individual Presentation Rubric 	<p>A. 11/11 (100%) of the students applied critical thinking by evaluating pediatric sleep data collection.</p>	<p>Continue evaluating the students critical thinking skills by comparing same Polysom study scoring sets.</p>
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PRACTICAL NURSING PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012
PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
1. Upon completion of the Practical Nursing Program, students will be able to demonstrate clinical proficiency in the performance of urinary catheterization.	Performance Check list	Student must master at least 90% of the skills on the performance check list for urinary catheterization	31 out of 31 = 100%	Benchmark was met. Extra laboratory practice and tutoring was offered to students on Mondays and after class.
2. Upon completion of the Practical Nursing Program the student will be able to safely initiate intravenous therapy.	Performance Check list	Student must master at least 90% of the skills on the performance check list for intravenous therapy and make 80% on the theory	21 out of 21 = 100%	Benchmark was met.
	Goal related questions on course examinations		21 out of 21 = 100%	Benchmark was met.
3. At the completion of the Fundamentals of Nursing Lab/Clinical (PVN 1436), students will be able to apply the principles of medication administration.	Performance Check list 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	29 out of 29 = 100% 24 out of 29 = 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.
4. Upon completion of Nursing Transition (PVN 1914), students will be able to demonstrate successful business employment skills.	Completion of resume	Student must successfully prepare a resume meeting 90% of the resume rubric.	21 out of 21 = 100%	Benchmark was met.
	Completion of an application for employment	Student must successfully complete an application for employment with 100% completion of the document.	21 out of 21 = 100%	Benchmark was met.
5. Upon completion of the Practical Nursing Program, students will be prepared to apply for licensure.	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 Calendar Year 2011 (32 out of 51) = 62.75% as reported by Annual Ms. Board of Nursing Report	Plan of action attached.

6. Upon completion of the Practical Nursing Program, students will be positively placed into employment	The instructor will track students through Former Student questionnaires. LPN reports placement rates by program to the state through the Postsecondary Final Enrollment Report and Annual PN Report	At least 70% of graduates of the Practical Nursing program will be employed within the field within 6 months.	15 out of 21 = 71%	Benchmark was met.
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RESPIRATORY CARE PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

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

To accomplish the institution's mission, the Respiratory Care Program has adopted the following goals: provide career and technical education programs that prepare students to enter the job market or transfer to a

college or university; utilize emerging instructional technology by providing innovative learning opportunities for students; ensure institutional effectiveness by planning, assessing, and evaluating all activities and programs.

Alignment of Program Outcomes with that of the Accrediting body for Respiratory Care:

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

PROGRAM NAME: RESPIRATORY CARE

2011-2012 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Program Improvement Based on Student Performance
Basic Respiratory Knowledge (1st)	Upon Completion of the Respiratory Care Program a minimum (70%) of the students will show a fundamental knowledge of respiratory care	<ol style="list-style-type: none"> 1. Classroom assignments/test 2. Laboratory competency check offs 3. Clinical procedure check offs 4. NBRC Self-Assessment Exam (SAE) 	<ol style="list-style-type: none"> 1. The students were given a cumulative final exam for Respiratory Care III covering the entire curriculum 2. Laboratory competencies were pass or fail. 3. Clinical competences were pass or fail 	<ol style="list-style-type: none"> 1. All four (4/4) students passed (100%) with a passing score of 70% or higher. 	<ol style="list-style-type: none"> 1. Will continue to monitor
Entry-Level Respiratory Care	Upon completion of the Respiratory Care Program, a minimum of 70% of the students will demonstrate the ability to deliver quality respiratory care to the non-critical patient.	<ol style="list-style-type: none"> 1. Laboratory check offs 2. Clinical Practice I and II preceptor evaluations 3. Clinical Practice I and II check offs 4. Clinical procedure check offs 5. Care plans 	<ol style="list-style-type: none"> 1. 75% students will successfully complete laboratory check offs 2. 75% students will have a favorable preceptor evaluation 3. 75% students will pass Clinical I and II 4. 75% students will complete clinical check-offs 5. 75% students will complete an acceptable patient care plan 	<ol style="list-style-type: none"> 1. All four (4/4) students successfully completed this requirement (100%). 	<ol style="list-style-type: none"> 1. Will continue to monitor

Entry-Level Respiratory Care	Upon completion of the Respiratory Care Program, a minimum of 70% of the students will demonstrate the ability to deliver quality respiratory care to the non-critical patient.	<ol style="list-style-type: none"> 1. Laboratory check offs 2. Clinical Practice I and II preceptor evaluations 3. Clinical Practice I and II check offs 4. Clinical procedure check offs 5. Care plans 	<ol style="list-style-type: none"> 1. 75% students will successfully complete laboratory check offs 2. 75% students will have a favorable preceptor evaluation 3. 75% students will pass Clinical I and II 4. 75% students will complete clinical check-offs 5. 75% students will complete an acceptable patient care plan 	<ol style="list-style-type: none"> 1. All four (4/4) students successfully completed this requirement (100%). 	<ol style="list-style-type: none"> 1. Will continue to monitor
Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Program Improvement Based on Student Performance

Attrition / Retention	60% of the students who started the program will complete the program based on a 3 year average.	<ol style="list-style-type: none"> 1. State of Mississippi Department of Education's Final Enrollment Report 2. Graduation Analysis 3. Committee on Accreditation for Respiratory Care (CoARC) guidelines 	There will be a 60% completion rate for the Respiratory Care Program as mandated by Mississippi's Department of Education Final Enrollment Standards and as set by CoARC.	<ol style="list-style-type: none"> 1. Awaiting results from May 2014 graduating class. This will provide a 3 year average. 	<ol style="list-style-type: none"> 1. Will know final results in May 2014. Cohorts are also scheduled to graduate in May 2013 & 2014.
Competency Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Program Improvement Based on Student Performance
Positive Placement	Upon completion of the Respiratory Care Program, students will obtain employment in the Respiratory Care field within six months of graduation.	<ol style="list-style-type: none"> 1. State of Mississippi Department of Education's Final Enrollment Report 2. Graduation Analysis 3. Committee on Accreditation for Respiratory Care (CoARC) guidelines 	At least 70% (a 3 year average) of the graduates will obtain employment within 12 months of graduation as mandated by Mississippi's Department of Education Final Enrollment Standards and as set by CoARC	<ol style="list-style-type: none"> 1. Awaiting results from May 2012 graduation 	<ol style="list-style-type: none"> 1. Will survey in November 2012 (six months post graduation). However, the first 3 year average for positive job placement will be measured in May 2015.
NBRC CRT Credentialing	Upon completion of the Respiratory Care Program, students will be able to successfully complete the National Board for Respiratory Care's Certified Respiratory Therapist	The test set by the Committee on Accreditation for Respiratory Care (CoARC) of a successful program is the ability of the graduate to successfully become credentialed by passing the NBRC Certified Respiratory Therapist	At least 70% of the graduates will successfully pass the NBRC's CRT examination and become a credentialed Respiratory Therapist.	<ol style="list-style-type: none"> 1. Awaiting results from May 2012 	<ol style="list-style-type: none"> 1. Will survey in November 2012 and May 2013.

NBRC CRT Credentialing	Upon completion of the Respiratory Care Program, students will be able to successfully complete the National Board for Respiratory Care's Certified Respiratory Therapist Examination.	The test set by the Committee on Accreditation for Respiratory Care (CoARC) of a successful program is the ability of the graduate to successfully become credentialed by passing the NBRC Certified Respiratory Therapist (CRT) Exam. We will use the Test Statistics from the NBRC Pass Rate for CCC	At least 70% of the graduates will successfully pass the NBRC's CRT examination and become a credentialed Respiratory Therapist.	1. Awaiting results from May 2012	1. Will survey in November 2012 and May 2013.
Employer Survey	Employers will be satisfied with the quality of program graduates.	The Committee on Accreditation for Respiratory Care's Survey Employers of Graduates Annually.	Obtain a minimum of 3 out of 5 rating on the Committee for the Accreditation for Respiratory Care (CoARC) employment survey.	1. Awaiting results from Summer 2012	1. Will survey in November 2012 (six months post graduation).
Graduate Survey	Upon completion of the Respiratory Care	The Committee on Accreditation for	Obtain a minimum of 3 out of 5 rating on the CoARC	1. Awaiting results from Summer 2012	1. Will survey in November 2012 (six months post graduation).

RESIDENTIAL CARPENTRY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 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.	#1 >50% specify #2 >50% identify #3 <50% install	Strengths & weakness are identified & will transfer more time to performance
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.	#1 >50% determine #2 >50% explain #3 <50% apply procedures	Strengths & weakness are identified & will transfer more time to 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.	#1 >50% specify #2 >50% examine #3 <50% install	Strengths & weakness are identified & will transfer more time to performance
CPAS	Meet state standards	CPAS testing-Cluster 3	At least 50% of the students will score Basic (50%-69%) performance level on Cluster 3.	< 50% score basic	Test preparation will begin in fall for spring test

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.	#1 >50% specify #2 >50% identify #3<50% install	Strengths & weakness are identified & will transfer more time to performance
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.	#1>50% determine #2>50% explain #3<50% apply procedures	Strengths & weakness are identified & will transfer more time to 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.	#1>50% specify #2>50% examine #3<50% install	Strengths & weakness are identified & will transfer more time to performance
CPAS	Meet state standards	CPAS testing-Cluster 3	At least 50% of the students will score Basic (50%-69%) performance level on Cluster 3.	< 50% score basic	Test preparation will begin in fall for spring test
Foundations	Student completers will be able to measure, square up & lay out foundation for house	Check list of competencies Foundations (CAV 1116) ____1. Describe and apply foundation safety procedures. ____2. Explain procedures for building foundations.	At least 50% of the students will rate 70% or above on their performance.	#1 > 50% describe #2 > 50% explain #3 > 50% install	Strengths & weakness are identified & will transfer more time to performance

Blueprint Reading	4.Student will be able to develop set of working drawings	Checklist Blueprint Reading (CAV 1133) ____1. Explain the elements of residential plans. ____2. Prepare a bill of materials from a set of plans.	At least 50% of the students will rate 70% or above on the drawing of a floor plan using CAD At least 50% of the students will score Basic (50%-69%) performance level on Cluster 4	#1>50% explain #2<50% prepare bill materials 10 of 18 testers score >50% & 1 of 18 score 100%	Strengths & weakness are identified & will transfer more time to performance Goals have been set to continue improvement in testing
CPAS	Meet state standards	CPAS test-Cluster 4			

WELDING AND CUTTING TECHNOLOGY PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 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																							
1. Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on equipment and accessories and weld in 1F, 2F, 3F and 4F positions using E60 series and E70 series electrodes.	Welding Lab Application Practicum performance checklist	75% of the students evaluated will perform at 70% or above on the Lab Application checklist	11 of 21 or 52% were successful.	Benchmark was not met due to students not coming to class. 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. Starting Fall 2012 student enrolling in program will have to have a High School Diploma or GED. That should help Benchmarks and retention.																							
	CPAS Scores	50% of students will score basic (50% - 69%)	7 out of 11 or 64% scored 50 or above	<table><tr><td>Student No.</td><td>Scores</td></tr><tr><td>#1</td><td>65</td></tr><tr><td>#2</td><td>41</td></tr><tr><td>#3</td><td>59</td></tr><tr><td>#4</td><td>82</td></tr><tr><td>#5</td><td>48</td></tr><tr><td>#6</td><td>76</td></tr><tr><td>#7</td><td>47</td></tr><tr><td>#8</td><td>54</td></tr><tr><td>#9</td><td>62</td></tr><tr><td>#10</td><td>54</td></tr><tr><td>#11</td><td>39</td></tr></table>	Student No.	Scores	#1	65	#2	41	#3	59	#4	82	#5	48	#6	76	#7	47	#8	54	#9	62	#10	54	#11
Student No.	Scores																										
#1	65																										
#2	41																										
#3	59																										
#4	82																										
#5	48																										
#6	76																										
#7	47																										
#8	54																										
#9	62																										
#10	54																										
#11	39																										

2. Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on equipment and accessories and weld in 1F, 2F, 3F and 4F positions using E70S and E70T electrodes.	Welding Lab Application Practicum performance checklist	75% of the students evaluated will perform at 70% or above on the Lab Application checklist	11 of 21 or 52% were successful in GMAW and 11 of 21 or 52% were successful in FCAW.	Benchmark was not met due to student not coming to class. 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. Fall 2012 students that enroll in program must have High School Diploma or GED.	
	CPAS - Scores	50% of students will score basic (50%-69%)	6 out of 11 or 55% scored 50 or above	Student No.	Score
				#1	55
				#2	36
				#3	56
				#4	36
				#5	73
				#6	27
				#7	39
				#8	9
				#9	60
				#10	53
				#11	50
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.	Welding Lab Application Practicum performance checklist	75% of the students evaluated will perform at 70% or above on the Lab Application.	11 of 21 or 52% were successful.	Benchmark was not met due to students not coming to class. 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. Fall 2012 students enrolling in course must have High School Diploma or GED.	
	CPAS – Scores	50% of students will	9 out of 11 or 82% scored	Student No.	Score

		score basic (50% - 69%)	50 or above	#1 90 #2 60 #3 70 #4 62 #5 40 #6 70 #7 57 #8 47 #9 70 #10 54 #11 67
4. Upon completion of the Welding and Cutting Technology Program, students will be able to read welding symbols, conduct visual testing (destructive and non-destructive testing) of welds, and identify and apply safety around welding operations.	Welding Lab Application Practicum performance checklist	75% of the students evaluated will perform at 70% or above on the Lab Application performance checklist. 75% of the students evaluated will score at least 75% or above on goal related questions on the Exit Exam.	11 of 21 or 52% were successful. 52% succeeded	Bench mark was not met due to students not going to class. Adding more lectures and homework assignments should help students succeed. Changing grading scale to 50% lab and 50% class work should help improve test scores. Starting Fall 2012 students that enroll in program must have High School Diploma or GED.

5. Upon completion of the Welding and Cutting Technology Program, students will be able to perform safety inspection on equipment and accessories and weld aluminum, stainless steel, and carbon steel using gas tungsten arc welding techniques.	Welding Lab Application Practicum	75% of the students evaluated will perform at 70% or above on the Lab Application.	11 of 21 or 52% were successful.	Student’s reading skills have been identified as weak, which has been a barrier to student success on written tests. More reading assignments will be added to homework to help enhance reading skills. Adding more lectures and homework assignments should help students succeed. Changing grading scale to 50% lab and 50% class work should help improve test score. Fall 2012 student enrolling in course must have High School Diploma or GED. Same as above information	
	CPAS – Scores	50% of students will score basic (50% - 69%)	6 out of 11 or 55% scored 50 or above	Student No.	Score
				#1	59
				#2	35
				#3	53
				#4	18
				#5	88
				#6	35
				#7	50
				#8	53
				#9	57
				#10	43
				#11	41

SECTION 2-
COMMUNITY/PUBLIC
SERVICES

ADULT BASIC EDUCATION/ GENERAL EDUCATION DEVELOPMENT PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
Upon completion of the ABE/GED program, students will be able to show academic growth in reading, mathematics, and language.	TABE pre-tests and post-tests in reading, mathematics, and language.	The number of Students remaining in the same skill level will decrease by 20%	8% of students remained in the same level this year compared with 23% last year. This is a 15% decrease.	We will continue to incorporate explicit instructions according to students' individualized assessments to further increase educational gains as well as GED completion. We will increase community involvement and awareness among various non-profit agencies that are on a constant connection with our targeted audience. We will also increase recruiting and marketing in all five counties to increase enrollment and promote retention. We are looking to partner with more industries such as casinos, local businesses, churches, low income housing complexes, libraries, and community centers. With these new partnerships we anticipate a considerable growth in the number of participants we serve. We will promote the program through marketing strategies such as radio announcements, billboards, newspaper ads, flyers, and speaking engagements. We will also work to survey all of our completers to have an accurate account of how many participants actually enter employment, retain employment, obtain a GED or enter post-secondary education or training.
The ABE/GED program will show growth in number of students served and number of students receiving a GED.	Number of students served; Number of students obtaining GED;	The percentage of students completing levels will increase 20%	64% of students completed levels this year compared with 67% last year. This is a 3% decrease.	
The ABE/GED Program will meet the performance targets established by the State Board For Community and Junior Colleges for the Core Follow-up Outcome Achievements (See Attachment)		Number of students receiving services will increase by 3%	Enrollment as of 2011-2012: 546 Enrollment for 2010-2011: 545 0.2% increase	
	The percentage of enrolled students completing a survey once they leave the program that entered employment; retained employment; obtained GED; entered postsecondary.	Number of students receiving GED will increase by 3%	Students that obtained GED in 2010-2011: 207 2011-2012: 163 21% decrease	
		Entered Employment-0% Retained Employment-100% Obtain GED-92% Entered Postsecondary-60%	Entered Employment-100% Retained Employment-100% Obtain GED-100% Entered Postsecondary-98.4%	
The ABE/GED Program will meet the performance targets for the number of students completing current levels. (See Attachment)	The percentage of enrolled students completing educational levels which prepare them for the GED exam.	SL1-58% SL2-59% SL3-56% SL4-61% SL5-72%	SL1-67% SL2-66% SL3-67% SL4-54% SL5-90%	

EDUCATIONAL TALENT SEARCH PROGRAM EVALUATION PLAN COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

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

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

EDUCATIONAL TALENT SEARCH
2011-2012 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Competency Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Educational Talent Search	<u>Objective 1</u> Identify, screen and select 600 participants(each year of the grant) with academic potential for post-secondary education.	The Educational Talent Search staff will complete a student application which will be placed in file and information from application will be entered in the ETS database.	The Educational Talent Search staff will conduct a recruitment drive to solicit new students and up-date the personal/family information on returning students; student applications will be placed in file and information will be entered in the ETS database.	493	Talent Search staff will increase recruitment efforts in high schools. Talent Search will also increase recruitment efforts in middle schools to attract more 9th grade participants.
Educational Talent Search	<u>Objective 2</u> Ninety-three percent of non-senior secondary school participants served during each project period will be promoted to the next grade level at the end of each academic school year.	The Educational Talent Search staff will document the pass/fail student rate of non-graduating students by gathering copies of the last grade report for each participant from the participating school counselors.	93% of non-graduating students who participate in Educational Talent Search will successfully pass to the next grade.	99.74%	Benchmark was met.
Educational Talent Search	<u>Objective 3</u> Ninety percent of high school seniors (and their equivalents in alternative education programs) will graduate from secondary school or receive a certificate of high school equivalency during each project year.	The Educational Talent Search Office will evaluate the outcome of senior participants graduating from high school by getting a list of graduating seniors from participating school counselors.	90% of eligible seniors will graduate from high school or receive a certificate of high school equivalency completion.	91.57%	Benchmark was met.
Educational Talent Search	<u>Objective 4</u> Ninety percent of “college ready” project participants will apply for financial aid during each project period.	The Educational Talent Search Staff will evaluate this outcome by keeping copies of the pin number application and copies of the completed web financial aid application.	90% of ETS graduating seniors (or college ready participants) will successfully complete the financial aid process.	N/A	This objective is no longer evaluated.

Educational Talent Search	<u>Objective 5</u> Eighty-five percent of “college ready” project participants will apply for postsecondary school admission during each project period.	The Educational Talent Search Staff will evaluate this outcome by keeping copies of letters of application submitted to post secondary institutions by graduating students.	85% of graduating seniors will apply for enrollment at a post secondary institution.	100%	Benchmark was met. This objective will no longer be evaluated.
Educational Talent Search	<u>Objective 6</u> Eighty-five percent of “college ready” participants will enroll in a program of postsecondary education during each budget period (or during the next fall term).	The Educational Talent Search Staff will evaluate this outcome by documenting the number of graduates that are enrolled in a post secondary institution. Contact will be made with the counselors where the students graduated from and/or potential post secondary institutions of enrollment.	85% of college ready participants will enroll in a program of post secondary education during each budget period.	86.20%	Benchmark was met.

PUBLIC RELATIONS PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 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	<p>Public Relations Department will present a positive image of students, faculty, staff, and programs through media, documents, brochures, and sponsorships</p> <p>Public Relations will Assess CCC's contributions /participation in the Tennessee Williams Festival</p> <p>Public Relations will assess CCC contributions /participation in the Sunflower River Blues and Gospel Festival</p> <p>Public Relations will assess CCC contributions/participation to the Delta Literary Tour and the Southern Literary Trail</p>	Public Relations Department	<p>Public Relations Public Relations will evaluate this outcome with the following measures:</p> <p>description of clipping files of media coverage;</p>	<p>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> <p>Hard copies of media coverage - articles and photographs - are preserved and displayed in binders maintained in the Public Relations office</p>	<p>Despite the reduction of the CCC's hometown newspaper, The Clarksdale Press Register from a daily newspaper to twice weekly, positive press coverage has showcased CCC events, personnel has continued locally and also in Cleveland's daily Bolivar Commercial; and three weekly papers: the Tunica Times, Quitman County Democrat, and The Sun Sentinel of Tallahatchie County. We also receive coverage in the Daily World of Helena, Ark., the Delta Democrat Times of Greenville, and occasionally in Jackson's Clarion Ledger. Last year our media clipping file contained hard copies of 251 articles and photographs (117 articles and 134 photographs;). This year the coverage has increased to 282 articles and photos: (119 articles and 163 photographs: an increase of 12 percent with 2 weeks of coverage remaining in the last month.</p> <p>Media Coverage of CCC events July 1, 2011 to June 30, 2012</p> <p>JULY 2011 7/20/12 – "Coahoma</p>	<p>The goal of a 5 percent increase in print media coverage was met and surpassed with a 12 percent increase.</p> <p>The college sponsored the successful 19th annual Tennessee Williams Festival with its numerous components attracting a total audience of 3,000 participants. The exciting focus was the playwright's Pulitzer Prize-winning drama, "Cat on a Hot Tin Roof."</p> <p>CCC's Whiteside Lecture Hall was filled for the exceptional literary conference that evoked audience comments, questions, and discussions. It featured an address by Eda Holmes, associate director of the prestigious Shaw Festival of Toronto Canada, where she also was directing "Cat on a Hot Tin Roof: for her theatre's 50th anniversary; The conference included a scholar panel with Dr. Kenneth Holditch of New Orleans, one of America's top Williams scholars as keynote speaker.</p>

			<p>attendance figures of CCC personnel at cultural and community events;</p> <p>description of events and festivals sponsored by the college,</p>	<p>Attendance figures at Lyceum cultural events sponsored by Federal funding were reported in news accounts of these programs.</p> <p>Attendance figures and overall program assessments including evaluation of components and personnel of the annual Tennessee Williams Festival and the Sunflower River Blues and Gospel Festival were part of required Final Reports submitted to funding agencies: The Mississippi Arts Commission, the Mississippi Humanities Council before funds were approved and released. Details were also kept for CCC's business office that is audited on a regular basis.</p>	<p>accreditation reaffirmed by SACS," Bolivar Commercial with 3 -col color photo; 7/29/2012 – "CCC accreditation reaffirmed by Southern Association of Colleges," 2 col-color photo, Clarksdale Press Register; 7/11 – 3 col color photo, "Gather for orientation," The Sun Sentinel; 7/16/2011 2 col color photo, "McGlown honored for CCC service; 7/13/2011, Article and two 4 col color photos, "300 pack CCC Freshman Orientation," Clarksdale Press Register; 7/14/2011 color photo, "CCC holds summer orientation," Cleveland, Bolivar Commercial," 7/1/2011 Article and color photo, "Howard berates negative media, celebrates success" Press Register; 7/19/2011, 5-col article and color photo, "More than 300 cheer practical nursing grads," Cleveland Bolivar Commercial; 7/2011 5-col spread and color photo, "Over 300 at CCC cheer practical nursing graduates," Quitman County Democrat; " 7/8/2011 6-col spread and mug shot, "CCC football coaches keeping tabs on athletes from afar," Press Register; 7/22/2011 spread with photo, "More than 300 cheer CCC practical nursing graduates," Tunica Times; 7/20/2011 5-col spread, color photo and article, "More than 300 cheer CCC practical nursing grads," Press Register AUGUST 2011 8/7/2011 – 3 col spread with</p>	<p>Live scenes from the play were performed by Canadian actress, Severn Thompson and Oxford actor Jared Davis; a memorable performance by Broadway playwright and actor Jeremy Lawrence.</p> <p>Once again Coahoma presented winners of the Student Drama competition with \$2,500 in cash prizes for their school theatre departments.</p> <p>CCC's Culinary Department prepared lunch in The Gallery during the literary conference.</p> <p>The finale took place at Ground Zero Blues Club with interesting exchanges between student actors and professionals.</p> <p>Audience evaluations rated the festival as "the best ever." It was an excellent showcase for Coahoma Community College, and numerous CCC faculty and staff participated as volunteers.</p> <p>Southern Living magazine covered the event and later showcased sites in their publication as a key stop in the Southern Literary Trail (Mississippi, Alabama, and Georgia).</p> <p>In August 2011, Coahoma was a major sponsor of the 24th annual Sunflower River Blues and Gospel Festival that attracted between 20,000 to 25,000 music fans to downtown Clarksdale.</p> <p>The headliner was Grammy</p>
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			<p>number of clearinghouse publications including newsletters, registration inserts, and class schedule brochures.</p>	<p>The Public Relations Director also serves as CCC Sports Information Director, creates, designs, and prints calendars, newsletters often combined with athletic programs; posters advertising orientation,</p>	<p>photo,”CCC’s Polysomnography Program earns historic national accreditation,” Cleveland’s Bolivar Commercial; 8/5/2011, 3 col-spread and photo, “CCC earns national accreditation,” Tunica Times; 8/19/2011, 3 col spread with 2 photos, “Lady Tigers show they care,” Press Register; 8/19/2011, 6-col spread with color photos, “CCC preparing quickly with little time to waste,” Press Register; 8/10/2011, 6-col spread, “CCC men’s basketball with 1j0 freshmen,” with color photo, Press Register; 8/4/2011, 3-col spread, “CCC Polysomnography Program earns historic national accreditation,” Quitman County Democrat; 8/10/2011, 2-col spread with color photo, “Record 3,000-plus students expected to enroll at CCC,” Press Register; 8/12/2011, 6-col spread with color photo, “CCC women with athletes at all positions,” Press Register; 8/19/2011 Article, “CCC’s Horton promises ‘exciting, good football,’ “ Tunica Times; 8/10/2011, 3 col photo, “Juco Weekly luncheon,” Cleveland’s Bolivar Commercial; 8/18/2011, 6-col spread with photo, “Coahoma CC hoping for big things in 2011,” Cleveland’s Bolivar Commercial; 8/12/2011, 4-col spread, “Coahoma Tigers football in sharp focus,” with photo, Tunica Times; 8/30/2011, 3-col spread with</p>	<p>winner Dorothy Moore who performed her signature classic: “Misty Blue.”</p> <p>Attending were BBC producer Carmel Lonergan and her husband of Manchester, England, who recorded a documentary of CCC’s Tennessee Williams Festival in 2009.</p> <p>CCC faculty and staff are key board members of the festival, and Coahoma’s banner was displayed prominently high on the Main Stage.</p> <p>The annual Delta Literary Tour, an advance component of the Conference for the Book at the University of Mississippi, was coordinated through Coahoma’s Tennessee Williams Festival organization with a welcome inside St. George’s Episcopal Church</p> <p>Participants heard an address by Dr. Colby Kullman and had lunch in the church Parish Hall.</p> <p>Panny Mayfield, CCC public relations director, hosted dessert and refreshments at her home where Theatre Oxford actors Alice Walker and Johnny McPhail performed scenes from the Williams drama, “A Streetcar Named Desire.”</p> <p>She also photographed the events and wrote an article that was published in the Clarksdale Press Register and other newspapers.</p>
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			<p>registration, inserts distributed in 15,000 newspapers publicizing registration information, and programs for cultural events: The Tennessee Williams Festival and Sunflower River Blues and Gospel Festival.</p> <p>The Public Relations director writes accounts of CCC athletic events during football and basketball season; distributes sports articles to area media and to SIDs at other community colleges; coordinates the exchange of rosters, broadcast information, etc.</p>	<p>color mug shot, “Strong named Coahoma Baseball Coach,” Cleveland Bolivar Commercial; 8/31/2011, 6-col spread with color photo, “Strong named CCC baseball coach,” Press Register; 8/14/2011, 5-col spread with color photo, “Record enrollment, streamlined registration forecast at CCC,” Quitman County Democrat.</p> <p>SEPTEMBER 2011 9/8/2011 – 5-col photo, “CCC welcomes students,” Quitman County Democrat; 9/7/2012, oversize color photo of watermelon cutting for new students, Cleveland’s Bolivar Commercial;” 9/7/2011, 6-col spread with color photo, “Second half mistakes lead to CCC loss,” Press Register; 9/4/2011, article, “CCC falls to 0-2 after loss to Jones,” 9/22/2012 3 col color photo and article, “CCC singers performed at Kennedy Center,” Quitman County Democrat; 9/23/2011, Page 1, 5-col spread with color graphic and b & photo “Tennessee Williams Festival promises mix of entertainment;” 9/27/2011 5-col article, “Golfers earn scholarships for CCC students, Cleveland Bolivar Commercial;” 9/28/2011 article and color photo, “Tunica tournament benefits CCC health science students, Press Register” 9/21/2011 – 6-col spread with color photo, “ Former CCC defensive end Tucker named</p>	<p>CCC’s participation in the Delta Literary Tour was also publicized on the Southern Literary Trail website, on CCC’s Williams Festival website, and the Southern Register, the newsletter published by the Center for the Study of Southern Culture at the University of Mississippi.</p> <p>Last year’s evaluation listed approximately 15 cultural events sponsored by the college including Lyceum-sponsored programs and CCC-sponsored groups participating in other events.</p> <p>That number increased significantly during 2011-12.</p> <ol style="list-style-type: none"> 1. 3,000 participated in the multiple components of the October Tennessee Williams Festival on campus and in Clarksdale’s Historic District 2. 2,500 attended the Gospel Fest Gala in the Pinnacle kicking off Homecoming Week in October. It featured several groups including the legendary Mississippi Mass Choir headlining the concert. 3. Homecoming
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				<p>player of week,” Press Register; 9/14/2011, 3 col color photo, “CCC carpentry class adds new roof to restroom,” Press Register; 9/14/2011 – 6 col spread with article and two color photos, “Bobby Rush, Latimore to headline CCC homecoming,” Press Register; 9/18/2011, article, “Holmes edges Coahoma,” Cleveland Bolivar Commercial; 9/28/2011, 6 col spread with color photo, “CCC comeback not enough to erase early deficit,” Press Register; 9/30/2011 6 col spread with article and color photo, “CCC Homecoming Week boasts variety of events,” Press Register; 9/11 “CCC Homecoming worth attending,” Cleveland Bolivar Commercial; 9/30/2011 oversize 6-col color photo, “Mississippi Mass Choir opens CCC Homecoming,” Cleveland Bolivar Commercial; 9/23/2011 article, “Coahoma drops another one,” Cleveland, Bolivar Commercial.</p> <p>OCTOBER 2011</p> <p>10/5/2011, 6-col spread with color photo, “Gospelfest kicked off CCC Homecoming Week Sunday,” Press Register; 10/5/2011, Article with 2 color photos, “Southern Living to feature Williams sites, porch plays,” Press Register; 10/2011, “CCC game to help breast cancer awareness,” Press Register; 10/19/11, 6 col-spread with 2 color photos, “Williams</p>	<p>After/Game Concert featuring music by Delta Blues Museum Education students, local musicians, and headliner Bobby Rush drew thousands.</p> <p>4. Presidential Homecoming Gala formal All Black Fund-raising dinner benefiting At-Risk male students was a glittering extravanga featuring music by celebrity entertainer Latimore. It was attended by several hundred.</p> <p>5. Outstanding Teacher of the Year program in November honoring Concert Choir director Kelvin Towers and the choir was attended by hundreds applauding his presentation for the Mississippi Humanities Council. Theme was “The Importance of Music Education,” and “Music Is Everywhere.”</p> <p>6. Veterans Day program Nov. 16 in the Pinnacle honored uniformed soldiers of the U.S. Army Reserve Unit No. 850, attended by hundreds including area veterans. The event included a talk by state Rep. John Mayo, an emotionally-laced</p>
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					<p>festival biggest, best ever,” Press Register; 10/19/2011 – Article and color photo, “CCC defensive performance not enough,” Press Register; 10/26/2011, Article, “MDCC to host Coahoma,” Cleveland Bolivar Commercial; 10/12/2011, Article and color photo, “Mistakes lead to CCC homecoming loss down stretch,” Press Register; 10/5/2011, 3 col photo, “2011 CCC Homecoming royalty elected,” Cleveland, Bolivar Commercial; 10/12/2011, 3 col color photo, “Miss Homecoming crowned,” Cleveland, Bolivar Commercial; 10/6/2011, 3 col photo, “Gospel Fest skyrockets,” Marks, Quitman County Democrat; 10/2011, Article, “CCC falls at fourth-ranked EMCC, remains winless,” Press Register; 10/26/2011, Article, “Tigers shutout as GCCC celebrates 100th anniversary,” Press Register; 10/20/2011, article, “Williams Festival rated ‘biggest and best ever,’” Quitman County Democrat, Marks; 10/21/2011, Page 1 6-col spread with color photo, “\$2,500 given to high school drama departments,” Press Register; 10/21/2011, 6-col spread plus 4-col photo,” Artist just one of a myriad of titles for Wilcox,” Press Register; 10/21/2011, 6-col spread with color photo, “Williams Festival rated “biggest and best ever,” Cleveland Bolivar Commercial; 10/12/2011,</p>	<p>performance by CCC vocalist Taneshia Young, a mime presentation by Sky King; and the 65-voice CCC Concert Choir singing “God Bless America.”</p> <p>7. The annual CCC Christmas Concert of the Concert Choir, area high school choirs with the Memphis Chamber Orchestra in the Pinnacle drew an audience of 1,000 music fans including students, and the community.</p> <p>8. The Lyceum-sponsored and internationally-renowned Alvin Ailey II Dancers gave two performances filling the City Auditorium in February with standing room only with a audience of more than 4,000. The matinee was open to area students with some invited on stage with the professional dancers. The night performance drew fans from other states as well as Mississippi. The day before the performances, a former Ailey dancer directed a workshop for Higgins Junior High students. The public relations director photographed action at the workshop</p>
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					<p>Page 1, 6-col spread plus speaker mug shots inside, “Acclaimed actors, local thespians share stages at festival,” Press Register; 10/12/2011, Article plus color photo, “CCC Gala raises \$90K,” Press Register; 10/28/2011, Article and photo, “Health Science Information Day scheduled for Tuesday,” Press Register; 10/21/2011, Article and color photo, “CCC gala raises money for scholarships,” Cleveland Bolivar Commercial; 10/28/2011, Article and photo, “CCC Health Science Day set for Nov. 1”, Cleveland Bolivar Commercial.</p> <p>NOVEMBER 2011</p> <p>11/2/2011 – 6-col spread, Articles and color photos, “Towers named Outstanding Humanities Teacher of the Year,” Press Register; 11/8/2011, 3 col color photo, “Halloween party”, Cleveland, Bolivar Commercial; 11/6/2011, 6-col spread and 4 col color photo, DSU’s Calvin attends national audio convention,” Cleveland, Bolivar Commercial; 11/16/2011, “CCC Veterans Day program celebrates patriotism with stirring performances” with 2 color photos, Page 1, Press Register; 11/11/2011, Article and color photo, “Towers named Outstanding Teacher of the Year at CCC,” Cleveland, Bolivar Commercial; 11/9/2011, 6-col spread and color photo,</p>	<p>and the photographs were incorporated into posters distributed through the area and publicity photos emailed to area newspapers. One of the photographs was featured later in a National Endowment for the Arts newsletter.</p> <p>9. Black History Month included a number of events; a particularly interesting one was a competition with students presenting famous speeches or original speeches on civil rights. The event took place in Whiteside Hall which was packed.</p> <p>10. In March, CCC’s Concert Choir was invited to perform at the Mississippi Humanities Council’s 40th anniversary banquet at the Hilton Hotel in Jackson. More than 400 officials and outstanding Mississippians applauded the choir’s concert.</p> <p>11. Coahoma’s Lady Tigers basketball team visited Lyon Elementary School and read to kindergarten students there as a community service...Earlier in the year the same group</p>
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					<p>“More than 250 attend CCC healthcare conference,” Press Register; 11/6/2011, 6-col spread with photo, “Booker delivers punch to Delta health issues,” Cleveland, Bolivar Commercial; 11/2011, 6-col spread article and photo, “Towers honored with teaching award at CCC,” Cleveland Bolivar Commercial; 11/16/2011, Article, “CCC wins first three games to open season,” Press Register; .</p> <p>DECEMBER 2011</p> <p>12/1/2011, Article and 2 photos from Chamber of Commerce banquet awards, Press Register; 12/13/2011, 4-col color photo, “More than 1,000 cheer Christmas at Coahoma concert,” Cleveland, Bolivar Commercial; 12/6/2011, Article, “MDCC sweeps Coahoma CC in basketball action,” Cleveland, Bolivar Commercial; 12/14/2011, Article, “CCC women break 100 mark for first time in win Saturday,” – Press Register; 12/7/2011, Color photo, “Coahoma County Higher Education Center hosts a Holiday Open House,” Press Register; 12/7/2011m /article and color photo, “Holiday Concert Thursday,” Press Register; 12/4/2011, photo, “CCC faculty evaluates iRead techniques,” Cleveland Bolivar Commercial; 12/7/2011, Photo, “JUCO All-Stars,” Cleveland Bolivar Commercial; 12/22/2011, 6-col spread with photo,</p>	<p>volunteer to prepare and serve food at Clarksdale’s Care Station, a feeding ministry for the hungry. The Lady Tigers made history with their winning record and invitation to play in the State MACJC Basketball Tournament and the Regional Tournament.</p> <p>12. Activities of the Delta Literary Tour have already been listed in this evaluation.</p> <p>13. The Presidential Scholars program in April honored top students at the college with a motivational talk by a former student who is a successful nurse practitioner in Memphis now, The event drawing hundreds took place in the Pinnacle and included a praise dance.</p> <p>14. Founders Week opened with the CCC Concert Choir’s spring concert on April 1. Other events were motivational talks by alumnus Lowe who presented scholarships to top students and addressed a Male Summit. Headlining Founders Week was a</p>
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				<p>“Local standout signs with Ole Miss,” Cleveland Bolivar Commercial; 12/14/2011, Article and 2 mug shots, “Tyler, Jones named HEADWAE honorees,” Press Register.</p> <p>JANUARY 2012 1/11/2011, Article, “CCC swept by Northwest,” Cleveland, Bolivar Commercial; 1/2012, “Article, “Coahoma Community College plans health information day,” The Sun Sentinel; 1/11/2012, Article and photo, “New Tiger sports logo ‘intimidating’”- Press Register; 1/25/2012, color photo, “CCC SGA officers honored at pinning ceremony,” Press Register; 1/8/2012, photo, “New CCC logo,” Cleveland Bolivar Commercial; 1/17/2012, Article,”CCC victorious at homecoming,” “Press Register; 1/6/2012, photo, “Spring registration,” Cleveland Bolivar Commercial; 1/15/2012. 6-col spread, Article with 2 photos, “Rare Ailey II dance performance set,” Cleveland Bolivar Commercial; 1/27/2012, 6 col-spread with 4-col photo, “Rare Ailey dance performance set for Feb. 2,” Helena, Arkansas, Daily World; 1/18/2012, Article and photo, “ Ailey II Dancers to perform at Civic Auditorium,” Press Register; 1/27/2012, Color photo, “Higgins students enjoy ballet workshop,” Press</p>	<p>talk by actress Florence Roach, a cast member of “The Help” movie. Mrs. Roach’s mother is an alumnus of CCC. She spoke about her background growing up on a plantation in Robinsonville, and her career in the arts after earning degrees from Jackson State University. The events were attended by thousands.</p> <p>15. On April 18, new members of Phi Theta Kappa honorary were inducted before a large crowd in the Magnolia Room of the Student Union and heard a talk by retired educator Dr. Jimmy Wiley.</p> <p>16. Earneest Killum., a Coahoma Community College alumnus and a former member of the LA Laker basketball team was inducted into the Mississippi Sports Hall of Fame in a prestigious ceremony in Jackson at the Muse Center of Hinds Community College. The event was attended by more than 400 sports fans, college officials and celebrities, and the publicity for CCC was impressive.</p> <p>17. Commencement in the</p>
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					<p>Register; 1/27/2012, 5-col photo, "Ailey workshop at Higgins," Cleveland Bolivar Commercial; 1/26/2012, 4-col color photo, "Webb student honored as SGA leader," Sun Sentinel; 1/29/2012, 4-col photo, "Oversize project," Cleveland, Bolivar Commercial; 1/18/2012, Article, "CCC victorious at homecoming," Press Register; 1/16/2012, Article, "CCC next three games at home," Press Register.</p> <p>FEBRUARY 2012</p> <p>2/3/2012, Article, "Tigers down Indians 89-86," Cleveland Bolivar Commercial; 2/2/2012, Color photo, "Transforming school bus," The Sun Sentinel; 2/3/2012, Article and color photo, "CCC to hold Information Day," Cleveland Bolivar Commercial; 2/22/2012, Article and photo, "Orators earn cheers from packed house," Press Register; 2/7/2012, 6-col spread, "MDCC drops two to Coahoma CC," Cleveland Bolivar Commercial; 2/8/2012, 6-col article, "CCC wins with buzzer beater against Itawamba Thursday night," Press Register; 2/8/2012, Color photo, "Thousands applaud Ailey Dancers," Press Register; 2/1/2012, Color photo, "Students transform bus for Tunica sheriff," Press Register; 2/11/2012, Article and color photo, "CCC to outline healthcare career training during its health</p>	<p>Pinnacle was an historic event with 425 graduates, the largest number of in history. Darrell Dixon, a CCC graduate now working in the office of U.S. Senator Thad Cochran, gave the commencement address.</p> <p>18. The State College Board held its May meeting at Coahoma Community College. Members were entertained on the eve of their meeting with a reception at the Delta Blues Museum in downtown Clarksdale, supper and live music at the famous Ground Zero Blues Club</p> <p>Doubling as CCC's Sports Information Office, the Public Relations office completed these duties:</p> <ol style="list-style-type: none"> 1. Designed, printed, and distributed calendars, programs, and posters for football and basketball seasons; 2. Covered all football games and all home basketball games for area newspapers. 3. Emailed and/or telephoned accounts of the games immediately following the games to the Clarion Ledger in Jackson and JUCO Weekly website and to other SIDs.
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					<p>science information day,” Press Register; 2/24/2012, Article, “Coahoma CC sweeps EMCC,” Cleveland Bolivar Commercial; 2/24/2012, 5-col spread of 3 color photos, “CCC Lady Tigers take time to share love of reading at Lyon,” Press Register; 2/29/2012, “2,000 expected at CCC Career Expo,” Press Register; 2/3/2012, Article, “Lady Tigers victorious at East Mississippi Community College,” Press Register; 2/9/2012, Article and color photo, “Lady Tigers in regionals,” Cleveland Bolivar Commercial; 2/10/2012, Two color photos, “CCC buzzing with activities,” Press Register; 2/9/2012, color photo and article, “Cook signs full scholarship,” Quitman County Democrat, Marks.</p> <p>MARCH 2012 3/2/2012, Spread of 4 color photos “CCC Career Fair,” Press Register; 3/1/2012, Article, “Pearl River fights off CCC in state tourney,” Cleveland Bolivar Commercial; 3/2/2012, Article “Lady Tigers advance to state tourney for first time in history,” Press Register; 3/2/2012, Article and photo, “CCC Career Expo set for March 2,” Tunica Times; 3/15/2012, color photo, “Webb’s Mason gives hair cut,” Sun Sentinel; 3/15/2012, color photo, “Local student touts</p>	<p>4. Exchanged rosters with other community colleges prior to games and made arrangements for visiting press in CCC’s press box</p> <p>Also in charge of marketing, the Public Relations office designed advertisements for 6 print media newspapers: The Press Register, Bolivar Commercial, Tunica Times, Quitman County Democrat, The Sun Sentinel and the Helena World.</p> <p>The director wrote scripts for radio stations and scripts for video advertisements for Cable One Television that aired on CNN, BET, ESPN, and TNT.</p> <p>The director also designed and distributed posters highlighting events and activities on campus, and designed a new billboard publicizing CCC’s new sports logo and it creator.</p> <p>The Public Relations Office is in charge of planning the Mississippi Delta Tennessee Williams</p>
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					<p>welding,” Sun Sentinel,” 3/14/2012, Article and 2 color photos, “Tanner takes first in competition,” Cleveland, Bolivar Commercial; 3/18/2012, Photo, “Addressing issues of teen pregnancy,” Cleveland Bolivar Commercial; 3/28/2012, Photo,” CCC Women Honored,” Cleveland, Bolivar Commercial; 3/30/2012, color photo, “Lady Tigers honored,” Tunica Times; 3/31/2012, 6-col spread with color photos, “Diverse events scheduled for CCC’s Founders Week,” Press Register.</p> <p>APRIL 2012</p> <p>4/19/2012, 6-col color photo, - “Locals among new inductees into Coahoma’s Phi Theta Kappa,” The Sun Sentinel; 4/42012, Color photo, “Dixon-Wells crowned King and queen at CCC,” Press Register; 4/4/2012, Page 1 article and 2 color photos, ‘Coahoma Male’ project at CCC reaps success,’ Press Register; 4/12/2012, color photo, “Webb student among group awarded scholarships,” Sun Sentinel; 4/20/2012, “CCC Choir holds spring concert at St. Paul MB Church,” Cleveland, Bolivar Commercial; 4/25/2012, full page spread with 3 photos, “More than 100 Presidential Scholars honored at CCC,” “CCC barbering students: A cut above,” Press Register; 4-col spread, Article and photo,” Actress with Tunica</p>	<p>Festival, its program, format, activities.</p> <p>She successfully wrote grant applications that were funded by the Mississippi Humanities Council, the Mississippi Arts Commission, the Rock River Foundation, and individual patrons. She invited all speakers and actors, made lodging and meal reservations, completed and organized all paperwork required of participants and required by the CCC Business Office.</p> <p>The director also wrote final reports to qualify for payments; from granting entities, and answered inquiries from auditors checking financial records.</p> <p>The director designed the festival program with photographs she had taken from previous festivals</p>
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					<p>roots shares story at CCC,” Tunica Times; 4/11/2012, 6-col spread, article and photo, “Roach embraces past during CCC Founder’s Day speech,” Press Register; 4/20/2012, 5-col spread with photo and article, “CCC/Laker alumnus Killum to be inducted into Mississippi Sports Hall of Fame,” Press Register; 4/18/2012, 5-col spread with article and photo, “Phi Theta Kappa induction honors ‘Coahoma’s best’” – Press Register; 4/6/2012, ‘The Coahoma Male’ project to expand’, - 6col spread with article and 2 photos, Cleveland Bolivar Commercial; 4/26/2012, Color photo, “Webb resident wins award,” Sun Sentinel; 4/22/2012, 3-col photo, “Three Coahoma Community College standouts sign,” Cleveland, Bolivar Commercial; 4/27/2012, Photo, “CCC basketball standouts awarded scholarships to senior universities,” Press Register.</p> <p>MAY 2012</p> <p>5/2/2012, Full page spread, 2 articles and 5 photos,”Former ‘mediocre’ athlete delivers unique address; “CCC is preparing to honor one of its largest ever graduating classes,” Press Register; 5/4/2012 6-col article and color photo, “Killum inducted into Mississippi Sports Hall of Fame,” Press Register; 5/4/2012 Full page spread</p>	
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					<p>with 2 color photos,”Morgan wins MACJC All-State. All-Region honors; Vaughn signs to play in Texas at Wiley College,” Press Register; 5/4/2012, 3-col spread of 7 photos, “CCC Academic Awards Day,” Press Register; 5/9/2012, Full page spread, “CCC’s commencement set Saturday,” article and 3 photos, Cleveland, Bolivar Commercial; 5/2/2012, photo, “Scholarship winner,” Bolivar Commercial; 5/2/2012, Two 3-col photos,”Basketball standout signs to play at Wiley College,” and “Athletic MVPs announced at Athletic Banquet,” Cleveland, Bolivar Commercial; 5/17/2012, Article and photo, “Two Marks nursing students graduate,” Quitman County Democrat/Marks; 5/13/12, Article and two photos, “Graduation Day,” and “CCC makes history with 425 grads,” Jackson Clarion Ledger; 5/16/2012, Full page spread with 2 color photos,”CCC makes history graduating 425 students Saturday,” Press Register; 5/23/2012, 6-col spread, article and color photo, “CCC hosts unique Mississippi College Board meeting,” Press Register; 5/23/2012, Article and color photo, “ Cultural Heritage meeting first step in long process,” Press Register.</p> <p>JUNE 2012</p> <p>6/5/2012, Color photo, “CAHS grad receives CCC scholarship,” Press Register;</p>	
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					6/6/2012, Article and photo, "Legendary coach Morris to direct 10 th annual Lil' Tiger Camp," Press Register; 6/8/2012, article and photo, "Legendary CCC coach to direct annual Lil' Tiger Camp," Tunica Times.; 6/1/2012, Article and photo, "CCC to face lawsuit for malicious prosecution of Hayes," Press Register; 6/2012 – Letter to the Editor, "Coahoma Community College should be ashamed of behavior; 6/12 – List of CCC graduates from Clarksdale published, Press Register.; 6/15/2012 – Photo, Ribbon-cutting draws dignitaries, Press Register; 6/14/2012, 4-col photo Monday's ribbon cutting draws impressive crowd of dignitaries, Cleveland Bolivar Commercial; 6/15/12, article, 'Coahoma registration dates set,' Tunica Times.	
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WORKFORCE CUSTOMIZED TRAINING PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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.

**WORKFORCE CUSTOMIZED TRAINING
2011-2012 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE**

<i>Workforce Preparation and Training Area</i>	<i>Program Outcome</i>	<i>Methods of Evaluation or Assessment</i>	<i>Evaluation Standards or Benchmarks</i>	<i>Assessment Results</i>	<i>Explain How Results Were Used To Improve Student learning, Curriculum, Or Program</i>
Workforce Customized Training	1. The Workforce Development Center will meet the training needs of Business/Industry	The number of Business/Industry training partnerships:	Number of B/I partnership training projects will increase by 20%	Number of training project partnerships increased from 30 to 37; a 23% gain.	Increase in number of training projects written each fiscal year will reflect an increase in partnerships with Business and Industry
		Provide more extensive Industry-driven training programs	There will be at least 4 new programs offered to meet Industry employment needs	Research has shown that Pharmacy Tech, EVS, Paralegal Assistant and Transcriptionist training are 4 classes that will meet and impact Industry's employment needs.	Of the 4 classes offered, the possible trainees have shown more interest in the Pharmacy Tech program which will become a frontrunner for the next fiscal year.
		The percent of Medical Billing and Coding trainees that pass the National Certification	90 % of the Medical Billing and Coding class participants will receive National Certification and will be employable in the Healthcare Industry	14 trainees completed the modular training. To date, only 2 have taken and successfully passed the exam.	Results are inconclusive at this time pending the exam results of the remaining 12 participants.
		The number of contact hours:	The number of contact hours will increase by 20%	FY 09-10 296,836 hrs. FY 10-11 362,645 hrs. 22% increase. FY 11-12 238,616	Per request of B/I, several training modules were revised and extended for quality and content.
		The number of state	There will be at least 25	10 (27 last year) CPR	FY10-11, SBCJC

		and federal regulated safety classes provided	<p>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>classes were provided to B/I with all participants receiving certification.</p> <p>15 different safety classes were provided, not including CPR.</p>	<p>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 available. The WDC will continue to seek opportunities to offer safety training classes to its stakeholders.</p>
	2. The Workforce Development Center will address community and economic development needs	Community classes in partnership with local libraries.	There will be at least 4 community classes offered in the 5-county area libraries.	3 classes are being offered at the Clarksdale and Marks Library	Community oriented computer training will continue to be offered in partnership with area libraries. Community awareness opportunities will be sought after as well.
	3. The Workforce Development Center will provide support	Provide skills assessment	At least 200 people will participate in the WorkKeys assessment	A total of 452 certificates were awarded.	Several new partnerships emanated through the WINJOB

	services for trainees	Partner with the ABE/GED program to provide welding training to GED Students	program At least 15 students will participate in a modular basic welding class.	A total of 15 participants successfully completed the modular training. Two of the students were GED students.	Center, CCC's Allied Health division and some area school districts. Out of 15 participants, 11 entered into the workforce in the welding vocation. The modular training will be open to and available to all individuals regardless of enrollment status with the GED program.
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SECTION 3-EDUCATIONAL SUPPORT SERVICES

CAREER SERVICES AND PLACEMENT CENTER PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 PROGRAM EVALUATION PLAN

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Career Services and Placement	1. The Career Services and Placement Center will provide workshops and seminars for students.	Number of workshops/seminars provided Number of students participating	The Career Services and Placement Center will provide at least <u>14</u> career/placement workshops and seminars At least <u>150</u> of students will attend the workshops and seminars	16 = 114% 1130 = 753%	Students are not only more knowledgeable of the Career Center and their Career options. They have a greater sense of self –Awareness. Evaluations indicated that students also stated that they had better direction of where they wanted their career to go, as well as their options. Last semester of student two year plan is devoted to job readiness. Evaluations and feedback also determined that knowledge of career options, pathways and communication skills increase to record levels due to collaborations with the career technical division of campus and the community.
Career Services and Placement	2. Students will be able to identify career pathways that will assist them in choosing career opportunities. 3. Students and employees who utilize the Career Services and Placement Center will indicate that they are satisfied with the services provided them.	Number of students utilizing the Career Center Number of students receiving career counseling Transfer data for career-technical job placement results Academic transfer results Students and employees survey results will be used as the method of evaluation	Number of students utilizing the Career Center will be <u>200</u> in FY11. Number of students receiving career counseling will be <u>75</u> in FY 11. The number of CCC career-technical completers who continue their education or who successfully enter the workforce will be <u>75</u> in FY11. The number of CCC graduates enrolling in an IHL undergraduate or graduate program in FY11 will increase by <u>29%</u> . <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. 2011-2012 Campus Climate Survey Results <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. 2011-2012 Student Opinion Survey Results	850 = 425% 154 = 204% N/A N/A 101 of 106 Respondents 95.2% 280 of 369 Respondents 76%	Students are not only more knowledgeable of the Career Center and their Career options. They have a greater sense of self –Awareness. Evaluations indicated that students also stated that they had better direction of where they wanted their career to go, as well as their options. Last Semester of student two year plan is devoted to job readiness. Evaluations and feedback also determined that knowledge of career options, pathways and communication skills increase to record levels due to collaborations with the career technical division of campus and the community.

CAREER TECHNICAL COUNSELING SERVICES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

The purpose of Coahoma Community College's Career Technical Counseling Services is to serve the academic, social, and emotional needs of the institution's students.

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

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

CAREER TECHNICAL COUNSELING SERVICES

2011-2012 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 Technical Counseling Services	Students will receive Career Technical Counseling Services aimed at enhancing their academic success. These services include: individual and group academic support sessions; academic advising; career awareness and exploration services; transitional services; testing services; and external referrals and partnerships.	(1) Number of students who received Career Technical Counseling Services (2) Number of student referrals from instructors	(1)- <u>300</u> career-technical students will receive Career Technical Counseling Services. (2)- <u>125</u> career-technical students will be referred for Career Technical Counseling Services.	(1)342 career technical students received career technical counseling services. (2) 162 career technical students were referred for career technical counseling services	(1) Student concerns were identified; information was shared with appropriate personnel to improve delivery of instruction, support and administrative services. (2) Student concerns were identified, information was shared with appropriate personnel to improve delivery of instruction, support and administrative services.
Career Technical Counseling Services	Counselors will be provided an opportunity to receive innovative information in the area of College Academic Support through professional development	The number of professional development training the Counselor will attend per semester	The counselor will attend at least <u>1</u> professional development training session per semester.	Career Technical counselor attended 2 professional development training sessions per semester	Career Technical counselor was more preparing in regarding to delivery of counseling.
Career Technical Counseling Services	A Retention Rally will be provided for students to aid them in attaining success in their program area.	(1)The number of the students, which will attend Fall Retention Rally.	(1)At least 100 students will participate in Fall Retention Rally	More than 600 students attended retention rally.	Students received information and insight, which was beneficial in impacting their decision to remain in school.

FINANCIAL AID PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 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 2011, 50% will apply for financial aid on or before the priority deadline.	10 percent applied for financial aid within the priority deadline. 2961 students enrolled for Fall 11. 296 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 students' level of satisfaction	At least 2 financial aid marketing strategies or assistance workshop will be held during the year. Of the students who enroll in the fall, <u>40%</u> will participate in financial aid assistance workshops. <u>50%</u> of students and faculty who participate in the satisfaction surveys will rate	Workshops were held on February 19, 2011, from 9:00a.m.to 1:00p.m., in CCC's five-county service area. Attended 4 community events. 7 percent (207 students) participated in the workshops and community events. 2011-12 Student Opinion Survey results indicated a satisfaction level of 74%.	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 Divisional of Student Affairs has

Financial Aid	2. Financial Aid Office will provide financial aid strategies and assistance workshops to assist students in completing necessary financial aid documents.	<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 2 financial aid marketing strategies or assistance workshop will be held during the year.</p> <p>Of the students who enroll in the fall, <u>40%</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 19, 2011, from 9:00a.m.to 1:00p.m., in CCC's five-county service area. Attended 4 community events. 7 percent (207 students) participated in the workshops and community events.</p> <p>2011-12 Student Opinion Survey results indicated a satisfaction level of 74%.</p> <p>2011-12 Campus Climate Employee Survey results indicated a satisfaction level of 81%.</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 enrolled at the institution and seeking Title IV funds to curtail the low percentage of completers by the priority deadline.</p>
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HOUSING AND RESIDENCE LIFE PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

Alignment of Program Outcomes with the Institution's Mission

Statement and Goals:

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

HOUSING AND RESIDENCE LIFE

2011-2012 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Housing and Residence Life	1. The student will be able to complete the application process and pay housing fee by the deadline set by the institution.	(1) Number of students completing applications by the deadline. (2) Number of students paying fee by the deadline.	Of the students who complete a housing application for school year 2011-2012, <u>60%</u> will complete an application by the deadline date. Of the students who pay housing fees to the institution for fall 2011-2012, <u>70%</u> will pay fees by the deadline date.	We had a total of 285 students that lived in campus housing during the 2011-2012 school year. We had a total of 274 students, 96% that completed a housing application before the deadline. We had a total of 285 students that were assessed housing fees in 2011-2012 of that number 274, 96% paid fees before deadline date.	We will continue to use these figures to stress the importance of having students to prepay all housing fees prior to entering the resident hall. This will make it less stressful for parents, students, and the institution.
Housing and Residence Life	2. Residential students will follow housing's policies and procedures.	(1) Statistics on the use and misuse of the residence hall card access system; (2) Number of infractions committed in the dormitories	<u>100%</u> of students will use the residence hall card access system correctly. The number of infractions committed in dormitories will decrease by 10% compared to 2011-2012	We had 285 students that participated in campus housing during the 2011-2012 school year; of that number 100% were successful in using the card access system. There were 11 dormitory infractions in the 2010-2011 school year, unfortunately we had 14 infractions during the 2011-2012 school year, a <u>27.2%</u> increase. We attribute this increase to the overall increase of first time students at the institution.	100% of our resident hall students continue to use the card access system correctly. However, the slight increase in student infractions alerts us that we may have to increase the number of students RA's or revise our RA training.
Housing and Residence Life	3. The residence hall students will rate their level of satisfaction with housing and maintenance of housing as "satisfactory" or higher	Students' level of satisfaction with housing and maintenance of housing 2011-2012 student exit survey 2011-12 Student Opinion Survey Results	<u>65%</u> of students who participate in the satisfaction survey will rate their level of satisfaction with housing and maintenance of housing as "satisfactory" or higher.	We had 363 students who responded to the student exit survey, of that number 311, 85% responded with a satisfactory or higher rating. We had 377 students that responded to the student opinion survey, of that number we had 93 students, 24% responded with a satisfactory or higher rating. We had 140 students, 37% of students responded with not applicable in this survey	We have learned, students that do not reside in student housing should not have to respond to the housing survey. This would give us a true image of the thoughts of resident hall students.

LIBRARY AND LEARNING RESOURCES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 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.	<p>Graduating Senior Exit Survey,</p> <p>Entering Student Survey</p> <p>Campus Climate Survey.</p> <p>Include other survey results</p>	<p>75% of respondents will rate their level of satisfaction with the library resources and services as “satisfactory” or higher.</p> <p>2011-12 Graduating Senior Exit Survey Results</p>	86 % were satisfied with library resources and services.	Classes in all subject areas attended library orientation classes both on and off campus.
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.	<p>Campus Climate Survey Results</p> <p>.</p>	<p>75% of respondents will respond with “strongly agree” or “agree” when asked if the institution has adequate library collections and learning/information resources consistent with its mission of the institution and the degrees offered by the college.</p> <p>2011-12 Campus Climate Employee Survey Results</p>	<p>88% of those responding felt that the resources were up-to-date.</p> <p>87% of those responding felt that electronic resources were available and easy to use.</p>	Faculty and staff were given updated lists of materials. They also received a list of passwords for all databases. The information provided also gave them a snapshot of how to schedule orientation classes, how to reserve the computer lab and conference room.

Dickerson-Johnson Library and Learning Resources Center	3. The institution provides facilities and learning/information resources that are appropriate to support its teaching and service mission.	<p>Description of facilities and learning information resources</p> <p>Number of Identified needs Departmental requests and needs fulfilled</p>	<p>The library will have space to accommodate a class for conducting library orientation. The library will have the necessary resources both electronic and print that are appropriate to support the institution's teaching and service mission.</p> <p>The collection will be weeded to keep it current.</p>	<p>Students continued to write research papers. Printed resources could only used if the copyright date was 2005 or later.</p>	<p>The staff continued to purchase books based on the most popular topics used in 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>The Allied Health Training Center submitted requests for books during the 20011/2012 academic year. Those books were ordered and placed at the center.</p> <p>The Allied Health Training Center nursing faculty weeded the health sciences sections of the main campus library and resource room at the center to ensure that those resources are current.</p>
Dickerson-Johnson Library and Learning Resources Center	4. The institution ensures that users have access to regular and timely instruction in the use of the library and other learning and information resources.	<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>2011-2012 Library Orientation Survey Report</p>	<p>Fifty orientation classes were conducted which included 667 students.</p>	<p>The objective was met. Survey results showed that 92% of students and faculty were satisfied with library orientation.</p> <p>Five fewer classes were conducted because of the reassignment of a faculty member to another subject. A total of 102 fewer students received library orientation. The director will continue to attempt to meet with the Vice President of Academic Affairs to implement the Information Literacy Program as mandated by the HBCU Library Alliance Leadership Institute.</p> <p>The librarian emphasized how to</p>

			What percentage		<p>cite sources using various bibliographic styles.</p> <p>Orientation for the allied health students focused only on the allied health resources available.</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>100% of the library staff attended 3 or more professional development activities.</p>	<p>All staff attended the pre-school conference.</p> <p>The <u>Library Technical Assistant and Librarian/Media Specialist</u> attended the Mississippi Library Association Technical Services Round Table Spring Workshop April 2012.</p> <p>The <u>Library Liaison</u> attended Fertile Ground: Growing a Great Gardening and Homesteading Collection webinar February 28, 2012, Webinar Ask the Advocate: Find what you Need to Make a Case February 29, 2012, What's New in .Children's Reference webinar, April 19, 2012.</p> <p>The <u>Library Director</u> attended the HBCU Library Alliance Leadership Meeting in Atlanta, GA in October 2011, Annual Mississippi Library Association Conference October 2011 in Jackson, MS, the annual SACS conference in Orlando, Florida December, 2011, served on a SACS Candidacy Committee, April 2012 at SOWELA Technical Community in Lake Charles, Louisiana, HBCU Library Alliance Leadership Institute in Atlanta, GA February 2012, Academic and Research Librarians Section of the MS Library Association 2012 Spring Meeting, Title III Technical Assistance Workshop New Orleans,</p>

					<p>LA June 2012, Inter Alumni Summer Conference Bay St. Louis, MS June 2012.</p> <p>The <u>director</u> and <u>liaison librarian</u> also attended the following webinars:</p> <ul style="list-style-type: none"> • Leadership Institute IV: Kickoff webinar HBCU Library Alliance • People: Difficult or Different Jan. 31, 2012 1:00 p.m. • Performance Management March 23, 2012 1:00 p.m. • Financial Leadership in Libraries May 24, 2012 1:00 p.m. • HBCU Library Alliance Emotion Intelligence August 24, 2012 1:00 p.m. • Leadership at Its Best September 27, 2012 <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 staff will continue to engage in professional development activities.</p>
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SAFETY SERVICES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 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 <u>3</u> student-centered campus seminars on safety and maintenance of housing facilities will be held with at least <u>149</u> students participating. Total number of crimes reported on campus will decrease by <u>10%</u> . <i>(list each category separately)</i>	There were 8 student centered campus seminars on safety and maintenance of housing with 955 students participating.	<i>The Division of student Affairs conducted a total of 8 seminars during the 2011-2012 school year with 955 students participating, a 52.37% increase. Making the seminars mandatory for resident hall students and the topics discussed contributed to the increase in participation.</i>
Safety Services	2. The Campus Police will decrease the number of student infractions occurring campus wide.	Numbers of infractions committed campus wide annually.	The number of student infractions occurring campus wide will decrease by 10%. <i>(Compared to 2010-2011).</i>	2010-2011 74 infractions 2011-2012 32 infractions A decrease of 43.24%	Officer visibility, better equipment, and an increase in officer moral, have helped to decrease the number of student infractions occurring on the campus of Coahoma Community College. We need to continue to make necessary improvements to the police department on a regular basic.
Safety Services	3. The students, faculty and staff will rate Campus Police at a level of “satisfactory” or above for providing personal and campus safety.	Level of satisfaction of faculty and staff with personal security and safety of campus	<u>40%</u> 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. 2011-2012 Graduating Students Exit Survey Results 2011-2012 Student Opinion Survey Results 2011-2012 Campus Climate Employee Survey Results	363 students participated with 306, 84.29% students rating their personal safety as satisfactory or higher. 360 students responding with 327, 87.6% students rating their personal safety as satisfactory or higher. 137 responding with 99, 72.27% rating their personal safety as satisfactory or higher.	Based on the results of the three surveys a majority of the members of the college community feel that the police department of Coahoma Community College does a great job of keeping this campus safe. I would like to see these numbers improve to 100%.

SOCIAL AND CULTURAL ENRICHMENT PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 PROGRAM EVALUATION PLAN

Instructional Support Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Social and Cultural Enrichment	1. The Office of Student Affairs will provide effective social and cultural enrichment activities for students.	Number of social and cultural enrichment activities offered to students	At least <u>5</u> social and cultural enrichment activities will be held during the year with at least <u>262</u> students participating;	3 60% 185 70.61%	The Student Affairs Office provided meaningful Cultural Enrichment Activities that maintained satisfaction among students at Coahoma Community College. The aforementioned results were used to improve Social and Cultural Enrichment Activities. Improvements that were made: - Provided more attractive activities for student body. - Marketed activities more through Campus Web - Collaborated with clubs and organizations to promote events - Promoted events more among off-campus student population. - Added more activities to the schedule to be more inclusive of off-campus students.
		Number of student participants			
	2. The Office of Student Affairs will provide leadership training that will enhance student leadership.	Number of Student Government Association members attending leadership training	At least <u>6</u> Student Government Association members will attend a student leadership institute	3 50%	
			At least <u>20</u> evening activities will be held during the year with at least <u>300</u> students participating;	15 75%	
	3. The Office of Student Affairs will provide effective evening activities for on-campus and off-campus students.	Students' level of satisfaction with the social and cultural activities	<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.		
		Number of student participants, in evening activities.			
			2011-2012 Student Opinion Survey Results	125 of 377 respondents 33.1%	
			2011-2012 Graduating Senior Exit Survey Results	276 of 363 respondents 76.03%	
			<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.		
			2011-2012 Graduating Senior Exit Survey Results	276 of 363 respondents 76.03%	

SPECIAL POPULATIONS SERVICES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

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

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

SPECIAL POPULATIONS SERVICES
2011-2012 Program Evaluation Plan
Coahoma Community College

Instructional Support Area	Student Learning Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmark	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Special Populations Services	(1) Students who qualify for special populations services will be able to develop and advance their program of study and career skills.	(1) TABE Pretest and Post-test (Math, language, and reading levels of academic (basic skills) attainment)	(1) 60% of the graduates' scores will increase in academic (basic skills) attainment on TABE post-test.	(1) 25 of the total number of graduates took the post-test, 17 of 25 students increased in academic attainment for a total of 68% (See Attachment)	(1) The Career and Technical students were enrolled in a Reading Technology course where they remediated in Reading, Math, or Language basic skills. This course helped students improve their ACCUPLACER scores prior to graduation.
	(2) Students will be able to pursue highly technical and non-traditional careers with science and math backgrounds.	(2) Number of high school and postsecondary females attending the WISCT(Women In Science Construction Technology) conference;	(2) 50% or 500 female students from 17 schools in our five-county service areas will attend the WISCT.	(2) The WISCT Conference scheduled for spring 2012 was cancelled.	(2) No results.
	(3) Students will be able to enroll in a community college or university and succeed in the health, communication, computer technology, or engineering careers of study.	(3) Number of Special Populations' students provided career skills services in the Related Studies Lab.	(3) 50% of the special populations students was referred by the instructor used the Related Studies Lab for remediation and employability skills	(3) 85% of the 200 Career and Technical students used the Related Studies Lab for tutorial services, career skills, and SkillsUSA Activities.	(3) Students used the Related Studies Lab for tutorial services and career skills to include but not limited to web-based assessments (studyguidezone.com and testpreview.com) to prepare for a successful career in their chosen field of study.

STUDENT CLUBS AND ORGANIZATIONS PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

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

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

STUDENT CLUBS AND ORGANIZATIONS

2011-2012 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Student Clubs and Organizations	<p>The Office of Student Affairs will sponsor effective student clubs and organizations.</p> <p>Students who participate in clubs and organizations will attend more events and activities.</p> <p>Students who participate in clubs and organizations mentoring services will be able to demonstrate leadership qualities.</p> <p>Students who participate in clubs and organizations will gain knowledge and exposure by attending local, state, regional, and national conferences and seminars.</p>	<p><u>Office of Student Affairs</u> Office of Student Affairs will evaluate this program outcome through the following measures: number of student activities recommended and/or organized by student clubs/organizations; number of students participating in clubs and organizations; and students' level of satisfaction with student activities and programs. Student Affairs will record the results on this form.</p> <p><u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Student Affairs.</p> <p><u>Office of Student Affairs</u> Student Affairs will use the results to improve student learning, curriculum, or the program and will document these changes and/or improvements on this form.</p>	<p>At least <u>20</u> student activities recommended and/or organized by student clubs and organization will be held in FY12.</p> <p>In FY12, <u>75</u> students will participate in a club or organization of the college.</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 style="text-align: center;">2011-12 Student Opinion Survey Results</p>	<p>34 170 %</p> <p>165 220%</p> <p>83.1% of students who participate in the satisfaction surveys rated their level of satisfaction with the college-sponsored student programs as "satisfactory" or higher.</p> <p>171 respondents of 206</p>	<p>Clubs and Organizations sponsored effective well attended activities. Student's participation in clubs, and organizations demonstrated increased level of satisfaction and leadership.</p> <p>Two new clubs were started at the college to get more student involvement.</p>

STUDENT AFFAIRS COUNSELING SUPPORT SERVICES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

The purpose of Coahoma Community College's Student Affairs and Student Support Services Counseling is to provide crisis management services, character education, assist with educational and career planning, provide personal counseling and referrals and respond to student life crisis.

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.

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

To accomplish the institution's mission, the Student Affairs and Student Support Services Counseling has adopted the following institutional goals: empower students with the necessary tools to maximize their potential by

STUDENT AFFAIRS COUNSELINGSUPPORT SERVICES

2011-2012 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
1. Provide preventive services for crisis management Topics: Conflict Resolution and Stress Management	Number of crisis management workshops per semester	The program will provide <u>2</u> crisis management workshops per semester	13	Counselor exceeded the benchmark which was set and provided 11 additional workshops based on submission of a needs assessment survey form Plan to invite speakers who have experienced life crisis situations
	Number of students attending the crisis management workshops	At least 100 students will attend the crisis management workshops per semester		<u>Fall 2011</u>
			129 129%	“Date Rape & Violence” Speaker: Wanda Turner Family Crisis Center Oxford, MS
			161 161%	“STD’s” Speaker: Athsicia Gooden Coahoma Community College Clarksdale, MS
			84 84%	“Women of Worth Part 1” Speaker: Linda Johnson West Tallahatchie High School Tutwiler, MS
			81 81%	“Women of Worth Part 2” Speaker: Linda Johnson West Tallahatchie High School Tutwiler, MS
			127 127%	“Domestic Violence” Speaker: Lori Tillman-Broom Clarksdale High School Clarksdale, MS
			69 69%	“Boys To Men” Speaker: Daniel Vassell Board of Supervisors

					Clarksdale, MS
			73	73%	<p>“AIDS Awareness” Speaker: Linda Stringfellow Delta State University Cleveland, MS</p> <p><u>Spring 2012</u></p>
			135	135%	<p>“Rape & Violence” Speaker: Wanda Gipson Family Crisis Center Oxford, MS</p>
			138	138%	<p>“The Wheel Of Life” Speaker: Edwin Smith University of MS Oxford, MS</p>
			153	153%	<p>“Conflict Resolution” Speaker: Jacqueline Faulkner University of Memphis Memphis, TN</p>
			185	185%	<p>Cyberbullying” Speaker: Vincent Tompkins Coahoma Community College Clarksdale, MS</p>
			110	110%	<p>“Suicide Prevention” Speaker: Genice Morton MS Department of Mental Health Jackson, MS</p>
			100	100%	<p>“Effects of Drugs & Alcohol” Speaker: Fernando Bee Sheriff Department Clarksdale, MS</p>
					<p>The students received informative information from the speakers which enlighten them on crisis management issues and how to identify them</p>
					As enrollment increases the number of

				<p>students in attendance at the workshops will also increase</p> <p>The process of using emails, flyers, dormitory meetings, bulletin board postings, and by word of mouth will continue to be a means of awareness for workshop dates and times.</p> <p>Student surveys were conducted to obtain the level of how effective services were rendered</p> <p>Counselor will visit the classrooms the beginning of each semester so students will be familiar with who the counselor is, where the counseling office is located and what services are provided</p> <p>5 completers submitted satisfactory counseling survey forms. The remaining 10 students will rate the counseling services upon completion</p> <p>Counselor will document the students needs to insure a satisfactory rating once they have completed the sessions</p> <p>Counseling Survey Forms will be continue to be used</p>
	Satisfaction rate from surveys	<p><u>60%</u> of students who participate in the survey will rate their level of satisfaction “satisfactory” or higher.</p> <p>Student Opinion Survey Results 2011-2012</p> <p>Counseling Survey Form</p>	<p>300 respondents of 378</p> <p>79%</p> <p>5 3%</p>	
2. Provide personal counseling and referrals to prevent judicial hearings	<p>Decrease the number of judicial hearings per year</p> <p>The 2011-2012 year will be used as starting/ benchmarking data.</p>	<p>The number of judicial hearings will decrease from <u>13 to 8</u> for the 2011-2012 school term</p>	<p>15</p> <p>Judicial hearings increased by 15.3%</p>	<p>Posting information on how to contact the counselor for services needed on the website and bulletin boards before the issue/s reach a judicial hearings</p> <p>Workshops were implemented for students who attended judicial hearings</p> <p>Students were required to attend the workshops listed in program outcome #1 and the male students were required</p>

2. Provide personal counseling and referrals to prevent judicial hearings	<p>Decrease the number of judicial hearings per year</p> <p>The 2011-2012 year will be used as starting/ benchmarking data.</p>	<p>The number of judicial hearings will decrease from <u>13 to 8</u> for the 2011-2012 school term</p>	<p>15</p> <p>Judicial hearings increased by 15.3%</p>	<p>Posting information on how to contact the counselor for services needed on the website and bulletin boards before the issue/s reach a judicial hearings</p> <p>Workshops were implemented for students who attended judicial hearings Students were required to attend the workshops listed in program outcome #1 and the male students were required to sign up for the Coahoma Male Program.</p> <p>Counseling sessions were rendered to students to address issues to find solutions</p>
3. Respond to student life crisis (drugs, alcohol, suicide, sexual transmitted diseases, depression, etc).	<p>The number of life crisis counseling sessions</p> <p>The number of life crisis referrals</p>	<p>The number of life crisis counseling sessions will be limited to <u>2 or less</u></p> <p>The number of life crisis referrals will be <u>2 or less</u></p>	<p>1 50%</p> <p>1 50%</p>	<p>The SAP (Summary/Assessment/Plan) counseling technique was used to assess the issues at hand and steps were put in place to resolve the matters with the counselors assistance</p> <p>Pamphlets & brochures pertaining to life crisis issues will be made available for the students in every counseling office, information will be posted on bulletin boards, and information will be issued during workshops. This will be provided campus wide</p> <p>Referral form was very effective and sufficient in alerting the counselor of the issue at hand and the form allowed the counseling process to take place in a timely matter</p> <p>Counselor will compile an Outreach Directory to make the students aware of what the community has to offer to try and prevent life crisis situations before they arise</p>

STUDENT MENTORING SERVICES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

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

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

STUDENT MENTORING SERVICES
2011-2012 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Program Outcome	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results		Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Student Mentoring Services	Students who participate in mentoring services will be able to build relationships that will assist them in becoming more effective students.	<u>Office of Student Affairs</u> Office of Student Affairs will evaluate this outcome by measuring the number of faculty/staff who serve as mentors, the number of students who participate in the mentoring program, the classroom retention rate of students who participate in the mentoring services. Student Affairs will record the results on this form.	Number of faculty/staff who serve as mentors will be <u>68</u> .	70	102%	Faculty/Staff who participated in mentoring were more visible for events and activities.
	Students who participate in mentoring services will attend more events and activities.		Number of students receiving mentoring services will be <u>70</u> .	78	111%	Students who participated in the mentoring program were better prepared to attend classes and meet with instructors.
	Students who participate in mentoring services will be able to participate in more activities under the direction of mentors.	<u>Assessment Committee</u> The assessment committee will evaluate results and assess for strengths and improvements. The committee will share results with Student Affairs. <u>Office of Student Affairs</u> Student Affairs will use the results to improve student learning, curriculum, or the program. Student Affairs will document these changes and/or improvements on this form.	Retention rate of students who participate in the mentoring services will be <u>60%</u> .	62 of 78 mentees	79%	The C.O.M.P.A.S.S. Mentoring program provided meaningful activities and events that allow increased satisfaction for our students enrolled. The results were used to improve retention practices of our students:

STUDENT TUTORING SERVICES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

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

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

***STUDENT TUTORING SERVICES
2011-2012 PROGRAM EVALUATION FORM
COAHOMA COMMUNITY COLLEGE***

<i>Instructional Support Area</i>	<i>Program Outcome</i>	<i>Methods of Evaluation or Assessment</i>	<i>Evaluation or Assessment Standards</i>	<i>Assessment Results</i>	<i>Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program</i>
Division of Student Affairs Tutorial Services	Students who receive tutoring services will be able to demonstrate improvement after taking a course.	<u>Division of Student Affairs Tutorial Services</u> will make a comparison of the final grades for repeated courses to determine whether the letter grade improved or not.	<u>20</u> students will increase one letter grade from a repeated course.	<u>29</u> 145%	Students who utilized tutorial services and the peer tutors showed improvements on their coursework by increasing their grade at least one level.
	Provide peer tutors to assist in the tutorial lab.	Number of peer tutors who participate in the tutorial services.	<u>12</u> students will serve as peer tutors for the 2011-2012 school year.	<u>3</u> 25%	Peer tutors assisted students with coursework which was a direct correlation of the students who were able to graduate or matriculate to the sophomore class.
	Students on academic probation will be provided tutorial services.	The number of students receiving services will be based on submission of names from the Vice-President of instruction.	<u>10</u> of the students who are referred will attend tutorial services.	<u>44</u> 440%	Of the students who attended only 29 showed an improvement in letter grade, increased GPA and was taken off academic probation.

	Student Affairs will monitor the attendance of students who participate in the tutorial services.	1) The number of students on the sign-in sheet. 2) Number of tutorial applications completed.	<u>100</u> students will receive tutorial service for the 2011-2012 school year.	<u>327</u> 327%	The 327 students who requested and received tutorial services were able to either matriculate to the sophomore class or graduate.

STUDENT EMPLOYMENT SERVICES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 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: right;">JLD Students =20</p> <p style="text-align: right;">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: right;">JLD Students=\$50,000</p> <p style="text-align: right;">Work Study and Community Service =\$250,000</p>	<p>25=125%</p> <p>360=102%</p> <p>\$40,000.00=80%</p> <p>\$250,000.00=100%</p>	Coahoma Community College JLD, Workstudy and Community Service participation was a total of 385 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=125%	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>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 family literacy activities will be at least 5 college students</p>	<p>6=120%</p> <p>6=120%</p>	Coahoma Community College students had the opportunity to work with Pre-k through 6 th grade students. This experience provided the elementary students and college students with marvelous benefits. Some of the college students obtained life rewarding employment and it helped students gain insight of their personal career endeavors and avenues.

STUDENT HEALTH, WELLNESS AND NUTRITION SERVICES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Instructional Support Area	Student Learning Outcome	Reporting Party	Methods of Evaluation or Assessment	Evaluation or Assessment Standards	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Student Health, Wellness and Nutrition	<p>1. Students will be able to demonstrate an increased awareness in the importance of health, wellness and nutrition.</p> <p>2. Students will develop knowledge of the importance of wellness programs as it relates to health and fitness.</p> <p>3. Students will have an increased knowledge about the relationship between nutrition and healthy living.</p>	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%	<p>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:</p> <ul style="list-style-type: none"> - Marketed Student Health, Wellness, and Nutrition services more through Campus website - More health initiatives were added to program - Complete restructuring of Intramural sports as related to starting seasons earlier and starting games earlier to provide more games. - Collaborated with campus housing to reach more students - Marketed Intramural Sports Programs to be more inclusive of females. - Increased friendlier customer service attitude in college
		Cafeteria Services	Number of students who participate in various health fairs and seminars;	<u>220</u> students will participate in health fairs and seminars.	186 84.54%	
		Student Affairs	Number of females and males participating in intramural sports	<u>450</u> students will utilize the Wellness Center.	427 94.88%	
			Number of students who use the Wellness Center;	<u>40</u> females and <u>180</u> males will participate in intramural sports.	22 Female 55% 118 Males 65.55%	
			Number of students served in college cafeteria;	<u>276</u> students will be served in the college cafeteria.	276 students 100%	
			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.		
				2011-2012 Graduating Senior Exit Survey Results	192 of 363 respondents 52.90%	
				2011-2012 Student Opinion Survey Results	56 of 377 respondents 35.9%	
				2011-2012 Campus Climate Employee Survey Results (Cafeteria Services) *Customer Service*	63 of 108 respondents 57.8%	
				Food Quality	44 of 109 respondents 40.3%	

				<div>*Cleanliness*</div> <div>*Menu Selection*</div>	<div>52 of 109 respondents47.7%</div> <div>39 of 109 respondents35.8%</div>	<div>cafeteria and grill.</div> <div>- Provided a more appealing atmosphere in college cafeteria and grill through theme weeks.</div>
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SECTION 4
ADMINISTRATIVE SUPPORT
SERVICES

ACADEMIC AFFAIRS PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
1. Academic Affairs will provide effective academic departments and services.	Office of Academic Affairs will evaluate this program outcome through the following measures:	Cumulative GPA of Coahoma Community College at Mississippi's Institutions of Higher Learning will equal or exceed GPA of native students. (N/A)	Not Available	The results of the SBCJC Program Performance Indicators show that Coahoma ranked number 10 in the listing of Mississippi community/junior colleges by transfer GPA. This information has been used in order to strengthen the academic core and developmental course offerings through the following steps:
	Transfer Grade Point Average (GPA)			
	Level of Stakeholders' Satisfaction on Surveys	75% of the institution's stakeholders who participate in the 2011-2012 Student Opinion Survey will rate their level of satisfaction with Coahoma Community College's academic departments and services as "satisfactory" or higher.	90% of the institutions stakeholders who participated in the satisfaction surveys rate their level of satisfaction with Coahoma Community College's academic department and services as "satisfactory" or higher.	The transfer information was shared with the academic faculty members. Instructional rigor was stressed to all academic faculty members. In an effort to address this issue, the Academic Division faculty completed the following:
	Average Class Size	The number of faculty members will be adequate to support the college's mission; average class size will range between (16-30) for the 2011-2012 academic year.	28:1	<ul style="list-style-type: none"> • All course syllabi were revised. • Enhanced the instructional program by purchasing additional equipment and technology for classroom instruction • All programs of study were reviewed to ensure each program aligned with the 2011-2012 Articulation Agreement between the State Board of Community and Junior Colleges and the Institutes of Higher Learning • Satisfactory Academic Progress Policy was revised to track the academic performance of students. • Standards for academic progress were raised. • A full-time instructor was hired to teach Developmental English • A full-time instruction was assigned to focus on Developmental Reading courses.

2. Academic Affairs will employ qualified faculty and staff to accomplish the mission and goals of the college.	Level of stakeholders' satisfaction on surveys	<p>75% of the institution's stakeholders who participate in the 2011-2012 Campus Climate 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.</p> <p>100% of the faculty in the Division of Academic Affairs will meet or exceed the institution's credentialing standards.</p>	<p>91% of the institutions stakeholders who participated in the satisfaction survey "strongly agree" or "agree" that the institution employs faculty and staff who are qualified to accomplish the mission and goals of the college.</p> <p>100%</p>	<p>100% of the academic faculty members met SACS minimum teaching requirements.</p>
3. Academic Affairs will provide innovative learning opportunities utilizing emerging instructional technology.	<p>Percentage of faculty meeting or exceeding the institution's credentialing standards.</p> <p>Level of stakeholders' satisfaction on surveys</p>	<p>90% of the faculty in the Division of Academic Affairs will demonstrate that they are utilizing technology in their instruction.</p> <p>Technology Survey Results</p> <p>75% of the institution's stakeholders who participate in the satisfaction surveys will respond "strongly agree" or "agree" when asked if the institution's use of technology enhances student learning and is appropriate for meeting student learning outcomes and program outcomes.</p>	<p>A technology survey indicates 95% of the academic faculty in the Division of Academic Affairs use technology to enhance the delivery of instruction in the classroom.</p> <p>94.3% of the institution's stakeholders who participated in the satisfaction surveys "strongly agree" or "agree" that the institution employs faculty when asked if the institution's use of technology enhances student learning and is appropriate for meeting student learning outcomes and program outcomes.</p>	<p>A sample of technology purchased to enhance teaching and learning in 2011-2012 include: iPads, Mac Book Pros, Prometheans, and graphing calculators.</p>

	Percentage of general education core available online.	<u>50%</u> of the general education core will be available for students to take online.	100% of the general education core classes are available for students to take on line.	General education core classes available online include: 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 2011-2012 academic year. Therefore, 100% of the general academic core courses were made available to Coahoma Community College students online.
4. The Division of Academic Affairs will support professional growth and development.	Faculty Credentialing Forms	85% of the academic faculty will participate in a minimum of one professional development workshop per semester.	91% of the academic faculty participated in faculty development workshops.	Academic faculty members participated in at least one professional development workshop during the 2011-2012 academic year as can be seen on the Faculty Credentialing Forms. Examples of Professional Development Activities include, but are limited to: MAC Conference; SAC Conference; 2011 Fall Faculty Development Conference; Lamplighters; MACJC Legislative Planning Conference; Technology Conference, etc.
5. The Division of Academic Affairs will ensure that programs of study will align with the public university programs.	Percentage of programs of study that align with Mississippi's Institutions of Higher Learning.	100% of the programs of study will align with Mississippi's Institutions of Higher Learning.	100% of the programs of study are aligned with the revised 2011-2012 Articulation Agreement	The Mississippi Chief Academic Officers Association continued to coordinate a state alignment of course descriptions for courses at all 15 community colleges. The Association continued to ensure the Articulation Agreement and Course Uniform Numbering System were current and accurate.
6. The Division of Academic Affairs will provide library learning resources to support the instructional program.	Level of students' satisfaction on surveys.	85% of institutions stakeholders who participate in the satisfaction surveys will rate their level of satisfaction with Coahoma Community College's library resources "satisfactory" or higher.	78.9% of students who participated in the student satisfaction survey rated library services as "strongly satisfied" or "satisfied" with library learning services. 89.2% of the faculty	The Division of Academic Affairs continued to provide current and appropriate library learning resources to support student learning. The results of the student survey were shared with the Director of Library Learning Services in an effort to improve library-learning services.

	Level of faculty satisfaction on library learning orientation surveys	<p>85 % of the faculty members who participated in the Library learning Orientation Survey rate their level of satisfaction with Coahoma Community College's library resources "satisfactory" or higher</p>	<p>who participated in the campus climate survey rated library services as "strongly satisfied" or "satisfied" with library services.</p> <p>100% of the faculty who participated in the Library learning Orientation Survey rated library orientation as "strongly satisfied" or "satisfied" with library orientation.</p> <p>100% of the students who participated in the Library learning Orientation Survey rated library orientation as "strongly satisfied" or "satisfied" with library orientation.</p>	
7. Upon completion of the College Parallel General Education Degree Program, students will be able to transfer to a four-year institution.	<p>Number of Coahoma Community College graduates who enroll in an undergraduate program at a Mississippi Institution of Higher Learning.</p> <p>The number of students who graduate from a Mississippi Institution of Higher</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 2011, 77 Coahoma Community College students were enrolled in a Mississippi Institution of Higher Learning.</p> <p>In 2010, 88 Coahoma Community College students graduated from a Mississippi Institution of Higher Learning and 42 from the Fall 2007 cohort received graduate degrees.</p>	<p>Coahoma Community College continued to maintain a working relationship with the four-year institutions of higher learning by hosting Sophomore Transfer Day and individual college visits to meet with students of various majors and departments. More than 100 students attended the Sophomore Transfer Day event.</p> <p>Representatives of various Mississippi institutions set up a display on the first floor of Whiteside Hall and the Lecture Room to recruit potential graduates throughout the 2011-2012 academic year.</p>

	Learning.			
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ADMISSIONS AND RECORDS PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

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

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

ADMISSIONS AND RECORDS
 2011-2012 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Admissions and Records	1. Students will be able to complete the admission process within the specified deadline either through direct interaction with admissions staff or by registering online.	<p>Compare the percentage of students who completed the admission process within the specified deadline for fall 2011 with the percentage of students of previous years.</p> <p>Number and percentage of students who complete registration on the computer.</p>	<p>Total enrollment for students completing the admission within the specified time Fall 2010-11 school-term was 2742. Enrollment for the Fall 2011-12 school-term was 2961.</p> <p>Returning students will have a designated place where they will be able to key in their own class schedule.</p>	<p>When the two school terms were compared, enrollment increased a total of 4%.</p> <p>50% of the returning students completed registration utilizing the web module.</p>	<p>The students were better and more frequently informed of how they could successfully complete the admissions process and this process resulted in the desired outcome.</p> <p>These students did not have to stand in the long registration lines for an admission's staff member to key in their schedule. This process made registration move faster for not only returning students but for other students and the admissions staff as well.</p>
Admissions and Records	2. Office of Admissions and Records will provide effective communication and customer service skills.	<p>Student satisfaction surveys results</p> <p>Graduating student exit survey results</p> <p>Entering student survey results</p> <p>Campus Climate Results</p>	<p><u>70%</u> of students and employees who participate in the satisfaction surveys will rate their level of satisfaction with general registration procedures and Admission and Records Services as "satisfactory" or higher.</p> <p>2011-2012 Graduating Senior Exit Survey Results</p> <p>2011-2012 Entering Student Opinion Results</p> <p>2011-2012 Campus Climate Employee Survey Results</p>	<p>The processes and procedures of the Admissions office meet the needs and the demands of the majority of faculty members, the staff, and most importantly the student body.</p> <p>Students informed the institution of their likes and dislikes.</p> <p>Students shared with the institution what their expectations were entering the institution.</p> <p>Employees were able to make suggestions about implementations that would improve the institution.</p>	<p>The Admissions office will strive to satisfy the 30% of the students who were dissatisfied with its service by using more surveys asking how the office can improve the services that it provides.</p> <p>From the survey results, recommendations can be made to enhance the areas that the students complained about the most.</p> <p>The survey results will help the institution to know what entering students looked for in an institution of higher learning. The information can be used to help recruit more students to the institution.</p> <p>If the majority of the suggestions are considered, this process can be used to promote employee involvement with the decision make process of the institution.</p>

<p>Admissions and Records</p>	<p>3. Office of Admissions, Records, and Recruitment will provide an effective recruitment plan to increase enrollment.</p>	<p>By applying the methods described in the recruitment plan, 2011's recruitment outings were compared with the previous year.</p> <p>Students will be contacted on a regular basis in order for us to build a relationship with those potential students.</p>	<p>In 2011, there were 55 recruitment outings plus an end of the year Counselors' Appreciation luncheon. In 2010, there were only 20 outings.</p> <p>Number of recruitment letters, telephone calls, e-mails, or other communication efforts made for recruitment purposes.</p>	<p>When the two years were evaluated, the recruitment outings increased a total of 35 outings.</p> <p>Number of recruitment letters, telephone calls, e-mails, and other communication efforts made for recruitment purposes will exceed <u>1000</u>.</p>	<p>By observing the increase in enrollment and the increase in recruitment outings, one can conclude that the recruitment outings play a significant role in the enrollment and student population increase.</p> <p>The relationship that will be formed with the students will help the recruiters to bring more students into the institution.</p>
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ALUMNI AFFAIRS PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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.

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.

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

ALUMNI AFFAIRS

2011-2012 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 2011-2012 will be at least <u>3,500 members</u> .	Goal was met with 4265 total alumni on mailing list. Annual membership saw an increase during 2011-2012 with the graduate classes of 2011 & 2012 added with free membership for one year.	As a result of the success of strategies used, annual membership continued to increase.
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 2011-2012 will be <u>4</u> .	The goal was met. Established membership and officers were Elected. Five members are required to establish a chapter.	The Department of Alumni Affairs will continue to activate/reactivate alumni chapters each year. The goal was met.
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 FY11.	Scholarships were awarded during the summer, fall & spring semesters of 2011-2012 to assist students with tuition and books. Funds continue to be solicited thru the give back campaign to assist with financial needs of the students that we serve. \$3,730.00 was awarded.	The Department of Alumni Affairs will continue with fundraising efforts and continue to focus our efforts on ways to increase. Scholarships were awarded during the summer, fall & spring semesters of 2011-2012 to assist students with tuition and books. Funds continue to be solicited thru the give back campaign to assist with financial needs of the students that we serve alumni gifts.

BUSINESS OFFICE PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Business Office and Financial Aid	1. The institution will demonstrate a sound financial base and financial stability to support its mission and the scope of its programs and services.	Annual Financial Audit Report	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.	Unqualified audit with 0 material weaknesses for year ended June 30, 2011	<p><u>2011 Financial Audit Recommendations and the Institution's Corrective Action Plans</u></p> <p><u>Recommendation:</u> The college should initiate procedures to 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> On July 1, 2011, within the Office of Financial Aid, the institution promoted an employee to the position of Financial Aid Counselor. The functionality of this position will yield to devotion of monitoring the awarding of all institutional based scholarships. Thus, this new newly created position will minimize the weakness of controls relative to procedures to ensure that institutional scholarship funds are disbursed only to students meeting the eligibility requirements as defined in the institution's catalog.</p> <p><u>Recommendation:</u> The college should initiate procedures that would require verification of the student's entitlement to their Federal Supplemental Educational Opportunity Grant payment for each term before the payment is disbursed to the student.</p> <p><u>Action Plan:</u> The institution has demonstrated commitment to ensuring that all students enrolled will meet eligibility requirements to receive FSEOG funds by initiating a procedure where all students will be verified for enrollment via the Satisfactory Academic Progress Policy as outlined in the institution's college catalog. The institution has centralized this process to be monitored through the Office of Admissions and Records and the Department of Technology Services. As a check and balance, the Office of Financial Aid will have access to student records to verify Satisfactory Academic Progress before awarding Student Federal Aid.</p> <p><u>Recommendation:</u> The college should initiate procedures that would require verification of the student's pay entitlement and scheduled payment for each period that the student is employed before the payment is disbursed to the student.</p> <p><u>Action Plan:</u> The institution has corrective action steps in place for supervisors that house Federal Work Study positions in respective departments at the institution. The Federal Work Student Coordinator will hold training sessions with supervisors that are specifically geared toward time sheet management. As a check and balance, the Federal Work Study Coordinator will screen and calculate time sheet documents to ensure accuracy relative to hours worked and calculations thereof before signing off for payment.</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 has demonstrated commitment to</p>

					ensuring that all students enrolled will meet eligibility requirements to receive Pell Grant funds by initiating a procedure where all students will be verified for enrollment via the Satisfactory Academic Progress Policy as outlined in the institution's catalog. The institution has centralized this process to be monitored through the Office of Admissions and Records and the Department of Technology Services. As a check and balance, the Office of Financial Aid will have access to student records to verify Satisfactory Academic Progress before awarding Student Federal Aid.
Business Office	2. The Business Office will provide timely and accurate financial information to students and employees in a professional manner.	Satisfaction survey results from the <i>Graduating Student Exit Survey</i> , <i>Student Opinion Exit Survey</i> , and <i>Campus Climate Employee Survey</i> .	<p>70% of students who participate in the 2011-12 <i>Graduating 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>70% of students who participate in the 2011-12 <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>70% of employees who participate in the 2011-12 <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>73% of respondents (264 of 363)</p> <p>74% of respondents (275 of 372)</p> <p>87% of respondents (97 of 111)</p> <p>85% of respondents (94 of 111)</p> <p>91% of respondents (101 of 111)</p>	Benchmarks met.

Business Office	2. The Business Office will provide timely and accurate financial information to students and employees in a professional manner.	Satisfaction survey results from the <i>Graduating Student Exit Survey</i> , <i>Student Opinion Exit Survey</i> , and <i>Campus Climate Employee Survey</i> .	<p>70% of students who participate in the 2011-12 <i>Graduating 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>70% of students who participate in the 2011-12 <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>70% of employees who participate in the 2011-12 <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>73% of respondents (264 of 363)</p> <p>74% of respondents (275 of 372)</p> <p>87% of respondents (97 of 111)</p> <p>85% of respondents (94 of 111)</p> <p>91% of respondents (101 of 111)</p> <p>86% of respondents (95 of 111)</p>	Benchmarks met.
Business Office	3. The Business Office will use program	Funds will be distributed according to a review and	100% of funds will be distributed according to a	The Budget Committee met. reviewed budget	Coahoma Community College engages in ongoing, integrated, and institution-wide

CAREER-TECHNICAL DIVISION PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
 2011-2012 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
	1. The Career-Technical Division will provide effective programs and services.	<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>2011-2012 Campus Climate Employee Survey Results</p>	<p>91% 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>76% 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 met. Seventy-nine percent of Career-Technical graduates were positively placed in employment with 12% returning to school to further their education or prepare for a new trade.</p> <p>Benchmark was met. These results enabled this division to continue to gather input from its stakeholders to identify the needs of the broader community.</p> <p>Benchmark was met. These results enabled this division to continue to gather input from its stakeholders to identify the needs of the broader community</p>
	2. The Career-Technical Division will employ qualified faculty and staff to accomplish the mission and goals of the college.	<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</p>	<p>100% of Career-Technical faculty members met or exceeded the institution's credentialing standards</p> <p><u>91%</u> of the institution's stakeholders who participated in the</p>	<p><u>Benchmark Met.</u> The instructional vice president completed SACS credentialing templates for each instructor. This documentation is on file in the career-technical vice president's office.</p> <p><u>Benchmark Met.</u> Surveys were used to maintain and re evaluate faculty and staff who are qualified to accomplish the</p>

<p>2. The Career-Technical Division will employ qualified faculty and staff to accomplish the mission and goals of the college.</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>2011-2012 Campus Climate Employee Survey Results</p>	<p>100% of Career-Technical faculty members met or exceeded the institution's credentialing standards</p> <p>91% 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><u>Benchmark Met.</u> The instructional vice president completed SACS credentialing templates for each instructor. This documentation is on file in the career-technical vice president's office.</p> <p><u>Benchmark Met.</u> 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>3. The Career-Technical Division will provide innovative learning opportunities utilizing emerging instructional technology.</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 and program 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>94% of the institution's stakeholders who participated in the satisfaction surveys responded "strongly agree" or "agree" when asked if the institution's use of technology enhances student learning and is appropriate for meeting student learning outcomes and program</p>	<p>Benchmark was met. Emerging technology training enhanced the quality of teaching and learning, maximized class time, minimized preparation time, and improved instructors' skill level. Larry Barrett, Chivas Davis, Charles Butler, Henry Striplin, Leroy Sonly, Neal Mitchell and Joe Giles attended Creating Futures Through Technology Conference</p> <p>Benchmark was met. All classrooms have at least one computer with internet access and in areas where necessary computerized equipment (collision repair, carpentry) to enhance learning. Several programs have image projectors for power point presentations. Program areas are constantly being upgraded to meet today's ever changing technology demands.</p>

<p>5. The Career-Technical Division will develop partnerships with public and private agencies to address community and economic development needs within the service area.</p>	<p>Amount of money raised at the Golf Tournament</p> <p>Number of participants at the WISCT Conference</p> <p>Number of participants at the Career Fair.</p>	<p>The Career-Technical Division will sponsor a Golf Tournament to raise money for scholarships for the allied health students. The goal of the 2011-2012 Tournament is to raise \$50,000.00.</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 2011-2012 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 2011-2012 Career Fair is to host a fair with at least 1,000 participants.</p>	<p>Due to the addition of the Allied health Division, The Golf Tournament no longer falls under the Career and Technical Division.</p> <p>Due to defunding of Tech Prep, funds were not available to sponsor the WISCT Conference</p> <p>The Career Fair was held with 50 vendors and 1,500 participants.</p>	<p>Benchmark was met. However with the Golf Tournament being changed to Allied Health and the defunding of Tech Prep, we have chosen other means of forming partnerships with the community and area high schools (Educational Forum for area High Schools, Male Cut-It-Out Conference).</p>
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EDUCATIONAL OUTREACH AND DISTANCE LEARNING PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Educational Outreach and Distance Learning	Department of Educational Outreach and Distance Learning will provide quality evening services to students who enroll in evening courses.	<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 89 students, or by 10%, from 894.</p>	<p>100% of adjunct instructors met institution's faculty credential requirements.</p> <p>An unduplicated count of 1192 students enrolled in evening classes.</p>	<p>Instructors with specialized training/degrees in the various subject areas were better able to deliver and provide quality instruction based on their expertise, experiences, and specialized training.</p> <p>The goal was met and exceeded for the Fall 2011 evening enrollment. As a result, the director of Educational Outreach will continue to implement and even increase the use of certain recruitment strategies. While enrollment increased at some sites, the goal is to increase enrollment at all sites through various recruitment strategies.</p>

	<p>Department of Educational Outreach will provide quality services to those students who enroll in online courses provided by Coahoma Community College.</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.	97% of evening students who participated in the student opinion survey rated their level as “satisfactory” with the college environment.	The director or Educational Outreach will continue to maximize the availability of campus resources to students off campus by communicating with the directors of other departments in an effort to keep announcements updated on the Web and by informing students at all sites about information that can be access at www.coahomacc.edu . As a result, students will be knowledgeable about registration procedures, book store information, admission requirements, graduation requirements...
		(1) Instructor credentials for online instructors.	(1) 100% of online instructors will meet or exceed institution’s faculty credential requirements.	(1) 100%	(1) Because all of the online instructors met or exceeded the institution’s faculty credential requirements, adjuncts will meet the needs of students by continuing to provide them with the highest quality education.
		(2) number of CCC instructors teaching online courses	(2) The total number of instructors teaching online classes will increase by 3 instructors, or from 23 to 26.	(2) 23	(2) The number of online instructors for Fall 2011 remained the same. The goal of having 26 CCC instructors was not met, but there is a plan in place. As a result of this, the director of Educational Outreach has met with traditional, adjunct and new instructors who are interested in teaching online. Several are preparing to take the training course to get them prepared for online teaching. The director of Educational Outreach will continue to encourage those that are interested and make sure that they are properly trained.

		(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.	(3) 161	(3) The number of online credit hours met and exceeded the expectation of the projected online credit hour production. This number almost doubled for two reasons: Students voiced their concerns about courses that they needed and would like to see online and Department chairs saw an overload of students in traditional courses and requested that some of those classes be offered online. The director of Educational Outreach will continue to offer online courses according to the needs of students and the institution.
		4) online student enrollment	(4) The total enrollment for online classes will increase by 50 students, 10%, or from 534 to 584.	(4) 564	(4) The goal was not met, but we were only shy by 20 students. To address this, the director of Educational Outreach will make sure to publicize online courses more and to make the registration process as easy as possible. The Office of Educational Outreach will continue to offer classes that students need in their program of study.
		(5) Online course evaluations	(5) 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.	(5) Students who participated in the online course evaluation rated their satisfaction with the course with a 3.72 rating on a 4.0 scale and their satisfaction with the instructors with a 3.73 on a 4.0 scale.	(5) The ratings given by students were really good. To maintain and even increase the evaluations, the director of Educational Outreach will seek and provide opportunities for online instructors to enhance the quality of their course and to ask for more student participation in the evaluations. For example, there are several training courses provided for online instructors that help to enhance learning for students by providing certain building

					blocks.
	Department of Educational Outreach and Distance Learning will provide quality services to students who enroll in dual enrollment courses.	<p>(1) Dual Enrollment student enrollment</p> <p>(2) Dual Enrollment completion rate</p> <p>(3) Dual Enrollment grade requirement</p>	<p>(1) The total number of dual 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>(1) 146 students enrolled as dual enrollees.</p> <p>(2) 115 students completed the program out of 146. The percentage is 79%.</p> <p>(3) 88 students out of 115 completed the course with a grade of "B" or better. The percentage is 77%.</p>	<p>(1) This number exceeded by almost 50 students. The dual enrollment coordinator will continue to communicate with high school principals and counselors to encourage their students to participate in the CCC Dual Enrollment Program. Parent participation is also important in maintaining this goal.</p> <p>(2) and (3) Throughout the semester, the dual enrollment coordinator will constantly check on the attendance and grade statuses of dual enrollees by visiting students in their classes and by checking with instructors for reports on students.</p>

INSTITUTIONAL ADVANCEMENT PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

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

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

INSTITUTIONAL ADVANCEMENT
2011-2012 PROGRAM EVALUATION PLAN
COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Institutional Advancement	1. Institutional Advancement will secure federal and state funding to support the college’s comprehensive development plan of mission and goals.	Amount of federal funding	Institutional Advancement will secure at least \$4,000,000 federal and state funding in 11-12 in order to support the college’s mission and goals	Funds sponsored/ secured from federal and state sources to support the college’s mission and goals (see table below for breakdown) exceed the target amount of \$4,000,000	Results were used to improve student learning through purchases of educational materials, furniture, and supplies; technology upgrades; and professional development training for faculty and staff
		Amount of state funding			
		Number and description of proposals	Institutional Advancement will sponsor (combination of proposal written and grants funded) at least five sponsored programs for 11-12	Currently there are six funded programs. (see table below) Additionally there were two grants written that were unfortunately not funded	As the economy continues to flounder, competition for grant funds intensifies. To address this an additional grant writer will be employed for the 2012-13 year
		Federal Programs –Program Name , 11-12 Funding, and Source of funding			
		Program		11-12 Funding	Funding Source
		Adolescent Offender Program		\$ 185,000	State
		Student Aid & Fiscal Responsibility Act (SAFRA)		953,978	Federal
		DOL STEAP		608,066	Federal
		Educational Talent Search		226,599	Federal
		Title III		2,466,831	Federal
Upward Bound		313,631	Federal		
TOTAL		\$ 4,754,105			

	2. Institutional Advancement will maintain a) zero (0) findings on all audits and b) a satisfied rating on any campus survey(s).	Annual audit	Federal Programs will have 0 findings in the financial audit	There were no audit findings.	Continue to implement compliant programs that follow all federal, state, and local rules and guidelines.
		Survey (other assessment) Results	Campus Climate Survey will indicate that 65% of respondents are extremely satisfied, very satisfied, and/or satisfied with the services of Federal Programs.	Of the responders, 82.4% indicated that they were extremely satisfied, very satisfied, and/or satisfied with the services of Federal Programs.	By knowing the feelings of the responders, Institutional Advancement has addressed, adapted, and/or changed our approach to improving student learning, curriculum, or program by addressing any negative results as needed.
	3. Institutional Advancement will support the college's comprehensive development plan of mission and goals through Public Relations and Alumni Affairs.	The number of articles in area papers and survey results will be used to determine satisfaction with Public Relations. The number of contacts (mail, telephone, or in person) with alumni and sign-in sheets will be used for Alumni Affairs.	Public Relations will publish at least 5 articles a month on newsworthy college events in area newspapers and 65% of responders will rate that they are extremely satisfied, very satisfied, and/or satisfied with Public Relations	Public Relations has published at least 5 articles a month in area newspapers and 85.2% of responders indicated they were very satisfied, and/or satisfied.	These newsworthy articles served as recruitment tools for the college which impacts enrollment. Based on survey indications news will be reported accordingly.
			Alumni Affairs will contact alumni at least twice a year and have 100 – 200 alumni sign in at various functions.	Alumni Affairs has contacted alumni twice this a year by mail and received 105 signatures from alumni attending homecoming or reunion activities	These contacts with the alumni serve as a recruiting tool and a communication bridge to encourage alumni to come back as well as to give back.

INSTITUTIONAL EFFECTIVENESS PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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

2011-2012 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Administrative or Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Use of Results
Institutional Effectiveness	1. SACS Liaison will educate the institution's stakeholders about Coahoma Community College's Substantive Change Policy and the Commission on Colleges' Substantive Change Policy.	<p>Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> 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. 2. Report any existing substantive changes that may not have been reported to the Commission and report any of Coahoma's future substantive changes. 3. Meet all timelines and requests from the Commission on Colleges/SACS. 	<p>The IE Office will use the following standards/benchmarks to evaluate this outcome:</p> <ol style="list-style-type: none"> 1. At least one meeting with the Substantive Change Committee will be held 2. All substantive changes-past and future-will be reported to the Commission 3. All requests and timelines will be met 	<ol style="list-style-type: none"> 1. Substantive Change Committee members, met August of 2011. 2. Coahoma notified the Commission of the following changes: June 21, 2011: Add Automotive Technology certificate and associate degree programs to its program offerings. The College submitted prospectus September 19, 2011, College received acceptance of the prospectus January 17, 2012, and was asked to provide a faculty roster. The College provided documentation February 9, 2012. The Commission approved the Automotive Technology addition May 22, 2012. <p>In a letter dated May 30, 2011, Coahoma also notified the Commission of its plans of adding the EMT-Paramedic certificate and associate degree programs to its allied</p>	<p>This outcome was met.</p> <p>Coahoma Community College's Substantive Change Committee met August of 2011, to review any possible substantive changes at the institution. The Committee identified two substantive changes and reported these 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 well in advance before starting new programs at the institution.</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>

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Institutional Effectiveness	3. SACS Liaison will work with the QEP Director to coordinate the implementation and assessment of iREAD.	Office of Institutional Effectiveness will evaluate this outcome through the following measures: 1. Marketing of the QEP across the campus 2. Completion of reading comprehension training for CCC faculty 3. Administration of the assessment measures defined in CCC's QEP 4. Completion of the 2011-2012 iREAD Annual Report documenting all activities, assessments, and evaluation results	1. Market iREAD across the campus 2. Complete reading comprehension training for CCC faculty 3. Administer assessment measures to iREAD classes 4. Complete the 2011-2012 iREAD Annual Report documenting all activities, assessments, and evaluation results	1. Marketed iREAD across the campus 2. Completed reading comprehension training for CCC faculty 3. Administered assessment measures to iREAD classes 4. Completed the 2011-2012 iREAD Annual Report documenting all activities, assessments, and evaluation results	This outcome was met. The QEP Director compiled a report documenting all iREAD activities and assessments. This report provides a breakdown of assessment results and use of results.
Institutional Effectiveness	3. The IPEDS key holder/SACS Liaison will submit accurate and timely institutional data reports to local, state, and national agencies.	<u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measures: 1. The SACS Liaison will complete and submit accurate and timely profile reports to the SACS/Commission on Colleges. 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. 3. The IPEDS key holder will submit accurate and timely Integrated Postsecondary Education Data	The IE Office will use the following standards/benchmarks to evaluate this outcome: 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, 2012, for the <i>Institutional Profile for General Information and Enrollment</i> . 2. The IPEDS Keyholder will submit accurate data in the	1. The SACS Liaison completed and submitted accurate profile reports to the Commission on Colleges by July 15, 2011, for the <i>Financial Profile</i> and on December 15, 2011, for the <i>Institutional Profile for General Information and Enrollment</i> . 2. The IPEDS Keyholder completed and submitted the <i>Equity in Athletic Disclosure Act Survey</i> to the U.S. Department	Outcome was met. The IPEDS Key Holder/SACS Liaison will continue to abide by local, state, and national due dates and submit accurate institutional data reports.

		<p>System reports (IPEDS) to the United States Department's National Center for Education Statistics</p>	<p>Equity in Athletic Disclosure Act Survey and submit to the U.S. Department of Education by October 29, 2011.</p> <p>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 by October 20, 2011, for winter by January 26, 2012, and for spring by April 13, 2012.</p>	<p>of Education on October 25, 2011.</p> <p>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:</p> <p>a) The IPEDS key holder submitted data for the Fall 2011 IPEDS collection by October 20, 2011. The collection included the Institutional Characteristics, Completions, and 12-month Enrollment components.</p> <p>b) The IPEDS key holder submitted data for the Winter 2011-2012 IPEDS collection by January 26, 2012. The collection included the Human Resources component.</p> <p>c) The IPEDS key holder submitted data for the</p>	
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Institutional Effectiveness	3. The IPEDS key holder/SACS Liaison will submit accurate and timely institutional data reports to local, state, and national agencies.	<p><u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> 1. The SACS Liaison will complete and submit accurate and timely profile reports to the SACS/Commission on Colleges. 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. 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 	<p>The IE Office will use the following standards/benchmarks to evaluate this outcome:</p> <ol style="list-style-type: none"> 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, 2012, for the <i>Institutional Profile for General Information and Enrollment</i>. 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, 2011. 3. The IPEDS key holder will submit accurate Integrated Postsecondary Education Data System reports 	<ol style="list-style-type: none"> 1. The SACS Liaison completed and submitted accurate profile reports to the Commission on Colleges by July 15, 2011, for the <i>Financial Profile</i> and on December 15, 2011, for the <i>Institutional Profile for General Information and Enrollment</i>. 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, 2011. 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 	<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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Institutional Effectiveness	5. IE Office will coordinate the administration of employee performance reviews.	<p><u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> 1. IE Office will provide employers with the instructions and performance instruments 2. Supervisors will conduct performance evaluations and submit copies to the IE Office 	<p>The IE Office will use the following standards/benchmarks to evaluate this outcome:</p> <ol style="list-style-type: none"> 1. IE Office will provide employers with the instructions and performance instruments in August 2011 2. Supervisors will conduct performance evaluations and submit copies to the IE Office by end of fiscal year 	<ol style="list-style-type: none"> 1. Year 2011-12 marked the fifth year for Coahoma to use the Employee Evaluation and Development System. This document was shared in Pre-School Professional Development packets August of 2011 with full-time employees and adjunct faculty. 2. Supervisors conducted at least one annual evaluation and shared the results with employees. Interviews discussing and suggestions for the future were documented on a follow-up form. Examples were filed in the IE Office at the end of the fiscal year. 	<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>
Institutional Effectiveness	6. The Director of Research & Assessment will coordinate program reviews for all non-instructional and instructional programs.	<p><u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <ol style="list-style-type: none"> 1. IE Office will distribute instructions and program review instruments to non-instructional and instructional program supervisors 2. Program Review will complete the last reviews for the three-year cycle. 	<p>The IE Office will use the following standards/benchmarks to evaluate this outcome:</p> <ol style="list-style-type: none"> 1. Instructions and program review instruments will be distributed to non-instructional and instructional program supervisors fall of 2011 2. Program reviews will be conducted according to published schedules, deadlines, and guidelines 	<ol style="list-style-type: none"> 1. Instructions and program review instruments were distributed during the 2011 Pre-School conference 2. A new program review schedule for upcoming reviews was published in 2011-2012 and placed on the IE webpage. 	<p>Outcome was met.</p> <p>Programs continue to be reviewed on a three-year cycle.</p>

Institutional Effectiveness	<p>7. IE Office will share and market good news about Coahoma Community College and institutional effectiveness through presentations, open houses, and publications.</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"> 1. Publication of the first 2011-2012 CCC Pictorial Calendar 2. Presentation at the SACS December 2011 Annual Meeting Conference 3. Presentation at Mississippi's MACSAP Conference May 21, 2012 4. Presentation at the SACCR Conference July 24, 2012 	<p>The IE Office will use the following standards/benchmarks to evaluate this outcome:</p> <ol style="list-style-type: none"> 1. Publication of the 2011-2012 CCC Pictorial Calendar in August 2011 2. Present at the SACS December 2011 Annual Meeting Conference 3. Present at Mississippi's MACSAP Conference May 21, 2012 4. Present at the SACCR Conference July 24, 2012 	<ol style="list-style-type: none"> 1. The Coahoma Community College pictorial calendar for Year 2011-2012 was created and printed in June 2011 and distributed in August 2011. 2. Dr. Presley, Rosemary Dill, Karen Done, Margaret Dixon, Barbie Boschert, Ezra Howard presented a concurrent session at the 2011 SACS-Commission on Colleges Annual Meeting. 3. The VP of IE Presented at the MACSAP Conference 4. The VP of IE served on a SACS panel at the SACCR Conference 	<p>This outcome was met.</p> <p>The College will continue to share the good news about CCC and institutional effectiveness. The College has been invited to present again at the December SACS 2012 Annual Meeting.</p>
Institutional Effectiveness	<p>8. IE Office will plan and coordinate a strategic planning council meeting in spring.</p> <p>Develop a new five-year strategic plan for the institution.</p>	<p><u>IE Office</u> Office of Institutional Effectiveness will evaluate this outcome through the following measures:</p> <p>The College will host a Strategic Planning Retreat. During this retreat, stakeholders will begin to formulate a strategic plan.</p>	<p>The IE Office will use the following standard/benchmark to evaluate this outcome:</p> <p>A planning retreat will be held summer of 2012 to review the institution's mission, goals, objectives, and strategic plan.</p>	<p>A Strategic Planning Retreat was held June 28, 2012.</p>	<p>Outcome was met.</p> <p>During the 2012 summer strategic planning retreat, the institution's stakeholders formulated strategic initiatives for 2012-2013. The IE Office will continue this planning process and will begin the campus-wide revision of the institution's mission statement, goals, and implementation plans.</p>

Institutional Effectiveness	9. Coahoma Community College's stakeholders will be satisfied with institutional research and planning services.	<p>IE Office 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>90% 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>90% of employees who participate in the 2011-12 <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>92.9% 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>97.2% of 108 respondents</p> <p>92.6% of 108 respondents</p> <p>94.5% of 108 respondents</p> <p>92.6% of 108 respondents</p> <p>93.5% of 108 respondents</p>	Outcome was met.
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PRESIDENT'S OFFICE PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

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
2011-2012 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	1. Coahoma Community College will follow the Commission's Substantive Change Policy and will notify the Commission of substantive changes.	Office of Institutional Effectiveness will evaluate this outcome through the following measures: 4. 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. 5. Report any existing substantive changes that may not have been reported to the Commission and report any of Coahoma's future substantive changes. 6. Meet all timelines and requests from the Commission on Colleges/SACS.	The IE Office will use the following standards/benchmarks to evaluate this outcome: 4. At least one meeting with the Substantive Change Committee will be held 5. All substantive changes-past and future-will be reported to the Commission 6. All requests and timelines will be met	3. Substantive Change Committee members, met August of 2011. 4. Coahoma notified the Commission of the following changes: June 21, 2011: Add Automotive Technology certificate and associate degree programs to its program offerings. The College submitted prospectus September 19, 2011, College received acceptance of the prospectus January 17, 2012, and was asked to provide a faculty roster. The College provided documentation February 9, 2012. The Commission approved the Automotive Technology addition May 22, 2012. In a letter dated May 30, 2012, Coahoma also notified the Commission of its plans of adding the EMT-Paramedic certificate and associate degree programs to its allied health offerings.	This outcome was met. Coahoma Community College's Substantive Change Committee met August of 2011, to review any possible substantive changes at the institution. The Committee identified two substantive changes and reported these change to SACS/Commission on Colleges. 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 well in advance before starting new programs at the institution. Coahoma Community College will continue to implement its Substantive Change Policy and notify the Commission of any substantive changes in the future.
President's Office	2. Coahoma Community College will provide quality learning opportunities for the development of intellectual skills, personal growth, job skills, and/or transfer to a baccalaureate program.	1. Percent of ADN graduates who pass state licensure examination 2. Percent of Practical Nursing graduates who pass state licensure examination 3. Average class size	1. 90% of ADN graduates will pass State Board Exam 2. 90% of PN graduates will pass the state licensure examination 3. The # of faculty	1. 91% of ADN graduates passed the State Board Examination 2. 100% of PN graduates passed the state licensure examination 3. 28 average class size 4. 100% of faculty met	1. Benchmark was met. 2. Benchmark was met. 3. Benchmark was met. 4. Benchmark was met. 5. Benchmark was not met. Improvement plans have been written and are being

President's Office	2. Coahoma Community College will provide quality learning opportunities for the development of intellectual skills, personal growth, job skills, and/or transfer to a baccalaureate program.	1. Percent of ADN graduates who pass state licensure examination 2. Percent of Practical Nursing graduates who pass state licensure examination 3. Average class size 4. Percent of full-time and adjunct faculty who meet credentialing standards 5. Percent of career-technical students positively placed. 6. Cumulative GPA of CCC transfers to IHL's	1. 90% of ADN graduates will pass State Board Exam 2. 90% of PN graduates will pass the state licensure examination 3. 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 2011 4. 100% of full-time and adjunct faculty will meet credentialing standards 5. 79% of career-technical graduates will be positively placed 6. Cumulative GPA of Coahoma Community College at Mississippi's Institutions of Higher Learning will equal or exceed GPA of native students. (2.79)	1. 91% of ADN graduates passed the State Board Examination 2. 100% of PN graduates passed the state licensure examination 3. 28 average class size 4. 100% of faculty met standards 5. 72.2% of graduates positively placed 6. 3.06 GPA	1. Benchmark was met. 2. Benchmark was met. 3. Benchmark was met. 4. Benchmark was met. 5. Benchmark was not met. Improvement plans have been written and are being implemented to address program weaknesses. 6. Benchmark was met.
President's Office	3. Coahoma Community College will provide a safe and secure learning environment for students, employees, and other stakeholders of the institution.	Number of student injuries on campus Number of employee and other injuries on campus Current Safety Manual	Coahoma's student injuries on campus will fall below Mississippi's statewide goal of 75 students Coahoma's	Coahoma's student injuries= 1. This number falls below the State average. Coahoma's employee	Outcome was met. The institution will continue to make the safety and security of its students and campus a top priority.

President's Office	4. Coahoma Community College will build, renovate, and maintain a physical plant that offers appropriate furnishings and equipment necessary to fulfill the institution's mission.	Contracts and funding to fulfill objectives of the Facilities Master Plan	The institution will fulfill objectives from the Facilities Master Plan	Plans were fulfilled	<p>Outcome continues to be a work in progress.</p> <p><u>2011-15 Capital Improvement Projects/Repair/Renovation Projects include the following:</u> Capital Improvements-Energy Conservation/Infrastructure Up-grade; Zee A. Barron Student ; B.F. McLaurin Vocational-Technical Building; Dickerson-Johnson Library; Workforce Development Center expansion; Music/Theater Building. Renovations-Christine J. Curry Hall; Mary G. Whiteside Hall (Phase III); Lee Flowers Vocational-Technical Building; Building "B" Vocational-Technical Building.</p>
President's Office	5. Coahoma Community College will demonstrate a sound financial base, financial stability, and adequate physical resources to support the institution's programs, service, and mission.	Balanced annual budget and unqualified audit with 0 material findings	Balanced Budget and unqualified audit with 0 material findings	Unqualified audit with 0 material weaknesses for year ended June 30, 2011	<p>Outcome was met.</p> <p>Coahoma Community College demonstrated a sound financial base, financial stability, and adequate physical resources to support its programs, services, and mission. Coahoma Community College's recent financial history demonstrates financial stability as shown in the College's audited financial statement reports for fiscal year 2011 (on file in President's Office). A review of the College's most recent Statement of Net Assets, Statement of Revenues, Expenses and Changes in Net Assets, and the Statement of Cash Flows, gives strong evidence of the College's financial stability. The College's financial records are submitted to the Mississippi Office of State Audit and independently audited by J. E. Vance & Company of Tupelo, Mississippi, as mandated by the state. Audit reports have found the College to be in compliance with no significant deficiencies in internal control over financial reporting and no instances of noncompliance. The College's financial statements also demonstrate the stability of its unrestricted net assets. The Statement of Cash Flows for fiscal year 2011 indicates that Coahoma Community</p>

					<p>College has successfully met its financial obligations (on file in President's Office). The College develops its annual budget as part of the institution-wide planning process. Each service and program area of the College completes a planning outcomes document for the upcoming year. This process provides for ongoing operational and expansion budget requests. The annual College's budget, including funds provided by the state and service counties, is approved by the Board of Trustees. Approval is documented in Board minutes (on file in the President's Office).</p>
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TECHNOLOGY AND COMPUTER SERVICES PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE'S INSTITUTIONAL EFFECTIVENESS PLAN 2011-2012

Program Purpose and Description:

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

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

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

TECHNOLOGY AND COMPUTER SERVICES

2011-2012 PROGRAM EVALUATION PLAN

COAHOMA COMMUNITY COLLEGE

Administrative or Ed Support Area or Service	Program Outcome	Methods of Evaluation or Assessment	Evaluation Standards or Benchmarks	Assessment Results	Explain How Results Were Used To Improve Student Learning, Curriculum, Or Program
Technology and Computer Services	The Technology and Computer Services Department will provide effective technology services to students, faculty, and staff.	<p>Number of technology, computer services, and telecommunications work orders completed and average amount of time taken to complete work orders</p> <p>Student and employee satisfaction surveys</p>	<p>Of the work orders completed in FY11, the average turnaround will be less than 24 hours.</p> <p>65% of students who participate in the satisfaction survey will rate their level of satisfaction with access to appropriate technology as “satisfactory” or higher.</p> <p>2011-2012 Graduating Senior Exit Survey Results</p> <p>2011-2012 Entering Student Survey Results</p> <p>65% of employees who participate in the satisfaction survey will rate their level of satisfaction with Campus Technology/Computer Center Services as “satisfactory” or higher.</p> <p>2011-2012 Campus Climate Employee Survey Results</p>	<p>265 work orders received & completed with an average turnaround of 5 hours</p> <p>300 of 362 respondents 82.87%</p> <p>326 of 375 respondents 87%</p> <p>100 of 108 respondents 92.6%</p>	The benchmarks of the department were met. The department’s focus is that turnaround time for work orders is less than 1 day. The department also strives to provide efficient and timely service which will always be a top priority for Technology and Computer Services.
	The Technology and Computer Services Department will provide training to students, faculty and staff in the use of current software applications and technology used throughout campus.	Number of trainings provided to the faculty/staff on the Campus Web Module, e-mail, and other specialized trainings on the institution’s system;	4 trainings/presentations will be provided to the faculty and staff in FY11.	Training sessions were conducted for campus faculty and staff during the implementation of Google Mail in February 2012	The benchmark was met. Technology and Computer Services provided training to the faculty and staff in the use of Google Mail.
	The Technology and Computer Services Department will upgrade network	Number of network related work orders that are submitted as a result of network issues which are related to the need	The Department will receive less than 50 work orders per semester that are the result of poor network connections and performance	For the year ending June 30, 2012, the department received about 25 work orders which were network related issues.	This benchmark was met.

	equipment and computers throughout campus to the latest and most current levels possible that is allowable by current and future budgets.	for network equipment upgrades such as replacing 10MB network switches with gigabit switches in buildings where network traffic consists of data, voice, and video.			
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