

Institutional Effectiveness Form

Department Name: Health Sciences/Associate of Applied Science

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The College offers an Associate of Applied Science degree as a career ladder for persons who have successfully completed their certificate program of study in Dental Assistant, Diagnostic Medical Sonography, EMT-Paramedic, or Sleep Diagnostics.

Link between Institutional Mission and Departmental Mission: The Health Sciences Division offers degree and certificate programs which are designed to prepare students for a career in specific health care occupations.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Demonstrate knowledge of the basic foundations and theories directly or indirectly related to functions of the career.	Employer Satisfaction Surveys	Annual
Master terminology within the career.	Employer Satisfaction Surveys	Annual
Demonstrate knowledge of rules and regulation of applicable boards and agencies.	Employer Satisfaction Surveys	Annual
Apply the ethical and professional standards of conduct expected in the career	Employer Satisfaction Surveys	Annual
Identify and make informed decisions about career options within a program of study	Job Placement Rates	Annual
Demonstrate the use of skills and knowledge of technology necessary to perform the duties within the career	Employer Satisfaction Surveys	Annual
Develop and apply problem-solving and decision-making skills	Employer Satisfaction Surveys	Annual

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	A minimum of 93% of all program graduates will be placed in their respective fields.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Initiative 3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Job Placement Survey
Baseline Data (Current Level of Performance):	2012=90.6%
Three years of trend data (if available):	2012=90.6% 2011=93.9% 2010=100%
Target (Desired Level of Performance):	A minimum of 93% of all program graduates will be placed in their respective fields.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Certificate programs will work with the Office of Career Placement to teach students job hunting and placement skills. 2.) Identify program graduates. 3.) Administer Job Placement Survey 4.) Compile and analyze results
Results of the Institutional Effectiveness Effort:	The job placement rate for the 2013 graduates was 90.0%.
Future Plans Regarding this Outcome:	We will continue to work with the Office of Career Placement through the certificate (concentration) areas to teach job

	placement skills to graduates. The graduates from this year, who were the first to receive this instruction, will be measured on next year's job placement rates, so we will continue to monitor this effort with those graduates before making additional changes.
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Institutional Effectiveness Outcome 2:	Program graduates will display problem solving skills.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Key Indicator 3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Employer Satisfaction Survey
Baseline Data (Current Level of Performance):	2012=4.13
Three years of trend data (if available):	2012=4.13 2011=4.0
Target (Desired Level of Performance):	A benchmark of greater than 4.59 for this item on the Employer Satisfaction Survey will be achieved.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Work with programs involved in Associate of Applied Science degree to address deficiency in problem solving skills and include that as measurement of program outcomes. 2.) Identify the current employers of program graduates by

	utilizing information gained from Job Placement Surveys. 3.) Administer Employer Satisfaction Survey and conduct follow up as needed. 4.) Compile and analyze results
Results of the Institutional Effectiveness Effort:	Employers of health sciences graduates from the 2012-2013 year rated the graduates with a mean problem solving skills score of 4.50 out of 5. This score shows great improvement over the previous two years' scores, but it does not quite reach our target score of 4.59 out of 5.
Future Plans Regarding this Outcome:	We will continue to work to increase the students' problem solving skills in the coming year through additional class activities that focus on problem solving.

Institutional Effectiveness Outcome 3:	Program graduates will demonstrate effective oral and written communication skills using terminology within the career.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Key Indicator 3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Employer Satisfaction Survey
Baseline Data (Current Level of Performance):	2012=4.25
Three years of trend data (if available):	2012=4.25 2011=5.0

Target (Desired Level of Performance):	A target of 5.0 for this item on the Employer Satisfaction Survey will be achieved.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Work with programs involved in Associate of Applied Science degree to address deficiency in communication skills and include that as measurement of program outcomes. 2.) Identify the current employers of program graduates by utilizing information gained from Job Placement Surveys. 3.) Administer Employer Satisfaction Survey and conduct follow up as needed. 4.) Compile and analyze results.
Results of the Institutional Effectiveness Effort:	Employers rated the 2012-2013 graduates' communication skills with a mean score of 4.50 out of 5. This demonstrates an improvement over the previous year, but it does not reach our target score of 5.0 out of 5.
Future Plans Regarding this Outcome:	We will continue to work to improve students' written and oral communication skills via increased in-class exercises that require students to communicate orally and in writing.

**Institutional Effectiveness 2014-2015
Associate of Science in Teaching**

<p>Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)</p>		
<p>Departmental Mission: The Associate of Science in Teaching Degree encourages students to think critically and creatively, communicate clearly, to develop leadership and ethical standards, and compete effectively in the global community. It also prepares a diverse student population for a successful career in elementary education through seamless transfer to a Tennessee Board of Regents four-year institution.</p>		
<p>Link between Institutional Mission and Departmental Mission: The department mission is related to the college mission as our goal is to provide a quality program and prepare our students to be successful in their role as a teacher.</p>		
<p>List all Learning Outcomes:</p>		
Outcome	Means of Assessment	Year Outcome Assessed
Q.1 80% of students will demonstrate basic college entry level skills in reading, writing and math	AST candidates have a composite of 22 on the ACT or forward Praxis score to records for graduation or have ACT scores on file	Spring 2015
Student Success S1 Students will demonstrate their knowledge of the factors (Interstate New Teacher Assessment and Support Consortium Principles) involved in being a successful teacher.	Students will be given a pre and posttest related to the InTASC (Interstate New Teacher Assessment and Support Consortium Principles) C Principles which state what a teacher should know and be able to do.	Spring 2015
Student Success S1 80 % of students enrolled in EDU 101 will complete the class with a C or higher	Analyze student withdrawal and grades for previous semesters.	Spring 2015

Institutional Effectiveness Outcome 1:	Q.1 80% of students will demonstrate basic college entry level skills in reading, writing and math
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.1
Funds Budgeted to Support this Outcome:	No funding beyond base budget
This Outcome will be Assessed Using:	Information reported to records office indicating completion of A.S.T. graduation requirement of passing the Praxis 1 exam
Baseline Data (Current Level of Performance):	Students' scores cannot be obtained
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	80% of students who take the Praxis 1 will pass
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) Spring Workshop given on how to prepare for the Praxis 1 exam. 2) Added the Complete Test Preparation Praxis as a supplemental textbook to the EDU 101 syllabus. 3) Practice Praxis in class
Results of the Institutional Effectiveness Effort:	Initially in creating the outcome, we thought that we could determine if the AST students were passing or failing the Praxis Test. The records director confirmed that it is not possible to collect the data to measure Praxis success. Amber Regan replied that "Any student that graduated with the AST degree passed the Praxis. I don't have a way to really check to see who didn't pass the Praxis, because they may have graduated under a different major or moved their application forward and kept attempting the tests until they passed."

Future Plans Regarding this Outcome:	This outcome will be revised from our future IE plan since it cannot be measured.

Institutional Effectiveness Outcome 2:	Students will demonstrate their knowledge of the factors involved in being a successful teacher with 90 % of the students improving their score from the pretest to the post test.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success S1
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Students will be given a pre and posttest in EDU 101 related to the INTASC Principles which state what a teacher should know and be able to do.
Baseline Data (Current Level of Performance):	Data to be collected fall 2014 and spring 2015
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	90% of students will improve their score on the InTASC posttest.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) All EDU 101 instructors will be given directions and training on how to administer and score the INTASC Principles pre and posttest and record data 2) The EDU 101 syllabus will be revised to indicate learning outcomes and instruction related to the INTASC principles 3) Students will write a paper explaining the purpose of the

	INTASC principles
Results of the Institutional Effectiveness Effort:	Data received from the pre and posttests gave inconclusive evidence as to whether there was improvement in the student's knowledge of the InTASC principles. It was determined that the data collecting method was insufficient.
Future Plans Regarding this Outcome:	The InTASC pre and post-test will be discontinued. A rubric to measure their understanding of the InTASC Principles in their writing an InTASC paper will be developed. Common instructions for this assignment will also be created so that all sections of the course have the same instructions and rubrics. An Excel spreadsheet will be created to collect and measure the data.

Institutional Effectiveness Outcome 3:	80 % of students enrolled in EDU 101 will complete the class with a C or higher
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success S1
Funds Budgeted to Support this Outcome:	1. Existing base budget
This Outcome will be Assessed Using:	Grade distribution reports
Baseline Data (Current Level of Performance):	Fall 2012 A = 75 B = 18 C = 8 D = 1 F = 18 I = 0 W = 9 Success Rate = 78.3%

	<p>Retention = 79.1%</p> <p>Spring 2013 A=46 B=17 C=6 D=1 F=26 I=1 W=9 Success Rate =65.1% Retention =66.0%</p>
<p>Three years of trend data (if available):</p>	<p>Fall 2011 A = 73 B = 36 C = 8 D = 3 F = 29 I = 1 W = 18 Success Rate = 69.6% Retention = 71.4%</p> <p>Spring 2012 A=43 B=29 C=11 D=5 F=31 I=0 W=10 Success Rate =64.3% Retention =68.2%</p> <p>Fall 2012 A = 75 B = 18 C = 8 D = 1 F = 18 I = 0 W = 9 Success Rate = 78.3% Retention = 79.1%</p> <p>Spring 2013 A=46</p>

	<p>B=17 C=6 D=1 F=26 I=1 W=9 Success Rate =65.1% Retention =66.0%</p> <p>Fall 2013 A = 65 B = 23 C = 8 D = 0 F = 18 I = 3 W = 7 Success Rate = 77.4% Retention = 77.4%</p> <p>Spring 2014 A=37 B=6 C=5 D=1 F=14 I=0 W=2 Success Rate =73.8% Retention =75.4%</p>
<p>Target (Desired Level of Performance):</p>	<p>Success Rate = 80% Retention = 85%</p>
<p>Steps to Achieve the Target for this Outcome: (add additional steps as needed)</p>	<ol style="list-style-type: none"> 1) Revise Education Teaching Manual to include instructions and the grading rubric for the Teaching Philosophy assignment 2) Lecture and discussion related to recognized philosophies of education (essentialism, perennialism, progressivism, social reconstructivism, and existentialism) 3) Show videos of teachers discussing their philosophy 4) Students enrolled in EDU 101 will write a paper describing their educational philosophy. The paper will include all of the relevant aspects (the role of students, teachers, and environment, and instruction that support them) of a philosophy of teaching young children. 5) Create Excel spread sheet to organize data

<p>Results of the Institutional Effectiveness Effort:</p>	<p>In the 2013-14 year, the department worked to increase the success and retention percentages through advising initiatives and partnerships with local school systems. While the department saw significant increases in spring retention and success rates, the rates were not as high as faculty had hoped. Therefore, in the 2014-15 year, the department revised the Education Teaching Manual and implemented a new assignment, and added instructional material to the curriculum. Retention and success rates were as follows:</p> <p>Fall 2014: A=62 B=13 C=3 D=2 F=14 I=1 W=3 Success Rate =79.6% Retention =81.6%</p> <p>Spring 2015: A=39 B=10 C=4 D=0 F=9 I=0 W=2 Success Rate =79.1% Retention =79.1%</p> <p>While the efforts have resulted in great improvements in the success and retention rates for this course, the goal has not yet been met.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>The department will continue to work toward this goal in the 2015-2016 year by implementing early alerts for students in this course. When students perform poorly on exams and assignments early in the semester, their names will be reported to the Office of Retention Support Services. Employees in that office will contact the students to provide assistance through advising, tutoring, or recommendation of other services that might help the students catch up and perform better for the remainder of the semester.</p>

Institutional Effectiveness Form

Department Name: **Biological Sciences (AGR, BIOL, BIOT, NRM)**

For the Academic Year: **2014-2015**

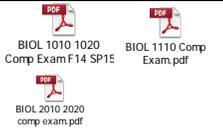
Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The department provides coursework and supporting services and facilities which allow students to meet the degree and certificate requirements in programs of the college or to build a foundation of skills and knowledge for pursuit of advanced degrees, a lifetime of learning, and enhanced career performance.

Link between Institutional Mission and Departmental Mission:

AS/AAS/Certificates
 General education/ University transfer
 Continuing Education
 Career Preparation and Enhancement

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results
<ul style="list-style-type: none"> Apply established scientific methods to the interpretation of experimental results 	Lab report rubric or exam question	2014-2015	
<ul style="list-style-type: none"> Use scientific principles to solve problems of a scientific nature. 	SEEK/CAT rubric type exam question	2014-2015	
<ul style="list-style-type: none"> Demonstrate knowledge of scientific principles, processes and terminology 	Comprehensive exam performance broken down by course specific LOs	2014-2015	
<ul style="list-style-type: none"> Discuss the impact of scientific discovery on human thought and behavior. 	Essay, research paper, etc.; CURRI SUSSI pre/post	2014-2015	 Student Understanding of Scie

Institutional Effectiveness Outcome 1:	BIOL 1110: <ul style="list-style-type: none"> • LO#1 Apply established scientific methods to the interpretation of experimental results • LO#2 Use scientific principles to solve problems of a scientific nature.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	Data interpretation & problem solving assessment developed during Fall 2014 and implemented in multiple sections F14 & SP15; individual questions mapped to LO#1 or LO#2
Baseline Data (Current Level of Performance):	Baselines established with F14 & SP15 results
Three years of trend data (if available):	na
Target (Desired Level of Performance):	To be determined pending baseline results
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Faculty will design problem solving assessments and scoring rubrics 2. Assessments delivered in multiple course/section 3. Redesign of lab curriculum: <ol style="list-style-type: none"> a. several lab exercise redesigned b. incorporation of problem based case studies group activities c. emphasis on problem solving included in lab quizzes
Results of the Institutional Effectiveness Effort:	The faculty met to design problem solving assessments and scoring rubrics. Faculty members piloted these assessments in multiple course sections of BIOL 1010. Faculty also redesigned the lab curriculum to include new lab exercises, case studies, and

	<p>quizzes that emphasized problem solving. DI & PS Quiz instrument successfully piloted over two semesters</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  BIOL 1110 Problem Solving & Data Interp </div> <div style="text-align: center;">  BIOL 1110 PS&DI Assess </div> </div> <p>Our results indicate that, on average, students scored approximately 50% on data interpretation items and 42% on problem solving items. Students scored lower on several items from the assessment (items 16, 20, 21, and 6, in particular).</p>
Future Plans Regarding this Outcome:	<ul style="list-style-type: none"> • Review assessment using question performance results <ul style="list-style-type: none"> ○ create improved assessment for Fall 15 • Continued updates to lab exercises • Incorporate more data oriented activities in MasteringBiology • IncludEd implementation F15

Institutional Effectiveness Outcome 2:	Human Anatomy & Physiology II (BIOL 2010): LO#1 Apply established scientific methods to the interpretation of experimental results
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	Data interpretation assessment developed and piloted SP15
Baseline Data (Current Level of Performance):	Baselines established with spring 2015 pilot
Three years of trend data (if available):	na
Target (Desired Level of Performance):	To be determined pending establishment of baseline in spring 2015
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ul style="list-style-type: none"> • Collaborative effort to create data interpretation quiz • Administered end of term during lecture final • Update of lab manual exercises to include emphasis on critical thinking questions

Results of the Institutional Effectiveness Effort:	<p>The faculty created a data interpretation quiz, which was administered to BIOL 2020 students at the end of the spring term. The faculty also updated the lab manual exercises to include emphasis on critical thinking questions.</p> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;"> <div style="text-align: center;">  A&P2 PS Quiz </div> <div style="text-align: center;">  A&P PS Quizzes.pdf </div> </div> <p>Results indicate 74% of students scored 50% or higher on the data interpretation quiz. Results were correlated with the API Comprehensive Exam scores.</p>
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1. review question by question results 2. update/modify quiz 3. determine end of term method of delivery/data collection 4. align course materials to data interpretation focus <ol style="list-style-type: none"> a. lab manual updates b. lecture/lab assessments 5. IncludEd implementation SP16

Institutional Effectiveness Outcome 3:	Human Anatomy & Physiology I (BIOL 2010): LO#2 Use scientific principles to solve problems of a scientific nature.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	Problem Solving assessment developed and piloted SP15
Baseline Data (Current Level of Performance):	
Three years of trend data (if available):	na
Target (Desired Level of Performance):	To be determined pending establishment of baseline spring 2015

Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ul style="list-style-type: none"> • Collaborative effort to create problem solving quiz • Administered end of term during lecture final • Update of lab manual exercises to include emphasis on critical thinking questions
Results of the Institutional Effectiveness Effort:	<p>The faculty created the problem solving quiz and administered it at the end of the spring 2015 semester. The lab manual exercises were updated to include emphasis on critical thinking skills.</p> <div style="text-align: center;">   </div> <p style="text-align: center;">A&P1 PS Quiz A&P I PS Quizzes.pdf</p> <p>Results showed that 62% of students scored 50% or higher on the quiz. Results were moderately correlated with the API Comprehensive Exam.</p>
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1. review question by question results 2. update/modify quiz 3. determine appropriate end of term method of delivery/data collection 4. align course materials to data interpretation focus <ol style="list-style-type: none"> a. lab manual updates b. lecture/lab assessments 5. IncludEd implementation F15

Institutional Effectiveness Outcome 4:	BIOL 1010-1020: LO #3: Demonstrate knowledge of scientific principles, processes and terminology
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	Comprehensive exam performance broken down by course specific LOs
Baseline Data (Current Level of Performance):	

Three years of trend data (if available):	
Target (Desired Level of Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Revise comp exam based on F13 and SP14 pilots 2. Updates to lab exercises: lactase enzyme , genetics
Results of the Institutional Effectiveness Effort:	<p>Established baseline results for overall performance and course LOs in both BIOL 1010 and BIOL 1020</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  BIOL 1010-1020 Comp Exam Results </div> <div style="text-align: center;">  BIOL 1010 1020 Comp Exam F14 SP15 </div> </div>
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1. review question by question results 2. update/modify quiz 3. determine appropriate end of term method of delivery/data collection 4. align course materials to data interpretation focus <ol style="list-style-type: none"> a. lab manual updates b. lecture/lab assessments

Institutional Effectiveness Outcome 5:	BIOL 1110: LO #3: Demonstrate knowledge of scientific principles, processes and terminology
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	Comprehensive exam performance broken down by course specific LOs
Baseline Data (Current Level of Performance):	(included in trend data below)

Three years of trend data (if available):	 BIOL 1110 comp exam F14 SP15  BIOL 1110 Comp Exam.pdf
Target (Desired Level of Performance):	Student scores will average 65 percent or above on each learning outcome.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Meet with faculty to divide exam into course learning outcomes 2. Revise exam as needed 3. Incorporate revised lab exercise throughout the semester 4. Administer comprehensive final exam 5. Review results by course learning outcome
Results of the Institutional Effectiveness Effort:	<p>The faculty met to review the comprehensive final exam and divided the exam items into categories for each course learning outcome. The faculty incorporated revised lab exercises throughout the semester and administered the exam at the end of the semester.</p>  BIOL 1110 comp exam F14 SP15  BIOL 1110 Comp Exam.pdf <p>Results showed that, while students performed above 65% overall, they did not perform above 65% for each course learning outcome. Specifically, all outcomes scored below 65% for the spring semester, and outcomes 4 and 5 scored below 65% for the fall semester.</p>
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1. review question by question results 2. update/modify exam 3. determine end of term method of delivery/data collection 4. align course materials to data interpretation focus <ol style="list-style-type: none"> a. lab exercise updates b. lecture/lab assessments c. embedded undergraduate research activities 5. IncludEd implementation F15

Institutional Effectiveness Outcome 6:	BIOL 2010-2020: LO #3: Demonstrate knowledge of scientific principles, processes and terminology
Strategic Planning Goal to	Q3

Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	Comprehensive Final Examination
Baseline Data (Current Level of Performance):	(included in trend data below)
Three years of trend data (if available):	4 years of Fall & Spring data  BIOL 2010 2020 comp exam.pdf
Target (Desired Level of Performance):	Student scores will average 65 percent or above on each learning outcome.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) Faculty will meet to discuss revisions to lab manual exercises 2) Faculty will revise all lab manual exercises for BIOL 2010 & BIOL 2020 3) Faculty will implement lab manual changes in class 4) Faculty will administer the comprehensive exam at the end of the semester
Results of the Institutional Effectiveness Effort:	 BIOL 2010 2020 comp exam.pdf Faculty met to discuss and revise the lab manual exercises and implemented the revisions in their classes. The comprehensive exam was administered, and the results showed that the average exam score was 58.2% for both A&PI and A&PII. Students scored above 65% for four of the 17 stated course outcomes.
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1. continued updates to lab exercises 2. discussion of level of difficulty/critical thinking for course assessments 3. IncludEd implementation F15

Institutional Effectiveness Outcome 7:	BIOL 1010, BIOL 1030, BIOL 1050: LO#4 Discuss the impact of scientific discovery on human thought and behavior.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	Student Understanding of Science and Scientific Inquiry Student Pre/Post Course Survey
Baseline Data (Current Level of Performance):	Establishing a baseline 2014-15
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	To be determined pending establishment of baseline in 2014-15
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Discuss survey with faculty 2. Pilot administration of survey in BIOL 1010, 1030 and 1050 courses 3. Meet with faculty to discuss results and future steps
Results of the Institutional Effectiveness Effort:	 <p>Student Understanding of Science</p> <p>The pilot of this instrument showed that there were significant differences in the opinions of students from the pre-test to the post-test on the following items: 'scientists may make different interpretations based on the same observations' and 'scientific laws are theories that have been proven.'</p>
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1. Obtain compiled results from participating institutions to assess VSCC students performance 2. Identify specific survey questions that might inform course modifications 3. Determine whether to administer during 2015-2016

Institutional Effectiveness Outcome 8:	Science Program Learning Outcome: Use scientific principles to solve problems of a scientific nature.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	SEEK rubric evaluation item
Baseline Data (Current Level of Performance):	Baselines determined for each course based on 2011-2012 and 2012-2013 SEEK course rubric measures
Three years of trend data (if available):	
Target (Desired Level of Performance):	10% increase in SEEK evaluation item over baselines.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	
Results of the Institutional Effectiveness Effort:	<p>BIOL 1110, BIOL 2010, and BIOL 2020 diagnostics all provide significant correlations to course performance:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  A&P pretest SP14 SP15.pdf </div> <div style="text-align: center;">  BIOL 2010 Chapter 1 Quiz.pdf </div> <div style="text-align: center;">  BIOL 1110 Diagnostic Quizzes.pdf </div> </div> <p>Generated 3 years of data: prior course and ACT correlations to course performance:</p> <div style="text-align: center;">  Science and Gatekeeper Course P </div>

Future Plans Regarding this Outcome:	<ul style="list-style-type: none"> • Update BIOL 2010 scientific literacy and BIOL 2020 pre req quizzes based on prior results; deliver quizzes during Fall 15 • Discuss use of available student data (prior course, ACT, diagnostic quizzes) to inform early interventions (ALERTS, SI , etc).
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Institutional Effectiveness Outcome 9:	Improve student retention by developing tools to assess student preparation for gatekeeper courses
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S1, S2
Funds Budgeted to Support this Outcome:	214230
This Outcome will be Assessed Using:	Success and retention rates for BIOL 1010, BIOL 1110, BIOL 2010, CHEM 1030, and CHEM 1110
Baseline Data (Current Level of Performance):	<p>Fall 2011: BIOL 1010 success: 66.9%; retention: 81.6% BIOL 1110 success: 39.0%; retention: 43.9% BIOL 2010 success: 57.6%; retention: 68.1% CHEM 1030 success: 65.0%; retention: 74.4% CHEM 1110 success: 44.4%; retention: 50.0%</p> <p>Spring 2012: BIOL 1010 success: 82.1%; retention: 92.3% BIOL 1110 success: n/a retention: n/a BIOL 2010 success: 46.6%; retention: 57.5% CHEM 1030 success: 67.6%; retention: 77.3% CHEM 1110 success: 57.4%; retention: 63.0%</p>
Three years of trend data (if available):	<p>Fall 2011: BIOL 1010 success: 66.9%; retention: 81.6% BIOL 1110 success: 39.0%; retention: 43.9% BIOL 2010 success: 57.6%; retention: 68.1% CHEM 1030 success: 65.0%; retention: 74.4% CHEM 1110 success: 44.4%; retention: 50.0%</p> <p>Spring 2012: BIOL 1010 success: 82.1%; retention: 92.3%</p>

	<p>BIOL 1110 success: n/a retention: n/a BIOL 2010 success: 46.6%; retention: 57.5% CHEM 1030 success: 67.6%; retention: 77.3% CHEM 1110 success: 57.4%; retention: 63.0%</p> <p>Fall 2012: BIOL 1010 success: 79.3%; retention: 86.7% BIOL 1110 success: 50.0%; retention: 60.0% BIOL 2010 success: 53.8%; retention: 64.7% CHEM 1030 success: 72.1%; retention: 79.4% CHEM 1110 success: 65.2%; retention: 75.4%</p> <p>Spring 2013: BIOL 1010 success: 69.2%; retention: 82.1% BIOL 1110 success: 40.0%; retention: 50.0% BIOL 2010 success: 49.4%; retention: 61.4% CHEM 1030 success: 72.9%; retention: 78.2% CHEM 1110 success: 75.5%; retention: 79.2%</p> <p>Fall 2013: BIOL 1010 success: 73.0%; retention: 84.5% BIOL 1110 success: 29.3%; retention: 41.5% BIOL 2010 success: 46.0%; retention: 59.7% CHEM 1030 success: 64.9%; retention: 74.3% CHEM 1110 success: 62.9%; retention: 72.9%</p> <p>Spring 2014: BIOL 1010 success: 77.2%; retention: 75.7% BIOL 1110 success: 33.3%; retention: 47.6% BIOL 2010 success: 41.5%; retention: 55.4% CHEM 1030 success: 64.9%; retention: 76.2% CHEM 1110 success: 47.2%; retention: 64.2%</p>  <p>Science and Gatekeeper Course P</p>
Target (Desired Level of Performance):	<p>BIOL 1010 success: 70%; retention: 75% BIOL 1110 success: 45%; retention: 50% BIOL 2010 success: 60%; retention: 65% CHEM 1030 success: 70%; retention: 75% CHEM 1110 success: 50%; retention: 55%</p>
Steps to Achieve the	Conduct the following assessments:

<p>Target for this Outcome: (add additional steps as needed)</p>	<ul style="list-style-type: none"> • BIOL 2010 scientific literacy quiz • BIOL 2020 pre-req quiz • BIOL 2010 early term chapter 1 quiz • BIOL 1110 early term chapter 1 quiz • BIOL 1110 early term chemistry quiz • Prior course and ACT score analysis <p>Use the results of these assessments in advising with students enrolling in science courses to direct students to appropriate courses for their majors, advise students regarding course sequencing, and prepare students for the courses in which they will enroll.</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>Fall 2014: BIOL 1010 success: 69.5%; retention: 83.2% BIOL 1110 success: 42.6%; retention: 51.9% BIOL 2010 success: 47.8%; retention: 61.7% CHEM 1030 success: 66.0%; retention: 77.5% CHEM 1110 success: 69.0%; retention: 77.5%</p> <p>Spring 2015: BIOL 1010 success: 75.4%; retention: 82.0% BIOL 1110 success: 17.4%; retention: 34.8% BIOL 2010 success: 47.9%; retention: 64.6% CHEM 1030 success: 71.6%; retention: 77.0% CHEM 1110 success: 55.8%; retention: 65.4%</p> <p>Almost all of the retention goals are being met (with the exceptions BIOL 2010). The success goals are not being met as often. The following courses did not meet the stated success goals in either semester: BIOL 1110, BIOL 2010.</p> <p>BIOL 1110, BIOL 2010, and BIOL 2020 diagnostics all provide significant correlations to course performance:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  A&P pretest SP14 SP15.pdf </div> <div style="text-align: center;">  BIOL 2010 Chapter 1 Quiz.pdf </div> <div style="text-align: center;">  BIOL 1110 Diagnostic Quizzes.pdf </div> </div> <p>Generated 3 years of data: prior course and ACT correlations to course performance:</p>

	 <p>Science and Gatekeeper Course P</p>
<p>Future Plans Regarding this Outcome:</p>	<ul style="list-style-type: none"> • Update BIOL 2010 scientific literacy and BIOL 2020 pre req quizzes based on prior results; deliver quizzes during Fall 15 • Discuss use of available student data (prior course, ACT, diagnostic quizzes) to inform early interventions (ALERTS, SI, etc).

Institutional Effectiveness Form

Department Name: Business AAS

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: This career program is designed to prepare students for career entry, career sustaining, and career advancement positions. The program is designed to provide a common core of studies in humanities, social science, natural science, information systems technology, mathematics, and general business. Each concentration provides a limited opportunity to specialize in one area of study.

Link between Institutional Mission and Departmental Mission: This program provides quality educational opportunities for students to prepare them for successful careers in business fields.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Students will demonstrate computer technology skills to support academic and professional achievement and general knowledge of the larger impact of computers on society.	INFS 1010 pre and post test results.	annual
Students will be proficient in accounting concepts.	ACCT 1010 pre and post test results.	annual

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Students will demonstrate computer technology skills to support academic and professional achievement and general knowledge of the larger impact of computers on society.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3.
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	INFS 1010 pre- and post-test data
Baseline Data (Current Level of Performance):	In 2013-2014, students demonstrated a 21.1 average point difference between pre- and post-test scores on the INFS pre- and post-tests.
Three years of trend data (if available):	2011-2012: 14.1 average point difference between INFS 1010 pre- and post-test scores 2012-2013: 16.2 average point difference between INFS 1010 pre- and post-test scores 2013-2014: 21.1 average point difference between INFS 1010 pre- and post-test scores
Target (Desired Level of Performance):	Average point difference of 24 points between INFS 1010 pre- and post-test scores.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Department faculty will review INFS 1010 pre- and post-test questions and data. 2. Department faculty will discuss how to utilize new INFS 1010 textbook to better help students improve their technology skills and implement strategies discussed. 3. Department faculty will again review INFS 1010 pre- and post-test data following the use of the new textbook to determine how to better use textbook so students receive information or practice to better demonstrate computer technology skills.
Results of the Institutional	Faculty who teach INFS 1010 in the Business and Technology

Effectiveness Effort:	<p>division met at the beginning of the Fall 2014 semester to discuss results of the INFS pre- and post-tests from previous years. They discussed how the class is taught and how they assess students' demonstration of computer technology skills. They talked about the structure of the new textbook that allowed students to read "how to" sections and then to practice the skills learned in "pause & practice" exercises and how to best implement. Faculty then worked with students to utilize the new textbook and help them understand how to use the text and other course materials to improve their computer technology skills.</p> <p>The pre-test average across sections for Fall 2014 was 44.2 and the post-test was 69.1, with a difference of 24.9. The pre-test average across sections for Spring 2015 was 43.8 and the post-test was 74.7, with a difference of 30.9. The pre- and post-test data demonstrates a 27.9 average point difference in 2014-2015.</p>
Future Plans Regarding this Outcome:	<p>Departmental faculty will continue to brainstorm how to better help students learn and demonstrate computer technology skills. They will discuss how to further improve the INFS 1010 course and how to continue improving the use of the new textbook to better address student learning outcomes.</p>

Institutional Effectiveness Outcome 2:	<p>Increase students' proficiency in accounting concepts</p>
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	<p>S.I.6</p>
Funds Budgeted to Support this Outcome:	<p>none</p>
This Outcome will be Assessed Using:	<p>ACCT 1010 pre and post test results</p>
Baseline Data (Current Level of Performance):	<p>For 2013-14, students achieved 32.71% improvement</p>

Three years of trend data (if available):	For 2013-14, students achieved 32.71% improvement.
Target (Desired Level of Performance):	2014-2015 – 30.00% improvement 2015-2016 – 32.50% improvement 2016-2017 – 35.00% improvement
Steps to Achieve the Target for this Outcome: <small>(add additional steps as needed)</small>	1.) Administer the pre-test in ACCT 1010 classes. 2.) Encourage students to review the missed questions as the material is taught during the semester. 3.) Administer the pre-test in ACCT 1010 classes.
Results of the Institutional Effectiveness Effort:	The average improvement for the 2014-2015 academic year was 41.13%. This greatly exceeded our anticipated improvement over the next three years.
Future Plans Regarding this Outcome:	The test will be reviewed and modified as required. The goal for 2015-2016 will be an average of 35% improvement.

Institutional Effectiveness Form

Department Name: Communication

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers,

Departmental Mission: The mission of the department is to provide excellent instruction in the areas of interpersonal, group, public and mass-mediated communication. The department provides instruction and co-curricular activities in support of general education as well as for the Speech Communication and Mass Communication TN Transfer Pathways. The department also offers coursework in support of the AA/AS Recording Industry Management program and the AAS Entertainment Media Production program.

Link between Institutional Mission and Departmental Mission:

The department supports both the General Education and workforce development missions of the institution.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results
1. <i>Students will analyze and evaluate oral and/or written expression by listening and reading critically for elements that reflect an awareness of situation, audience, purpose and diverse points of view.</i>	Rubric	Annually	 Communications Rubric Item Score An  Communications Rubric Item Score An
2. <i>Students will distill a primary purpose into a single compelling statement and order and develop major points in a reasonable and convincing manner based on that purpose.</i>	Rubric	Annually	Same as above
3. <i>Students will develop appropriate rhetorical pattern (i.e. narration, example, process, comparison/contrast, classification, cause/effect, definition, argumentation) and other special functions (i.e., analysis or research), while demonstrating writing and/or speaking skills from process to product.</i>	Rubric	Annually	Same as above
4. <i>Students will understand that the writing/speaking process includes procedures such as planning, organizing, composing, revising and editing.</i>	Rubric	Annually	Same as above
5. <i>Students will make written and/or oral presentations employing correct diction, syntax, usage, grammar, and mechanics.</i>	Rubric	Annually	Same as above
6. <i>Students will manage and coordinate basic information gathered from multiple sources for the purposes of decision-making.</i>	Rubric	Annually	Same as above
7. <i>Students will recognize the use of evidence, analysis and persuasive strategies, including basic distinctions among opinions, facts and inferences.</i>	Rubric	Annually	Same as above
8. <i>Students will recognize, describe, and explain social institutions.</i>	Last course exam and the department rubric	Annually	TBD and same as above
9. <i>Students will think critically about how individuals are influenced.</i>	Last course exam	Annually	TBD
10. <i>Students will explore the relationship between the individual and society.</i>	Last course exam and the department rubric	Annually	TBD and same as above
11. <i>Students will take ethical stands based on appropriate research in the social and behavioral sciences.</i>	Last course exam and the department rubric	Annually	TBD and same as above

Institutional Effectiveness Outcome 1:	Increase student ability to critically think about how individuals are influenced (SLO 9).
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. S.I. 1
Funds Budgeted to Support this Outcome:	None.
This Outcome will be Assessed Using:	Standard Departmental final exam
Baseline Data (Current Level of Performance):	In previous years, the departmental exams have been randomized. The department will begin using a common exam this year that will test critical thinking skills.
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	Satisfactory: 90% Unsatisfactory: 10%
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Develop and pilot oral final exam in summer 2014 2.) Department meeting to discuss its use 3.) Implement in all courses Fall 2014 4.) Gather data.
Results of the Institutional Effectiveness Effort:	Per final report on Spch 1010 redesign: Due to the positive feedback from students, the faculty plan to revise the oral final exam. Many students liked the format, and it seemed to work well for the face to face courses. However, in the online course where the most teacher/student engagement is necessary, the oral final

	<p>exam happened too late in the semester for it to impact retention. To help isolate if the exit interview can in fact increase engagement, the following adjustments are being made for the spring semester.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>Several faculty members will revise the activity to fit in with culture, so that it can be emphasized earlier in the semester. It will also give students more time to work on the assessment.</p> <p>Online course faculty members will provide mini oral exams throughout the semester to gauge oral communication and critical thinking skills.</p>

<p>Institutional Effectiveness Outcome 2:</p>	<p>Improve the quality of the assessment instrument to ensure consistency of assessing SLOs 8-11</p>
<p>Strategic Planning Goal to Which this Outcome is Linked:</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	<p>Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs.</p>
<p>Funds Budgeted to Support this Outcome:</p>	<p>None.</p>
<p>This Outcome will be Assessed Using:</p>	<p>Development of consistent assessment instrument(s) and use of data at the end of each semester.</p>
<p>Baseline Data (Current Level of Performance):</p>	<p>Establishing a baseline 2014-15</p>
<p>Three years of trend data (if available):</p>	<p>N/A</p>

Target (Desired Level of Performance):	80% satisfactory
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Pilot new oral final exam in Summer 2014. 2.) Department meeting to introduce new exam 3.) Implementation in all courses in the Fall 2014 4.) Meeting to discuss revisions 5.) Analyze results in 2015
Results of the Institutional Effectiveness Effort:	<p>The results of the Spch 1010 and 103 General Education rubrics show students are achieving course objectives at a high rate for the 2014-2015 school year (88.9% - 97.2%) and for the spring 2015 semester (83.8% - 96.3%).</p> <p>Results denote that many of the speech objectives were more successful with Spch 1010 students. Success differed on average between 6-7% for each category. Spch 1010 completed a redesign in the 2014-2015 that included a new oral final exam model. All students (even online students) were required to complete an oral exam with a speech instructor. Although the new oral exam is being modified, instructors found components of the exam to be useful and felt students enjoyed the modified exam. This could attest to the differences between the Introduction course and the Public Speaking course. Spch 103 will change their textbook to a new edition in the fall of 2015. Dated course material could have attributed to a lower success rate (although not a large difference).</p> <p>Research on the 2013 -2014 school year showed that objective 5 - "Students are able to manage and coordinate basic information gathered from multiple sources"- was the least successful in both 1010 and 103. The 2014-2015 drew the same conclusion. Objective 5 was the weakest area (1010-88.9%, 103-89.2%). Although objective 5 was lower for both subjects, the difference with other objectives was not as great in Spch 103. Students scored the highest on objective 2 with 91.2% passing. This shows a difference of only 2% between the least and most effective objective. Spch 1010 tied with 97.2% in objectives 3 and 4 as the highest. This gave a difference of 9.3% between the lowest and highest.</p> <p>Spch 1010 started a new textbook as well as the redesign exam change in the 2014-2015 year. This modification could have contributed to a lower percentage still present in objective 5. The department has met to discuss assessments and activities that worked well and those that did not in hope of improving instruction and student retention. The department has also gathered new ways to use online supplemental tools to enhance student engagement and understanding.</p>

	Overall the results show that Spch instructors are highly effective and most students have comprehended general education requirements.
Future Plans Regarding this Outcome:	The department will continue to develop common final assessment questions that coincide with the SLOs the department will revise. This is an ongoing process because the new oral final exam did not meet the expectation as a final assessment. The results of the oral exam pilot showed that students like the exam, but it occurred too late in the semester. The department is revising the oral and deciding on common questions that will appear on a final assessment in place of the oral exam.

Institutional Effectiveness Form

Department Name: Criminal Justice

For the Academic Year End: 2014-15

Degree/Certificate Program: Associate of Applied Science (AAS)

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society.

Departmental Mission: Division/Department Purpose (Mission): The Criminal Justice Associate of Applied Science encourages students to think critically, communicate clearly both verbally and in writing, and to compete effectively in the global community. It encourages students to evaluate the various methodologies used to measure crime, to compare and contrast theoretical perspectives, and to describe the functions of police, courts, and corrections. In addition, it teaches students about needed knowledge, skills and abilities for criminal justice occupations, and enhance their communication and problem solving skills. Finally, it prepares a diverse student population for a career in the area of criminal justice by the integration of theory into practice.

Link between Institutional Mission and Departmental Mission: The criminal justice program works to promote diversity and to establish workforce partnerships. In addition, the program prepares students for meaningful civic service and to be successful in their role as a criminal justice practitioner.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
1) Demonstrate an understanding of the organizational structure, common legal terms, definitions, concepts, and roles of law enforcement, courts, and corrections. The baseline goal will be for 100% of students evaluated to score 70% or better.	50 question-multiple choice exam for CRMJ 1010-Introduction to Criminal Justice.	Assessment will be completed in fall and spring of each year, beginning in the spring 2015. Data from fall and spring will be combined and reported for Year End IE.
2) Demonstrate an understanding of the basic rules governing the admissibility of criminal evidence and procedure; confessions, hearsay, recent civil rights decisions and 4 th amendment protections. The baseline goal will be for 100% of students evaluated to score 70% or better.	30 question-multiple choice exam for CRMJ 1020-Introduction to Legal Process	Assessment will be completed in fall and spring of each year, beginning in the spring 2015. Data from fall and spring will be combined and reported for Year End IE.
3) Demonstrate an understanding of the historical background of law enforcement in the United States, constitutional limitations on law enforcement, objectives of law enforcement, and processes of law enforcement. The baseline goal will be for 100% of students evaluated to score 70% or better.	30 question-multiple choice exam for CRMJ 2010-Introduction to Law Enforcement	Assessment will be completed in fall and spring of each year, beginning in the spring 2015. Data from fall and spring will be combined and reported for Year End IE.
4) Demonstrate an understanding of the American correctional system, history of corrections, philosophy of punishment; correctional institutions, programs, and services, and contemporary issues and problems. The baseline goal will be for 100% of students evaluated to score 70% or better.	30 question-multiple choice exam for CRMJ 2020-Introduction to Corrections	Assessment will be completed in fall and spring of each year, beginning in the spring 2015. Data from fall and spring will be combined and reported for Year End IE.
5) Demonstrate the ability to write a competent criminal justice investigative report. The baseline goal will be for 100% of students evaluated to complete a competent crime report receiving 80 points or better.	Based on mock scenario students will write an investigative report. The investigative report will be assessed using a standardized rubric.	Assessment will be completed in the fall of each year, beginning in fall 2015. Data from the fall will be reported for the Year End IE.

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase number of Associate of Applied Science (AAS) degrees awarded in 2014 to 8 degrees awarded.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success Key Indicators: S.2. Increase in number of associate of applied science degrees.
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Data gathered from Office of Institutional Effectiveness, Research, Planning and Assessment, for Associate of Applied Science (AAS) degrees awarded.
Baseline Data (Current Level of Performance):	Current level of performance for 2013 is 5 Criminal Justice Associate of Applied Science degrees awarded.
Three years of trend data (if available):	AAS Graduates 2011 (1), 2012 (7), 2013 (5).
Target (Desired Level of Performance):	8 Criminal Justice Associate of Applied Science degrees awarded.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) Speak with individual classes to inform students to apply to graduate. 2) Focus on advising to increase applications for graduation and degree completion within the AAS.
Results of the Institutional Effectiveness Effort:	Goal met, 9 AAS degrees awarded in 2014.
Future Plans Regarding this Outcome:	Will increase goal to 12 AAS degrees awarded.

Institutional Effectiveness Outcome 2:	Students will know and understand the organizational structure, common legal terms, definitions, concepts, and roles of law enforcement, courts, and corrections.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	50 question-multiple choice exam for CRMJ 1010-Introduction to Criminal Justice.
Baseline Data (Current Level of Performance):	Establishing a baseline, 2014-2015
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	100% of students evaluated to score 70% or better.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1) Develop a standardized exam to assess learning outcomes for program and CRMJ 1010. 2) Administer the exam.
Results of the Institutional Effectiveness Effort:	(55%) scored 70 or higher/ (45%) scored 69 or lower.
Future Plans Regarding this Outcome:	Continuation of goal of 100% of students evaluated to score 70% or better. Program faculty will meet to divide the exam items into the following subtests: organizational structure, common legal terms, definitions, concepts, and roles of law enforcement, courts, and corrections. Faculty will then determine the areas where students scored lowest and will discuss and implement interventions to improve student learning in those areas for the coming year.

Institutional Effectiveness Outcome 3:	Students will know and demonstrate how to write a competent criminal justice investigative report.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Students writing an investigative report, assessed with a standardized rubric used in CRMJ 2040-Investigative Report Writing.
Baseline Data (Current Level of Performance):	Not available
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	100% of students evaluated to complete a competent crime report receiving 80 points or better.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) Develop standardized rubric 2) Provide student will final investigative report for assessment.
Results of the Institutional Effectiveness Effort:	The goal was not met. 66.64% of students received 80 points or better.
Future Plans Regarding this Outcome:	Continuation of goal of 100% of students evaluated to receive 80 points or better. The faculty will meet at the beginning of the fall 2015 semester to discuss the rubric results and to plan interventions that can help improve student learning in this area.

Institutional Effectiveness Form

Department Name: Criminal Justice

For the Academic Year End: 2014-15

Degree/Certificate Program: University Parallel AA/AS and UTP (TTP) degrees

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society.

Departmental Mission: Division/Department Purpose (Mission): The Criminal Justice Associate of Science/Associate of Arts encourages students to think critically, communicate clearly both verbally and in writing, and to compete effectively in the global community. In addition, it encourages students to evaluate the various methodologies used to measure crime, to compare and contrast theoretical perspectives, and to describe the functions of law enforcement, courts, and corrections. Finally, it prepares a diverse student population for a career in the area of criminal justice.

Link between Institutional Mission and Departmental Mission: The criminal justice program works to promote diversity and to establish workforce partnerships. In addition, the program prepares students for meaningful civic service and to be successful in their role as a criminal justice practitioner.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
1) Demonstrate an understanding of the organizational structure, common legal terms, definitions, concepts, and roles of law enforcement, courts, and corrections.	50 question-multiple choice exam for CRMJ 1010-Introduction to Criminal Justice.	Assessment will be completed in fall and spring of each year, beginning in the spring 2015. Data from fall and spring will be combined and reported for Year End IE.
2) Demonstrate an understanding of the basic rules governing the admissibility of criminal evidence and procedure; confessions, hearsay, recent civil rights decisions and 4 th amendment protections.	30 question-multiple choice exam for CRMJ 1020-Introduction to Legal Process	Assessment will be completed in fall and spring of each year, beginning in the spring 2015. Data from fall and spring will be combined and reported for Year End IE.
3) Demonstrate an understanding of the historical background of law enforcement in the United States, constitutional limitations on law enforcement, objectives of law enforcement, and processes of law enforcement.	30 question-multiple choice exam for CRMJ 2010-Introduction to Law Enforcement	Assessment will be completed in fall and spring of each year, beginning in the spring 2015. Data from fall and spring will be combined and reported for Year End IE.
4) Demonstrate an understanding of the American correctional system, history of corrections, philosophy of punishment; correctional institutions, programs, and services, and contemporary issues and problems.	30 question-multiple choice exam for CRMJ 2020-Introduction to Corrections	Assessment will be completed in fall and spring of each year, beginning in the spring 2015. Data from fall and spring will be combined and reported for Year End IE.

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase number of University Parallel AA/AS and UTP degrees awarded to 25.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.2
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Data gathered from Office of Institutional Effectiveness, Research, Planning and Assessment, for University Parallel AA/AS and UTP degrees awarded.
Baseline Data (Current Level of Performance):	23 University Parallel AA/AS and UTP degrees awarded in 2013.
Three years of trend data (if available):	2012: 33 University Parallel AA/AS and UTP degrees awarded 2013: 23 University Parallel AA/AS and UTP degrees awarded
Target (Desired Level of Performance):	25 University Parallel AA/AS and UTP degrees awarded
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) Speak with individual classes to inform students to apply to graduate. 2) Focus on advising to increase University Parallel AA/AS and UTP degrees for graduation and degree completion.
Results of the Institutional Effectiveness Effort:	Goal met, 29 University Parallel AA/AS and UTP degrees awarded in 2014.
Future Plans Regarding this Outcome:	Will increase goal to 30 University Parallel AA/AS and UTP degrees awarded

Institutional Effectiveness Outcome 2:	Students will know and understand the organizational structure, common legal terms, definitions, concepts, and roles of law enforcement, courts, and corrections.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	50 question-multiple choice exam for CRMJ 1010-Introduction to Criminal Justice.
Baseline Data (Current Level of Performance):	Establishing a baseline spring 2015
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	100% of students evaluated to score 70% or better.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1) Develop a standardized exam to assess learning outcomes for program and CRMJ 1010. 2) Administer the exam.
Results of the Institutional Effectiveness Effort:	(55%) scored 70 or higher/ (45%) scored 69 or lower.
Future Plans Regarding this Outcome:	Continuation of goal of 100% of students evaluated to score 70% or better. Program faculty will meet to divide the exam items into the following subtests: organizational structure, common legal terms, definitions, concepts, and roles of law enforcement, courts, and corrections. Faculty will then determine the areas where students scored lowest and will discuss and implement interventions to improve

	student learning in those areas for the coming year.
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Institutional Effectiveness Outcome 3:	Students will know and understand the basic rules governing the admissibility of criminal evidence and procedure; confessions, hearsay, recent civil rights decisions and 4th amendment protections.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	30 question-multiple choice exam for CRMJ 1020-Introduction to Legal Process.
Baseline Data (Current Level of Performance):	Establishing a baseline spring 2015
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	100% of students evaluated to score 70% or better.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1) Develop a standardized exam to assess learning outcomes for program and CRMJ 1020. 2) Administer the exam.
Results of the Institutional Effectiveness Effort:	The goal was not met. (65%) scored 70 or higher/ (35%) scored 69 or lower.
Future Plans Regarding this Outcome:	Continuation of goal of 100% of students evaluated to score 70% or better. The faculty will meet at the beginning of the fall 2015

	semester to discuss the exam results and to plan interventions that can help improve student learning in this area.
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Institutional Effectiveness Outcome 4:	Students will know and understand the historical background of law enforcement in the United States, constitutional limitations on law enforcement, objectives of law enforcement, and processes of law enforcement.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	30 question-multiple choice exam for CRMJ 2010-Introduction to Law Enforcement.
Baseline Data (Current Level of Performance):	Not available
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	100% of students evaluated to score 70% or better.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1) Develop a standardized exam to assess learning outcomes for program and CRMJ 2010. 2) Administer the exam.
Results of the Institutional Effectiveness Effort:	The goal was not met. (64%) scored 70 or higher/ (36%) scored 69 or lower.
Future Plans Regarding this Outcome:	Continuation of goal of 100% of students evaluated to score 70% or better. The faculty will meet at the beginning of the fall 2015

	semester to discuss the exam results and to plan interventions that can help improve student learning in this area.
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Institutional Effectiveness Outcome 5:	Students will know and understand the American correctional system, history of corrections, philosophy of punishment; correctional institutions, programs, and services, and contemporary issues and problems.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	30 question-multiple choice exam for CRMJ 2020-Introduction to Corrections.
Baseline Data (Current Level of Performance):	Establishing a baseline spring 2015
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	100% of students evaluated to score 70% or better.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1) Develop a standardized exam to assess learning outcomes for program and CRMJ 2020. 2) Administer the exam.
Results of the Institutional Effectiveness Effort:	The goal was not met. (25%) scored 70 or higher/ (75%) scored 69 or lower.
Future Plans Regarding	Continuation of goal of 100% of students evaluated to score 70%

this Outcome:

or better. The faculty will meet at the beginning of the fall 2015 semester to discuss the exam results and to plan interventions that can help improve student learning in this area.

Institutional Effectiveness Form

Department Name: Criminal Justice

For the Academic Year End: 2014-15

Degree/Certificate Program: Criminal Justice Technical Certificate

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society.

Departmental Mission: Division/Department Purpose (Mission): The Criminal Justice Technical Certificate encourages students to think critically, communicate clearly both verbally and in writing, and to compete effectively in the global community. In addition, it encourages students to evaluate the various methodologies used to measure crime, to compare and contrast theoretical perspectives, and to describe the functions of law enforcement, courts, and corrections. Finally, it prepares a diverse student population for a career in the area of criminal justice.

Link between Institutional Mission and Departmental Mission: The criminal justice program works to promote diversity and to establish workforce partnerships. In addition, the program prepares students for meaningful civic service and to be successful in their role as a criminal justice practitioner.

Criminal Justice Technical Certificate Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
1) Demonstrate an understanding of the organizational structure, common legal terms, definitions, concepts, and roles of law enforcement, courts, and corrections.	50 question-multiple choice exam for CRMJ 1010-Introduction to Criminal Justice.	Assessment will be completed in fall and spring of each year, beginning in the spring 2015. Data from fall and spring will be combined and reported for Year End IE.
2) Demonstrate an understanding of the basic rules governing the admissibility of criminal evidence and procedure; confessions, hearsay, recent civil rights decisions and 4 th amendment protections.	30 question-multiple choice exam for CRMJ 1020-Introduction to Legal Process	Assessment will be completed in fall and spring of each year, beginning in the spring 2015. Data from fall and spring will be combined and reported for Year End IE.
3) Demonstrate an understanding of the historical background of law enforcement in the United States, constitutional limitations on law enforcement, objectives of law enforcement, and processes of law enforcement.	30 question-multiple choice exam for CRMJ 2010-Introduction to Law Enforcement	Assessment will be completed in fall and spring of each year, beginning in the spring 2015. Data from fall and spring will be combined and reported for Year End IE.
4) Demonstrate an understanding of the American correctional system, history of corrections, philosophy of punishment; correctional institutions, programs, and services, and contemporary issues and problems.	30 question-multiple choice exam for CRMJ 2020-Introduction to Corrections	Assessment will be completed in fall and spring of each year, beginning in the spring 2015. Data from fall and spring will be combined and reported for Year End IE.

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase number of Certificates awarded to 60.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success Key Indicators: S.2. Increase in number of certificates.
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Data gathered from Office of Institutional Effectiveness, Research, Planning and Assessment, for Criminal Justice Technical Certificates Awarded.
Baseline Data (Current Level of Performance):	2011: 3 Criminal Justice Technical Certificates awarded
Three years of trend data (if available):	2012: 74 Criminal Justice Technical Certificates awarded 2013: 59 Criminal Justice Technical Certificates awarded
Target (Desired Level of Performance):	60 Criminal Justice Technical Certificates awarded.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) Speak with individual classes to inform students to apply to graduate. 2) Focus on advising to increase graduation and degree completion of the Criminal Justice Technical Certificate.
Results of the Institutional Effectiveness Effort:	Goal not met, 49 Criminal Justice Technical Certificates Awarded.
Future Plans Regarding this Outcome:	Increase promotion of the technical certificate program by working with the PR office on potential promotional activities and by promoting the program directly to local law enforcement agencies.

Institutional Effectiveness Outcome 2:	Students will know and understand the organizational structure, common legal terms, definitions, concepts, and roles of law enforcement, courts, and corrections.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	50 question-multiple choice exam for CRMJ 1010-Introduction to Criminal Justice.
Baseline Data (Current Level of Performance):	Establishing a baseline spring 2015
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	100% of students evaluated to score 70% or better.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1) Develop a standardized exam to assess learning outcomes for program and CRMJ 1010. 2) Administer the exam.
Results of the Institutional Effectiveness Effort:	The goal was not met. (55%) scored 70 or higher/ (45%) scored 69 or lower.
Future Plans Regarding this Outcome:	Continuation of goal of 100% of students evaluated to score 70% or better. Program faculty will meet to divide the exam items into the following subtests: organizational structure, common legal terms, definitions, concepts, and roles of law enforcement, courts, and corrections. Faculty will then determine the areas where students

	scored lowest and will discuss and implement interventions to improve student learning in those areas for the coming year.
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Institutional Effectiveness Outcome 3:	Students will know and understand the basic rules governing the admissibility of criminal evidence and procedure; confessions, hearsay, recent civil rights decisions and 4th amendment protections.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	30 question-multiple choice exam for CRMJ 1020-Introduction to Legal Process.
Baseline Data (Current Level of Performance):	Establishing a baseline spring 2015
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	100% of students evaluated to score 70% or better.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1) Develop a standardized exam to assess learning outcomes for program and CRMJ 1020. 2) Administer the exam.
Results of the Institutional Effectiveness Effort:	The goal was not met. (65%) scored 70 or higher/ (35%) scored 69 or lower.
Future Plans Regarding	Continuation of goal of 100% of students evaluated to score 70%

this Outcome:	or better. The faculty will meet at the beginning of the fall 2015 semester to discuss the exam results and to plan interventions that can help improve student learning in this area.
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Institutional Effectiveness Outcome 4:	Students will know and understand the historical background of law enforcement in the United States, constitutional limitations on law enforcement, objectives of law enforcement, and processes of law enforcement.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	30 question-multiple choice exam for CRMJ 2010-Introduction to Law Enforcement.
Baseline Data (Current Level of Performance):	Establishing a baseline spring 2015
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	100% of students evaluated to score 70% or better.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1) Develop a standardized exam to assess learning outcomes for program and CRMJ 2010. 2) Administer the exam.
Results of the Institutional Effectiveness Effort:	The goal was not met. (64%) scored 70 or higher/ (36%) scored 69 or lower.
Future Plans Regarding	Continuation of goal of 100% of students evaluated to score 70%

this Outcome:	or better. The faculty will meet at the beginning of the fall 2015 semester to discuss the exam results and to plan interventions that can help improve student learning in this area.
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Institutional Effectiveness Outcome 5:	Students will know and understand the American correctional system, history of corrections, philosophy of punishment; correctional institutions, programs, and services, and contemporary issues and problems.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	30 question-multiple choice exam for CRMJ 2020-Introduction to Corrections.
Baseline Data (Current Level of Performance):	Not available
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	100% of students evaluated to score 70% or better.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1) Develop a standardized exam to assess learning outcomes for program and CRMJ 2020. 2) Administer the exam.
Results of the Institutional Effectiveness Effort:	The goal was not met. (25%) scored 70 or higher/ (75%) scored 69 or lower.

Future Plans Regarding this Outcome:	Continuation of goal of 100% of students evaluated to score 70% or better. The faculty will meet at the beginning of the fall 2015 semester to discuss the exam results and to plan interventions that can help improve student learning in this area.
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Institutional Effectiveness Form Year End 2014-2015

Department Name: Health Science/ Associate of Applied Science

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission:

Volunteer State CC Health Science division offers a technical certificate program in Diagnostic Medical Sonography to prepare students for a career in ultrasound. The certificate program enables graduates to successfully function as an entry level sonographer upon completion.

Link between Institutional Mission and Departmental Mission:

The DMS certificate program prepares students for a career in a specific health care occupation upon completion.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Most Recent Results
Ability to communicate effectively within a healthcare setting	DMS Employer Survey	2014-2015	97.6% (4.88/5.0)
Overall quality of the graduate will be satisfactory to employers	DMS Employer Survey	2014-2015	80% (4.0/5.0)
Students are prepared to perform up to date sonography procedures	DMS Student Survey	2014-2015	86.6% (4.33/5.0)
Students will be competent sonographers	Licensure exam scores	2014-15	

Outcome	Means of Assessment	Year Outcome Assessed	Most Recent Results
Students will have a good working knowledge of equipment	Clinical Staff Sonographer Evaluation form "understanding use & care of equipment" section	Annual	2.62/3.00
	Clinical instructor Evaluation form General Technical Skills Section #7	Annual	4.26/5.00
Students will use correct protocols	Clinical Instructor Evaluation Form General Technical Skills Section # 8	Annual	4.36/5.00
	Scan Final Evaluation Form #1 (Fall)	Annual	92%
	Scan Final Evaluation Form #1 (Summer)	Annual	100%
Students will strive for excellent diagnostic images	Clinical Instructor Evaluation Form Section III Sonographic Skills #6	Annual	4.51/5.00
	Scan Final Evaluation Form Total Score	Annual	92%
	Scan Final Evaluation Form Total Score	Annual	90%
Students will readily identify normal sonographic anatomy for level of training	Clinical Instructor Evaluation Sonographic Skills Section III #3.	Annual	4.40/5.00
	Abdomen Mock Final Examination	Annual	94%
	OB/GYN	Annual	93%

	Mock Final Examination		
Students will recognize abnormal anatomy for current level of training	Clinical Instructor Evaluation Sonographic Skills Section III #4	Annual	4.19/5.00
Students will exercise judgment in the technical performance of diagnostic imaging procedures	Staff Sonographer Evaluation "Quality of Work"	Annual	2.41/3.00
Students will utilize Physics and Instrumentation Principles expected of entry-level sonographers	Physics Comprehensive Final Examination	Annual	92%
Graduates will apply problem solving and critical thinking skills learned in the DMS program to obtain registries in ABD, OB, and Physics SPI	ARDMS Abdominal Sonography Board Examination	Annual	100%
	ARDMS OB/GYN Sonography Board Examination	Annual	89%
	ARDMS Physics SPI Sonography Board Examination	Annual	100%
Students will demonstrate professionalism	Clinical Instructor Evaluation Personal Attributes Section #3 Professionalism	Annual	4.68/5.00
Students will show concern and treat all patients with respect	Staff Sonographer Evaluation "Patient Care"	Annual	2.77/3.00

Institutional Effectiveness Outcome 1:	A minimum of 93% of program (certificate) graduates will be placed in their respective fields.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Initiative 3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Job placement survey
Baseline Data (Current Level of Performance):	2013 Baseline=100%
Three years of trend data (if available):	2011 = 100% 2012 = 90.9% 2013 = 100%
Target (Desired Level of Performance):	A minimum of 93% of program (certificate) graduates will be placed in their respective fields.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) The DMS staff will work more closely with area hiring authorities to assist graduates in job searches and placement. 2.) Administer Job Placement Surveys to monitor progress. 3.) Compile the above results and analyze them.
Results of the Institutional Effectiveness Effort:	2014= 80% The goal was not met.

Future Plans Regarding this Outcome:	The DMS staff will continue to work closely with area hiring authorities to assist graduates in job searches and placement.
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Institutional Effectiveness Outcome 2:	Certificate program graduates will display problem solving skills with the ability to use sound judgement while functioning in a healthcare setting.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Key Indicator 3
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	DMS Employer Satisfaction Survey
Baseline Data (Current Level of Performance):	2013 Baseline=4.89
Three years of trend data (if available):	2011-2012 graduates= 4.67 2012-2013 graduates= 4.78 2013-2014 graduates= 4.89
Target (Desired Level of Performance):	A benchmark of greater than 4.59 for this item on the Employer Satisfaction Survey will be achieved
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Identify the current employers of program graduates by evaluating the Job Placement Surveys. 2.) Administer additional surveys and follow up. 3.) Compile and analyze the results.

Results of the Institutional Effectiveness Effort:	A score of 4.88 was achieved for this item on the Employer Satisfaction Survey for 2014-2015 graduates.
Future Plans Regarding this Outcome:	DMS Program staff will continue to work closely with the graduates (and existing students) as well as with clinical sites, to address any deficiencies in problem solving skills. This will also be measured through program outcomes.

Institutional Effectiveness Outcome 3:	Graduates will have the sonographic knowledge necessary to function in a healthcare setting.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Key Indicator 3
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	Employer Satisfaction Survey
Baseline Data (Current Level of Performance):	2013 Baseline 4.78 (2013-2014 graduates)
Three years of trend data (if available):	2011-2012 graduates= 5.00 2012-2013 graduates= 5.00 2013-2014 graduates= 4.78
Target (Desired Level of Performance):	A target of 4.59 for this item on the Employer Satisfaction Survey will be maintained.

Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Partner with the employers to ensure current data is taught. 2.) Administer Employer Satisfaction Surveys and conduct follow up as needed. 3.) Compile and analyze results.
Results of the Institutional Effectiveness Effort:	Employer Survey Results for 2014-2015 graduates: 4.88. The target was achieved.
Future Plans Regarding this Outcome:	The DMS staff will work with employers and graduates to address any deficiencies in knowledge base. Also, include this as a measurement of program outcomes.

Institutional Effectiveness Form Year End 2014-2015

Department Name: DMS

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission:

Volunteer State CC Health Science division offers a technical certificate program in Diagnostic Medical Sonography to prepare students for a career in ultrasound. The certificate program enables graduates to successfully function as an entry level sonographer upon completion.

Link between Institutional Mission and Departmental Mission:

The DMS certificate program prepares students for a career in a specific health care occupation upon completion.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Most Recent Results
Ability to communicate effectively within a healthcare setting	DMS Employer Survey	2014-2015	Results pending from IE office
Overall quality of the graduate will be satisfactory to employers	DMS Employer Survey	2014-2015	Results pending from IE office
Students are prepared to perform up to date sonography procedures	DMS Student Survey	2014-2015	Results pending from IE office

Institutional Effectiveness Outcome 1:	A minimum of 93% of program (certificate) graduates will be placed in their respective fields.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Initiative 3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Job placement survey
Baseline Data (Current Level of Performance):	2013 Baseline=100%
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	A minimum of 93% of program (certificate) graduates will be placed in their respective fields.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) The DMS staff will work more closely with area hiring authorities to assist graduates in job searches and placement. 2.) Administer Job Placement Surveys to monitor progress. 3.) Compile the above results and analyze them.
Results of the Institutional Effectiveness Effort:	2014=results pending from IE office
Future Plans Regarding this Outcome:	The DMS staff will continue to work closely with area hiring authorities to assist graduates in job searches and placement.

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Institutional Effectiveness Outcome 2:	Certificate program graduates will display problem solving skills with the ability to use sound judgement while functioning in a healthcare setting.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Key Indicator 3
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	DMS Employer Satisfaction Survey
Baseline Data (Current Level of Performance):	2013 Baseline=4.88
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	A benchmark of greater than 4.59 for this item on the Employer Satisfaction Survey will be achieved
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Identify the current employers of program graduates by evaluating the Job Placement Surveys. 2.) Administer additional surveys and follow up. 3.) Compile and analyze the results.

Results of the Institutional Effectiveness Effort:	A score of 4.89 was achieved for this item on the Employer Satisfaction Survey.
Future Plans Regarding this Outcome:	DMS Program staff will continue to work closely with the graduates (and existing students) as well as with clinical sites, to address any deficiencies in problem solving skills. This will also be measured through program outcomes.

Institutional Effectiveness Outcome 3:	Graduates will have the sonographic knowledge necessary to function in a healthcare setting.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Key Indicator 3
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	Employer Satisfaction Survey
Baseline Data (Current Level of Performance):	2013 Baseline 4.86 (from 2013-2014 survey)
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	A benchmark of 4.59 for this item on the Employer Satisfaction Survey will be maintained.

<p>Steps to Achieve the Target for this Outcome: (add additional steps as needed)</p>	<p>1.) Partner with the employers to ensure current data is taught. 2.) Administer Employer Satisfaction Surveys and conduct follow up as needed. 3.) Compile and analyze results.</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>2014-2015- Results pending from IE office</p>
<p>Future Plans Regarding this Outcome:</p>	<p>The DMS staff will work with employers and graduates to address any deficiencies in knowledge base. Also, include this as a measurement of program outcomes.</p>

Institutional Effectiveness 2014-2015

AAS Early Childhood Education

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Early Childhood Program encourages students to think critically and creatively, communicate clearly, to develop leadership and ethical standards, and compete effectively in the global community. It also prepares a diverse student population for a career in early childhood education in childcare centers.

Link between Institutional Mission and Departmental Mission: The department mission is related to the college mission as our goal is to provide a quality program and prepare our students to be successful in their work environment.

List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
A 1.2 Increase graduation of students with AAS by 10%. There were 10 2013-14 AAS graduates. The goal will be to increase this to 12 graduates.	Gather data from records office indicating AAS Degree Graduates	Spring 2015
Students will demonstrate acceptable performance on NAEYC Standard 4: knowing and understanding effective strategies and tools for early childhood, including appropriate uses of technology.	NAEYC Key Assessment #4: Science Study Rubric and Data Collection Rubric Language: "The student demonstrates the ability to create a science study with multiple effective strategies using technology."	Spring 2015
Students will demonstrate mastery of NAEYC Standard 2: knowledge and use of parental involvement through NAEYC Key Assessment Cooking Assignment	NAEYC Key Assessment 1: Cooking Activity Rubric and Data Collection Language from the rubric: "1) The report thoroughly describes 3 or more strategies families could use to encourage healthy eating habits.(Standard 2c) 2) The report describes in-depth the background of the classroom children.(Standard 2b) 3) The report focuses on one culture of a child in the class to expand the information regarding the diet and major meals of that culture. A parent was interviewed.(Standard 2a) 4) The Activity Plan includes a creative strategy for involving parents as a follow-up activity (Standard 2b)	Spring 2015

Outcome	Means of Assessment	Year Outcome Assessed
Students will promote child development and learning	Score the following using rubric: ECED 2010: Report on preplanning, research, and reflection ECED 2160: Conceptual map assignment ECED 2160: Ethics Paper ECED 2040: Written paper on diversity ECED 2080: Teacher made book ECED 2085: Planning assignment	annual
Students will build family and community relationships	Score the following using rubric: ECED 2010: Family Involvement assignment ECED 2160: Ethics Paper ECED 2040: Written paper on diversity ECED 2040: Brochure assignment ECED 2040: Field experience and artifact journal ECED 2080: Teacher made book ECED 2085: Community service learning project	annual
Students will observe, document, and assess to support young children and families	Score the following using rubric: ECED 2010: Assessment assignment ECED 2160: Assessment paper ECED 2040: Field experience and artifact journal ECED 2080: Teacher made book ECED 2085: Community service learning project	annual
Students will use developmentally effective approaches	Score the following using rubric: ECED 2010: Activity Plan assignment ECED 2010: Presentation/Technology/Reflection assignment ECED 2160: Ethics Paper ECED 2160: Assessment Paper ECED 2040: Field experience and artifact	annual

	journal ECED 2080: Teacher made book ECED 2085: Community service learning project	
Students will use content knowledge to build meaningful curriculum	Score the following using rubric: ECED 2010: Activity plan assignment ECED 2160: Activity plan assignment ECED 2040: Field experience and artifact journal ECED 2080: Teacher made book ECED 2085: Community service learning project	annual
Students will become a professional	Score the following using rubric: ECED 2010: Technology assignment ECED 2160: Interview Paper ECED 2040: Field experience and artifact journal ECED 2080: Teacher made book ECED 2085: Field trip assignment	annual

Institutional Effectiveness Outcome 1:	Increase graduation of students with AAS Degrees by 10%.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.1.2.
Funds Budgeted to Support this Outcome:	Existing Base budget
This Outcome will be Assessed Using:	Data from records office indicating AAS Certificate Graduates
Baseline Data (Current Level of Performance):	Current level of performance 2012-2013 is 8 Early Childhood AAS graduates
Three years of trend data (if available):	2011-2012= 12 2012-2013= 8 2013-2014=10

Target (Desired Level of Performance):	12 AAS Graduates
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Increase degree advising at Livingston site 2.) Publicize program through the Volstate Public Relation 3.) Continue fast track program 4) Provide advising worksheets for students enrolled in early childhood courses 5) Stress the connection of the AAS Degree to completing a Bachelor's Degree in Early Childhood Education. Discussion continues with with Austin Peay for a Austin Peay/Volstate 2 + 2 Early Childhood Program at Highland Crest 6) Implement the Early Childhood Program AAS curriculum to the TBR Common Curriculum
Results of the Institutional Effectiveness Effort:	12 AAS graduates in 2014-15. The goal was met.
Future Plans Regarding this Outcome:	We will work to continue to increase enrollment. One way we plan to increase enrollment in the 2015-16 year is to visit more early childhood sites to recruit teachers to join our program.

Institutional Effectiveness Outcome 2:	Students will demonstrate acceptable performance on NAEYC Standard 6c: Engaging in continuous , collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
Strategic Planning Goal to Which this Outcome is Linked:	Quality Indicator 3 Student Learning Outcome

	5	17.9%	9	32.1%	14	50%
	The target was not met. 17.9% of students did not meet expectations on this outcome.					
Future Plans Regarding this Outcome:	We will continue to try to improve student performance in this area during the 2015-16 year. Students will be provided a checklist related to the rubric to improve their performance on the Science Study Key Assessment					

Institutional Effectiveness Outcome 3:	Students will demonstrate mastery of NAEYC Standard 1, 2c: involving families and communities in young children's development and learning
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Indicator 3 Student Learning Outcome
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	NAEYC Key Assessment #1: Cooking Activity Rubric
Baseline Data (Current Level of Performance):	Establishing a baseline 2014-15
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	100% of students show evidence of meeting or exceeding expectations on Cooking Activity Rubric in criterion areas related to involving families and communities in young children's development and learning

<p>Steps to Achieve the Target for this Outcome:</p> <p>(add additional steps as needed)</p>	<p>1.) Students enroll in ECED 2310: Safe and Healthy Learning Environments</p> <p>2.) Instruction provided (lectures, videos) on how work with parents and involve them in their child’s learning process</p> <p>3.) Instruction provided (textbook readings, lectures, panel discussions, video demonstrations) of effective methods to communicate with parents</p> <p>4) Students complete the NAEYC Key Assessment 1: Cooking Activity</p>																		
<p>Results of the Institutional Effectiveness Effort:</p>	<p>93.1% met or exceeded expectations</p> <table border="1" data-bbox="574 621 1203 772"> <thead> <tr> <th colspan="2">Does not meet expectations</th> <th colspan="2">Meets Expectations</th> <th colspan="2">Exceeds Expectations</th> </tr> <tr> <th>N</th> <th>%</th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>6.9%</td> <td>14</td> <td>48.3%</td> <td>13</td> <td>44.8%</td> </tr> </tbody> </table> <p>The goal was not met. 6.9% of students did not meet expectations.</p>	Does not meet expectations		Meets Expectations		Exceeds Expectations		N	%	N	%	N	%	2	6.9%	14	48.3%	13	44.8%
Does not meet expectations		Meets Expectations		Exceeds Expectations															
N	%	N	%	N	%														
2	6.9%	14	48.3%	13	44.8%														
<p>Future Plans Regarding this Outcome:</p>	<p>We will continue to work to improve student performance in this area during the 2015-16 year. Students will be provided with a step-by-step checklist related to the rubric for the Cooking Activity Assignment to improve the quality of the assignment.</p>																		

**Institutional Effectiveness 2014-2015
Early Childhood Technical Certificate**

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Early Childhood Program encourages students to think critically and creatively, communicate clearly, to develop leadership and ethical standards, and compete effectively in the global community. It also prepares a diverse student population for a career in early childhood education in childcare centers.

Link between Institutional Mission and Departmental Mission: The department mission is related to the college mission as our goal is to provide a quality program and prepare our students to be successful in their work environment.

List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
A 1.2 Increase graduation of students with Technical Certificate by 10%. There were 7 2013-2014 Technical Certificate graduates. The goal will be to increase this to 8 graduates.	Gather data from records office indicating Technical Certificate Graduates	Spring 2015
Students will demonstrate acceptable performance on NAEYC Standard 4: knowing and understanding effective strategies and tools for early childhood, including appropriate uses of technology.	NAEYC Key Assessment #4: Science Study Rubric and Data Collection Rubric Language:” The student demonstrates the ability to create a science study with multiple effective strategies using technology.”	Spring 2015
Students will demonstrate mastery of NAEYC Standard 2:knowledge and use of parental involvement through NAEYC Key Assessment Cooking Assignment	NAEYC Key Assessment 1: Cooking Activity Rubric and Data Collection Language from the rubric: “1) The report thoroughly describes 3 or more strategies families could use to encourage healthy eating habits.(Standard 2c) 2) The report describes in-depth the background of the classroom children(.Standard 2b) 3) The report focuses on one culture of a child in the class to expand the information regarding the diet and major meals of that culture. A parent was interviewed.(Standard 2a) 4) The Activity Plan includes a creative strategy for involving parents as a follow-up activity (Standard 2b)	Spring 2015

Outcome	Means of Assessment	Year Outcome Assessed
Students will promote child development and learning	Score the following using rubric: ECED 2010: Report on preplanning, research, and reflection ECED 2160: Conceptual map assignment ECED 2160: Ethics Paper ECED 2040: Written paper on diversity ECED 2080: Teacher made book ECED 2085: Planning assignment	annual
Students will build family and community relationships	Score the following using rubric: ECED 2010: Family Involvement assignment ECED 2160: Ethics Paper ECED 2040: Written paper on diversity ECED 2040: Brochure assignment ECED 2040: Field experience and artifact journal ECED 2080: Teacher made book ECED 2085: Community service learning project	annual
Students will observe, document, and assess to support young children and families	Score the following using rubric: ECED 2010: Assessment assignment ECED 2160: Assessment paper ECED 2040: Field experience and artifact journal ECED 2080: Teacher made book ECED 2085: Community service learning project	annual
Students will use developmentally effective approaches	Score the following using rubric: ECED 2010: Activity Plan assignment ECED 2010: Presentation/Technology/Reflection assignment ECED 2160: Ethics Paper ECED 2160: Assessment Paper ECED 2040: Field experience and artifact	annual

	<p>journal</p> <p>ECED 2080: Teacher made book</p> <p>ECED 2085: Community service learning project</p>	
Students will use content knowledge to build meaningful curriculum	<p>Score the following using rubric:</p> <p>ECED 2010: Activity plan assignment</p> <p>ECED 2160: Activity plan assignment</p> <p>ECED 2040: Field experience and artifact journal</p> <p>ECED 2080: Teacher made book</p> <p>ECED 2085: Community service learning project</p>	annual
Students will become a professional	<p>Score the following using rubric:</p> <p>ECED 2010: Technology assignment</p> <p>ECED 2160: Interview Paper</p> <p>ECED 2040: Field experience and artifact journal</p> <p>ECED 2080: Teacher made book</p> <p>ECED 2085: Field trip assignment</p>	annual

Institutional Effectiveness Outcome 1:	Increase graduation of students with Technical Certificate by 10%.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.1.2.
Funds Budgeted to Support this Outcome:	Existing Base budget
This Outcome will be Assessed Using:	Gather data from records office indicating Technical Certificate Graduates
Baseline Data (Current Level of Performance):	2013-2014 - 7 Early Childhood Technical Certificate graduates
Three years of trend data (if available):	2011-2012= 35 2012-2013- 18 2013-2014- 7
Target (Desired Level of Performance):	8 Early Childhood Technical Certificate Graduates
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Visit Child Care Centers to share information related to the Technical Certificate 2) Provide advising worksheets for students enrolled in early childhood courses to encourage them to set an initial goal of completing the Technical Certificate 3) Provide Early Childhood Advisory Board Members with information related to the Technical Certificate
Results of the Institutional	In the 2014-15 year there were 12 Early Childhood Technical

Effectiveness Effort:	Certificate Graduates. The goal was met.
Future Plans Regarding this Outcome:	We will continue to try to increase graduates from our technical certificate program in the 2015-16 year. We will provide students with information related to the Technical Certificate on an Early Childhood Bulletin Board. In addition, we will send local childcare agency directors information regarding courses offered each semester to complete the Technical Certificate.

Institutional Effectiveness Outcome 2:	Students will demonstrate acceptable performance on NAEYC Standard. 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Indicator 3 Student Learning Outcome
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	NAEYC Key Assessment 4: Science Study Rubric.
Baseline Data (Current Level of Performance):	Establishing a baseline in 2014-15
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	100% of students show evidence of meeting or exceeding expectations on Science Study Rubric in criterion areas related to engaging in continuous , collaborative learning to inform practice; using

	technology effectively with young children, with peers, and as a professional resource.																		
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Students will be enrolled in ECED 2385 Early Childhood Math and Science 2.) Students will be given instruction (lectures, videos, samples) of creating a science study. 3.) Students will be given instruction (lectures, demonstrations) on using technology with young children. 4) Students will complete the NAEYC Key Assessment #4: Science Study which indicates that students will create a science study with multiple strategies including those using technology 5) Instructors will evaluate their success using Key Assessment #4 Science Study Rubric and revise teaching instruction for future classes if students score in the “Does Not Meet Expectations” category.																		
Results of the Institutional Effectiveness Effort:	82.1% baseline <table border="1"> <thead> <tr> <th colspan="2">Does not meet expectations</th> <th colspan="2">Meets Expectations</th> <th colspan="2">Exceeds Expectations</th> </tr> <tr> <th>N</th> <th>%</th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>17.9%</td> <td>9</td> <td>32.1%</td> <td>14</td> <td>50%</td> </tr> </tbody> </table> <p>The goal was not met. 17.9% of the students did not meet expectations.</p>	Does not meet expectations		Meets Expectations		Exceeds Expectations		N	%	N	%	N	%	5	17.9%	9	32.1%	14	50%
Does not meet expectations		Meets Expectations		Exceeds Expectations															
N	%	N	%	N	%														
5	17.9%	9	32.1%	14	50%														
Future Plans Regarding this Outcome:	We will continue to work to improve student performance on this outcome in the coming year. Students will be provided a checklist related to the rubric to improve their performance on the Science Study Key Assessment.																		

Institutional Effectiveness Outcome 3:	Students will demonstrate mastery of NAEYC Standard 2: involving families and communities use of parental involvement through NAEYC Key Assessment Cooking Assignment
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Indicator 3 Student Learning Outcome
Funds Budgeted to	Existing base budget

Support this Outcome:																			
This Outcome will be Assessed Using:	NAEYC Key Assessment #1: Cooking Activity Rubric																		
Baseline Data (Current Level of Performance):	Establishing a baseline 2014-15																		
Three years of trend data (if available):	n/a																		
Target (Desired Level of Performance):	100% of students show evidence of meeting or exceeding expectations on Science Study Rubric in criterion areas related to demonstrating knowledge of effective strategies and using technology.																		
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Students enroll in ECED 2310:Safe and Healthy Learning Environments 2.) Instruction provided (lectures, videos) on how work with parents and involve them in their child’s learning process 3.) Instruction provided (textbook readings, lectures, panel discussions, video demonstrations) of effective methods to communicate with parents 4) Students complete the NAEYC Key Assessment 1: Cooking Activity 																		
Results of the Institutional Effectiveness Effort:	<p>93.1% met or exceeded expectations</p> <table border="1"> <thead> <tr> <th colspan="2">Does not meet expectations</th> <th colspan="2">Meets Expectations</th> <th colspan="2">Exceeds Expectations</th> </tr> <tr> <th>N</th> <th>%</th> <th>N</th> <th>%</th> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>6.9%</td> <td>14</td> <td>48.3%</td> <td>13</td> <td>44.8%</td> </tr> </tbody> </table> <p>The goal was not met. 6.9% of students scored below expectations on this assessment.</p>	Does not meet expectations		Meets Expectations		Exceeds Expectations		N	%	N	%	N	%	2	6.9%	14	48.3%	13	44.8%
Does not meet expectations		Meets Expectations		Exceeds Expectations															
N	%	N	%	N	%														
2	6.9%	14	48.3%	13	44.8%														
Future Plans Regarding this Outcome:	We will continue to work to improve student performance on this outcome in the 2015-16 year. Students will be provided with a step-by-step checklist related to the rubric for the Cooking Activity Assignment.																		

Institutional Effectiveness Form

Department Name: Economics

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: To develop in students an understanding of the present that is informed by an awareness of past heritages, including the complex and interdependent relationships between cultures and societies.

Link between Institutional Mission and Departmental Mission: The department supports the institutional missions “preparing students for successful careers, university transfer, and meaningful civic participation in a global society.”

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Students will identify the four major components of GDP and explain the role of each in measuring the output of the economy.	Aplia Problem Sets	2015
Students will identify and graph the two major causes of inflation and the impact of inflation on price levels and output.	Aplia Problem Sets	2015
Students will identify and analyze the global challenges in promoting free trade by Multilateral Agreements like the WTO.	Aplia Problem Sets	2015
Students will calculate price elasticity of supply and identify the two major components that impact a producer's ability to respond in the marketplace.	Aplia Problem Sets	2016
Students will demonstrate understanding of Keynesian philosophy by graphing and identifying the major components of his philosophy.	Aplia Problem Sets	2016
Students will graph and show your understanding of the Federal Reserve's monetary policy to promote economic growth using the policy of buying securities and then identify and analyze the impact on the national economy	Aplia Problem Sets	2017
Students will calculate the unemployment rate and identify the four basic types of unemployment.	Aplia Problem Sets	2017

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Students will identify the four major components of GDP and explain the role of each in measuring the output of the economy.
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Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs.
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	Aplia Problem Sets
Baseline Data (Current Level of Performance):	To be established spring 2015
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	To be established pending baseline results
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Create Aplia Problem Sets 2. Develop rubrics for scoring 3. Assign Aplia Problem Sets 4. Collect and analyze results.
Results of the Institutional Effectiveness Effort:	The Aplia Problem Sets and rubrics were created by the faculty. The problem sets were administered to students. Results for the spring 2015 semester showed students scored an average of 84%.
Future Plans Regarding this Outcome:	The department faculty members have determined that the 84% baseline measure is satisfactory performance for students on this

Outcome	outcome. Therefore, we will continue to monitor these results over the next year, but we will not develop a plan for improvement at this time.
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Institutional Effectiveness Outcome 2:	Students will identify and graph the two major causes of inflation and the impact of inflation on price levels and output
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs.
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	Aplia Problem Sets
Baseline Data (Current Level of Performance):	To be established spring 2015
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	To be established pending baseline results
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Create Aplia Problem Sets 2. Develop rubrics for scoring 3. Assign Aplia Problem Sets 4. Collect and analyze results.
Results of the Institutional Effectiveness Effort:	The Aplia Problem Sets and rubrics were created by the faculty. The problem sets were administered to students. Results for the

	spring 2015 semester showed students scored an average of 77%.
Future Plans Regarding this Outcome:	The department will examine these scores in its departmental faculty meeting at the start of the fall 2015 semester and will develop a plan for improving these scores for the 2015-2016 year.

Institutional Effectiveness Outcome 3:	Identify and analyze the global challenges in promoting free trade by Multilateral Agreements like the WTO
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable).Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs.
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	Aplia Problem Sets
Baseline Data (Current Level of Performance):	To be established spring 2015
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	To be established pending baseline results
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Create Aplia Problem Sets 2. Develop rubrics for scoring 3. Assign Aplia Problem Sets

	4. Collect and analyze results.
Results of the Institutional Effectiveness Effort:	The Aplia Problem Sets and rubrics were created by the faculty. The problem sets were administered to students. Results for the spring 2015 semester showed students scored an average of 66%.
Future Plans Regarding this Outcome:	The department will examine these scores in its departmental faculty meeting at the start of the fall 2015 semester and will develop a plan for improving these scores for the 2015-2016 year.

Institutional Effectiveness Form

Department Name: Entertainment Media Production Program, Recording Industry Management, and Commercial Music Studio

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The mission of the commercial music program, of the Recording Industry Management program, and Entertainment Media Production (EMP) programs are to provide industry standard training and experience to students in the areas of sound recording and engineering. The EMP program also provides industry standard training and experience to students in the areas of video production, music business, and multimedia and web design.

Link between Institutional Mission and Departmental Mission: The department mission demonstrates work done to help prepare students for successful careers by offering innovative educational programs. Additionally, the department has many community partners through dual-enrollment, the advisory council, and through CMT, which helps students learn about the needs in the surrounding business community.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
EMP 1. Students will know the creative and business aspects of various careers in the entertainment industry	MBUS 125 final exam COMM 299P portfolio	2015-2016
EMP 2. Students will demonstrate communication skills, team skills, and leadership skills	COMM 201 portfolio	2014-2015
EMP 3. Students will know and be able to develop a commercially viable product	MBUS final exam COMM 1020 final exam COMM 299P portfolio	2016-2017
EMP 4. Students will be competent in relevant computer skills	INFS 1010 completion or CCE data	2015-2016
EMP 5. Students will understand project management and its importance to enterprise success	BUSN 2385 chapter tests MBUS 125 final exam	2016-2017
EMP 6. Students will understand of the visual and verbal language of Art	ARTP 1110 Final Exam	2014-2015

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results
RIM 1. Students will learn the basics of audio technology	Student Exams	2014-2015	
RIM 2. Students will demonstrate knowledge of basic technology and techniques relating to commercial audio production	Student recording projects	2015-2016	
RIM 3. Students will gain hands-on experience in the audio industry	Final Exams and agency vetting from real world internships	2016-2017	

Institutional Effectiveness Outcome 1:	Students will be able to demonstrate communication skills, team skills and leadership skills (EMP SLO 2).
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	TBR Quality Goal 1
Funds Budgeted to Support this Outcome:	Existing base budget.
This Outcome will be Assessed Using:	COMM 201 Final Portfolio Grading Rubric
Baseline Data (Current Level of Performance):	Spring 2014: 71% of COMM 201 students scored 400 or above on the Final Portfolio Grading Rubric.
Three years of trend data (if available):	Spring 2014- 71 % scoring 400 or above Spring 2011- 92% scoring 400 or above Spring 2010- 93% scoring 400 or above *course not offered Spring 2012 and 2013
Target (Desired Level of Performance):	80% (student scoring 400 or above)
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Gather previous COMM 201 portfolio data. 2.) Advisory faculty committee evaluates COMM 201 portfolio rubric and develops common COMM rubric 3.) Evaluate portfolios using new common rubric 4.) Change rubric, as necessary to allow for better assessment of learning outcome achievement.
Results of the Institutional Effectiveness Effort:	Spring 2015- 77.8% scoring 400 or above. Only two students did not meet the benchmark. One did not turn in the final portfolio and the other missed the satisfactory threshold of 400 points by 1

	<p>point. Student scores of 400 or above on the portfolio demonstrated that students learned and applied communication, team, and leadership skills during their time in COMM 201.</p> <p>The Department Chair worked with the faculty member who teaches the class to gather previous portfolio data. The director of the Entertainment Media Production Program evaluated the portfolio assignment and thought the assignment appropriately evaluated communication skills, team skills, and leadership skills. A common rubric was not developed because the existing assignment and rubric worked well for the assignment.</p>
Future Plans Regarding this Outcome:	The Director of Entertainment Media Production Programs will continue working with faculty teaching COMM classes and with the Department Chair of Communication, Foreign Languages, and Philosophy on exploring the use of a common COMM rubric, developing the rubric if deemed necessary.

Institutional Effectiveness Outcome 2:	Students will demonstrate a fundamental understanding of the visual and verbal language of Art. (EMP SLO 6)
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Volunteer State Student Success Goal: Volunteer State Community College will increase student academic achievement and persistence to degree and certificate attainment through innovative student success initiatives. TBR Quality goal 1.
Funds Budgeted to Support this Outcome:	Existing base budget. None.
This Outcome will be Assessed Using:	ARTP 1110 portfolio assessment.
Baseline Data (Current Level of Performance):	The portfolio assignment and assessment was previously evaluated by Art Department faculty who made revisions as necessary to better address and meet the learning outcomes for students. Department chair, EMP director, and departmental faculty are evaluating the

	portfolio rubric to determine how to better track data and establish baseline.
Three years of trend data (if available):	Previous ARTP 1110 portfolio grades were not stored for collection. ARTP 1110 is a new addition to the EMP program and faculty will begin to store data from portfolio assignments.
Target (Desired Level of Performance):	75% of students will pass ARTP 1110 portfolios with an 80% or above.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Analyze portfolio assignment and assessment. 2.) Determine how portfolio assignment and assessment demonstrate achievement of learning outcomes. 3.) Revise portfolio assignment, assessment, and course outcomes as needed.
Results of the Institutional Effectiveness Effort:	<p>Art faculty provided portfolio assessment/rubric for review, but portfolios were found to be given letter grades, not numeric values. Because numeric values are not assigned, evaluation of scores is based on standard scores of A = 90-100, B = 80-89, C = 70-79, D = 60-69, F = 0-59.</p> <p>16 total students completed ARTP 1110 in Spring 2015. 7 earned an A on their portfolio, 3 earned a B on their portfolio, 2 earned a C on their portfolio, 1 earned a D on their portfolio, and 3 earned an F because they stopped attending class. Therefore 62% of total students enrolled passed their ARTP 1110 portfolios with an 80% or above. If the three students who stopped attending class are removed from this calculation, then 77% of students who completed the class passed their ARTP 1110 portfolios with an 80% or above.</p> <p>The portfolio assessment measures students' craftsmanship, general use of elements and design principles, achievement of specific goals of assignments, creativity and design process, and oral skills, terminology, and discussion within peer review of portfolios. These elements demonstrate that students have a fundamental understanding of the visual and verbal language of art when students earn a B or above on their portfolio project.</p>
Future Plans Regarding this Outcome:	Art faculty plan to better track grades on the portfolio assignment, but are working on a comprehensive terminology exam that will further help EMP and Art students demonstrate their understanding of the visual and verbal language of art. Art faculty, the EMP director, the chairs of VPA and Communication, Foreign Language, and Philosophy, and the dean will meet to

	discuss the needs of EMP students as they relate to the Art classes taken to better address students' learning needs.
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Institutional Effectiveness Outcome 3:	Students will learn the basics of audio technology. (RIM SLO 1)
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	TBR Quality Goal 1
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	COMM 270 Final Exam
Baseline Data (Current Level of Performance):	Final exam was previously evaluated by Communication Department faculty who made revisions as necessary to better address and meet the learning outcomes for students. Department chair, EMP director, and departmental faculty are evaluating the final exam to determine how to better track data and establish baseline.
Three years of trend data (if available):	<u>Spring 2012</u> : 14 students enrolled; 9 completed final exam; 7 passed with a 70% or above = 50% of total students passed with a 70% or above/ 77.8% of students who completed final exam passed with a 70% or above. <u>Fall 2012</u> : 24 students enrolled; 20 completed final exam; 14 passed with a 70% or above = 58% of total students passed with a 70% or above/ 70% of students who completed final exam passed with a 70% or above. <u>Spring 2013</u> : 14 students enrolled; 13 completed final exam; 8 passed with a 70% or above = 57% of total students passed with a 70% or above/ 61.5% of students who completed final exam passed with a 70% or above. <u>Fall 2013</u> : 22 students enrolled; 16 students completed final

	<p>exam; 10 students passed with a 70% or above = 45% of total students passed with a 70% or above/62.5% of students who completed final exam passed with a 70% or above.</p> <p><u>Spring 2014</u>: 14 students enrolled; 7 completed final exam; 6 students passed with a 70% or above = 43% of total students passed with a 70% or above/85.7% of students who completed final exam passed with a 70% or above.</p>
Target (Desired Level of Performance):	75% of students who complete the final exam pass the COMM 270 final exam with a 70% or above.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Analyze COMM 270 final exam. 2.) Determine which questions best demonstrate achievement of learning outcome. 3.) Revise final exam and course outcomes as needed.
Results of the Institutional Effectiveness Effort:	<p>Division Dean and Director of Entertainment Media Production Programs reviewed final exam and determined questions to adequately reflect achievement of learning outcomes in COMM 270. Dean and Department Chair discussed strategies for helping more students succeed with faculty member who teaches class.</p> <p>Fall 2014: 24 students enrolled; 17 students completed final exam; 15 students passed with a 70% or above = 62.5% of total students passed with a 70% or above/88.2% of students who completed final exam passed with a 70% or above. Of the students who complete the class and the final exam, 88% are demonstrating they have learned the basics of audio technology through the concepts they have demonstrated understanding about on the final exam.</p>
Future Plans Regarding this Outcome:	Continue to monitor current industry developments in technology and revise COMM 270 and incorporate as needed. Department Chair and Director of Entertainment Media Production Programs will work with faculty on strategies for helping more students succeed in the course.

Institutional Effectiveness Outcome 4:	Successful continuation of dual pathways in place of dual enrollment in EMP and RIM programs.
Strategic Planning Goal to Which this Outcome is Linked:	TBR Access Goal 2 : In order to increase access at all levels, the TBR System and its institutions will develop a methodology to utilize access and diversity resources to implement best practices for increasing participation levels of traditionally underserved populations

(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	Existing base budget.
This Outcome will be Assessed Using:	Dual enrollment/Dual pathways enrollment in EMP or RIM.
Baseline Data (Current Level of Performance):	Service area high schools were unable to participate in dual enrollment programs due to lack of specified state accommodations needed with special education and English language learners.
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	Complete the dual service final exam.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Continue working with service area coordinators to enroll high school dual pathway students. 2.) Development of assessment test or portfolio that will help evaluate student performance and program effectiveness 3.) Implement assessment tool and analyze data
Results of the Institutional Effectiveness Effort:	Four video students and one audio student from McGavock High School attempted the dual-service final exam. 100% of students who attempted the exam passed it.
Future Plans Regarding this Outcome:	The director of the Entertainment Media Production Program will have earlier interaction with area high schools to prepare more students for the dual service final exam. Instruction materials will be available to individual schools' instructors for audio and video.

Institutional Effectiveness Form

Department Name: Health Sciences / Emergency Medical Services (EMS) Education

For the Academic Year: 2014/2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: Emergency Medical Services (EMS) Education provides qualified EMT's and Paramedics to function in pre-hospital care and first response roles in Middle Tennessee. Our graduates receive quality classroom instruction and hands-on clinical opportunities that utilize the National EMS Education Standards, advanced patient care technology, and the most up to date equipment available in the EMS field.

Link between Institutional Mission and Departmental Mission:

Quality innovative educational programs

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results
The student will demonstrate professional behavior including but not limited to integrity, empathy, self-motivation, appearance/personal hygiene, self-confidence, communication, time management, teamwork, diplomacy, respect, patient advocacy, and careful delivery of service.	95% of students will score 4 or better on the professionalism (affective) question on the employer surveys.	August 2013 Paramedic graduates	100% of 2013 paramedic graduates received a 4 or better score.
The student will apply a fundamental knowledge of anatomy and physiology, medical terminology, pathophysiology, and lifespan development relative to patient assessment in determining emergency medical care administration.	95% of students will score 4 or better on the knowledge-based (cognitive) question on the employer surveys.	August 2013 Paramedic graduates	100% of 2013 paramedic graduates received a 4 or better score.
Students will acquire the academic knowledge to become a licensed EMT.	74% First time pass rate for National EMS licensure.	2014-15	Spring 2014 65% Fall 2013 65% Spring 2013 65% Fall 2012 61% Spring 2012 64%

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Students will acquire the academic knowledge to become a licensed EMT.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Objective Q-1
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	National Registry of EMT's computer-based EMT licensure exam.
Baseline Data (Current Level of Performance):	65% First time pass rate for 2013/2014. Beginning Fall 2014, we implemented the National EMS Education Standards and 3 levels of EMS licensure.
Three years of trend data (if available):	Spring 2014 65% Fall 2013 65% Spring 2013 65% Fall 2012 61% Spring 2012 64%
Target (Desired Level of Performance):	74% first time pass rate (2013 National Registry average)
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Require students to utilize the Platinum Testing practice test CD and submit 1 comprehensive test for a grade prior to EMT course completion. 2.) Reinforce the research numbers showing higher test success rates if taken within 30 days of course completion. 3.) Incorporated interactive online coursework attached with the newest edition EMT textbook.
Results of the Institutional	We required students to utilize the Platinum testing practice test

Effectiveness Effort:	<p>CD and to submit a comprehensive test for a grade prior to EMT course completion. We also incorporated the online coursework with the EMT textbook.</p> <p>Results for Fall 2014 showed 52% first time pass rate.</p> <p>Results for Spring 2015 showed 55% first time pass rate (Students are still testing)</p> <p>The goal has not been met at this time.</p>
Future Plans Regarding this Outcome:	<p>Fall 2014 was the first semester under the new National EMS Education Standards. Our pass rate was much lower than anticipated. However, the National average was also lower from 2013 at 67%. We will continue to work to meet or exceed the national average in the 2015-16 year by emphasizing use of the supplemental textbook materials and increasing discussions of the test format and review materials in class.</p>

Institutional Effectiveness Outcome 2:	Recruit experienced Paramedics to pursue the AAS Health Sciences degree.
Strategic Planning Goal to Which this Outcome is Linked:	<p>Student Success</p> <p>Objective S-2</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Academic year AAS graduate list from the Records Office
Baseline Data (Current Level of Performance):	23 students obtained the AAS degree in 2013-2014.
Three years of trend data (if available):	<p>11 2011/2012</p> <p>14 2012/2013</p> <p>23 2013/2014</p>
Target (Desired Level of	25 students will obtain the AAS degree in 2014/2015.

Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Conduct monthly AAS advising sessions. 2.) Utilize adjunct faculty to recruit potential candidates. 3.) Develop an advertising plan including webpage information and distributing flyers to regional EMS services.
Results of the Institutional Effectiveness Effort:	There were 13 graduates from the AAS in Health Sciences program with the EMT concentration in 2014-15. The goal was not met.
Future Plans Regarding this Outcome:	<p>We will continue to work toward this outcome in 2015-16 using the following steps.</p> <ol style="list-style-type: none"> 1.) Continue to recruit previous Vol State paramedic graduates. 2.) Utilize adjunct faculty to recruit potential candidates. 3.) With the addition of the Cookeville site, provide outreach to previous TTU graduates to complete the AAS degree.

Institutional Effectiveness Outcome 3:	Recruit and enroll military veterans to pursue the EMT, AEMT, and Paramedic technical certificates.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	<p>Student Success</p> <p>Objective S-3</p>
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Academic year EMT, AEMT, and Paramedic graduate lists from the Veterans Affairs Office.
Baseline Data (Current Level of Performance):	EMS Education implemented the new National EMS Education Standards beginning Fall 2014. Information will become available after completion of Fall 2014 semester.
Three years of trend data (if available):	Information will become available after completion of Fall 2014 semester.

Target (Desired Level of Performance):	Military veterans will constitute 10% of the overall EMT enrollment for the Fall 2014 semester.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Provide advising sessions for potential EMT and AEMT students, including military veterans. 2.) Coordinate enrollment of military veterans with the Veterans Affairs Coordinator. 3.) Conduct EMT course sites in Clarksville (near Fort Campbell) and Springfield.
Results of the Institutional Effectiveness Effort:	16 EMT graduates (17%) were military veterans. 5 continued to the AEMT course in Spring 2015. 3 Paramedic graduates (12%) were military veterans.
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1.) Provide a pathway for military veterans with National Registry EMT to obtain Advanced EMT licensure. 2.) Coordinate enrollment of military veterans with the Veterans Affairs Coordinator. 3.) Conduct EMT course sites in Clarksville (near Fort Campbell) and Springfield.

Institutional Effectiveness Form

Department Name: English Department

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: To ensure students will successfully master college level writing in essays which exhibit correct use of standard academic grammar, clarity of thought and organization, and critical and analytical processing skills.

Link between Institutional Mission and Departmental Mission: Providing quality academic programs in English.

Outcome	Means of Assessment	Year Outcome Assessed
Students will use problem solving as an application of critical thought in writing	CAT Test Scores  CAT Mean Scores for English Courses 09-10  CAT Mean Scores Individual Items for E	2010-2012
Students will demonstrate effective written and oral communication skills	Program Assessments  Writing General Education Assessment	ENGL 1010 Gen Ed: 2011-2013

	 ENGL 1020 3 Semester AVGS 2013	ENGL 1020 Program: spring 2013-2014
Students will identify and analyze both national and global societal changes	 LITERATURE PROGRAM GENERAL I	Spring 2015
Students will analyze and respond to the arts demonstrating critical thought	 LITERATURE PROGRAM GENERAL I	Spring 2015
Students will demonstrate mastery of documentation skills to write academic and professional essays free of plagiarism	ENGL 1010 Gen Ed Assessment  Writing General Education Assessmen	2011-2013

Institutional Effectiveness Outcome 1:	Improve consistency among full-time and adjunct faculty in facilitating the achievement of student learning outcomes
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	\$3000
This Outcome will be Assessed Using:	A comparison of pre-fall semester and post-spring semester survey will be used
Baseline Data (Current Level of Performance):	<p>Comparison English Adjunct Faculty Survey Fall 2011/Spring 2014</p> <p>For complete results, see data listed below in trend data.</p> <p>Overall, most respondents agreed that they felt connected with the English Department and that their contributions were valued and appreciated. The majority expressed being updated and informed about department practices and understanding how to incorporate tools available to students. Respondents also expressed confidence in using best practices and meeting learning objectives.</p> <p>Since 2011, the majority of faculty has expressed less interest for professional development in D2L/My Volstate Online, SmarThinking Online Tutoring, Turnitin Plagiarism Software, Noodle Tools, and Using Textbooks Effectively (Tables 17b – 21b). The proportion of respondents who reported benefitting from a mentoring relationship with full-time faculty members increased from 73.9% in 2011 to 100% in 2014 (Table 22b).</p>
Three years of trend data (if available):	<p>One year baseline data of Adjunct Survey and current spring 2014 data is available.</p>  <p>English Academic Audit Adjunct Survey F</p>
Target (Desired Level of	<ul style="list-style-type: none"> • Increase adjunct connections to the department from 45%

Performance):	<p>to 60%.</p> <ul style="list-style-type: none"> • Increase confidence in best practices from 70% to 75%. • Increase confidence in meeting learning outcomes from 65 % to 75%. • Increase confidence in evaluating and assessing student work in a method that his consistent with the VSCC English Department from 60% to 70%. • Increase use of Vol State email from 80% to 85%. • Increase level of feeling valued by the department from 60% to 75%. • Increase confidence in use D2L from 50% to 60%.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Provide training for adjunct faculty. 2. Establish an Adjunct Teaching Resources eLearn course shell in D2L. 3. Use the eLearn Adjunct Teaching Resources shell to distribute information and maintain an active discussion forum for adjunct faculty. 4. Strengthen the mentoring program between full-time faculty and adjunct faculty.
Results of the Institutional Effectiveness Effort:	<p>The following survey results are listed in the attached report.</p>  <p>English Academic Audit Adjunct Survey F</p> <p>An Adjunct Training Resource course was created in D2L. All adjunct faculty were invited to attend English department meetings and the department’s day-long spring retreat.</p>  <p>English Department Spring Retreat 15.doc</p> <p>Professional development and trainings were offered as listed in the attached agendas.</p>  <p>ADAPT 2015.docx</p>
Future Plans Regarding this Outcome:	<ul style="list-style-type: none"> • Continue to conduct professional development sessions for adjunct faculty each semester. • Incorporate a grade-norming session to increase confidence in best practices and student assessment.

	<ul style="list-style-type: none"> Promote technology and D2L training offered by Distributed Ed. Explore the establishment of an Outstanding English Adjunct faculty award.
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Institutional Effectiveness Outcome 2:	Students will improve demonstration of written and oral communication skills in writing across the curriculum.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	Sufficient
This Outcome will be Assessed Using:	Student CCSSE 4c, 4d, 5b, 5c, 5d, 5e, 6c, and 12c, ; Faculty CCSSEE 4c, 5b,5c, 5e, 6c, and 12; and feedback from across the disciplines.
Baseline Data (Current Level of Performance):	 CCSSE Writing Data.xlsx
Three years of trend data (if available):	    CCSSE Writing Data.xlsx Copy of CCSSE Writing Means for LatOverview 13-14.docx WID Assignments CCSSE Writing Analysis.docx
Target (Desired Level of Performance):	<ul style="list-style-type: none"> Increase in performance of students writing across the curriculum by 5%. Increase in satisfaction from faculty across the curriculum of student preparedness for writing in various disciplines by 5%.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> Work with the Science Department to plan and pilot an ENGL 1010 in the 2015-16 academic year with a technical writing emphasis to meet the needs of the proposed Environmental Technical Certificate, pending curriculum approval.

Results of the Institutional Effectiveness Effort:	<p>The Professional Writing Certificate committee explored the possibility of creating a certificate program in professional writing. We queried the Office of Institutional Effectiveness as well as the office of Continuing Education & Economic Development to determine whether such a certificate is needed and feasible at this time. We determined that we have at this point no clear mandate from students or employers to create such a program.</p> <p>Regarding the development of a section of ENGL 1010 with a technical writing emphasis for the Environmental Science Tech Certificate and the collaborative capstone class, we postponed development of that section until the certificate passed the approval stage with THEC/TBR. The vision for that class is that it will be an ENGL 1010 course that will include business writing assignments in the place of some of the current assignments. As such, this course will also meet the transfer requirements in case students decide to pursue a degree after they get the certificate. The theory is that it would be taught once a year, probably to a cohort of students.</p>
Future Plans Regarding this Outcome:	<p>The English Department will continue to work with the Science Department to create and deliver an ENGL 1010 Environmental Science Tech cohort class for the fall 2015-16 academic year.</p>

Institutional Effectiveness Outcome 3:	<p>Increase the retention and success rates of ENGL 1010 students with an ACT score of 13-16 or diagnostic scores formerly placing in LS Writing to 65%.</p>
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	<p>Q3</p>
Funds Budgeted to Support this Outcome:	<p>Sufficient</p>

This Outcome will be Assessed Using:	ENGL 1010 success rates of students with an ACT 13-16 or low diagnostic scores formerly placing in LS writing.
Baseline Data (Current Level of Performance):	 Copy of 2011-12 and 2012-13 ENGL 1010 S
Three years of trend data (if available):	 Copy of 2011-12 and 2012-13 ENGL 1010 S
Target (Desired Level of Performance):	Implementation of co-requisite model in fall 2015 and an increase in retention and success rates of ENGL 1010 students with an ACT score of 13-16 or diagnostic scores formerly placing in LS Writing.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Form committees to review co-requisite, embedded remediation models based on action plan submitted to TBR in May 2014. <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div data-bbox="737 856 802 919"> Corequisite Embedded</div> <div data-bbox="938 856 1003 919"> CoRequisite Action Immediate Plan</div> <div data-bbox="1140 856 1205 919"> 2015 TBR English Writing.d Co-requisite Academy</div> </div> <ol style="list-style-type: none"> 2. Review models of embedded remediation for the co-requisite models. 3. Review TBR feedback and directions to modify plan as needed. 4. Pilot models for embedded remediation in spring 2015. 5. Assess student success in pilot embedded remediation models to determine best practice for fall 2015 full implementation.
Results of the Institutional Effectiveness Effort:	 SUC RET ENGL1010 Pilot v nonpilot.xlsx The English Department completed the steps to achieve the target for this outcome as listed above. With a student enrollment $N=52$, the success rate was 50% with a retention rate of 57.7%, which is 0.7% higher than the college's overall retention rate reported for IPEDS in 2012. The pilot faculty team identified retention as one of the biggest obstacles for student success despite using the college's early ALERTS system to notify students of missed work and absences. Additionally, nearly a 1-1/2 weeks of class were missed this spring semester as the result of winter weather. Many pilot faculty members noted that ENGL 1010 L students found this obstacle as difficult to overcome, meaning they quit attending.
Future Plans Regarding	The English Department will continue with full implementation of

this Outcome:	<p>the Corequisite (embedded) remediation for fall 2015. We will expand the data sample for analysis, and we will continue to work on integrating new techniques that will increase student retention and success, including using the ALERTS system and utilizing the new Completion Coaches to communicate with students who have disengaged or quit attending class.</p> <p>Additionally, the faculty will implement new curriculum to better engage this student population in ENGL L 1010, now designated ENGL X, and the Corequisite ENGL 0810 courses.</p>
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Institutional Effectiveness Outcome 4:	Students will identify and analyze both national and global societal changes, and students will analyze and respond to the arts demonstrating critical thought
Strategic Planning Goal to Which this Outcome is Linked:	Q3
(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	Sufficient
This Outcome will be Assessed Using:	 <p>LITERATURE PROGRAM GENERAL I</p> <p>These outcomes have previously been assessed in Social Sciences and VPA, but literature will establish similar baseline to supplement outcome assessment.</p>
Baseline Data (Current Level of Performance):	To be established spring 2015.
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	<ul style="list-style-type: none"> • Increase the mean score for Analysis and Articulation to 4.0. • Increase the mean score for Assessment of Relationships and Culture to 4.0. • Increase overall performance to a mean score of 3.75.

Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Refine assessment tool. 2. Assess students in spring 2015 to establish baseline data.
Results of the Institutional Effectiveness Effort:	<p>A literature assessment committee created a literature assessment that was adopted and implemented in a pilot during the spring semester. Four literature classes participated in the pilot, including two ENGL 2030 Experience of Literature classes, on ENGL 2120 American Literature since 1865, and one ENGL 2310 World Literature to 1625. The total participating students was N=123. Literature students performed best in Analysis and Articulation with a mean of 3.56, slightly above “Average” while Writing Skills performed at a mean of 3.45, and the total grade mean was 2.69 below Average.</p> <p>The results of the full assessment are included in the attached report.</p> <div style="text-align: center;">  <p>Literature Rubric Analysis Report (Sprin</p> </div>
Future Plans Regarding this Outcome:	<p>The department will review the assessment to determine if further refinement is necessary. Based on these results, the department should set a target for the desired level of performance for student and focus attention to improve all areas, and literature faculty should review and analyze the relationship and differences between performance in the assessment areas and course grades.</p>

Institutional Effectiveness Outcome 5:	Align VSCC ENGL 1010 to the Core to College curriculum to improve student success.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	Sufficient
This Outcome will be	To be determined.

Assessed Using:	
Baseline Data (Current Level of Performance):	To be determined.
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	To be determined.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Selected participating English faculty will participate in THEC Core to College curriculum training in July 2014. 2. Participating English faculty will design ENGL 1010 courses to align with the THEC Core to College initiative. 3. Student success will be determined based on established assessment. 4. Participating faculty will provide qualitative data in written reports on their experiences teaching the courses.
Results of the Institutional Effectiveness Effort:	<p>Three English faculty members taught a total of five sections of ENGL 1010 for the THEC Core to College pilot. The success rates or these classes was 69.5% with a retention rate of 72%. The narrative, including the strengths and weaknesses from the pilot program are detailed in the attached reports.</p> <div style="text-align: center;">    </div> <p style="text-align: center;"> THEC CORE TO COLLEGE ENGL 1010 THEC CORE TO COLLEGE ENGL 1010 THEC CORE TO COLLEGE ENGL 1010 </p>
Future Plans Regarding this Outcome:	<p>Although this program was discontinued at the state level, the VSCC English faculty will continue to incorporate the successful approaches as used in the THEC Core to College model, especially those that were already being implemented prior to the pilot as they have been proven to be successful. The THEC Core to College ENGL 1010 will not continue to be developed since this initiative is no longer a THEC priority. Therefore, this IE goal has been completed.</p>

Institutional Effectiveness Form

Department Name: English for Speakers of Other Languages (ESOL)

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: To provide comprehensible listening, speaking, reading, and writing instruction for non-native speakers of English to prepare them for success in the American college and culture.

Link between Institutional Mission and Departmental Mission: The ESOL program contributes to the college mission by providing quality and innovative educational courses for non-native speakers of English that contribute to their personal, professional, and cultural development and success in a global society.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
ESOL students will improve their listening skills	Listening portion of the Michigan English Placement Test (EPT)	2015-2016
ESOL students will improve their speaking skills	Oral Interview Response Rubric	2014-2015
ESOL students will improve their reading skills	COMPASS Reading Diagnostic and Reading Plus Appraisal	2016-2017
ESOL students will improve their writing skills	Demonstrated achievement of course objectives and student learning outcomes to advance to higher level writing course as observed by a group of ESOL and English instructors through the analysis of an in-class final exam writing.	2014-2015

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase the number of students with F1 VISA's enrolled in ESOL courses/sections.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3 – Quality
Funds Budgeted to Support this Outcome:	One faculty 3-hour course leave each fall and spring semesters for ESOL Coordinator duties.
This Outcome will be Assessed Using:	Fall to fall, spring to spring, and summer to summer F1 ESOL course/section enrollment data from fall 2012 through summer 2015.
Baseline Data (Current Level of Performance):	Determined by AY 2012-2013 F1 VISA student ESOL course/section enrollment data. (See attached table) 
Three years of trend data (if available):	AY 2013-2014 F1 VISA student ESOL course/section enrollment data is in the attached table.  2013-2014 IE - ESOL Summarized F1 VISA :
Target (Desired Level of Performance):	AY 2014-2015 F1 VISA student ESOL course/section enrollment will increase 30% of baseline.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Continue to pursue application acceptance from SACM (Saudi Arabia Culture Mission) to be one of their approved Language Training schools. 2.) Track and record on above attached chart fall to fall, spring to spring, and summer to summer F1 ESOL course/section enrollment for AY 2014-2015. 3.) Offer highest priority ESOL courses at additional sites. 4.) Work with Pam Carey to update VSCC's ESOL and international website.

Results of the Institutional Effectiveness Effort:



2014-2015 IE - ESOL
Fall 14-Sum 15 ESOL (



2014-2015 IE - ESOL
Summarized F1 VISA :

The attached table shows the closely tracked course enrollment data of VISA, In-state, and Continuing Educations students. These results show a 557% increase in F-1 VISA student course/section enrollment from the 2012-2013 AY, but this was a drop from last year's 929%. In summary, the following were the course/section enrollment results:

	2012-2013	2013-2014	2014-2015
AY # TOTALS of VISA Student Course/Section Enrollments	7	72	46
# Gain or LOSS (from AY 2012-2013 baseline)	0	+65	+39
% Gain or LOSS (from AY 2012-2013 baseline)	Baseline	929% Gain	557% Gain

I suspect the decline in F1 VISA students from AY 2013-2014 to AY 2014-2015 is the result of VSCC's application not being accepted by SACM yet. The SACM application was submitted three different times in an effort to be on their list of approved colleges and language schools for students receiving a SACM scholarship. Every time it was submitted it was returned requesting more information and in a different format. The last format did not allow information to be saved and all data was lost. Requests have been made to SACM several times as to how to get the information submitted, but I still have not heard back from them.

The inability to be an approved program with SACM did lower our numbers from AY 2013-2014. However, moving from a baseline of 7 course/section enrollments to 46 still brings about an additional 39 course/section enrollments or a 557% gain from the 2012-2013 AY baseline. In addition, the increase in the variety of international student populations, rather than in just one culture, is a positive indicator for future growth.

The highest priority of ESOL courses were offered again at the McGavock and Highland Crest sites as planned, but courses were cancelled due to a lack of student enrollment.

Pam Carey's work study student produced updates for the ESOL and International students' websites, but coordination with the Webmaster has not taken place.

Future Plans Regarding this Outcome:	<p>1.) Continue to pursue being on SACM’s recognized list of Language Training schools.</p> <p>2.) Continue to offer highest priority ESOL courses at additional sites.</p> <p>3.) Create a different ESOL course model at the newly added Cookeville site to accommodate a different TLE structure and anticipated increased ESOL numbers due to overflow of international students from the nearby Tennessee Tech.</p> <p>4.) Work with the Webmaster to complete the updates started by Pam Carey’s work study student on the VSCC’s ESOL and International websites. Also, include informative internet clips previously created by Media Services to target F1 international students.</p> <p>5.) Continue to track and record fall to fall, spring to spring, and summer to summer F1 ESOL course/section enrollment for AY 2015-2016 to document the effects of the above actions.</p>
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Institutional Effectiveness Outcome 2:	ESOL students will improve their writing skills
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3 – Quality
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Comparison data of students’ beginning semester writing level placement from the Michigan English Placement Test (EPT) or from the most current successful completion of a writing prerequisite course, to writing level placement from in-class final paragraph/essay.

Baseline Data (Current Level of Performance):	Baseline data is determined by the Michigan English Placement Test (EPT) or successful completion of pre-requisite course.
Three years of trend data (if available):	To be determined.
Target (Desired Level of Performance):	70% of students will advance to the next higher level writing course each semester.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) First-day, in-class writing samples will be conducted to confirm correct writing level placement of all writing students. 2.) Collect in-class writing final exams for every writing course. 3.) Research and create rubric to assist with holistic grading. 4.) A team of ESOL and English instructors will holistically grade in-class final exams to determine ending level of writing. 5.) Compare beginning and ending writing level placement for the fall to fall, spring to spring, and summer to summer ESOL writing courses of AY 2014-2015 to determine percentage of students successfully reaching the next level of writing.
Results of the Institutional Effectiveness Effort:	<div style="text-align: center;">  </div> <p>2014-2015 IE - ESOL Writing Course Result</p> <p>Rubric was researched and several models considered, but it was not completed in order to assist with holistic grading.</p> <p>Intricate data shown in the attached table allowed comparison of not only the percent of enrolled students passing (advancing to the next higher level writing course) by each class, but also the percent of enrolled students passing (advancing to the next higher level writing course) by the total number of writing students in the program.</p> <p>Whereas the 85%/81% results from AY 2013-2014 were considerably higher than the target of 70%, it was disconcerting AY 2014-2015 was lower. These results make the following questions come to mind: Why the wide range of difference? Is it a particular group of students or a difference in teaching or grading?</p>

Future Plans Regarding this Outcome:	<p>1.) Finish creating assessment tool for measuring student improvement in ESOL writing.</p> <p>2.) Make excel sheet for instructors to chart in-class final exam writing results to improve efficiency of data collection.</p> <p>3.) Continue to track and record fall to fall, spring to spring, and summer to summer students who advance to the next level of writing for AY 2015-2016 to identify specific areas of writing that need improvement.</p> <p>4.) Begin collecting ideas from ESOL instructors individually and as a group for factors believed to affect students advancing to the next higher level of writing in one semester.</p>
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Institutional Effectiveness Outcome 3:	<p>ESOL students will improve their speaking skills</p> <p>To measure the accuracy of ESOL students' beginning oral placement using the Oral Interview Response Rubric.</p>
<p>Strategic Planning Goal to Which this Outcome is Linked:</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	Q.3 – Quality
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	<p>The accuracy of the attached rubric (below) will be assessed by comparing the conversational placement level determined by the Michigan EPT's listening score only, to the conversational placement level determined by the combined Michigan EPT's listening score and the oral placement score from the Oral Interview Response Rubric.</p> <p></p> <p>2013-2014 IE - ESOL Oral Interview Respo</p>
Baseline Data (Current	Resulting conversational placement level determined by the

Level of Performance):	Michigan EPT’s listening score only.
Three years of trend data (if available):	Not available.
Target (Desired Level of Performance):	20% of students’ conversational placement will change at least one placement level higher or lower when the Oral Interview Response Rubric is used in conjunction with the Michigan EPT’s listening score, than placement determined using only the Michigan EPT’s listening score.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Adapt Michigan EPT Score Placement Chart to include conversational placement using listening scores only, as well as placement based on combining listening and Oral Interview Response Rubric scores. 2.) Include an oral interview which uses the Oral Interview Response Rubric to be a part of all Michigan EPT Placement Testing during the 2014-2015 AY.
Results of the Institutional Effectiveness Effort:	<div style="text-align: center;">  <p>Michigan EPT Placement Test w Pre</p> </div> <p>The attached Michigan EPT Score Placement Chart was adapted to include placement using listening scores only, and listening scores combined with speaking scores from the Oral Interview Response Rubric. However, the accuracy of the Oral Interview Response Rubric was unable to be determined because of difficulties administering the Oral Interview Response Rubric for the following reasons:</p> <ul style="list-style-type: none"> • Testing staff were unable to administer and use the Oral Interview Response Rubric because ESOL expertise was needed for rating oral fluency, appropriateness, clarity, and elaboration of answers to questions used in the interview. • ESOL trained personnel are usually not available during the time a student is being tested in the testing center. If the interview were done at the time of advising, it would require ESOL students to only be advised by ESOL trained personnel. This would slow the process of placement and

	<p>scheduling considerably.</p> <ul style="list-style-type: none">• It was not in the testing or ESOL budget to hire an ESOL trained person to do the testing. <p>Even though the Oral Interview Response Rubric was ready to be implemented as an instrument to help conversational placement be more accurate, the difficulty in having available, trained personnel in administering the instrument prevented it from being used for placement along with the listening portion of the Michigan EPT. However, the Oral Interview Response Rubric may be effective in measuring student improvement of speaking within the individual conversation classes when used as a pre- and post-test instrument.</p>
Future Plans Regarding this Outcome:	<ol style="list-style-type: none">1.) Adapt the Oral Interview Response Rubric to assess/measure improvement in speaking skills.2.) Use the Oral Interview Response Rubric as a pre- and post-assessment in AY 2015-2016 conversation courses to measure speaking improvement.

Institutional Effectiveness Form

Department Name: Fire Science Technology

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The mission of the Fire Science Program is to collaborate and partner with emergency response agencies, organizations, associations and educational institutions to provide high quality pre-employment training and education, and professional development opportunities for career and volunteer emergency response personnel to meet industry needs for a skilled and diverse professional workforce.

Link between Institutional Mission and Departmental Mission: The Fire Science Technology Program is highly central to the VSCC mission, vision, and other core values. This program is designed to assist students with their general and continuing education for practical firefighting operations and fire service management. It is also designed to provide competent fire personnel to better serve their respective community and the public-at-large.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results	
Students will discuss emergency services	Exit Exam questions 1-5	2013-2014 2014-2015	4.7 4.6	
Students will explain the need for safety	Exit Exam questions 6-10	2013-2014 2014-2015	4.5 4.2	
Students will explain the various aspects of fire prevention	Exit Exam questions 11-15	2013-2014 2014-2015	4.5 4.1	
Students will discuss the physical and chemical properties of fire	Exit Exam questions 16-20	2013-2014 2014-2015	4.1 3.9	
Students will identify types and uses of fire prevention systems	Exit Exam questions 21-25	2013-2014 2014-2015	3.7 3.5	
Students will identify types of building construction	Exit Exam questions 26-30	2013-2014 2014-2015	3.0 3.0	

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Students will explain the need for safety
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q12
Funds Budgeted to Support this Outcome:	no additional funds budgeted beyond departmental base budget
This Outcome will be Assessed Using:	Fire Science Exit Exam questions 6-10
Baseline Data (Current Level of Performance):	Overall 2012 was 2.9 on a 5.0 scale.
Three years of trend data (if available):	2013-14: 4.5
Target (Desired Level of Performance):	Students will score 4.0 or higher on a 5.0 scale.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Create group projects to reinforce firefighter safety 2.) Develop student interactive assignments
Results of the Institutional Effectiveness Effort:	The mean score on the selected exit exam items for the 2014-15 graduates was 4.2 out of 5. The target was met.
Future Plans Regarding this Outcome:	We will continue to monitor these results in the coming years, but at this time, since the goal has been met for two years in a row, we will not implement plans for additional improvement. We will work to improve results of a different student learning outcome

	for the program in the 2015-16 IE cycle.
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Institutional Effectiveness Outcome 2:	Graduates who sit for the Fire Science Exit Exam will score 80% or higher
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q12
Funds Budgeted to Support this Outcome:	no additional funds budgeted beyond departmental base budget
This Outcome will be Assessed Using:	Fire Science Exit Exam
Baseline Data (Current Level of Performance):	2009-2010 baseline was 25%
Three years of trend data (if available):	2010-11 : 40% 2011-12 : 55% 2012-13 : 70% 2013-14: 76%
Target (Desired Level of Performance):	Mean score on the exit exam will be 80% or higher.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Develop review sheet for exit exams 2.) Distribute review sheet to students 3.) Encourage students to sit for exit exams.
Results of the Institutional Effectiveness Effort:	For the 2014-15 year, the average score on the exit exam was 80%. The goal was met.

Future Plans Regarding this Outcome:	We will continue to encourage students to sit for the exit exam and will continue to monitor this outcome in the coming year.

Institutional Effectiveness Outcome 3:	100% of all FST graduates will sit for the exit exam
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q12
Funds Budgeted to Support this Outcome:	no additional funds budgeted beyond departmental base budget
This Outcome will be Assessed Using:	Fire Science Exit Exam
Baseline Data (Current Level of Performance):	2012-2013: 81% of graduates sat for exam
Three years of trend data (if available):	2013-2014: 85% of graduates sat for exam 2014-2015: 90% of graduates sat for exam
Target (Desired Level of Performance):	100% of graduates will sit for the exit exam
Steps to Achieve the Target for this Outcome:	1.) Develop exit exam timelines 2.) Follow-up with graduates

(add additional steps as needed)	
Results of the Institutional Effectiveness Effort:	90% of graduates sat for the exit exam in the 2014-15 year.
Future Plans Regarding this Outcome:	In the 2015-16 year, we will continue to work toward this outcome. We will review and evaluate timeline for the exit exam to ensure that more graduates have time to take the exam. Re-develop exit exam timelines for students. Each instructor will encourage students during class to take the exam. Email reminders and reminders in D2L will be sent to students who have not yet taken the exam.

Institutional Effectiveness Form

Department Name: Foreign Language

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission:

The mission of the Department of Foreign Languages is to provide excellent instruction in introductory and intermediate French and Spanish. The department provides instruction and curricular activities in support of general education as well as for the Foreign Language area of emphasis in the University Parallel program.

Link between Institutional Mission and Departmental Mission:

The Department of Foreign Languages provides the foundation to cultural knowledge in Spanish and French. Through courses, instructions and events students learn more about the diversity, culture and economic development listed in the institutional mission.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Students will attain effective oral and written communication skills in the target language	Family presentation in the target language graded by department checklist.	2015
Students will be able to compare cultural similarities and differences.	Problem based learning project- 1020 graded rubric	2015
Students will identify appropriate problem solving techniques when faced with cultural/language differences.	Problem based learning project- 1020 graded rubric	2015

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Students will attain effective oral and written communication skills in the target language.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Initiatives S.I.1 & S.I.6 Objective Q.3
Funds Budgeted to Support this Outcome:	None.
This Outcome will be Assessed Using:	Departmental checklist of grammatical, cultural and verbal understanding.
Baseline Data (Current Level of Performance):	Students have completed the same family member presentations within the department. Each faculty member used their own evaluation tools for the assignment and no common rubric was used. 70% of students showed proficiency in family and adjective vocabulary in the year 2013-2014.
Three years of trend data (if available):	70% of students showed proficiency in family and adjective vocabulary in the year 2013-2014. Data from the previous years are inconclusive.
Target (Desired Level of Performance):	80% of students will complete all items on checklist demonstrating knowledge of target language family and adjective vocabulary.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Departmental meeting to develop checklist assessment 2.) Pilot in the Fall Of 2014 by mid semester 3.) Departmental meeting to discuss its use and revision needs 4.) Analyze student data
Results of the Institutional Effectiveness Effort:	This adaptation is ongoing. Departmental faculty members have met to discuss the development of a common checklist, but the checklist is still in progress. Therefore, the faculty members were unable to use it as an assessment tool this year.
Future Plans Regarding	We will continue to work toward this outcome in the coming year

this Outcome:	by developing a departmental standard checklist to assess students' proficiency in family and adjective vocabulary.
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Institutional Effectiveness Outcome 2:	Students will be able to compare cultural similarities and differences.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Initiative S.I.6 Objective Q.3
Funds Budgeted to Support this Outcome:	None.
This Outcome will be Assessed Using:	Problem-based learning project rubric.
Baseline Data (Current Level of Performance):	Students have been assessed by each individual instructor. There has not been a common rubric to identify student success on the project.
Three years of trend data (if available):	N/A.
Target (Desired Level of Performance):	80% of students earn an average of a B or above on the project.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Departmental meeting to develop rubric assessment 2.) Pilot in the Fall Of 2014 by mid semester comparing cultural differences and similarities. 3.) Determine rubric item(s) that will specifically assess 4.) Departmental meeting to discuss its use and revision needs

	5.) Analyze student data
Results of the Institutional Effectiveness Effort:	Based on discussion in department meetings, students have been successful in the cultural activity. The department faculty worked to develop a common rubric this year; however, the project was not completed so the rubric could not be used to assess this outcome this year.
Future Plans Regarding this Outcome:	The department will continue developing its rubric and will begin using a common rubric to assess this outcome by Spring 2016.

Institutional Effectiveness Outcome 3:	Students will identify appropriate problem solving techniques when faced with cultural/language differences.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Initiatives S.I.1 & S.I.6 Objective Q.3
Funds Budgeted to Support this Outcome:	None.
This Outcome will be Assessed Using:	Problem-based learning project rubric.
Baseline Data (Current Level of Performance):	Students have been assessed by each individual instructor. Students were not assessed by a common rubric previously.
Three years of trend data (if available):	N/A.

Target (Desired Level of Performance):	80% of students earn an average of a B or above on the project in the specific problem solving area.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Departmental meeting to develop rubric assessment 2.) Pilot in the Fall Of 2014 by mid semester comparing cultural differences and similarities. 3.) Determine rubric item(s) that will specifically assess 4.) Departmental meeting to discuss its use and revision needs 5.) Analyze student data
Results of the Institutional Effectiveness Effort:	The department has implemented the cultural activity in both Spanish and French courses. The instructions and project are common; however the rubric items are still in the process of development.
Future Plans Regarding this Outcome:	In addition to adding a department rubric common item, the department will add the cultural activity to the Spanish 1020 online courses as well. This can replace one or more of the cultural papers students complete during the school year.

Institutional Effectiveness Form

Department Name: Health and PE

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Health and Physical Education Department has as its mission to prepare students for the challenging fields in Health and Physical Education by instruction, leadership, mentoring, and modeling of this academic career field. This department mirrors the Social Science Division policy in our efforts to achieve the same goals.

Link between Institutional Mission and Departmental Mission: The Health and PE Department advances the college's mission by providing educational programs in health and PE for students at Vol State and by providing services for faculty and staff that strengthen the community and inspire lifelong learning.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results
Students will improve their knowledge of healthy lifestyle choices.	Pre and post assessment in Intro to Wellness course HED 110	annual	Will develop post assessment to go with pre assessment
Students will achieve CPR Certification	95% of students will pass American Heart Association CPR Certification in HED 200	annual	203 of 206 students who took certification passed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Expand fitness opportunities for students at Livingston campus.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.I.5
Funds Budgeted to Support this Outcome:	No funds allocated beyond regular departmental base budget
This Outcome will be Assessed Using:	Tracking the number of students at the Livingston campus who use the equipment.
Baseline Data (Current Level of Performance):	Establishing a baseline 2014-15
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	To be determined pending results of baseline year
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Explore the possibility of adding fitness machines at the Livingston campus 2.) Consider moving old machines from the main campus to Livingston if funds are not available for new machines 3.) Develop sign-in sheet for tracking usage.
Results of the Institutional Effectiveness Effort:	This was discussed with the Facilities Committee this year. The Committee decided that this would require that facilities would need to be established at Livingston. We will bring possibility back up at facilities committee meeting in the 2015-16 year for a vote on a recommendation regarding whether or not to establish

	facilities for fitness machines at the Livingston Campus
Future Plans Regarding this Outcome:	Explore the space that Livingston proposed to use for machines

Institutional Effectiveness Outcome 2:	Students will improve their knowledge of healthy lifestyle choices.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	Pre- and post-test in Intro to Wellness course
Baseline Data (Current Level of Performance):	Establishing a baseline 2014-15
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	To be determined pending establishment of baseline.
Steps to Achieve the Target for this Outcome:	1.) Assess students' starting point 2.) Introduce students to what they can do to improve wellness in

(add additional steps as needed)	weak areas through course materials 3.) Assess students' improvement at end of course
Results of the Institutional Effectiveness Effort:	During this year, we were able to develop the pre-tests. We administered the pre-test to students and evaluated both the testing instrument and the test results. The faculty deemed the pre-test to be an adequate measure of students' incoming knowledge of wellness.
Future Plans Regarding this Outcome:	During the 2015-16 year, we will develop a post-test assessment tool that all faculty will use to measure growth of knowledge for students enrolled in wellness classes.

Institutional Effectiveness Outcome 3:	Students will achieve CPR Certification
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	Percentage of students in HED 200 who earn CPR and AED Certification
Baseline Data (Current Level of Performance):	203 of 206 students who took certification passed and received cards in 2013-14
Three years of trend data (if available):	n/a

Target (Desired Level of Performance):	95% of students will become certified
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Teach CPR certification course material 2.) Hold practice sessions with students for 1-2 weeks prior to test 3.) Test students 4.) Track percentage of students who pass the certification
Results of the Institutional Effectiveness Effort:	221 out of 231 students who completed the course received the certification card during the course (95.6%)
Future Plans Regarding this Outcome:	The goal was met. We will continue to track certification of CPR students in the coming year to ensure that we continue to achieve this outcome.

Institutional Effectiveness Form

Department Name: HISTORY

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: To develop in students an understanding of the present that is informed by an awareness of past heritages, including the complex and interdependent relationships between cultures and societies.

Link between Institutional Mission and Departmental Mission: The department supports the institution's mission of "preparing students for successful careers, university transfer, and meaningful civic participation in a global society."

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results
Students should be able to craft a well-reasoned argument backed up with evidence from primary and secondary sources	DBQ papers	2014-2015	Fall 2014: 86% success Spring 2015: 83% success
Students should be able to interpret and/or evaluate sources	Source based assignment	2014-2015	Spring 2015: 82% success
Students should be able to explain major themes and trends of different historical periods.	Exam question	2014-2015	Fall 2014: 74% success Spring 2015: 75% success
Students should be able to explain more than simply a historical narrative, but causation and consequences as well	Exam question	2015-2016	
Students should be able to identify the links between foreign and domestic affairs	Exam Question	2015-2016	
Students should be able to recognize geographic and spatial relationships	Map assignment	2015-2016	

Institutional Effectiveness Outcome 1:	Students should be able to craft a well-reasoned argument backed up with evidence from primary and secondary sources
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs. Baseline: Institutional Effectiveness process exists
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	DBQ papers
Baseline Data (Current Level of Performance):	To be established 2014-15
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	To be established pending baseline results
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Will assign Document Based Question essays 2. Each instructor will grade the essays using a rubric 3. Scores will be combined to establish a baseline
Results of the Institutional Effectiveness Effort:	Fall 2014: 86% success (score of C or better) Spring 2015: 83% success (score of C or better) Overall success rate: 85%
Future Plans Regarding this Outcome:	The department faculty will discuss these assessment results at the first faculty meeting of the fall semester and will determine if a higher goal is desired or if the baseline is satisfactory. Based on that determination, a plan will be developed to improve these

	results (if needed) and will be enacted during the 2015-16 IE cycle.
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Institutional Effectiveness Outcome 2:	Students should be able to interpret and/or evaluate sources
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs. Baseline: Institutional Effectiveness process exists
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	Source based Assignment
Baseline Data (Current Level of Performance):	To be established spring 2015
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	To be established pending baseline data
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Each FT instructor will give an assignment pertaining to source evaluation 2. Each instructor will grade the assignments 3. Scores will be combined to establish a baseline
Results of the Institutional Effectiveness Effort:	Spring 2015: 82% success (a score of C or better)
Future Plans Regarding this Outcome:	The department faculty will discuss these assessment results at the first faculty meeting of the fall semester and will determine if

	a higher goal is desired or if the baseline is satisfactory. Based on that determination, a plan will be developed to improve these results (if needed) and will be enacted during the 2015-16 IE cycle.
Institutional Effectiveness Outcome 3:	Students should be able to explain major themes and trends of different historical periods.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs. Baseline: Institutional Effectiveness process exists
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	Final Exam Question
Baseline Data (Current Level of Performance):	To be established 2014-15
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	To be established pending baseline results
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Each instructor will give a final exam question pertaining to major themes and periods in American history 2. Each instructor will grade the essays 3. Scores will be combined to establish a baseline
Results of the Institutional Effectiveness Effort:	Fall 2014: 74% success (score of C or better) Spring 2015: 75% success (score of C or better) Overall success rate: 74%

**Future Plans Regarding
this Outcome:**

The department faculty will discuss these assessment results at the first faculty meeting of the fall semester and will determine if a higher goal is desired or if the baseline is satisfactory. Based on that determination, a plan will be developed to improve these results (if needed) and will be enacted during the 2015-16 IE cycle.

Institutional Effectiveness Form

Department Name: Health Information Technology

For the Academic Year: 2014 - 2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Applied Science degree in Health Information Technology prepares competent entry-level health information technicians with the knowledge, technical skills, and professional attributes to enter the workforce with nationally recognized credentials that would afford our graduates an opportunity in any healthcare setting nationwide.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
<p>1. Students will recognize basic Health Information concepts and practice</p> <p>Using results from the RHIT National Exam, graduates will achieve an average score of 10 on Domains 1- 5;</p> <p>1. Health Data Management 2. Health Statistics, Biomedical Research and Quality Management 3. Health Services Organization and Delivery 4. Information Technology and Systems 5. Organizational Resources</p> <p>*Please note prior to 2013 data, average score was 5.</p>	<p>Using results of the RHIT National Exam, graduates will achieve an average score of 10 on Domains 1-5</p> <p>*Please note prior to 2013 data, average score was 5.</p>	<p>Annually</p>
<p>2. Competency in skill required in position - Students will apply and demonstrate critical, problem solving and decision making skills within the parameters of Health Information technology.</p>	<p>Using returned Employer Satisfaction Surveys, graduates will receive a knowledge base employer satisfaction rate of 4 (on a scale of 5.0)</p>	<p>Annually</p>
<p>3. Students will apply and demonstrate knowledge of health record principles, management principles, classification systems, design principles, and legal and</p>	<p>80% of the HIT students will pass the mock RHIT exam in HIT 280.</p>	<p>Annually</p>

Institutional Effectiveness Outcome 1:	Students will recognize basic Health Information concepts and practice
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	Existing base
This Outcome will be Assessed Using:	Results from the RHIT Exam
Baseline Data (Current Level of Performance):	2013 Graduates achieved an average score of 4 or above on Domains 1-5. Domain 1 – 19.43 Domain 2 – 16.76 Domain 3 – 14.76 Domain 4 – 10.05 Domain 5 – 11.67
Three years of trend data (if available):	2010 Graduates achieved an average score of 4 or above on Domains 1-5. Domain 1 – 7.13 Domain 2 – 5.88 Domain 3 – 8.0 Domain 4 – 6.5 Domain 5 – 8.12 2011 Graduates achieved an average score of 4 or above on Domains 1-5. Domain 1 – 6.13 Domain 2 – 5.5 Domain 3 – 7.83 Domain 4 – 6.16 Domain 5 – 13.8 2012 Graduates achieved an average score of 4 or above on Domains 1-5.

	<p>Domain 1 – 18.84</p> <p>Domain 2 – 15.11</p> <p>Domain 3 – 15.05</p> <p>Domain 4 – 10.32</p> <p>Domain 5 – 11.47</p>
Target (Desired Level of Performance):	<p>Graduates will achieve an average score of 10 on Domains 1- 5</p> <p>*Please note prior to 2013 data, average score was 5.</p>
<p>Steps to Achieve the Target for this Outcome:</p> <p>(add additional steps as needed)</p>	<p>Provide students with the following detailed information on basic Health Information concepts and practice/ Domains 1-5:</p> <ol style="list-style-type: none"> 1. Power point presentations 2. Lecture notes 3. Terms to know and understand 4. Information from Annual THIMA meeting and encouraged student attendance at the meeting 5. Discussion boards
Results of the Institutional Effectiveness Effort:	<p>Detailed information was provided to the students. The 2013 Graduates achieved an average score of 10 or above on Domains 1-5.</p>
Future Plans Regarding this Outcome:	<p>Scores have increased dramatically over the past two years. We will continue to monitor the scores on domains 1-5 to ensure that the gains we have seen continue in the coming year without additional interventions.</p>

Institutional Effectiveness Outcome 2:	<p>Competency in skill required in position - Students will apply and demonstrate critical thinking, problem solving and decision making skills within the parameters of Health Information technology</p>
<p>Strategic Planning Goal to Which this Outcome is Linked:</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	<p>Q.3</p>
Funds Budgeted to Support this Outcome:	<p>Existing base</p>

This Outcome will be Assessed Using:	Using returned Employer Satisfaction Surveys, graduates will receive a knowledge base employer satisfaction rate of 4 (on a scale of 5.0)
Baseline Data (Current Level of Performance):	2013 Graduates received a 4.63 knowledge base employer satisfaction rate
Three years of trend data (if available):	2010 Graduates received a knowledge base employer satisfaction rate of 4 2011 Graduates received a 4.45 knowledge base employer satisfaction rate 2012 Graduates received a 4.93 knowledge base employer satisfaction rate
Target (Desired Level of Performance):	4
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	Students required to complete Professional Practice Experience including the following: 1. Interviews with the HIM Director 2. Professional portfolio with detailed explanations of experience/ assignments 3. Oral presentation of experience
Results of the Institutional Effectiveness Effort:	12 Employee Satisfaction Surveys were sent; 9 were received; 9 had satisfactory results.
Future Plans Regarding this Outcome:	While our employer satisfaction scores have generally remained high, we feel that it is important to monitor those scores periodically to ensure that our graduates are performing adequately in the workplace. Therefore, we will monitor these scores again in the 2015-2016 IE.

Institutional Effectiveness Outcome 3:	Students will apply and demonstrate knowledge of health record principles, management principles, classification systems, design principles, and legal and statistical information as acquired over the course of the Health Information Technology program as a
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	whole. 80% of the HIT students will pass the mock RHIT exam in HIT 280.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	Existing base
This Outcome will be Assessed Using:	Results of the Mock RHIT exam in HIT 280
Baseline Data (Current Level of Performance):	2014 100% of the students passed the mock RHIT exam in HIT 280
Three years of trend data (if available):	2014 100% of the students passed the mock RHIT exam in HIT 280 2013 100% of the students passed the mock RHIT exam in HIT 280
Target (Desired Level of Performance):	80% of the HIT students will pass the Mock RHIT exam in HIT 280
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Provide students with a fundamental and comprehensive review of program content 2. Examine all areas of national exam competencies 3. Provide guidance and materials for further study.
Results of the Institutional Effectiveness Effort:	2014 100% of the students passed the mock RHIT exam in HIT 280.
Future Plans Regarding this Outcome:	The mock RHIT exam is a mechanism to help prepare HIT students to sit for the RHIT licensure exam. Currently, 100% of the students are passing the mock exam, but only 75% passed the RHIT exam in 2014-15. The faculty will review the content of the

	mock HIT exam in the 2015-16 year.
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Institutional Effectiveness Form

Department Name: LGM Technical Certificate

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Logistics and Supply Chain Management Technical Certificate is designed to provide entry level and career sustaining instruction for individuals seeking positions in the broad employment area of LGSCM including distributions centers, outbound or inbound shipping, transportation firms or merchandise firms.

Link between Institutional Mission and Departmental Mission: This program provides quality education to students to prepare them for successful careers.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Assessed
1. Students will apply practical scenarios to real life	Dropbox submissions	2015-2016
2. Students will define logistics elements & relationships	Quizzes & Exams	2015-2016
3. Students will demonstrate a working knowledge of term and concepts used in the Logistics and Supply Chain Management environment	LGM terms and competency exam	2014-2015
4. Students will apply useful mgt. insight & techniques	Online discussions	2016-2017

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase student enrollment by 5% for the technical certificate in Logistics and Supply Chain Management
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.1
Funds Budgeted to Support this Outcome:	No funds beyond existing departmental base budget
This Outcome will be Assessed Using:	Percent increase in student course enrollments
Baseline Data (Current Level of Performance):	2011: 10
Three years of trend data (if available):	2013: 15 2012: 10 2011: 10 2010: 8
Target (Desired Level of Performance):	10% increase; 11 students
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Continue to partner with Electrolux to sustain cohort program 2.) Continue to develop industry partnerships to encourage enrollment 3.) Seek cohort programs with additional organizations
Results of the Institutional Effectiveness Effort:	Fall 2014 enrollment in the Logistics certificate program was 14 students. The enrollment went down by one student, but we have exceeded our target of 11 students enrolled for the second year.
Future Plans Regarding	We would like to continue to work toward the outcome of

this Outcome:	increased enrollment in the certificate program in the coming year. We will increase our target to an enrollment of 17 students, and we will work to continue to expand campus, community, and industry visibility of the LGM Technical Certificate Program.
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Institutional Effectiveness Outcome 2:	Graduates will be prepared for employment in their field of education
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.I.3
Funds Budgeted to Support this Outcome:	No funds beyond existing departmental base budget
This Outcome will be Assessed Using:	Job placement rates
Baseline Data (Current Level of Performance):	Three year average (2009-2011): 83.3%
Three years of trend data (if available):	Three year average (2009-2011): 83.3%
Target (Desired Level of Performance):	92% placement rate
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Partner with the Institutional Effectiveness office to assist in locating graduates and providing placement information 2.) Continue to provide additional industry contacts for students through student participation in professional organizations,

	workplace tours, and internships 3.) Continue to work with students to improve resumes and job search skills
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1.) Continued to try to locate Graduates for employment status 2.) Continued student participation in ISM, CSCMP, and DNA 3.) Student resumes reviewed by Dr. Parrent. Students coached for Linked In profile and posting. 4.) Arrangements for Student tours of industry facilities (5 for 2014) The job placement rate for 2013 graduates of this certificate program was 88.9%. We did not reach our target of 92% placement rate.
Future Plans Regarding this Outcome:	We will continue to work toward this goal by increasing facility tours, professional organization participation, resume reviews, and use of Linked In.

Institutional Effectiveness Outcome 3:	Students will demonstrate a working knowledge of terms and concepts used in the Logistics and Supply Chain Management environment.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	No funds beyond existing departmental base budget
This Outcome will be Assessed Using:	LGM terms and competency exam
Baseline Data (Current Level of Performance):	Establishing a baseline 2014-2015

Three years of trend data (if available):	Not applicable
Target (Desired Level of Performance):	75% of students will score 80% or higher on the exam
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Implementation of exam 2.) Map exam questions to student learning outcomes 3.) Administer exam during Spring 2015 semester 4.) Analyze results and determine areas where improvement is warranted
Results of the Institutional Effectiveness Effort:	We developed the exam and mapped it to learning outcomes; however, we did not complete this work in time to administer the exam during the spring 2015 semester as planned.
Future Plans Regarding this Outcome:	Exam to be made available for Students for Fall 2015 semester.

Institutional Effectiveness Form

Department Name: Humanities Division/LS English (Writing), English Department

For the Academic Year: 2014-2015, July 2015 Version

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The purpose of these programs is to assist students in reading and/or writing skills to achieve a level of academic competence that will enable them to work successfully in college-level courses.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
After successfully completing LS ENGL, students will be able to achieve the following:		
1. Demonstrate adequate control of grammar, punctuation, and spelling.	LS Writing Rubric, Random samples	Beginning fall 2014 baseline data will be established.
2. Have a clear thesis, logical organization, relevant supporting points, and appropriate transitions.	LS Writing Rubric, Random samples	Beginning fall 2014 baseline data will be established.
3. Achieve competency level 2.	 LS Write Competency 2 Compl	
4. Demonstrate adequate competency in writing essays.	LS Writing Rubric, Random Samples	Beginning fall 2014 baseline data will be established.
5. Successfully complete ENGL 1010.	ENGL 1010 Success Rates style="text-align: center;">  2011-12 through 2013-14 Writing Place	2014

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	In fall 2014, create a pilot of English 1010 with embedded remediation to be piloted in spring 2015
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Key Priority 3 (Quality) Goal 1
Funds Budgeted to Support this Outcome:	Adequate
This Outcome will be Assessed Using:	Whether or not the course passes through the curriculum committee (if it is required to do so)
Baseline Data (Current Level of Performance):	Development of syllabus, assignments, and scheduling
Three years of trend data (if available):	Success rates for learning support writing:  SUC RET LS ENGL1010 F10-Sp14.
Target (Desired Level of Performance):	Pilot the class in spring 2015
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	Development of syllabus, assignments, and scheduling
Results of the Institutional Effectiveness Effort:	Twelve sections of ENGL 0810 were piloted in the spring 2015 semester.
Future Plans Regarding this Outcome:	Adapt the course as needed for full implementation in fall 2015.

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Institutional Effectiveness Outcome 2:	Establish baseline data for the pilot of English 1010 with embedded remediation to be piloted in spring 2015
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Key Priority 3 (Quality) Goal 1
Funds Budgeted to Support this Outcome:	Adequate
This Outcome will be Assessed Using:	<ol style="list-style-type: none"> 1. Success rates 2. Retention rates
Baseline Data (Current Level of Performance):	<p>Success rates for learning support writing:</p>  <p>SUC RET LS ENGL1010 F10-Sp14.</p> <p>Pilot vs Non-pilot success rates for spring 2015:</p>  <p>SUC RET ENGL1010 Pilot v nonpilot Sp 20'</p>
Three years of trend data (if available):	 <p>SUC RET LS ENGL1010 F10-Sp14.</p>
Target (Desired Level of Performance):	Establish the baseline
Steps to Achieve the	<ol style="list-style-type: none"> 1. Pilot the course in spring 2015

Target for this Outcome: (add additional steps as needed)	2. After spring 2015, request the data from IERPA
Results of the Institutional Effectiveness Effort:	Establishment of one semester of baseline data for success and retention.
Future Plans Regarding this Outcome:	The English Department/ LS Writing faculty will be ready to implement the plan by fall 2015.

Institutional Effectiveness Outcome 3:	Compare the success rates of the students in the LS ENGL classes of the previous three years to the success rates of the students in the embedded remediation pilot done in Spring 2015
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Key Priority 3 (Quality) Goal 1
Funds Budgeted to Support this Outcome:	Adequate
This Outcome will be Assessed Using:	The success rates of the three previous years compared to the success rates of the students in the pilot
Baseline Data (Current Level of Performance):	 SUC RET LS ENGL1010 F10-Sp14  Copy of SUC RET ENGL1010 Pilot v non Success and retention rates for some of the pilot ENGL 1010 courses are significantly lower than the success and retention rates for non-pilot courses.
Three years of trend data (if available):	 SUC RET LS ENGL1010 F10-Sp14.

Target (Desired Level of Performance):	The goal is to increase success in the new co-req. model.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none">1. Create the course2. Pilot the course3. Request data from IERPA
Results of the Institutional Effectiveness Effort:	The results are that some of the students in the pilot sections did not do as well as those in the non-pilot sections.
Future Plans Regarding this Outcome:	Increase instructor preparation for the co-req model.

Institutional Effectiveness Form

Department Name: Humanities Division/LS Reading, English Department

For the Academic Year: 2014-2015, July 2015 Version

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The purpose of these programs is to assist students in reading and/or writing skills to achieve a level of academic competence that will enable them to work successfully in college-level courses.

Link between Institutional Mission and Departmental Mission: Providing quality learning support programs in reading to prepare students for college-level courses.

(For Academic Departments Only) List all Learning Outcomes:

Outcome After successfully completing LS READ, students will:	Means of Assessment	Year Outcome Assessed
1. Identify main ideas in college entry-level passages.	85% or higher on Main Idea module in Connect Reading program	Spring 2014: 22/33 = 67% achieved 85% or higher. Low number of students is because most instructors stopped using the Connect Reading program in favor of a better/less costly one. Because of the fall 2015 pilot, nobody used Connect.
2. Locate important details in college entry-level passages.	85% or higher on Supporting details module in Connect Reading Program	Spring 2014: 22/33 = 67% achieved 85% or higher. Low number of students is because most instructors stopped using the Connect Reading program in favor of a better/less costly one. Because of the fall 2015 pilot, nobody used Connect.
3. Achieve competency level 2.	IERPA Data	Spring 2015 = 66%
4. Show improvement on the Compass Reading Diagnostic.	Compass Reading Diagnostic scores	 Copy of Compass Reading Test Scores_ In paired sample tests, students scored significantly higher after taking Read 0810.

Institutional Effectiveness Outcome 1:	In fall 2014, create a pilot of VSCC 1000 with co-requisite reading remediation to be piloted in spring 2015
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Key Priority 3 (Quality) Goal 1
Funds Budgeted to Support this Outcome:	No funds budgeted beyond existing departmental budget.
This Outcome will be Assessed Using:	The co-requisite model was piloted in all sections of READ 0810.
Baseline Data (Current Level of Performance):	N/A
Three years of trend data (if available):	None is available since this is a new model of this course.
Target (Desired Level of Performance):	Pilot the class in spring 2015
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	Development of syllabus, assignments, and scheduling
Results of the Institutional Effectiveness Effort:	We piloted seven sections of READ 0810 as co-requisite models.
Future Plans Regarding this Outcome:	Adapt the course as needed for full implementation in fall 2015

Institutional Effectiveness Outcome 2:	Students placed in READ 810 will successfully complete the developmental course to move to credit-bearing courses.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Key Priority 3 (Quality) Goal 1
Funds Budgeted to Support this Outcome:	No funds budgeted beyond existing departmental budget.
This Outcome will be Assessed Using:	<ol style="list-style-type: none"> 1. Success rates 2. Retention rates
Baseline Data (Current Level of Performance):	 SUC RET LS ENGL1010 F10-Sp14.
Three years of trend data (if available):	 SUC RET LS ENGL1010 F10-Sp14.
Target (Desired Level of Performance):	The target is to increase the student success and retention.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	Pilot VSCC 1000 as a co-requisite for READ 810 in the Spring 2015 semester Administer the Compass Reading Diagnostic as a pre- and post-test for READ 0810 students. Compare success and retention rates for students in READ 810 from before implementation of the VSCC 1000 pilot and after implementation of the pilot.
Results of the Institutional	We have established a one-semester baseline of success and

Effectiveness Effort:	<p>retention.</p>  <p>Copy of READ 810 Suc Ret Sp15.xlsx The success is 66% and the retention is 67%.</p>
Future Plans Regarding this Outcome:	<p>The faculty will meet at the beginning of the Fall 2015 semester to discuss these results and to set target rates for success and retention for LS reading students. We will use the same Compass Reading Diagnostic as a pre- and post-test for all READ 0810 students.</p>

Institutional Effectiveness Outcome 3:	Show improvement on the Compass Reading Diagnostic.
<p>Strategic Planning Goal to Which this Outcome is Linked:</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	Key Priority 3 (Quality) Goal 1
Funds Budgeted to Support this Outcome:	No funds budgeted beyond existing departmental budget.
This Outcome will be Assessed Using:	Compass Reading Diagnostic Test
Baseline Data (Current Level of Performance):	We are establishing a baseline in the 2014-15 academic year.
Three years of trend data (if available):	n/a

Target (Desired Level of Performance):	To be determined pending establishment of baseline exam results.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Pilot administration of the Compass Reading Diagnostic Test as a pre and post test for READ 0810 students 2. Interpret data to implement any necessary changes
Results of the Institutional Effectiveness Effort:	Overall, 11 students had both pre and post test scores for Compass reading while 6 students had both pre and post test scores for the diagnostic exams. Paired samples t-tests showed a significant increase in Compass reading scores after taking READ 0810. No differences were found for the diagnostic tests..
Future Plans Regarding this Outcome:	Faculty will meet at the beginning of the fall 2015 semester to discuss the results of the pilot examination. We will use these results as our baseline data and will establish targets and plans for improvement at that time. We will also expand training on administering the COMPASS test so that all instructors will be ready to administer the test to their students in the coming academic year.

Institutional Effectiveness Form

Department Name: **Mathematics**

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: To provide coursework, supporting services, and facilities to allow students to meet degree requirements and to build a foundation of skills for lifetime learning.

Link between Institutional Mission and Departmental Mission: Preparing students for successful careers, university transfer and lifelong learning.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Students are able to use mathematics to solve problems and determine if results are reasonable.	Data from embedded questions in the Departmental Final Exam, Questions 1 & 2	2010 to current for MATH 1130 Pilot for MATH 1010 and 1530 Spring 2015 to get baseline data
Students are able to use mathematics to model real-world behaviors and apply mathematical concepts to the solution of real life problems.	Same as above, Questions 3 & 4	Same as above
Students are able to make meaningful connections between mathematics and other disciplines.	Same as above, Questions 5 & 6	Same as above
Students are able to use technology for mathematical reasoning and problem solving.	Same as above, Questions 7 & 8	Same as above
Students are able to apply mathematical and/or basic statistical reasoning to analyze data and graphs.	Same as above, Questions 9 & 10	Same as above

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	To maintain (at least) the same level of retention and success in Learning Support Math as with the previous DSPM 0800/0850 model while switching to the new emporium model.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality: Initiative #1
Funds Budgeted to Support this Outcome:	Budgeted staff and PD
This Outcome will be Assessed Using:	Retention and Success Data
Baseline Data (Current Level of Performance):	<p>BASELINE: Data prepared by IERPA indicates the following baseline for Fall 2010.</p> <p><i>(DSPM 0700 – Retention 48.5% Success 48.5%)</i> DSPM 0800 – Retention 41.6% Success 41.6% DSPM 0850 – Retention 45.6% Success 45.6%</p>
Three years of trend data (if available):	<p>OUTCOMES:</p> <p>Spring 2011 Pilot semester for Traditional vs. Redesign Non-comparative data because of YC's given</p> <p>Fall 2011 data: MATH 0810 – Retention 58.9% Success 58.9% MATH 0820 – Retention 23.1% Success 23.1% MATH 1000 – Retention 60% Success 56.4%</p> <p>Spring 2012 data: MATH 0810 – Retention 50.1% Success 50.1% MATH 0820 – Retention 64% Success 64% MATH 0830 – Retention 72.7% Success 72.7% MATH 1000 – Retention 61.6% Success 57.7%</p> <p>Fall 2012 data: MATH 0810 – Retention 53% Success 53%</p>

	<p>MATH 0820 – Retention 52.6% Success 52.6% MATH 0830 – Retention 54.5% Success 54.5% MATH 1005 – Retention 55.3% Success 46.3%</p> <p>Spring 2013 data: MATH 0810 – Retention 45.7% Success 45.7% MATH 0820 – Retention 55.3% Success 55.3% MATH 0830 – Retention 100% Success 100% MATH 1005 – Retention 62.7% Success 56%</p> <p>Fall 2013 data: MATH 0810 – Retention 50.3% Success 50.3% MATH 0820 – Retention 52.1% Success 52.1% MATH 0830 – Retention 71.4% Success 71.4% MATH 1005 – Retention 49.3% Success 43.8%</p> <p>Spring 2014 data: MATH 0810 – Retention 41% Success 41% MATH 0820 – Retention 61.7% Success 61.7% MATH 0830 – Retention 71.4% Success 71.4% MATH 1005 – Retention 61.9% Success 53.6%</p>
<p>Target (Desired Level of Performance):</p>	<p>Target: No decrease in retention or success rates for MATH 0810/20/30 or MATH 1005 for Fall 2014/Spring 2015</p>
<p>Steps to Achieve the Target for this Outcome: (add additional steps as needed)</p>	<ol style="list-style-type: none"> 1.) Maintain memberships on TBR Redesign Task Force and TBR Math Curriculum Sub-Committee 2.) Continue training faculty for Redesign/Emporium model as needed 3.) Monitor full implementation of emporium courses for MATH 0810/0820/0830 and MATH 1005
<p>Results of the Institutional Effectiveness Effort:</p>	<p>Fall 2014 data: MATH 0810 – Retention 46.9% Success 46.9% MATH 0820 – Retention 49.3% Success 49.3% MATH 0830 – Retention 60.0% Success 60.0% MATH 1005 – Retention 60.3% Success 51.1%</p> <p>Spring 2015 data: MATH 0810 – Retention 45.6% Success 45.6% MATH 0820 – Retention 56.1% Success 56.1% MATH 0830 – Retention 85.7% Success 85.7%</p>

	<p>MATH 1005 – Retention 63.9% Success 56.0%</p> <p>Data trends from Fall 2011–Spring 2015 indicate no decrease in retention/success rates among students taking Learning Support Math as compared to Fall 2010 baseline data for Developmental Math students. Most semesters show a significant increase, with the exception of Spring 2014 MATH 0810 the only semester where retention/success rates remained the same as the baseline. Overall indications are that the course is successful.</p>
Future Plans Regarding this Outcome:	Note: With the upcoming TBR Corequisite Model, this outcome will be modified for the 2015-2016 cycle.

Institutional Effectiveness Outcome 2:	To maintain (at least) the same level of retention and success in MATH 1010 and MATH 1530, Pre vs. Post Redesign.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality: Initiative #1
Funds Budgeted to Support this Outcome:	Budgeted staff and PD
This Outcome will be Assessed Using:	Retention and Success Data
Baseline Data (Current Level of Performance):	<p>BASELINE: IERPA data analysis indicated the following baseline data for Fall 2010.</p> <p>MATH 1010 – Retention 78.4% Success 70.3%</p> <p>MATH 1530 – Retention 60.9% Success 57.5%</p>

	<p>Note: the Baseline data for Fall 2010 MATH 0850 has Retention 45.6% and Success 45.6%. As this was, at the time, an additional prerequisite course to MATH 1010 and MATH 1530, it would be more accurate to compare retention and success in the sequences of 0850-1010 and 0850-1530 after 0800 to the current model of going directly into 1010 and 1530 after LSM, to evaluate the effect of removing the requirement of 0850 (currently MATH 1005). As such, the following data has been calculated. Since the direct data is not available, these numbers are estimated by multiplying the retention/success rates for FALL 2010 DSPM 0850 by the retention/success rates for FALL 2010 MATH 1010 and MATH 1530 (for example, if 45.6% of the students entering DSPM 0850 were successful in that course, and 57.7% of those students were subsequently successful in their next course of MATH 1530, then $45.6\% * 57.5\% = 26.2\%$ of the students beginning DSPM 0850 would successfully complete MATH 1530 in two semesters)</p> <p>DSPM 0850 <i>and</i> MATH 1010 <i>estimates</i>– Retention 35.7% Success 32.1% DSPM 0850 <i>and</i> MATH 1530 <i>estimates</i>– Retention 27.8% Success 26.2%</p>
<p>Three years of trend data (if available):</p>	<p>OUTCOMES:</p> <p>Fall 2011 data: MATH 1010 – Retention 74.6% Success 63.8% MATH 1530 – Retention 56.3% Success 48.5%</p> <p>Spring 2012 data: MATH 1010 – Retention 69.0% Success 56.0% MATH 1530 – Retention 59.1% Success 47.3%</p> <p>Fall 2012 data: MATH 1010 – Retention 67.8% Success 50.7% MATH 1530 – Retention 54.4% Success 48.9%</p> <p>Spring 2013 data: MATH 1010 – Retention 65.2% Success 53.5% MATH 1530 – Retention 60.2% Success 55.9%</p> <p>Fall 2013 data: MATH 1010 – Retention 71.2% Success 63.6% MATH 1530 – Retention 56.6% Success 50.9%</p> <p>Spring 2014 data: MATH 1010 – Retention 68.9% Success 58.5% MATH 1530 – Retention 63.6% Success 54.5%</p>
<p>Target (Desired Level of</p>	<p>Target: No decrease in retention or success rates for MATH 1010</p>

Performance):	or MATH 1530 for Spring 2014/Fall 2014
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Maintain high standards in LSM 2.) Monitor appropriateness of eliminating Intermediate Algebra (MATH 1005) prerequisite
Results of the Institutional Effectiveness Effort:	<p>Fall 2014 data: MATH 1010 – Retention 68.0% Success 57.8% MATH 1530 – Retention 59.5% Success 52.9%</p> <p>Spring 2015 data: MATH 1010 – Retention 63.8% Success 55.7% MATH 1530 – Retention 63.1% Success 51.4%</p> <p>MATH 1010 retention/success trends for 4 years have remained somewhat consistent. With the note in the Baseline data for this Outcome, it can be seen that the removal of the DSPM 0850 (currently MATH 1005) requirement has meant that a higher percentage of students are able to successfully complete their General Education math requirement and move on in their course of study, without the requirement of the prerequisite course.</p>
Future Plans Regarding this Outcome:	Note: With the upcoming TBR Corequisite Model, this outcome will be modified for the 2015-2016 cycle.

Institutional Effectiveness Outcome 3:	Redesign MATH 1005, MATH 1010, and MATH 1530 utilizing the corequisite model. The current indication by TBR is for these courses to be taught simultaneously with Learning Support Math and fully implement by Fall 2015. Many questions remain, however, the department will make every effort to redesign courses following TBR mandate(s) and be prepared for full implementation as required.
Strategic Planning Goal to Which this Outcome is Linked:	Quality: Initiative #1

(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	Budgeted staff and PD
This Outcome will be Assessed Using:	Redesigned MATH 1005, MATH 1010, and MATH 1530 corequisite courses ready to implement Fall 2015
Baseline Data (Current Level of Performance):	n/a
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	To Redesign the delivery of MATH 1005, MATH 1010, and 1530 for Fall 2015 offerings, utilizing the corequisite model
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) Research course designs/contribute to TBR discussions/planning 2) Pilot MATH 1530 Fall 2014 3) Design MATH 1005 and MATH 1010 Spring 2015 4) Pilot MATH 1005 and MATH 1010 Summer 2015
Results of the Institutional Effectiveness Effort:	The Department Chair and Department Coordinator both attended three meetings with chairs from across the state, two of which included Vice Chancellor Tristan Denley who is leading the corequisite initiative, and continued conversations with the chairs via email. Multiple meetings were held with VSCC faculty, with all members of the department invited to participate. Several online platforms and textbooks were investigated, with a new platform and book selected for MATH 1530. The Fall 2014 MATH 1530 pilot instructors reported that success was comparable to the previous model, but the Spring 2014 MATH 1530 pilots saw a high drop rate. It was decided not to pilot MATH 1005 and MATH 1010 Summer 2015 to simplify the schedule, since the two 5-week

	summer terms already allowed students to complete both the Learning Support and College-Level courses in the same Summer. Design for MATH 1005 and MATH 1010 began Spring 2015 and continued through Summer 2015.
Future Plans Regarding this Outcome:	MATH 1530 (with corequisite MATH 0153) and MATH 1010 (with corequisite MATH 0101) will be fully implemented Fall 2015, and the department is optimistic about their success, given that we were able to remove many difficult topics from the Support class that were not necessary for success in the College-Level class. Per Vice Chancellor Tristan Denley, we will be Piloting MATH 1005 (with corequisite MATH 0105) Fall 2015 – all sections will follow the corequisite model, but it is understood by the Vice Chancellor that we are uncertain how well it will work, given the linear progression of topics and the rigor and mastery necessary to continued success.

Institutional Effectiveness Outcome 4:	Pilot expansion of TBR's General Education Assessment to MATH 1010 and MATH 1530
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality: Indicator #3 (Student Learning Outcomes), Indicator #4
Funds Budgeted to Support this Outcome:	Budgeted staff and PD
This Outcome will be Assessed Using:	Data from embedded questions in the Departmental Final Exams in Math for Liberal Arts and Statistics
Baseline Data (Current Level of Performance):	n/a
Three years of trend data	n/a

(if available):																																																										
Target (Desired Level of Performance):	To create baseline General Education Assessment data for MATH 1010 and MATH 1530 in order to expand future General Education Assessment Reporting to the TBR																																																									
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Create MATH 1010 and MATH 1530 Departmental Final Exams and map appropriate questions to the 5 General Education Assessment Math Outcomes 2.) Make sure all faculty use the new Departmental Final Exam 3.) Get faculty to report the data!																																																									
Results of the Institutional Effectiveness Effort:	<p>Questions were created and mapped, piloted Fall 2014, and fully implemented Spring 2015.</p> <table border="1" data-bbox="574 972 1023 1278"> <thead> <tr> <th colspan="3">MATH 1010-Fall 2014</th> </tr> <tr> <th></th> <th>TOTAL correct</th> <th>% CORRECT</th> </tr> </thead> <tbody> <tr> <td>Outcome 1</td> <td>323</td> <td>65.7%</td> </tr> <tr> <td>Outcome 2</td> <td>324</td> <td>65.9%</td> </tr> <tr> <td>Outcome 3</td> <td>228</td> <td>46.3%</td> </tr> <tr> <td>Outcome 4</td> <td>254</td> <td>51.6%</td> </tr> <tr> <td>Outcome 5</td> <td>378</td> <td>76.8%</td> </tr> </tbody> </table> <table border="1" data-bbox="574 1318 1023 1604"> <thead> <tr> <th colspan="3">MATH 1010-Spring 2015</th> </tr> <tr> <th></th> <th>TOTAL correct</th> <th>% CORRECT</th> </tr> </thead> <tbody> <tr> <td>Outcome 1</td> <td>253</td> <td>69.1%</td> </tr> <tr> <td>Outcome 2</td> <td>228</td> <td>62.3%</td> </tr> <tr> <td>Outcome 3</td> <td>176</td> <td>48.1%</td> </tr> <tr> <td>Outcome 4</td> <td>186</td> <td>50.8%</td> </tr> <tr> <td>Outcome 5</td> <td>284</td> <td>77.6%</td> </tr> </tbody> </table> <table border="1" data-bbox="574 1640 1023 1877"> <thead> <tr> <th colspan="3">MATH 1530-Spring 2015</th> </tr> <tr> <th></th> <th>TOTAL correct</th> <th>% CORRECT</th> </tr> </thead> <tbody> <tr> <td>Outcome 1</td> <td>328</td> <td>69.1%</td> </tr> <tr> <td>Outcome 2</td> <td>240</td> <td>62.3%</td> </tr> <tr> <td>Outcome 3</td> <td>269</td> <td>48.1%</td> </tr> </tbody> </table>	MATH 1010-Fall 2014				TOTAL correct	% CORRECT	Outcome 1	323	65.7%	Outcome 2	324	65.9%	Outcome 3	228	46.3%	Outcome 4	254	51.6%	Outcome 5	378	76.8%	MATH 1010-Spring 2015				TOTAL correct	% CORRECT	Outcome 1	253	69.1%	Outcome 2	228	62.3%	Outcome 3	176	48.1%	Outcome 4	186	50.8%	Outcome 5	284	77.6%	MATH 1530-Spring 2015				TOTAL correct	% CORRECT	Outcome 1	328	69.1%	Outcome 2	240	62.3%	Outcome 3	269	48.1%
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	Outcome 4	257	50.8%
	Outcome 5	286	77.6%
Future Plans Regarding this Outcome:	We will continue to include these questions in the Final Exams and monitor the results, and they will contribute to our evaluation of the success of the corequisite model as we compare students who are simultaneously enrolled in a Support class with students who are only enrolled in the College-Level class.		

Institutional Effectiveness Outcome 5:	<p>Increase the number of courses offered by the Math department.</p> <p>Target: To develop the following nine courses:</p> <ol style="list-style-type: none"> 1. MATH 1730 (Jeff) 2. MATH 1920 online (Jeff) 3. MATH 2010 online (Chuck) 4. MATH 2110 online (Pete) 5. MATH 2120 online (Rita) 6. MATH 1530 7-week course for RODP (Jeff) 7. MATH 1010 7-week course for RODP (Kim) 8. MATH 1730 RODP (Jeff) 9. MATH 2120 RODP (Rita) 10.
Strategic Planning Goal to Which this Outcome is Linked:	Access: Indicator #1
(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	Budgeted staff and PD
This Outcome will be Assessed Using:	Number of courses created.
Baseline Data (Current Level of Performance):	n/a

Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	To develop nine new courses.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Create courses <ol style="list-style-type: none"> a. MATH 1730 (Jeff) b. MATH 1920 online (Jeff) c. MATH 2010 online (Chuck) d. MATH 2110 online (Pete) e. MATH 2120 online (Rita) f. MATH 1530 7-week course for RODP (Jeff) g. MATH 1010 7-week course for RODP (Kim) h. MATH 1730 RODP (Jeff) i. MATH 2120 RODP (Rita) 2.) 3.) Submit proposals for RODP courses.
Results of the Institutional Effectiveness Effort:	The first 6 courses were created. The developers for the final 3 were heavily involved in platform selection and corequisite design in Spring 2015.
Future Plans Regarding this Outcome:	We plan to design #7 and #8 during 2015-2016. (#9 has been submitted to RODP by another school)

Institutional Effectiveness Form

Department Name: Health Sciences Division/ Medical Laboratory Technology

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Medical Laboratory Technology program at Volunteer State Community College serves Middle Tennessee by providing well trained, professional, knowledgeable and competent Medical Laboratory Technicians to serve the healthcare community and public at large. The department is committed to upholding the highest standards of curriculum and innovation; engaging our students in clinical learning experiences at local area hospitals through partnerships with local workforce; preparing students for successful careers and their participation in the healthcare career environment.

Link between Institutional Mission and Departmental Mission:

Service to northern Middle Tennessee; innovation; workforce partnerships; preparing students for successful careers and civic participation in society.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Most Recent Results
1. Students will demonstrate knowledge of blood bank/transfusion medicine through application and written examination.	1) BOC exam results 2) Preclinical Skills assessment 3) Clinical Evaluation	2013-14	1. 80% pass the BOC Blood Bank section. 2. 100% pass rate of related pre-clinical skills assessment. 3. Clin. Eval class average of 2 on 3-pt scale.
2. Students will demonstrate knowledge of hematology/coagulation through application and written examination.	1) BOC exam results 2) Preclinical Skills assessment 3) Clinical Evaluation	2013-14*	1. 80% pass the BOC Hematology section. 2. 100% pass rate of related pre-clinical skills assessment. 3. Clin. Eval class average of 2 on 3-pt scale.
3. Students will demonstrate knowledge of clinical chemistry through application and written examination.	1) BOC exam results 2) Preclinical Skills assessment 3) Clinical Evaluation	2011-12*	1. 80% pass the BOC Clinical Chemistry section. 2. 100% pass rate of related pre-clinical skills assessment. 3. Clin. Eval class average of 2 on 3-pt scale.
4. Students will demonstrate knowledge of microbiology through application and written examination.	1) BOC exam results 2) Preclinical Skills assessment 3) Clinical Evaluation	2011-12*	1. 80% pass the BOC Microbiology section. 2. 100% pass rate of related pre-clinical skills assessment. 3. Clin. Eval class average of 2 on 3-pt scale.
5. Students will demonstrate knowledge of immunology through application and written examination.	1) BOC exam results 2) MLT 114 lab exam	2011-12	1. 80% pass the BOC Immunology section. 2. 100% pass rate on MLT 114 Immunology lab exam.
6. Students will demonstrate knowledge of Urinalysis/Body Fluids through application and written examination.	1) BOC exam results 2) Preclinical Skills assessment 3) Clinical Evaluation	2011-12*	1. 80% pass the BOC UA/BF section. 2. 100% pass rate of related pre-clinical skills assessment. 3. Clin. Eval class average of 2 on 3-pt scale.
7. Students will demonstrate knowledge of general lab operations through application and written examination.	1) BOC exam results 2) Preclinical Skills assessment 3) Clinical Evaluation	2011-12*	1. 80% pass the BOC Lab operations section. 2. 100% pass rate of related pre-clinical skills assessment. 3. Clin. Eval class average of 2 on 3-pt scale.
8. Students will demonstrate personal behaviors consistent with professional and employer expectations of a Medical Laboratory Technician.	1) Clinical evaluations 2) Employer satisfaction survey	2013-14	1. Clin. Eval class average of 2.5 on a 3-pt scale. 2. Average of Employer Sat. Survey was 4 on a 5-pt scale.
9. Graduates will render both professional and personal services to the patient, physicians, coworkers, other laboratory professionals, and community.	1) Job placement rate 2) Employer satisfaction survey 3) MLT 200, 210 assignments	2014-15	1. 92% placement rate 2. Average of Employer Sat. Survey was 4 on a 5-pt scale. 3. 100% pass rate on MLT 200 CE assignment. 4. 100% pass rate on MLT 210 review assignment.

10. Graduates will possess the necessary knowledge to pass their certification exam and meet the criteria for licensure established by the Tennessee Medical Laboratory Board.	1) Certification exam pass rates 2) TN Licensure rates 3) Graduation rate	2011-12*	1. 90% passing BOC on 1 st attempt. 2. 90% passing AMT on 1 st attempt. 3. 90% certified within one year of graduation. 4. 90% licensed in TN within one year of graduation. 5. 92% graduation rate.
11. Students will be knowledgeable and competent medical laboratory technicians.	1)Resource assessment 2)Applicant pool 3)Course Evaluations 4)Graduate survey 5)Employer satisfaction survey 6)Certification exam pass rates 7)Graduation rate	2014-15	1. Average on personnel survey of program resources of 4 on a 5-pt scale. 2. Average on Student survey of program resources of 4 on a 5-pt scale. 3. ≥15 highly qualified student applicants for 12 positions. 4. Overall average of MLT course evals of 4 on a 5-pt scale. 5. Overall average on Graduate survey of 4 on a 5-pt scale. 6. Overall average on Employer Sat. Survey of 4 on a 5-pt scale. 7. 90% certified within one year of graduation. 8. 92% graduation rate.

Institutional Effectiveness Outcome 1:	For the Classes of 2014 and 2015, assess Program Learning outcome 9. Graduates will render both professional and personal services to the patient, physicians, coworkers, other laboratory professionals, and community. Specific Goal: Increase the data collected from the graduating class and coordinate better with the IE department. Post outcomes on website.
Strategic Planning Goal to Which this Outcome is Linked: (http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q. 3
Funds Budgeted to Support this Outcome:	Existing base budget.
This Outcome will be Assessed Using:	1) Job placement rate 2) Employer satisfaction survey 3) MLT 200, 210 assignments 4) Email record (between program and IE) and MLT website
Baseline Data (Current Level of Performance):	1) Job placement rate: (2013) 91% 2) Employer satisfaction survey: (2013) 4.86 out of 5 3) MLT 200, 210 assignments: No baseline 4) Email record: None
Three years of trend data (if available):	1) Job placement rate: (2011) 90%, (2012) 70%, (2013) 91% 2) Employer satisfaction survey: (2012) 4.0, (2013) 4.86 3) MLT 200, 210 assignments: No baseline

	4) Email record: No baseline
Target (Desired Level of Performance):	1) Job placement rate: 92% 2) Employer satisfaction survey: 4 3) MLT 200, 210 assignments: 100% pass rate 4) Increase of data exchanged between program and IE; accurate data on MLT website
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1) Collect employment information from Advisory Committee. 2) Pass graduate contact and employment information to IE department. 3) Update student clinical evaluations to allow for more feedback/formation per request of clinical sites. (Will affect the Class of 2015, not 2014.) 4) Request updates on MLT website in March, 2015.
Results of the Institutional Effectiveness Effort:	1) Job placement rate: 100% for 2013 graduates. Goal met. 2) Employer satisfaction survey: Mean score of 4.74 out of 5. Goal met. 3) MLT 200, 210 assignments: 100% pass rate. Goal met. 4) Past data shared from IE; Better coordination overall. Data on MLT website current.
Future Plans Regarding this Outcome:	This outcome was accomplished, and the MLT program administration will continue to monitor. Program staff will maintain effective communication with the office of Institutional Effectiveness and will schedule regular exchanges of data with IE. The program's website will be updated every January.

Institutional Effectiveness Outcome 2:	For the Class of 2014, assess Program outcome 11. (The Program will educate and train students to perform as knowledgeable and competent medical laboratory technicians.) Specific Goal: Program officials will submit the MLT program self study for the reaccreditation cycle. It will require minimal revision.
Strategic Planning Goal to Which this Outcome is Linked:	Objective Q.5
Funds Budgeted to Support this Outcome:	No additional funds required.
This Outcome will be Assessed Using:	Self study report issued by NAACLS after Self Study submission.
Baseline Data (Current Level of Performance):	Program is currently accredited by NAACLS. 2015 is a reaccreditation year.
Three years of trend data (if available):	2012-2015: All accreditation requirements have been met. 2010 reaccreditation cycle resulted in a 5 yr. accreditation.
Target (Desired Level of	Self study successfully completed by March 15, submitted by April

Performance):	30, and returned with no deficiencies.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Request reaccreditation from NAACLS in the summer, 2014 2.) Work on one standard per month starting in October, 2014 3.) Submit the self-study for review to College leadership.
Results of the Institutional Effectiveness Effort:	Katherine Hopper, MLT Program Director, conducted the self-study between October, 2014 and March, 2015. The electronic self-study document was submitted to the National Accrediting Agency for Clinical Laboratory Sciences on March 27, 2015. The initial review of the self-study was completed by NAACLS with only minimal revisions requested. Two clinical affiliation contracts were revised in response to the review and returned to NAACLS.
Future Plans Regarding this Outcome:	Program administration will continue to work to coordinate the program's accreditation site visit which is scheduled for September 24-25, 2015.

Institutional Effectiveness Outcome 3:	For the Class of 2014, assess Program outcome 11. (The Program will educate and train students to perform as knowledgeable and competent medical laboratory technicians.) Specific Goal: Program officials will secure approval of a second position and fill it with a qualified professional.
Strategic Planning Goal to Which this Outcome is Linked:	Q.I.4
Funds Budgeted to Support this Outcome:	Reallocation of funds from unfilled EMS position.
This Outcome will be Assessed Using:	The approval of a second position for the program.
Baseline Data (Current Level of Performance):	No second position. High personnel turnover (e.g. four program directors in 2013) and low applicant pool for program director position (1 to 2 qualified applicants each time the position is posted).
Three years of trend data (if available):	No second position. Significant turnover in program personnel. High use of adjuncts and temporary employees.
Target (Desired Level of Performance):	A second person hired by March, 2015.
Steps to Achieve the	1.) Collect data on personnel turnover, student success, and

<p>Target for this Outcome: (add additional steps as needed)</p>	<p>missed opportunities. 2.) Schedule a meeting with the VP of Academic Affairs and Dean of Health Sciences to discuss program personnel turnover. 3.) Submit letters and documentation to decision makers at the College in advance of budget decision timelines. 4.) Recruit Advisory Committee members and clinical affiliate statements in support of the program. 5.) Work with HR on posting the position in December, 2014. 6.) Work with clinical affiliates to advertise. 7.) Conduct interviews in February, 2015.</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>Second faculty position for the MLT program was approved in November, 2014. The position was posted mid-February, 2015 in various professional publications and on higher education websites. Six qualified applicants were identified and interviewed during April, 2015. The selection process was completed in the hiring of Kimberly Hammers.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>Kimberly Hammers will begin her position as MLT Program Clinical Coordinator in August, 2015. In addition to coordinating clinical coursework for the students, she will provide didactic and laboratory instruction which will help to give support and stability to the program. This will also allow for expansion of program enrollment and clinical affiliations.</p>

Institutional Effectiveness Form

Department Name: Office Management Technology Certificate

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Office Management Technology Technical Certificate program is designed to prepare student for entry-level employment in an office setting. The growth of electronic word processing, computer-based file management, and a constant need to process office work efficiently form the basis of this area of study.

Link between Institutional Mission and Departmental Mission: The Office Management Technology Technical Certificate supports both the lifelong learning and preparation for successful careers elements of the Institutional Mission by preparing students for entry-level employment and providing the opportunity for students to learn new and additional employable skills.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Graduates will be prepared for entry-level employment in the field of Office Management Technology.	Job Placement Rates	annual
Students will demonstrate an ability to express themselves in written and spoken communications within the business environment.	Employer Satisfaction Survey, question lines 23 and 24 (Questions 7 & 8).	annual
Students will demonstrate a working knowledge of terms and concepts used in the business environment.	Employer Satisfaction Survey, question lines 21, 30, 31 (Questions 3, 12, 13). OMT 253 Filing Packet	annual

Institutional Effectiveness Outcome 1:	Graduates will be prepared for entry-level employment in the field of Office Management Technology.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs.
Funds Budgeted to Support this Outcome:	Using existing funds for full-time and adjunct faculty teaching the certificate courses.
This Outcome will be Assessed Using:	Job Placement rates
Baseline Data (Current Level of Performance):	Job Placement Rates for 2009-2010 = 100%
Three years of trend data (if available):	Job Placement rates 2012 = 50% 2011 = 100% 2010 = 100% 2009 = 33%
Target (Desired Level of Performance):	Job Placement rates will show a 92 % placement rate in the Office Management area.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ul style="list-style-type: none"> • Content in courses will be monitored for relevance • Advisory Board will review content for relevancy • BUSN 1000 – Job Readiness course requirement prepares graduates for employment
Results of the Institutional Effectiveness Effort:	Job placement rate for 2013 graduates was 66.7%. The goal was not met.
Future Plans Regarding this Outcome:	Will continue to utilize revamped advisory board to insure relevancy of program content and will work with the Office of Career Placement to instruct students regarding job search skills.

Institutional Effectiveness Outcome 2:	Students will demonstrate an ability to express themselves in written and spoken communications within the business environment.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs.
Funds Budgeted to Support this Outcome:	Using existing funds for full-time and adjunct faculty teaching the certificate courses.
This Outcome will be Assessed Using:	Employer Satisfaction Survey (Questions 7 & 8, oral and written communication skills).
Baseline Data (Current Level of Performance):	2010-2011: Question 7: 5.00; Question 8: 5.00
Three years of trend data (if available):	<p>“Effective written communication skills” & “Effective oral communication skills:” 2008-2009: No data available* 2009-2010: No data available* 2010-2011: question 7: 5, question 8: 5 2011-2012: No data available*</p> <p>*Note: due to the small number of graduates from this program who enter the workforce, there are often no responses to the employer survey in a given year.</p>
Target (Desired Level of Performance):	Employer Satisfaction Survey will show a minimum mean score of 4.0 on lines 23 (Effective written communication skills) and 24 (Effective oral communication skills) for OMT graduates.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	All OMT Technical Certificate majors are required to take a rigorous business communications course that requires them to study grammar, writing, and presentation skills.

Results of the Institutional Effectiveness Effort:	 Employer Sat Survey 1213 Grads Freqs M Goal Met: Question 7: 4.33; Question 8: 4.67
Future Plans Regarding this Outcome:	Continue requiring the completion of the business communications course in this technical certificate.

Institutional Effectiveness Outcome 3:	Students will demonstrate a working knowledge of terms and concepts used in the business environment.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs.
Funds Budgeted to Support this Outcome:	Using existing funds for full-time and adjunct faculty teaching the certificate courses.
This Outcome will be Assessed Using:	Employer Satisfaction Survey – 2012-2013, Questions 3, 12, 13 Filing packet grades in OMT 253 for the 2013-2014 year.
Baseline Data (Current Level of Performance):	Employer Satisfaction Data 2010-2011: Question 3 (competency in the skill required in the position) – 5.0 Question 12 (Ability to understand technical information) – 5.0 Question 13 (Ability to use technical information) – 5.0 OMT 253 Filing Packet Project Grades: Fall 2011: 64%≥70 Spring 2012: 50%≥70
Three years of trend data (if available):	Employer Satisfaction Data: 2008-2009 - No data available 2009-2010 – No data available 2010-2011 – Q3: 5.0; Q12: 5.0; Q13: 5.0 2011-2012 – No data available

	<p>OMT 253 Filing Packet Project Grades:</p> <p>Fall 2007: 71% \geq 70; Spring 2008: 71% \geq 70 Fall 2009: 75% \geq 70; Spring 2010: 63% \geq 70 Fall 2010: 43% \geq 70; Spring 2011: 67% \geq 70.</p>
<p>Target (Desired Level of Performance):</p>	<p>Employer Satisfaction Survey data will show a minimum mean score of 4.0 or higher on questions 3, 12, and 13 for the 2012-2013 academic year.</p> <p>80% or OMT 253 students will complete the filing packet project with an average grade of 70% or higher.</p>
<p>Steps to Achieve the Target for this Outcome:</p> <p>(add additional steps as needed)</p>	<p>Careful selection of OMT Technical Certificate courses based on the entry-level skills covered in their content. Conversations with the OMT Advisory Board assisted in identifying desired skills.</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p> OMT 253 Filing Packet Data 2013-20</p> <p>Goal met in Fall 2013 with 92% of students scoring higher than 70% on the filing packet; Goal not met in Spring 2014 with 45% of students scoring higher than 70% on the filing packet.</p> <p> Employer Sat Survey 1213 Grads Freqs M</p> <p>Goal met: Question 3: 4.33; Question 12: 4.33; Question 13: 4.33</p>
<p>Future Plans Regarding this Outcome:</p>	<p>Discussions will take place with OMT 253 instructors (usually adjunct) regarding possible ways to motivate students to complete all parts of the filing packet assignment. Not completing the assignments continues to cause the goal to be missed.</p> <p>Continue requiring the completion of the business communications course in this technical certificate.</p>

Institutional Effectiveness Form

Department Name: **Ophthalmic Technician Program**

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Program Mission Statement & Goals

The mission of the Ophthalmic Technician Program at Volunteer State Community College is to prepare students to enter the work force at the intermediate level for ophthalmic technicians. The program also instills a desire and commitment in students to become proficient in their skills, not at the minimum level to graduate, but at the highest level of their ability. In addition, the program prepares students to demonstrate their service to others in a caring, knowledgeable and skillful manner; as well as demonstrate effectiveness in their ability to communicate, solve problems, and think critically in a clinical setting, rate effectiveness in communication, problem solving, and critical thinking. Students will exhibit professionalism for the patients by delivering high quality care with concern and compassion.

Link between Institutional Mission and Departmental Mission:

Ophthalmic Technicians who graduate with an AAS in OPH from VSCC will be the most highly trained ophthalmic technicians in the State of Tennessee. Graduates from the program will support the college's mission by providing skilled expertise to ophthalmologists in private practice settings, hospital-based practice, military eye clinics, and educational practice settings around the world. The program assists both traditional and non-traditional students to achieve a degree in a profession that will be in demand for years to come. In addition, the OPH Program provides community service and promotes cultural and economic development as it relates to the college's mission.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Students will demonstrate knowledge of the basic foundations and concepts of Ophthalmic Technology.	Certified Ophthalmic Technician Exam passage rates	2012-2013 2013-2014 2014-2015
Students will demonstrate effective oral communication skills.	Employer survey results	2013-2014 2014-2015
Program will increase the retention and graduation rates.	Graduation rates	2014-2015

Students will be able to adapt to changes and think critically in clinical situations	Employer survey	2015-2016
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Institutional Effectiveness Outcome 1:	Students will demonstrate knowledge of the basic foundation and concepts related to Ophthalmic Technology.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.1.
Funds Budgeted to Support this Outcome:	Existing budget
This Outcome will be Assessed Using:	Passage rates provided by the Performance Report: COT Multiple Choice Exam; provided by the Joint Commission of Allied Health Personnel in Ophthalmology
Baseline Data (Current Level of Performance):	Class of 2013 : 91% (10/11 students) passed
Three years of trend data (if available):	Certified Ophthalmic Technician Exam 1 st Attempt Results 2012 100% 2013 91%
Target (Desired Level of Performance):	≥85% of the class will pass the multiple choice exam portion of the COT on first attempt
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Conduct exam review lectures and tests 2.) Conduct yearly reviews of exam results to assess weak content areas 3.) Utilize review software and websites 4.) Develop updates to curriculum/course layout to improve weak areas of the curriculum and maintain compliance with changing accreditation standards
Results of the Institutional Effectiveness Effort:	The passage rate of students on the certification exam dropped for the Class of 2014 to 77%. The content areas tested on the COT exam were updated. The Class of 2014 was the first class to take the updated COT.
Future Plans Regarding this Outcome:	The program will continue to work to achieve the high passage rates of the past years. Due to ongoing changes made to the certification exam, the program faculty will examine the curriculum for areas of weakness and will make modifications as needed in the 2015-16 year.

Institutional Effectiveness Outcome 2:	Increase the retention and graduation rates.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.2
Funds Budgeted to Support this Outcome:	Existing budget
This Outcome will be Assessed Using:	Comparison of enrollment for the start of the program in the fall as compared to the graduation rate the following summer.
Baseline Data (Current Level of Performance):	85%-average over 3 years
Three years of trend data (if available):	Graduation/Retention Data Class of 2012 93 % Class of 2013 79 %
Target (Desired Level of Performance):	90% graduation rate averaged over 3 years
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Observation hours required for application on increase awareness of a student's chosen profession 2.) Increased tutoring to help students struggling academically 3.) Improved advising 4.) Addition of BIOL 2020 (A & P II) to curriculum to improve core knowledge of anatomy and physiology to increase success in ophthalmic courses where more medical knowledge is needed.

<p>Results of the Institutional Effectiveness Effort:</p>	<p>Class of 2014 rate is 100%</p> <p>The Program has made strides in creating opportunities to increase awareness of the program in an effort to improve retention and graduation rates.</p> <p>A few steps that have been taken this year to increase awareness of the program to ultimately create expansion of the program include:</p> <ul style="list-style-type: none"> • Ophthalmic Faculty have provided interactive presentations to 3 VSCC Medical Terminology classes this year for a total of approximately 90 students educated. Students in Medical Terminology courses are normally pursuing a health science or nursing program. Students are not always well informed regarding the nature of the program they are pursuing, leading to withdrawal once in a program. The Ophthalmic Program’s interactive sessions allow students to interact with ophthalmic equipment and students, as well as seek advising while in the session. These sessions lead to well informed applicants. • Applicants to the Ophthalmic Program must also complete observation hours in an ophthalmology clinic with an ophthalmic technician, in order to apply to the program. Observation hour requirements have greatly improved The Program’s graduation and retention rates. • Ophthalmic faculty have worked to improve advising so potential students understand the academic rigors of a Health Science Program and are well informed in the career and profession itself. • BIOL 2020 was added to the program requirements for applicants
<p>Future Plans Regarding this Outcome:</p>	<p>The Program will continue to work on the steps listed to maintain the high completion rate of the program from the last 2 years.</p>

Institutional Effectiveness Outcome 3:	Program graduates will show effectiveness in oral and written communication.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	Existing budget
This Outcome will be Assessed Using:	Employer surveys
Baseline Data (Current Level of Performance):	Mean of 4.67 out of 5.00
Three years of trend data (if available):	<p>2011-2013 Employer survey results:</p> <ul style="list-style-type: none"> • Written communication skills: mean 5.00 out of 5.00 • Oral communication skills: mean of 4.83 out of 5.00 <p>2012-2013 Employer survey results:</p> <ul style="list-style-type: none"> • Written communication skills: mean 4.75 out of 5.00 • Oral communication skills: mean 4.50 out of 5.00 •
Target (Desired Level of Performance):	4.80 out of 5.00
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<p>Course requirements of multiple oral communication projects</p> <p>Program requirement of oral interaction with the community through service learning projects</p> <p>Require written communication through various writing activities in applicable classes</p>
Results of the Institutional Effectiveness Effort:	<p>2013-2014 Employer survey results:</p> <p>Oral and written communication skills: mean of 5.00 out of 5.00</p>
Future Plans Regarding this Outcome:	We will continue to monitor this item in the coming year to ensure that the employer satisfaction survey results remain high.

Institutional Effectiveness Form

Department Name: Paralegal Studies

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Paralegal Studies program delivers courses, advising, and services to students pursuing the AAS, AS, and certificate options in Paralegal Studies. The program also recruits, orients, and assists students in placement for cooperative education and full-time employment following completion of a degree or the certificate.

Link between Institutional Mission and Departmental Mission: Providing necessary workforce and inspiring lifelong learning with a broader eye on meaningful civic participation in a global society where those items connect with the legal system.

(For Academic Departments Only) List all Program Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Exhibit knowledge of basic and specialized concepts that directly and indirectly relate to a legal career.	Exit exam	2013-2014
Practice the skills and concepts needed to perform civil litigation.	Exit exam	2013-2014
Appreciate the impact of new technology on legal issues including social media.	LAW 103, 108, 201 and 211	2013-2014

Institutional Effectiveness Outcome 1:	Students will exhibit knowledge of basic and specialized concepts that directly and indirectly relate to a legal career.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3: All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effective process. Serves to document continuous improvement for program learning outcomes and student learning outcomes.
Funds Budgeted to Support this Outcome:	No additional funding needed, regular budget covers expense.
This Outcome will be Assessed Using:	Paralegal exit exam.
Baseline Data (Current Level of Performance):	70% for AAS and AS
Three years of trend data (if available):	73% AAS and AS 2009-2010 60% AAS and AS 2010-2011 50% AAS and AS 2011-2012 (test revised) 70% AAS and AS 2012-2013 92% AAS, AS, and Certificate 2013-14
Target (Desired Level of Performance):	80% of students taking the exit exam will score 70% or better
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Advisory board reviews test questions for issues 2.) Program director does review with students 3.) Test administered 4.) Review results
Results of the Institutional Effectiveness Effort:	63 percent of students scored 70% or better on the exit exam.

Future Plans Regarding this Outcome:	The Tennessee Board of Regents is requiring community colleges to adopt a standard curriculum for paralegal programs. Therefore, a new exit exam will be developed in 2015-16 to ensure the exam accurately measures student learning outcomes of the new curriculum.
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Institutional Effectiveness Outcome 2:	Students will practice the skills and concepts needed to perform civil litigation.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3: All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effective process. Serves to document continuous improvement for program learning outcomes and student learning outcomes.
Funds Budgeted to Support this Outcome:	No additional funding needed, regular budget covers expense.
This Outcome will be Assessed Using:	Paralegal exit exam.
Baseline Data (Current Level of Performance):	70% AAS and AS 2012-2013 None for certificates.
Three years of trend data (if available):	73% AAS and AS 2009-2010 60% AAS and AS 2010-2011 50% AAS and AS 2011-2012 (test revised) 70% AAS and AS 2012-2013 92% AAS, AS, and Certificates 2013-14
Target (Desired Level of Performance):	80% across the board

Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Advisory board reviews test questions for issues 2.) Program director does review with students 3.) Test administered 4.) Review results
Results of the Institutional Effectiveness Effort:	
Future Plans Regarding this Outcome:	The Tennessee Board of Regents is requiring community colleges to adopt a standard curriculum for paralegal programs. Therefore, a new exit exam will be developed in 2015-16 to ensure the exam accurately measures student learning outcomes of the new curriculum.

Institutional Effectiveness Outcome 3:	Students will demonstrate appreciation for the impact of new technology on legal issues including social media.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3: All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effective process. Serves to document continuous improvement for program learning outcomes and student learning outcomes.
Funds Budgeted to Support this Outcome:	No additional funding needed, regular budget covers expense.
This Outcome will be Assessed Using:	Test questions in LAW 103, 108, 210 and 211
Baseline Data (Current Level of Performance):	None
Three years of trend data (if available):	N/A

Target (Desired Level of Performance):	80% grade on test questions related to this area of expertise
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Students need training in courses 2.) Instructor creates new test questions 3.) Test administered 4.) Review results
Results of the Institutional Effectiveness Effort:	Due to turnover in program leadership, this IE goal was not assessed this year as planned.
Future Plans Regarding this Outcome:	The current program administration and faculty have elected to place more emphasis on communication skills. Therefore, this outcome will be replaced with an outcome related to student communication skills in the 2015-16 IE cycle.

Institutional Effectiveness Form

Department Name: Philosophy

For the Academic Year: 2014 - 2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The purpose of the Philosophy department is to engage students in the study of what the best minds have thought about the questions that are most important. Questions about what we know and how we know it, about what is real, true, and good, and about how to live well. To study philosophy is to enter into a dialogue about the nature of our existence, our place in the world and the universe, and what the possibilities and limits are of our ability to know these things. The department encourages students to be concerned with questions, the answers to which are not readily available from science, religion, or appeals to common sense.

Link between Institutional Mission and Departmental Mission: The essential and unique skills taught in philosophy courses and the benefits a degree in philosophy provides are highly valued and widely sought in almost all professions. The study of philosophy imparts to the student essential skills in critical thinking and argumentation, a wider cultural perspective, an awareness of and appreciation for his own cultural heritage, and the ability to analyze data, synthesize conclusions, communicate clearly in writing and speech, and clarify values. Furthermore, a degree in philosophy has long been a considered a highly desirable credential for admission to law school. Because philosophy is universally recognized as an indispensable part of a higher education, many local institutions, both private and public, offer degrees in philosophy. This ensures both the continued transferability of the courses to other institutions and the likelihood of VSCC producing majors that will continue their study at higher levels.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Students will demonstrate knowledge of the major fields of philosophy (epistemology, metaphysics, and ethics) and the concerns and focus of each field.	Comprehensive Final Exam	2015-16
Students will identify the major teachings of a number of important philosophers	Comprehensive Final Exam	2015-16
Students will write clear and precise summaries of a particular philosopher's teachings	Comprehensive Final Exam	2015-16
Students will understand the roles of philosophy in the western intellectual tradition	Comprehensive Final Exam	2015-16

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Students will demonstrate knowledge of the major fields of philosophy (epistemology, metaphysics, and ethics) and the concerns and focus of each field.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs. Baseline: Institutional Effectiveness process exists
Funds Budgeted to Support this Outcome:	No additional funds budgeted beyond departmental base budget
This Outcome will be Assessed Using:	Specified items on a common final exam
Baseline Data (Current Level of Performance):	Establishing a baseline 2015-16
Three years of trend data (if available):	N/A.
Target (Desired Level of Performance):	To be determined pending results of first administration of common final exam in Fall 2015
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Meeting of faculty to discuss desired outcomes and revisit previous outcome 2.) Make a draft to implement changes. 3.) Administer changes and reflect changes on syllabi.
Results of the Institutional Effectiveness Effort:	Objectives were reviewed and revised as a department. During the development of test questions, the other full-time faculty left the college and final exam questions were not finished.

Future Plans Regarding this Outcome:	Veteran philosophy instructor will work with our newly hired philosophy instructor to develop the final exam questions and use during the final exam week period.
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Institutional Effectiveness Outcome 2:	Students will identify the major teachings of a number of important philosophers.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs. Baseline: Institutional Effectiveness process exists
Funds Budgeted to Support this Outcome:	No additional funds budgeted beyond departmental base budget
This Outcome will be Assessed Using:	Specified items on a common final exam
Baseline Data (Current Level of Performance):	Establishing a baseline 2015-16
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	To be determined pending results of first administration of common final exam in Fall 2015
Steps to Achieve the Target for this Outcome:	1.) Discuss student outcomes and testing strategies 2.) Develop common exam and/or common questions to address

(add additional steps as needed)	the outcomes 3.) Use common test by Fall 2015 final exam 4.) Analyze data
Results of the Institutional Effectiveness Effort:	During the development of test questions, the other full-time faculty left the college and final exam questions were not finished.
Future Plans Regarding this Outcome:	Veteran philosophy instructor will work with our newly hired philosophy instructor to develop the final exam questions and use during the final exam week period.

Institutional Effectiveness Outcome 3:	Develop and implement an online Phil 121 (Ethics) course online with enrollment of 20 students or more by Fall 2015.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs. Baseline: Institutional Effectiveness process exists
Funds Budgeted to Support this Outcome:	No additional funds budgeted beyond departmental base budget
This Outcome will be Assessed Using:	Enrollment numbers for Fall 2015
Baseline Data (Current Level of Performance):	0 students enrolled
Three years of trend data (if available):	N/A

Target (Desired Level of Performance):	Enrollment of 20 students or more in one online section of Phil 121.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) develop course 2.) receive approval from Distance Education and Department Chair 3.) Add the course to the Fall 2015 offerings 4.) Analyze student enrollment
Results of the Institutional Effectiveness Effort:	As of 6/25/15, Phil 121 section C01 is at capacity with 25 students.
Future Plans Regarding this Outcome:	The department will continue to assess the progress of the online course, making changes as necessary. There will possibly be additions of more sections and other instructors after the pilot semester of Fall 2015.

Institutional Effectiveness Form

Department Name: **Physical Science (ASTR, CHEM, GEOL, PHYS, PSCI)**

For the Academic Year: **2014-2015 Closed Loop**

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The department provides coursework and supporting services and facilities which allow students to meet the degree and certificate requirements in programs of the college or to build a foundation of skills and knowledge for pursuit of advanced degrees, a lifetime of learning, and enhanced career performance.

Link between Institutional Mission and Departmental Mission:

AS/AAS/Certificates
 General education/ University transfer
 Continuing Education
 Career Preparation and Enhancement

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
<ul style="list-style-type: none"> • Apply established scientific methods to the interpretation of experimental results 	Lab report rubric or exam question	Annual
<ul style="list-style-type: none"> • Use scientific principles to solve problems of a scientific nature. 	SEEK/CAT rubric type exam question	Annual
<ul style="list-style-type: none"> • Demonstrate knowledge of scientific principles, processes and terminology 	Comprehensive exam performance broken down by course specific LOs	Annual
<ul style="list-style-type: none"> • Discuss the impact of scientific discovery on human thought and behavior. 	Essay, research paper, etc.; CURRI SUSSI pre/post	annual

Institutional Effectiveness Outcome 1:	PHYS 2120: LO #1: Apply established scientific methods to the interpretation of experimental results						
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3						
Funds Budgeted to Support this Outcome:	No additional funding beyond departmental base budget						
This Outcome will be Assessed Using:	<p>LO #1: Apply established scientific methods to the interpretation of experimental results. This LO will be assessed by way of questions on lab reports. For the labs used in these assessments, students will have had to design a procedure to apply the scientific method to test a particular hypothesis. The questions being tracked will require the students to evaluate the results of their procedure as to whether or not these results validate the hypothesis or not.</p> <p>The specific assessment for PHYS 2110 comes from the lab Series & Parallel Circuits, Kirchhoff's Laws.</p>						
Baseline Data (Current Level of Performance):	establishing a baseline 2014-15						
Three years of trend data (if available):	n/a						
Target (Desired Level of Performance):	To be determined pending establishment of baseline						
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	Develop lab exercise Develop grading rubric Administer assessment Review results						
Results of the Institutional Effectiveness Effort:	<table border="1"> <tr> <td>Average</td> <td rowspan="4">On average, students scored 3.55 points out of 5 on the rubric with a standard deviation of 0.7 points.</td> </tr> <tr> <td>3.55</td> </tr> <tr> <td>std. dev.</td> </tr> <tr> <td>0.7</td> </tr> </table>	Average	On average, students scored 3.55 points out of 5 on the rubric with a standard deviation of 0.7 points.	3.55	std. dev.	0.7	
Average	On average, students scored 3.55 points out of 5 on the rubric with a standard deviation of 0.7 points.						
3.55							
std. dev.							
0.7							
Future Plans Regarding	We will review the results of this assessment at the first faculty						

this Outcome:	meeting of the fall semester to determine whether or not the faculty believe this score is sufficient. If not, a plan for improvement will be developed at that time. We do plan to expand this assessment strategy to the PHYS 2110 using Kinetic Friction lab activity
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Institutional Effectiveness Outcome 2:	PHYS 2110: LO #3: Demonstrate knowledge of scientific principles, processes and terminology									
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3									
Funds Budgeted to Support this Outcome:	No additional funding beyond departmental base budget									
This Outcome will be Assessed Using:	Comprehensive Final Exam									
Baseline Data (Current Level of Performance):	2012-2013: 59% overall score 1 of 6 course LOs >70%									
Three years of trend data (if available):	Spring 2014 68.9% overall score									
Target (Desired Level of Performance):	65% overall score									
Steps to Achieve the Target for this Outcome:	Review scientific principles, processes, and terminology with students Provide review materials for the final exam									
Results of the Institutional Effectiveness Effort:	<table border="1" data-bbox="581 1549 943 1711"> <tr> <td></td> <td><u>spring 2015</u></td> <td rowspan="4">The score decreased slightly from Spring 2014, but was still considerably higher than the baseline score established in the 2012-2013 academic year and showed that the target was met.</td> </tr> <tr> <td>n</td> <td>19</td> </tr> <tr> <td>average</td> <td>67.2</td> </tr> <tr> <td>std. dev.</td> <td>16.1</td> </tr> </table>		<u>spring 2015</u>	The score decreased slightly from Spring 2014, but was still considerably higher than the baseline score established in the 2012-2013 academic year and showed that the target was met.	n	19	average	67.2	std. dev.	16.1
	<u>spring 2015</u>	The score decreased slightly from Spring 2014, but was still considerably higher than the baseline score established in the 2012-2013 academic year and showed that the target was met.								
n	19									
average	67.2									
std. dev.	16.1									
Future Plans Regarding this Outcome:	We will continue to assess this outcome in the 2015-16 year to ensure that the score remains above the target level.									

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Institutional Effectiveness Outcome 3:	CHEM 1030: LO #3: Demonstrate knowledge of scientific principles, processes and terminology
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	No additional funding beyond departmental base budget
This Outcome will be Assessed Using:	Comprehensive Final Exam
Baseline Data (Current Level of Performance):	Fall 2012: Outcome 1: 56.3% Outcome 2: 75.6% Outcome 3: 60.2% Outcome 4: 58.8% Outcome 5: 54.9% Outcome 6: 57.7% Overall: 69.4%
Three years of trend data (if available):	 CHEM 1030 Comp Final 2012-2015.docx
Target (Desired Level of Performance):	70% on each of 6 course LOs
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ul style="list-style-type: none"> • Attendance incentive (Snelling) • Tutor.com (Ekman) • Lab Report redesign • Pre- post-testing to assess learning

	 CHEM 1030 Pre Post 2014 2015.docx
Results of the Institutional Effectiveness Effort:	 CHEM 1030 Comp Final 2012-2015.docx F14-SP15 Comprehensive Exam Scores are ~9 points over F12-SP13 baselines F14: >70% on 1 of 6 course LOs SP15: >70% on 2 of 6 course Los The goal was not met.
Future Plans Regarding this Outcome:	In order to further improve student learning in this area in the coming year, the department plans to implement the following: <ul style="list-style-type: none"> • IncluEd implementation • lab curriculum updates including new chemical nomenclature recitation • textbook edition update will allow better alignment to MasteringChem assignments

Institutional Effectiveness Outcome 4:	CHEM 1110-1120: LO #3: Demonstrate knowledge of scientific principles, processes and terminology
Strategic Planning Goal to Which this Outcome is Linked:	Q3
(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	No additional funding beyond departmental base budget
This Outcome will be Assessed Using:	American Chemical Society 2005 standardized exams
Baseline Data (Current Level of Performance):	To be determined based on analysis of 3 years data available

Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	To be determined during F15 discussion and mapping of course LOs
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ul style="list-style-type: none"> • Added 362 minutes of video lecture material • piloted Sapling Learning homework assignments • Tutor.com • Attendance incentives • mapped ACS exam questions to individual course LOs <div style="text-align: center; margin-top: 20px;">  <p>Mapping CHEM 1110 ACS final exam to Le&ACS final exam Learn Mapping CHEM 1120 ACS final exam to Le&ACS final exam Learn</p> </div>
Results of the Institutional Effectiveness Effort:	<p>CHEM 1110 (3 years):</p> <div style="text-align: center;">  <p>CHEM 1110 ACS exam.docx</p> </div> <p>CHEM 1120 (3 years)</p> <div style="text-align: center;">  <p>CHEM 1120 ACS Exam.docx</p> </div>
Future Plans Regarding this Outcome:	<ul style="list-style-type: none"> • review different versions of available recent ACS exams for possible better match to course design • generate exam results mapped to individual course LOs

Institutional Effectiveness Outcome 5:	ASTR 1030, GEOL 1030, PSCI 1030: LO#4 Discuss the impact of scientific discovery on human thought and behavior.
Strategic Planning Goal to Which this Outcome is Linked:	Q3

(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	No additional funding beyond departmental base budget
This Outcome will be Assessed Using:	Student Understanding of Science and Scientific Inquiry Student Pre/Post Course Survey
Baseline Data (Current Level of Performance):	Establishing baselines with F14 results
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	As yet to be determined pending further discussion of F14 results
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Administer pre- and post- SSSI surveys in selected courses F14 2. Analyze responses, identify questions with significant change in post responses
Results of the Institutional Effectiveness Effort:	<p>Identified several questions with significant changes in pre vs post response</p>  <p>Student Understanding of Sci</p>
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1. Obtain compiled results from participating institutions to assess VSCC student performance 2. Identify specific survey questions that might inform course modifications 3. Determine whether to administer during 14-15

Institutional Effectiveness Outcome 6:	PSCI 1030: LO#4 Discuss the impact of scientific discovery on human thought and behavior.
Strategic Planning Goal to Which this Outcome is Linked: (Go	Q3

to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	No additional funding beyond departmental base budget
This Outcome will be Assessed Using:	<p>Short Essay: Write a paragraph discussing an example of a scientific discovery that has had a significant impact on human thought and how this discovery has changed human behavior on a large scale.</p> <p>The rubric included four parts:</p> <ol style="list-style-type: none"> 1. Was an appropriate discovery cited? 2. Was the significance discussed? 3. Were changes in behavior discussed? 4. Overall clarity
Baseline Data (Current Level of Performance):	To be determined following expanded pilot of assessment 15-16
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	To be determined pending baseline results.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	Develop and administer assessment in selected sections SP15
Results of the Institutional Effectiveness Effort:	PSCI1030-H52 61/100 PSCI1030-002 61.8/100
Future Plans Regarding this Outcome:	Consider expanding this type of assessment to other Gen Ed courses (BIOL 1030, BIOL 1050, BIOL 1060, ASTR 1030, GEOL 1030, etc.)

Institutional Effectiveness Form

Department Name: **Political Science**

For the Academic Year: **2014-2015**

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: To develop in students an understanding of the present that is informed by an awareness of past heritages, including the complex and interdependent relationships between cultures and societies.

Link between Institutional Mission and Departmental Mission: The department supports the institutional missions “preparing students for successful careers, university transfer, and meaningful civic participation in a global society.”

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Students will demonstrate an understanding of the basic functions of government	Common exam questions	2014-2015
Students will analyze an issue, to formulate a position, and to articulate their response in a written format	Common written assignment with associated grading rubric	2014-2015
Students will identify and differentiate between major political ideologies	Common written assignment with associated grading rubric	2015-2016
Students will define citizenship	Common written assignment with associated grading rubric	2015-2016
Students will identify and analyze global/national/state societal challenges	To be determined	

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Students in all POLS classes will demonstrate an understanding of the basic functions of government
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs. Baseline: Institutional Effectiveness process exists
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	Common objective-type exam questions on the final exam administered in all POLS classes
Baseline Data (Current Level of Performance):	Establishing a baseline in Spring 2015
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	75% of students will score 80 or better average on the common final exam questions administered in all POLS classes
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	Collaboratively develop a set of common exam objective-type questions for all POLS classes on the basic functions of government. Then administer exam, analyze results, discuss results with faculty, and develop to address any specific issues.
Results of the Institutional Effectiveness Effort:	Developed and selected five objective-type questions for POLS 1030 classes and compiled results in Spring 2015 for analysis to establish baseline.

	<p>From results compiled in Spring 2015 from raw data, a baseline of 75% proficiency was established. Results are included below in the Appendix.</p> <p>From this initial baseline, 75% proficiency will remain the target.</p>
Future Plans Regarding this Outcome:	In 2015-2016, change assessment from embedded objective-type questions to development of written essay exam topics and associated rubrics for POLS 110, POLS 1030, and POLS 2010 classes and compile results with a target proficiency rate of 75%.

Institutional Effectiveness Outcome 2:	Students in all POLS classes will analyze an issue, formulate a position, and articulate their responses in a written format
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs. Baseline: Institutional Effectiveness process exists
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	A written assignment graded using a rubric developed in Fall 2014 and implemented for this assignment in all POLS classes in Spring 2015
Baseline Data (Current Level of Performance):	Establishing a baseline in Spring 2015
Three years of trend data (if available):	N/A
Target (Desired Level of	80% proficiency

Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	Develop rubric, introduce key components of assignment in class, make assignment, assess student essays using rubric, compile results and review, and make any changes as needed. Rubric is included below in the Appendix.
Results of the Institutional Effectiveness Effort:	<p>Developed written essay topic for exam in POLS 1030 classes, developed rubric to assess exam essays, and compiled initial results in Spring 2015.</p> <p>From results compiled and analyzed from Spring 2015, an initial of baseline of 97% proficiency was established. Results are included below in the Appendix.</p>
Future Plans Regarding this Outcome:	In 2015-2016, continue to use essay topic in exam for POLS 1030 classes, develop similar essay topics for exams and associated rubrics in POLS 110 and POLS 2010 classes, and compile results with a target proficiency rate of 80%.

Appendix: Details and Results for Assessments for 2014-2015 IEs 2 & 3

Embedded Questions and Results from Objective Exam

**in POLS 1030 Classes for Spring 2015
(For IE #2)**

Questions:

2. Which of the following types of government is used by the United States to distribute power among our various levels of government?
- Unitary
 - Confederal
 - Federal
 - Oligarchy
8. "The individuals and institutions that make society's rules and possess the power and authority to enforce those rule" is the definition of _____.
- Politics
 - Power
 - Government
 - Sovereignty
13. _____ is defined as the "idea that the government within a state is recognized (domestically and internationally) as the ultimate source of authority to create, implement, and enforce laws."
- Power
 - Sovereignty
 - Authority
 - Autocracy
14. Political scientist Elaine Grigsby defines a state as "People bound together with a sense of oneness based, usually, on their shared language, culture, historical traditions, ethnicity, and/or religion."
- True
 - False
16. For John Locke, government authority comes through the "consent" of the people being governed.
- True
 - False

Results:

In Spring 2015, 50 students in two POLS 1030 classes completed the above objective questions on an exam with the following results:

#2—42 correct/8 incorrect

#8—46 correct/4 incorrect

#13—35 correct/15 incorrect

#14—20 correct/30 incorrect

#16—44 correct/6 incorrect

Total—187 correct/63 incorrect=74.8% proficiency

Note: Unfortunately, I inadvertently collected raw data for these results based only how many answers to the embedded questions were correct and incorrect, rather than collecting data for individual students on these questions in order to determine if 75% of the students made at least an 80 (4 out of 5 correct) on the five embedded questions, as outlined in the Target information for IE #2.

However, although the raw data indicates an acceptable approximate 75% proficiency on the five questions, I believe that moving the assessment of IE #2 to a written essay exam is a much more effective assessment of this particular IE goal, especially given the data for student proficiency for IE #3, which uses an essay exam for assessment.

Rubric and Results for Exam Essay Question for POLS 1030 Classes (For IE #3)

Essay Question:

Write on **one** of the following topics.

Imagine that you are a Supreme Court Justice ruling on *Citizens United v. Federal Election Commission*. Based on your understanding of 1st Amendment protections of free speech and the historical background of campaign finance regulation dating back to the early 20th century, would you have joined Justice Kennedy's majority opinion or Justice Stevens' dissent? (For this topic, you are welcome to include any thoughts you may have about the recent *McCutcheon v. FEC* decision, although you are not required to do so.)

Imagine that you are a Supreme Court Justice ruling on *Burwell v. Hobby Lobby*. Based on your understanding of the Religion Clauses of the 1st Amendment, as well as Thomas Jefferson's and James Madison's thinking about "religious freedom," would you have joined Justice Alito's majority opinion or Justice Ginsberg's dissent.

Rubric

Excellent (A):

- Student demonstrates a clear understanding of the Constitutional background of the decision and convincingly from the position of either the majority or dissent, while also addressing issues in either the majority opinion or dissent.
- Student's written argument is well-written and supported by relevant references to the Constitutional background and its application in either the majority opinion or dissent.

Good (B):

- Student demonstrates an understanding of the Constitutional background of the decision and argues effectively from the position of either the majority or dissent, while also addressing issues in either the majority opinion or dissent.
- Student's written argument is generally well-written and supported by relevant references to the Constitutional background and its application in either the majority opinion or dissent, but the argument is not as convincing in student essays that are graded as "Excellent."

Average/Below Average (C/D):

- Student lacks a fundamental understanding of the Constitutional background of the decision and does not argue effectively from the position of either the majority or dissent, while also failing to address issues in either the majority opinion or dissent.

- Student's written argument generally lacks coherence and is not supported by relevant references to the Constitutional background and its application in either the majority opinion or dissent.

Results

In Spring 2015, 40 students in two POLS 1030 classes completed one of the above exam essays with the following results based on assessment using the above rubric:

Excellent—29/72.5%

Good—10/25%

Average/Below Average—1/2.5%

Based on these results, a **baseline of 97% proficiency based on results for students making Excellent/Good on the exam essay.**

With a baseline of 97% proficiency, a reasonable target of 85% will be established for IE #3 for 2015-2016.

Institutional Effectiveness Form

Department Name: Psychology, Sociology, and Education

For the Academic Year: 2014 - 2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: Our focus is on encouraging students to think critically in exploring the relationship between the individual and society as it affects personal behavior, social development, and the quality of life of individuals, the family, and the community; to examine the impact of behavioral and social scientific research on major contemporary issues in psychology, sociology, and education; to analyze and communicate the values and processes that are used to formulate theories in our fields; and to take ethical stands based on appropriate science.

Link between Institutional Mission and Departmental Mission: We are linked by our desire to help students to understand the relationships between self, community, and society; to apply knowledge learned meaningfully in a global society; and to inspire learning as a lifelong endeavor.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results
1) Students in PSYC 1030, SOCI 1010, and EDU 2200 (QEP/SEEK courses) will show increased knowledge of the four steps of the problem solving method over the course of a semester.	Pre-/Post-test	2014 - 2015	See Results, IE Outcomes 1; EDU2200 (Ed Psychology) results still being analyzed
2) Students in PSYC 1030 and SOCI 1010 will show increased knowledge of the steps of the scientific method over the course of a semester.	Pre-/Post-test	2014 -2015 (PSYC 1030); 2015 (SOCI 1010)-	See Results, IE Outcomes 2
3) Students in EDU 101 will show increased knowledge of education (InTASC) principles through learning about them in class and working on their portfolios over the semester.	Pre-/Post-test	2012 – 2013, 2014	see EDU/AST 2014-2015 IE Plan

Institutional Effectiveness Outcome 1:	Students in Psychology 1030, Sociology 1010, and EDU 2200 QEP courses will show increased knowledge of the four steps of the problem solving method over the course of a semester.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3. All reports and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, education support services programs, and community/public service programs. Baseline: Institutional Effectiveness process exists.
Funds Budgeted to Support this Outcome:	Existing budget
This Outcome will be Assessed Using:	Pre-/Post-test question about the four steps of the problem-solving method (define, design, do, evaluate) each semester
Baseline Data (Current Level of Performance):	In revisiting this IE outcome at a departmental meeting in August 2014, we decided that ALL fulltime faculty will use the assessment delineated above to be more standardized in our approach to gathering our data. Thus, we are beginning to gather our baseline data again, starting Fall 2014.
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	Increase from pre-test to post-test
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) On the first day of class in Fall 2014 and Spring 2015, the fulltime psychology and sociology instructors asked each student in their sections of EDU 2200 (Educational Psychology), PSYC1030 (General Psychology), and SOCI1010 (Intro to Sociology) to write down the four steps of the problem solving method. The pre-tests were collected and held until the end of the semester to pair with their post-tests. 2.) Sometime during the last week of classes, after teaching the four steps of the problem solving method throughout the semester, the fulltime instructors asked each student in their EDU 2200, PSYC 1030, and SOCI 1010 sections to write down the four steps of the problem solving method. These post-tests were then collected to pair with their pre-tests. 3.) The data was then analyzed at the end of Spring 2015 to see if improvement was apparent.

Results of the Institutional Effectiveness Effort:	Baseline data was collected. <u>Psychology</u> : Fall 2014, 52% increase in knowledge of the problem solving method; Spring 2015: 71% increase in knowledge of problem solving method. <u>Sociology</u> : Fall 2014, data was unable to be analyzed due to labeling issues with the pre-/post-tests, which compromised the data collection and analysis. Spring 2015: 70% increase in knowledge of problem solving method. <u>Educational Psychology</u> : the baseline data is still in the process of being analyzed .
Future Plans Regarding this Outcome:	We will now continue to do this for three academic years to collect trend data. We want to see if teaching the four steps of the problem solving method through our SEEK (problem solving) projects actually improves knowledge of the steps of the problem solving method.

Institutional Effectiveness Outcome 2:	Students in Psychology 1030 and Sociology 1010 will show increased knowledge of the steps of the scientific method.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3. All reports and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, education support services programs, and community/public service programs. Baseline: Institutional Effectiveness process exists.
Funds Budgeted to Support this Outcome:	Existing budget
This Outcome will be Assessed Using:	Pre-/Post-test question about the steps of the scientific method each semester for PSYC 1030 students and SOCI 1010 students
Baseline Data (Current Level of Performance):	Baseline data for PSYC 1030 was compiled and analyzed from 2012 - 2013. Fall 2012, the baseline for correctly identifying the steps of the scientific method was 80%, and in Spring 2013, there was an increase of .697% or 70%, thus setting the baseline for 2014 - 2015 at 75%. Data from our one fulltime SOCI 1010 was turned in Fall 2012. Of 113 students given the pre-test, 82 took the post-test. Of that number, 63 (76.8%) or did better in identifying the scientific method, setting the baseline at 77%. The pre-test results were turned in Spring 2013, but no post-test results were turned in. A new fulltime instructor turned in his Fall 2013 pre-/post-test results. Of 132 students who took the pre-test, 113 took the post-test, with 99 students (80.4%) doing better in identifying the steps of the scientific method.

	Now, Fall 2014, there are two new fulltime SOCI 1010 instructors.
Three years of trend data (if available):	2013 - 2014, 388 PSYC 1030 students did better in identifying the steps of the scientific method at post-test, an increase of 82.7% or 83%.
Target (Desired Level of Performance):	85% of PSYC 1030 students will increase their knowledge of the steps of the scientific method (from pre-test to post-test), an increase of 2% over Fall 2013.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<p>1.) On the first day of class, the fulltime instructors of PSYC 1030 and SOCI 1010 asked each student in their sections to write down the steps of the scientific method. They collected their pre-tests and held them until the end of the semester to pair with their post-tests.</p> <p>2.) On the last day of class, after teaching the steps of the scientific method throughout the semester, the fulltime instructors of PSYC 1030 and SOCI 1010 asked each student in their sections to write down the steps of the scientific method. They collected their students' answers and paired them with their pre-/post-tests.</p> <p>3.) The data was analyzed to see if improvement was apparent in 85% of the students tested in PSYC 1030 and to establish a baseline for students in SOCI 1010.</p>
Results of the Institutional Effectiveness Effort:	We are still in the process of collecting baseline data for SOCI 1010. Of the 140 psychology students given the pre-test in Fall 2014, 94 took the post-test, and there was a 52% increase in correctness. Spring 2015, 203 students took the pre-test, and 153 took the post-test, with a 71% increase in knowledge of the scientific method. For the year, there was a 62% increase in knowledge of the scientific method, 23% below the desired 85% increase we were hoping to achieve.
Future Plans Regarding this Outcome:	We plan to continue to analyze the results of these pre-/post-tests and compile and analyze the data from Fall 2015 – Spring 2016 in order to ascertain improvement in our students' knowledge of the steps of the scientific method.

Institutional Effectiveness Form

Department Name: **Physical Therapist Assistant**

For the Academic Year: **2014-15**

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission:

To graduate mid-level Physical Therapy practitioners who are competent and qualified to practice as Physical Therapist Assistants

Link between Institutional Mission and Departmental Mission:

Physical Therapist practitioners who graduate with an AAS in PTA from VSCC will graduate from a program that prepares them to work successfully in the hospital or outpatient setting and to contribute to their community

(For Academic Departments Only) List all Learning Outcomes: (see attached)

Outcome	Means of Assessment	Year Outcome Assessed
1 90 % of 2013 program graduates will pass FSBPT exam on first attempt.	FSBPT scores	2015
2. Students will show increased knowledge of and be competent in Cardiac, Vascular and Pulmonary Systems to increase Mean Score above or equal to National Mean score	FSBPT Scores	2015
3. Students will recognize cultural and individual differences and respond appropriately in all aspects of Physical therapy health care delivery.	100% of students will pass the Cultural Competency Module "ETHNIC" and be able to differentiate health care problems in US and other countries	2015

Institutional Effectiveness Outcome 1:	90 % of 2013 program graduates will pass FSBPT exam on first attempt.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.1. 90% of all first-time licensure and/or certification test takers will pass on first attempt.
Funds Budgeted to Support this Outcome:	3200.00 for National board exam review
This Outcome will be Assessed Using:	FSBPT Board Scores
Baseline Data (Current Level of Performance):	First time pass rate for Class of 2013 is 80%
Three years of trend data (if available):	Class of 2012- 83.9% 1 st time, Ultimate 93.6% Class of 2013- 80.0% 1 st time, Ultimate 93.3% Class of 2014- 79.3% 1 st time, Ultimate 96.6%
Target (Desired Level of Performance):	First time passage at 90%
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1). Reassessment of entry level skills especially in Math and Science with B obtained in those courses for admission to the program 2.) Continue to sponsor national Board review course in Spring of year before graduation 3.) Increased efficiency demonstrated for lab practical in PTA 253, 263, 264, 265 and 270 to 90% passage rate on first time.
Results of the Institutional Effectiveness Effort:	The program faculty reviewed and revised admissions requirements, particularly for math and science prerequisites. We continued to offer the Board review course in the spring term for graduating students, and we worked with lab practical students to provide extra instruction that resulted in increased

	<p>passage rates for the lab practicals in PTA 253, 263, 264, 265, and 270 to over 90% for each course.</p> <p>The first time Board exam pass rate for 2014 graduates from the PTA program is 79.3%. The goal was not met.</p>
Future Plans Regarding this Outcome:	<p>Continue to monitor FSBPT scores</p> <ol style="list-style-type: none"> 1.) Students will be required to take PTA Exam course for Score Builders during Spring Semester before graduation 2.) Students will be required to take Practice Exam & Assessment Tool (PEAT) through FSBPT during Spring Semester before graduation 3.) Students will participate in a 1 day summative review of physical therapy interventions before graduation

Institutional Effectiveness Outcome 2:	Students will show increased knowledge of and be competent in Cardiac, Vascular and Pulmonary Systems to increase Mean Score above or equal to National Mean score
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs
Funds Budgeted to Support this Outcome:	No additional funds needed outside of budgeted instructors fund
This Outcome will be Assessed Using:	FSBPT
Baseline Data (Current Level of Performance):	Class of 2012 Mean score 654.6 National Mean 651.5
Three years of trend data (if available):	Class of 2012 654.6 National 651.5 Class of 2013 648.8 National 659.9 Class of 2014 646.8 National 660.7

Target (Desired Level of Performance):	Mean Score above or equal to National Mean score on FSBPT
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ul style="list-style-type: none"> • Will add one day of lecture over cardiopulmonary system and rehabilitation to PTA 265. • Invitation for cardiopulmonary rehabilitation specialist for lecture • Module for cardiac problems to be taught • Increased student placement in Acute care settings
Results of the Institutional Effectiveness Effort:	<p>We have added the extra instruction on cardiopulmonary issues to the courses as planned and have provided extra clinical instruction in acute care settings.</p> <p>Goal not met. Mean score of 646.8 for 2014 class was below national mean score of 660.7.</p>
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1.) Continue to monitor the mean score from the FSBPT 2.) Students will be required to take PTA Exam course for Score Builders during Spring Semester before graduation 3.) Students will be required to take Practice Exam & Assessment Tool (PEAT) through FSBPT during Spring Semester before graduation 4.) Increase course content of the cardiopulmonary system

Institutional Effectiveness Outcome 3:	Students will recognize cultural and individual differences and respond appropriately in all aspects of Physical therapy health care delivery.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs
Funds Budgeted to Support this Outcome:	No increased total budget requested
This Outcome will be	1)ETHNIC test at end of Module located

Assessed Using:	at http://erc.msh.org/mainpage.cfm?file=1.0.htm&module=provider&language=English&group=&mgroup= 2) PTA CPI Skill #5 Cultural Competence
Baseline Data (Current Level of Performance):	Establishing a baseline 2014-15
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	1.) 100% of class will pass ETHNIC module and describe the differences in how cultural differences impact healthcare on discussion portion of learning module 2.) All students will be at entry level on PTA CPI by end of first clinical rotation
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Inclusion of cultural competency during PTA 110 2.) Review of CPI scores at conclusion of fall clinical
Results of the Institutional Effectiveness Effort:	Unable to establish results due to a change in administration
Future Plans Regarding this Outcome:	Continue to monitor CPI scores.

Institutional Effectiveness

Department Name: **Radiologic Technology**

For the Academic Year: **2014-2015**

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Link between Institutional Mission and Departmental Mission:

Radiologic Technology students actively participate in numerous clinical hours each of the five semesters throughout the program. The program's workforce partnerships with ten area medical centers strengthen the students' clinical skills and help prepare them for lifetime learning opportunities and for successful careers.

Program Mission Statement

The Mission of the Radiologic Technology Program at Volunteer State Community College is to produce entry-level graduates that are competent technologists, registry eligible, and demonstrate a professional concern for their patients.

Program Goals & Student Learning Outcomes

In support of the program's mission statement, the following have been developed.

Upon completion of the radiography program our students / graduates will have successfully completed a number of goals and student learning outcomes.

Program Goal-Clinical Competency

Students will demonstrate competency in the skills required of entry level radiologic technologists.

Student Learning Outcomes:

1. Students will demonstrate proper patient positioning.
2. Students will properly determine technical factors to be used for radiographic procedures.
3. Students will apply knowledge of anatomy to accurately demonstrate desired anatomical structures on a patient diagnostic procedure.

Program Goal-Problem Solving and Critical Thinking

Students will demonstrate effective problem solving and critical thinking skills.

Student Learning Outcomes:

1. Students will be able to evaluate radiographic images.
2. Students will be able to exercise judgment in the technical performance of medical imaging procedures.
3. Students will be able to adapt to changes in clinical situations.

Program Goal-Professionalism

Students will exhibit professionalism for the patients by delivering high quality care with concern and compassion.

Student Learning Outcomes:

1. Students will demonstrate professionalism in the classroom and clinical setting.
2. Students will practice desirable customer service skills.
3. Students will show compassion and concern towards the patient.

Program Goal-Communication Skills

Students will establish effective communication skills.

Student Learning Outcomes:

1. Students will use acceptable verbal and non-verbal communication with patients and other professionals.
2. Students will use effective oral and written communication.

See attached 2013-2014 Assessment Plan

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Graduates will successfully pass the national boards to become Registered Radiologic Technologists	National ARRT annual board results	annual
Students will successfully complete the program	Attrition/retention rate	annual 27/30 90%
Students will effectively communicate with their patients	Final evaluation results	Annual Based on 5.0* (highest) 2013-2014 4.8 * **During the March 2015, Clinical Instructor meeting the scoring value was voted to be changed. The highest score is now 8.0

Institutional Effectiveness Outcome 1:	Graduates will successfully pass the national boards to become Registered Radiologic Technologists
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide	Q1
Funds Budgeted to Support this Outcome:	Students are required to pay this fee directly to the ARRT (\$200.00)
This Outcome will be Assessed Using:	Registry Review (RAD 240) class is part of the curriculum for all second year students. Grades are used to assess their improvement through "mock registries".
Baseline Data (Current Level of Performance):	Spring 2013: 28 students/class average 84.62% (RAD 242) Spring 2014: 28 students/class average 84.62% course average.

Three years of trend data (if available):	ARRT results 2012 96% 2013 100% 2014 96.29% 2012 – 2014 three year average ARRT results 97.43% pass rate
Target (Desired Level of Performance):	≥80% is required for RAD 240 course ≥90% is required for the ARRT boards pass rate
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Review lectures, power point presentations 2.) Successfully pass 5 “mock registries” with a minimum of 80% or higher 3.) Students are required to submit a study plan 4.) Students are required to write a resume 5.) Extra credit assignments provided to help students prepare for exam
Results of the Institutional Effectiveness Effort:	Spring 2015: 27 students/class average 98.4% on mock exam 2015 licensure exam pass rates are not yet available.
Future Plans Regarding this Outcome:	Implement “RAD TUTOR” review free to the students. Provided numerous “mock registries” and review material.

Institutional Effectiveness Outcome 2:	Students will successfully complete the program
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.6 Students will successfully complete 12 credit hours in fall semester S.7 Students will successfully complete 24 credit hours by the spring semester
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Program completion rate
Baseline Data (Current Level of Performance):	The class of 2013-2015 had 90% retention (27 of 30) The class of 2014-2016 remains at 100% (29 of 29)
Three years of trend data (if available):	2013 90% 2014 93.33%

Target (Desired Level of Performance):	85% of the students will complete the program
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Ask more specific questions about their commitment to the program during the interview process 2.) Ensure their level of understanding the material each semester 3.) Have tutoring available if necessary
Results of the Institutional Effectiveness Effort:	Goal met; in 2015, the retention rate for the program was 90%
Future Plans Regarding this Outcome:	We will continue to monitor program retention rates to ensure that we retain students for successful completion of the program

Institutional Effectiveness Outcome 3:	Students will effectively communicate with their patients
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.3. All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs.
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Final evaluations from clinical instructors
Baseline Data (Current Level of Performance):	4.0 – 5.0 range (based on a 5.0 scale)
Three years of trend data (if available):	2012 – 2013 3.6 average on a scale of 4.0 (*NOTE: change in scale for 2013-2014 from high of 4.0 to high of 5.0) 2013 - 2014 4.8 (out 5.0) (NOTE: During the March 2015, Clinical Instructor meeting the scoring value was voted to be changed. The highest score is now 8.0)
Target (Desired Level of Performance):	6.0
Steps to Achieve the Target for this Outcome:	1.) communication skills are part of clinical competencies 2.) technologists evaluation students per semester

(add additional steps as needed)	3.) clinical instructors discuss outcomes with the students at midterm and on their final evaluation
Results of the Institutional Effectiveness Effort:	2014 - 2015 5.98 (out 8.0). The target for this outcome was a score of 6.0. Since we are almost at 6.0, we consider this goal to be met.
Future Plans Regarding this Outcome	We will continue to monitor in the 2015-16 year to ensure that the scores remain at or above the target and will put a plan in place for improvement if the scores drop any.

Program Effectiveness Data

Radiography ARRT Certification Examination, first-attempt pass rate:

<u>Period</u>	<u>Total # Grads</u>	<u>Total # Testing</u>	<u>Total # Passing</u>	<u>5-vr rate</u>
2010-2014	133	131*	128	97.7%
Class of 2014	27	27	26	96.29%

Within 6 months of program completion

*Two students did not take the registry

Program Completion Rate:

<u>Period</u>	<u>Total # Students Beginning</u>	<u>Total # Completing</u>	<u>5-vr rate</u>
2010-2014	150	133	88.66%
Class of 2014	30	27	90%

In-field Employment Rate (within 12 months of program completion for those actively seeking)‡:

<u>Period</u>	<u># Actively Seeking</u>	<u># Finding Employment</u>	<u>5-year rate</u>
2010-2014	111	111	100%
Class of 2014	24	24	100%

‡Job placement rate is defined as the number of graduates employed in the radiologic sciences compared to the number of graduates actively seeking employment in the radiologic sciences. The JRCERT has defined not actively seeking employment as: 1) graduate fails to communicate with program officials regarding employment status after multiple attempts, 2) graduate is unwilling to seek employment that requires relocation, 3) graduate is unwilling to accept employment due to salary or hours, 4) graduate is on active military duty, and/or 5) graduate is continuing education.

Institutional Effectiveness Form

Department Name: Respiratory Care Technology

For the Academic Year: 2014 -2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a

Departmental Mission: The Respiratory Care Technology program provides a transferable degree created within a diverse educational environment which promotes the practice of critical thinking and problem solving, the development of clinical competence, and the advancement of the respiratory care profession through life-long learning.

Link between Institutional Mission and Departmental Mission:

The provision of a transferrable degree program that prepares students for life-long learning within their chosen career field.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
The student will be able to demonstrate knowledge of the basic foundations and theories directly related to the functions of Respiratory Care.	National Board Examination results > 75%	2013-2014
The student will use the skills and knowledge of technology necessary to perform duties within Respiratory Care.	Laboratory Proficiency Check-offs and Clinical Performance Evaluations.	2013-2014
Students will recognize basic Respiratory Care theory, concepts and practice in order to advance into subsequent semesters.	Retention percentage of admitted students who successfully complete all Respiratory Care core courses offered the first term of the program with a "C" or better.	2014-2015
Students will successfully demonstrate standards and regulations regarding Respiratory Care.	Student assessment via Clinical Evaluation forms by Volstate clinical faculty preceptors.	2014-2015
	Employer Surveys provided by the Commission on Accreditation for Respiratory Care (CoARC).	

Institutional Effectiveness Outcome 1:	Students will recognize basic Respiratory Care theory, concepts and practice in order to advance into subsequent semesters.
Strategic Planning Goal to Which this Outcome is Linked:	S.7 - Increase the number of students earning 24 hours at the end of spring semester.
Funds Budgeted to Support this Outcome:	Operate on the existing RPC base budget.
This Outcome will be Assessed Using:	Retention percentage of admitted students who successfully complete all Respiratory Care core courses offered the first term of the program with a "C" or better.
Baseline Data (Current Level of Performance):	2011 – 2012 = 70% retention
Three years of trend data (if available):	2013 – 2014 = 75% retention 2012 – 2013 = 85% retention
Target (Desired Level of Performance):	Greater than 70% of first semester students will successfully complete all Respiratory Care core courses offered the first term of the program.
Steps to Achieve the Target for this Outcome:	<ol style="list-style-type: none"> 1) Stating effective programmatic teaching and learning outcomes. 2) Encouraging students to remain actively involved with learning and demonstration of skills. 3) Provision of individual assessment and when necessary, remediation. 4) Restructuring the program schedule.
Results of the Institutional Effectiveness Effort:	<p>The class of 2014 - 2015 experienced a first term retention rate of 14/19 or 74%. Target was exceeded. In the past, all three of the courses listed below were taught during the same semester. RPC 220 was taught in Maymester so students only had to focus on one course. RPC 201 and 229 were taught during the 10-week summer session.</p> <p>By restructuring the program scheduling, students had more time to focus on each course.</p>
Future Plans Regarding this Outcome:	These interventions will continue in the 2015 – 2016 year and will be reassessed on the 2016 – 2017 IE plan.

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Institutional Effectiveness Outcome 2:	Students will successfully demonstrate standards and regulations regarding Respiratory Care.
Strategic Planning Goal to Which this Outcome is Linked:	Q.3 - All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs.
Funds Budgeted to Support this Outcome:	Operate on the existing RPC base budget.
This Outcome will be Assessed Using:	Student assessment via Clinical Evaluation forms by Volstate clinical faculty preceptors.
Baseline Data (Current Level of Performance):	2010 – 2011 = 100% of the class scored “satisfactory” or higher
Three years of trend data (if available):	2013 – 2014 = 100% of the class scored “satisfactory” or higher 2011 – 2012 = 100% of the class scored “satisfactory” or higher
Target (Desired Level of Performance):	100% of students will score “satisfactory” or higher on daily student clinical evaluation forms by a clinical preceptor: “Quality of Work – Maintains high quality standards”
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) Stating effective programmatic teaching and learning outcomes. 2) Encouraging students to remain actively involved with learning and demonstration of skills. 3) Provision of individual assessment and when necessary, remediation. 4) Clinical faculty completed Inter-Rater Reliability meeting to review and discuss clinical competency protocols.
Results of the Institutional Effectiveness Effort:	100% of the 2014 - 2015 class scored “satisfactory” or higher on daily student clinical evaluation forms by a clinical preceptor: “Quality of Work – Maintains high quality standards” The RPC program continues to prepare competent student clinical performance concerning high quality of work. 100% of the class scored “satisfactory” or higher for 2013-2014.
Future Plans Regarding	Continue to evaluate and monitor. Continue to exclusively require

this Outcome:	student clinical evaluation to be conducted by paid clinical faculty to enhance Inter-Rater Reliability.
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Institutional Effectiveness Outcome 3:	Students will successfully demonstrate standards and regulations regarding Respiratory Care.
Strategic Planning Goal to Which this Outcome is Linked:	Q.3 - All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process. Serves to document continuous improvement for program learning outcomes and student learning outcomes (where applicable). Includes educational programs, administrative support services programs, educational support services programs, and community/public service programs.
Funds Budgeted to Support this Outcome:	Operate on the existing RPC base budget.
This Outcome will be Assessed Using:	Employer Surveys provided by the Commission on Accreditation for Respiratory Care (CoARC).
Baseline Data (Current Level of Performance):	2010-2011 = greater than 80% of scores indicated 3.75/5.00 or higher
Three years of trend data (if available):	2012 – 2013 = greater than 80% of scores indicated 3.75/5.00 or higher 2011-2012 = greater than 80% of scores indicated 3.75/5.00 or higher
Target (Desired Level of Performance):	80% of returned employer surveys will indicate a satisfaction rate of 3.75/5.00 or higher for “(The graduate) competently performs the diagnostic procedures required on the job”
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Stating effective programmatic teaching and learning outcomes. 2.) Encouraging students to remain actively involved with learning and demonstration of skills. 3.) Provision of individual assessment and when necessary, remediation.
Results of the Institutional Effectiveness Effort:	2013 – 2014 = greater than 80% of scores indicated 3.75/5.00 or higher The RPC program continues to graduate competent therapists concerning performance of diagnostic patient care.
Future Plans Regarding this Outcome:	Continue to evaluate and monitor.



Institutional Effectiveness Form

Department Name: Rx Tennessee Grant

For the Academic Year: 2014 - 15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission:

The Tennessee Board of Regents project "A Prescription for Healthcare Training in Tennessee" (RX TN) is designed to improve opportunities for Trade Act Adjustment (TAA)-eligible workers and others in healthcare related training while at the same time meet the needs of the state-wide healthcare employers and industry. TAA-workers are dislocated employees that lost their jobs as a result of the work going off-shore.

Link between Institutional Mission and Departmental Mission:

Vol State and Rx Tennessee both have as their mission to offer degrees and prepare students for certifications in Northern Middle Tennessee. Both want to provide innovative educational programs strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Most Recent Results
Implement RX TN including Training and Student Support Prescriptions based on best of Round 1 TAACCCT grantees and other premier models	Implementation Plan developed to include detailed evidence-based strategies	Quarterly, beginning Fall 2013	Roane State has completed the implementation plan
Develop/Enhance Training Prescriptions for delivery via internet-based virtual classrooms and shared labs at consortium institutions and Identify Opportunities for Curriculum Enhancement and Delivery to additional Consortium Institutions and others.	Final approved syllabi and curriculums and related products delivered to USDOL	Quarterly, beginning Fall 2013	95% of syllabi and curriculum have been developed and all will be delivered this year; we've delivered training for 4 out of the 5 programs that Vol State committed to
Enhance the understanding of the Prior Learning Assessment (PLA) processes and implement more rigorous PLA components	PLA processes implemented for use with TAA and other eligible students	Quarterly, beginning Fall 2013	We offer PLA and want to utilize it, but no Medical Informatics students have utilized it; some non-credit students have
Implement internet-based virtual technology	Technology regularly used within the scope of RX TN implementation	Quarterly, beginning Fall 2013	We utilize D2L for classes
Deliver Training Prescriptions via internet-based virtual applications	Technology regularly used for training delivery to successfully meet RX TN outcomes	Quarterly, beginning Fall 2013	We utilize D2L for classes
Deliver Student Support Prescriptions with internet-based virtual applications	Use of technology for student coaching and other services	Quarterly, beginning Fall 2013	We've found students prefer face-to-face communication
Manage RX TN with Internet-based and other virtual applications	Technology regularly used for grant management/meetings, etc.	Quarterly, beginning Fall 2013	Vol State interacts with other consortium members via Adobe Connect

Institutional Effectiveness Outcome 1:	90% of all first-time licensure and/or certification test takers will pass on first attempt. (Phlebotomy Technician Program)
Strategic Planning Goal to Which this Outcome is Linked:	Q3
Funds Budgeted to Support this Outcome:	The certification exam is administered through National Health Career Association (NHA). VSCC will encourage students to purchase the NHA online practice exams. Funds available to pay phlebotomy instructor to hold a review session for students if requested by students.
This Outcome will be Assessed Using:	Using the NHA certification exam
Baseline Data (Current Level of Performance):	The 2014 level of performance is 84% of students pass the phlebotomy certification exam on the first try
Three years of trend data (if available):	April 5, 2014 - Aug. 9 2014 level of performance was 84% (Phlebotomy NHA certification began April 5, 2014)
Target (Desired Level of Performance):	90% first time pass rate
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Encourage students to purchase the NHA online practice exams 2.) Provide a review session for the NHA phlebotomy exam upon student request.
Results of the Institutional Effectiveness Effort:	90% of all first-time licensure and/or certification test takers passed their national exam on the first attempt. Goal was met.
Future Plans Regarding this Outcome:	Since we met our 2014-2015 school year goals, we plan to work toward attaining a 95% passage rate for first time phlebotomy certification exam takers in the 2015-2016 school year.

Institutional Effectiveness Plan for VSCC PSG Program

Department Name: Sleep Diagnostics Technology

For the Academic Year: 2014-2015 (2014 Calendar year)

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The program is designed to prepare the student for employment in a Sleep Disorder Center and to qualify students to sit for the international R.PSG.T credentialing examination.

Link between Institutional Mission and Departmental Mission:

1. Satisfying the community workforce demand for qualified polysomnographic technologists.
2. Providing a pathway for students to enter into a stable, successful, and rewarding career.
3. This certificate program can be supplemented with a general education core to complete an A.A.S. degree and prepare students for the university level.

Program Outcomes Master List	Means of Assessment	Year Outcome Assessed
<p>1. Students must possess adequate written and oral communication skills required to succeed in this profession. They must be able to communicate effectively with patients and physicians while carrying out the routine duties of the occupation.</p>	<p>This is evaluated during the application process. Students are asked to complete a questionnaire in written essay fashion. Students are also subjected to an interview during the selection process during which their verbal communication skills will be assessed. Students who are accepted into the program will also have their patient communication skills assessed during clinical rotations by the clinical preceptors.</p>	<p>While this is a goal of the program to produce graduates who possess good oral and communication skills, this is a fundamental part of the students learning that occurs prior to their acceptance into the program. Therefore, this one will not be assessed on this document. It is listed here as a continual reminder of an important applicant screening criterion.</p>
<p>2. Students should be able to compute basic mathematical processes and be able to interpret data from charts or graphs.</p>	<p>Prior to entering the program: Students are expected to be at or above college level in mathematics before entering the program.</p>	<p>This will be accessed via ACT or COMPASS score or by completion of all learning support math modules prior to formal acceptance into the program.</p>
<p>3. Basic computer skills</p>	<p>Students are encouraged to take the INFS 1010-Computer Applications course or pass the CCE prior to acceptance or during the spring semester of the program. Passage of either INFS1010 or the CCE is a degree requirement for students pursuing the A.A.S degree.</p>	<p>While this is a goal of the program to produce graduates who possess basic computer skills, this is a fundamental part of the students learning that occurs prior to their acceptance into the program. Therefore, this one will not be assessed on this document. It is listed here as a continual reminder of an important applicant screening criterion.</p>
<p>4. Critical Thinking Skills</p>	<p>This will be accessed via utilizing the data interpretation exercises section in the Registry Review Course-PSG132. It is expected that a minimum of 80% of students in this course will average greater than 12 points on the rubric.</p>	<p>Annually</p>
<p>5. Achieve basic knowledge of Human Anatomy and Physiology of the cardiopulmonary and neurological systems</p>	<p>This will be assessed by utilizing the final examination results for the PSG 101 sections. Success goal is a class average score on the exam of 80% or greater.</p>	<p>Annually</p>

6. Basic Physics knowledge in the fundamentals of electricity and electrical concepts as they apply to polysomnography.	Results of Quiz #1 in PSG110 will be utilized for this task. Goal is set at a class average score of 80% or higher on the exam.	Annually
7. Basic Pharmacology as related to sleep	Results of the "Drugs and Sleep" Quiz will be utilized for this outcome.	Annually
8. CPR(BCLS) Certification	This is a required graded activity that students must complete before the end on the PSG 120C-Clinical Practice I course.	Annually
9. Familiarity with Polysomnographic instruments and ancillary equipment. Students need to understand how each piece of equipment works as well as why and when to use it.	This will be assessed via student demonstration of understanding in the laboratory during PSG 120C. This will be assessed by the laboratory instructor. Goal proficiency is at 90% or better of the class population on clinical check-off sheets.	Annually
10. Knowledge of physiology and pathophysiology of the wake/sleep and NREM/REM cycles.	This area will be assessed via written examination. Questions # 18 & 23 from Quiz #1 of PSG 102 and overall results from Quiz # 6 in PSG 101 will be utilized for this outcome. The benchmark goal for average score on questions and the exam will be set at 80% or greater.	Annually
11. Electrical Safety	Question #15 of PSG 110 Exam #2 will be utilized for this outcome assessment. Goal is set at an average class proficiency of 92% or greater on this question due to the high importance.	Annually
12. Therapeutic intervention protocols	This is assessed utilizing the clinical check-off sheets during the 133C-Clinical Practice II course. This is a more difficult skill to master which often takes more practice time. Therefore, acceptable results will show a satisfactory evaluation on at least 75% of clinical check-off sheets in this area.	Annually
13. Students will be able to	Students will be compared with	Annually

demonstrate their knowledge of AASM scoring rules and ability to distinguish among sleep stages and recognize micro-arousals in EEG patterns, different types of scorable respiratory events, Limb movements and PLMs.	the AASM gold-standard scorer and must be within 85% accuracy to receive a passing score. Experienced scorers are expected to achieve an 85% match or better when compared to the AASM Gold-standard scorer in order to continue at this task. If our students can achieve this before entering the workforce, it should be considered a great accomplishment. For that reason, we will consider 50% or more of the class scoring over 85% successful.	
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Institutional Effectiveness Outcome 4:	Problem solving/ critical thinking improvement Students will be able to use critical thinking/problem solving skills to analyze patient data.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	-Refer to VolState strategic plan goal Q.3 -Also supplemental to the SEEK problem solving initiative, S.I.1
Funds Budgeted to Support this Outcome:	. Existing budget – no additional funds are needed
This Outcome will be Assessed Using:	A simple Rubric, or in this case a list of points that students need to pick up on. Student answers will be evaluated on their ability to support their answers utilizing their interpretations of the data.
Baseline Data (Current Level of Performance):	This was done as a group activity last year with good results. This year we will be doing this as an online activity so that students will have to answer these questions individually. This performance baseline will need to be established subsequently.
Three years of trend data	

(if available):	
Target (Desired Level of Performance):	The goal of this activity is to increase the students' understanding in regards to data interpretation. It is not expected that all answers will be the same, but rather they should be able to pick – up on certain points and be able to back up their assessments with solid reasoning. Target goal will be a 75% satisfactory completion rate for this next class.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Modifications to the PSG Registry Review Course – PSG132. 2.) More in-class discussions of scoring data during the summer PSG 120C course. 3.) Scoring sessions and demonstrations through D2L during the fall PSG132 course.
Results of the Institutional Effectiveness Effort:	I received very good results on this exercise. All students were able to achieve a successful score on the rubric. There were some very good interpretations. The average score for the 2014 class was 92.75% on the rubric with all scores falling at 75% or above. This well exceeded the goal. One more year of data will be collected before this goal is reevaluated.
Future Plans Regarding this Outcome:	Our new on-Campus Sleep Lab was utilized by this class which provided more opportunity for students to score data that they collected under the guidance of an instructor. Students were able to conduct all aspects of the procedure in a real-world scenario with expert supervision.

Institutional Effectiveness Outcome 5 :	Achieve basic knowledge of Human Anatomy and Physiology of the cardiopulmonary and neurological systems
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Refer to VolState strategic plan goal Q.3
Funds Budgeted to Support this Outcome:	Existing budget – no additional funds are needed

This Outcome will be Assessed Using:	This will be assessed by utilizing the final examination results for the PSG 101 sections.
Baseline Data (Current Level of Performance):	Middle TN class most current three-year average = 94.16% West TN class most current three-year average = 90.01%
Three years of trend data (if available):	2011-12: Average Score Middle TN= 96.45%, West TN = 83.75% 2012-13: Average Score Middle TN= 94.08%, West TN = 91% 2013-14: Average Score Middle TN= 94.1%, West TN = 86.88% 2014-15: Average Score Middle TN= 94.3%, West TN = 92.14%
Target (Desired Level of Performance):	Success goal is a class average score on the exam of 80% or greater.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	
Results of the Institutional Effectiveness Effort:	Goal Achieved
Future Plans Regarding this Outcome:	Three years of data shows that this goal has been consistently met. Continue to monitor.

Institutional Effectiveness Outcome 6:	Basic Physics knowledge in the fundamentals of electricity and electrical concepts as they apply to polysomnography.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Refer to VolState strategic plan goal Q.3
Funds Budgeted to	. Existing budget – no additional funds are needed

Support this Outcome:	
This Outcome will be Assessed Using:	Results of Quiz #1 in PSG110 will be utilized for this task.
Baseline Data (Current Level of Performance):	Middle TN class most current three-year average = 84.31% West TN class most current three-year average = 75.89%
Three years of trend data (if available):	2011 Middle TN Class = 75.78% West TN Class = 85% 2012 Middle TN Class = 85.26% West TN Class = 78.67% 2013 Middle TN Class = 85.56% West TN Class = 77% <u>2014 Middle TN Class = 82.11% West TN Class = 72%</u>
Target (Desired Level of Performance):	Goal is set at a class average score of 80% or higher on the exam.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	More video instruction content is planned in order to get both sections a little higher.
Results of the Institutional Effectiveness Effort:	Three year average for middle TN residents is above the goal set. The West TN residents dropped a little below the goal for this year. However, there was one student who ultimately did not finish the course or the program.
Future Plans Regarding this Outcome:	The west TN sections have been small classes so far, but more video instruction content is planned in order to get both sections a little higher. Stronger competition during the student selection process for West TN residents should also affect this result as the number of applicants continues to grow in that region. We have also added to the rigor of our selection process, particularly during the interviewing of candidates in order to better assess their aptitude and readiness. Some basic arithmetic and critical reasoning questions were added.

Institutional Effectiveness Outcome 7:	Basic Pharmacology as related to sleep
Strategic Planning Goal to Which this Outcome is	Refer to VolState strategic plan goal Q.3

<p>Linked:</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	
<p>Funds Budgeted to Support this Outcome:</p>	<p>. Existing budget – no additional funds are needed</p>
<p>This Outcome will be Assessed Using:</p>	<p>Results from the “Drugs and Sleep” Quiz</p>
<p>Baseline Data (Current Level of Performance):</p>	<p>First year baseline average class score on the assessment was set at 77.27%.</p>
<p>Three years of trend data (if available):</p>	
<p>Target (Desired Level of Performance):</p>	<p>A target class average score on the exam will be 80% or higher for the 2015 class.</p>
<p>Steps to Achieve the Target for this Outcome:</p> <p>(add additional steps as needed)</p>	<p>The timing of the assessment will be moved back a few days so that there is time for the instructor to remind the class during the first day meeting of the semester. The study guide for the exam will also be rewritten.</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>First year baseline average class score on the assessment was set at 77.27%. Students were instructed to study over the break for this exam, and it was given on their first day back. It appeared that the timing of the exam was the biggest contributing factor to the low scores due to the large gap between the score clusters. There were several high scores, and then there were a small number of rather low scores which appeared to be due to lack of study preparation. This was confirmed through conversations with those students.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>We think that we can increase the baseline score for next year by creating a better study guide and by moving the test date back a few days after the initial summer class meeting.</p>

Institutional Effectiveness Outcome 8:	CPR(BCLS) Certification
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Refer to VolState strategic plan goal Q.3
Funds Budgeted to Support this Outcome:	. Existing budget – no additional funds are needed
This Outcome will be Assessed Using:	This is a required graded activity that students must complete before the end on the PSG 120C-Clinical Practice I course.
Baseline Data (Current Level of Performance):	100% Success Rate
Three years of trend data (if available):	We have a 100% success rate for this outcome. This is a required element of the summer Clinical Practice I course that must be completed before students can visit clinical affiliates during the fall.
Target (Desired Level of Performance):	A 100% student completion rate is the goal. Students who do not complete this task will not be allowed to visit clinical sites during the Clinical Practice II course.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	An on campus CPR course is arranged during the summer semester for those in the class who need it. It is a grade requirement for PSG 120C.
Results of the Institutional Effectiveness Effort:	A 100% success rate has been maintained for 10 years.

Future Plans Regarding this Outcome:	Continue to monitor.

Institutional Effectiveness Outcome 9:	Familiarity with Polysomnographic instruments and ancillary equipment. Students need to understand how each piece of equipment works as well as why and when to use it.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Refer to VolState strategic plan goal Q.3
Funds Budgeted to Support this Outcome:	. Existing budget – no additional funds are needed
This Outcome will be Assessed Using:	This will be assessed via student demonstration of understanding in the laboratory during PSG 120C. This will be assessed by the laboratory instructor via utilizing the clinical check-off sheets. Students are required to demonstrate proficiency in the VSCC campus laboratory before continuing on to clinical affiliate sites.
Baseline Data (Current Level of Performance):	Since this is the main goal of the PSG 120C course, we have consistently met this goal.
Three years of trend data (if available):	All students are required to demonstrate these skills in the on-campus sleep center. To this date, a 100% satisfactory class success rate has been maintained for this outcome. We are committed to working with each student on their pace until they each achieve this goal.
Target (Desired Level of Performance):	Goal proficiency is at 90% or better of the class population on clinical check-off sheets.
Steps to Achieve the	

Target for this Outcome: (add additional steps as needed)	
Results of the Institutional Effectiveness Effort:	Goal has been consistently met.
Future Plans Regarding this Outcome:	Continue to monitor.

Institutional Effectiveness Outcome 10:	Knowledge of physiology and pathophysiology of the wake/sleep and NREM/REM cycles.																														
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Refer to VolState strategic plan goal Q.3																														
Funds Budgeted to Support this Outcome:	. Existing budget – no additional funds are needed																														
This Outcome will be Assessed Using:	This area will be assessed via written examination. Questions # 18 & 23 from Quiz #1 of PSG 102 and questions # 9 and 15 from Exam 4 of PSG 102 will be utilized for this outcome.																														
Baseline Data (Current Level of Performance):	<p>Prior 3 Yrs. Average(2 yr. Average for the CM1 section):</p> <table border="1"> <thead> <tr> <th></th> <th><u>#18</u></th> <th><u>#23</u></th> <th><u>#9</u></th> <th><u>#15</u></th> <th><u>3 yr. Ave.</u></th> </tr> </thead> <tbody> <tr> <td>PSG 102 C01</td> <td>96.49%</td> <td>69.29%</td> <td>89.28%</td> <td>94.64%</td> <td>87.43%</td> </tr> <tr> <td>PSG 102 CM1</td> <td>100%</td> <td>80%</td> <td>100%</td> <td>90%</td> <td>92.5%</td> </tr> </tbody> </table>		<u>#18</u>	<u>#23</u>	<u>#9</u>	<u>#15</u>	<u>3 yr. Ave.</u>	PSG 102 C01	96.49%	69.29%	89.28%	94.64%	87.43%	PSG 102 CM1	100%	80%	100%	90%	92.5%												
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	<p><u>PSG 102 CM1</u></p> <p>2010 Prior to west TN offering of this course</p> <p>2011 100% 100% 100% 100%</p> <p>2012 100% 60% 100% 80%</p> <p>2013 85.27% 57.14% 71.43% 85.71%</p> <p>2014 85.71% 57.14% 100% 79.43%</p> <p>2013 average score for CM1 section = 80.57%</p>
Target (Desired Level of Performance):	The benchmark goal for average score on all questions is set at 80% or greater.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	
Results of the Institutional Effectiveness Effort:	Overall averages for both class sections in this category have consistently met the goal. However, there does appear to be some room for improvement, particularly with west TN students regarding normal sleep architecture, so we will continue to focus more attention to this outcome. The data appears to show a division between the two sections on this one with the CM1 section scoring much lower. However, there are only three previous years of data for that section and both of those years had a very small class size meaning that the CM1 section result is still yielding a less significant result than the C01 section.
Future Plans Regarding this Outcome:	We have asked for a part time position to be added for the west TN area. This position could be utilized for more face time with students in that area. The only presence we have there currently is one adjunct instructor for the Clinical Practice I & II Courses. An effort will be made to make sure we talk more about normal sleep architecture when we have face time with the West TN students.

Institutional Effectiveness Outcome 11:	Electrical Safety Protocol. Students will demonstrate sufficient knowledge of electrical safety in regards to ground loop creation.
Strategic Planning Goal to Which this Outcome is Linked:	Refer to VolState strategic plan goal Q.3

(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)											
Funds Budgeted to Support this Outcome:	. Existing budget – no additional funds are needed										
This Outcome will be Assessed Using:	Question #15 of PSG 110 Exam #2 will be utilized for this outcome assessment.										
Baseline Data (Current Level of Performance):	3 prior yr. average: PSG 110 C01 = 88.75% PSG 110 CM1(2 yr. average) = 87.5%										
Three years of trend data (if available):	<table> <tr> <td>2010 PSG 110 C01 = 94.44%</td> <td>West TN not offered yet</td> </tr> <tr> <td>2011 PSG 110 C01 = 82.35%</td> <td>PSG 110 CM1 = 75%</td> </tr> <tr> <td>2012 PSG 110 C01 = 89.47%</td> <td>PSG 110 CM1 = 100%</td> </tr> <tr> <td>2013 PSG 110 C01 = 88.89%</td> <td>PSG 110 CM1 = 100%</td> </tr> <tr> <td>2014 PSG 110 C01 = 84.21%</td> <td>PSG 110 CM1 = 57.14%</td> </tr> </table>	2010 PSG 110 C01 = 94.44%	West TN not offered yet	2011 PSG 110 C01 = 82.35%	PSG 110 CM1 = 75%	2012 PSG 110 C01 = 89.47%	PSG 110 CM1 = 100%	2013 PSG 110 C01 = 88.89%	PSG 110 CM1 = 100%	2014 PSG 110 C01 = 84.21%	PSG 110 CM1 = 57.14%
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Target (Desired Level of Performance):	Because of the importance, the goal is set at an average class proficiency of 92% or greater on this question.										
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	We will continue to stress this point during the Clinical Practice I course as well as in the didactic portion of the PSG 110 course. Students will be asked to explain/demonstrate this to the instructor during the Clinical Practice I.										
Results of the Institutional Effectiveness Effort:	2014 PSG 110 C01 = 84.21% PSG 110 CM1 = 57.14% We were not able to meet the goal of this outcome measure this year. Again, the west TN section scored lower.										
Future Plans Regarding this Outcome:	Continue to monitor. The 2015 class will be asked to explain/demonstrate this to the instructor during the Clinical Practice I. We will evaluate the effectiveness of this tactic on next year's IEP.										

Institutional Effectiveness Outcome 12:	Therapeutic Interventions
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Refer to VolState strategic plan goal Q.3
Funds Budgeted to Support this Outcome:	. Existing budget – no additional funds are needed
This Outcome will be Assessed Using:	This is assessed utilizing the clinical check-off sheets during the 133C-Clinical Practice II course.
Baseline Data (Current Level of Performance):	
Three years of trend data (if available):	
Target (Desired Level of Performance):	This is a more difficult skill to master which often takes more practice time. Therefore, acceptable results will show a satisfactory evaluation on at least 75% of clinical check-off sheets in this area.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	
Results of the Institutional Effectiveness Effort:	Student results from the Clinical Check-off sheets have shown a consistent attainment of the goal.
Future Plans Regarding this Outcome:	Continue to monitor. We will also begin offering more on-campus lab time for students since our new facility is ready. We are also considering the development of a new version of the Clinical Check-off Sheets. This was discussed and approved during our

	most recent Advisory Board meeting. When the new version is utilized, a new baseline will need to be set.
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Institutional Effectiveness Outcome 13:	Students will be able to demonstrate their knowledge of AASM scoring rules and ability to distinguish among sleep stages and recognize micro-arousals in EEG patterns, different types of scorable respiratory events, Limb movements and PLMs.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Refer to VolState strategic plan goal Q.3
Funds Budgeted to Support this Outcome:	This service is funded by funds generated by the campus-wide technology access fee.
This Outcome will be Assessed Using:	Online scoring comparison exams from the AASM will be purchased and utilized as a means of assessing how students are progressing. This online service will send individualized reports of student success/failure. Students will be compared with the AASM gold-standard scorer and must be within 85% accuracy to receive a passing score. It is worth mentioning that the AASM Gold-standard scorer has been criticized for his inaccuracy, but the AASM has assured me that they are working on getting new people to serve as scoring experts for comparison. It is also worth noting that these exams vary greatly in difficulty, depending on the patient data that is selected for each month. This service is provided online and the AASM forwards the report to VSCC. This service complements our online format of the program well.
Baseline Data (Current Level of Performance):	This is a relatively new project, so there is no historic baseline to compare to. Experienced scorers are expected to achieve an 85% match or better when compared to the AASM Gold-standard scorer in order to continue at this task. If our students can achieve this before entering the workforce, it should be considered a great accomplishment.
Three years of trend data (if available):	2013 – all but one student passed on first try. 2014 –13/15, or 87% passage

Target (Desired Level of Performance):	Since our initial target goal of greater than 50% of the class to achieve an 85% score on the comparison was well surpassed, we raised this goal to an 80% success rate for the class as a whole.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) We are planning to make this a required activity. 2.) Additional scoring instruction has been implemented into the PSG120C course. 3.) Online scoring comparison exams were purchased from the AASM and utilized as a means of assessing how students are progressing.
Results of the Institutional Effectiveness Effort:	Passage rate for the 2014 class was 87%. This was an impressive outcome for a task that has been historically delegated only to more experienced technologists.
Future Plans Regarding this Outcome:	We will continue to offer this to our students and will monitor the results annually. No changes to the curriculum appear to be needed at this time.

Institutional Effectiveness Program Outcome 14:	To increase enrollment of students in the west TN section of the sleep diagnostics program.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Refer to VolState strategic plan goals A.1 and S.2
Funds Budgeted to Support this Outcome:	There will likely be some travel expense added; estimated at \$300-\$500
This Outcome will be Assessed Using:	Enrollment numbers from west TN residents.

Baseline Data (Current Level of Performance):	We currently have five west Tennessee residents enrolled in this program.
Three years of trend data (if available):	2013 West TN resident enrollment = 5 students 2014 West TN resident enrollment = 7 students 2015 West TN resident enrollment = 10 students
Target (Desired Level of Performance):	We would like to maintain at least ten students in the west TN section annually.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	We added more adjunct hours to the west TN clinical instructor in order to create more of a presence in the area. We will continue to seek out new clinical affiliates in the west TN area and monitor the interest in LA.
Results of the Institutional Effectiveness Effort:	We saw a strong increase in interest for the 2015 year. We are seeing an increase in applicant numbers and enrollment has risen for the second year in a row. We have seen increased interest from residents of Louisiana and East TN as well. We have finally met our minimum enrollment number for that region, but we still expect future growth.
Future Plans Regarding this Outcome:	It would still be very helpful to have more of a presence in the area for marketing purposes. A part-time clinical coordinator in the area would likely help to increase our ability to market this program to the community and sleep centers in west TN. We currently are using an adjunct to teach our two clinical courses to west TN residents.

Institutional Effectiveness Form

Department Name: University Parallel A.A./A.S.

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: University Parallel is designed for transfer and to assist students in learning core skills to help them succeed in future studies. The program consists of the general education core with courses designed to provide students with a foundation for undertaking specialized studies in transfer programs. The purpose of general education courses is to involve students in the inquiry into cultural traditions, values, and assumptions and to assist students in developing and refining the fundamental skills needed to think critically and community effectively in contemporary society.

Link between Institutional Mission and Departmental Mission: University Parallel provides core subjects in the General Education curriculum to build students' abilities to function effectively in a variety of roles, promoting the development of skills necessary for students to succeed in their major fields of academic study. This is in direct relationship to the institutional mission to prepare students for successful careers, university transfer, and meaningful civic participation in a global society.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Students will use problem-solving as an application of critical thought	CAT Test Scores; ETS Exit Exam; Alumni survey; CCSSE	2016-2017
Students will understand and apply knowledge of the foundations and practice in the scientific method of inquiry	ETS Exit exam; Common final exam questions; Alumni survey	2015-2016
Students will understand and apply knowledge of the foundations and practice in relevant mathematical skills	ETS Exit exam; Common final exam questions; Alumni survey	2016-2017
Students will demonstrate effective oral communication skills	Program Rubrics; CCSSE; ETS Exit exam; Common final exam questions	2014-2015
Students will demonstrate effective written communication skills	Program assessments/Rubrics; CCSSE; ETS Exit exam; Common final exam questions	2016-2017
Students will identify and analyze both national and global societal challenges	ETS Exit exam; CCSSE; Alumni survey; Common final exam questions	2014-2015
Students will analyze and respond to the arts	VPA pre- and post-test	2015-2016
Students will demonstrate computer technology skills to support academic and professional achievement and general knowledge of the larger impact of computers on society	INFS 1010 pre- and post-test; GBA exit exam; Alumni survey; CCE	2014-2015

Institutional Effectiveness Outcome 1:	Students will identify and analyze both national and global societal challenges.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3.
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	<p>Outcome has been assessed in Social Science courses previously, primarily by examining results of the Alumni Survey to determine how often students are participating in analysis of complex information.</p> <p>The English Department would like to determine how they are doing as they contribute to conversations about national and global societal challenges and will complete assessments and establishment of baseline data in English Literature courses at the end of spring 2015 to supplement data in the Social Science division.</p>
Baseline Data (Current Level of Performance):	<p>To be established within English Department in Spring 2015</p> <p>Data from the Alumni Survey in 2011-2012, as one method for assessing how students analyze national and global societal challenges, has shown:</p> <p>On question 4f, how often students had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values, students reported these conversations took place very often (18.8%, n=93), often (28.9%, n= 143), and sometimes (37.4%, n=185).</p> <p>On question 6c, how much coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships, students reported that coursework emphasized this very much (27.1%, n=136), quite a bit (39.8%, n=200), and some (28.1%, n=141).</p> <p>On question 7b, to what extent VSCC emphasized encouraging</p>

	contact among students from different economic, social, and racial and ethnic backgrounds, student reported this was emphasized very much (26.6%, n=132), quite a bit (31.2%, n=155), and some (30%, n=149).
Three years of trend data (if available):	Information from last Alumni Survey administration included above.
Target (Desired Level of Performance):	Establish baseline data based on assessment in Literature courses
Steps to Achieve the Target for this Outcome: <small>(add additional steps as needed)</small>	<ol style="list-style-type: none"> 1.) Form committees to create assessments. 2.) Assess students in fall 2014 and spring 2015 to establish baseline data.
Results of the Institutional Effectiveness Effort:	<p>An English departmental committee created a literature assessment that was adopted and implemented in a pilot during the spring semester. Four literature classes participated in the pilot, including two ENGL 2030 Experience of Literature classes, on ENGL 2120 American Literature since 1865, and one ENGL 2310 World Literature to 1625. The total participating students was N=123. Literature students performed best in Analysis and Articulation with a mean of 3.56, slightly above average while Writing Skills performed at a mean of 3.45, and the total grade mean was 2.69 below average.</p> <p>The results are included below.</p> <div style="text-align: center;">  <p>Literature Rubric Analysis Report (Sprin</p> </div>
Future Plans Regarding this Outcome:	<p>The department will review the assessment to determine if further refinement is necessary. Target levels are listed below to improve all areas, and literature faculty will review and analyze the relationship and differences between performance in the assessment areas and course grades.</p> <p>Future target:</p> <ol style="list-style-type: none"> 1. Increase the mean score for Analysis and Articulation to 4.0. 2. Increase the mean score for Assessment of Relationships and Culture to 4.0. 3. Increase overall performance to a mean score of 3.75.

Institutional Effectiveness Outcome 2:	Students will demonstrate computer technology skills to support academic and professional achievement and general knowledge of the larger impact of computers on society.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3.
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	INFS 1010 pre- and post-test data
Baseline Data (Current Level of Performance):	In 2013-2014, students demonstrated a 21.1 average point difference between pre- and post-test scores on the INFS pre- and post-tests.
Three years of trend data (if available):	2011-2012: 14.1 average point difference between INFS 1010 pre- and post-test scores 2012-2013: 16.2 average point difference between INFS 1010 pre- and post-test scores 2013-2014: 21.1 average point difference between INFS 1010 pre- and post-test scores
Target (Desired Level of Performance):	Average point difference of 24 points between INFS 1010 pre- and post-test scores.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Department faculty will review INFS 1010 pre- and post-test questions and data. 2. Department faculty will discuss how to utilize new INFS 1010 textbook to better help students improve their technology skills and implement strategies discussed. 3. Department faculty will again review INFS 1010 pre- and post-test data following the use of the new textbook to determine how to better use textbook so students receive information or practice to better demonstrate computer technology skills.
Results of the Institutional Effectiveness Effort:	Faculty who teach INFS 1010 in the Business and Technology division met at the beginning of the Fall 2014 semester to discuss results of the INFS pre- and post-tests from previous years. They

	<p>discussed how the class is taught and how they assess students' demonstration of computer technology skills. They talked about the structure of the new textbook that allowed students to read "how to" sections and then to practice the skills learned in "pause & practice" exercises and how to best implement. Faculty then worked with students to utilize the new textbook and help them understand how to use the text and other course materials to improve their computer technology skills.</p> <p>The pre-test average across sections for Fall 2014 was 44.2 and the post-test was 69.1, with a difference of 24.9. The pre-test average across sections for Spring 2015 was 43.8 and the post-test was 74.7, with a difference of 30.9. The pre- and post-test data demonstrates a 27.9 average point difference in 2014-2015.</p>
Future Plans Regarding this Outcome:	<p>Departmental faculty will continue to brainstorm how to better help students learn and demonstrate computer technology skills. They will discuss how to further improve the INFS 1010 course and how to continue improving the use of the new textbook to better address student learning outcomes.</p>

Institutional Effectiveness Outcome 3:	Students will demonstrate oral communication skills by managing and coordinating basic information gathered from multiple sources.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	SPCH 1010/103 Assessment
Baseline Data (Current Level of Performance):	The Speech Rubric data for 2013 indicates that students receive an average score on each of the outcomes of: Outcome #1: 4.05

	<p>Outcome #2: 4.05 Outcome #3: 3.9 Outcome #4: 3.95 Outcome #5: 3.85</p> <p>These scores demonstrate that the greatest area of weakness was seen in outcome #5 (students are able to manage and coordinate basic information gathered from multiple sources).</p>
Three years of trend data (if available):	<p>The Speech Rubric used the scale for outcome assessment with 1 = poor and 5= excellent. A score of 3 indicated students met the competency. Data provided from rubrics in SPCH 1010/103.</p> <p>Outcome #1: 2011 = 4.0; 2012 = 4.15; 2013 = 4.05 Outcome #2: 2011 = 4.0; 2012 = 4.2; 2013 = 4.05 Outcome #3: 2011 = 3.95; 2012 = 3.95; 2013 = 3.9 Outcome #4: 2011 = 3.95; 2012 = 4.1; 2013 = 3.95 Outcome #5: 2011 = 3.8; 2012 = 3.9; 2013 = 3.85</p>
Target (Desired Level of Performance):	<p>Increase scores for outcome #5, students are able to manage and coordinate basic information gathered from multiple sources, by 2.6% to a mean score of 3.95.</p>
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Review Speech Rubric with department faculty. 2.) Discuss strategies for addressing how students manage and coordinate information gathered from multiple sources during department retreat and how this SLO impacts students' ability to demonstrate effective oral communication skills. 3.) Implement ideas developed during retreat in SPCH 1010 and 103 courses.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1.) Department faculty reviewed the speech rubric at the beginning of the Fall 2014 semester. Faculty discussed how to implement speech assignments to increase achievement in the five outcomes identified above in relation to the adoption of a new SPCH 1010 textbook. The new book was chosen to provide a better foundation for course content. 2.) During the Spring retreat, department faculty discussed the strategies they had used to implement speech assignments to increase achievement in the five learning outcomes, with specific attention to helping students manage and coordinate information gathered from multiple sources. Data from the Speech Rubric indicated students received an average score on each outcome of: Outcome #1: 4.22 Outcome #2: 4.22 Outcome #3: 4.17 Outcome #4: 4.03 Outcome #5: 3.95

	<p>Aligning the outcomes with methods to better deliver speech assignments and materials led to an increase in scores for outcome #5 by 2.6%. In fact, each SLO demonstrated an increase in student achievement, which provides further evidence that students demonstrated effective oral communication skills in SPCH 1010 and SPCH 103.</p> <p>3.) Department faculty realized that the retreat is too late in the academic year to implement new ideas, but will work to further address these outcomes in 2015-2016 based on their discussion.</p>
Future Plans Regarding this Outcome:	<p>Data from speech rubrics in SPCH 1010 and SPCH 103 demonstrate that students earn higher scores if enrolled in SPCH 1010, possibly correlated with the attention faculty provided to the redesign of the SPCH 1010 course or the implementation of the new SPCH 1010 textbook. Further, newer adjunct faculty demonstrated lower rates of success in helping their students learn the material well. At the beginning of the Fall 2015 semester, department faculty will discuss how to offer more effective training for adjuncts, implementation of speech norming sessions to help full- and adjunct faculty better assess these learning outcomes, and will further explore how to teach students how to manage and coordinate basic information gathered from multiple sources and how to use this outcome to help students further demonstrate effective oral communication skills.</p>

Institutional Effectiveness Outcome 4:	Improve student performance at transfer institutions
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	NCCBP Student Performance at Transfer Institutions

Baseline Data (Current Level of Performance):	VSCC students earn a cumulative GPA of 2.88 in their first year at a transfer institution, which is lower than the national average. The national average GPA, reported on the NCCBP, is 2.92.
Three years of trend data (if available):	2012: VSCC cumulative GPA equals 2.92; NCCBP cumulative GPA reported equals 2.91 2013: VSCC cumulative GPA equals 3.01; NCCBP cumulative GPA reported equals 2.93 2014: VSCC cumulative GPA equals 2.88; NCCBP cumulative GPA reported equals 2.92
Target (Desired Level of Performance):	Improve VSCC cumulative first-year GPA to 2.92 to meet or exceed national averages.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Ad hoc committee will review current course outcomes for VSCC 1000, will review similar courses at other institutions, and will review research about best practices for college success classes. 2.) Ad hoc committee will revise course outcomes, as necessary, using the information obtained during research and propose new outcomes to VSCC administration. 3.) New format of VSCC 1000 will be piloted in Spring 2015 in conjunction with Learning Support Reading co-requisite courses. 4.) VSCC administration will determine in which academic programs to require new VSCC 1000 course.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1.) An ad hoc committee made up of 10 VSCC faculty and staff met during Fall 2014 to review the current VSCC 1000 syllabus, to review sample syllabi from other institutions, and to talk about best practices research. The committee also talked with faculty who have been teaching the class and talked with faculty who teach Reading about what the plans were to implement VSCC 1000 with the co-requisite Reading course. 2.) The committee reviewed the learning outcomes listed in the syllabus and discussed additional needs based on best practices research, based on the needs of the co-requisite plan, and based on needs in the academic programs and in the workplace. Nine outcomes were proposed for VSCC 1000, included in the document below.  VSCC 1000 Task Force Executive Sumr 3.) The new VSCC 1000 course was piloted with READ 0810 during the Spring 2015 semester. 4.) VSCC administration determined that all students requiring

	<p>Learning Support co-requisite classes will be required to complete VSCC 1000. Additionally, all students who declare a University Studies A.A. or A.S. degree program will be required to complete VSCC 1000.</p> <p>The impact of this change will not be measureable for a couple years, however VSCC faculty feel that VSCC 1000 learning outcomes more closely match the needs of our students, address outcomes within best practices research, and better help students prepare for future college coursework. NCCBP data for 2014-2015 is not yet available.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>The steps taken to impact student performance at transfer institutions will not demonstrate a change in cumulative first-year GPA for at least two years. VSCC will continue to monitor the progress of the VSCC 1000 course and re-evaluate to determine whether or not additional changes should be made to address student needs, and the needs of transfer institutions and employers.</p>

Institutional Effectiveness Form

Department Name: **Veterinary Technology**

For the Academic Year: **2014-2015**

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission:

The mission of the Veterinary Technology Program is to provide high quality education and clinical experiences enabling students to attain licensure and gainful employment.

Link between Institutional Mission and Departmental Mission:

VSCC and the Vet Tech Program want to provide quality education. The student’s clinical experiences, required by the Program, comply with the College’s mission of strengthening community partnerships.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
95% passage rate of the National Veterinary Technician Exam on the first try	NVTE data	Every
100 % placement rate of graduates	Employment survey	Every
Students will communicate in a professional manner in all formats.	Vet 101: Oral presentation and VET 215: client education handout	Every
Students will safely and effectively administer prescribed drugs to patients.	VET 120: questions 1-7 on the Final	Every

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Students will accurately dispense and explain prescribed drugs to clients.	VET 120: paper	Every
Students will demonstrate and perform patient assessment techniques in a variety of animal species.	VET 125, 230, 220, In class skills for exotics, dogs, cats, horses, and cattle	Every
Students will understand and demonstrate husbandry, nutrition, therapeutic and dentistry techniques appropriate to various animal species.	VET 101, 230, 220: in class skills VET 101: questions 1 and 2 on Final	Every
Students will safely and effectively manage and maintain patients in all phases of anesthesia.	VET 220: in class skills and questions 1-4 on the Final	Every
Students will safely and effectively select, utilize and maintain anesthetic delivery and monitoring instruments and equipment.	VET 220: in class skills	Every
Students will understand and integrate all aspects of patient management for common surgical procedures in a variety of animal species.	VET 220: in class skills and questions 5 and 6 on the Final	Every
Students will understand and provide the appropriate instruments, supplies and environment to maintain asepsis during surgical procedures.	VET 220: in class skills and question 7 on the Final	Every
Students will properly package, handle and store specimens for laboratory analysis.	VET 230: in class skills	Every
Students will properly carry out analysis of laboratory specimens.	VET 230 & 215: in class skills and questions 1-5 on the Final	Every
Students will safely and effectively produce diagnostic radiographic and non-radiographic images.	VET 210: in class skills and questions 1-5	Every
Students will safely and effectively handle common laboratory animals used in animal research.	VET 125: paper and presentation on animal research and in class skills	Every
Students will understand the approach to providing safe and effective care for birds, reptiles, amphibians, guinea pigs, hamsters, gerbils, and ferrets.	VET 125: in class skills and questions 1-5 on the Final	Every

(For Academic Departments Only) List all Learning Outcomes:

Outcome – VTA Students	Means of Assessment	Year Outcome Assessed
Students will demonstrate communication skills in all formats	Written and oral presentations	Every
Students will demonstrate understanding of office and hospital procedures	VTA 130: questions 1-5 on final	Every
Students will demonstrate proper examination room procedures	VTA 150: in class skills	Every
Students will demonstrate understanding of basic surgical and nursing skills	VTA 140: in class skills and questions 1 – 5 on the final	Every
Students will demonstrate proper laboratory skills and understanding of veterinary equipment	VTA 140: in class skills and question 6 – 10 on the final	Every
Students will demonstrate knowledge of animal husbandry in a variety of species	VTA 120: questions 1-5 on the final	Every

Institutional Effectiveness Outcome 1:	95% passage rate for the VNTE on the first try
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	This aligns with the Key Priority of Student Success. To become a licensed Veterinary Technician in the state of Tennessee, the student must pass the VNTE.
Funds Budgeted to Support this Outcome:	Existing departmental base budget
This Outcome will be Assessed Using:	VNTE data supplied to Program Director at close of each VNTE exam, 3 times a year. Data breaks down scores by domain for feedback into curriculum and VTNE preparation.
Baseline Data (Current Level of Performance):	Class of 2013 first time passage rate average over a 1 year period was 53.8%
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	95% passage on first attempt
Steps to Achieve the	1.) Incorporate VNTE practice into the VET 215 class

<p>Target for this Outcome: (add additional steps as needed)</p>	<p>2.) Increase advising of students, ensuring that they graduate when they have completed the VET classes. Decrease the number of students that are finished with core classes but cannot graduate because they have general education classes to take. 3.) Provide iPads for in class usage to increase student engagement and practice of computerized tests.</p>  <p>Vet Tech Mobile Plan.docx</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>The Class of 2014 had already graduated before this plan was initiated. The Class of 2015 will be the first class that has had these accommodations. 4 out of 20 of the 2015 students must take a summer course before they can graduate and take the National Board. Class of 2014 first time passage rate average over a 1 year period was 38.5%</p>    <p>534-Official-School 2014 2 Summer.pdf 534-Official-School 2014 3 Fall.pdf 534-Official-School 2015 1 Winter.pdf</p>
<p>Future Plans Regarding this Outcome:</p>	<p>Continue the above steps and reassess next year.</p>

<p>Institutional Effectiveness Outcome 2:</p>	<p>Students will understand and integrate all aspects of patient management for common surgical procedures in a variety of animal species.</p>
<p>Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	<p>This aligns with the Key Priority of Success. A student that can successfully manage a patient in all aspects of a surgical procedure will be an asset to a veterinary clinic, increasing job placement.</p>
<p>Funds Budgeted to Support this Outcome:</p>	<p>Existing departmental base budget</p>
<p>This Outcome will be Assessed Using:</p>	<p>VET 220: completion of in class skills and questions 1-5 on the Final Exam Skills linked to this outcome: prepare surgical site, position patient for procedure, provide surgical assistance, and provide Post-operative care.</p>

Baseline Data (Current Level of Performance):	Students have completed skills, but particular test questions were not tracked.
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	100% completion
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Increase animal contact time throughout the program 2.) Develop mock surgical setups that are more realistic 3.) Purchase a cautery machine allowing students to become more familiar with the equipment.
Results of the Institutional Effectiveness Effort:	Students completed all the surgical skills with either a satisfactory or excellent Questions 1-5 on the final were answered correctly by 85% of the students.
Future Plans Regarding this Outcome:	Continue the above steps and reassess next year.

Institutional Effectiveness Outcome 3:	Promote the new Veterinary Technician Assistant (VTA) Program with an increase in class size for Summer 2015
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	This outcome aligns with the Key Priority of Access. Not all students are willing or able to complete the rigorous Vet Tech Program, yet they want to work with animals. This program will give students entry level veterinary assistant skills needed to work in clinical practices, pet stores, or laboratory facilities.
Funds Budgeted to Support this Outcome:	Existing departmental base budget
This Outcome will be Assessed Using:	Number of December 2014 graduates
Baseline Data (Current Level of Performance):	None
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	10 graduates
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Work with PR to develop a marketing/promotional plan for in-house and high school use 2.) Visit/recruit high schools in the Vol State area and educate counselors about the program 3.) Work with Advising to better understand the difference

	between Veterinary Technology and Veterinary Assistant
Results of the Institutional Effectiveness Effort:	There were 9 students that graduated December 2014 with a Veterinary Assistant technical certificate. There were 5 students that were able to complete the Animal Care Certificate as part of the teach out plan. There are 15 students enrolled in the Summer 2015 VTA classes.
Future Plans Regarding this Outcome:	Continue the above steps and reassess next year.

Institutional Effectiveness Outcome 4:	Paper work necessary for continued AVMA accreditation
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	This aligns with the Key Priority of Success. Accreditation is required for licensure of Veterinary Technology graduates.
Funds Budgeted to Support this Outcome:	E10015
This Outcome will be Assessed Using:	Continued AVMA Accreditation
Baseline Data (Current Level of Performance):	Initial Accreditation
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	Full Accreditation
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) Complete Director Survey and Annual Report in a timely manner 2) Use the assessment tools that have been developed (employment and graduate surveys, VTNE pass rate and SLOs) to continually improve the program 3) Improve the successful completion of all essential skills 4) Stay compliant with all USDA regulations
Results of the Institutional Effectiveness Effort:	Continued initial accreditation status was granted in April 2015. The next annual report is due spring 2016. There are no critical or major deficiencies that will need addressing in the next annual report.

	  VSCC AR152.docx VSCC AR15 Ltr.pdf
Future Plans Regarding this Outcome:	Continue the above steps and reassess next year.

Institutional Effectiveness Form

Department Name: Visual and Performing Arts

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The purpose of the Visual and Performing Arts Department at Volunteer State Community College is: to promote and coordinate the growth of the arts on the campus of Volunteer State College by providing high quality learning experiences to engage students in aesthetics values and creative expression; to promote and generate arts education to Sumner and the surrounding counties of the Mid-Tennessee area; to coordinate and facilitate efficiencies of budget and “Arts Alive” activities on campus; to meet the diverse needs of the Arts faculty and students of all the arts programs; to promote excellence in teaching and learning by strengthening quality and continuous improvements in each discipline as a collaborative department.

Link between Institutional Mission and Departmental Mission: VSCC faculty advocate for the arts by participating both within the classroom and within the community. Faculty members are involved in a variety of activities such as serving on local arts councils, working with community theaters, bringing visual and performing art participation to communities made up of low-income people and at-risk youth, hosting church Christmas musical and stage programs, and maintaining memberships in or serving on committees for art related associations. Within the educational system, faculty members at VSCC have served on the music committee for the Tennessee Board of Regent's to restructure common course rubrics and transfer paths for college music, theater and art programs across Tennessee. VSCC is offering 2 new certificates in arts curriculum since Fall 2011: Bluegrass Music and an Associate of Fine Arts degree in Music. A new Entertainment Media, which were developed by faculty members, involves additional courses in the Visual and Performing

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Students will identify and analyze the cultural heritage and the social aspects of cultures.	VPA Pre Posttest Comparison	All
Students will improve on their ability to apply critical thought processes to the clarification and appraisal values of various art forms	VPA Writing Rubric for Assessing a Live Concert, Play or Art Exhibit	All

Institutional Effectiveness Outcome 1:	Students will improve their ability to identify and analyze the cultural heritage and the social aspects of cultures.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	\$500
This Outcome will be Assessed Using:	VPA Pre Post-test Comparison
Baseline Data (Current Level of Performance):	Fall 2013: Increase of 11.77% on post-test scores as compared to pre-test scores Spring 2014: Increase of 14.99% on post-test scores as compared to pre-test scores
Three years of trend data (if available):	% of increase on post-test scores as compared to pre-test scores for the semester indicated: Fall 2010: 10.21% Spring 2011: 11.48% Fall 2011: 15.89% Spring 2012: 16.32% Fall 2012: 12.92% Spring 2013: 18.55% Fall 2013: 11.77% Spring 2014: 14.99% Fall 2014: 13.94% Spring 2015: 14.13%



Copy of 2015
Pre-Post Test Analysis

Target (Desired Level of Performance):	Increase in difference between pre- and post-test scores to 15%. An increase of this magnitude will demonstrate that students have improved their ability to identify and analyze the cultural heritage and the social aspects of culture.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none">1.) VPA faculty will meet to discuss pre and post-test scores.2.) Department faculty will revisit guidelines for improvement by monitoring student participation on the pre and post-tests.3.) Department faculty will examine the testing process, assessing for challenges students may face while completing the pre and/or post-test4.) Department faculty will train new adjunct faculty in administering the pre and post-tests5.) Department faculty will examine teaching methods and materials that could improve student performance in this area with faculty
Results of the Institutional Effectiveness Effort:	<p>Faculty met on 08/20/14 to discuss pre and post-test scores. They recommended allowing extra time on both assignments to improve scores, noting that it takes a lot of time to open musical and pictorial items, increasing the length of time to take tests. New faculty members were trained for administering these tests.</p> <p>The pre-test average for Spring 2015 was 53.75 and the post-test average was 67.88, with a difference of 14.13%. Across all courses, and for the majority of terms, average Post-test scores are significantly higher than Pre-test scores indicating the curriculum is value-added. Unfortunately this percent increase did not meet our target, but given the significant increase in average post-test scores in comparison to average pre-test scores, department faculty see how students were able to improve their ability to identify and analyze the cultural heritage and the social aspects of culture through their ability to respond appropriately to the arts.</p>

Future Plans Regarding this Outcome:	<p>The VPA faculty will continue to have dialogue concerning the results of the assessment instruments. Work is needed by faculty to increase the number of students to complete both assignments. With the upcoming VPA Audit (Fall 2015), individual area program goals and student learning outcomes will be discussed. Increase and monitor THEA 1030 participation in both instruments.</p>
Institutional Effectiveness Outcome 2:	<p>Students will improve on their ability to apply critical thought processes to the clarification and appraisal values of various art forms</p>
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	<p>Q.3</p>
Funds Budgeted to Support this Outcome:	<p>\$500</p>
This Outcome will be Assessed Using:	<p>VPA Writing Rubric for Assessing a Live Concert, Play or Art Exhibit</p>
Baseline Data (Current Level of Performance):	<p>2013-2014 Average Rubric Scores:</p> <ul style="list-style-type: none"> - Analysis and evaluation of the artistic experience or event: 3.81 - Personal insight and response: 3.86
Three years of trend data (if available):	<p style="text-align: center;">  VPA Writing Assessment Rubric2! </p>
Target (Desired Level of Performance):	<p>Increase average score to 4.0 or higher in each category of the rubric. An increase in the average score of the rubric will demonstrate that students have improved their ability to apply critical thought to the analysis of the art form about which they</p>

	are writing.
<p>Steps to Achieve the Target for this Outcome:</p> <p>(add additional steps as needed)</p>	<p>1.) Meet with faculty to discuss rubric results. Agenda will include:</p> <ul style="list-style-type: none"> • Revisiting the VPA Writing Assessment tool • Setting consistent standards • Norming session <p>2.) Hold workshops for faculty in consensus grading with the writing rubric</p> <p>3.) Set up norming session with new adjunct faculty.</p> <p>4.) Department faculty will redesign the assignment requirements in order to make sure that the writing assignment directions are standardized</p> <p>5.) Department faculty will make changes to give the students the same amount of time to take the assessment</p> <p>6.) Department faculty will discuss giving potential borderline line students a chance to rewrite the assignment for a better grade</p> <p>7.) Department faculty will set the parameters for students rewriting the assignment to allow teacher/student interaction on revising the paper</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>Faculty in the Visual and Performing Arts department met at the beginning of the Spring 2015 to set guidelines and graded a cross section of student papers. In-depth discussions were held by faculty on the justification of graded content. Adjuncts participated in the same process during their orientation. Standardizing the assignment requirements was done to improve student learning and subsequent student performance on the rubrics.</p>

	<p>Average student scores for this year were:</p> <ul style="list-style-type: none">• Assignment is understood and covers the material in a manner that meets the needs of the discipline: 4:01• Analysis and evaluation of the artistic experience or event: 3.96• Personal insight and response: 4.03• Writing Skills: 3.88• Overall: 3.79 <p>Two areas had marked increase over the 4.0 target; one area had a .01 improvement and one had a .02 decline. The overall improvement on rubric scores over the previous year demonstrate that faculty efforts to help students better apply critical thought to their writing about the art form were successful.</p>
Future Plans Regarding this Outcome:	<p>The VPA faculty will continue to have dialogue concerning the results of the assessment instruments and consensus grading concepts. Work is needed by faculty to increase the number of students to complete both assignments. With the upcoming VPA Audit (Fall 2015), individual area program goals and student learning outcomes will be discussed. We plan to change the assignment to increase word count requirement from 500 words to 900 words. This change will insure that students are able to articulate the experiences of live performances.</p>

Institutional Effectiveness Outcome 3:	Increase enrollment in the 3 music degree offerings: AFA, Bluegrass and Songwriting
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.1.3
Funds Budgeted to Support this Outcome:	\$1500
This Outcome will be Assessed Using:	Number of students enrolled in each program
Baseline Data (Current Level of Performance):	2013-14 Music AFA- 13 students enrolled in program Bluegrass AS- 2 students enrolled in program Songwriting-1 student enrolled in program
Three years of trend data (if available):	2014-15 Music AFA-21 enrolled in program Bluegrass AS- 5 students enrolled in program Songwriting AS -2 students enrolled in program Music AA/AS there are still 12 students enrolled in those programs  MUSIC ENROLLMENT TREND
Target (Desired Level of Performance):	Music AFA – 25 students Bluegrass AS – 6 students Songwriting AS – 6 students
Steps to Achieve the	1. Examine and revise recruitment materials;

<p>Target for this Outcome: (add additional steps as needed)</p>	<p>2. Talk with past and current students about the benefits of the program;</p> <p>3. Apply knowledge gained from past and current students to the recruitment process within the VPA Department.</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>Spring 2015:</p> <p>Music AFA – 21 enrolled</p> <p>Bluegrass UNPL – 2 enrolled</p> <p>Songwriting UNPL – 1 enrolled</p> <p>Although we did not reach our target of 25 students enrolled in the state mandated AFA, we will continue to implement initiatives to increase the # of graduates in each new program.</p> <p>Department faculty met with current and past students and used the information they provided to better help market the program. Although we did not reach our enrollment target, department faculty will continue to implement their improved marketing materials and strategies to increase the number of students enrolled in each program.</p> <p>The Vice President, Dean of Humanities and VPA Chair held a meeting to discuss the status of the Bluegrass and Songwriting programs and brainstormed ideas for strengthening department offerings .</p>
<p>Future Plans Regarding this Outcome:</p>	<p>This fall 2015 music faculty will investigate the development of a multi-style specified music degree program, modeled after the Entertainment Media Program, which allow students the possibility of completing a music program with a focus in one of three style groups, such as Church Music, Jazz and Blues, and Rock.</p> <p>1. Conduct a needs assessment for new music certificate offerings</p> <p>2. Develop courses in new certificate offerings</p> <p>3. Obtain approval from the Curriculum Committee</p>

	<p>4. Offer the courses</p> <p>5. Track/contact students that are currently enrolled in Music AA/AS to encourage completion of new Music AFA core</p> <p>6. We will continue to meet with the Director of Entertainment Media to discuss curricular needs and changes in the Music Business and Music Production degree offerings.</p>
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Institutional Effectiveness Outcome 4:	Increase faculty and student awareness and participation in interdisciplinary collaborations
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	\$2500
This Outcome will be Assessed Using:	The number of students and faculty who participate in interdisciplinary collaborations in the Visual and Performing Arts Department
Baseline Data (Current Level of Performance):	40 students and 6 faculty in 2012-13
Three years of trend data (if available):	45 students and 4 faculty in 2013-14
Target (Desired Level of	Target: 100 students participants in collaborative arts projects

Performance):	and programming and 7 fulltime faculty and 4 adjuncts
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Discuss with faculty ways to be proactive in collaborations across campus and within the department. 2. Plan programs 3. Publicize offers to collaborate inter-departmentally across the campus community and across Sumner County 4. Track the total number of students and faculty who participate.
Results of the Institutional Effectiveness Effort:	<p>250 students and 6 fulltime faculty participated in 2014-15</p> <ol style="list-style-type: none"> 1. Music faculty advised and rehearsed with Mr. Thomas on the musical, "Nunsense" 2. Art faculty collaborated with several departments across campus for the Sumner County Elementary Art Show 3. The Live Sound class worked jointly with music faculty on the spring music showcase, Bluegrass Jamboree, the Vol State Bicycle Marathon, cafeteria lunchtime musings and producing the Christmas CD 4. Music faculty worked jointly on all aspects of the Christmas show 5. The Sumner County Bluegrass Jamboree involved of several departments across the campus 6. 4 Music faculty gave presentations through the "Keep Educating Yourself" (Key) program through continuing education. 7. Nancy Slaughter and Sue Mulcahy presented, "Hear the Color and See the Rhythm", an interactive demonstration of the relationships between music and visual art in their composition and design. 8. Over 300 students attended Music Departmental Recitals throughout the academic year 9. The Vol State Singers presented a concert of American Music with the Portland High School choir 10. Music faculty had 3 performances for foundation functions and 1 for Humanities Building breakfast
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1. The faculty will continue to participate in collaborations between areas to enhance partnerships in the arts block. 2. All areas will expand team teaching opportunities between the arts and other disciplines emphasis to teach across curriculum 3. The arts programs will continue to publicize the events through a VPA calendar in the Fall.

	<ol style="list-style-type: none"> 4. More opportunities are given for faculty as we participate in Continuing Education Key program and Humanities Matter Series. 5. Continue to work with the collaborative CD project that allows over 60 students and 5 faculty working together to give students opportunities to record, rehearse, edit and master the recording process. 6. Increase interdisciplinary teaching opportunities between Art and other departments, especially between Art and Entertainment Media Program
Institutional Effectiveness Outcome 5:	Evaluate curriculum needs of Entertainment Media Production students enrolled in VPA courses
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	\$1500
This Outcome will be Assessed Using:	Using evaluation and revision of Entertainment Media Production program goals, EMP enrollment, and teacher feedback about quality of student achievement.
Baseline Data (Current Level of Performance):	To be established during 2014-2015
Three years of trend data (if available):	NA
Target (Desired Level of Performance):	Revision of Entertainment Media Production program and improvement of VPA course scheduling
Steps to Achieve the Target for this	<ol style="list-style-type: none"> 1. Faculty in Art and EMP will meet to discuss common course related to both areas

<p>Outcome:(add additional steps as needed)</p>	<ol style="list-style-type: none"> 2. Faculty will review and adjust art prerequisites as they relate to Entertainment the Media Program to meet program/curricular needs 3. Initial meetings will be held to discuss common courses the Art Department and The EMP. 4. Faculty will discuss the courses description Graphic Design and its use in EMP common courses. 5. Two dimensional Design Artp1110 course will be added for some areas of the EMP.
<p>Results of the Institutional Effectiveness Effort:</p>	<ol style="list-style-type: none"> 1. Course modification for Graphic Art were submitted and approved by the Curriculum Committee 2. Program modification forms were submitted and approved by the Curriculum Committee 3. Program changes were listed in the catalogue
<p>Future Plans Regarding this Outcome:</p>	<ol style="list-style-type: none"> 1. Continue to monitor and adjust curriculum and common courses 2. Art faculty plan to assess the Graphic Design 2 curriculum, determine the learning outcomes as they relate to Art Studio and EMP students, and examine how achievement of learning outcomes prepares students for transfer.

Institutional Effectiveness Form

Department Name: Web Designer Level I Certificate

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: This career program is designed to prepare students for career entry, career sustaining, and career advancement positions. The program is designed to provide a common core of studies in humanities, social science, natural science, information systems technology, mathematics, and general business. Each concentration provides a limited opportunity to specialize in one area of study.

Link between Institutional Mission and Departmental Mission: This program provides quality educational opportunities for students to prepare them for successful careers in business fields as a web developer.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Combine the two web certificates by moving two courses from Web Designer I to give 24 semester hours in Web Developer Level II. Recommend that the certificate be deleted from catalog and the seven currently enrolled students seek Web Developer II certificate.	Present required paperwork for approval. Average number of students completing over three years is less than one.	2014-2015

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Combine the two web certificates by moving two courses from Web Designer I to give 24 semester hours in Web Developer Level II.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.I.6
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	Receiving approval to combine the certificates.
Baseline Data (Current Level of Performance):	During the period 2011-2014 only one student has completed the certificate. Currently there are 7 with this as their declared goal.
Three years of trend data (if available):	2011 - 2012 – 1 completed 2012 - 2013 – 0 completed 2013 – 2014 – 0 completed
Target (Desired Level of Performance):	Eliminate the certificate effective fall 2015.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Submit necessary paperwork for approval. 2.) Encourage students to change to the Web Developer Level II certificate or the CIS AAS degree..
Results of the Institutional Effectiveness Effort:	During this reporting period, TBR & community college representatives have been working on a common curriculum for Computer Information Technology. We determined that this action should wait until this TBR project was complete before acting on this program's deletion.
Future Plans Regarding this Outcome:	Eliminate the certificate effective fall 2015.

Institutional Effectiveness Form

Department Name: Web App Developer Level II

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: This career program is designed to prepare students for career entry, career sustaining, and career advancement positions. The program is designed to provide a common core of studies in humanities, social science, natural science, information systems technology, mathematics, and general business. Each concentration provides a limited opportunity to specialize in one area of study.

Link between Institutional Mission and Departmental Mission: This program provides quality educational opportunities for students to prepare them for successful careers in business fields as a web developer.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Increase the number of students completing the certificate to an average of 20 per year.	Number of students completing each year.	Starting 2011-2012
Combine the two web developer certificates by moving two courses from Web Development I to give 24 semester hours.	Present required paperwork for approval.	2014-2015
Students will be able to design a website to be used in the INFS 270 class.	Review performance on web site design and development.	2012-2013

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase the number of students completing the certificate to a rolling average of 20 per year.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.I.6
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	Calculating the average number of students completing the certificate each year for a 3 year period.
Baseline Data (Current Level of Performance):	2011 - 2012 – 26 completed
Three years of trend data (if available):	2012 - 2013 – 21 completed 2013 – 2014 – 14 completed 2014 - 2015 – 9 completed
Target (Desired Level of Performance):	Increase the number of students completing the certificate to a rolling average of 20 per year.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Emphasize the availability of this certificate to be earned in conjunction with the CIS degree. 2.) Insure that all graduates receive this embedded certificate upon graduation.
Results of the Institutional Effectiveness Effort:	Goal not achieved. The graduation average from the past three year's data is 14.67.
Future Plans Regarding this Outcome:	The GBA/CIS degree, in which this was embedded, has been terminated effective May 2016. We will continue this outcome thru the 2015-2016 academic year as currently stated.

Institutional Effectiveness Outcome 2:	Combine the two web developer certificates by moving two courses from the Web Designer I to increase this certificate to 24 semester hours.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.I.6
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	The approval of a 24 semester hour certificate combining two courses currently in Web Designer I with the courses in this certificate.
Baseline Data (Current Level of Performance):	Paperwork to be submitted during 2014-2015.
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	Target approval date is 2014-2015 to be effective Fall 2016.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Submit forms to Curriculum Committee for approval. 2.) Submit paperwork to TBR for approval.
Results of the Institutional Effectiveness Effort:	TBR has been developing a common curriculum for Computer Information Technology. VSCC decided to wait until this action is completed before progressing on with this effort.
Future Plans Regarding this Outcome:	Evaluate the viability of these certificates given that a CIT with a concentration in Web Technology could be developed from the courses available in the TBR approved courses.

Institutional Effectiveness Outcome 3:	Students will be able to design a website to be used in the INFS 270 class.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.I.6
Funds Budgeted to Support this Outcome:	None
This Outcome will be Assessed Using:	Assessment of website design project in INFS 270
Baseline Data (Current Level of Performance):	2013-2014 – 88.23%
Three years of trend data (if available):	2012-2013 – 90.9% 2013-2014 – 88.23% 2014-2015 – 95%
Target (Desired Level of Performance):	Maintain a goal of 90% satisfactory completion rate for the web site design & development in INFS 270.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Emphasize the importance of the web page during a job search. 2.) Discuss the requirement that the web page is required to pass INFS 270, the capstone course.
Results of the Institutional Effectiveness Effort:	Each student in this class developed a personal web page. The overall class average was outstanding (letter grade of A).
Future Plans Regarding this Outcome:	Strive to maintain this goal each year.

Institutional Effectiveness Form

Department Name: **Office of Admissions**

For the Academic Year: **2014 - 2015**

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Office of Admissions exists to educate the community of the opportunities provided by obtaining higher education and pursuing life-long learning.

Link between Institutional Mission and Departmental Mission: The Office of Admissions is responsible for, among other things, educating the community about opportunities to earn certificates, degrees, and pursue life-long learning.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Decrease the number of paper college transcripts received in the Office of Admissions from TBR institutions.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Volunteer State Community College will assess and implement initiatives to improve the effectiveness of all educational programs, administrative support services, educational support services, and community/public programs.
Funds Budgeted to Support this Outcome:	To be determined during implementation.
This Outcome will be Assessed Using:	A count of paper college transcripts received.
Baseline Data (Current Level of Performance):	2013-2014: 1979
Three years of trend data (if available):	2011-2012: 2158 2012-2013: 2202 2013-2014: 1979
Target (Desired Level of Performance):	1800
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Implement XML transcript sharing. 2. Determine business processes which need to be modified, added or deleted as a result of the XML process. 3. Determine the number of paper college transcripts received during the 2014-2015 academic year and compared to the baseline.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1. XML transcript sharing was implemented. 2. A business process was developed. 3. 1744 paper transcripts were received from TBR institutions as of June 22, 2014.
Future Plans Regarding	Continue to develop trading partners for the exchange of XML

this Outcome:	transcripts to further reduce the receipt of paper transcripts from TBR institutions.
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Institutional Effectiveness Outcome 2:	50% of the high school seniors who RSVP for a Keeping the Promise event hosted by the College will apply for admission.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.1.3
Funds Budgeted to Support this Outcome:	To be determined during planning
This Outcome will be Assessed Using:	Determine the percentage of the number of high school seniors who RSVP and who apply for admission to the Fall 2015 term.
Baseline Data (Current Level of Performance):	0
Three years of trend data (if available):	n/a
Target (Desired Level of Performance):	50% application rate of RSVP'd high school seniors.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Form a committee to plan and implement Keeping the Promise events. 2. Establish dates, times, and locations for Keeping the Promise events. 3. Develop and conduct marketing for Keeping the Promise

	<p>events.</p> <ol style="list-style-type: none"> 4. Collect RSVPs for Keeping the Promise events. 5. Host Keeping the Promise events. 6. Determine the percentage of high school seniors who RSVP'd for a Keeping the Promise event which apply for admission to the Fall 2015 term.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1. A committee was formed to which planned and implemented Keeping the Promise events. 2. Dates, times, and locations were established. 3. Marketing was developed and conducted. 4. RSVPs were collected. 5. Events were hosted. 6. 92% of high school seniors who RSVP'd for a Keeping the Promise event applied for admission to the Fall 2015 term.
Future Plans Regarding this Outcome:	<p>The College will continue to host Keeping the Promise events. The number and focus of the events will be further evaluated to determine their sustainability.</p>

Institutional Effectiveness Outcome 3:	Increase the number of prospects who attend Senior Saturday and apply for admission seeking a credential.
Strategic Planning Goal to Which this Outcome is Linked:	A.1.3
	(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	By determining the percentage of students who attend Senior Saturday and apply for admission seeking a credential.
Baseline Data (Current Level of Performance):	78 of 96 students (81%) who attended Senior Saturday 2014 applied as seeking a credential.

Three years of trend data (if available):	2012: n/a 2013: n/a 2014: 81%
Target (Desired Level of Performance):	85%
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Identify an event date 2. Increase marketing efforts for Senior Saturday 3. Secure additional participation from areas of campus beyond Admissions. 4. Host the event. 5. Determine the percent of students who RSVP and apply for admission seeking a credential.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1. The event was held April 11, 2015 2. Marketing efforts were refocused on high school juniors and the event rebranded Sneak Peek Saturday, however, the majority of attendees were seniors. 3. Additional areas of the College participated, including Academic Affairs. 4. The event was held. 5. 37 of 47 students (79%) who attended Sneak Peak Saturday 2015 applied as seeking a credential as of June 22, 2015.
Future Plans Regarding this Outcome:	Sneak Peek Saturday will be rolled into conversations about Keeping the Promise events to determine future need and sustainability.

Institutional Effectiveness Form

Department Name: Adult Education

For the Academic Year: FY 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Division of Continuing Education and Economic Development facilitates lifelong learning by providing relevant, quality non-credit learning opportunities for a diverse and evolving population. Programs and services are designed to foster community and economic development, to strengthen partnerships, and to satisfy a broad range of personal, professional, and workforce development needs of the local community and area business and industry.

Link between Institutional Mission and Departmental Mission:

The Adult Education Department provides testing and preparation classes for students who lack a high school diploma. The EL/Civics program provides students with instruction in Civics and English. The mission of Volunteer State Community College Adult Education Program is to provide opportunities for adults to become lifelong learners and achieve economic security. The program also assists adults to acquire the knowledge and skills necessary for employment; assist adults who are parents to obtain the education skills necessary to become full partners in their children's education, and assists adults in the completion of a secondary education.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase the number of Adult Education Program, including EL/Civics students served.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.1.3
Funds Budgeted to Support this Outcome:	Existing base budget. However, with growth in enrollment and revenues additional funds may be necessary to accommodate instructor salaries, material, and additional expenses.
This Outcome will be Assessed Using:	The Tennessee Department of Labor and Workforce Development's data.
Baseline Data (Current Level of Performance):	FY 2013-2014 – 889 students who have 12 hours of attendance or more
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	To increase enrollment by 10%.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Develop a media/marketing campaign that targets individuals that do not have a high school diploma. 2.) Coordinate class offerings and scheduling in communities where students live-increase accessibility.
Results of the Institutional Effectiveness Effort:	We achieved the goal. Our enrollment increased by 114 students. We have served 1003 students in program year 2014-2015.

Future Plans Regarding this Outcome:	<p>We will continue with a marketing campaign. Our campaign will be expanded to include Adult Education yard signs that will be placed throughout the SDA. We will establish additional partnerships with agencies throughout the SDA. The class schedule will be increased, offering more site locations to students.</p>
Institutional Effectiveness Outcome 2:	<p>Increase the number of students who receive their high school equivalency diplomas.</p>
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	<p>A.1.3</p>
Funds Budgeted to Support this Outcome:	<p>Existing base budget and donations to pay student test fees.</p>
This Outcome will be Assessed Using:	<p>The Tennessee Department of Labor and Workforce Development's data.</p>
Baseline Data (Current Level of Performance):	<p>In 2013-2014, 281 students received their High School Equivalency Diploma.</p>
Three years of trend data (if available):	<p>N/A</p>
Target (Desired Level of Performance):	<p>Target is to meet or exceed the 2013-14 results by 10%.</p>
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Advise of assistance with the cost of test fees. 2.) Provide preparation classes available in students' community. 3.) Promote distance learning through the use of state approved website Kahn Academy. 4.) Provide/Inform instructors about availability of staff

	development from the Department of Labor and Workforce Development.
Results of the Institutional Effectiveness Effort:	Goal was not achieved. Students tested in at lower levels of TABE assessments. Testing guidelines changed at the state level that prevented students from attaining HSE.
Future Plans Regarding this Outcome:	Due to criteria changing on the HiSET test, new curriculum is being developed to address additional information that students need to pass HSE test.

Institutional Effectiveness Outcome 3:	Create and provide the opportunity for HSE/EL-Civics students to enroll and attend computer based tutoring in GED/HiSET and EL Civics instruction.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.1.3
Funds Budgeted to Support this Outcome:	Existing base budget. However, with growth in enrollment and revenues additional funds may be necessary to accommodate instructor salaries, material, and additional expenses.
This Outcome will be Assessed Using:	Attendance/sign in sheets for proof of student use of the program. Student log sheets will be assessed to determine a link between improved test scores and logged time on the approved websites.
Baseline Data (Current Level of Performance):	N/A
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	Target is to have 10% of our total student population enrolled in computer based tutoring through the use of the approved websites.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) Create and offer a computer lab time where students can access approved websites that will improve their skill level. 2) Promote the computer lab time as hours earned in class. Students are required to have 30, 40 or 60 hours of instruction before they can be retested. Students who participate in the computer lab can earn instruction hours to meet these testing guidelines.

Results of the Institutional Effectiveness Effort:	Student demand was the driving force that led to instructor based instruction instead of computer based. The lack of a computer lab contributed to the inability to offer computer based instruction.
Future Plans Regarding this Outcome:	The state is implementing a Distance Learning program that will allow students to work from remote locations on a designated website. We are currently participating in the pilot for this program. We plan to fully implement this new online method of instruction.

Institutional Effectiveness Form

Department Name: Adult Learners and Evening Services

For the Academic Year: 2014 - 2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: In part, the College Prioritization process resulted in the reorganization of Evening Services to serve a larger segment of our students. Adult Learners, which represent a growing but underserved population in the College, is now the focus of this newly formed department which consists of a Director and Coordinator. The Office of Adult Learners and Evening Services is charged with the responsibility of developing and implementing recruiting and retention initiatives in collaboration with other College departments. All programming will seek to Inform, Support, Educate and Engage (ISEE) current and prospective students.

Link between Institutional Mission and Departmental Mission: As students become more engaged with the college and have a sense the faculty and staff care about their success, they are more likely to complete their educational goals and become productive contributors to the community. Therefore, the Office of Adult Learners and Evening Services will become the primary point of contact for students having at least one of these characteristics: part-time attendance, military veteran, GED graduate, certificate or non-degree seeking student 24 years of age or older.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase the number of Adult Learners enrolled or re-enrolled in the College 5% above current enrollment rates.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality: The TBR System and its institutions will monitor and improve the quality of their mission-specific research and creative activities and public service. Goal: Assess and implement initiatives to improve the effectiveness of all educational programs, administrative support services, educational support services, and community/public services.
Funds Budgeted to Support this Outcome:	Existing department and division budgets
This Outcome will be Assessed Using:	Enrollment data using the parameters designated as characteristic of Adult Learners
Baseline Data (Current Level of Performance):	To be established
Three years of trend data (if available):	NA
Target (Desired Level of Performance):	Using only age as the one Adult Learner characteristic, this population represents more than 40% of the College enrollment. Therefore, the desired target is to increase recruitment by 5%.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Collaboratively work with the non-credit area of the College to Inform and Educate students regarding benefits of getting an academic certificate or associate degree 2.) In view of the new WIOA goals, work collaboratively with Adult Education to help adults and disconnected youth prepare for and obtain gainful employment 3.) Continue collaborative efforts with community and government agencies to identify, recruit and support adults in their efforts to become gainfully employed
Results of the Institutional	We successfully continued and extended collaborative efforts

Effectiveness Effort:	with the community, government and third party agencies, and different departments (Admissions and Continuing Education). The Coordinator of Adult Learner/Evening Services attended two (2) job fairs but was not allowed to gather names or contact information.
Future Plans Regarding this Outcome:	Change focus to reflect growing trends of Adult Learner outreach and retention. Expand professional development opportunities to be more informed of current best practices and future trends.

Institutional Effectiveness Outcome 2:	Increase communication between Adult Learners and the College by building a presence as the primary contact and resource for this population, thereby contributing to the overall effort to become more Adult Learner friendly.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality: The TBR System and its institutions will monitor and improve the quality of their mission-specific research and creative activities and public service. Goal: Assess and implement initiatives to improve the effectiveness of all educational programs, administrative support services, educational support services, and community/public services.
Funds Budgeted to Support this Outcome:	Existing budget
This Outcome will be Assessed Using:	Student participation and contact forms in social events and student organizations
Baseline Data (Current Level of Performance):	Utilizing social activities like the Gatherings, 717 students participated in 11 Fall 2013 events and 516 students participated in 8 Spring 2014 events. This year we will distinguish between students and adult learners to establish an appropriate baseline. Also adult learner participation in student groups like Returning Students, NSLS, etc. will be monitored.
Three years of trend data (if available):	NA
Target (Desired Level of	Using only age as the one Adult Learner characteristic, this

Performance):	population represents more than 40% of the College enrollment. Therefore, the desired target is to increase recruitment by 5%.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Continue work on developing an organization for non-traditional students based on having access to national association resources and opportunities for networking (NSLS, ANTSHE) 2.) Increase adult learner participation in local and national organizations (NSLS, ANTSHE, Returning Students Organization) 3.) Continue to provide the evening Gathering social activities 4.) Develop an interactive Adult Learners and Evening Services web page working with Public Relations
Results of the Institutional Effectiveness Effort:	<p>We had fewer events but extended them to multiple buildings on campus so more evening students could more easily participate. As a result, 923 participants in 9 events for Fall 2014 and 597 participants 4 events for Spring 2015. However, we partnered with the National Society of Leadership and Success (NSLS) and the newly formed Returning Students Organization on 3 Spring events since they have a large number of Adult Learners. We served in the advisor role for both these organizations as well.</p> <p>We worked with Public Relations to combine our efforts in reaching out to the Adult Learners and eliminated the scattered references to Adult Learner related information on the College website.</p> <p>We did not attend the ANTSHE conference because the cost was prohibitive; however, we participated in an NSLS regional conference with an Adult Learner student leader.</p>
Future Plans Regarding this Outcome:	Because we did not successfully track Adult Learner participation in events or student organizations, we have revised sign-in sheets to both define Adult Learners and a designated column to self-identify.

Institutional Effectiveness Outcome 3:	Increase awareness of advising in Adult Learners and Evening Services Office
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<p>Strategic Planning Goal to Which this Outcome is Linked:</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	<p>Quality: The TBR System and its institutions will monitor and improve the quality of their mission-specific research and creative activities and public service.</p> <p>Goal: Assess and implement initiatives to improve the effectiveness of all educational programs, administrative support services, educational support services, and community/public services.</p>
<p>Funds Budgeted to Support this Outcome:</p>	<p>Existing budget</p>
<p>This Outcome will be Assessed Using:</p>	<p>Keeping a daily log of advising sessions</p>
<p>Baseline Data (Current Level of Performance):</p>	<p>57 students were advised in the office and 19 students were advised to some degree over the phone.</p>
<p>Three years of trend data (if available):</p>	<p>NA</p>
<p>Target (Desired Level of Performance):</p>	<p>We were fortunate to have an evening student worker throughout the school year which had a very positive impact on services to our students. Because the Director did not have the sole responsibility of covering the front desk and answering switchboard calls during the evening, there was sufficient availability and privacy given to those students needing evening advisement. If the necessary support staff is available during evening hours, the goal is to advise 100 students.</p>
<p>Steps to Achieve the Target for this Outcome:</p> <p>(add additional steps as needed)</p>	<ol style="list-style-type: none"> 1.) Maintain consistent front desk support staff throughout the school year 2.) Continue training in tools like Degree Works, Scheduler, etc. 3.) Work collaboratively with other departments like Learning Commons to provide more appropriate options to students
<p>Results of the Institutional Effectiveness Effort:</p>	<p>All students needing evening advising and/or registration assistance are referred to the Office of Adult Learners and Evening Services via the Advising Office and website. We advised 64 students in the office and 14 over the phone.</p>
<p>Future Plans Regarding</p>	<p>Continue current process to the degree we are able to secure</p>

this Outcome:

evening coverage of the reception area. Maintain and expand advisor training to include career counseling certification for both the Director and Coordinator.

Institutional Effectiveness Form

Department Name: Advising Center

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The purpose of the Advising Center is to provide accurate, friendly, and accessible academic advising (as well as limited personal and career counseling) to students at Volunteer State Community College.

Link between Institutional Mission and Departmental Mission: Providing accurate, friendly, and accessible academic advising (and limited personal and career counseling) is specifically designed to help students choose the appropriate associate degree or certificate program that will prepare them for successful careers and university transfer. As appropriate, academic advising and counseling encourages continuing education and the value of lifelong learning. With one advisor/counselor position requiring Spanish/English bilingualism, the Advising Center promotes diversity and participation in a global society on a daily basis.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase unduplicated fall term headcount enrollment of Hispanics/Latinos enrolled in distance education courses.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Key Priority: Access TBR Goals 1 and 2 Objective A.2. ("Increase unduplicated fall term headcount enrollment in distance education courses for the following subpopulations." (One subpopulation is "Hispanics."))
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	The number of Hispanic students who enroll in distance education courses.
Baseline Data (Current Level of Performance):	Fall 2011 Baseline: 54
Three years of trend data (if available):	These data have been requested by the Department of Distributive Education and once the information is available will be updated in this report.
Target (Desired Level of Performance):	Fall 2015: 70 (+29.6%)
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Active promotion of distance education offerings to Hispanic students during advising sessions (in-person and by telephone), via the Spanish website, and through a brochure created in both English and Spanish. 2.) Promote distance education offerings on the Hispanic Vol State Facebook page.
Results of the Institutional Effectiveness Effort:	The full-time Advisor/Counselor and the part-time Hispanic Outreach specialist did indeed regularly promote distance education offerings to Hispanic students during advising sessions

	and on the Vol State Facebook page. An internal document was also created in Spanish and English that discusses (among other things) the benefits of online education. Specific enrollment information (by ethnicity) has been requested by the Department of Distributive Education and once the information is available will be updated in this report.
Future Plans Regarding this Outcome:	Online education options will continue to be promoted to Hispanic students. The Director of Advising and Testing will request that a report be generated that contains online enrollment data by ethnicity so that this information can be assessed more readily.

Institutional Effectiveness Outcome 2:	Increase the number of Hispanic graduates.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Key Priority: Student Success TBR Goals 1 and 2 Objective S.2. "Increase in number of associate degrees and certificates." Objective S.3. "Increase the number of graduates in the following subpopulations..." (One subpopulation is "Hispanics.")
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	The number of Hispanic graduates.
Baseline Data (Current Level of Performance):	2010-2011 Baseline: 20
Three years of trend data (if available):	2010-2011: 20 (Baseline from IE Plan) 2011-2012: 37 2012-2013: 29
Target (Desired Level of	Original target in last year's IE was 36, exceeded during 2011-

Performance):	2012. New target: 50 for 2014-2015 (+150% from 2010-2011 Baseline)
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<p>1.) Bilingual Advisor/Counselor will continue to maintain a data base of currently- enrolled Hispanic students and communicate regularly with all of them, advising/counseling as appropriate.</p> <p>2.) An initiative will continue that targets the low rates of persistence of Latino (and African American) males in conjunction with the Office of Student Life and Diversity Initiatives.</p> <p>3.) Further exploration will be made to establish a Hispanic group/club on campus that hopefully would help Hispanic students to feel more “connected” to the College.</p> <p>4.) At least one successful Hispanic leader will be invited to speak to VSCC students.</p>
Results of the Institutional Effectiveness Effort:	<p>The full-time, bilingual Advisor/Counselor continues to maintain regularly the database of currently-enrolled Hispanic students. These students are emailed/called on a regular basis and offered assistance as needed.</p> <p>The Director of Student Life and Diversity Initiatives spearheaded an initiative targeting Latino (and African-American) males in which the bilingual Advisor/Counselor participated. This effort will continue during 2015-2016.</p> <p>While a Latino group/club was not officially formed on campus, preliminary talks did in fact occur attempting to gauge possible interest. This research will continue in 2015-2016.</p> <p>Miss Tennessee , Miss Teen Tennessee Latina, and Miss Caribbean United States (Ana Maria Castaneda , Valeria Garcia, and Shanida Hatcher) were invited to the 2014 Fiesta. This gave VSCC students, potential students, and community attendees the opportunity to meet (and hear speak in a panel discussion) some Hispanic “celebrities.”</p> <p>Information regarding the number of Latino graduates was not available as of this writing.</p>
Future Plans Regarding this Outcome:	This initiative will continue in 2015-2016 because of its importance in both TBR’s Strategic Plan and VSCC’s performance

	targets.
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Institutional Effectiveness Outcome 3:	The academic advising program at VSCC will be improved.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Key Priority: Student Success TBR Goals 1 and 2 Objective S.9. (“Increase the overall satisfaction rating on the item ‘academic advising system meets student needs’ to surpass the national norm and surpass the national mean on half of the 63 advising survey items.”)
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	1) Noel-Levitz Student Satisfaction Inventory (SSI) items: “My advisor helps me set goals to work toward,” and “My academic advisor is concerned about my success as an individual.” 2.) Community College Survey of Student Engagement (CCSSE) item: “Satisfaction with academic advising/planning.” 3.) Survey of Entering Student Engagement (SENSE) Items: “I was able to meet with an academic advisor at times that were convenient for me,” and “An advisor helped me set academic goals and create a plan for achieving them.” 4.) Survey of Academic Advising (SAA) : “My advisor knows who I am,” “My advisor takes the initiative in arranging meetings with me,” and “Provides me with accurate information about requirements, prerequisites, etc.”
Baseline Data (Current Level of Performance):	SSI Baselines: “My advisor helps me set goals to work toward”: 3.14 “My academic advisor is concerned about my success as an individual”: 4.62 CCSSE 2012: “Satisfaction with academic advising/planning”: 2.16 SENSE Baselines:

	<p>“I was able to meet with an academic advisor at times that were convenient for me”: 3.67 “An advisor helped me set academic goals and create a plan for achieving them”: 3.14</p> <p>SAA Baselines From ACT Surveys 2010 and 2011: “My advisor knows who I am”: 2.64, 3.16 “My advisor takes the initiative in arranging meetings with me”: 2.83, 3.21 “Is a helpful, effective advisor whom I would recommend to other students”: 3.61, 3.75</p>
Three Years of Trend Data (if available):	
Target (Desired Level of Performance):	An overall improvement of 10% in each item indicated above from measurements in the SSI, CCSSE, SENSE, and SAA surveys.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) An updated, comprehensive advisor training program will be fully implemented by Fall 2014. Part of this training will include some updated tools in DegreeWorks. 2.) For the first time, the College will utilize an appointment-based advising system beginning in October of 2014. (Exceptions: summer months and from December through the start of Spring semester.) 3.) As mandated by the Vice President of Academic Affairs, all advising sessions in the fall and spring semesters will include an outcome of each advisee walking out of the session with a full degree plan.
Results of the Institutional Effectiveness Effort:	<p>With respect to the anticipated steps, the following occurred:</p> <ol style="list-style-type: none"> 1.) A comprehensive advisor training program was in fact implemented during the 2014-2015 year. 2.) Appointment-based advising was much more prevalent in 2014-2015, though walk-in advising still was fairly common given the institution’s culture that has always had it in place. 3.) Beginning with the summer Campus Connect sessions, all new students are leaving their advising sessions with a “Plan” that is built into their DegreeWorks account.

The results of the SSI note increased satisfaction in the following areas :

“My advisor helps me set goals to work toward”: 2012= 4.54
2013= 4.62
(1.8% increase)

“My academic advisor is concerned about my success as an individual”:
2012=4.62
2013=4.71
(1.9% increase)

Updated CCSE results were not available as of this writing.

Results of the SENSE indicated mixed results. 3.46 3.27

“I was able to meet with an academic advisor at times that were convenient for me”: The baseline 3.67 dropped to 3.46, a decrease of 6%.

“An advisor helped me set academic goals and create a plan for achieving them”: The baseline increased from 3.14 to 3.27, an increase of 4.1%.

Per the Advising Survey administered by the Office of Institutional Effectiveness, Research, Planning, and Assessment, the following averages were true comparing Spring 2013 with Spring 2014:

“My advisor knows who I am.” Spring 2013=2.24
Spring 2014= 2.30

“My advisor takes the initiative in arranging meetings with me.”
Spring 2013= 2.19
Spring 2014= 2.26

Per the Survey of Academic Advising administered in Fall 2014:

“My advisor is a helpful, effective advisor whom I would recommend to other students”: Fall 2014= 4.21 avg. on the main campus. (3.61, 3.75 were the results from the 2010 and 2011 ACT surveys)

It seems clear that advising satisfaction has continued to improve.

“My advisor knows who I am” increased by 2.7%

“My advisor takes the initiative in arranging meetings with me” increased by 3.2%

“My advisor is a helpful, effective advisor whom I would recommend to other students” increased by 12.2%.

**Future Plans Regarding
this Outcome:**

Given the importance of retention on multiple levels, it is important that advising continue to be assessed. These goals will roll over to 2015-2016.

Institutional Effectiveness Form

Department Name: Athletics

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The mission of Volunteer State Community College's Department of Athletics is to provide opportunities for participation of intercollegiate athletics in an environment that encourages the achievement of athletic excellence and good sportsmanship. The Volunteer State Athletic Department is committed to conduct a program consistent with the letter and spirit of the policies and regulations set forth by the National Junior College Athletic Association (NJCAA), the Tennessee Junior and Community College Athletic Association (TJCCAA), and Volunteer State Community College. The mission of the department is and shall always remain compatible with the mission of the college.

Link between Institutional Mission and Departmental Mission:

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Provide life-skill opportunities for student athletes and increase participation in non-athletic events
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student success
Funds Budgeted to Support this Outcome:	Existing budget
This Outcome will be Assessed Using:	Student athlete survey
Baseline Data (Current Level of Performance):	Student survey 2014-15 academic year
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Representative of each team attend leadership retreat sponsored by student activities 2.) Baseball/Softball team attend one day of retreat 3.) Provide life-skill speakers and promote non athletic events on campus to student athletes 4.) Develop survey for 2014-15 5.) Evaluate data
Results of the Institutional Effectiveness Effort:	27 students from baseball and softball teams spent a day at the retreat participating in activities. They were all surveyed during the retreat.

Comment [SE1]: Bobby – do you have the data from the retreat survey?

Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1.) Evaluate data and look at trends for life-skill development 2.) Evaluate participation in non-athletic events on campus
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Institutional Effectiveness Outcome 2:	Reinstitute Student Athlete Orientation
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success
Funds Budgeted to Support this Outcome:	Existing budget along with Student Activities
This Outcome will be Assessed Using:	Student Athlete Survey at conclusion of program
Baseline Data (Current Level of Performance):	Student survey 2014
Three years of trend data (if available):	
Target (Desired Level of Performance):	Increase knowledge of athletic and academic along with other opportunities on campus
Steps to Achieve the Target for this Outcome:	<ol style="list-style-type: none"> 1.) Establish Orientation program 2.) Establish survey

(add additional steps as needed)	3.) Set Baseline 4.) Evaluate results
Results of the Institutional Effectiveness Effort:	Scheduling conflict prevented us from doing the one orientation. Each coach did the orientation and had all forms etc filled out at the individual sport meeting. We did an all sports meeting with Ms. Powell and Kenny Yarborough on special topics.
Future Plans Regarding this Outcome:	

Comment [SE2]: Bobby – Can you put a little more of description of what Patty and Kenny met with them about?

Institutional Effectiveness Outcome 3:	Fundraising increase by 5%
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	Existing
This Outcome will be Assessed Using:	Total Dollars raised
Baseline Data (Current Level of Performance):	56,000 dollars
Three years of trend data (if available):	

Target (Desired Level of Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Develop new ideas for projects 2.) Evaluate activities 3.) Make adjustments needed to enhance fundraising activities
Results of the Institutional Effectiveness Effort:	We did not hit our 56,000 dollar goal. We raised 44,550.00 this year.
Future Plans Regarding this Outcome:	We are looking at camps, tournaments and other activities to fundraise in the future.

Institutional Effectiveness Form

Department Name: **Office of the Assistant Vice President, Continuing Education & Economic Development**

For the Academic Year: FY 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Division of Continuing Education and Economic Development facilitates lifelong learning by providing relevant, quality non-credit learning opportunities for a diverse and evolving population. Programs and services are designed to foster community and economic development, to strengthen partnerships, and to satisfy a broad range of personal, professional, and workforce development needs of the local community and area business and industry.

Link between Institutional Mission and Departmental Mission: The Office of the Assistant Vice President for Continuing Education & Economic Development facilitates the efforts of five departments and three centers in providing continuing education and service to northern Middle Tennessee. The departments and centers offer quality innovative educational programs, strengthen community and workforce partnerships, promote economic development, inspire lifelong learning, and prepare students for successful careers.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1	Increase unduplicated number of businesses and industries served
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.7
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Comparison of number of business and industries served annually
Baseline Data (Current Level of Performance):	2009-2010: 328 unduplicated business/industries served
Three years of trend data (if available):	2010-2011: 254 2011-2012: 294 2012-2013: 229 2013-2014: 366 2014-2015: 278
Target (Desired Level of Performance):	Target of 10% increase over 2009-2010 baseline or 360 unduplicated business and industries served
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Create a stronger social media presence that reaches area businesses and industries 2. Communicate with area businesses and industries, councils/committees/chambers to ascertain opportunities for presentations and to identify needs as appropriate
Results of the Institutional Effectiveness Effort:	This year's total, using Xenegrade reports as the data source, identified 278 unduplicated businesses served in 2014-2015. However, the number of training hours increased. In reviewing the list of contract training industries, this year we served fewer industries but served those by providing more trainings. Email blasts, LinkedIn, Emma, are all part of the promotional efforts. The AVP spoke at two manufacturing council meetings this year, GEAR and HEAR, to promote training opportunities through the units. These efforts as well as the social media efforts will continue.
Future Plans Regarding this Outcome:	This outcome may need to be eliminated as the original purpose was to ensure that the number of businesses and industries served met or exceeded NCCBP benchmarks. That target has been achieved.

Institutional Effectiveness Outcome 2:	Increase the number of funding sources available to support Continuing Education programs
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.7
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Comparison of new funding sources pursued
Baseline Data (Current Level of Performance):	2012-2013: 5 grant opportunities identified/pursued; 4 awarded (Adult Education, EL/Civics, RX TN, and Access and Diversity) in addition to fund raising for TSBDC
Three years of trend data (if available):	2013-2014: 3 (Adult Ed, EL/Civics, Access and Diversity awarded)
Target (Desired Level of Performance):	Minimum of one additional grant/funding source pursued and awarded
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Meet with Grants Office to determine eligibility for a variety of grants associated with CE programs, i.e., Senior Citizens programs, industrial training, etc. 2. Network with sister institutions to determine funding sources 3. As appropriate, "opt in" with TBR initiatives for consortium grant proposals
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1. Jimmy Johnston assisted with a grant thru Workforce Essentials to fund JRT Training 2. LEAP grant, with TBR and sister institutions, pursued but not funded 3. LEAP grant considered, discussed, initially developed with Workforce Essentials for healthcare leadership. Not submitted. 4. AE, EL/Civics, THEC, and TSBDC also pursued and funded
Future Plans Regarding this Outcome:	Additional sources will be investigated to enhance existing programs or add new ones.

Institutional Effectiveness Outcome 3:	Increase the overall number of external workforce training contact hours
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.7
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Comparison of hours generated annually
Baseline Data (Current Level of Performance):	2010-2011: 64,459 external workforce contact hours
Three years of trend data (if available):	2010-2011: 64,459 external workforce contact hours 2011-2012: 95,564 external workforce contact hours 2012-2013: 75,389 external workforce contact hours 2013-2014: 95,866 external workforce contact hours 2014-2015: 96,953 external workforce contact hours
Target (Desired Level of Performance):	Increase by approximately 5% over 2013-2014 or 4,793 additional workforce hours
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Re-establish the ad hoc Workforce Development Team to generate new program ideas, work with focus groups, etc. 2. Meet with deans/department chairs to determine ways to embed CE certificates into credit curriculum (i.e. OSHA in chemistry) 3. Facilitate the extension of OTI Education Center offerings across the State
Results of the Institutional Effectiveness Effort:	This outcome was not achieved, 5% over 2013-2014. Only a 1.1% increase occurred. The B & I had a significant increase while the COE declined. There is no pattern, no known significant variable that caused that to occur. There is disagreement with TBR staff re: the inclusion of entrepreneurial training, eliminating those hrs
Future Plans Regarding this Outcome:	Working with internal and external sources will continue so that new endeavors can be identified that generated training hours. Significant man hours were devoted to bringing up the OTIEC, realizing additional training on OSHA topics. A review of responsibilities will be conducted to ensure efficiency and effectiveness in both revenue and hours generated.

Institutional Effectiveness Form

Department Name: Enrollment Management

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Enrollment Management area provides services and information for prospective and current students to encourage them to matriculate and persist to the completion of their educational objective.

Link between Institutional Mission and Departmental Mission: Enrollment Management provides quality innovative services which prepare students for university transfer and/or the completion of an associate degree or certificate.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase the fall-to-spring and spring-to-fall retention rate of continuing students.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.1.
Funds Budgeted to Support this Outcome:	Existing base budget in various departments is already devoted to increasing retention rates of continuing students.
This Outcome will be Assessed Using:	Fall-to-spring and spring-to-fall retention rate of the continuing student population to include degree and certificate seeking students and full and part-time students and transfers to the institution.
Baseline Data (Current Level of Performance):	Spring '13 to Fall '13 = 54.4% Spring '14 to Fall '14 =
Three years of trend data (if available):	Spring '12 = 70.4% Fall '12 = 58.8% Spring '13 = 73.4% Fall '13 = 54.4% Spring '14 = Fall '14 =
Target (Desired Level of Performance):	5% increase
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Continue to develop strategies to further address continuing student's later registration patterns 2.) Create assessment procedures for new strategies 3.) Implement new strategies Fall '14 and Spring '15 4.) Assess the effectiveness of new strategies
Results of the Institutional Effectiveness Effort:	The calling project was the primary initiative that was continued in order to assess the effectiveness. After reviewing the 2013-14 analysis, the calling project was found to have no significant effect on registration patterns. Other communication means were utilized with text messaging, mailings, and emails along with

	reminders to faculty to announce priority registration in classes. No significant impact has been seen.
Future Plans Regarding this Outcome:	Move to '15-'16

Institutional Effectiveness Outcome 2:	Increase the three-year graduation rate through the use of DegreeWorks and College Scheduler (Schedule Planner).
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.2.
Funds Budgeted to Support this Outcome:	Current budget through both Records and Enrollment Management will support implementation of any new strategies.
This Outcome will be Assessed Using:	3-year graduation rate
Baseline Data (Current Level of Performance):	2012 graduation rate =
Three years of trend data (if available):	2012 graduation rate = 2013 graduation rate = 2014 graduation rate =
Target (Desired Level of Performance):	2% increase
Steps to Achieve the	1.) Continue to monitor the efficiency of DegreeWorks and

Target for this Outcome: (add additional steps as needed)	College Scheduler (Schedule Planner). 2.) Continue to train faculty advisors and students on DegreeWorks and College Scheduler (Schedule Planner). 3.) Develop assessment plan for DegreeWorks and College Scheduler (Schedule Planner). 4.) Review assessments May 2015 and review graduation rates June 2015
Results of the Institutional Effectiveness Effort:	The College has experienced a slight increase in FTE since the implementation of College Scheduler. Further, primarily due to TN Promise and work done at the Completion Academy, plans have built into DegreeWorks to expedite advising and better inform students about their program requirements. No assessment plan was developed.
Future Plans Regarding this Outcome:	Move to '15-'16

Institutional Effectiveness Outcome 3:	To provide evidence of continuous improvement as it relates to developing professional staff and their leadership and communication abilities.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3.
Funds Budgeted to Support this Outcome:	Funds to support this outcome will be paid out of the VPSS and AVPSSEM accounts.
This Outcome will be Assessed Using:	Survey developed in-house which will be administered to all professional staff prior to and after the session.
Baseline Data (Current Level of Performance):	Establishing baseline data using survey developed in-house.

Three years of trend data (if available):	
Target (Desired Level of Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<p>1.) Develop and administer to professional staff which measures their awareness of their leadership and communication styles.</p> <p>2.) From information gained through the survey, develop a professional development session to be delivered during March 2014.</p> <p>3.) Conduct a post-session survey to measure how awareness and perception of professional staff has changed as a result of participating in the March '14 professional development session.</p>
Results of the Institutional Effectiveness Effort:	This initiative had to be postponed to October 2015 due to scheduling conflicts with professional staff.
Future Plans Regarding this Outcome:	Move to '15-'16

Institutional Effectiveness Form

Department Name: **Business & Industry Institute/OTI Education Center**

For the Academic Year: FY 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Division of Continuing Education and Economic Development facilitates lifelong learning by providing relevant, quality non-credit learning opportunities for a diverse and evolving population. Programs and services are designed to foster community and economic development, to strengthen partnerships, and to satisfy a broad range of personal, professional, and workforce development needs of the local community and area business and industry.

Link between Institutional Mission and Departmental Mission: The Business and Industry Institute/OTI Education Center provides continuing education courses and workshops to prepare students for successful careers, inspires lifelong learning, and establishes workforce partnership.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase the number of affiliates that will agree to host standard classroom instruction of OTI Education Center courses within the OSHA Region IV service area.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.1.3
Funds Budgeted to Support this Outcome:	Existing base budget. However, with growth in enrollment and revenues additional funds may be necessary to accommodate instructor salaries, material, and additional expenses.
This Outcome will be Assessed Using:	Number of fully executed Affiliate (Host Site) Agreements.
Baseline Data (Current Level of Performance):	FY 2014 – Zero (0) Affiliate Agreements
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	Three (3) TBR institutions. Goal is to identify one TBR institution in each region.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Awaiting information from the administration prior to proceeding with 2014-2015 host site agreements for OSHA training. 2.) Present opportunity and obtain commitment from other TBR institutions to host standard classroom instruction of OTI Education Center courses. 3.) Communicate OSHA policy to host site coordinators and ensure host-site instructors meet established OSHA policy requirements. 4.) Coordinate scheduling and promotion of host site OTI Education Center courses.

<p>Results of the Institutional Effectiveness Effort:</p>	<p>VSCC administration sent an invitation to a select number of TBR Community Colleges soliciting their participation as an OSHA course site location.</p> <p>Jackson State Community College agreed to allow the use of their facilities to deliver the OSHA #510 and OSHA #511 courses in the month of June, 2015. Both courses were cancelled due to low enrollment.</p> <p>Eleven courses have been scheduled in the Fall 2015 term to be delivered at the TBR campus in Cookeville, TN.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>Continue plans to establish host sites with TBR institutions and other non-profit organizations to provide additional VSCC OTIEC training opportunities within OSHA Region IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee).</p>

Institutional Effectiveness Outcome 2:	Increase the number of OTI Education Center courses delivered.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.7
Funds Budgeted to Support this Outcome:	Existing base budget. However, with growth in enrollment and revenues additional funds may be necessary to accommodate instructor salaries, material, and additional expenses.
This Outcome will be Assessed Using:	OSHA courses delivered.
Baseline Data (Current Level of Performance):	2013/14 Results: 37 OSHA Courses Delivered
Three years of trend data (if available):	2012/13 Results: 6 OSHA Courses Delivered 2013/14 Results: 37 OSHA Courses Delivered
Target (Desired Level of Performance):	Conducted a minimum of 85 OSHA courses annually with a minimum of two courses per week.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) Recruit and contract Qualified Instructors for OTI Ed Center required, elective, and optional courses. 2) Increase the frequency of course offerings and the number of locations where courses are delivered by scheduling at least 3 OSHA courses a week to be conducted at VSCC and other host sites. 3) Participate in at least one of the OTI Education Center Program sponsored national trade shows 4) Promote OTI Ed Center courses to safety and health professionals throughout OSHA Region IV (Alabama, Georgia, Kentucky, Florida, Mississippi, North Carolina, South Carolina, and Tennessee) using traditional and non-traditional media outlets.
Results of the Institutional Effectiveness Effort:	<p>2014/15 Results: 45 OSHA Courses Delivered</p> <ol style="list-style-type: none"> 1) Five new Qualified Instructors were added as adjuncts for the OTI Ed Center, making a total of 10 OTIEC instructors. 2) A total of 103 OSHA courses were scheduled in 2014-15; 57 sections were cancelled, 46 sections were delivered. 3) Plans are underway to attend the National Safety Congress in September 2015. 4) OTI Ed Center courses are promoted by regular e-mail blasts, social media (LinkedIn), TOSHA list serve e-mails,

	and OSHA's online searchable database.
Future Plans Regarding this Outcome:	Continue to increase the awareness of VSCC B&I as a provider of workforce training and development by expanding the marketing database promoting open enrollment as well as contract training opportunities.

Institutional Effectiveness Outcome 3:	Increase the number of workforce development contact hours generated by the B & I throughout the VSCC service area.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.7
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Workforce Development contact hours
Baseline Data (Current Level of Performance):	2013-14 Results: 21,546.95 contact hours
Three years of trend data (if available):	2011-12 Results: 34,027.0 contact hours 2012-13 Results: 21,470.5 contact hours 2013-14 Results: 21,546.95 contact hours
Target (Desired Level of Performance):	Target is to meet or exceed the 2013-14 results of 21,546.95 training contact hours.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Assist eligible Tennessee for-profit and (not-for-profit health care related only) businesses that have been in operation for a minimum of one year prior to the application date, employ at least five full-time employees, are current on all federal and state tax obligations, and are financially viable are eligible to apply for the Incumbent Worker Training Grant. 2.) Develop and nurture strategic partnerships that expand the business services and courses. 3.) Promote workforce training to business and industry located throughout the 12 county service area using traditional and non-traditional media outlets.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1.) One company applied for and received the Incumbent Worker Training 2.) Workforce development offerings have increased over the past year. There is a continuous effort to nurture the strong ties that exist with the business and industry, and the safety and health community. Several presentations have been delivered to different organizations to promote Vol State and its workforce training programs. 3.) Extensive use of e-mail blasts to promote workforce training <p>Results: 2014-15 contact hours increased to 36,944.95</p>

Future Plans Regarding this Outcome:	Continue to increase the awareness of VSCC as Tennessee's only authorized lead OSHA Training Institute Education Center, and the Business & Industry Institute as a provider of workforce training and development, by expanding the marketing database promoting open enrollment as well as contract training opportunities.
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Institutional Effectiveness Form

Department Name: Business Division

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: This career program is designed to prepare students for career entry, career sustaining, and career advancement positions. The program is designed to provide a common core of studies in humanities, social science, natural science, information systems technology, mathematics, and general business. Each concentration provides a limited opportunity to specialize in one area of study.

Link between Institutional Mission and Departmental Mission: This program provides quality educational opportunities for students to prepare them for successful careers in business fields.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
Students will demonstrate computer technology skills to support academic and professional achievement and general knowledge of the larger impact of computers on society.	INFS 1010 pre and post test results.	2012-2013
Increase students' proficiency in accounting concepts by comparing pre-test and post-test results in ACCT 1010 sections.	ACCT 1010 pre and post test results.	2013-2014

Institutional Effectiveness Outcome 1:	Increase students' proficiency in computer applications by comparing pre-test and post-test results in INFS 1010 sections.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.I.6
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	INFS 1010 pre and post test results.
Baseline Data (Current Level of Performance):	For 2012-13, students achieved 18.6% improvement.
Three years of trend data (if available):	For 2013-14, students achieved 28.13% improvement.
Target (Desired Level of Performance):	Year 1 – 20.00% improvement Year 2 –22.50% improvement Year 3 –25.00% improvement
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Administer the pre-test in INFS 1010 classes. 2.) Encourage students to review the missed questions as the material is taught during the semester. 3.) Administer the post-test in INFS 1010 classes.
Results of the Institutional Effectiveness Effort:	The average improvement for the 2014-2015 academic year was 39.53%.
Future Plans Regarding this Outcome:	The test will be reviewed and modified as required. The goal for 2015-2016 will be an average of 35% improvement.

Institutional Effectiveness Outcome 2:	Increase students' proficiency in accounting concepts by comparing pre-test and post-test results in ACCT 1010 sections.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.I.6
Funds Budgeted to Support this Outcome:	none
This Outcome will be Assessed Using:	ACCT 1010 pre and post test results
Baseline Data (Current Level of Performance):	For 2013-14, students achieved 32.71% improvement
Three years of trend data (if available):	For 2013-14, students achieved 32.71% improvement.
Target (Desired Level of Performance):	Year 1 – 30.00% improvement Year 2 – 32.50% improvement Year 3 – 35.00% improvement
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Administer the pre-test in ACCT 1010 classes. 2.) Encourage students to review the missed questions as the material is taught during the semester. 3.) Administer the pre-test in ACCT 1010 classes.
Results of the Institutional Effectiveness Effort:	The average improvement for the 2014-2015 academic year was 41.13%.
Future Plans Regarding this Outcome:	The test will be reviewed and modified as required. The goal for 2015-2016 will be an average of 35% improvement.

Institutional Effectiveness Outcome 3:	All degree applicants will achieve a grade of xx on the ETS proficiency profile
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.I.6
Funds Budgeted to Support this Outcome:	None
This Outcome will be Assessed Using:	The ETS proficiency profile
Baseline Data (Current Level of Performance):	The results of 2012-2013
Three years of trend data (if available):	
Target (Desired Level of Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) 2.) 3.)
Results of the Institutional Effectiveness Effort:	
Future Plans Regarding this Outcome:	

Institutional Effectiveness Form

Department Name: Business Office

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The primary purpose of the Business Office is to maintain accounting records for VSCC, TCAT Hartsville, TCAT Livingston and VSCC Foundation as directed by the Tennessee Board of Regents and in accordance with the Federal Guidelines, General Statutes of the State of Tennessee and accounting standards; as well as, provide excellent student/faculty/staff/vendor/auditor customer service.

Link between Institutional Mission and Departmental Mission: The Business Office assist with tracking, reporting and managing financial resources used to support the college and it's educational programs. In addition, Business Office has a responsibility to educate faculty, staff and students on financial processes to support student success and to support prudent fiscal management.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Streamline Disbursement Transactions
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.5 Streamline Disbursement Transactions
Funds Budgeted to Support this Outcome:	0.00
This Outcome will be Assessed Using:	The number of disbursement transactions processed in a method other than a paper check.
Baseline Data (Current Level of Performance):	<u>Student Refunds:</u> 72.68% Heartland Debit Card or ACH/Direct deposit and 27.62% paper checks. <u>Accounts Payable: (Includes Employees and Vendors)</u> Employees reimbursements – 95% ACH/direct deposit Other Vendors – 0% ACH/direct deposit
Three years of trend data (if available):	<u>FY 2012-2013:</u> Student Refunds: Heartland/ACH 95% Checks 5% Accounts Payable: No Trend Data <u>FY 2013-2014:</u> Student Refunds: Heartland/ACH 72.68% Checks 27.62% *The increase in checks is due to the Federal Department of Education requiring that students opt in to the Heartland prepaid card program. Accounts Payable: No Trend Data <u>FY 2014-2015:</u> Student Refunds: Heartland/ACH 49.8% Checks 50.2% Accounts Payable: (Includes Employees and Vendors) 13.3% ACH/Direct Deposit and 86.7% Paper Checks *100% of VSCC Employee Reimbursements are ACH/Direct

	Deposit.	
Target (Desired Level of Performance):	<p><u>Student Refunds:</u> 90% Heartland Debit Card or ACH/Direct Deposit and 10% paper check.</p> <p><u>Accounts Payable:</u> Employees reimbursements – 100% ACH/direct deposit TCAT Employees – 100% ACH/direct deposit Other Vendors – 20% ACH/direct deposit</p>	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Continue marketing Heartland Debit card and ACH/direct deposit to students for financial aid refunds. 2.) Continue marketing ACH/direct deposit to students for refunds from dropped classes. 3.) Email communication to employees with instructions and form for ACH/direct deposit of employee reimbursements, collect forms, update Banner, update disbursement process. Work with Human Resources and Payroll. 4.) Mail out communication to non-employee, non-student Accounts Payable vendors explaining new reimbursement option of ACH/direct deposit, collect necessary information, update Banner, and update disbursement processes.	
Results of the Institutional Effectiveness Effort:	Percentage of Heartland/ACH continued to decrease as a result of the Federal Department of Education requiring that students opt in to the Heartland prepaid card program.	
Future Plans Regarding this Outcome:	In late FY 15, ACH reimbursement was expanded to all Vendors. Combine Financial Aid refunds from various sources into one single payment for TCAT Livingston and TCAT Hartsville.	

Institutional Effectiveness Outcome 2:	Access Initiative: Orientation
Strategic Planning Goal to Which this Outcome is	A.I.1. Orientation

Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	0.00
This Outcome will be Assessed Using:	Comparison of the percentage of students dropped from the first day purge list from a term to term comparison.
Baseline Data (Current Level of Performance):	Fall 29.28%* Spring 35.32% Summer 44.83% *number not comparable because Financial Aid did not completely work purge list on this date.
Three years of trend data (if available):	<u>FY 2012-2013:</u> Fall 50.5% Spring 46.66% Summer 40.07% <u>FY 2013-14:</u> Fall 29.28%* Spring 35.32% Summer 44.83% *number not comparable because Financial Aid did not completely work purge list on this date. <u>FY 2014-15:</u> Fall 42.10% Spring 32.94% Summer 67.47%
Target (Desired Level of Performance):	5% decrease in the percentage of students purged on the first day purge list.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Plan Fee due dates in advance to allow input into Orientation and other registration materials. 2.) Ensure website has current fee due date information to support orientation information. 3.) Utilize phone tree to communicate fee due date to students who are on the purge list 3 to 5 days prior to fee due date.
Results of the Institutional Effectiveness Effort:	From FY 13 to FY 15, Fall percentage decreased 16.6%. Spring numbers decreased 6.7% from FY14 to FY15. The Summer percentage increased by about 50% from FY 14 to FY15.
Future Plans Regarding this Outcome:	Multiple email communication to students regarding fee due dates; increase awareness thru strategic placement of fee due

	signage around campus; leverage technology thru proposed campus wide digital signage initiative.
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Institutional Effectiveness Outcome 3:	Objective Q.3
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	All programs and services will provide evidence of improvement based on assessment results by fully participating in the institutional effectiveness process.
Funds Budgeted to Support this Outcome:	0.00
This Outcome will be Assessed Using:	Student Satisfaction Inventory rating for Business Office Services. SSI Item: "There are convenient ways of paying my school bill"
Baseline Data (Current Level of Performance):	FY 2013-14 rating: 5.43
Three years of trend data (if available):	FY 2012-13 rating: 5.41 FY 2013-14 rating: 5.43 FY 2014-15 rating: 5.53
Target (Desired Level of Performance):	5.6 out of 7 (80%)
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Provide refresher training for Business Office staff at main campus, as well as Livingston and Springfield campus Business Office staff to ensure employees have accurate information for student payment options.

	<p>2.) Provide training and information to student related offices on campus and off campus to ensure accurate information is provided on the student account and payment options.</p> <p>3.) Ensure updated, accurate online payment instructions are available and easily located on website.</p> <p>4.) Work with Evening Student Services (ESS) staff to schedule and advertise operating hours for ESS and Business Office to ensure maximum availability for students needing assistance with their student account or making a payment while on campus.</p> <p>5.) Explore possibility for mobile payment application to work in conjunction with existing payment systems to offer more convenience to students.</p> <p>6.) Upgrade Touchnet payment gateway, cashiering and bill payment systems to ensure most current payment functionality available for students.</p> <p>7.) Install/Implement Touchnet Bill Client system to allow students to pay application fees online.</p>
Results of the Institutional Effectiveness Effort:	Raised rating from previous year
Future Plans Regarding this Outcome:	Continue previous years efforts

Institutional Effectiveness Form

Department Name: **Campus Police Department**

For the Academic Year: **2014-2015**

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The mission of the Volunteer State Community College Campus Police Department is to work with all members of the campus community to preserve life, maintain human rights, protect property, promote individual responsibility and fulfill our community commitments. We encourage and seek diversity in our workforce, which permits us to grow and respect each person as an individual. We are committed to community-oriented policing whereas campus police and community mobilize to address a wide-range of incidents, crimes and emergency crises as well as the conditions that cause such events and effect daily operations in addition to the quality of life. We are committed to addressing alcohol and drug prevention along with other social problems that would disrupt the enhancement of campus life, as we strive for a safe, secure, healthy and clean environment.

Link between Institutional Mission and Departmental Mission: Both Volunteer State Community College and the Campus Police Department have a cohesive mission to provide a high quality, safe institutional environment that promotes responsibility among its students, faculty, and staff. Also strengthening community and workforce partnerships through committed service and involvement; encouraging individuality & respect for diversity; and enabling educational, social, and cultural growth for all.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Development and Implementation of a Clery Compliance Team.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R & E - 3
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	An annual review/evaluation of the Team’s responsibilities regarding Clery Compliance policies and procedures.
Baseline Data (Current Level of Performance):	Team is responsible for the oversight of all components of the Clery Act, develops the institution’s Clery Compliance policies and procedures.
Three years of trend data (if available):	Team will gather crime and disciplinary referral data from various internal and external sources such as the Office of Student Services & Student Life, Human Resources, local law enforcement and other agencies.
Target (Desired Level of Performance):	Coordinates the institution’s Clery Compliance program, collaboratively works with applicable offices/departments, develops and implements Clery and VAWA Act (Violence Against Women) required policies, programs and activities. Ensuring data for Annual Security Report (ASR) is up-to-date.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Development of the Clery Team 2.) Recognition and Approval of the team by the College president and cabinet 3.) Implementation of the Team and its responsibilities.

Results of the Institutional Effectiveness Effort:	A Clery Compliance Team was developed and approved by the College president and cabinet. The team's responsibilities have also been developed.
Future Plans Regarding this Outcome:	The team will ensure the institution's compliance with the Jeanne Clery Disclosure of Campus Security Act (Clery Act), Campus Crime Statistics Act and the VAWA Act (Violence Against Women Act) and other associated regulations. It will keep abreast of any changes to the Clery Act and other laws or regulations affecting Clery Act provisions. The team will also ensure that all Clery Act information and related educational programs are available to current and prospective students and employees.

Institutional Effectiveness Outcome 2:	Implementation/Training of the Stanley/Best Keystone 600N Key Management System.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R&E-3
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	To implement/train selected Campus Police and locksmith personnel on the Keystone 600N Key Management system to have complete control over our master keying system information.
Baseline Data (Current Level of Performance):	To collaborate with the Locksmith and key committee to maintain accountability of our keying system and reducing the number of keys issued.
Three years of trend data (if available):	Review of key requests application to study trend(s) in dispersing keys to faculty and staff in order to update our keying procedure and service to the campus community.

Target (Desired Level of Performance):	Upgrade our master keying information system to track what keys employees have, what keys they have carried in the past and what keys those doors will operate.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Develop a strategic plan to address the college key plan 2.) Review current Key Policy and make necessary revisions 3.) Implement training on Keystone 600N to applicable Police and locksmith personnel
Results of the Institutional Effectiveness Effort:	The college locksmith and Chief of Police attended training on Keystone 600N in August 2014. The college has developed a key management team with the Plant Operations Department taking the lead in addressing future key plans. The current key policy will be taken to the team for review and/or revision.
Future Plans Regarding this Outcome:	Establish and maintain accountability of our Key Control system under which the college issues, records, tracks and updates the use of keys for building access for faculty & staff. This system is part of a strategic plan involving a campus wide rekeying and access control project.

Institutional Effectiveness Outcome 3:	Campus Police Crime Prevention and Awareness Programs/ Alcohol and Drug Program, Domestic Violence, Dating Violence, Sexual Assault, Stalking, Tobacco Usage, Suicide Prevention. Highway Safety and other related Health Awareness/Educational and training Programs.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R&E-3
Funds Budgeted to Support this Outcome:	*Increase in Base Budget/Chief of Campus Police to submit a proposal to the VP/Business & Finance recommending a collaborative funding effort of Campus Police. Public Relations, Student Services & Student Life, Admissions etc. to integrate our efforts in distributing materials and tokens to support primary prevention and awareness programs.
This Outcome will be	Development of a Strategic Planning Framework

Assessed Using:	Implementation of the Plan Assessment of Faculty, Staff and Students perceptions Funding and Staffing
Baseline Data (Current Level of Performance):	To upgrade our current Crime Prevention & Security awareness Programs through primary prevention, education, awareness and training. Conduct a Social Media Campaign
Three years of trend data (if available):	AOD (Alcohol and Drug) CORE SURVEY 2013 conducted on Campus.
Target (Desired Level of Performance):	To implement programs that can reduce risk factors and increase protective factors to support academic success, health, and safety of the individual and campus community overall.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Utilization of GHSO (Gov. Hwy. Safety Office) and CHASCO (Coalition for Healthy And Safe Campus Communities) mini-grants 2.) Coordination with Student Services/Student Life, Human Resources and other campus departments 3.) Networking with Coalitions and other agencies related to Crime Prevention, Health and Safety
Results of the Institutional Effectiveness Effort:	Promotional materials that support our educational programs were purchased. We coordinated efforts with various campus departments to distribute these materials and have continued networking and training by attending monthly meetings.
Future Plans Regarding this Outcome:	Through the social norms approach, proactively address Campus concerns and issues regarding the negative affects alcohol, drugs, domestic violence, sexual assault, stalking, highway safety and other Health & Safety issues.

Institutional Effectiveness Form

Department Name: Office of Career Placement, Cooperative Education and Service Learning

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: Using NACE (National Association of Colleges and Employers) best practices and standards, our mission is to deliver career and job related services to VSCC students, faculty, staff, alumni and community/employers.

Link between Institutional Mission and Departmental Mission: Our Office serves these populations with career services, and experiential education (cooperative education and service learning experiences) to enhance career readiness and workforce preparedness of graduates as well as support academic success toward further educational attainment, job/career preparation and job placement assistance.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results Completed
Broaden Office exposure with the Office of Veterans Affairs to assist veterans with career needs, skills gap training and transitional circumstances (military to civilian life).	Feedback surveys and attendance reporting at special events.	2014-2015	
Create a new pilot program with the Honors Program Director to assist Honors students with future career exploration and professional skills development.	Attendance at course lectures and participation in career related extra-curricular activity.	2014-2015	Completed
Collaborate with the P16 Council to develop and launch an 8 th Grade Career Exploration Fair on the VSCC Gallatin campus.	Regular meetings and launch.	2014-2015	Completed

Institutional Effectiveness Outcome 1:	Broaden Office exposure with the Office of Veterans Affairs to assist veterans with career needs, skills gap training and transitional circumstances (military to civilian life).
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Goal: Quality Initiative #3. Career Placement
Funds Budgeted to Support this Outcome:	Existing base budget.
This Outcome will be Assessed Using:	Feedback surveys and attendance reporting at special events.
Baseline Data (Current Level of Performance):	Zero baseline data.
Three years of trend data (if available):	
Target (Desired Level of Performance):	10% of active Veteran Affairs Office participants will engage in services provided.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Establish relationship with Coordinator of Veterans Affairs to develop a timeline for activities 2.) Create activity calendar and resources 3.) Assess participation and success
Results of the Institutional Effectiveness Effort:	1.) Established activity timeline and resources for veteran students to participate in Fall 2014 Job Career Fair along with a session devoted VETS NEXT STEPS. Approximately 20 participants attended. 2.) Surveyed Coordinator about Fall 2014 Job Career Fair participation to which they agreed the Fair and session

	were beneficial. However, Coordinator declined direct Spring 2015 Vets engagement, instead opting for a specific program he would develop supporting vet transition.
Future Plans Regarding this Outcome:	The Director of Career Placement, Cooperative Education and Service Learning will continue to communicate with the Coordinator of Veteran Affairs to consider existing calendar and activities and discover other ways to assist vets with career planning, soft skills preparation and job placement.

Institutional Effectiveness Outcome 2:	Create a new pilot program with the Honors Program Director to assist Honors students with future career exploration and professional skills development.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Goal: Student Success Initiative #5: Student Engagement Plan
Funds Budgeted to Support this Outcome:	Existing base budget.
This Outcome will be Assessed Using:	Attendance reporting and participation at career related extra-curricular activity.
Baseline Data (Current Level of Performance):	Zero baseline data.
Three years of trend data (if available):	
Target (Desired Level of Performance):	Contact with at least one Honors course in either Fall 2014 or Spring 2015 semesters.

Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Establish relationship with Honors Program Director. 2.) Develop a timeline and create an activity calendar and resources 3.) Assess engagement success
Results of the Institutional Effectiveness Effort:	1.) Created relationship with new Honors Program Director. 2.) Followed up with a 2014 Fall Semester Workshop concerning career readiness and soft skills development, inviting Honors students to attend the Job Career Fair and send resumes to me for a pre-and/or post Job Career Fair resume critique. Approximately 10 students participated per above.
Future Plans Regarding this Outcome:	1.) I shall continue to further develop, with the assistance of the Honors Program Director, new program activities associated with engaged leadership, workplace experience, and soft skills development.

Institutional Effectiveness Outcome 3:	Collaborate with the P16 Council to develop and launch an 8 th Grade Career Exploration Fair on the VSCC Gallatin campus.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Goal: Quality Initiative #3: Career Placement
Funds Budgeted to Support this Outcome:	External funding from off campus resource providers.
This Outcome will be Assessed Using:	Regular planning meetings, launch, and community participation.
Baseline Data (Current Level of Performance):	Zero baseline data.
Three years of trend data	

(if available):	
Target (Desired Level of Performance):	Successful plan and launch of an inaugural 8 th Grade Career Exploration Fair.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Establish P16 Taskforce/Sub-committees 2.) Plan and coordinate the event 3.) Launch the event and assess attendance and feedback from participants.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1.) A P16 Taskforce was created to develop and implement an 8th Grade Career Exploration Fair at VSCC. 2.) The Fair took place 5/14/2015 and involved approximately 2500 8th Graders from Sumner and Trousdale County Schools. 3.) Two weeks after the Fair a post event assessment meeting of the P16 Taskforce met and recommendations for enhancement of a future like event were made.
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1.) A 2016 8th Grade Career Exploration Fair is being planned to include Sumner, Trousdale, Wilson and Robertson County Schools.

Institutional Effectiveness Form

Department Name: **Health Sciences Continuing Education Center of Emphasis**

For the Academic Year: FY 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Division of Continuing Education and Economic Development facilitates lifelong learning by providing relevant, quality non-credit learning opportunities for a diverse and evolving population. Programs and services are designed to foster community and economic development, to strengthen partnerships, and to satisfy a broad range of personal, professional, and workforce development needs of the local community and area business and industry.

Link between Institutional Mission and Departmental Mission: The Health Sciences Continuing Education Center of Emphasis provides continuing education courses and workshops to prepare students for successful careers, inspires lifelong learning, and establishes workforce partnership.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase the number of offerings for healthcare providers in varied allied health professions, especially those aimed at VSCC degree and certificate program graduates (beyond the EMT/Paramedic program)
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.7
Funds Budgeted to Support this Outcome:	Existing base budget. However, as courses are developed and enrollment increases, additional resources may be necessary to accommodate instructor salaries, materials, and additional expenses.
This Outcome will be Assessed Using:	Number of current offerings compared to new offerings
Baseline Data (Current Level of Performance):	3 current offerings for 2012-2013
Three years of trend data (if available):	2011-2012 = 2 offerings 2012-2013 = 3 offerings 2013-2014 = 5 new offerings
Target (Desired Level of Performance):	Add 3 additional offerings
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Work with the sponsoring institution to add the RxTN grant programs for Patient Care Technician and IV Therapy. 2.) Partner with Spectre Defense to offer Combat Trauma Casualty Care.
Results of the Institutional Effectiveness Effort:	The center added 3 new offerings: <ol style="list-style-type: none"> 1) EKG Interpretation seminar for polysomnography professionals 2) Patient Care technician course in conjunction with RxTN grant 3) EKG Seminar for healthcare professionals
Future Plans Regarding this Outcome:	Remain aware of developing needs for training in healthcare professions and respond accordingly.

Institutional Effectiveness Outcome 2:	Increase workforce development contact hours related to healthcare professions.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.7
Funds Budgeted to Support this Outcome:	Existing base budget. However, as courses are developed and enrollment increases, additional resources may be necessary to accommodate instructor salaries, materials, and additional expenses.
This Outcome will be Assessed Using:	Contact hour comparison reports from the Xenegrade system.
Baseline Data (Current Level of Performance):	2012-2013: 52,353 Contact Hours
Three years of trend data (if available):	2011-2012 = 60,571 Contact hours 2012-2013 = 52,353 Contact hours 2013-2014 = 70,200 Contact hours
Target (Desired Level of Performance):	5% increase over 2013-2014
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Add additional programs to increase contact hours. See programs planned on Goal # 1 2.) Identify potential new partners to provide new training opportunities
Results of the Institutional Effectiveness Effort:	Contact hours decreased to 59,315.9 with no apparent dominant contributing factor.
Future Plans Regarding this Outcome:	Continue to monitor to identify factors affecting fluctuation in contact hours.

Institutional Effectiveness Outcome 3:	Increase the number of partnerships (not AHA outreach) with the COE
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.7
Funds Budgeted to Support this Outcome:	Existing base budget with the possibility of a budget increase submission during the October budget revision process.
This Outcome will be Assessed Using:	Comparison of the current number and new
Baseline Data (Current Level of Performance):	2 partners = Spectre Defense and Meharry Medical College
Three years of trend data (if available):	NA
Target (Desired Level of Performance):	2 new partnerships
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Research methods used by other similar centers to identify new partners 2.) Determine if any of the RxTN programs can be of value to new partners
Results of the Institutional Effectiveness Effort:	A new partnership was forged with The Sleep Center to meet a continuing education need for training their sleep tech professionals. The center also expanded two community agency partnerships to provide additional offerings with Sumner County Board of Education and Sumner County EMS.
Future Plans Regarding this Outcome:	Continue to seek new partnership opportunities with internal and external customers.

Institutional Effectiveness Form

Department Name: Office of Disability Services

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Office of Disability Services, (ODS) within the Student Services Division provides services to students with disabilities including the ensuring of the provision of accommodations to which students are legally entitled.

Link between Institutional Mission and Departmental Mission: The ODS promotes the inclusion of, and success of students with disabilities, a group that represents a minority in the population.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase faculty awareness of their legal and professional obligations to students with disabilities.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success Indicator 2
Funds Budgeted to Support this Outcome:	No additional funding required.
This Outcome will be Assessed Using:	ODS Faculty Quiz and Survey, Post-test
Baseline Data (Current Level of Performance):	On the ODS Faculty Quiz and Survey administered in Fall of 2013, the majority of respondents answered 7 out of 10 items correctly.
Three years of trend data (if available):	
Target (Desired Level of Performance):	Majority of respondents will answer all items correctly on the ODS Faculty Quiz and Survey, Post-test.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Submit a proposal to present a program on accommodating students with disabilities in higher education for the Spring Professional Development Day. 2.) Develop other training opportunities as indicated.
Results of the Institutional Effectiveness Effort:	Due to an institutional re-evaluation of Professional Development Day, and subsequent reduction in the number of days from one to two, no proposal was submitted. We undertook a major revision to the ODS Faculty Handbook and distributed it to faculty in Fall/14. This handbook contains

	<p>information regarding Vol State's educational and legal obligations to students with disabilities, specific strategies for working with specific groups, and department forms and procedures.</p> <p>Working with the AT/Acomm Specialist, and the Distributed Ed department, a training piece was developed and presented addressing the creation of accessible Word documents. This was presented to two different groups of faculty and 18 individuals were in attendance.</p>
Future Plans Regarding this Outcome:	<p>Given state and TBR directives to ensure the institution's instructional and other technology is accessible to individuals with disabilities, assisting in training campus constituents will continue. We are aiming to offer a couple of sessions on creating accessible Word documents to non-faculty staff. We will, again, approach the Professional Development to consider a session on accessible technology.</p>

Institutional Effectiveness Outcome 2:	The ODS will assist Vol State work toward ensuring instructional technology and all web-based content meets accessibility standards set forth in the Web Content Accessibility Guidelines (WCAG)
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success Indicator 2
Funds Budgeted to Support this Outcome:	No additional funding required.
This Outcome will be Assessed Using:	Analysis of progress made toward the development of a written Accessible Technology Plan.
Baseline Data (Current Level of Performance):	No policy on ensuring accessible online and web-based courses and technologies exists.

Three years of trend data (if available):	
Target (Desired Level of Performance):	Development of Accessible Technology Plan.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Present at a President’s Cabinet meeting regarding the need to ensure the institution is compliant with accessibility standards and recommend the formation of a cross-campus Accessible Technology Task. 2.) Attend the TBR Accessible Technology Summit in September, 2014. 3.) Participate in Vol State’s Accessible Technology Task Force.
Results of the Institutional Effectiveness Effort:	<p>The ODS Director met with the President’s Cabinet and provided an update on TN legislation mandating the use of accessible technology in all post-secondary institutions.</p> <p>The ODS Director and Adaptive Technology/Accommodations Specialist participated in the TBR Accessible Technology Summit.</p> <p>The ODS Director and Adaptive Technology/Accommodations Specialist are members of the Vol State Accessible Technology Task Force. The task force has met several times and efforts to move the college toward compliance with new state and TBR mandates have begun.</p>
Future Plans Regarding this Outcome:	The ODS will take a very active role on AT Task Force by striving to support and to assist other campus departments “buy into” this mandate and move toward the development of a formal Accessible Technology Plan.

Institutional Effectiveness Outcome 3:	Increase use of Kurzweil literacy software program.
Strategic Planning Goal to	Student Success Indicator 2

<p>Which this Outcome is Linked:</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	
<p>Funds Budgeted to Support this Outcome:</p>	<p>\$4000.00 annually to come from TAF. \$2500.00 annually for position upgrade. (no new funding required) \$2000.00 for training. (no new funding required)</p>
<p>This Outcome will be Assessed Using:</p>	<p>Record of students using the Kurzweil program.</p>
<p>Baseline Data (Current Level of Performance):</p>	<p>Three (3) students have been trained and are using the program.</p>
<p>Three years of trend data (if available):</p>	
<p>Target (Desired Level of Performance):</p>	<p>Twenty (20) students trained and Kurzweil accounts established.</p>
<p>Steps to Achieve the Target for this Outcome: (add additional steps as needed)</p>	<p>1.) Pursue reclassification of the Accommodation Specialist (Star Boe) position to make it an Adaptive Technology Specialist. 2.) Revise Accommodation Specialist (Kristen Foster) position to assume testing room management duties. 2.) Identify training opportunities for Star to increase adaptive/accessible technology-related skills.</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>Reclassification of Star's position was approved and implemented.</p> <p>Kristen's position was revised and implemented.</p> <p>Star attended a week-long training on Adaptive Technology, sponsored by the Association of Higher Education and Disability, (AHEAD) the largest professional association for those of us working in college disability services programs. She has been using this knowledge within the department and with other units</p>

	<p>on campus, e.g. Media Services and video captioning.</p> <p>A total of twenty-one (21) students have been trained on the Kurzweil and accounts established.</p>
Future Plans Regarding this Outcome:	<p>We are aiming to train and establish ten (10) additional student accounts. We are additionally wanting to extend the software to all campus students and will work with those in other departments, including TRIO, Veteran’s Affairs and eventually, Learning Commons and Humanities, specifically, those faculty who teach reading and writing.</p>

Institutional Effectiveness Form

Department Name: Office of Distance Learning

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: ~~Old—The mission of the Volunteer State Community College Office of Distance Learning is to provide effective and appropriate institutional, faculty, and student support for teaching and learning with technology; committed to assisting with the design, development, implementation, management, and evaluation of instructional technologies and electronic learning methods and methodologies that improve outcomes in the online, hybrid, and technology-enhanced traditional learning environment.~~ **New:** The Vol State Distributed Education department will provide relevant training in support of faculty and student teaching and learning with technology. Distributed Education is committed to assisting with the design, development, implementation, management, and assessment of instructional technologies and electronic learning methodologies that improve outcomes in the online, hybrid, and technology-enhanced traditional learning environments.

Link between Institutional Mission and Departmental Mission: The College has as its core mission to provide quality innovative educational programs. The Office of Distance Learning is instrumental in assisting faculty design and deliver the courses that make up those programs in accordance with industry best practices, as well as in assisting students in getting the most from those courses.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Demonstrate improved quality and alignment with industry best practices in gatekeeper/high enrollment online course offerings, as research shows quality courses with quality teaching drives retention.																														
Strategic Planning Goal to Which this Outcome is Linked:	<u>Volunteer State Student Success Goal</u> : Volunteer State Community College will increase student academic achievement and persistence to degree and certificate attainment through innovative student success initiatives.																														
Funds Budgeted to Support this Outcome:	Existing Distance Learning Base Budget																														
This Outcome will be Assessed Using:	We will use the Quality Matters rubric and iNACOL standards to assess the quality of the following gatekeeper/high enrollment online courses: ENGL 1010, HIST 2010, INFS 1010, MATH 1130, PSYC 1030, SPCH 1010, SOCI 1010.																														
Baseline Data (Current Level of Performance):	<p>There is currently no regular review cycle for online courses at Vol State. Therefore, the only baseline data we have to go on is the Online Success Data provided by the Office of Institutional Effectiveness, Research, Planning and Assessment, which is does not have a one-to-one correspondence with the data we will be gathering. We are really starting at the very bottom here</p> <p>Fall 2012:</p> <p><u>Conventional courses:</u></p> <table border="1"> <tr> <td><u>Success (C or higher)</u></td> <td><u>73.0</u></td> </tr> <tr> <td><u>Retention (D or higher)</u></td> <td><u>77.7</u></td> </tr> <tr> <td><u>Withdraw</u></td> <td><u>6.9</u></td> </tr> </table> <p><u>Online courses:</u></p> <table border="1"> <tr> <td><u>Success (C or higher)</u></td> <td><u>64.4</u></td> </tr> <tr> <td><u>Retention (D or higher)</u></td> <td><u>69.9</u></td> </tr> <tr> <td><u>Withdraw</u></td> <td><u>10.1</u></td> </tr> </table> <p><u>Hybrid courses:</u></p> <table border="1"> <tr> <td><u>Success (C or higher)</u></td> <td><u>71.4</u></td> </tr> <tr> <td><u>Retention (D or higher)</u></td> <td><u>75.2</u></td> </tr> <tr> <td><u>Withdraw</u></td> <td><u>7.0</u></td> </tr> </table> <p><u>ITV courses:</u></p> <table border="1"> <tr> <td><u>Success (C or higher)</u></td> <td><u>75.0</u></td> </tr> <tr> <td><u>Retention (D or higher)</u></td> <td><u>80.0</u></td> </tr> <tr> <td><u>Withdraw</u></td> <td><u>10.0</u></td> </tr> </table> <p><u>RODP courses:</u></p> <table border="1"> <tr> <td><u>Success (C or higher)</u></td> <td><u>53.5</u></td> </tr> <tr> <td><u>Retention (D or higher)</u></td> <td><u>57.8</u></td> </tr> <tr> <td><u>Withdraw</u></td> <td><u>13.5</u></td> </tr> </table>	<u>Success (C or higher)</u>	<u>73.0</u>	<u>Retention (D or higher)</u>	<u>77.7</u>	<u>Withdraw</u>	<u>6.9</u>	<u>Success (C or higher)</u>	<u>64.4</u>	<u>Retention (D or higher)</u>	<u>69.9</u>	<u>Withdraw</u>	<u>10.1</u>	<u>Success (C or higher)</u>	<u>71.4</u>	<u>Retention (D or higher)</u>	<u>75.2</u>	<u>Withdraw</u>	<u>7.0</u>	<u>Success (C or higher)</u>	<u>75.0</u>	<u>Retention (D or higher)</u>	<u>80.0</u>	<u>Withdraw</u>	<u>10.0</u>	<u>Success (C or higher)</u>	<u>53.5</u>	<u>Retention (D or higher)</u>	<u>57.8</u>	<u>Withdraw</u>	<u>13.5</u>
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Three years of trend data (if available):	 Grade Distribution by Instructional Method. <u>Not available</u>
Target (Desired Level of Performance):	<u>The target is to create master courses for each of these gatekeeper courses that meet Quality Matters and iNACOL standards. Success and retention rates for the online courses will meet or exceed success and retention rates for traditional courses.</u>
Steps to Achieve the Target for this Outcome:	1) Review courses using the Quality Matter and iNACOL rubrics. 2) Survey all instructors who have taught these classes in the past four semesters for qualitative input. 3) Survey Fall 2013 students in these courses about their experiences in the class(es). 4) Gather student enrollment data to factor in (age, GPA, how many credits they are taking, how many hours they are working in addition to course work, how many course hours they have completed to date, etc.). 5) Review end-of-semester evaluative data for course-specific data. 6) All data will be analyzed with regard to factors related to student academic support, student preparation and accountability, faculty development, and course design and delivery. 7) Master courses will be created/redeveloped to address deficiencies and in accordance with Quality Matters and iNACOL standards. 8) A faculty orientation to teaching these courses will be put in place using what we learn.
Results of the Institutional Effectiveness Effort:	Due to the absence of an instructional designer and director, the plans to review courses never fully got underway. Master course shells in eLearn were named to identify them as masters, but reviews never took place. Formal subscription to the QM rubric was made May 6, 2015.  Grade Distribution by Instructional Method.
Future Plans Regarding this Outcome:	This plan has been revised and will be included in the 2015-2016 IE for Distributed Education. In the new plan, all online and hybrid master courses will be evaluated over a 3-year rotation following the current QM rubric.
Institutional Effectiveness Outcome 2:	Increase the number of online course offerings in the coming fiscal year.
Strategic Planning Goal to Which this Outcome is Linked:	<u>Volunteer State Access Goal:</u> Volunteer State Community College will increase the rate and diversity of student participation in post-secondary education and workforce development through the increased use of technology.
Funds Budgeted to Support this Outcome:	Existing Distance Learning Base Budget

Field Code Changed

Field Code Changed

This Outcome will be Assessed Using:	We will measure this by counting the number of Online Course Development Contracts and associated Extra Comp forms processed during the 2013-2014 fiscal year.
Baseline Data (Current Level of Performance):	Accurate and complete records are not available prior August 2012, however since that date (nearly a year ago) there have been two new online courses completed. (Not including courses developed for RODP.) Given that data are not available for a whole year's time this is not a completely reliable baseline, but it will have to suffice. <u>Two new courses developed during the 2012-2013 year; 125 total online courses and 65 total hybrid courses offered</u>
Three years of trend data (if available):	Number of online course development contracts: FY 12/13 – 2 FY 13/14 – 9 FY 14/15 – 4 FY12-13: 125 Online, 65 Hybrid FY13-14: 130 Online, 51 Hybrid FY14-15: 129 Online, 41 Hybrid
Target (Desired Level of Performance):	The target is to increase by five the number of Vol State courses that are offered online (new online courses) so that our programs are accessible to people in the communities we serve without regard for location and time, as many of our constituents are working adults, non-traditional students, not in close proximity to campus and with multiple pulls on their schedules. Online classes enable our learners to study from anywhere when they have time, no matter the time of day using technology as a tool.
Steps to Achieve the Target for this Outcome:	1) Work with academic divisions to determine the most appropriate, needed, and marketable courses to offer in the online format. 2) Identify the most appropriate developer for each. 3) Follow the existing Vol State course development protocol.
Results of the Institutional Effectiveness Effort:	A count of online course development contracts and associated extra compensation forms from the last three years shows that the target of 5 new courses was met in FY 13/14. The number of new courses developed FY14/15 declined by 5. Review of the actual course offerings over three years showed a consistent number of online offerings and a steady decline in hybrid offerings.
Future Plans Regarding this Outcome:	Tracking this number of courses developed will carry-over into the FY15-16 Distributed Education IE plans.

Institutional Effectiveness Outcome 3:	Increase student readiness to learn using technology.
Strategic Planning Goal to Which this Outcome is Linked:	<p><u>Volunteer State Access Goal:</u> Volunteer State Community College will increase the rate and diversity of student participation in post-secondary education and workforce development through the increased use of technology.</p> <p><u>Volunteer State Student Success Goal:</u> Volunteer State Community College will increase student academic achievement and persistence to degree and certificate attainment through innovative student success initiatives.</p>
Funds Budgeted to Support this Outcome:	Existing Distance Learning Base Budget
This Outcome will be Assessed Using:	We will be using analytics from our ticketing system to analyze and assess success. Requests for help are entered into the ticketing system and categorized. They can then be counted.
Baseline Data (Current Level of Performance):	<p>The Office of Distance Learning put in place a ticketing system for all requests for help on March 28, 2013. The number of support cases since that time are as follows:</p> <p>March 28 to June 2013 – 313 total cases</p> <p>———— 56 were related to student readiness to learn using technology.</p> <p>FY 14/15* – 2,199 total cases, of which 57 were learning-related student cases</p>
Three years of trend data (if available):	<p>The Office of Distance Learning put in place a ticketing system for all requests for help on March 28, 2013. The number of support cases since that time are as follows:</p> <p>March 28 to June 2013 – 313 total cases</p> <p>———— 56 were related to student readiness to learn using technology.</p> <p>FY 13/14–1,768 total cases, 140 of those were learning-related student cases</p> <p>FY 14/15–2,199 total cases, 57 of those were learning-related student cases</p>
Target (Desired Level of Performance):	When students need any sort of help using technology they are directed to our office for assistance and we log their request as a case. The target is to better prepare students to learn using technology at the outset thus observing a reduction in the number of cases related to student readiness to learn using technology by 10% during the course of the 2013-2014 fiscal year.
Steps to Achieve the Target for this Outcome:	<ol style="list-style-type: none"> 1) Assist with the development, execution, maintenance and support of the online new student orientation program designed to prepare students before they ever even arrive on campus. 2) Develop and implement in every online course a Getting Started module to acclimate students to learning online at semester's start. 3) Identify, contact, and assist those students who have not engaged in their online class in the first weeks of the semester. 4) Make available updated support materials via YouTube and the Distance Learning web pages.
Results of the Institutional	1) An online new student orientation program was designed and

<p>Effectiveness Effort:</p>	<p>implemented in summer 2013 in collaboration with the Office of Student Services. It has been determined that this fully online course has value, but is incredibly difficult to execute. Challenges include ill-prepared students, students lacking internet access, late applicants, and lack of VSCC staff time to manage student progress in the online course. The program was scrapped, and Student Support provided a technology information component during Campus Connect days during summer 2014. Also, students have not attended on-ground workshops or open labs in the past when they are not required to do so.</p> <p>In the spring of 2015, Distributed Education created a new eLearn course called "Online Student Readiness." A generic student account has been created and enrolled in the course, allowing any student with the guest username and password to login. The login credentials are shared to incoming students for fall 2015 in the orientation materials provided by Student Services.</p> <p>Summer 2015, Distributed Education began presenting a technology workshop in the Learning Commons as part of Campus Connect.</p> <p>2) In the spring of 2015, a "Getting Started" module was created as part of a new master course template.</p> <p>3) No attempts have been made by the office of Distributed Education to identify, contact, or assist students who have not engaged in their online class. This type of effort is led and managed by Student Services.</p> <p>4) Support materials have been updated on the department YouTube channel, on our website, and within eLearn. This includes an updated eLearn homepage and course homepage, both with new menus and widgets which provide clearer support information on using technology.</p> <p><u>FY 14/15--2,199 total cases, 57 of those were learning-related student cases</u></p> <p>While the total number of support tickets has increased from FY13/14 to FY14/15, the number of learning-related student cases has decreased by 59%. This seems to suggest an overall improvement in student readiness to learn using technology.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>We will continue to partner with Student Services to support student technology readiness.</p> <p>Until the new director started in the spring of 2015, emails sent directly to staff, phone calls, and walk-ins for help were not tracked in the ticketing system; only tickets sent directly to the department email and web form were counted.</p> <p>This outcome will carry over to FY15-16 with revisions to the targeted performance measures, focusing on total number of student contacts through tracking and visit counts to the web-based resources now available.</p>

Institutional Effectiveness Outcome 4:	Increase available support mechanisms in the use of technology for teaching and learning.
Strategic Planning Goal to Which this Outcome is Linked:	<p>Volunteer State Access Goal: Volunteer State Community College will increase the rate and diversity of student participation in post-secondary education and workforce development through the increased use of technology.</p> <p>Volunteer State Student Success Goal: Volunteer State Community College will increase student academic achievement and persistence to degree and certificate attainment through innovative student success initiatives.</p>
Funds Budgeted to Support this Outcome:	Existing Distance Learning Base Budget
This Outcome will be Assessed Using:	We will be using analytics from our ticketing system to analyze and assess success. Requests for help are entered into the ticketing system and categorized. They can then be counted.
Baseline Data (Current Level of Performance):	<p>The Office of Distance Learning put in place a ticketing system for all requests for help on March 28, 2013. The number of support cases since that time are as follows:</p> <p>March 28 to June 2013 – 313 total cases</p> <p>56 were related to student readiness to learn using technology.</p> <p>FY 14/15* – 2,199 total cases, of which 321 are faculty/staff learning related cases</p>
Three years of trend data (if available):	<p>The Office of Distance Learning put in place a ticketing system for all requests for help on March 28, 2013. The number of support cases since that time are as follows:</p> <p>March 28 to June 2013 – 313 total cases</p> <p>56 were related to student readiness to learn using technology.</p> <p>FY 13/14 – 1,768 total cases, of which 324 are faculty/staff learning related cases</p> <p>FY 14/15 – 2,199 total cases, of which 321 are faculty/staff learning related cases</p>
Target (Desired Level of Performance):	<p>When students and faculty need any sort of help using technology they are directed to our office for assistance and we log their request as a case. The target is to better empower students and faculty to succeed by providing additional and varied support mechanisms thus observing a reduction in the number of cases with regard to teaching or learning using technology by 10% during the course of the 2013-2014 fiscal year.</p>
Steps to Achieve the Target for this Outcome:	<ol style="list-style-type: none"> 1) Develop and implement a comprehensive faculty training program covering best practices for teaching using technology. 2) Develop and implement an eFellows program to encourage experienced faculty to mentor less experienced faculty in using best practices for teaching using technology. 3) Assist SI leaders in preparing to support students with technology issues. 4) Create a web presence and knowledgebase with support materials for all major software products in use in online courses. 5) Develop and implement the Vol State Technology Assistants program (VISTAs) to provide in person help desk services and workshops for

	students and faculty.
Results of the Institutional Effectiveness Effort:	<p>FY 14/15 – 2,199 total cases, of which 321 are faculty/staff learning related cases</p> <p>We have Increased available support mechanisms in the use of technology for teaching and learning. Since January 2015, Distributed Education has:</p> <ul style="list-style-type: none"> • Created a new Distributed Education handbook • Revised the website page volstate.edu/distance/FacultyResources • Created a <i>Guide to Creating Accessible Electronic Materials</i> • Posted a new <i>Best Practices for Online Teaching</i> checklist • Updated online support resources for standard technologies used in teaching and learning online. • Offered 14 unique workshops throughout Spring 2015 on various topics in online learning and teaching with technology. Average attendance was poor, with about 4 attendees per workshop. • Conducted a faculty survey about technology training needed • Developed a plan to create a new training room in Ramer <p>The number of support tickets for faculty decreased by a number of 3.</p>
Future Plans Regarding this Outcome:	<p>This outcome will carry over to FY15-16 with some revisions. An additional focus will be to provide faculty development in best practices for online teaching and course design, not just technology integration. Revisions to the measurement tools is needed in future plans.</p>

Institutional Effectiveness Form

Department Name: Office of Distance Learning

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: Old - The mission of the Volunteer State Community College Office of Distance Learning is to provide effective and appropriate institutional, faculty, and student support for teaching and learning with technology; committed to assisting with the design, development, implementation, management, and evaluation of instructional technologies and electronic learning methods and methodologies that improve outcomes in the online, hybrid, and technology-enhanced traditional learning environment. **New:** The Vol State Distributed Education department will provide relevant training in support of faculty and student teaching and learning with technology. Distributed Education is committed to assisting with the design, development, implementation, management, and assessment of instructional technologies and electronic learning methodologies that improve outcomes in the online, hybrid, and technology-enhanced traditional learning environments.

Link between Institutional Mission and Departmental Mission: The College has as its core mission to provide quality innovative educational programs. The Office of Distance Learning is instrumental in assisting faculty design and deliver the courses that make up those programs in accordance with industry best practices, as well as in assisting students in getting the most from those courses.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Demonstrate improved quality and alignment with industry best practices in gatekeeper/high enrollment online course offerings, as research shows quality courses with quality teaching drives retention.
Strategic Planning Goal to Which this Outcome is Linked:	<u>Volunteer State Student Success Goal:</u> Volunteer State Community College will increase student academic achievement and persistence to degree and certificate attainment through innovative student success initiatives.
Funds Budgeted to Support this Outcome:	Existing Distance Learning Base Budget
This Outcome will be Assessed Using:	We will use the Quality Matters rubric and iNACOL standards to assess the quality of the following gatekeeper/high enrollment online courses: ENGL 1010, HIST 2010, INFS 1010, MATH 1130, PSYC 1030, SPCH 1010, SOCI 1010.
Baseline Data (Current Level of Performance):	There is currently no regular review cycle for online courses at Vol State. Therefore, the only baseline data we have to go on is the Online Success Data provided by the Office of Institutional Effectiveness, Research, Planning and Assessment, which is does not have a one-to-one correspondence with the data we will be gathering. We are really starting at the very bottom here.
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	The target is to create master courses for each of these gatekeeper courses that meet Quality Matters and iNACOL standards.
Steps to Achieve the Target for this Outcome:	<ol style="list-style-type: none"> 1) Review courses using the Quality Matter and iNACOL rubrics. 2) Survey all instructors who have taught these classes in the past four semesters for qualitative input. 3) Survey Fall 2013 students in these courses about their experiences in the class(es). 4) Gather student enrollment data to factor in (age, GPA, how many credits they are taking, how many hours they are working in addition to course work, how many course hours they have completed to date, etc.). 5) Review end-of-semester evaluative data for course-specific data. 6) All data will be analyzed with regard to factors related to student academic support, student preparation and accountability, faculty development, and course design and delivery. 7) Master courses will be created/redeveloped to address deficiencies and in accordance with Quality Matters and iNACOL standards. 8) A faculty orientation to teaching these courses will be put in place using what we learn.
Results of the Institutional Effectiveness Effort:	Due to the absence of an instructional designer and director, the plans to review courses never fully got underway. Master course shells in eLearn were named to identify them as masters, but reviews never took place. Formal subscription to the QM rubric was made May 6, 2015.
Future Plans Regarding this	This plan has been revised and will be included in the 2015-2016 IE for

Outcome:	Distributed Education. In the new plan, all online and hybrid master courses will be evaluated over a 3-year rotation following the current QM rubric.
Institutional Effectiveness Outcome 2:	Increase the number of online course offerings in the coming fiscal year.
Strategic Planning Goal to Which this Outcome is Linked:	<u>Volunteer State Access Goal:</u> Volunteer State Community College will increase the rate and diversity of student participation in post-secondary education and workforce development through the increased use of technology.
Funds Budgeted to Support this Outcome:	Existing Distance Learning Base Budget
This Outcome will be Assessed Using:	We will measure this by counting the number of Online Course Development Contracts and associated Extra Comp forms processed during the 2013-2014 fiscal year.
Baseline Data (Current Level of Performance):	Accurate and complete records are not available prior August 2012, however since that date (nearly a year ago) there have been two new online courses completed. (Not including courses developed for RODP.) Given that data are not available for a whole year's time this is not a completely reliable baseline, but it will have to suffice.
Three years of trend data (if available):	Number of online course development contracts: FY 12/13 – 2 FY 13/14 – 9 FY 14/15 – 4 FY12-13: 125 Online, 65 Hybrid FY13-14: 130 Online, 51 Hybrid FY14-15: 129 Online, 41 Hybrid
Target (Desired Level of Performance):	The target is to increase by five the number of Vol State courses that are offered online (new online courses) so that our programs are accessible to people in the communities we serve without regard for location and time, as many of our constituents are working adults, non-traditional students, not in close proximity to campus and with multiple pulls on their schedules. Online classes enable our learners to study from anywhere when they have time, no matter the time of day using technology as a tool.
Steps to Achieve the Target for this Outcome:	1) Work with academic divisions to determine the most appropriate, needed, and marketable courses to offer in the online format. 2) Identify the most appropriate developer for each. 3) Follow the existing Vol State course development protocol.
Results of the Institutional Effectiveness Effort:	A count of online course development contracts and associated extra compensation forms from the last three years shows that the target of 5 new courses was met in FY 13/14. The number of new courses developed FY14/15 declined by 5. Review of the actual course offerings over three years showed a

	consistent number of online offerings and a steady decline in hybrid offerings.
Future Plans Regarding this Outcome:	Tracking this number of courses developed will carry-over into the FY15-16 Distributed Education IE plans.

Institutional Effectiveness Outcome 3:	Increase student readiness to learn using technology.
Strategic Planning Goal to Which this Outcome is Linked:	<p><u>Volunteer State Access Goal:</u> Volunteer State Community College will increase the rate and diversity of student participation in post-secondary education and workforce development through the increased use of technology.</p> <p><u>Volunteer State Student Success Goal:</u> Volunteer State Community College will increase student academic achievement and persistence to degree and certificate attainment through innovative student success initiatives.</p>
Funds Budgeted to Support this Outcome:	Existing Distance Learning Base Budget
This Outcome will be Assessed Using:	We will be using analytics from our ticketing system to analyze and assess success. Requests for help are entered into the ticketing system and categorized. They can then be counted.
Baseline Data (Current Level of Performance):	FY 14/15* – 2,199 total cases, of which 57 were learning-related student cases
Three years of trend data (if available):	<p>The Office of Distance Learning put in place a ticketing system for all requests for help on March 28, 2013. The number of support cases since that time are as follows:</p> <p>March 28 to June 2013 – 313 total cases 56 were related to student readiness to learn using technology.</p> <p>FY 13/14–1,768 total cases, 140 of those were learning-related student cases</p> <p>FY 14/15–2,199 total cases, 57 of those were learning-related student cases</p>
Target (Desired Level of Performance):	When students need any sort of help using technology they are directed to our office for assistance and we log their request as a case. The target is to better prepare students to learn using technology at the outset thus observing a reduction in the number of cases related to student readiness to learn using technology by 10% during the course of the 2013-2014 fiscal year.
Steps to Achieve the Target for this Outcome:	<ol style="list-style-type: none"> 1) Assist with the development, execution, maintenance and support of the online new student orientation program designed to prepare students before they ever even arrive on campus. 2) Develop and implement in every online course a Getting Started module to acclimate students to learning online at semester's start.

	<p>3) Identify, contact, and assist those students who have not engaged in their online class in the first weeks of the semester.</p> <p>4) Make available updated support materials via YouTube and the Distance Learning web pages.</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>1) An online new student orientation program was designed and implemented in summer 2013 in collaboration with the Office of Student Services. It has been determined that this fully online course has value, but is incredibly difficult to execute. Challenges include ill-prepared students, students lacking internet access, late applicants, and lack of VSCC staff time to manage student progress in the online course. The program was scrapped, and Student Support provided a technology information component during Campus Connect days during summer 2014. Also, students have not attended on-ground workshops or open labs in the past when they are not required to do so.</p> <p>In the spring of 2015, Distributed Education created a new eLearn course called "Online Student Readiness." A generic student account has been created and enrolled in the course, allowing any student with the guest username and password to login. The login credentials are shared to incoming students for fall 2015 in the orientation materials provided by Student Services.</p> <p>Summer 2015, Distributed Education began presenting a technology workshop in the Learning Commons as part of Campus Connect.</p> <p>2) In the spring of 2015, a "Getting Started" module was created as part of a new master course template.</p> <p>3) No attempts have been made by the office of Distributed Education to identify, contact, or assist students who have not engaged in their online class. This type of effort is led and managed by Student Services.</p> <p>4) Support materials have been updated on the department YouTube channel, on our website, and within eLearn. This includes an updated eLearn homepage and course homepage, both with new menus and widgets which provide clearer support information on using technology.</p> <p>While the total number of support tickets has increased from FY13/14 to FY14/15, the number of learning-related student cases has decreased by 59%. This seems to suggest an overall improvement in student readiness to learn using technology.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>We will continue to partner with Student Services to support student technology readiness.</p> <p>Until the new director started in the spring of 2015, emails sent directly to staff, phone calls, and walk-ins for help were not tracked in the ticketing system; only tickets sent directly to the department email and web form were counted.</p> <p>This outcome will carry over to FY15-16 with revisions to the targeted performance measures, focusing on total number of student contacts</p>

	through tracking and visit counts to the web-based resources now available.
Institutional Effectiveness Outcome 4:	Increase available support mechanisms in the use of technology for teaching and learning.
Strategic Planning Goal to Which this Outcome is Linked:	<p><u>Volunteer State Access Goal:</u> Volunteer State Community College will increase the rate and diversity of student participation in post-secondary education and workforce development through the increased use of technology.</p> <p><u>Volunteer State Student Success Goal:</u> Volunteer State Community College will increase student academic achievement and persistence to degree and certificate attainment through innovative student success initiatives.</p>
Funds Budgeted to Support this Outcome:	Existing Distance Learning Base Budget
This Outcome will be Assessed Using:	We will be using analytics from our ticketing system to analyze and assess success. Requests for help are entered into the ticketing system and categorized. They can then be counted.
Baseline Data (Current Level of Performance):	FY 14/15* – 2,199 total cases, of which 321 are faculty/staff learning related cases
Three years of trend data (if available):	<p>The Office of Distance Learning put in place a ticketing system for all requests for help on March 28, 2013. The number of support cases since that time are as follows:</p> <p>March 28 to June 2013 – 313 total cases 56 were related to student readiness to learn using technology.</p> <p>FY 13/14 – 1,768 total cases, of which 324 are faculty/staff learning related cases FY 14/15 – 2,199 total cases, of which 321 are faculty/staff learning related cases</p>
Target (Desired Level of Performance):	When students and faculty need any sort of help using technology they are directed to our office for assistance and we log their request as a case. The target is to better empower students and faculty to succeed by providing additional and varied support mechanisms thus observing a reduction in the number of cases with regard to teaching or learning using technology by 10% during the course of the 2013-2014 fiscal year.
Steps to Achieve the Target for this Outcome:	<ol style="list-style-type: none"> 1) Develop and implement a comprehensive faculty training program covering best practices for teaching using technology. 2) Develop and implement an eFellows program to encourage experienced faculty to mentor less experienced faculty in using best practices for teaching using technology. 3) Assist SI leaders in preparing to support students with technology issues. 4) Create a web presence and knowledgebase with support materials for all major software products in use in online courses. 5) Develop and implement the Vol State Technology Assistants program (ViSTAs) to provide in person help desk services and workshops for

	students and faculty.
Results of the Institutional Effectiveness Effort:	<p>We have Increased available support mechanisms in the use of technology for teaching and learning. Since January 2015, Distributed Education has:</p> <ul style="list-style-type: none"> • Created a new Distributed Education handbook • Revised the website page volstate.edu/distance/FacultyResources • Created a <i>Guide to Creating Accessible Electronic Materials</i> • Posted a new <i>Best Practices for Online Teaching</i> checklist • Updated online support resources for standard technologies used in teaching and learning online. • Offered 14 unique workshops throughout Spring 2015 on various topics in online learning and teaching with technology. Average attendance was poor, with about 4 attendees per workshop. • Conducted a faculty survey about technology training needed • Developed a plan to create a new training room in Ramer <p>The number of support tickets for faculty decreased by a number of 3.</p>
Future Plans Regarding this Outcome:	<p>This outcome will carry over to FY15-16 with some revisions. An additional focus will be to provide faculty development in best practices for online teaching and course design, not just technology integration. Revisions to the measurement tools is needed in future plans.</p>

Institutional Effectiveness Form

Department Name: Office of Student Life & Diversity Initiatives, Minority Affairs

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Office of Student Life & Diversity Initiatives seeks to enhance the collegiate experience of Vol State students by providing programming, co-curricular in nature, which addresses social, educational physical and multicultural facets of the student experience. Through various activities, students have the availability to forge meaningful relationships with fellow students, faculty and staff and learning how to navigate in a global society.

Link between Institutional Mission and Departmental Mission:

The Office of Student Life & Diversity Initiatives seeks to advance the college's strategic plan by addressing student engagement, quality of programming and efficiency of resources.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase the retention and graduation rate of underrepresented minority males.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Diversity Plan Priority II: Access: Goal 2 Priority II: Student Success: Goal 5 Strategic Plan Access Initiatives:
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	Retention Rate Data measured against upcoming initiatives. Rates will be compared with URM previously who would not have had intervention.
Baseline Data (Current Level of Performance):	Baseline data will be established
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	<ol style="list-style-type: none"> 1. MOCCS Program will retain 80% of participants from Fall to Spring. 2. Men's Basketball team will show an increase in GPA from intervention.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Monitor Program and course correct as needed. 2. Establish baseline for programs.
Results of the Institutional Effectiveness Effort:	MOCCS program did not flourish. Low participation and non-responsiveness caused this program not to be effective. Program staff will consider re-vamping the program. The Basketball intervention was a success. IERPA has the data but intervention showed a statistically significant increase in the overall GPA of the Men's Basketball Team.

Future Plans Regarding this Outcome:	The A2S Task Force will review and revamp both these initiatives. The data provided gives evidence that the Basketball program should be sustained.
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Institutional Effectiveness Outcome 2:	Create Diversity Week Institution-Wide
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Diversity Plan Priority II: Goal II Goal 3: 1,2 Strategic Plan Student Success Indicators
Funds Budgeted to Support this Outcome:	Carry-over funds from Diversity Monies from TBR
This Outcome will be Assessed Using:	Assessment and Evaluation will be in conjunction with the Diversity Committee and IERPA.
Baseline Data (Current Level of Performance):	Baseline data will be established
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	50 participants from the college will receive training in specific areas of diversity including LGBTQIA, Age Diversity, etc.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Create Diversity Week 2.) Select Clinicians 3.) Host Event

Results of the Institutional Effectiveness Effort:	We had 16 Volstate Faculty/Staff and 15 Faculty/Staff from MTSU to participate in combined LGBTQIA Training. This was a train the trainer workshop and going forward, each Academic Division will train their faculty and staff. We used the Gay Alliance from Rochester, NY for this one day training. Various other events were held during Diversity Week including dedication of the Flags in the Wood Campus Center, lunchtime discussion on discrimination and a panel discussion on LGBTQIA.
Future Plans Regarding this Outcome:	Faculty/Staff will hold Safe Space training for the College. Continue developing programming to raise awareness about diversity issues.

Institutional Effectiveness Outcome 3:	Increase diversity programming through panel discussions
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Diversity Plan Priority II Goal 5: 5-6 Strategic Plan Student Engagement Plan
Funds Budgeted to Support this Outcome:	Existing budget
This Outcome will be Assessed Using:	Evaluations will be given to participants to demonstrate knowledge gained from activities where appropriate.
Baseline Data (Current Level of Performance):	Continue panel discussions with faculty, staff and students on the topic of race relations, LGTBQIA issues, age diversity and white privilege.
Three years of trend data (if available):	N/A

Target (Desired Level of Performance):	A. Expand panel discussions. B. Increase number of participants.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Plan and execute events that discuss the various topics. 2.) Review data from assessments to gauge knowledge gained from events.
Results of the Institutional Effectiveness Effort:	Panel discussions where held during Diversity Week. Each day, students, faculty and staff assembled to discuss various issues. The culminating event was a panel discussion held in the Great Hall which had 72 participants.
Future Plans Regarding this Outcome:	Continue programming and expand to address relevant diversity needs.

Institutional Effectiveness Form

Department Name: Financial Aid

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The purpose of Student Financial Aid is to provide a comprehensive program of financial assistance to qualified students who would find it difficult or impossible to attend Volunteer State Community College without financial assistance. Volunteer State Community College administers financial aid in conjunction with the nationally established policy and philosophy that the student and his/her family have the primary responsibility for financing a college education.

Link between Institutional Mission and Departmental Mission: The financial aid department strives to provides the means by which the students' needs to accomplish their goal of higher education

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Reduce our new 3 year Cohort default rate. (Brought forward from 13-14 Outcomes)
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.4 S.3. S.9 Q. 3
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	Decrease the 3 year Cohort Default rate by .5% 1 st year Decrease the 3 year Cohort Default rate by .5% 2 nd year
Baseline Data (Current Level of Performance):	Current 3 year Cohort Default Rate 21.0%
Three years of trend data (if available):	Cohort Default Rate at the end of 2014 – 20.5% Cohort Default Rate at the end of 2015 – 20.00%
Target (Desired Level of Performance):	1% reduction in the 3 year Cohort Default Rate at the end of 2015
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Continue to work with TSAC Default Aversion Specialist to develop strategies for our Default Management Plan 2. Looks at trends in defaulters from our Cohort Default Data from the federal government. 3. Work with sister institutions as to their Best Practices for Default Management Plans 4. Continue to work with the Direct Loan Tools available to locate and intervene with potential student who might default.

Results of the Institutional Effectiveness Effort:	The Cohort Default Rate for the year of 2011 received in 9/2014 was 17.4, and the projected Cohort Default Rate for the year 2012 received in 2/2015 was 15.7%. Therefore, the target of 1% reduction in the 3-year default rate was exceeded.
Future Plans Regarding this Outcome:	We will continue to follow the steps outlined in "Steps to Achieve" in order to keep the Cohort Default rate coming down.

Institutional Effectiveness Outcome 2:	Develop and implement the TN Promise Program to increase number of incoming freshman to Volunteer State Community College
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A4 S3-S9 Q3
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	Increase the # of incoming high school students attending by 10% through the TN Promise Program
Baseline Data (Current Level of Performance):	Being developed
Three years of trend data (if available):	Being developed
Target (Desired Level of Performance):	Increase incoming high school students attending because of the TnPromise benefits to increase enrollment and better serve our communities.

<p>Steps to Achieve the Target for this Outcome:</p> <p>(add additional steps as needed)</p>	<ol style="list-style-type: none"> 1. Attend TnPromise Training events to become better informed in the procedures for operating this new program. 2. Work with TSAC to obtain the rules and regulations so the program is administered correctly. 3. Work with TBR Elliuian staff to develop Banner to electronically handle TnPromise processing. 4. Participate in the TnPromise events that Volunteer State sponsors to better inform potential recipients the regulations regarding filing FASFA in order to receive the funding. 5. Work with sister institutions to develop best practices for administrating this new venture. 6. Train staff on the TnPromise regulations for better communications. 7. Develop an ARGOS program that will calculate "last dollar" amount for each of these schedule recipients. 8. Develop a baseline for this calculation.
<p>Results of the Institutional Effectiveness Effort:</p>	<p>Currently 2038 students who have completed the TnPromise application and indicated that they are attending VSCC. Based on that number, we should have approximately 738 additional students, that would be an additional increase of 57%, but not all will matriculate. We have worked with TBR on a new process that will award TnPromise and give us a report of those who are overawarded. August 1, 2015 is the deadline for all parts to be completed and the final awards will be made at that time.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>Carry this IE Goal forward to 15-16 for total implementation</p>

<p>Institutional Effectiveness Outcome 3:</p>	<p>Develop more effective way to distribute the Academic Service Scholarship funds in light of the TnPromise program beginning Fall 15.</p>
<p>Strategic Planning Goal to Which this Outcome is Linked:</p> <p>(Go</p>	<p>A4</p>

to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	Comparing data to be retrieved from IR department
Baseline Data (Current Level of Performance):	To be established from IR data
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	Better utilize the Work–Scholarship fund to students who meet the newly developed criteria.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Develop a committee to review possible alternatives for awarding these funds. Membership would consist of representatives from Student Services, Student Life, Admissions, Financial Aid, Asst. VP for Student Services, Asst. VP for Business and Finance, Faculty, and VP for Academic Affairs 2. Use data from IR to plan for awarding in future terms. 3. Develop a plan of communication to inform potential recipients of the available of these scholarship funds. 4. Work with sister institutions concerning how they are now utilizing these funds on their campus.
Results of the Institutional Effectiveness Effort:	Due to being required to wait until TBR policy was changed, changes in the local Academic Service Scholarship policy and program could not be made.
Future Plans Regarding this Outcome:	Moved to 15-16 IE Goal.



Institutional Effectiveness Form

Department Name: Resource Development - Foundation

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: "To raise and administer funds to support the educational objectives of Volunteer State Community College and to solicit the active involvement of all communities within our service area."

Link between Institutional Mission and Departmental Mission: The mission of the Foundation is to support Volunteer State Community College in student success. To help the College provide quality education to every student who wants to pursue education. We do that through community networking, raising funds for scholarships and other projects of the College such as a capital campaign for the Humanities Building.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome N/A	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase annual campaign income by 20,000. Goal will be \$635,846
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.1 and R.6
Funds Budgeted to Support this Outcome:	\$28,349.00 College Budget <u>\$31,400.00</u> Foundation Budget \$59,749.00 Total of budgets
This Outcome will be Assessed Using:	Raisers Edge software which logs all contributions made.
Baseline Data (Current Level of Performance):	Baseline is: \$615,846.00 FY 13-14
Three years of trend data (if available):	\$576,815. FY 12-13 \$445,826 FY 11-12 \$494,097 FY 10-11
Target (Desired Level of Performance):	To raise \$20,000 more than FY 13-14
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Make personal visits with Dr. Faulkner and Karen 2.) Relationship building events, such as Java with Jerry, other breakfasts and lunches. 3.) Recruit new donors through donor research.
Results of the Institutional Effectiveness Effort:	This goal was not achieved. The total raised (excluding the Capital Campaign) for the annual campaign was \$542,545
Future Plans Regarding this Outcome:	

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Institutional Effectiveness Outcome 2:	Continue with Capital Campaign for Humanities with a goal of \$3,000,000.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.1.6
Funds Budgeted to Support this Outcome:	\$28,349.00 College Budget <u>\$31,400.00</u> Foundation Budget \$59,749.00 Total of budgets
This Outcome will be Assessed Using:	Raisers Edge Software will track all cash and pledges
Baseline Data (Current Level of Performance):	Raised \$552,617 in cash and pledges, this fiscal year bringing the overall total to \$1,717,617
Three years of trend data (if available):	FY 12-13 \$1,165,000
Target (Desired Level of Performance):	\$1,717,617
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Campaign is closed but we will continue to log donations received 2.) We will continue to receive solicit a few donors with interest.
Results of the Institutional	The Campaign closed out with a total of \$1,759,000 in cash and

Effectiveness Effort:	pledges.
Future Plans Regarding this Outcome:	Campaign is closed will continue to receive pledges and gifts.

Institutional Effectiveness Outcome 3:	Total special event net income will be \$110,000.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.1
Funds Budgeted to Support this Outcome:	*Event budget \$75,000 *The net expenditures come out of the event budget which is not budgeted in the College budget, so total revenue goal would be \$185,000 in order to achieve net income goal of \$110,000
This Outcome will be Assessed Using:	Raisers Edge software will track all revenue, expenditures and net income for each event
Baseline Data (Current Level of Performance):	\$90,959.66 FY 13-14
Three years of trend data (if available):	\$117,636 FY 12-13 (two Vol-E-Ball events in FY 12-13) \$74,995 FY 11-12 \$93,211 FY 10-11
Target (Desired Level of Performance):	

Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Market a packet of “a la carte” sponsorship opportunities and save the date notices for 2015 events beginning in January, 2015 2.) Executive Director and Director will employ at least three touch points for each event with the Board of Trustees to encourage participation and support 3.) Recruit additional volunteers for event committees to add new perspectives and participant networks
Results of the Institutional Effectiveness Effort:	The goal was exceeded with a net income of \$122,270.
Future Plans Regarding this Outcome:	Continue effort to increase event sponsors.

Institutional Effectiveness Outcome 4:	Increase percentage of full time faculty/staff participation donations to the Foundation
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.1.6
Funds Budgeted to Support this Outcome:	\$28,349.00 College Budget <u>\$31,400.00</u> Foundation Budget \$59,749.00 Total of budgets
This Outcome will be Assessed Using:	Raisers Edge software will track all gifts received from employees
Baseline Data (Current Level of Performance):	59% FY 13-14

Three years of trend data (if available):	52.5% FY 12-13 42.5% FY 11-12 38.8% FY 10-11
Target (Desired Level of Performance):	70% FY 14-15
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Director of Development will make personal contact with each 2013-2014 Employee donor to thank them for giving and discuss a potential personal relationship to bring in an additional Employee donor 2.) Develop a better communication system with the Employees (ex. Emails on a regular basis with alumni stories) 3.) Engage faculty and staff directors for student success stories 4.) Director of Development will offer a phone call or visit to welcome to each new staff member as released by Human Resources
Results of the Institutional Effectiveness Effort:	36% of full-time employees gave FY 14-15 Total giving = \$37,889
Future Plans Regarding this Outcome:	Better communication with employees through emails, newsletters, personal contact.

Institutional Effectiveness Outcome 5:	Increase Alumni personal giving to \$16,000
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan)	R.I.6

1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	\$23,590
This Outcome will be Assessed Using:	Raisers Edge software to track Alumni giving
Baseline Data (Current Level of Performance):	\$14,396 FY 13-14
Three years of trend data (if available):	\$30,972 FY 12-13 \$14,540 FY 11-12 \$18,622 FY 10-11
Target (Desired Level of Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Move Alumni Advisory Council to 100% participation in gifts to Alumni Scholarship fund 2.) Utilize Alumni Advisory Council to co-host two drop-in networking events away from campus with appeal to support the Alumni Scholarship fund 3.) Mail out one Volunteer Vision and three email blasts to Alumni to tell stories of current students and Alumni successes with appeal to support the Alumni Scholarship fund 4.) Accurate capture of alumni giving data; 2014-2015 steps: <ul style="list-style-type: none"> -Additional staff training in use of Raiser's Edge -Update and verify Raiser's Edge database accuracy -Create a new process for annual update of graduates and students who leave the college with a minimum of 24 credit hours without diploma/certificate
Results of the Institutional Effectiveness Effort:	Goal not quite achieved - Personal giving for 2014-15 = \$14,285
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1.) Networking event planned for August, 2015. 2.) Fundraising campaign to follow.

Institutional Effectiveness Outcome 6:	Increase number of eligible scholarship applications and decrease the number of un-awarded funded scholarships
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.5
Funds Budgeted to Support this Outcome:	\$8,000 Annual Maintenance
This Outcome will be Assessed Using:	AcademicWorks software will track this information
Baseline Data (Current Level of Performance):	190 scholarships awarded FY 13-14 16 scholarship un-awarded FY 13-14 (funds available) 946 eligible scholarship applicants FY 13-14
Three years of trend data (if available):	FY 14-15 will be the first year utilizing AcademicWorks.
Target (Desired Level of Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Expand use of AcademicWorks. 2.) Market the scholarship application process by utilizing social media, student services, and the admissions office.
Results of the Institutional Effectiveness Effort:	Half of the goal was achieved. This was our first year with AcademicWorks so comparison is not quite valid for this year. However, number of eligible scholarship applications slightly

	decreased (which did not meet the goal) and the number of un-awarded funded scholarships also decreased (which did meet the goal)
Future Plans Regarding this Outcome:	

Institutional Effectiveness Form

Department Name: Director of Grants Development/Grants Office

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: To assist Volunteer State College personnel in seeking and obtaining grant funds to support projects that are linked to the College Strategic Plan, and to monitor and provide oversight of reporting and required follow-up for grant funds awarded to the institution.

Link between Institutional Mission and Departmental Mission: The mission of the Director of Grants Development/Grants Office is to support Volunteer State Community College in providing quality educational programs, strengthening community and workforce partnerships, promoting diversity and cultural economic development and ensuring student success through researching related funding opportunities, developing and submitting effective applications, and ensuring the execution of required follow-up for awarded grants.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed
N/A		

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase support for VSCC’s strategic plan for student success through identification and submission of applications to 4 federal or state funded grant programs whose funding potential is \$100,000 or more. (Modification of amount of award as federal grants are seeing reductions, but increased number of grant applications and broadened range to include state grants as there are more instances of federal pass-through funding.)
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.7 and Objective R.1
Funds Budgeted to Support this Outcome:	Director of Grants Development salary plus benefits. Approximately \$42,000.
This Outcome will be Assessed Using:	Successful completion and submission of the grant applications with data entered into Grant Tracking Log maintained in Excel by Director of Grants Development.
Baseline Data (Current Level of Performance):	6 federally funded grants were submitted individually or as partnerships during FY 13-14. 3 grants were awarded (\$1,062,679), 3 are pending and 1 was declined.
Three years of trend data (if available):	FY 11-12: 7 federal grants submitted individually or as partnerships. 2 collaborative grants awarded (one for scholarships to students only, and one for \$12,000.) FY 12-13 federal grants identified were 3 and there were 2 state grants over \$100,000. Four were submitted individually or as partnerships. Three were awarded one declined. Trend data still being collected.
Target (Desired Level of Performance):	At the beginning of the fiscal year, select two federally funded grant programs and develop applications as a single applicant or part of a collaborative, and begin formal planning early so that the application process is efficient and effective, application submission is successful, and chances of being awarded are increased.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Continue to research new federal grant opportunities listed through grants.gov and referenced in other automatic mailing list- servers (listservs) and grant directories. 2.) Cultivate additional rapport with federal funding entities

	<p>and external collaborative organizations</p> <p>3.) Improve amount and quality of information about potential grant projects provided to Cabinet for review through documentation of costs, consult with content experts, etc. in order to make more informed decisions on which grants to pursue.</p>
Results of the Institutional Effectiveness Effort:	Although the grant submission level is being maintained, the grant process becomes irregular and unmanageable due to a number of state released grant opportunities that by-pass the grant officer and are released with short notice of deadlines.
Future Plans Regarding this Outcome:	Identify a consultant that will be available to assist if the number of grant applications chosen to pursue becomes too numerous for the grant office to effectively maintain.
Institutional Effectiveness Outcome 2:	Reduce number of non-federal grants submitted that are less than \$10,000 and increase number of non-federal grants submitted that are over \$50,000 in order to maximize grant support of college initiatives.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.7 and Objective R.1
Funds Budgeted to Support this Outcome:	Approx. \$21,000 Grant Manager's salary; \$200 in purchase of foundation grant directory.
This Outcome will be Assessed Using:	Successful completion and submission of grant applications with data entered into Grant Tracking Log maintained in Excel by Grants Manager.
Baseline Data (Current Level of Performance):	FY 2013-14: 21 grants submitted. \$501,919 received in new grant awards.
Three years of trend data (if available):	FY 11-12: 13 grants submitted/10 awarded (\$306,266) of which 4 were less than \$10,000 and one was over \$50,000. Trend data still being collected. FY 2012-13 Baseline is 17 grants submitted/7 awarded (\$ 1,365,202) Of these, 4 were awards less than \$10,000 and 2 were awards over \$50,000.

Target (Desired Level of Performance):	Goal for 2014-2015 is to submit 3 non-federal grants whose award is \$50,000 or more and maintain the number of grants submitted for less than \$10,000 to 2.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Continue to research new state, local government and private grant opportunities listed through automatic mailing list- servers (listservs) and grant directories. 2.) Cultivate additional rapport with state, local and private funding entities and external collaborative organizations 3.) Continue to improve selection of an effective grant team to develop grant submissions
Results of the Institutional Effectiveness Effort:	Goal Achieved
Future Plans Regarding this Outcome:	Maintain achieved goal
Institutional Effectiveness Outcome 3:	To facilitate improved grant development and administration through utilizing grant website page for information updates, periodic reports at administrative meetings, updating grant procedure manual, and continued staff training on best practices in grant development and management.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective Q.7 and R.1
Funds Budgeted to Support this Outcome:	Grant Director salary \$21,000; \$225 GPA membership fee which gives access to training webinars and best practice information; \$500 in travel for grant training opportunities.
This Outcome will be Assessed Using:	Short survey distributed during internal grant trainings; surveys of staff who participate in grant projects.
Baseline Data (Current Level of Performance):	Baseline to be established as webpage link made available just prior to FY14-15 and surveys not yet administered.
Three years of trend data	Not available

(if available):	
Target (Desired Level of Performance):	To provide effective methods for faculty and staff to access information about available grants, instructions on how to find and develop grant applications, access reporting deadlines and budgetary information for current projects and be better prepared to implement a new grant project.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Maintain updated grant information on grant webpage 2.) Improve grant project start-up 3.) Maintain updated policies and instructions 4.) Provide staff access to grant training and best practices
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1. Basic information is available but grant page is hard to locate on website and more information needs to be added 2. Grant Procedure Manual currently being updated and changes to improve grant start-up efficiency are being added. 3. HR policy for grant staff is in process of being developed 4. Staff access to training/best practices has proven to be difficult. This is being addressed in number 2 above.
Future Plans Regarding this Outcome:	Grant Director has participated in Compression Planning training as a new method to grant application development and will apply principles in the future. Grant Procedure Manual will continue to be modified with best practices learned. Implementation of HR grant staff policy will be assessed for effectiveness and Grant Director will continue to work with Accounting to meet new Federal OMB guidelines to ensure compliance and measurable outcomes as required by funding agency.

Institutional Effectiveness Form

Department Name: Health Sciences

For the Academic Year: 2014-2105

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Health Sciences Division offers degree and certificate programs which are designed to prepare students for a career in specific health care occupations.

Link between Institutional Mission and Departmental Mission: The Health Sciences Division offers degree and certificate programs which are designed to prepare students for a career in specific health care occupations.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	The Health Sciences Division will participate in an international visitation program with the Denmark Health Sciences College.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success Initiative 6
Funds Budgeted to Support this Outcome:	To be funded through International Education
This Outcome will be Assessed Using:	Completion of international visit to the Denmark Health Sciences College.
Baseline Data (Current Level of Performance):	International visit made by faculty and staff from the Denmark Health Sciences College to Volunteer State Community College in Spring 2014.
Three years of trend data (if available):	2012-International visit was made by Health Sciences Dean, RAD Program Director, and four RAD students to Denmark Health Sciences College 2014- International visit made by faculty and staff from the Denmark Health Sciences College to Volunteer State Community College
Target (Desired Level of Performance):	Volunteer State Community College Health Sciences Division will take at least two faculty/administrators and four students to Denmark Health Sciences College in Summer 2015.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Coordinate through International Education 2.) Contact Denmark Health Sciences College 3.) Visit occurs in Summer 2015
Results of the Institutional Effectiveness Effort:	Goal not achieved.
Future Plans Regarding	1.) Work with International Education to send someone to

this Outcome:	the Simulation Conference hosted by Denmark Health Sciences College 2.) Visit occurs in Fall 2015
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Institutional Effectiveness Outcome 2:	First-time licensure and/or certification test takers will pass on first attempt.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Key Indicator 1
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Licensure/certification reports
Baseline Data (Current Level of Performance):	
Three years of trend data (if available):	2011-12 averaged 76% 2012-13 averaged 80% 2013-14 averaged 91%
Target (Desired Level of Performance):	90%
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Collect reports from respective agencies. 2.) Analyze reports. 3.) Review Institutional Effectiveness Plans for program below 90% and implement steps for achieving objective.

Results of the Institutional Effectiveness Effort:	Goal not met, 2014 averaged 82%.
Future Plans Regarding this Outcome:	Review Institutional Effectiveness Plans for programs below 90% and implement steps for achieving objective.

Institutional Effectiveness Outcome 3:	Accreditable programs will receive full accreditation.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Key Indicator 5
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Accrediting reports from accrediting agencies.
Baseline Data (Current Level of Performance):	100% of accreditable programs are accredited.
Three years of trend data (if available):	2011-12=100% 2012-13=100% 2013-14=100%
Target (Desired Level of Performance):	100%

Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Scheduled Self-Studies and Site Visits completed. 2.) All follow-up reports submitted. 3.) Accreditation agencies confer accreditation status.
Results of the Institutional Effectiveness Effort:	Goal not met. Of all accreditable programs having site visits during this cycle, two received full accreditation (DMS, PSG) and one received five years with full being eight years (RAD).
Future Plans Regarding this Outcome:	Work with accreditable programs that have Self-Studies and Site Visits in 2015-2016 year to achieve continuing accreditation.

Institutional Effectiveness Form

Department Name: Honors Program

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission:

To provide an Honors Program for Vol State students that offers more challenging academic opportunities to high-achieving students.

Link between Institutional Mission and Departmental Mission:

The Honors Program contributes to the institutional mission by providing high-quality Honors courses and other academic opportunities (Honors contracts in regular courses) to Honors students. It also prepares students for careers by helping them ready themselves for transfer and scholarship opportunities.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	The Honors Program will add more split Honors/regular sections, providing Honors students additional options for earning Honors credit and opportunities to cooperate with other Honors students.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.1. Student Success
Funds Budgeted to Support this Outcome:	Adequate
This Outcome will be Assessed Using:	Offering of split Honors/regular sections in the course schedule.
Baseline Data (Current Level of Performance):	Currently, we have 2 general education Honors-only sections and 2 split Honors/regular sections that are offered on a regular basis.
Three years of trend data (if available):	
Target (Desired Level of Performance):	At least two general-education Honors-only sections and 5 split Honors/regular sections offered each semester by August 2015.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Recruit faculty to teach Honors/regular split sections. 2.) Promote new sections to Honors students.
Results of the Institutional Effectiveness Effort:	During the spring 2015 semester, 2 general-education Honors-only sections and five split Honors/regular sections were offered. In addition, one Honors-only section (HUM 275), a spring-only course, was offered.
Future Plans Regarding this Outcome:	To increase enrollment in the Honors/regular split sections by promoting them during summer Campus Connect orientations and during fall enrollment periods.

Institutional Effectiveness Outcome 2:	Increase membership by 10%.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.1. Student Success
Funds Budgeted to Support this Outcome:	Adequate
This Outcome will be Assessed Using:	The number of actual students participating in the Honors Program.
Baseline Data (Current Level of Performance):	Currently 72 students are members of the Honors Program.
Three years of trend data (if available):	
Target (Desired Level of Performance):	Target goal is 80 students by August 2015.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Advising will work with the Honors director to help place students in Honors courses whenever applicable. 2.) Recommendations from VSCC faculty will be solicited; current students will be contacted about the program via student email. 3.) Participate in summer Campus Connect orientation sessions. 4.) Admission will work with Honors director to identify high-achieving applicants.

Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1) It is too soon to judge, as recruitment for fall 2015 continues at Campus Connect sessions during the summer. At this point (June 2015), ten new students have been accepted into the Honors Program, but that number should increase considerably by the end of July, after six more Campus Connect sessions. 2) One factor that reduced Honors Program enrollment during the 2014-15 school year was that 10 students withdrew or were asked to withdraw from the program due to lack of participation or poor academic performance. Though this improved the <i>quality</i> of Honors students, it did reduce enrollment somewhat. At the end of the spring semester, many Honors students graduated or transferred, leaving 43 expected to continue at Vol State in the fall.
Future Plans Regarding this Outcome:	To continue recruiting to maintain at least 80 active Honors Program members during the 2015-16 school year.

Institutional Effectiveness Outcome 3:	Increase active participation in the Honors Program, defined as completing an Honors course or an Honors contract in a regular course each semester.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.1. Student Success
Funds Budgeted to Support this Outcome:	Adequate
This Outcome will be Assessed Using:	The number enrolling in an Honors section or completing an Honors contract in a regular course each semester.
Baseline Data (Current	Approximately 50% of Honors Program students completed an

Level of Performance):	Honors course or Honors contract in a regular course during the 2013-2014 school year.
Three years of trend data (if available):	
Target (Desired Level of Performance):	Completion of an Honors course or Honors contract in a regular course by at least 80% of Honors Program students each semester.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Work with Honors instructors to verify student enrollment in Honors and Honors/regular split sections. 2.) Track the completion of Honors contracts. 3.) Remind students of this requirement through meetings and follow-up e-mails.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1) During the Fall 2015 semester, 72% of Honors students completed an Honors course or contract. 2) During the Spring 2015 semester, 64% of Honors students completed an Honors course or contract.
Future Plans Regarding this Outcome:	Continue all of the previous steps but also to check in with students' progress on contract mid-semester to make sure that they are on track to complete them.

BUSINESS & FINANCE/OFFICE OF HUMAN RESOURCES
2014-2015 Institutional Effectiveness Plan

Index Code: E60021

Division/Department Purpose (Mission): Consistent with core values of Volunteer State Community College, the Office of Human Resources is committed to: Valuable, Objective, Legitimate Services That Are Team Efficient Harboring Retention.

Planning Goal & Objective Number	Division/Dept Student Learning Outcome and/or Measurable Outcome Related to Planning Objective (Assessment Measure)	Expected Cost From: 1. Existing base budget 2. Increase in base budget 3. IE Special Project	Steps for Completing Objectives and Assessing Outcomes (Identify Data Assessment and Plan for Gathering Data)	Results of Assessment and Evidence of Improvement Based on Analysis of Results (Include Assessment Measure Results) Enter the results in the space provided below or use the embedded word document for additional space.
Quality Employee Recruitment & Retention Plan	Using People Admin Central Instance, we will continue to integrate employment processes with the main TBR system with the rest of the schools <u>Baseline:</u> Research data 12-13 <u>Target:</u> Base on increasing by 10%	Existing base budget	<ul style="list-style-type: none"> • Continue training with TBR. • Continue migration to PeopleAdmin the through TBR Business Process Management. • Improve applicant tracking 	<ul style="list-style-type: none"> • Completely integrated PeopleAdmin into the larger TBR system • Shares a high visibility with other recruiting colleges with new status • Older status applicants were successfully transferred to the new system
Quality Employee Recruitment & Retention Plan	Phasing out of Orientation Program to implementing comprehensive Onboarding Program for new employees <u>Baseline:</u> Track # of searches 12-13 <u>Target:</u> Increase impact of particularly higher profile positions	Existing base budget	<ul style="list-style-type: none"> • Committing key departments to two twenty-minute sessions per month to speak with new hires. • Tracking turnover rates for new hires to insure retention. • Survey new employees after 90 days of service. 	<ul style="list-style-type: none"> • Utilizing new online enrollment feature in Edison to process new hire state benefit enrollments • More benefits are being entered and processes through Edison program instead of paper forms • Onboarding now includes some added community information and specialized novelties

Planning Goal & Objective Number	Division/Dept Student Learning Outcome and/or Measurable Outcome Related to Planning Objective (Assessment Measure)	Expected Cost From: 1. Existing base budget 2. Increase in base budget 3. IE Special Project	Steps for Completing Objectives and Assessing Outcomes (Identify Data Assessment and Plan for Gathering Data)	Results of Assessment and Evidence of Improvement Based on Analysis of Results (Include Assessment Measure Results) Enter the results in the space provided below or use the embedded word document for additional space.
Quality Employee Recruitment & Retention Plan	Implementation of new Banner module FLAC (Faculty Load and Compensation) Streamline new hire process-particularly for adjuncts. <u>Baseline:</u> Call-in traffic is 80% of daily calls; 71 advertised, yet unavailable posts <u>Target:</u> Call-in traffic reduced by 20%; No unavailable postings listed	Existing base budget	<ul style="list-style-type: none"> Continued participation in training sessions. Creating spreadsheets to build systems. Prepare scanning capabilities 	<ul style="list-style-type: none"> Adjunct faculty and Full-time faculty contracts were moved to an electronic approval system. FLAC provides real-time information about contract status to administration and faculty. They have the flexibility to view compensation and course load online. FLAC process has given the College an extracting reporting tool to review and audit course load as well as extra compensation paid to faculty

Institutional Effectiveness Form

Department Name: Humanities Division

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Humanities Division provides general education instruction in English, communication, philosophy, art, music, and theater. Additionally, the division provides instruction in foreign languages, learning support, and ESOL. The division provides additional academic resources and programs to support student success in its classes; these services include the Language Center, the commercial recording studio, a performing and visual arts series, and two literary publications.

Link between Institutional Mission and Departmental Mission: Providing administrative oversight for quality academic programs in the Humanities Division.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Humanities Division will work with TBR, campus constituents, and architects to plan new Humanities building.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.4
Funds Budgeted to Support this Outcome:	Budget for the building project: \$27,180,000
This Outcome will be Assessed Using:	Completion of building planning documents/floor plans
Baseline Data (Current Level of Performance):	At the start of this AY, the project is in the DD package preparation phase (design development).
Three years of trend data (if available):	This project began in 1998, though specific data isn't available. The DB-70 form, which indicates equipment planned for the building starting in 1998, as well as the release of the governor's budget approval, provides data about the intention of the building.
Target (Desired Level of Performance):	To begin offering classes in the new building in Fall 2016.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Continue discussions with architects and TBR to finalize building floor plans and room equipment layout. 2.) Talk with Business and Finance about the initial bid process for building equipment. 3.) Write specifications for building equipment. 4.) Obtain bids for building equipment. 5.) Revise building inventory. 6.) Work with Business and Finance to purchase equipment. 7.) Develop office and classroom move schedule.
Results of the Institutional Effectiveness Effort:	Discussions have continued with VSCC stakeholders, architects, and TBR to finalize building floor plans and determine how best to spend \$1.4 million the project came in under budget. Meetings have been held approximately every two weeks to finalize construction planning documents. These building plans are finalized, though discussions are ongoing concerning a few change orders that need to be submitted following discussions about the \$1.4 million and additional needs, such as adding floor

	<p>outlets in the Flexible Instructional Space.</p> <p>VSCC made multiple requests to TBR to start the furniture selection process, with the initial meeting occurring June 3, 2015, with Gould-Turner. This meeting was to introduce VSCC stakeholders and the architect to the project managers with Gould-Turner and to give an overview of the timeline and items to accomplish. As these meetings progress equipment specifications will develop and VSCC will continue with the bid process and revision of building inventory.</p>
Future Plans Regarding this Outcome:	The Dean of Humanities will continue working with other VSCC stakeholders, architects, TBR, and construction teams to finalize construction plans, develop equipment specifications, and work to obtain bids for equipment. She will also work on an office and classroom move schedule to prepare for the Fall 2016 building opening.

Institutional Effectiveness Outcome 2:	Work with English Department chair and faculty to pilot co-requisite of ENGL 1010 and LS Writing and VSCC 1000 and LS Reading.
Strategic Planning Goal to Which this Outcome is Linked:	Q.3
(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	None
This Outcome will be Assessed Using:	ENGL 1010 success rates of students completing pilot.
Baseline Data (Current Level of Performance):	 <p>Copy of 2011-12 and 2012-13 ENGL 1010 S</p>

Three years of trend data (if available):	 Copy of 2011-12 and 2012-13 ENGL 1010 S
Target (Desired Level of Performance):	Implementation of co-requisite pilots in spring 2015 and an increase in success and retention rates of ENGL 1010 students with an ACT score of 13-16 or diagnostic scores formerly placing students in LS Writing.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Meet with Chair and LS Coordinator to determine issues to address with implementation. 2.) Meet with VPAA, Director of LS, Chair, LS Coordinator and other interested parties to work through issues with implementation. 3.) Draft schedule of spring pilots. 4.) Solicit faculty input. 5.) Assess student success in piloted co-requisite pairs to determine best practice for fall 2015 full implementation
Results of the Institutional Effectiveness Effort:	<p>The Dean of Humanities met with the English Department Chair and Learning Support Coordinator to talk about the best approaches for pilot implementation. The group determined that a core group of faculty teaching the pilot would work best, with two models to implement: one where the faculty member teaches both ENGL 0810 and ENGL 1010 or READ 0810 and VSCC 1000 and one where two different faculty members teach the paired classes. The Department Chair had a couple initial meetings with pilot faculty to plan for the Spring 2015 semester. The Chair also agreed to meet regularly with the pilot faculty to discuss what was working well and what wasn't working well. The Dean, Chair, and LS Coordinator worked on a pilot schedule for Spring 2015, sending updates to advisors to help with course registration. Five co-linked co-requisite classes were offered for the ENGL 0810/1010 pair and for the READ 0810/VSCC 1000 pair. During the Spring 2015 semester, the Chair met with pilot faculty and the LS Coordinator regularly to hear what was working and not working as well in the pilots. Pilot faculty agreed to serve as informal mentors for faculty teaching co-requisite courses for the first time.</p> <p>Of 52 participating students in the ENGL 0810/1010 co-requisite courses, the pilot achieved a retention rate of 57.7% and a success rate of 50% in the co-requisite ENGL 1010 courses. This data compared to a retention rate of 71.2% and success rate of 63.7% in non co-requisite ENGL 1010 courses (N=829).</p>

	Data has not yet been received for the READ 0810/VSCC 1000 co-requisite pilot.
Future Plans Regarding this Outcome:	The pilot will continue in Fall 2015 to allow more time to collect data and determine which co-requisite teaching method (one faculty for two courses or two faculty for two courses) best helps students succeed. Pilot faculty from Spring 2015 will serve as informal mentors to departmental faculty teaching co-requisite courses for the first time.

Institutional Effectiveness Outcome 3:	Establish an articulation agreement for with MTSU for our Recording Industry Management A.S. program.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.5.
Funds Budgeted to Support this Outcome:	None
This Outcome will be Assessed Using:	Upon receipt of signed articulation agreement linking VSCC and MTSU programs, we will later assess the RIM program using satisfaction surveys of MTSU faculty to indicate whether or not students are meeting the learning objectives of the MTSU program.
Baseline Data (Current Level of Performance):	No formal articulation agreement currently exists. The communication faculty have had an informal agreement for many years, but students who have recently worked to transfer their credits from our program to MTSU have not been successful.
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	Receipt of signed articulation agreement linking VSCC and MTSU programs.

<p>Steps to Achieve the Target for this Outcome:</p> <p>(add additional steps as needed)</p>	<ol style="list-style-type: none"> 1.) Compare VSCC and MTSU program. 2.) Draft articulation agreement. 3.) Work with Communication faculty to revise articulation agreement. 4.) Send articulation agreement to MTSU contact(s). 5.) Solicit feedback from MTSU contact(s) about necessary revisions. 6.) Send revisions.
<p>Results of the Institutional Effectiveness Effort:</p>	<p>Steve Bishir, Director of Entertainment Media Production Programs, has reviewed the VSCC program compared to the MTSU program. He drafted a course conversion, but learned that the actual articulation agreement had to be in a format determined by MTSU. He was not able to obtain the exact format from MTSU, but has received samples of course syllabi from MTSU to help VSCC better align courses in the RIM program. This discussion is ongoing.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>The Dean of Humanities will work with Steve Bishir to draft a new articulation agreement that meets the needs of MTSU. Then the draft will be sent to MTSU contacts, revised as necessary, and sent for signatures.</p>

Institutional Effectiveness Form

Department Name: Institutional Effectiveness

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: Enhance institutional effectiveness through exercising administrative responsibility and coordinating leadership of policy, planning, implementation strategies and outcomes assessment related to the institution mission.

Link between Institutional Mission and Departmental Mission: This department supports the College's mission by assessing the quality of educational programs and services provided by the college and measuring progress toward strategic goals, including diversity, job placement, and transfer.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase efficiency in the job placement, graduate satisfaction, and employer satisfaction survey processes.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.I.3
Funds Budgeted to Support this Outcome:	\$5000 for postage
This Outcome will be Assessed Using:	Time to complete one year's worth of surveys with a 92% placement rate.
Baseline Data (Current Level of Performance):	2007 – 1 year and 7 months
Three years of trend data (if available):	2008 – 1 year and 6 months 2009 – 9 months 2010 – 1 year and 1 month 2011 – 1 year and 6 months 2012 – 1 year and 6 months
Target (Desired Level of Performance):	9 months
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Train new part-time employees for survey process 2.) Focus on one program each week for placement surveys 3.) Send response rates to program directors for assistance immediately after focus week
Results of the Institutional Effectiveness Effort:	A new part time employee was trained in the survey process. A survey administration calendar that focused on two programs at a time was developed with staggered weeks so that all programs could be covered over the course of a semester. That calendar was implemented. Response rates were sent to program

	directors for their assistance. While the progress was initially good, due to the IE director's maternity leave and the departure of the part time employee trained in the process, progress slowed. The 2013 year still took 1 year and 6 months to complete.
Future Plans Regarding this Outcome:	The calendar for administration will be revised. A new part time employee will be trained. We will continue to work toward this goal for the coming year.

Institutional Effectiveness Outcome 2:	Improve the quality of IE plans.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3
Funds Budgeted to Support this Outcome:	No additional funds budgeted beyond base budget.
This Outcome will be Assessed Using:	Percentage of IEs for which feedback is provided by September 30; percentage of IEs requiring revision.
Baseline Data (Current Level of Performance):	2012-2013 – 0% of IEs received feedback by September 30; 91.5% required some revision.
Three years of trend data (if available):	2013-2014 – 0% of IEs received feedback by September 30; 90% required some revision.
Target (Desired Level of Performance):	100% of submitted IEs will receive feedback by September 30; 50% or less of submitted IEs will require revision.

<p>Steps to Achieve the Target for this Outcome:</p> <p>(add additional steps as needed)</p>	<ol style="list-style-type: none"> 1.) Complete feedback forms for all IEs 2.) Email completed feedback forms to IE coordinators by September 30. 3.) Set deadline for resubmissions 4.) Schedule meetings with IE coordinators as deemed necessary. 5.) Send resubmit reminders as necessary. 6.) Provide IE Help Sessions as needed for preliminary reviews of IE plans prior to the June 30 due date. 7.) Provide IE Orientation for new IE coordinators, if any.
<p>Results of the Institutional Effectiveness Effort:</p>	<p>Due to the IE Director going on maternity leave in early September, the IE feedback forms were not completed and the IE coordinators did not receive feedback by September 30. The IE director and the VP of IERPA met with program directors as needed for revisions to the IEs. Help sessions were provided both in the summer and during the spring semester.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>We will continue to work toward this goal in the coming year. IE plans and closed loop reports will be due on June 30. The Director of IE will provide feedback and requests for revisions by July 15.</p>

<p>Institutional Effectiveness Outcome 3:</p>	<p>Faculty and staff will use national benchmarks in institutional effectiveness and assessment.</p>
<p>Strategic Planning Goal to Which this Outcome is Linked:</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	<p>Q.3</p>
<p>Funds Budgeted to Support this Outcome:</p>	<p>Price for CCSSE, SENSE, SSI, NCCBP</p>
<p>This Outcome will be Assessed Using:</p>	<p>Percentage of administrative offices using CCSSE, SENSE, SSI, or NCCBP data in IE plans</p>

Baseline Data (Current Level of Performance):	One/95 IE plans in 2011-2012 (1.1%)
Three years of trend data (if available):	2012-2013 – seven/95 IE plans (7.3%) 2013-2014 – eight/99 IE plans (8.1%)
Target (Desired Level of Performance):	15 percent of administrative office IE plans will use external survey data in IEs.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Develop mechanism for notifying administrative staff when new survey results are available on the intranet. 2.) Notify administrative offices of survey items that might be relevant to their work. 3.) Post examples of how to use survey data in IEs in location accessible by campus community.
Results of the Institutional Effectiveness Effort:	Due to the IE Director’s maternity leave, the first two items were not addressed this year. The IE handbook was updated to include examples of how to use survey data in IEs, and it was posted on the IE website so that it is accessible to the campus community. 11/99 IE Plans (11%) used nationally normed survey assessments.
Future Plans Regarding this Outcome:	We will continue to work toward this goal by working to notify faculty and staff when survey results are available on the intranet and by notifying administrative offices of relevant survey items.

Institutional Effectiveness Form

Department Name: **Internal Audit**

For the Academic Year: **FY 2014-2015**

Institutional Mission:

Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful

Departmental Mission:

Internal Audit is an independent, objective assurance and consulting activity designed to add value and improve the college management systems. Internal audit helps the College accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance process.

Link between Institutional Mission and Departmental Mission:

The Internal Audit activity offers Management an evaluation of processes and controls of College operations.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

N/A

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	The Internal Audit Office will generally comply with the Institute of Internal Auditors (IIA) <i>Standards, Definition of Internal Auditing, and Code of Ethics</i> .
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Goal 3, Quality
Funds Budgeted to Support this Outcome:	Existing budget for Operating expenses.
This Outcome will be Assessed Using:	<i>IIA Standards, Definition of Internal Auditing, and Code of Ethics</i> .
Baseline Data (Current Level of Performance):	The Internal Audit Office generally conforms to the <i>IIA Standards, Definition of Internal Auditing, and Code of Ethics</i> per the 2013 external assessment.
Three years of trend data (if available):	<p>August 2013: External Assessment Review team issued their report with the overall conclusion that the TBR system-wide internal audit program generally conformed to the <i>IIA Standards</i>.</p> <p>March 2013: The Self-Assessment overall opinion was that the internal audit activity generally conforms to <i>IIA Standards</i>.</p> <p>May 2012: The Self-Assessment overall opinion was that the internal audit activity generally conforms to <i>IIA Standards</i>.</p>
Target (Desired Level of Performance):	General Compliance with <i>IIA Standards, Definition of Internal Auditing, and Code of Ethics</i> .
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<p>1.) Continue to incorporate recommendations and opportunities for improvement from the 2013 assessments.</p> <p>2.) Prepare self-assessment as scheduled and requested by TBR for the 5-year QAIP (Quality Assurance and Improvement Program) cycle, most likely will be in calendar year 2015 or 2016.</p>

Results of the Institutional Effectiveness Effort:	<p>The Overall Conclusion of the 2013 external assessment was that the TBR system internal audit program generally conformed to the <i>IIA Standards</i>.</p> <p>Internal Audit continued implementing the recommendations and opportunities for improvement from the external review.</p> <ul style="list-style-type: none"> – TBR purchased auditing software for all the audit offices. Training was provided in February 2015, and the offices began using the software in Spring 2015. – Continued the submission of quarterly audit plans and audit recommendation follow-ups to the audit committee. – Improving and documenting management input in the internal audit risk analysis and audit plan. – Internal Audit surveys were sent out following the audit report releases. No suggestions or recommendations for improvement were received. <p>A self-assessment was not scheduled during FY 2014-2015. It will be included in the FY 2016 audit plan.</p>
Future Plans Regarding this Outcome:	<p>Continue to implement the use of the audit software. Prepare quarterly updates for presentation to the audit committee, and distribute surveys at audit completion. Continue to improve and document management’s input into the internal audit. Schedule and prepare a QAIP self-assessment in FY 2016.</p>

Institutional Effectiveness Outcome 2:	<p>The Internal Audit Director will maintain current audit credentials, knowledge, and competencies for completing audit responsibilities.</p>
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	<p>Goal 3, Quality</p>
Funds Budgeted to Support this Outcome:	<p>Existing budget for Operating and Travel expenses.</p>

This Outcome will be Assessed Using:	Tennessee Board of Accountancy requirements for an active CPA (Certified Public Accountant) license.
Baseline Data (Current Level of Performance):	The Internal Audit Director has an active CPA license.
Three years of trend data (if available):	CPA license is current through December 2015.
Target (Desired Level of Performance):	The Internal Audit Director will maintain an active CPA license to maintain current knowledge and competencies for audit work.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Obtain 80-hours of CPE (continuing professional education) biennially (calendar years 2014 and 2015) that meet the Tennessee Board of Accountancy requirements. 2.) Remit the Professional Privilege Tax annually to the Tennessee Department of Revenue. 3.) Report CPE and renew license with the Tennessee Board of Accountancy biennially (due December 2015).
Results of the Institutional Effectiveness Effort:	<p>Sixty-six (66) hours of CPE was earned from January 2014 through June 2015. CPE is reported to the Tennessee Board of Accountancy for a two-year period (2014 and 2015).</p> <p>The Professional Privilege Tax was submitted to the State of Tennessee on 5/28/15.</p> <p>CPA license was last renewed in December 2013 and is current through December 2015.</p>
Future Plans Regarding this Outcome:	Continue to maintain an active CPA license with the Tennessee Board of Accountancy.

Institutional Effectiveness Outcome 3:	The Internal Audit Office will release reports in a timely manner to ensure audit results are communicated timely.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Goal 3, Quality
Funds Budgeted to Support this Outcome:	Existing budget for Operating expenses.
This Outcome will be Assessed Using:	The Internal Audit Office goal of releasing audit reports within 60 days of completion of audit work.
Baseline Data (Current Level of Performance):	In FY 2014, reports were released from 1 to 43 days from completion of audit work.
Three years of trend data (if available):	FY 2014: Reports were released from 1 to 43 days from completion of audit work. FY 2013: Reports were released from 9 to 42 days from completion of audit work. FY 2012: Reports were released from 3 to 45 days from completion of audit work.
Target (Desired Level of Performance):	Audit reports will be released within 60 days of completion of audit work.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Monitor the dates of completion of audit work, audit exit conference, and report release. 2.) Evaluate the timeliness of the audit report release in relation to completion of audit work. 3.) Evaluate delays for reports released past 60 days of audit work

	completion.
Results of the Institutional Effectiveness Effort:	The time between the completion of audit work and the report release ranged from 1-day to 14-days. There were no reports released past 60-days of audit work completion.
Future Plans Regarding this Outcome:	Continue to monitor and evaluate the dates of completion of audit work, exit conference, and report release.

Institutional Effectiveness Outcome 4:	The Internal Audit risks identified during the 2013 Risk Assessment process will be mitigated to an acceptable level to ensure risks and potential consequences are minimized.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Goal 3, Quality
Funds Budgeted to Support this Outcome:	Existing budget for Operating expenses.
This Outcome will be Assessed Using:	Risk Assessment Control Footprint for the Regulatory Compliance sub-process.
Baseline Data (Current Level of Performance):	In FY 2013, two risks were identified relating to Internal Audit. The recommended levels of controls for these two risks are Execution and Supervisory (Levels 1 and 2).
Three years of trend data (if available):	FY 2014: The controls from the 2013 Control Footprint were substantiated and determined to be working as intended. FY 2013: Applicable controls were identified for the Internal Audit risks.

Target (Desired Level of Performance):	The risks and potential consequences will be mitigated and minimized.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Substantiate the Controls to ensure they are in place. 2.) Evaluate that the Controls are working as intended to mitigate the risk.
Results of the Institutional Effectiveness Effort:	Controls for the Regulatory Compliance risks relating to Internal Audit were substantiated, and it was determined that they are working as intended.  IE Goal 4 Support FY 2015
Future Plans Regarding this Outcome:	Continue monitoring the risks and controls relating to relating to Internal Audit from the Regulatory Compliance major process.

Institutional Effectiveness Form

Department Name: Information Technology

For the Academic Year: 14-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: Our mission is to provide a reliable, comprehensive information technology environment to enhance teaching, learning, and business operations while also providing excellent customer service. We are committed to meeting the needs of all students, faculty and staff by equipping and supporting the Volunteer State community with quality resources in technology. We are always striving to enhance all aspects of technology at Volunteer State through teaching, learning, service and understanding by providing knowledgeable and

Link between Institutional Mission and Departmental Mission: The IT Department helps Volunteer State Community College fulfill its mission by providing technology services that assist in the academic, business and economic development. We support innovation in teaching and learning, help to strengthen communications and provide assistance for our students as they prepare for their careers and as lifelong learners.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Move SSB into the DMZ
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	1.4 (Carry over from previous strategic plan)
Funds Budgeted to Support this Outcome:	None required
This Outcome will be Assessed Using:	This outcome will be addressed with scheduled changes to Banner, particularly with moving from Sun to Linux
Baseline Data (Current Level of Performance):	Currently, SSB is not in the DMZ, providing a potential security risk for VSCC systems.
Three years of trend data (if available):	
Target (Desired Level of Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Identify firewall ports that need to be opened. 2. Change Network VLAN 3. Change IP Address 4. Test and verify
Results of the Institutional Effectiveness Effort:	This item is still in progress.
Future Plans Regarding this Outcome:	Work will be completed with move of Banner architecture to Red Hat Linux systems.

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Institutional Effectiveness Outcome 2:	Relocate testing area to new location and expand ability to provide additional testing
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.1.2
Funds Budgeted to Support this Outcome:	IT R&R will be used for replacing computers or testing servers, as well as adding cameras
This Outcome will be Assessed Using:	This outcome will be addressed with successful setup of the new testing center with additional services added.
Baseline Data (Current Level of Performance):	
Three years of trend data (if available):	
Target (Desired Level of Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Determine number of testing stations desired and testing authority center will support (Prometric, Vue, etc) 2.) Determine new testing center layout and equipment needs 3.) Purchase and install equipment
Results of the Institutional	The testing center is in its new location and has been successfully

Effectiveness Effort:	configured and set up. At this point we will be adding cameras in fall 2015 and looking to add additional testing services.
Future Plans Regarding this Outcome:	Follow-up with cameras and with appropriate testing services

Institutional Effectiveness Outcome 3:	Update IT Master/Strategic plan
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.2
Funds Budgeted to Support this Outcome:	Non-needed
This Outcome will be Assessed Using:	
Baseline Data (Current Level of Performance):	The current IT Master plan has been completed and is in need of updating.
Three years of trend data (if available):	
Target (Desired Level of Performance):	

Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Review existing plan and departmental goals 2.) Devise a plan to increase and expand campus architecture to keep up with future plans of campus 3.) Develop plan and submit to cabinet for approval
Results of the Institutional Effectiveness Effort:	Development of master plan is still in progress due to change in CIO position.
Future Plans Regarding this Outcome:	IT master plan will be developed over AY 2015-16.

Vol State Language Center Survey Analysis December 19, 2014

The Language Center at Volunteer State Community College works with faculty, professional tutors, and trained peer tutors to provide students with support, assistance, one-on-one tutoring, and materials about academic writing to prepare students for academic success. When students complete a tutoring session, they are asked to complete a Vol State Language Center Survey to rate their overall experience. The survey consists of 8 yes or no questions, 3 multiple choice questions, 1 open-ended item, and 2 write-in items for the name of the tutor who provided services and the course for which the student sought assistance. Open-ended responses and data tables are listed at the end of this report.

One hundred seventy-two surveys were returned completed. Sixty-eight surveys were completed in Fall 2013, 48 in Spring 2014, and 56 in Fall 2014. Most students used the Language Center during the day (85%, 142). A small percentage utilized services in the evening (8.4%, 14) or in both the day and evening (6.6%, 11) (Table 1).

Students reported tutoring sessions with 14 different tutors. The majority of students were tutored by Jill Chafetz (33.7%, 58). Six sessions were conducted by more than one tutor, and a tutor was not identified for 8 sessions (Table 2). Overall, students were tutored in 33 different courses. The majority of students were tutored in ENGL 1010 (26.7%, 46). Thirty respondents did not indicate the specific course in which they were tutored and, in most cases, only identified the subject (Table 3).

Overall, students' opinions of their tutoring sessions were positive. All respondents indicated the tutoring session was helpful (100%, 169). Nearly all enjoyed their sessions (98.8%, 166). The majority of respondents indicated that the session was not a return session (68.8%, 117), and 34% received assistance in learning how to use a computer. Almost all respondents indicated the tutorial will benefit them in classes not associated with the assignment they brought in that day (94%, 158) and that they would return to the Language Center for help on another assignment (98.2%, 166).

Nearly all respondents reported feeling comfortable talking about their needs with the tutor (98.8%, 168) and agreed with the tutor's suggestions (99.4%, 168) (Table 4). Students were asked if they considered their tutor a peer or a superior. The majority responded "a superior" (66%, 99) (Table 5). When asked if the Language Center services should be available online, 37% responded "Yes, by email", 32% "Yes, by chat", 7% "Yes, by another method", and 23% responded "No" (Table 6). The following is a list of suggestions and comments provided by students who completed the survey. Comments appear as written by students.

- All people working at Learning Center are Great!
- Awesome tutors! I would love to see these services online by chat or email!
- Continue to do what you do.
- Do, they helped me so much. All I have to say is thank you.
- Fantastic services very underrated. Language center needs more publicity.
- Good environment!
- Great Source of help
- have a couple of more workers
- Human Contact for 30-60 minutes is very beneficial
- I appreciate having the LC to come to for additional help. I've been out of school since 1975.

- I feel great when somebody in here helps me.. I don't feel alone.
- I haven't yet received my grade on the assignment which the language center helped me with, however Mrs. Jill and Mrs Suzanne were so genuine and patient. I feel so lucky to have had their help.
- I like to use the Language Center for help on papers, but also just for studying, because of the inviting and familiar atmosphere. I prefer it over the Library because if I have a question or issue while I'm studying, someone is right there to help.
- I look forward to coming back
- I need Ms. Carols help in English. Especially my grammar. I think I will be better in a near time if some teachers may help me. Thank you very much.
- I think all of teachers in center language very good. She is very helpful. Thank you so much
- I think chat would work but I really like face to face interaction.
- I wish we would have more time on Mondays and Thursdays. Thank you!!
- I'm sure having chat or email online availability would be helpful to students, I will probably still prefer to come in person
- Is pretty a nice place to be in need of help.
- It is awesome to have support like this.
- It is definitely very useful.
- it is essential and awesome!
- Its very cramped. Expand if possible would be nice
- Keep being awesome 😊
- Keep up the good work.
- Kristen was wonderful!
- Kristen was wonderful! She was able to describe my issues with writing in an honest and subjective way and doing it with kindness at the same time.
- love it
- Love it! Glad its here
- more space
- Mrs. Jill was very helpful!
- My first time in the language center I found helpful and every tutor was nice and helpful
- My tutor needs to slow down and talk to me, not at me. Not unless it is outline an outline sheet, I need to go where I can get help. I need to learn and not be talked to like I am a child. No, they are always in a rush except a few like Mrs. Stacy, Ms. Maldin and a few others. I havent gotten the help I needed in there at all because everyone teaches a different way. Mrs. Stacy has went over the computer with me but no body else has the time. when another student comes they are gone.
- N/A
- No
- No suggestions. Just a comment. It is stressful to have someone review your work, but that soon waned after speaking with Jill. She was very helpful.
- No suggestions. Keep it up.
- No. Great help.
- Perhaps look to ask students if they need help instead of waiting for them to ask.
- She is a great tutor! She is very helpful and I believe it will have a very positive impact on my final paper!
- She really knows how to really get a person really understand the problem they are having.

- Stay awesome
- Suzanne was awesome! She helped me through out my entire paper. She really helped me not stress out and finish my paper. She was very helpful and friendly.
- Thank you for being here! Now do I not have to wonder if I need to work on my paper before I turn it in.
- Thank you for helping me to learn new english words!
- Thank you for helping me to understand my homework.
- Thank you so much
- Thank you so much for your time and help.
- Thank you.
- Thank You.
- Thanks
- Thanks for always being available and very helpful. Very much appreciated. Thanks.
- Thanks to yalls help; I know I will pass my English class. Thank you for all your help.
- The Language center is great.
- The language center helped me with critical thinking of a thesis and body paragraphs, as well as grammar.
- The language center helped tremendously with my education. There is no way I would have received the grades I did without it!!
- The Language Center is always willing to help when I have Language and writing issues.
- The tutors are helpful.
- They are always helpful
- They were very helpful and thoughtful.
- This visit was very helpful.
- Treat everybody like they are people. Learn to talk on the students level. It is great if one has a good education, but it is no good if you cant talk or teach on the students level, and please don't look down on anybody because we don't know what the future holds. It could be you or me that can have an accident.
- Very convenient
- Very helpful
- Very helpful, catch my small mistakes
- very helpful!
- Very Helpful!
- You all are doing a great job!
- You are fabulous
- You guys are great thank you thank you!
- you guys are great!
- You guys are great!
- You guys are the best.

Data was also analyzed across terms. Since Fall 2013, fewer surveys have been returned completed. Sixty-eight surveys were returned completed for Fall 2013 compared to 56 for Fall 2014. The number of tutors providing sessions dipped slightly to 8 in Fall 2014 from 9 in Fall 2013. The number of courses tutored also dipped slightly from 18 in 2013 to 16 in 2014 (Table 7). Across all 3 terms, the majority of students used the Language Center during the day (Table 8). When asked if the Language Center services should be available online, the majority of respondents in 2013 answered "Yes, by chat" (35.9%,

28). In 2014, the majority of respondents answered “Yes, by email” (Table 9). The mean scores for items about student experiences at the Language Center were calculated and compared across terms. A mean score of ‘1’ indicated ‘No’ and a score of ‘2’ indicated ‘Yes’. There were no significant differences by term (Table 10).

In summary, student experiences with tutoring at the Language Center were very positive. The overwhelming majority indicated they would return for help on another assignment. Most students used the Language Center during the day (before 5 p.m.) and over a third of respondents indicated services should be available by E-mail. Suggestions include possibly considering ways to increase the response rate in order to provide a broader view of student feedback.

Table 1

Time of Day Language Center Was Used

Time	N	%
Day (before 5 p.m.)	142	85.0%
Evening (after 5 p.m.)	14	8.4%
Both day and evening	11	6.6%
Total	167	100%

Table 2

Frequency Distribution of Tutors

Tutor	N	%
Jill Chafetz	58	33.7%
Suzanne Previte	43	25.0%
Carol Severns	31	18.0%
Sherayah Witcher	5	2.9%
Kristen	6	3.5%
Julia Cawthon	2	1.2%
Melissa Fox	2	1.2%
Samantha Michaels	3	1.7%
Stephen Koch	2	1.2%
Carol Topping	1	0.6%
John Pitcher	1	0.6%
Jennifer Landis	1	0.6%
Stacey Easterling	1	0.6%
Cynthia Malden	1	0.6%
More than 1 tutor	6	3.5%
Unknown	8	4.7%
Other*	1	0.6%
Total	172	100%

*"Myself because the professors were talking about something other than school, and helping me"

Table 3*Frequency Distribution of Courses Tutored*

Course	N	%
ENGL 1010	46	26.7%
ENGL 1020	22	12.8%
ENGL	8	4.7%
AHC 101	7	4.1%
HIST	6	3.5%
SPCH 103	6	3.5%
ENGL 2030	4	2.3%
HIST 2010	4	2.3%
HIST 2020	4	2.3%
ESOL 152	3	1.7%
ESOL 184	3	1.7%
SOCI	3	1.7%
SPCH 1010	3	1.7%
ART 1030	2	1.2%
BIOL 1430	2	1.2%
ENGL 0810	2	1.2%
HIST 1120	2	1.2%
MPM 101	2	1.2%
SPCH	2	1.2%
ENGL 1030	2	1.2%
BIOL 2010	1	0.6%
BUSN 1310	1	0.6%
ENGL 0820	1	0.6%
ENGL 2120	1	0.6%
ESOL 131	1	0.6%
ESOL 151	1	0.6%
ESOL 153	1	0.6%
ESOL 183	1	0.6%
GEOG 2010	1	0.6%
HED 220	1	0.6%
HIST 1110	1	0.6%
PHIL 1030	1	0.6%
PSYC	1	0.6%
SOCI 1010	1	0.6%
SOCI 1020	1	0.6%
SOCI 217	1	0.6%
THEA	1	0.6%
Other*	5	2.9%
More than 1 course	8	4.7%
Unknown	9	5.2%
Total	172	100%

*Paper (4); Resume

Table 4*Frequency Distribution by Item*

Item	Yes		No		Total	
	N	%	N	%	N	%
Did you feel comfortable talking about your needs with the tutor?	168	98.8%	2	1.2%	170	100%
Is this a return session?	53	31.2%	117	68.8%	170	100%
Will you return to the Language Center for help on another assignment?	166	98.2%	3	1.8%	169	100%
Was your session helpful?	169	100.0%	0	0.0%	169	100%
Did you enjoy your session?	166	98.8%	2	1.2%	168	100%
Did you agree with the tutor's suggestions?	168	99.4%	1	0.6%	169	100%
Do you think your tutorial will benefit you in classes not associated with the assignment you brought in today?	158	94.0%	10	6.0%	168	100%
Did you receive assistance at the Language Center in learning how to use the computer?	58	34.1%	112	65.9%	170	100%

Table 5*Do You Consider Your Tutor...*

Response	N	%
A superior?	99	66.0%
A peer?	51	34.0%
Total	150	100%

Table 6*Do you think the Language Center services should be available online?*

Response	N	%
Yes, by email	76	37.4%
Yes, by chat	65	32.0%
Yes, by another method*	15	7.4%
No	47	23.2%
Total	203	100%

Note. Respondents could choose more than one response. The number in parentheses below indicates the number of respondents.

*Write-in responses for another method (responses appear as written by students):

- As the tutors can, to keep it from interrupting the face to face sessions.
- Discussion chat
- Human Contact - More Helpful
- I feel one on one is the best and I feel by chat and email come in second
- I guess so if you cant get to school, but I love face to face interaction.
- I think students should come in

- If no, you have smartthinking for online but with in person session you truly realize your cons and some pros.
- One on One
- Phone
- Respond better face to face, and on-sight
- Skype maybe (2)
- Skype?
- Video
- Voice Call(faster communication)
- We need one at the Highland Crest Campus.
- web cam
- Website

Table 7
Characteristics by Term

Characteristic	Fall 2013	Spring 2014	Fall 2014
Number of completed surveys returned	68	48	56
Number of tutors who provided sessions	9	6	8
Number of courses tutored	18	16	16

Table 8
Time of Day Language Center Was Used by Term

Time	Fall 2013		Spring 2014		Fall 2014	
	N	%	N	%	N	%
Day (before 5 p.m.)	56	83.6%	37	80.4%	49	93.9%
Evening (after 5 p.m.)	6	9.0%	6	13.0%	2	3.0%
Both day and evening	5	7.5%	3	6.5%	3	3.0%
Total	67	100%	46	100%	33	100%

Table 9
Do you think the Language Center services should be available online?

Response	Fall 2013		Spring 2014		Fall 2014	
	N	%	N	%	N	%
Yes, by email	25	32.1%	21	36.2%	30	44.8%
Yes, by chat	28	35.9%	18	31.0%	19	28.4%
Yes, by another method	6	7.7%	4	6.9%	5	7.5%
No	19	24.4%	15	25.9%	13	19.4%
Total	78	100%	58	100%	67	100%

Note. Respondents could choose more than one response.

Table 10*Item Mean by Term*

Item	Fall 2013 Mean	Spring 2014 Mean	Fall 2014 Mean
Did you feel comfortable talking about your needs with the tutor?	1.97	2.00	2.00
Is this a return session?	1.40	1.27	1.24
Will you return to the Language Center for help on another assignment?	1.99	1.98	1.98
Was your session helpful?	2.00	2.00	2.00
Did you enjoy your session?	1.97	2.00	2.00
Did you agree with the tutor's suggestions?	1.99	2.00	2.00
Do you think your tutorial will benefit you in classes not associated with the assignment you brought in today?	1.91	1.98	1.95
Did you receive assistance at the Language Center in learning how to use the computer?	1.29	1.48	1.28

Note. Mean score of 1 = No, 2 = Yes

Humanities/Language Center
2014-2015 Institutional Effectiveness Plan – End of Year

Index Code: E14008

Division/Department Purpose (Mission): The Language Center offers its services free to all on the VSCC campus. The LC does not offer testing or accept appointments for tutoring. The LC is an additional classroom resource that helps students to identify and correct problems in their writing and communication. The LC supports students in writing across the curriculum, ESOL classes, and developmental writing. Additionally, the LC provides support for students studying foreign languages, French and Spanish, through Rosetta Stone software and one-on-one tutoring at select hours during the week. Language Center consultants provide up-to-date information and guidance relating to communication, specifically all parts of the writing process, including, but not limited to, organization, grammar, and revision.

Planning Goal & Objective Number	Division/Dept Student Learning Outcome and/or Measurable Outcome Related to Planning Objective (Assessment Measure)	Expected Cost From: 1. Existing base budget 2. Increase in base budget 3. IE Special Project	Steps for Completing Objectives and Assessing Outcomes (Identify Data Assessment and Plan for Gathering Data)	Results of Assessment and Evidence of Improvement Based on Analysis of Results (Include Assessment Measure Results) Enter the results in the space provided below or use the embedded word document for additional space.
<ul style="list-style-type: none"> Access Initiative 	Increase student awareness of Language Center Baseline: FA12-31 intro. sessions SP13-44 intro. Sessions	1. \$0.0	<ul style="list-style-type: none"> Send out email, which will be copied to Dr. Faulkner, to introduce LC to faculty; this email will request a time to visit classes to introduce LC to the students. Bookmarks, which are provided by the PR department, will be distributed to individual students in visited classes and instructors in classes visited. Update copy that runs on WVCP for advertising A copy of the Language Center bookmark will run weekly in <i>The Settler</i> Post informational flyers around campus 	<ul style="list-style-type: none"> Sent out email to all instructional faculty introducing LC. Email sent 18 August for Fall 2014 and 13 January for Spring 2015. Prior to Fall 2014, 36 introductory sessions were conducted, and prior to Spring 2015, 25 sessions were conducted. All barring three of these sessions were conducted by the director. Dr. Faulkner was not copied, but the 30.56% drop in the number of introductory sessions between Fall and Spring will likely necessitate a copy sent to Assistant VP or VP of Academic Affairs. Bookmarks were distributed to all students in introduction sessions. Bookmarks are also given to tour groups lead by the President's Ambassadors. 4000 bookmarks were provided by PR during SU2014. Advertisement that runs on WVCP was updated prior to the opening of the LC in both FA14 and SP15. Language Center advertising in <i>The Settler</i> was updated, and the director of the Center was the first "Faculty of the Week" spotlight when the feature began in Spring 2015. A copy of the Language Center bookmark runs in <i>The Settler</i> each week. Information flyers were posted around campus in FA14, and they remain in SP15.
<ul style="list-style-type: none"> Access Key Indicators 1-4 	Increase student use of Language	1. \$0.00	<ul style="list-style-type: none"> Bookmarks will be placed both outside the LC and in the Humanities office for 	<ul style="list-style-type: none"> Bookmarks were placed in appropriate areas and offices around campus, and additional bookmarks were placed if

Planning Goal & Objective Number	Division/Dept Student Learning Outcome and/or Measurable Outcome Related to Planning Objective (Assessment Measure)	Expected Cost From: 1. Existing base budget 2. Increase in base budget 3. IE Special Project	Steps for Completing Objectives and Assessing Outcomes (Identify Data Assessment and Plan for Gathering Data)	Results of Assessment and Evidence of Improvement Based on Analysis of Results (Include Assessment Measure Results) Enter the results in the space provided below or use the embedded word document for additional space.
<ul style="list-style-type: none"> • Student Success Key Indicators S1-S10 • SS Initiative 2-4, 6 	Center Baseline: FA13-1119 sessions SP14-1030 sessions		students, faculty, and staff to encourage students to come to the LC for additional support. <ul style="list-style-type: none"> • Have tutors available for students who drop in so students recognize tutors are available when they are needed • Make students feel welcome in the LC so they return when they need assistance. 	needed. <ul style="list-style-type: none"> • Tutors were available for all students when they came into the Language Center. No expected costs were noted here, but this report was completed prior to the increase in pay for tutors in the Language Center. Looking at Summer 2014, Fall 2014, and Spring 2015, the budget overage for the Language Center \$6,220.50, \$3,068.55 more in Fall 2015 over Fall 2014 and \$3,151.95 more in Spring 2015 over Spring 2014. The number of sessions evidences the fact that students did feel welcome in the Language Center: Fall 2014-1124 sessions / Spring 2015-846 sessions.
<ul style="list-style-type: none"> • Student Success Key Indicators S1-S3 • SS Initiative 2 	Increase communication between LC and faculty Baseline: Currently session reports are sent to faculty when their students work in the Language Center; however, this communication should increase	1. \$0.00	<ul style="list-style-type: none"> • Send faculty session reports about the sessions conducted with their students in the LC • Send out email to faculty requesting assignments for students to reference when in LC • Plan Language Center information sessions for faculty. These sessions will be planned at a specific time in person, but an email will be sent to allow for electronic communication. 	<ul style="list-style-type: none"> • In Fall 2014, session reports were sent to 103 different faculty members in 30 different disciplines; this includes session reports sent to instructors at Lindsey Wilson, MTSU, TSU, and Union University. In Spring 2015, session reports were sent to 71 different faculty members in 23 different disciplines; this includes session reports sent to an instructor at TSU. In both Fall and Spring, students came to the Language Center for help in personal and professional writing not associated with a particular discipline. • No information sessions were scheduled in either Fall 2014 or Spring 2015; the Language Center was incredible busy in Fall 2014, and weather issues in Spring 2015 made time an issue for the Center and faculty, so no information sessions were conducted.
<ul style="list-style-type: none"> • Student Success Key Indicators 1, 2, 4-10 • SS Initiative 2 • Access Initiative 2 	Illustrate ENGL 1010 grades are influenced by LC attendance and that LC attendance benefits overall success. Baseline: There is no baseline because this type	1. \$0.00	<ul style="list-style-type: none"> • Information from session reports saved on flash drives will be collated. • Grades of LC attendees who took ENGL 1010 will be compared to the average grades of other students in ENL 1010 who did not utilize the services of the LC. • After grades of students taking ENGL 1010 in FA12 have been compared, this group will represent a cohort group that will be followed during their time at Vol State. These students will be examined with 	<ul style="list-style-type: none"> • Institutional Research is working with the Language Center on this, and they have compiled results of a survey spanning three semesters (Fall 2013, Spring 2014, and Fall 2014); however, comparing grades and success rates has not yet been done. Completion of this relies on availability of institutional research personal, so, beyond meeting with Jane McGuire or another Institutional Research representative, the Language Center Director cannot determine when this will be completed.

Planning Goal & Objective Number	Division/Dept Student Learning Outcome and/or Measurable Outcome Related to Planning Objective (Assessment Measure)	Expected Cost From: 1. Existing base budget 2. Increase in base budget 3. IE Special Project	Steps for Completing Objectives and Assessing Outcomes (Identify Data Assessment and Plan for Gathering Data)	Results of Assessment and Evidence of Improvement Based on Analysis of Results (Include Assessment Measure Results) Enter the results in the space provided below or use the embedded word document for additional space.
	of specific assessment has not yet been done. The Language Center will work with IERPA to collect these numbers		regard to students identified in Student Success Key Indicators 4-10.	
<ul style="list-style-type: none"> • Student Success Key Indicators S1-S10 • SS Initiative 2-4, 6 	<p>Hire and train peer tutors to work in the LC</p> <p>Baseline: 2 peer tutor</p>	1. \$0.00	<ul style="list-style-type: none"> • Request report on students who have completed ENGL 1010 and ENGL 1020 with a B or better • Upon getting report, contact students to ask if they would be interested in tutoring in the LC • Provide peer tutors training to include, but not limited to, individualized training from LC director, attendance at tutor meetings with other tutors, and opportunity to shadow tutors during sessions 	<ul style="list-style-type: none"> • There were no peer tutors in the Language Center for the entire academic year. Though emails were sent out to students who received appropriate grades in ENGL 1010 and ENGL 1020, no students approached the Director regarding work at the Center.
<ul style="list-style-type: none"> • Student Success Key Indicators S1 • SS Initiative 2 	<p>Hold tutor meetings/norming sessions with faculty & part-time tutors</p> <p>Baseline: 3 meetings FA12 & 1 meeting SP13— Virtual meeting SP13</p>	1. \$0.00	<ul style="list-style-type: none"> • Set up meeting date and time to allow for tutor meeting at beginning, mid-term, and end of term • Send out email to get feedback from tutors on dates and times • Collect student essays, names & identifiable information either redacted or removed, to use during norming • Secure conference hardware to hold meeting physically and virtually • Prepare training materials for distribution and use during meeting 	<ul style="list-style-type: none"> • In Fall 2014, one in-person tutor meeting was held prior to opening the Language Center, but the Center was so busy, finding an appropriate time was difficult. In Spring 2015, a virtual meeting was held.

Planning Goal & Objective Number	Division/Dept Student Learning Outcome and/or Measurable Outcome Related to Planning Objective (Assessment Measure)	Expected Cost From: 1. Existing base budget 2. Increase in base budget 3. IE Special Project	Steps for Completing Objectives and Assessing Outcomes (Identify Data Assessment and Plan for Gathering Data)	Results of Assessment and Evidence of Improvement Based on Analysis of Results (Include Assessment Measure Results) Enter the results in the space provided below or use the embedded word document for additional space.
<ul style="list-style-type: none"> ● Access Key Indicators 1-4 ● Student Success Key Indicators 1-8 ● SS Initiative 2, 6 	<p>Development and implement workshops to be held outside of LC</p> <p>Baseline: No baseline exists</p>	1. \$0.00	<ul style="list-style-type: none"> ● Work in conjunction with tutors and faculty to determine what workshops should be conducted and when. ● Work with divisions to secure rooms for workshops 	<ul style="list-style-type: none"> ● No workshops were held during this academic year; while budget is a primary reason no workshops were held, reasons discussed previously were also influential.
<ul style="list-style-type: none"> ● Access Key Indicators 1-4 Access Initiative 5 ● Student Success Key Indicators 1-8 ● SS Initiative 2, 6 	<p>Begin establishing LC services available to students online</p> <p>Baseline: FA13- 289 sessions online SP14- 243 sessions online</p>	1. \$0.00	<ul style="list-style-type: none"> ● Train full-time faculty tutors to act as online tutors for initial pilot ● Continue to collect student input about the desire for online tutoring ● Collect faculty input about the need for online tutoring ● Establish time for tutor to work when LC first goes online ● Speak with IT/PR about setting up a chat function on a computer in LC 	<ul style="list-style-type: none"> ● The Language Center had one new tutor who worked in the online environment, and this tutor was trained. Training for all tutors, online or in—person is ongoing. ● As noted previously, Institutional Research compiled results of a survey; this survey continues to be distributed to students, so information regarding the desire for online tutoring continues to be collected. ● While the idea for a chat function has been informally discussed, specific steps to establish this method of delivery have not been pursued beyond informal discussions.
<ul style="list-style-type: none"> ● Access Key Indicator 1 ● Access Initiative 3 	<p>Work with newly establish Adult Education Program to bring LC services to community members on Vol State campus</p> <p>Baseline: no baseline exists</p>	1. 1. \$0.00	<ul style="list-style-type: none"> ● In previous semesters, Language Center has met with Adult Education Program participants. This communication has broken down, so meeting with the program need to be scheduled. 	<ul style="list-style-type: none"> ● There was no communication with the Adult Education Program this academic year, and this was a disappointment; communication must be established in future semesters.

Planning Goal & Objective Number	Division/Dept Student Learning Outcome and/or Measurable Outcome Related to Planning Objective (Assessment Measure)	Expected Cost From: 1. Existing base budget 2. Increase in base budget 3. IE Special Project	Steps for Completing Objectives and Assessing Outcomes (Identify Data Assessment and Plan for Gathering Data)	Results of Assessment and Evidence of Improvement Based on Analysis of Results (Include Assessment Measure Results) Enter the results in the space provided below or use the embedded word document for additional space.
<ul style="list-style-type: none"> ● Access Key Indicator 3, 4 ● Student Success Key Indicators 1, 3 	<p>Expand conversation group for native and non-native speakers</p> <p>Baseline: between 3 and 8 participants weekly</p>	1. \$0.00	<ul style="list-style-type: none"> ● Introduce Intercultural Conversation Group to faculty through Language Center introductory email sent at beginning of semester ● Communicate with ESL faculty regarding asking students what time would be good for group meeting ● Secure room for weekly meeting ● Advertise conversation group on Vol State radio ● Contact PR regarding community advertising ● Have students & community members sign in when attending group to collect numbers; have participants fill out evaluations regarding their feelings about group 	<ul style="list-style-type: none"> ● No time could be established for the Intercultural Conversation Group, so this group was not expanded. Emails were sent to ESOL faculty, but student schedules got in the way of establishing a time. Because no time was set up, no advertising was done by the Center or by PR.
<ul style="list-style-type: none"> ● Access Key Indicator 4 ● Access Initiative 3 	<p>Establish writing centers at high schools with dual enrollment partnership</p> <p>Baseline: Hendersonville HS writing center established FA13</p>	1. \$0.00	<ul style="list-style-type: none"> ● Provide student tutors with general information and introductory training ● Speak with faculty at Mt. Juliet HS about providing assignments so tutors will have information to provide most accurate assistance ● Have student tutors sign in to receive credit for community service and tutoring in general ● Have student send session reports to instructors after meeting with students ● Work with students and faculty to plan presentation at SWCA conference in February at Lipscomb University ● Work with other Dual Enrollment faculty to see about establishment of writing centers at their high schools. 	<ul style="list-style-type: none"> ● More work was done with the Hendersonville High School Writing Lab, but, as noted previously, the Fall and Spring semesters brought about issues that got in the way at times. More work with the Hendersonville High School Writing Lab will be done in the upcoming academic year. There will also need to be a more concerted effort to work with other schools in the Vol State service area in an effort to establish writing centers at other high schools, middle schools, and elementary schools.
<ul style="list-style-type: none"> ● Student Success Key Indicators S1-S3 	Post and implement use of online session form to encourage	2. \$0.00	<ul style="list-style-type: none"> ● Finalize information to be included on form ● Have Webmaster post form as direct link to LC ● Post completed forms in folder in LC email 	<ul style="list-style-type: none"> ● When online, asynchronous sessions were performed, the papers complete with comments were sent back to the students and the professors, so tutors in the Language Center always had access to completed session information. The Language Center

<ul style="list-style-type: none"> •SS Initiative 2 	<p>dialogue between LC and faculty</p> <p>Baseline: No baseline exists—this is still in the introduction phase</p>		<p>so tutors have access to specific instructions from instructor regarding a student to use during session when the students comes to the LC for assistance.</p>	<p>is working with Institutional Research to have the session reports shared with Research upon completion. Jane McGuire’s team has already created a form so that the tutor can click “submit,” and the report will be in the Center and Institutional Research. This form will likely begin to be used Fall 2015.</p>
<ul style="list-style-type: none"> •Access Initiative 5 •Student Success Key Indicators 1-8 •SS Initiative 2, 6 	<p>Establish Language Center at satellite campuses</p> <p>Baseline: Language Center at Livingston will begin FA14</p>	<p>2. \$3,275 total/ semester -- \$1,475 to hire an adjunct in Livingston so that the director—likely David Johnson or Joshua Hite – a single course release/ semester and \$1,872 for 144 hours of tutoring at \$13/hour – LC at Livingston will initially be open for 3 hours/day four days/week</p>	<ul style="list-style-type: none"> •Collect information from Livingston and Springfield faculty about the need for a LC on site •Visit Livingston and Springfield to introduce myself. Determine the logistics regarding setting up a LC at Livingston; set up a contact for LC online to serve Springfield •Travel to Livingston during first weeks of the semester after approval to train site director in office duties 	<ul style="list-style-type: none"> •Because Livingston and Springfield do not have the enrollment to justify this budget increase, establishment of Language Center services on satellite campuses is not an option, regardless of faculty desires. When enrollment increases, the steps noted here will be completed.

Institutional Effectiveness Form

Department Name: Learning Commons

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: Learning Commons - To promote, provide, document, and communicate computer-based one-on-one basic skills instruction to the Volunteer State Community College campus community, public schools systems, and area community member.

College Success, (formerly titled Learning Strategies) – To promote, provide, document, and communicate learning strategies/study skills to Volunteer State Community College students.

Link between Institutional Mission and Departmental Mission: - - The Learning Commons strives to inspire lifelong learning and to prepare students for successful careers, university transfer, and meaningful civic participation in a global society. The Learning Commons is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Create a welcoming learning center where students feel that they can receive the assistance and academic support that they need to help them succeed, being mindful of the individual needs of adults, African-Americans, Hispanics, and Veterans.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.4. Increase the rate and participation of following sub-populations: adults, African Americans, Hispanics, and Veterans. S.1. Increase fall to spring progression rate. Students enrolling during fall term re-enroll spring term or graduate. Includes degree and certificate seeking students and full- and part-time students and transfers to the institution. S.1.2 Tutoring. Includes math lab, Language Center, reading lab, NewSkills, supplemental instruction, SmarThinking, TRIO, Disability Services, etc. S.1.4 Advising. Advising defined as providing an academic path that leads to persistence towards graduation. Might include such things as career options, goals, follow-up to orientation, transferring of credit, academics, social skills, schedule development, hours towards certificates, etc.
Funds Budgeted to Support this Outcome:	Existing budget
This Outcome will be Assessed Using:	Learning Commons Satisfaction Survey – revised Fall 2014
Baseline Data (Current Level of Performance):	Baseline to be established with the current Noel-Levitz Student Satisfaction Inventory (SSI) due to revised Fall 2014 Learning Commons Satisfaction Survey.
Three years of trend data (if available):	
Target (Desired Level of Performance):	Target satisfaction level of 5 or greater from the current Noel-Levitz Student Satisfaction Inventory (SSI).
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Fall 2013 - Revise existing Learning Commons Satisfaction Survey. 2.) Spring 2014 – Conduct revised survey of students utilizing services of the Learning Commons. 3.) Analyze results of the revised survey. 4.) Make changes to Learning Commons necessary to increase student satisfaction/retention and graduation.

Results of the Institutional Effectiveness Effort:	<p>Sixty-six surveys were collected (Surveys were offered as an option -non-mandatory- to Learning Commons students). The survey contained questions regarding the service provided by the Learning Commons staff.</p> <p>The results are as follows:</p> <p>Were you treated with respect – Yes 66, Somewhat – 0; Did the staff member understand your needs – Yes 65, Somewhat – 1; Were your questions answered in an easy to understand way – Yes – 65, Somewhat 1; Did the staff member seem well-informed or direct you to the appropriate office – Yes 66, Somewhat - 0; Do the Learning Commons operating days/hours accommodate your needs – Yes 66, Somewhat - 0</p>
Future Plans Regarding this Outcome:	<p>Continue the survey with the goal of reaching more students to get a broader picture of customer service in the Learning Commons.</p>

Institutional Effectiveness Outcome 2:	<p>Provide a sound academic coaching and mentoring model (including peer mentoring) to increase student satisfaction, success, and persistence to graduation of men’s basketball student athletes. The Learning Commons will partner with the Office of Student Life and Diversity Initiatives department in order to meet this goal.</p>
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	<p>A.4. Increase the rate and participation of following sub-populations: adults, African Americans, Hispanics, and Veterans.</p> <p>S.1. Increase fall to spring progression rate. Students enrolling during fall term re-enroll spring term or graduate. Includes degree and certificate seeking students and full- and part-time students and transfers to the institution.</p> <p>S.I.4 Advising. Advising defined as providing an academic path that leads to persistence towards graduation. Might include such things as career options, goals, follow-up to orientation, transferring of credit, academics, social skills, schedule development, hours towards certificates, etc.</p>
Funds Budgeted to Support this Outcome:	<p>Existing Budget</p>
This Outcome will be Assessed Using:	<ul style="list-style-type: none"> • The graduation rate of sophomore team members • The Spring 2015-Fall 2015 academic retention rate of freshmen team members
Baseline Data (Current	<p>To be determined.</p>

Level of Performance):	
Three years of trend data (if available):	
Target (Desired Level of Performance):	To be determined.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Provide individualized, personal academic advising with established two year educational plans. 2.) Provide individualized, personal academic tutoring and academic support. 3.) Provide academic study hall and Supplemental Instruction sessions for all team members.
Results of the Institutional Effectiveness Effort:	Currently gathering results.
Future Plans Regarding this Outcome:	To assess the level of success in providing the individualized, personal academic counseling and academic tutoring and support. To assess the level of academic success for the men's basketball team.

Institutional Effectiveness Outcome 3:	Provide academic tutoring and support of students taking all levels of math courses offered at VSCC.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	<p>A.4. Increase the rate and participation of following sub-populations: adults, African Americans, Hispanics, and Veterans.</p> <p>S.1. Increase fall to spring progression rate. Students enrolling during fall term re-enroll spring term or graduate. Includes degree and certificate seeking students and full- and part-time students and transfers to the institution.</p> <p>S.1.2 Tutoring. Includes math lab, Language Center, reading lab, NewSkills, supplemental instruction, SmarThinking, TRIO, Disability Services, etc.</p> <p>S.3 Early Alert is a program where students who are experiencing challenges to their academic success are identified and support is</p>

	provided. Support services include both academic and student support.
Funds Budgeted to Support this Outcome:	Existing budget.
This Outcome will be Assessed Using:	Success rate of math students using the math tutoring and instructional assistance provided by the Learning Commons in math courses meeting in the Learning Commons as well as students requesting one-on-one tutoring from the Learning Commons information desk.
Baseline Data (Current Level of Performance):	To be determined.
Three years of trend data (if available):	
Target (Desired Level of Performance):	To be determined.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Communicate to campus community math tutoring services. 2.) Adequately staff Learning Commons math tutoring personnel to support all VSCC math courses. 3.) Gather data.
Results of the Institutional Effectiveness Effort:	Establish a more effective method to track students requesting one-on-one math tutoring.
Future Plans Regarding this Outcome:	To continually improve the math tutoring services available to the Learning Commons.

Institutional Effectiveness Form

Department Name: Library

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: In support of the effective fulfillment of the College's mission, it is the combined purpose of the Library to furnish informational resources in support of the instructional programs; to provide research resources in support of students, faculty, administration and staff needs; to provide instruction to all library users in accessing information from traditional and electronically stored resources; to supply recreational and non-classroom resources for the college and the community at large; and to offer a pleasant learning environment in which these materials may be used.

Link between Institutional Mission and Departmental Mission: The Library provides resources and services in support of the College's educational programs, lifelong learning, preparation for successful careers and civic participation in a global society.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Bring people from the community together to discuss ideas from a common book.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Access Initiative 3
Funds Budgeted to Support this Outcome:	\$100 from the Library budget Actual amount spent = \$466.69
This Outcome will be Assessed Using:	Evaluations from participants in the <i>One Book, One Community</i> project.
Baseline Data (Current Level of Performance):	774 participants
Three years of trend data (if available):	NA
Target (Desired Level of Performance):	780 participants
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Begin publicizing the event in December 2.) Plan book discussion events on and off campus by partnering with local libraries and schools 3.) Host events on and off campus 4.) Make copies of <i>The Other Wes Moore</i> available for checkout to students, staff, and community members
Results of the Institutional Effectiveness Effort:	Approximately 303 participants attended Vol State-sponsored <i>One Book</i> events. 6 total events were planned by this year's project manager, Kenny Yarbrough in the Office of Student Life, but only 5 were held; one event was cancelled because of a weather-related campus closing. The library exceeded its planned

	expenditures as the result of the director's decision to purchase a relevant film ("American Promise") for screening. <i>The Other Wes Moore</i> books purchased for the library's collections circulated 35 times to patrons.
Future Plans Regarding this Outcome:	<i>One Book, One Community</i> has been reassigned to the Executive Assistant in the Office of the President for project management. Since the library will not have direct project management oversight (and did not for this period of evaluation) for <i>One Book</i> , the library is removing this outcome from its future IE plans.

Institutional Effectiveness Outcome 2:	Improve students' perception of library staff's helpfulness and approachability.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Indicator 3
Funds Budgeted to Support this Outcome:	0
This Outcome will be Assessed Using:	Student Satisfaction Inventory Spring Library Survey
Baseline Data (Current Level of Performance):	Baseline from Student Satisfaction Inventory item "Library staff are helpful and approachable" 2014: 5.43 out of 7 Baseline from Spring Library Survey 2014 "Overall Responsiveness of the Library Staff" 3.81 to 4.84 (out of 5) (N/A in 2015 – survey only given every 3-4 years)
Three years of trend data (if available):	Spring Library Survey 2007: 3.69 Spring Library Survey 2011: 3.62 Spring Library Survey 2013-14: 3.81 to 4.84 Student Satisfaction Inventory 2011-2012: 5.46 Student Satisfaction Inventory 2012-2013: 5.35 Student Satisfaction Inventory 2013-2014: 5.43
Target (Desired Level of	Target for Student Satisfaction Inventory: 5.47

Performance):	Target for Spring Library Survey: 3.85 to 4.88 (N/A in 2015 – survey only given every 3-4 years)
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<p>1.) Implement a “roving reference” model wherein librarians approach students to offer research assistance at their point of need in the library.</p> <p>2.) Circulation staff will receive customer service training and complete three teamwork-related assignments.</p>
Results of the Institutional Effectiveness Effort:	<p>Roving reference was implemented at the start of fall 2014 semester. Beginning in spring 2015 semester, librarians were asked to record reference transactions: identifying any that resulted from roving in the process. Results indicated that 15% of all 226 patron requests for research assistance occurred because the library staff encountered these patrons while roving; this result indicates that roving librarians are helpful to patrons.</p> <p>Circulation staff received customer service training from the new library director and completed their teamwork-related assignments; the latter activity included group presentations that were beneficial for stimulating dialogue about serving internal and external customers.</p> <p>Informal responses in-person (e.g. after research assistance was provided; whiteboard “question of the day” answers) and as collected from student posts to their “embedded librarian” in online courses indicate that patrons do consider the library staff to be very helpful and approachable.</p> <p>A Student Outreach Task Force was implemented in Fall 2014 to formally develop library activities for students that encourage the perception of the library & its staff as friendly, approachable, and helpful.</p>
Future Plans Regarding this Outcome:	<p>“Roving reference” model of service will be continued.</p> <p>The Student Outreach Task Force will continue its efforts.</p> <p>Chat/texting service will be implemented to add another method for students to receive helpful library staff assistance.</p>

Institutional Effectiveness Outcome 3:	Improve library services and resources.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Indicator 3
Funds Budgeted to Support this Outcome:	0
This Outcome will be Assessed Using:	Student Satisfaction Inventory Spring Library Survey (n/a – not given in spring 2015)
Baseline Data (Current Level of Performance):	Baseline from Student Satisfaction Inventory item “Library resources and services are adequate” 2014: 5.58 out of 7 Baseline from Spring Library Survey various items 2011: 3.41 to 3.62
Three years of trend data (if available):	Student Satisfaction Inventory 2011-2012: 5.59 Student Satisfaction Inventory 2012-2013: 5.38 Student Satisfaction Inventory 2013-2014: 5.58 Student Satisfaction Inventory 2013-2014: ____ Spring Library Survey 2007: 3.31 to 3.69 Spring Library Survey 2011: 3.41 to 3.62 Spring Library Survey 2014: 4.35 to 4.88 (out of 5)
Target (Desired Level of Performance):	Spring Library Survey: 4.5 to 4.9 (n/a – not given in spring 2015) Student Satisfaction Inventory: 5.6
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Clearly define noise and behavioral expectations for learning areas within the library 2.) Promote access to library resources and services through library instruction initiatives (such as the embedded librarian program and classroom instruction) and via a library marketing campaign facilitated by Public Relations 3.) Continue with library materials inventory 4.) Distribute Spring Library survey. Use results to determine

	<p>area(s) of improvement (N/A – not given in spring 2015)</p> <p>5.) Conduct a space use study to identify opportunities to better fulfill students’ study area needs</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<ol style="list-style-type: none"> 1) Signs identifying “noise zones” for the learning areas of the library were posted throughout the building and helped students make decisions about where to seek a study space that met their noise-level expectations. The noise zones also allowed library staff to redirect students who were unhappy with noise levels to quieter study spaces – and introduce them to places, such as the silent study room, of which they were previously unaware. 2) 1408 VSCC students received library instruction in 80 formal classroom sessions and librarians were embedded into 77 eLearn courses this year. Librarians introduced students to library services and resources in all of these courses and classes. To further promote library services and resources, VSCC Public Relations launched a one-week social media campaign in September 2014 and incorporated library blog posts into the college blog in spring 2015. 3) The library materials inventory was again put on hold because of the new library director’s new priorities. 4) (N/A – Spring Library Survey not given in spring 2015.) 5) Space use study was conducted in spring 2015.
<p>Future Plans Regarding this Outcome:</p>	<p>Throughout 2015-16, the library plans to implement new resources via our LibGuides that help teach students information literacy skills. The library will work with Distributed Education to try and incorporate these resources in eLearn’s shared learning objects area so faculty can readily incorporate them into their course shells.</p> <p>Library instruction and embedded librarian programs will continue as core services to support student learning and to increase students’ knowledge of library services and resources.</p> <p>Space use study results, when received, will inform decisions about furniture placement and the resources needed in library spaces.</p>

Institutional Effectiveness Form

Department Name: **Math and Science Division**

For the Academic Year: **2014-2015**

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Division provides quality innovative degree programs including TTPs in STEM (BIOL, CHEM, ENGR, GEOL, MATH, and PHYS), Pre-Health Professional, Pre- Dental Hygiene, Pre-Vet Tech, and pre-nursing partnerships leading to the AS and preparing students for university transfer. The Division offers a single career program in Veterinary Technology which has selective admission, leads to the AAS degree, and permits graduates to sit for licensure. The Division offers the Veterinary Assistant Technical Certificate and s approved for two new certificates Foundations of Environmental Technology and Environmental Technology to be offered next academic year.

Link between Institutional Mission and Departmental Mission:

- AS/AAS/Certificates
- General education/ University transfer
- Continuing Education/ Lifelong Learning
- Career Preparation and Enhancement
- Community Partnerships
- Workforce Partnerships

(for Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

Institutional Effectiveness Outcome 1:	<p>Reduce enrollment in Learning Support Math as a result of increased completion of SAILS (Seamless Alignment and Integrated Learning Support) and SAILS+ (VSCC's MATH 1005) in service area high schools.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  VISUAL SAILS SAILS+.docx </div> <div style="text-align: center;">  SAILS and SAILS+ FAQ.docx </div> <div style="text-align: center;">  SAILS and SAILS+.docx </div> </div>
Strategic Planning Goal to Which this Outcome is Linked:	<p>Access Student Success</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>
Funds Budgeted to Support this Outcome:	<p>SAILS is a statewide initiative funded through the Governor's Office. Incidental costs to the department (\$100) are funded through E13000.</p>
This Outcome will be Assessed Using:	<p>SAILS: Enrollment and Success (completion of 5 COMPS $\geq 70\%$) SAILS+: Enrollment & Success (completion of SAILS+ content $\geq 80\%$)</p>
Three years of trend data (if available):	<p>2013-14: YR 1</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  SAILS Fall 13.xls </div> <div style="text-align: center;">  SAILS Spg 14.xls </div> </div> <p>In YR 1, 81% (1190 of 1467) students enrolled in SAILS completed all 5 LSM competencies (saving the state \$1,200, 297 in tuition, faculty, and time as calculated by the state).</p>
Target (Desired Level of Performance):	<p>10% reduction in placement into Learning Support Math Target met. There was a 12.3% decline in LSM enrollment in 2014-15 attributed to the impact of SAILS in 2013-14.</p>
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<p>1 Review SAILS and SAILS+ curriculum in YR 2.</p> <p><i>Completed.</i> SAILS modules are VSCC MATH 0810/20/30 modules. VSCC will maintain the SAILS modules though MATH 0810/20/30 will be supplanted with the Corequisite model in 2015-16 (YR 3).</p> <p><i>Completed.</i> MATH 1005 content converted to SAILS+ modules and retained for 2015-16 (YR 3).</p> <p>2 Recruit coordinators for participating service-area HSs in YR 2.</p> <p><i>Completed.</i> One returning VSCC coordinator (long time VSCC adjunct LSM</p>

instructor) and 1 new (hired at state level) to coordinate the SAILS and SAILS+ program in 21 high schools in 2014-15. One coordinated 10 HSs in northern part of the service area and the other coordinated 11 HSs in the Upper Cumberland.

3 Monitor student progress in SAILS and SAILS+ in YR 2.

Completed. Weekly progress reports were provided to the state coordinator of the SAILS initiative and periodic reports were provide to VSCC including final fall 2014 and spring 2015 semester reports (spreadsheets embedded).

4 Review process to input SAILS COMP completion in Banner for all DE students in YR 2. Ongoing. IT, Records, Dual Enrollment, M&S, and Academic Affairs will continue to refine this process so SAILS completers are consistently marked in Banner with no LSM requirement upon admission to the College.

5 Review process for SAILS+ completion to be entered as PLA credit for MATH 1005 upon admission to VSCC in YR 2. Ongoing. The VSCC Field Coordinators provide the rooster of SAILS+ completers (demonstrating mastery $\geq 80\%$) to the Director of Off-Campus Sites and DE. The Director creates documentation for the Registrar to award PLA credit for MATH 1005 upon admission to VSCC. All community colleges participate in the state-wide SAILS initiative but VSCC is the only community college providing SAIL+. (In 2013-14, eight [8] students received PLA credit for completion of SAILS+. In 2014-15, 213 SAILS+ completers are eligible for MATH 1005 PLA credit upon admission to VSCC.)

Results of the Institutional Effectiveness Effort:

	SAILS			LSM			MATH Enrollment ¹		Total MATH
	Enrollment		Total SAILS	Enrollment		Total LSM	Fall	Spg	
	Fall	Spg		Fall	Spg				
2012-13			0	1162	792	1954	1828	1963	3791
2013-14	930	537	1467	1120	741	1861	1875	1744	3619
2014-15	1413	107	1520	962	647	1609	1897	1729	3626
2015-16									
¹ General education mathematics only									

Fall 14 MATH 0810/20/30 enrollment ~ 962 students.

Spg15 MATH 0810/20/30 enrollment ~ 647 students.

2014-15 LSM enrollment was ~ 1609 students (ARGOS census).

Fall 14 High School SAILS enrollment ~1413 in 21 HSs.

Spg 15 High School SAILS enrollment ~ 107 additional students.

2014-15 high school SAILS enrollment was 1520 students. Of these, 1445 students completed all 5 LSM COMPS demonstrating 95% completion for VSCC's 21 high schools.

The total enrollment in general education MATH remained relatively stable (0.2% increase over 2013-14) while the **LSM enrollment showed a 13.5% decline over the 2013-14 baseline** (pre-SAILS impact). This significant decline in LSM enrollment in 2014-15 is attributed to the impact of SAILS.

In YR 2 (2014-15), 95% (1445 of 1520) students enrolled in SAILS completed all 5 LSM competencies (saving the state \$1,734,000 in tuition, faculty compensation, and time as calculated by the state).

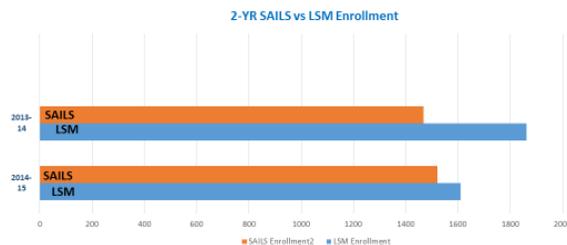


SAILS TN Fall 2014
Progress Report 6 1:



SAILS TN Spring
2015 Progress Report

Comparison of SAILS and LSM Enrollment



TARGETS MET: In 2014-15, the completion rate in VSCC SAILS was 95% (1445/1520) which is a 17.3% increase over 2013-14 completion rate. The success is attributed to 1) increased comfort level of the HS teachers in their second year with the MyLabsPlus platform and the emporium model and 2) coordination by an experienced coordinator/mentor.

Future Plans Regarding this Outcome:

1. Increase the number of students in the VSCC service area who complete SAILS+ (MATH 1005) and/or a DE MATH course by providing greater support for and coordination of SAILS high school teachers.
2. Reduce the number of entering freshman required to take

	a MATH and/or co-requisite (0105, 0101, 0153) course as a result of SAILS and DE course completion.
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Institutional Effectiveness Outcome 2:	Increase efficiency within the Dual Enrollment mathematics staffing, travel, and class size
Strategic Planning Goal to Which this Outcome is Linked:	Resourcefulness and Efficiency (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)
Funds Budgeted to Support this Outcome:	\$7,000 was budgeted to reimbursement VSCC fulltime mathematics faculty traveling to teach DE courses. E16014
This Outcome will be Assessed Using:	<ul style="list-style-type: none"> • Actual Reduction (or increase) in travel reimbursement • Increase in DE average class size (efficiency)
Baseline Data (Current Level of Performance):	Fall 12 – Spg 13 Baseline (from AGROS Census Data)  2012-13 MATH DE Baseline.docx
Three years of trend data (if available):	 2012-13 MATH DE Baseline.docx  2013-14 MATH DE Data.docx  2014-15 DE MATH Travel Reimbursemei
Target (Desired Level of Performance):	5% reduction in travel reimbursements for dual enrollment math courses 10% increase in average class size in dual enrollment math courses
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1 Gather data from census ARGOS report on DE courses, staffing and class sizes <i>Completed. Embedded Word documents provide data to support result of IE effort. Carefully coordinated staffing of DE classes to permit a single faculty to teach multiple DE courses in the same city (White House, for example) has reduced duplication of miles covered on the</i>

Comment [KM1]: If you can put the dollar amount spent on this initiative (if any), that would be ideal.

Comment [KM2]: If you will continue to list “staffing efficiencies” as a means of assessment, you’ll need to set a target for it.

	<p>same day by multiple VSCC faculty.</p> <p>2 Conduct interview/strategize with Director of Dual Enrollment toward scheduling efficiencies</p> <p><i>On-going.</i> Work to elicit cooperation among the service area high schools to place students within the same on ground course continues.</p> <p>3 Communicate expectations for on ground DE math courses and offer on-line alternative to on ground course</p> <p><i>On-going.</i> Effort ongoing by Director of Off-campus Sites and DE to encourage HS schedule planners to separate and stagger the time that DE MATH courses are offered within county so it is possible for VSCC to staff on ground requests. HSs are encouraged to consider online courses for DE in the "one-room school house" approach in their computer lab. One HS Math teacher facilitates/proctors all students enrolled in multiple online courses taught by SACSCOC-credentialed VSCC MATH faculty. The result is expansion of DE MATH options while reducing DE travel costs.</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p> 2014-15 DE MATH Travel Reimbursemei</p> <p><u>TARGET 1:</u></p> <p>5% reduction in travel reimbursements in dual enrollment math</p> <p><u>Target Met:</u></p> <ul style="list-style-type: none"> • M&S travel reimbursement <u>expense decreased by 7.4%</u> (\$509.55) in 2014-15 over the 2013-14 DE travel expense while <u>the number of DE sections taught increased by five (5)</u> in the 2014-15 year compared to 2013-14. This after M&S travel reimbursement expense <u>decreased by 10.44%</u> (\$798.03) in 2013-14 over the baseline year 2012-13 <u>while increasing the number of DE sections taught by 6 sections over the baseline year.</u> <p><u>TARGET 2:</u></p> <p>10% increase in average class size in dual enrollment</p> <p><u>Target Met:</u></p>

	<ul style="list-style-type: none"> • <i>The increase was 6.6% fall semester and 13.4% spring semester for an average increase of 10% across the two terms.</i> <p><i>The average class size in fall 2014 (17.8) was slightly higher than fall 2013 (16.7) demonstrating a 6.6% increase in average class size in fall 2014 over fall 2013. The average class size in spring 2015 (17.8) was higher than spring 2014 (15.7) representing a 13.4% increase in average class size in spring 2015 over spring 2014. The average increase for the 2014-15 year was 10%.</i></p>
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1. Expand DE to include a greater number of high schools within the service area while continuing to reduce DE travel reimbursement by encouraging increased online DE enrollments; 2. Consider institutional minimums for on-ground DE courses.

Institutional Effectiveness Form

Department Name: **Non-Credit Instruction/Online Instruction (formerly Personal Enrichment)**

For the Academic Year: FY 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Division of Continuing Education and Economic Development facilitates lifelong learning by providing relevant, quality non-credit learning opportunities for a diverse and evolving population. Programs and services are designed to foster community and economic development, to strengthen partnerships, and to satisfy a broad range of personal, professional, and workforce development needs of the local community and area business and industry.

Link between Institutional Mission and Departmental Mission:
Non-Credit Instruction/Online Instruction provides continuing education courses and workshops to prepare students for successful careers, inspires lifelong learning, and establishes community and workforce partnerships.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase enrollment in KEY (Keep Educating Yourself) classes.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.4
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Create the baseline in FY 14-15
Baseline Data (Current Level of Performance):	Not available
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	Achieve an inaugural annual enrollment of 150 as the baseline
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Meet with Advisory Committee to identify potential offerings 2. Identify expertise/talent to present lectures 3. Promote through electronic means 4. Pursue grant funded opportunities to enhance program
Results of the Institutional Effectiveness Effort:	Created a baseline with 140 enrollments. Met with Advisory Committee to determine offerings and identify lecturers. Sent emails to promote the program. Met with Grants Manager to discuss grant options for the program, she is researching.
Future Plans Regarding this Outcome:	Continue to meet with Advisory Committee for input in future offerings. Promote program via electronic means and add direct mail. Coordinate with Advisory Committee to deliver flyers to promote the program to local offices in the county (Senior Citizens Centers, Churches, Chamber of Commerce offices, etc.)

Institutional Effectiveness Outcome 2:	Transition from personal enrichment focus to a reduction in personal enrichment offerings and an increase in workforce development responsibilities
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.3
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Workforce hours generated from NEW program offerings
Baseline Data (Current Level of Performance):	Not available
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	Generate 1,200 additional workforce hours through NEW programs
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Network with sister institutions to identify new online or on ground workforce programs 2. Partner with local entities to assist with curriculum development and facilities use 3. Respond to contract requests for training using LOA consultants
Results of the Institutional Effectiveness Effort:	<p>Discussed feasibility of new offering of Commercial Food Equipment Technician with Pellissippi State Community College, they offered the training, but has not materialized yet. We may revisit at a later time to offer the program.</p> <p>Offered and made 5 sections of computer workshops for local company (210 workforce hours).</p> <p>Offered and made 1 section of Certified Fiber Optic Specialist Outside Plant Cabling class (80 workforce hours).</p> <p>Partnered with VSA Tennessee to offer Disabilities and the Arts for Teachers workshop (120 workforce hours).</p> <p>Total of 410 workforce hours. Goal not met, but we had the remaining personal enrichment offerings that generated 9,030.5 contact hours/532 enrollments.</p> <p>Met with Sumner Teen Center to discuss computer training to teens in the coming year.</p> <p>Discussed partnering with the Hendersonville Arts Council to offer computer camps.</p>

Future Plans Regarding this Outcome:	Continue working with local companies and entities to offer more training. Identify new workforce development offerings. Target Macon, Trousdale and Smith County Industries to determine training needs. Partner with Adult Education to offer job readiness programs to HiSET students.
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Institutional Effectiveness Outcome 3:	Increase enrollment in online continuing education offerings.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.1
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Enrollment comparisons
Baseline Data (Current Level of Performance):	2011-2012: 168 enrollments
Three years of trend data (if available):	2011-2012, 168 enrollments 2012-2013, 137 enrollments 2013-2014, 181 enrollments
Target (Desired Level of Performance):	20% increase or 217 enrollments (over 2013-2014)
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Research sponsoring agencies for online training of at risk youth or young adults 2. Investigate interfacing Xenegrade and Education To Go classes
Results of the Institutional Effectiveness Effort:	Exceeded the goal for 2014-15 by 75 enrollments or a yield of 292 enrollments. Worked with YouthLinks Comprehensive Youth Services to enroll student in 2 workforce classes. Researched option to interface credit card payments with Xenegrade and Education to Go, not feasible due to 3% charge for each registration.
Future Plans Regarding this Outcome:	Continue to promote, build enrollments and research new on-line programs. A majority of the online enrollment is in the workforce development area (over 80%).

Institutional Effectiveness Form

Department Name: Off-Campus Sites & Dual Enrollment

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: To provide high school students the opportunity to get a head start on their college experience while still enrolled in high school. Successful completion of course work allows for the award of both high school and college credit.

Link between Institutional Mission and Departmental Mission: Dual enrollment students have access to innovative educational programs that allow them to get ahead in their college careers. By enrolling in dual enrollment courses, high school students are afforded the opportunity to get college credits early, allowing them to complete college quicker.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Most Recent Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	To continue to focus on increasing the number of dual enrollment students taking online courses
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Access, A.1
Funds Budgeted to Support this Outcome:	Existing budget base
This Outcome will be Assessed Using:	Compare AY 2013-2014 enrollments with AY 2014-2015 enrollments
Baseline Data (Current Level of Performance):	632 students took online courses
Three years of trend data (if available):	
Target (Desired Level of Performance):	663 students will take online courses (due to implementation of TN Promise—5% increase)
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Continue to work with the academic departments on the availability of online courses 2.) Market specific online courses to high schools with similar programs
Results of the Institutional Effectiveness Effort:	647 students took online courses during the 2014-2015 year...decrease possibly due to TN Promise
Future Plans Regarding	

this Outcome:	
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Institutional Effectiveness Outcome 2:	Increase the number of students taking bridge math and then enrolling in a DE math
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Access, A.4
Funds Budgeted to Support this Outcome:	Existing budget base
This Outcome will be Assessed Using:	Data from Spring 2015
Baseline Data (Current Level of Performance):	7 students took DE course after SAILS Math in Spring 2014
Three years of trend data (if available):	
Target (Desired Level of Performance):	15 students take a DE course after SAILS Math
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Market the hybrid Math courses to the local high schools 2.) Market the benefits of taking dual enrollment courses to prospective parents and students

Results of the Institutional Effectiveness Effort:	31 students took a DE course after SAILS Math
Future Plans Regarding this Outcome:	

Institutional Effectiveness Outcome 3:	To increase the number of students earning 9 credit hours or more before high school graduation
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Access, A.4
Funds Budgeted to Support this Outcome:	Existing budget base
This Outcome will be Assessed Using:	AY-14-15
Baseline Data (Current Level of Performance):	970 students took 9 hours or more during 2013-2014
Three years of trend data (if available):	
Target (Desired Level of Performance):	Expecting a 0% increase (due to TN Promise)

<p>Steps to Achieve the Target for this Outcome:</p> <p>(add additional steps as needed)</p>	<p>1.) Work with high school guidance counselors to add more dual enrollment course offerings</p> <p>2.) Follow-up with prospective dual enrollment students and parents using marketing materials</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>837 students took 9 hours or more during 2014-2015</p>
<p>Future Plans Regarding this Outcome:</p>	<p>The number of students decreased due to the upcoming implementation of the TN Promise. Also, private schools are now heavily recruiting and marketing to DE students in our service area.</p>

Institutional Effectiveness Form

Department Name: Business & Finance/Payroll Services

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: Payroll exists to insure all employment remunerations are provided in a timely and accurate manner and in compliance with all applicable College, TBR, State and Federal regulations, policies and guidelines.

Link between Institutional Mission and Departmental Mission: Payroll Services is an institutional support service that all employees receive accurate compensation for their employment with VSCC and to insure accountability for the college.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Reduce storage space and reduce research time on archived records.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.2
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	Storage space and research time for archived documents.
Baseline Data (Current Level of Performance):	304 cubic feet of identified storage space and 150 hours of research time for archived documents/information.
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	Reduce identified storage space by 50% and reduce research time by 70%.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Continue identifying and organizing records to archive and image 2.) Explore indexing options and effects of options. 3.) Map indexing options for each document type. 4.) Begin scanning and verifying for expected results. 5.) Continue until all identified documents are scanned.
Results of the Institutional Effectiveness Effort:	This initiative is complete. All old documents and reports have been scanned and are now available through the Banner system for viewing. This project was recently completed and once the actual scanned documents are disposed of, the identified storage space will be available and this project also minimized the

	research time locating archived documents needed for various verification purposes.
Future Plans Regarding this Outcome:	We will continue to scan identified payroll documents on a monthly basis as payroll is completed each month. With the implementation of FLAC, our actual documents have been reduced tremendously.

Institutional Effectiveness Outcome 2:	Accountability of hours for the Affordable Care Act.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.2
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	Statistical analysis of employee hours worked to determine insurance eligibility.
Baseline Data (Current Level of Performance):	N/A – New law for 2014
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	Monthly analysis to insure employees do not exceed limitation for eligibility and the ability to accurately identify those eligible.
Steps to Achieve the	1.) Develop a means to account for clock hours within the Banner

<p>Target for this Outcome: (add additional steps as needed)</p>	<p>system for adjunct faculty. 2.) Develop and execute communication to affected departments 3.) Create and run reports monthly to review for potential candidates for eligibility. 4.) Alert departments with potential eligible candidates to make adjustments to employee schedule. 5.) After 10 Month rolling “look back” periods identify any employees who exceeded limits and notify HR to contact the employee for insurance enrollment eligibility.</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>This initiative is complete. A conversion of credit hour/TLE to clock hour rate was approved by TBR and used to develop a conversion/calculation for our adjunct faculty. Those hours are keyed into the Banner system for the adjuncts each term during the payroll processing. An ARGOS report was developed that extracts the hours per month employees work which provides the date needed to identify eligible employees under the ACA law.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>Clock hours will continue to be keyed into the Banner system each term on adjunct faculty. The ARGOS report will be run each month and identify employees eligible for insurance under the ACA law.</p>

<p>Institutional Effectiveness Outcome 3:</p>	<p>Improve efficiency and effectiveness of adjunct payroll and become paperless with adjunct contracts for payroll processing.</p>
<p>Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	<p>R.2</p>
<p>Funds Budgeted to Support this Outcome:</p>	<p>Existing Budget.</p>
<p>This Outcome will be Assessed Using:</p>	<p>Usage of paper documents and timely production of adjunct payroll.</p>

Baseline Data (Current Level of Performance):	Approximately 250 paper adjunct contracts per semester.
Three years of trend data (if available):	Approximately 250 paper adjunct contracts per semester for the last 3 years
Target (Desired Level of Performance):	Reduce paper consumption by 100% for this process.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Asses the value and feasibility of FLAC implementation. 2.) Attend training sessions on FLAC if deemed chosen path. 3.) Assess Banner system needs for implementation of FLAC. 4.) Make appropriate Banner system adjustments for implementation. 5.) Test FLAC set up to insure results are as expected. 6.) Notify appropriate employees of new process for contract and payroll processing of Adjuncts. 7.) Move process to the Banner PROD system.
Results of the Institutional Effectiveness Effort:	This initiative is complete. FLAC training sessions provided needed information for implementation of FLAC. Banner system rules and validations were created and the process was tested and implemented into production for the Spring term 2015. This process has reduced paper consumption each term of 250+ sheets of paper used to produce contracts. It has saved on postage and mailing expenses. It has provided more accurate budget and expense information as the reporting helps to identify mistakes in position numbers assigned to faculty for courses taught.
Future Plans Regarding this Outcome:	FLAC will continue to be used as our electronic process to deliver contracts and course assignments and pay our adjunct faculty resulting in continued savings to VSCC.

Institutional Effectiveness Form

Department Name: Plant Operations

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Department of Plant Operations is committed to providing the students, faculty, and staff of Volunteer State Community College with a safe, clean, functional, comfortable, and attractive facility for the delivery of all activities associated with the educational programs offered at this institution. Toward this goal, the Department of Plant Operations will manage all new construction, renovations, campus police activities, grounds, custodial, and the maintenance program to assure that our physical facilities, both on and off campus, meet the needs of all of this institution's mission related activities and that compatibility exists with Volunteer State Community College's Five Year Master Plan. All objectives must be attained while providing a safe and harassment free work environment for our employees.

Link between Institutional Mission and Departmental Mission: The Plant Operations Department serves the college mission by providing high quality facilities to serve students and the community as they pursue educational opportunities at Volunteer state Community College.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Train staff and successfully launch new work order management software. Software will include Electronic Preventive Maintenance, Inventory Management, and Equipment Scanning abilities. This will ensure real time metrics and support a data driven department.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.4
Funds Budgeted to Support this Outcome:	Budget of \$75,000.00 for P.M. & Software 2014-2015
This Outcome will be Assessed Using:	Real time metrics and completed electronic PM's developed
Baseline Data (Current Level of Performance):	Currently the preventative maintenance program is an index card and binder system. This system works, however it is cumbersome and time consuming. We are unable to track outcomes with costs or time spent.
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	All PM plans converted into electronic format and a minimum of one full rotation per outlined plan completed.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Input all equipment into new software 2.) Review, update, and establish electronic PM Plans 3.) Establish schedule 4.) Launch new electronic preventive maintenance plan
Results of the Institutional Effectiveness Effort:	As of June 15, 2015 Plant Operations has converted 90% of all preventative maintenance plans to electronic format. Successfully began tracking completed work orders. As of JUN 15, 2015 Plant Operations has completed 4855 work orders.
Future Plans Regarding	Using the Inventory Direct module begin tracking custodial

this Outcome:	supplies and ordering.
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Institutional Effectiveness Outcome 2:	Develop 5 year facilities planning portfolio to support Facilities Master Plan. This document will support all campuses through identifying churn rates, vacant space, efficient space use, and outlining future classroom and expansion opportunities.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.8.
Funds Budgeted to Support this Outcome:	\$20,000 for document support, travel, and asset tracking.
This Outcome will be Assessed Using:	This outcome can be assessed with a completed framework plan. This will include an overall file outlining space use, area owners, space type, and future plans.
Baseline Data (Current Level of Performance):	There is a general plan however the “big picture” of 5+ years is not established.
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	Completed framework of Facilities Master Plan established.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Audit all space on all campuses 2.) Update all building drawings to reflect current layouts 3.) Identify area usage by group or department 4.) Identify possible open areas after Humanities Building Project 5.) Work with President on future campus expansion plans

	6.) Publish a draft Facilities Master Plan
Results of the Institutional Effectiveness Effort:	General plans have been established as of January 2015. Plant Operations is currently in the space audit and drawing update stage of this effort.
Future Plans Regarding this Outcome:	Within 6 months complete space audits. Within 10 months complete drawing updates. Within 12 months work with President to identify expansion plans.

Institutional Effectiveness Outcome 3:	Develop and implement a strategy to move Testing into a temporary location at Warf. Develop a new Testing Center location proposal to support a "One Stop" service in Ramer. Once Humanities project is complete Fall 2016 relocate Testing to Ramer.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.I.2.
Funds Budgeted to Support this Outcome:	\$80,000 to fund carpet, furniture, and building upgrades.
This Outcome will be Assessed Using:	Assessed through successful completion.
Baseline Data (Current Level of Performance):	Current location small and limited capabilities.
Three years of trend data (if available):	N/A
Target (Desired Level of	Completed Phase I move to Warf Fall 2014, Phase 2 completed

Performance):	Fall 2016
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Establish needs of program 2.) Develop short and long term phased plans 3.) Implement and oversee construction activities 4.) Move program
Results of the Institutional Effectiveness Effort:	The needs of the program have been established. Short term location has been constructed within the Warf building. Short term Testing locating complete and operational. Phase 2 of Ramer Testing location has been drafted and approved by Student Services, Testing, and Plant Operations. "One Stop" plan for Ramer has been presented to the President and will be presented to cabinet later this year.
Future Plans Regarding this Outcome:	Solicit suggestions from Volunteer State Community College presidential cabinet. Work with TBR to establish design and funding.

Institutional Effectiveness Form

Department Name: Academic Affairs /Quality Enhancement Plan

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The purpose of the Seek/QEP initiative is to improve students' problem solving skills in general education courses. The initiative has three primary goals: **Goal 1:**VSCC faculty and student support personnel will be trained in problem solving skills methodologies. **Goal 2:**VSCC will establish and implement a Faculty Mentoring Program. **Goal 3:**Improve student problem solving skills in general education courses by implementing problem solving skills methodologies in general education courses and student support areas.

Link between Institutional Mission and Departmental Mission: The program encourages innovative teaching strategies to increase student critical thinking skills and enhance student learning.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Synthesize and analyze five years of QEP implementation data for the purpose of identifying the achievement of the goals and outcomes of the QEP.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success initiative S.I.1. Seek (QEP)
Funds Budgeted to Support this Outcome:	QEP operating funds for training and supplies
This Outcome will be Assessed Using:	<ul style="list-style-type: none"> • Review Procedure by the SACSCOC Committee on Fifth-Year Interim Reports • THEC Performance funding review committee report for Standard 1F
Baseline Data (Current Level of Performance):	<ul style="list-style-type: none"> • 2012-13 VSCC 1F score: 10/10
Three years of trend data (if available):	<ul style="list-style-type: none"> • 2012-13 VSCC 1F score: 10/10 • 2011-12 VSCC 1F score: 9/10 • 2010-11 VSCC 1F score: 9/10
Target (Desired Level of Performance):	VSCC QEP Fifth Year QEP Impact report will be accepted and result in no referrals to the Committees on Compliance and Reports.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ul style="list-style-type: none"> • QEP committee and office of IERPA will synthesize and analyze five years of QEP data on the goals and outcomes of the QEP implementation. Assessment data has been collected on an ongoing basis and is documented in the THEC performance funding Standard 1F reports. • QEP committee will lead a campus-wide debriefing (in the form of faculty meetings, focus groups, and/or surveys) for the purpose of developing a “reflection on what the institution has learned as a result of the QEP experience,” (a requirement for the Impact Report). • Complete the SACSCOC requirement to write the Fifth

<p>Results of the Institutional Effectiveness Effort:</p>	<p>year review of the QEP Impact Report.</p> <ul style="list-style-type: none"> QEP committee conducted a campus-wide debriefing at 11/6/15 faculty meeting. <div style="text-align: center;">  SEEK QA Report Faculty Meeting.docx </div> <p>Results:</p> <ul style="list-style-type: none"> Assessment data was collected and used to draft the THEC performance funding Standard 1F report and the QEP 5th Year Impact Report. Attach QEP Assessment Report: The 2013-14 VSCC 1F was submitted and received a score of 10/10. <div style="text-align: center;">  VSCC 2013-14 Sustaining.pdf </div> <p>Report:</p> <ul style="list-style-type: none"> The QEP 5th Year Impact Report drafted. <div style="text-align: center;">  QEP Impact Report Working Draft (2).docx </div> <p>Draft attached:</p>
<p>Future Plans Regarding this Outcome:</p>	<p>The QEP 5th Year Impact Report will be submitted to SACSCOC in September 2015.</p>

<p>Institutional Effectiveness Outcome 2:</p>	<p>Repeat unmet goal from last year: Increase student perception of problem solving engagement in class to 88%</p>
<p>Strategic Planning Goal to Which this Outcome is Linked:</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	<p>S.I.5. Student Engagement Plan</p>
<p>Funds Budgeted to Support this Outcome:</p>	<p>QEP operating funds for training and supplies.</p>

This Outcome will be Assessed Using:	End-of-course student evaluations, problem solving item 2.2.
Baseline Data (Current Level of Performance):	Baseline established in spring 2012: 86% of students (n=3933) indicated they agreed or strongly agreed with the Faculty/Course evaluation item: "The course required problem solving skills to solve real problems and evaluate information."
Three years of trend data (if available):	2013-14: 86.1% (n=4905) 2012-13: 84% (n=4614) 2011-12: 86% (n=3933)
Target (Desired Level of Performance):	88%
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<p>Increase communication with faculty to emphasize the importance of visual triggers (posters, rubric) and using problem-solving verbiage.</p> <p>Now that all general education courses have been reengineered, it is expected that consistent high exposure to problem solving teaching strategies will increase students' perception of problem solving engagement in class.</p>
Results of the Institutional Effectiveness Effort:	<ul style="list-style-type: none"> • Goal of 88% not met. 2014-15 Problem-Solving item on Faculty Course Evaluations remained the same as 2013-14: <ul style="list-style-type: none"> ○ 2014-15: 86.1% (n=4228) <div style="text-align: center;">  2014-15 Problem Solving Item on Facult </div> • Anecdotal evidence suggests that faculty have maintained or increased the use of problem-solving verbiage with students. • Language Center included a goal to "train tutors to use SEEK rhetoric" in 2015-16 IE plan. <div style="text-align: center;">  2015-2016 IE plan for LANGUAGE CENTER.dc </div> <p>Attached:</p>
Future Plans Regarding this Outcome:	<ul style="list-style-type: none"> • Assessment data from faculty course evaluations will continue to be collected and documented on an ongoing basis.

Institutional Effectiveness Form

Department Name: **Office of Records & Registration**

For the Academic Year: **2014-2015**

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The purpose of the Office of Records & Registration is to serve as an extension of the academic enterprise ensuring the integrity of that which it has been entrusted.

Link between Institutional Mission and Departmental Mission: The Office of Records and Registration, among other things, ensures the integrity of the associate degrees and certificates offered by the College.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Decrease the number of paper transcripts printed by the Office of Records & Registration and mailed to TBR institutions.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Volunteer State Community College will assess and implement initiatives to improve the effectiveness of all educational programs, administrative support services, educational support services, and community/public programs.
Funds Budgeted to Support this Outcome:	Existing base budget.
This Outcome will be Assessed Using:	A count of paper transcripts printed.
Baseline Data (Current Level of Performance):	2013-2014: 3194
Three years of trend data (if available):	2011-2012: 2832 2012-2013: 2538 2013-2014: 3194
Target (Desired Level of Performance):	3000
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Implement XML transcript sharing. 2. Determine business processes which need to be modified, added or deleted as a result of the XML process. 3. Determine the number of paper transcripts printed during the 2014-2015 academic year and compare to the baseline.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1. XML transcript sharing was implemented. 2. No business process change was needed. 3. 2600 paper transcripts were mailed to TBR institutions as of June 22, 2015.
Future Plans Regarding	Continue to develop trading partners to share XML transcripts

this Outcome:	and further reduce the number of paper transcripts mailed.
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Institutional Effectiveness Outcome 2:	Increase the rate and participation of the Veteran sub-population.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective A.4
Funds Budgeted to Support this Outcome:	Existing base budget.
This Outcome will be Assessed Using:	Count of the Veteran sub-population.
Baseline Data (Current Level of Performance):	Fall 2014: 271
Three years of trend data (if available):	Fall 2011: 315 Fall 2012: 250 Fall 2013: 271
Target (Desired Level of Performance):	320
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Partner with Advising/Orientation to create a Veteran-specific supplemental orientation for the sub-population. 2. Offer the supplemental orientation specifically for the Veteran sub-population. 3. Compare baseline of 271 to enrollment of Veteran

	students in Fall 2013.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1. A Veteran-specific supplemental orientation for the sub-population was created via D2L. 2. The supplemental orientation was piloted with a limited number of students in the Veteran sub-population. 3. Waiting on data from IR to determine if the target was met.
Future Plans Regarding this Outcome:	Increase the number of students in the Veteran sub-population participating in the supplemental orientation.

Institutional Effectiveness Outcome 3:	Increase the number of credentials awarded in a given year.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective S.2
Funds Budgeted to Support this Outcome:	Existing base budget.
This Outcome will be Assessed Using:	A comparison of the number of credentials awarded in the 2014-2015 graduation year to the baseline. Academic Certificates awarded will be excluded in all years.
Baseline Data (Current Level of Performance):	2013-2014: 1139
Three years of trend data (if available):	2011-2012: 1692 2012-2013: 1204 2013-2014: 1139

Target (Desired Level of Performance):	1200 (~+5%)
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Determine the reporting capabilities of DegreeWorks. 2. Develop reports to identify prospective graduates. 3. Reach out to prospective graduates and encourage them to meet with an advisor and complete an Intent to Graduate form. 4. Compare the number of awards granted in the 14-15 academic year to the baseline.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1. Reports can be written for DegreeWorks to identify prospective graduates. 2. Reports to identify prospective graduates for DegreeWorks have not been developed at this time. 3. No outreach for prospective graduates based on DegreeWorks reports was done in the 2014-2015 academic year. 4. 1276 credentials have been awarded for the 14-15 academic year as of June 22, 2015.
Future Plans Regarding this Outcome:	DegreeWorks reporting was set aside during the academic year in favor of participating in the Reverse Transfer pilot. DegreeWorks reporting to find prospective graduates should be further investigated in a future year.

Institutional Effectiveness Outcome 4:	Increase the number of Spring 2015 new degree-seeking students who earn 12 or more credit hours.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective S.6
Funds Budgeted to Support this Outcome:	Existing base budget.
This Outcome will be Assessed Using:	A comparison of the number of new degree-seeking students for Spring 2014 to the number of new degree-seeking students for Spring 2015 who earn 12 or more credit hours.

Baseline Data (Current Level of Performance):	Spring 2014: 160
Three years of trend data (if available):	Spring 2012: 137 Spring 2013: 180 Spring 2014: 150
Target (Desired Level of Performance):	158 (+5%)
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Inform new Spring 2015 degree-seeking students about College Scheduler. 2. Compare the number of new degree-seeking students for Spring 2015 to the number of new degree-seeking students for Spring 2014 who earn 12 or more credit hours.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1. New Spring 2015 degree-seeking students were informed about College Scheduler. 2. 153 new degree-seeking students for Spring 2015 earned 12 or more credit hours.
Future Plans Regarding this Outcome:	<p>Although the specific goal was not met, due to an enrollment decline, a greater percentage of new degree-seeking students in Spring 2015 earned 12 or more hours than the percent of new degree-seeking students who earned 12 or more hours in Spring 2014.</p> <p>Other software tools in addition to College Scheduler will be deployed to attempt to increase the number of new degree-seeking students who earn 12 or more hours.</p>

Institutional Effectiveness Form

Department Name: IERPA

For the Academic Year: 2014/15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Office of Institutional Effectiveness, Research, Planning and Assessment facilitates the integration of assessment, planning, institutional effectiveness and institutional research to encourage continuous assessment and improvement of academic programs and administrative services by providing leadership and actively participating in the strategic planning and evaluation processes for the College.

Link between Institutional Mission and Departmental Mission: The Departmental Mission to encourage continuous assessment and improvement of academic programs directly supports the Institutional Mission to provide quality educational programs.

Institutional Effectiveness Outcome 1:	Increase efficiency of data collection process in the Language Center.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.2.
Funds Budgeted to Support this Outcome:	n/a
This Outcome will be Assessed Using:	The time necessary to transfer data from Language Center Session Reports to software used for statistical analysis
Baseline Data (Current Level of Performance):	Over 100 hours
Three years of trend data (if available):	
Target (Desired Level of Performance):	The Language Center will record tutoring session data on a standardized form from which all data will be extracted by an automated process.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Create data entry form 2.) Write macros 3.) Implement standardized use of data entry form in the Language Center
Results of the Institutional Effectiveness Effort:	The data entry form and macros have been created. Instructions have been provided to the Language Center. The form has not been implemented by the Language Center.

Future Plans Regarding this Outcome:	Assist the Language Center with the implementation of the data entry form.
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Institutional Effectiveness Outcome 2:	Report Humanities Division Faculty Success and Retention Rate Comparisons each semester.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.3.
Funds Budgeted to Support this Outcome:	n/a
This Outcome will be Assessed Using:	Frequency of reporting.
Baseline Data (Current Level of Performance):	Reports created for Fall 2013.
Three years of trend data (if available):	
Target (Desired Level of Performance):	Reports created every semester.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Collect and restructure data from Grade Distribution Reports each semester 2.) Create individualized faculty reports 3.) Distribute reports

Results of the Institutional Effectiveness Effort:	Reports have been created every semester.
Future Plans Regarding this Outcome:	Continue creating reports every semester.

Institutional Effectiveness Outcome 3:	Increase proficiency of data manipulation using SPSS.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Q.I.4.
Funds Budgeted to Support this Outcome:	\$51.52
This Outcome will be Assessed Using:	Improved turnaround time to complete projects.
Baseline Data (Current Level of Performance):	10 days
Three years of trend data (if available):	
Target (Desired Level of Performance):	5 days

Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Order book 2.) Read 9 chapters of book about SPSS programming and data manipulation 3.) Apply new techniques learned.
Results of the Institutional Effectiveness Effort:	I have improved the turnaround time for grade distribution reports, enrollment reports, and success and retention reports to less than 5 days.
Future Plans Regarding this Outcome:	Continue learning more techniques in SPSS through online tutorials and applying techniques learned to further improve turnaround time for completing projects.

Institutional Effectiveness Form

Department Name: Office of Retention Support

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Office of Retention Support Services exists to develop and implement student-centered programs focused on student success through promoting quality interactions and experiences for students.

Link between Institutional Mission and Departmental Mission: "... and preparing students for successful careers, university transfer, and meaningful civic participation in a global society." Linked to "...focused on student success through promoting quality interactions and experiences for students."

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Develop a retention guide campus-wide to ensure student success and college retention initiatives are being recorded and assessed by one central recipient.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success 5-A
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	Measuring the number of Alerts received for Fall 2014 and Spring 2014 and the offices intervening with the population.
Baseline Data (Current Level of Performance):	Baseline is 1113 Alerts for Fall 2013 and 751 for Spring 2014 with 4 offices intervening. [Athletics, Advising, Dual Enrollment, TRiO, Veterans Affairs, Retention Office].
Three years of trend data (if available):	Alerts Issued by Semester: Fall 2011 0 Spring 2012 213 Fall 2012 187 Spring 2013 560 Fall 2013 1113 Spring 2014 751
Target (Desired Level of Performance):	Increase the number of interventions by office to include Financial Aid, the Writing Center, Supplemental Instruction, Academic Affairs, Distributed Education, Office of Disability Services, Library Services.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Institute a CARE TEAM on campus of key players that can assist with ALERT referrals and intervention initiatives. 2.) Develop a tracking mechanism for data in EXCEL that can be merged for reporting to IERPA. 3.) Track all offices that interact with ALERT students and the way with which they intervene.

Results of the Institutional Effectiveness Effort:	<p>Fall 2014 1385 Alerts Reported Spring 2015 2218 Alerts Reported</p> <p>1.) Care TEAM was formed and a meeting was held in Fall 2014.</p>  <p>CollegeWide Retention Support Ca</p> <p>2.) The Development of a tracking mechanism/database in ACCESS was underway but it was quickly decided that based upon the large amount of information and data being mined, we would need to seek an alternate plan.</p> <p>3.) ALERT data is stored in Banner. Worked with Records to develop reports that would automatically pull ALERT data files and report those to care persons on a weekly basis. Interactions with students receiving ALERTS were all handled the same outside of the Retention Support Office. Care Team persons either called or emailed their students and followed back up with the Retention Office to report.</p> <p>4.) Because of the volume of ALERTS reported, tracking the interventions for all TEAM individuals was difficult for one office to do without a database. We know for Fall 2014, 1385 students received emails. About 500 of these students received phone calls. About 300 students received text messages.</p>
Future Plans Regarding this Outcome:	<p>Retention Support secured a grant to fund STARFISH, a Retention Solution System along with a Completion Coach for TN Promise students to aid in the collection of data and to decrease response time with students who have been reported in the ALERTS system.</p>

Institutional Effectiveness Outcome 2:	<p>Increase the Spring to Spring retention rates of all students.</p>
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Res)	<p>Student Success 5-C</p>

earch/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	Retention rates from previous years.
Baseline Data (Current Level of Performance):	Spring 2014
Three years of trend data (if available):	Spring 2012 47.6% Spring 2013 53.9%
Target (Desired Level of Performance):	Spring 2014 55% Spring 2015 60%
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Increase intervention initiatives from multiple offices across campus. 2.) Encourage early advising and priority registration with these students. 3.) Use the ALERT tool to intentionally target struggling students.
Results of the Institutional Effectiveness Effort:	Spring 2014 Retention XX Spring 2015 Retention XX 1.) Intervention with students receiving ALERTS increased across campus due to the formed CARE Team. Care Team point persons contacted/interacted with students after the ALERTS were initially reported to the Retention Office. 2.) Because we did not get the ACCESS database built, we could not predict students who would struggle to the next term. We did monitor all students who were in special categories: TRiO, Athletes, Veterans, etc.] to ensure they were progressing in the semester and getting the assistance that they needed.
Future Plans Regarding this Outcome:	We will be able to intentionally target struggling students with the new STARFISH Retention Software. We will hopefully be able to work with these students on the front end to ensure their success for the semester. We will be working more on this with

	the new software.
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Institutional Effectiveness Outcome 3:	Develop Campus Connect: New Student Orientation for special populations to include Athletes and Veterans.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Access 1-C
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	The number of athletes and veterans attending Campus Connect: New Student Orientation in Fall 2014.
Baseline Data (Current Level of Performance):	Baseline is 0.
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	5% increase of Athletes and Veteran students who disclose this information, attend and register during priority registration in the summer.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Focus on a specific Campus Connect session for the athletes and Veterans. 2.) Work closely with Athletics Director and Veterans Coordinator to target population. 3.) Develop a comprehensive program orienting students to the college while touching on issues relative to their specific population.

Results of the Institutional Effectiveness Effort:	1.) Athletes and Veterans were encouraged to attend one of the first few orientation sessions during the month of June. This was not mandatory to attend these specified dates, only encouraged. 2.) A specific orientation program designed for these two populations was not achieved.
Future Plans Regarding this Outcome:	This is no longer an IE that I will be working on, however, I will be working closely with the Veteran's Affairs Coordinator

Institutional Effectiveness Form

Department Name: Supplemental Instruction

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: To provide collaborative instructional support to students in a manner that empowers students to ascertain academic objectives required to persist and attain degree and/or certificate completion.

Link between Institutional Mission and Departmental Mission: Through collaborative instructional support, students are empowered to ascertain and achieve their academic objectives necessary to attain degrees and/or certificates. Supplemental Instruction spans both missions and provides an opportunity for students to become empowered and achieve their goals.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	50% of the participants in the Men of Color group will successfully complete their Fall 2014-15 semester with at least a 2.0 GPA.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success Objective A4
Funds Budgeted to Support this Outcome:	Institutional funds supporting Supplemental Instruction
This Outcome will be Assessed Using:	Fall 2014-15 grades
Baseline Data (Current Level of Performance):	There is no baseline, as this is a new group.
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	50% of participants will achieve a 2.0 GPA or higher
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) SI leaders will be assigned to work with the group 10-15 hours per week. 2.) SI leaders will provide training in time management and effective study techniques. 3.) SI leaders will invite other SI leaders to assist with the group when specific skills are required.
Results of the Institutional Effectiveness Effort:	Dr. Kenny Yarborough was to recruit students for the Men of Color group. He was unable to enlist enough students and eliminated the program.

Future Plans Regarding this Outcome:	Supplemental Instruction will not be a part of this program in the future.
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Institutional Effectiveness Outcome 2:	50% of the participants in the men's basketball team group will successfully complete their Fall 2014-15 semester with at least a 2.0 GPA.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success Objective 4A
Funds Budgeted to Support this Outcome:	Institutional funds supporting Supplemental Instruction
This Outcome will be Assessed Using:	Fall 2014 – 2015 grades
Baseline Data (Current Level of Performance):	There is no baseline, as this is a new study group.
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	50% of participants will achieve a 2.0 GPA or higher
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) SI leaders will be assigned to work with the group 10-15 hours per week. 2.) SI leaders will provide training in time management and effective study techniques.

	3.) SI leaders will invite other SI leaders to assist with the group when specific skills are required.
Results of the Institutional Effectiveness Effort:	60% of the men's basketball team received at least a 2.0 GPA during Fall 2015 semester.
Future Plans Regarding this Outcome:	This program has been absorbed by the Athletic Department and Diversity Affairs. Supplemental Instruction is no longer involved.

Institutional Effectiveness Outcome 3:	75% of SI leaders will provide their students with training on the following study skills: <ol style="list-style-type: none"> 1. Use of Quizlet 2. Use of mnemonics 3. Use of note cards
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success Objective I
Funds Budgeted to Support this Outcome:	Institutional funds supporting Supplemental Instruction
This Outcome will be Assessed Using:	SI leaders will report to SI coordinator on their hourly reports when the training is complete. The coordinator will track completions.
Baseline Data (Current Level of Performance):	No baseline information is available
Three years of trend data (if available):	Not available.

Target (Desired Level of Performance):	75% of SI leaders will provide their students with training in specific study skills.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) SI leaders will receive training on use of Quizlet, notecards, and mnemonics week during fall training 2.) SI leaders will introduce the three study skills to their SI sessions 3.) SI leaders will report completion of training of students to SI Coordinator on their hourly reports
Results of the Institutional Effectiveness Effort:	100% of the SI leaders were trained in using Quizlet, notecards, and mnemonics and imparted the information in at least one of their sessions. 100% trained their students in Quizlet, 80% in mnemonics, and 95% in the use of note cards. The target was achieved.
Future Plans Regarding this Outcome:	SI leaders will continue to be trained in these three study techniques during fall and spring SI training and required to impart what they have learned to their students.

Institutional Effectiveness Form

Department Name: Social Science and Education Division

For the Academic Year: 2014-2015 Year End

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The division encourages students to think critically and creatively, communicate clearly, to develop leadership and ethical standards, and compete effectively in the global community. This is achieved through a responsive curriculum, effective student institutional support services, and a strong community partnership. The division enables the community to access education and training by offering instruction at multiple sites, on flexible schedules, and through technological delivery systems. The division is committed to institutional effectiveness and broad-based planning in order to ensure accountability to all constituents of the College and the community.

Link between Institutional Mission and Departmental Mission:

The Social Science and Education Division encourages students to think critically and creatively, communicate, and compete effectively in the global community. There is a strong community partnership.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Enhance success and retention of students in Social Science and Education.												
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success S.1.												
Funds Budgeted to Support this Outcome:	No additional funds necessary												
This Outcome will be Assessed Using:	Advising survey (Questions, 1, 2, 3,, 5, 6) and actual success and retention numbers.												
Baseline Data (Current Level of Performance):	Use of current fall to spring data. First year retention: <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">2009 47.7%</td> <td style="width: 30%;"></td> <td style="width: 30%; text-align: right;">Education:</td> </tr> <tr> <td>2010 50.4%</td> <td style="text-align: right;">59.8%</td> <td></td> </tr> <tr> <td>2011 44.9%</td> <td style="text-align: right;">50.0%</td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;">56,1%</td> <td></td> </tr> </table>	2009 47.7%		Education:	2010 50.4%	59.8%		2011 44.9%	50.0%			56,1%	
2009 47.7%		Education:											
2010 50.4%	59.8%												
2011 44.9%	50.0%												
	56,1%												
Target (Desired Level of Performance):	Increase in retention rate of 2%.												
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1) Develop log to be used by faculty to document advisee contacts 2) Conduct training/meeting to discuss this new initiative of active or intrusive advising. 3) Collect data 												
Results of the Institutional Effectiveness Effort:	After evaluating the possibility of an advising log, it was decided that this would not be a useful tool. Discussion of a degree plan in Degree Works occurred; this seemed to be a much more beneficial instrument. The degree plan will be implemented summer of 2015.												
Future Plans Regarding this Outcome:	Evaluate the use of degree plans and make adjustments if necessary												
Institutional Effectiveness Outcome 2:	Improve success and retention of students.												

<p>Strategic Planning Goal to Which this Outcome is Linked:</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	<p>Student Success S.2</p>
<p>Funds Budgeted to Support this Outcome:</p>	<p>Existing budget</p>
<p>This Outcome will be Assessed Using:</p>	<p>Grade distribution reports and actual graduation data.</p>
<p>Baseline Data (Current Level of Performance):</p>	<p>Fall to spring retention rates and current graduation rates. Baseline success rate 77%; retention rate 82.1% Baseline graduation rate for Social Science is 9% Baseline graduation rate for Education is 13.53%</p>
<p>Three years of trend data (if available):</p>	<p>2013 Success Rate 74% Retention Rate 78.6% 2014 Success Rate 74.4% Retention Rate 79.7% Spring 2015 Success Rate 77% Retention Rate 82.1%</p> <p>Graduation rates: 2009 cohort: 9.4% Social Science 2010 cohort: 8.7% 2011 cohort: 12.9% 2012 cohort: 5%</p> <p>Education 2009 cohort: 20.5% 2010 cohort: 13.4% 2011 cohort: 15.1% 2012 cohort: 5.1%</p>
<p>Target (Desired Level of Performance):</p>	<p>Success Rate 80% Retention Rate 85%</p> <p>Graduation rate: 10% in Social Science and Education 15% in Education</p>
	<ol style="list-style-type: none"> 1) Work with department chairs to complete program guides by August, 2014 2) Review for accuracy 3) Submit completed guides to Vice President for Academic Affairs 4) Utilize program guides as an advising tool beginning August 2014.
<p>Results of the Institutional Effectiveness Effort:</p>	<p>Program guides were completed by August, 2014. They were reviewed and revised when necessary. They were submitted to the Vice President for Academic Affairs They are currently being used and will be used to prepare degree plans</p>

	beginning June, 2015.
Future Plans Regarding this Outcome:	Program guides and degree plans are being used in advising beginning June, 2015. Students with defined courses of study hopefully will complete their courses successfully and graduate in a timely manner.

Institutional Effectiveness Outcome 3:	Provide workforce development program that leads to gainful employment.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.1.7.
Funds Budgeted to Support this Outcome:	Existing budget in the beginning
This Outcome will be Assessed Using:	Results of needs assessment for individuals with a GIS Certificate
Baseline Data (Current Level of Performance):	Under evaluation
Three years of trend data (if available):	This goal will be continued into 2015-2016.
Target (Desired Level of Performance):	Needs assessment completed by December, 2014. Continue discussion.
Steps to Achieve the Target for this Outcome:	1) Work with Institutional Effectiveness to complete needs assessment

(add additional steps as needed)	<ul style="list-style-type: none"> 2) Collaborate with Instructor of Geography, Dean of Math and Science, and community stakeholders to identify courses to be included in this certificate 3) Complete paperwork for submission to College Curriculum Committee 4) Submit paperwork to TBR for approval to offer GIS Certificate
Results of the Institutional Effectiveness Effort:	This goal will be continued into 2015-2016.
Future Plans Regarding this Outcome:	

Currently, Sociology is being taught by one full-time faculty member and adjunct faculty. The remaining tenured faculty member is on FMLA and plans to retire within the year. Therefore, the position requested is a replacement position. Supporting data is attached.

During the spring 2013 semester, 45% of sociology sections (52% of students) were taught by full-time faculty while 55% were taught by adjunct faculty.

In the fall of 2012, 35% of sociology sections (44% of students) were taught by full-time faculty and 65% by adjuncts.

During spring of 2012, 45% of sections (54% of students) were taught by full-time faculty and 55% by adjunct faculty.

In fall 2011, 48% of sections were taught by full-time faculty (54% of students) and 52% by adjunct faculty.

During spring 2011, 37% of sections (42% of students) were taught by full-time faculty and 63% by adjunct faculty.

In fall 2010, 50% of sections (54% of students) were taught by full-time faculty and 50% by adjunct faculty.

It is imperative that a full-time tenure sociology instructor be hired. This is essential to maintaining quality instruction and advising. For instance, if the full-time instructor position was removed from the calculations, only 20% of sections in spring 2013 would have been taught by full-time faculty.

Institutional Effectiveness Form

Department Name: Student Life & Diversity Initiatives (Student Activities Plan)

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Office of Student Life & Diversity Initiatives seeks to enhance the collegiate experience of Vol State students by providing programming, co-curricular in nature, which addresses social, educational physical and multicultural facets of the student experience. Through various activities, students have the availability to forge meaningful relationships with fellow students, faculty and staff and learning how to navigate in a global society.

Link between Institutional Mission and Departmental Mission: The Office of Student Life & Diversity Initiatives seeks to advance the college's strategic plan by addressing student engagement, quality of programming and efficiency of resources.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Three years of trend data (if available):	Currently compiling trend data
Target (Desired Level of Performance):	Increase number of participants in the Student Leadership Academy Increase the number of student athletes that attend the Student Leadership Retreat
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	Academy: 1. Students will take a pre/posttest in the Academy 2. Students will journal their experience in the Academy and write a reflective paper at the end of the year. 3. Students will submit a Portfolio to be assessed by their mentor and the Director of the Office of Student Life & Diversity Initiatives. 4. Students will have a one-on-one assessment with staff. Retreat: Work with Athletics Director to ensure more participation.
Results of the Institutional Effectiveness Effort: 2014-2015	Academy: 1. Low student interest. We started with one applicant and enlisted help from a faculty member to get eight more students. No pre/post tests were given. 2. Students did not stay invested in this initiative therefore no journals, papers, or portfolios were submitted. Retreat: We requested one athlete from each athletic team (baseball, softball, and men's/women's basketball teams) for the entire retreat experience. Secondly, we requested the baseball and softball team join us for one day to participate in workshops and a team building activity with the student leaders. Retreat Participants: 29 student leaders/35 athletes/ 9 faculty & staff
Future Plans Regarding this Outcome:	Academy: We will review & reconstruct the Student Leadership Academy and implement the new/improved program in the future. Retreat: Having the entire baseball and softball teams at the retreat for one day seemed to be an interruption and did not work positively. We will resume the retreat with one athlete from each team this coming year for the entire retreat and we are implementing a new Athletic liaison role for the SGA cabinet.

Institutional Effectiveness Outcome 2:	Increase the number of student leaders who take advantage of TnCis.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success Goal: Initiative 5 Student Engagement Plan
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	Number of participants from student organization who are selected to participate in TnCis.
Baseline Data (Current Level of Performance):	Will establish baseline
Three years of trend data (if available):	Currently compiling data
Target (Desired Level of Performance):	Increase the number of students who participate in TnCis to 3 student leaders.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Work in conjunction with International Education to market TnCis programs. 2. Create promotional materials based on testimonies from previous student leaders and how the trip shaped them.
Results of the Institutional Effectiveness Effort:	8 student leaders studied abroad this summer through the TNCis program. They will create testimonies upon their return to show at the

	“Around the World In A Day” event this fall 2015 during International Education Week.
Future Plans Regarding this Outcome:	Coordinator of International Affairs will give a presentation on TNCis at the Student Leadership Retreat this summer and we will partner with her in November for International Education Week. All student leaders who have traveled for TNCis will give their testimonies during International Education Week.

Institutional Effectiveness Outcome 3:	Increase the collaboration between The Office of Student Life & Diversity Initiatives and Adult Learners & Evening Services
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Success Goal: Initiative 5 Student Engagement Plan
Funds Budgeted to Support this Outcome:	Existing Budget
This Outcome will be Assessed Using:	Evaluations and Participant Number
Baseline Data (Current Level of Performance):	Establish baseline
Three years of trend data (if available):	Currently compiling trend data
Target (Desired Level of	Create more programming geared toward Adult and Evening

Performance):	Students
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1. Work with adult students and Office of Adult Learners & Evening Services to plan event(s). 2. Host the event(s). 3. Assess how well the event(s) was received.
Results of the Institutional Effectiveness Effort:	Partnered with Evening Services for Save-A-Life Tour (distracted driving simulator) 104 participants
Future Plans Regarding this Outcome:	Incorporate a Family Night Series of events where we partner with Evening Services for one event each month.

Institutional Effectiveness Form

Department Name: Student Services/Testing Center

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: Provide testing services to Volunteer State campuses and surrounding communities.

Link between Institutional Mission and Departmental Mission:

Provide testing services as requested for Volunteer State students, staff, and surrounding communities to support educational programs, community and workforce demands.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Transition of Testing Center from current space in Wood Building to new space in Warf Building. Improve ratings related to ease of location, distractions encountered, and scheduling opportunities.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Quality Initiatives #2 Testing
Funds Budgeted to Support this Outcome:	Existing Base Budget
This Outcome will be Assessed Using:	Given that the Testing Center now has new leadership, the survey will be updated in conjunction with the Office of Institutional Effectiveness, Research, Planning, and Assessment.
Baseline Data (Current Level of Performance):	Baseline Data will be established by assessing surveys that were collected prior to the departure of the previous Director of the Testing Center. Baseline results will be entered on the Testing Center IE form at that time.
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	This will be determined during the fall of 2015.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Physical Relocation of Center to Warf Building in October 2014. 2.) Refine procedures of the Testing Center under its new leadership. 3.) Create a Testing Center manual that describes how to administer all tests. 4.) Train all Testing Center staff in the administration of all tests in the new space.
Results of the Institutional Effectiveness Effort:	All of the steps outlined above were in fact achieved. 1.) The Testing Center did indeed relocate to the Warf building in

	<p>October 2014.</p> <p>2.) Given the new leadership of the Testing Center, procedures were refined and discussed with all employees.</p> <p>3.) The Assistant Director of Advising and Testing is in the process of creating a manual that describes how to administer all tests. (Most of it has been completed. It will be finalized during the fall of 2015.)</p> <p>4.) All personnel in the Testing Center over the past few months have been trained in the administration of all tests in the new location.</p> <p>The only goal that was not completed relates to the creation and collection of data from a new survey. Due to the unexpected retirement of a long-time employee in December, the Assistant Director had to carry out those responsibilities until August 2015. This consequently prevented a full implementation of the survey plan. This will roll over to the 2015-2016 assessment year, however, and will commence in the fall of 2015.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>Given that the steps have now been carried out related to this outcome, it is important to begin measuring the ease of location, distractions encountered, and scheduling opportunities. The survey will be updated in conjunction with the Office of Institutional Effectiveness, Research, Planning, and Assessment in the fall of 2015. As noted above, Baseline Data will be established by assessing surveys that were collected prior to the departure of the previous Director of the Testing Center. Baseline results will be entered on the Testing Center IE form at that time.</p>

<p>Institutional Effectiveness Outcome 2:</p>	<p>Increase the number of tests administered by the Testing Center.</p>
<p>Strategic Planning Goal to Which this Outcome is Linked:</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	<p>Quality Initiatives #2 Testing</p>
<p>Funds Budgeted to</p>	<p>Existing Base Budget</p>

Support this Outcome:	
This Outcome will be Assessed Using:	Testing Center Survey; Increase the number of different types of exams administered, including high stakes testing.
Baseline Data (Current Level of Performance):	<p>Satisfaction measures that will correlate with the baseline data will be established by assessing surveys that were collected prior to the departure of the previous Director of the Testing Center.</p> <p>At present, there are twenty-four (24) different tests administered in the Testing Center, including all forms of placement testing. This will be one baseline.</p> <p>In 2013, a total of 8,299 test administrations occurred, including all placement tests.</p>
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	<p>1.) At least thirty-six (36) different tests will be administered in the Testing Center by the summer of 2015, a fifty-percent increase. 2.) The total number of test administrations will increase by ten (10) percent by the end of 2015, or 9,129. 3.) Survey targets will be included once the 2012/early 2013 survey data has been analyzed.</p>
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<p>1.) The Testing Center will move to the Warf building in October 2014.</p> <p>2.) Security Cameras will be installed in the Testing Center either in late 2014 or early 2015. This will occur in conjunction with the IT Director and Chief of Campus Police.</p> <p>3.) New contracts will be signed with testing companies that will enable Vol State's Testing Center to offer additional tests, including high stakes ones.</p> <p>4.) Testing Center best practices will be studied in 2014-2015 both from a national and local perspective. As part of the research, staff members will tour local Testing Centers and confer with Testing Center personnel around the country.</p>
Results of the Institutional Effectiveness Effort:	While the Testing Center did indeed move to the Warf building in October 2014 and best practices were studied by staff both from a national (attendance at NCTA and HiSet conferences) and local (extended conversations with area Testing Center directors),

	<p>unexpected staff changes prevented the other steps from occurring. First, the previous CIO (Chief Information Officer) left the College at the beginning of 2015 and a new one did not begin work at VSCC until March 30, 2015. As a result, new talks and information dissemination had to reoccur with respect to the purchase of security cameras. In addition, a long-time Testing Center employee retired who was responsible for the HiSet (previously GED) administration. Given budget considerations, this position will not be replaced until August 2015, thus the Assistant Director of Advising and Testing has had to carry out those responsibilities. As a result, it was not feasible to attempt to increase the number of test administrations.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>The new CIO is very supportive of the purchase of security cameras, and the plan is to purchase them in the fall of 2015. Contacts have already been made with testing companies to lay the groundwork for signing contracts that will enable the College to administer more high stakes tests in the future. The targets noted above will roll over to 2015-2016.</p>

<p>Institutional Effectiveness Outcome 3:</p>	<p>A larger number of high school equivalency exams will be administered in 2014-2015.</p>
<p>Strategic Planning Goal to Which this Outcome is Linked:</p> <p>(Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	<p>Quality Initiatives #2 Testing</p>
<p>Funds Budgeted to Support this Outcome:</p>	<p>Existing Base Budget</p>
<p>This Outcome will be Assessed Using:</p>	<p>The total number of high school equivalency exams that are administered.</p>
<p>Three years of trend data</p>	<p>N/A With HiSet Yet</p>

(if available):	
Target (Desired Level of Performance):	<p>Since the mandatory change was made from the GED to the HiSet, the total number of administrations has plummeted. In 2013, there were a total of 1,651 GED administrations. Thus far in 2014, only 166 HiSet administrations have been made. Based on the 2014 trend, it is anticipated that the final 2014 number will be around 400.</p> <p>The target number of administrations for 2015 will be 800 administrations, a 100-percent increase from 400, the likely final 2014 total.</p>
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Assess the overall administration of the HiSet, attempting to make it more streamlined and to accommodate more test-takers at the same time. 2.) As part of the systematic Testing Center Best Practices research that will occur this year, determine if Vol State has an option of still administering the GED. 3.) If the HiSet must be given, develop a marketing and communication campaign (in conjunction with Public Relations) to improve awareness of the HiSet, its reliability, and cost effectiveness.
Results of the Institutional Effectiveness Effort:	<p>The overall administration of the HiSet was thoroughly assessed and it was determined that purchasing some new software would enable the Testing Center to accommodate more test-takers simultaneously. As a result, the number of administrations has far surpassed original prognostications. By the end of 2014, 1,161 tests were administered (out of 1276 scheduled), an increase of 761 tests over the anticipated amount. Further, thus far in 2015, 638 tests have already been administered, so it is anticipated that the original goal of 800 will be exceeded by over 50%.</p>
Future Plans Regarding this Outcome	<p>Given that the HiSet costs less to administer than the GED and the Testing Center has been able to increase the number of administrations to the previous levels of the GED, it is recommended that the College continue to administer the HiSet. As a result of the increase in test administrations, it also was determined that there was no need to confer with the Office of Public Relations for promotional efforts at this time.</p>

Institutional Effectiveness Form

Department Name: Student Services / TRIO Student Support Services

For the Academic Year: 2014-15 (End of Year 7-2-15)

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The mission of TRIO Student Support Services is to provide eligible VSCC students increased educational opportunities related to academics, career development, cultural enrichment and personal development which will enhance academic success, retention, graduation and the 4-year college transfer process.

Link between Institutional Mission and Departmental Mission: The missions are linked together because the goals of TRIO are to assist students in achieving academic success through increased retention and graduation planning. We also provide career planning, 4-year transfer assistance, financial literacy and cultural enrichment opportunities.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Fall to Spring progression rate of 145 enrolled TRIO students* will increase by 1.5%. *Fall TRIO Graduates (8) will not be included in rate.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective S.1. Increase fall to spring progression rate. Students enrolling during fall term re-enroll spring term or graduate. Includes degree and certificate seeking students and full- and part-time students and transfers to the institution.
Funds Budgeted to Support this Outcome:	Funds from existing grant budget.
This Outcome will be Assessed Using:	Banner, Blumen and Self-Reports
Baseline Data (Current Level of Performance):	Baseline from Fall 2012-Spring 2013 is 76%.
Three years of trend data (if available):	Year 1 - Fall 2012-Spring 2013 76% Year 2 - Fall 2013-Spring 2014 80% Year 3 - Fall 2014-Spring 2015 81%
Target (Desired Level of Performance):	Target is 79.5%. *Surpassed goal to 81%
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Students will receive phone calls, emails (campus and personal) and a post card regarding early registration. 2.) TRIO will host a Pre-Early Registration Week for in November for TRIO Students which will involve course selection, graduation planning, transfer assistance, financial aid planning, early-registration, and/or academic advising as needed.
Results of the Institutional Effectiveness Effort:	Of the non-graduating students from fall 2014, 81% progressed to spring 2015.
Future Plans Regarding this Outcome:	NOTE: Some of the 167 students to be served may enroll in TRIO during the Spring semesters. Therefore, the numbers used to calculate this outcome are TRIO students enrolled in the fall compared to the number of those students who returned.

Institutional Effectiveness Outcome 2:	29% or 22 of 77 TRIO SSS students from the 2010-11 cohort will graduate within four years with a degree/certificate and/or transfer to a four-year institution.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective S.2. Increase in number of associate degrees and certificates.
Funds Budgeted to Support this Outcome:	Funds from existing grant budget.
This Outcome will be Assessed Using:	Banner, Blumen and Self-Reports
Baseline Data (Current Level of Performance):	Cohort 2009 – 28%
Three years of trend data (if available):	Year 1 Cohort 2009- 28% Year 2 Cohort 2010- 38% Year 3 Cohort 2011 to be determined in 2015-16 IE Plans.
Target (Desired Level of Performance):	Target is 29%. *Surpassed goal to 38%
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Each student will complete a TRIO Goal Planning System which includes early registration and graduation planning. 2.) Students will complete a graduation plan, which encourages students to submit graduation applications after 30 credit hours. 3.) Graduates are invited to participate in graduation celebration.
Results of the Institutional Effectiveness Effort:	38% or 30 of 77 students in the 2010-11 cohort graduated with a certificate or associates degree within 4 years.
Future Plans Regarding this Outcome:	In addition to recording the number of students who reach this milestone, we will also record the number of students who attained both a degree and a certificate.

Institutional Effectiveness Outcome 3:	82% or 137 of 167 TRIO students will have a graduation plan on file.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Objective S.2. Increase in number of associate degrees and certificates. Objective S.5. Increase the number of AA/AS/AST transfers to a university.
Funds Budgeted to Support this Outcome:	Funds from existing grant budget.
This Outcome will be Assessed Using:	Banner, Blumen, Vol State Catalog and Self-Reports
Baseline Data (Current Level of Performance):	Baseline Summer 2013 – 79%. (correction 7-2-15)
Three years of trend data (if available):	Year 1 – Summer 2013 79% Year 2 – Summer 2014 80% Year 3 – Summer 2015 83%
Target (Desired Level of Performance):	82% *Surpassed Goal to 83%
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1. Graduation Plans will be started during the first semester with TRIO and updated as needed. Students are encouraged to meet with Academic Advisors of their emphasis areas to confirm Graduation Plan. 2. All students earning 30 credit hours or more will be encouraged to complete their graduation application. 3 The Graduation Plans are added to each student's GPS (Goal Planning System) within the first semester of student's participation.
Results of the Institutional Effectiveness Effort:	149 of 170 students or 83% have a graduation plan.
Future Plans Regarding this Outcome:	New features of DegreeWorks include graduation plans the outline students' courses by each semester leading up to completing their program. We would like to indicate that the TRIO Graduation Plan also includes the target date for submitting the Graduation Application. In the future, we would like to include a transfer plan for every student whether there are transferring to a 4-year institution at the moment or not.

Institutional Effectiveness Form

Department Name: **Tennessee Small Business Development Center**

For the Academic Year: FY 2014-2015 (Operates on a Calendar Year – 2014)

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission:

The Division of Continuing Education and Economic Development facilitates lifelong learning by providing relevant, quality non-credit learning opportunities for a diverse and evolving population. Programs and services are designed to foster community and economic development, to strengthen partnerships, and to satisfy a broad range of personal, professional, and workforce development needs of the local community and area business and industry.

Link between Institutional Mission and Departmental Mission:

The Small Business Development Center provides continuing education courses/workshops and services to prepare students for successful careers, inspires lifelong learning, and establishes workforce partnerships.

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase the number of clients served
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.7
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Comparing annual data on number of clients served per calendar year
Baseline Data (Current Level of Performance):	2013: 201 clients
Three years of trend data (if available):	2010: 210 2011: 215 2012: 213
Target (Desired Level of Performance):	Approximately 5% increase or 10 clients
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Present information about TSBDC services to chambers and other groups throughout the year 2.) Identify new workshop topics to increase small business owner/entrepreneur interest in offerings
Results of the Institutional Effectiveness Effort:	The goal of a 5% increase was not met. 200 individual clients vs. 211 were served. The presentations to Chambers and other groups continued as did the offering of workshops of need and interest to the local business owner. The number of entrepreneurs needing assistance will vary annually.
Future Plans Regarding this Outcome:	Efforts will continue to promote the services available through the TSBDC to assist the small business owner in achieving success.

Institutional Effectiveness Outcome 2:	Identify and offer at least one expanded/new workshop topic of need to existing and start up business owners
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.7
Funds Budgeted to Support this Outcome:	Existing
This Outcome will be Assessed Using:	Level of participation: Number of attendees in workshop
Baseline Data (Current Level of Performance):	2013 -0 attendees Baseline will be created
Three years of trend data (if available):	Not available
Target (Desired Level of Performance):	25 attendees
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Promote workshops to banks during visits. 2.) Promote workshop online and in newspapers 3.) Promote workshops at Chamber of Commerce events
Results of the Institutional Effectiveness Effort:	Social media was the new topic offered to small business owners. A total of 52 small business owners attended, more than double the anticipated number.
Future Plans Regarding this Outcome:	Social media workshops will continue to be on the inventory of offerings through the TSBDC to assist small business owners in how to successfully use that media to promote their business.

Institutional Effectiveness Outcome 3:	Increase the number of banks referring TSBDC services to their clients
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	R.I.7
Funds Budgeted to Support this Outcome:	Existing base budget
This Outcome will be Assessed Using:	Number of meetings with banks
Baseline Data (Current Level of Performance):	0 The baseline will be created
Three years of trend data (if available):	Not available, not tracked
Target (Desired Level of Performance):	20 meetings
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Create a list of banks to target 2.) Communicate via email/phone to set up meetings to discuss TSBDC services
Results of the Institutional Effectiveness Effort:	The target of 20 was exceeded. Meetings were held with 29 bankers to promote the services of the TSBDC. This effort assisted in generating over \$2.4 million in capital formation for clients.
Future Plans Regarding this Outcome:	Meetings with bankers will continue going forward to keep the TSBDC on the forefront when they work with small business owners.

Institutional Effectiveness Form

Department Name: Vice President of Academic Affairs

For the Academic Year: 2014-2015

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission:

To oversee the academic programs of the College and support the Academic units in achieving their goals.

Link between Institutional Mission and Departmental Mission:

To oversee the academic mission of the college to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

(For Academic Departments Only) List all Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase on-time graduation rates.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Student Success S.1 , S.2, S 1.4,
Funds Budgeted to Support this Outcome:	
This Outcome will be Assessed Using:	On time graduation rates
Baseline Data (Current Level of Performance):	
Three years of trend data (if available):	
Target (Desired Level of Performance):	Improve by 10% over baseline
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Investigate the use of GPS (Guided Pathways to Success) 2.) Standardize advising forms to assist students in architected pathways 3.) Create Meta –Majors to assist undeclared students.
Results of the Institutional Effectiveness Effort:	1. GPS is currently being implemented. (Completion Academy Attendance) – we are moving ahead as planned. See Attached. 2. All programs have online degree plan and all students will have a 5 semester default schedule created beginning Summer 2015. 3. Name changed to Academic Foci. The Foci have been created as well as degree path. This includes updating admission forms.

Future Plans Regarding this Outcome:	We will continue to implement and track GPS – and monitor graduation rates. Will monitor students choosing and academic Foci area and determine if it improves on-time graduation rates.
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Institutional Effectiveness Outcome 2:	Increase success rates of students requiring learning support
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Success S.1., S.2, S.3.,S.4. Quality Q.1.1.,
Funds Budgeted to Support this Outcome:	Requesting 1,000 for travel to meetings for various faculty members.
This Outcome will be Assessed Using:	Increased success in credit courses
Baseline Data (Current Level of Performance):	52.1% success rate (Math, Writing, and Reading) Fall 2014 See attached
Three years of trend data (if available):	See Attached
Target (Desired Level of Performance):	Improve by 10% over baseline prepared for credit model.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Investigate current immediate credit models being used at other TBR institutions. 2.) re-evaluate the emporium model 3.) Form committee in writing, reading, and math which include

	learning support personnel to re-design learning support courses.
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1. Evaluated various Co-Requisite planes and developed plan for writing, math, and reading. (See Attached) 2. Pilots started in all three areas in Spring 2015.
Future Plans Regarding this Outcome:	Full implementation of Co-Requisite plan will begin Fall 2015. Will continue to monitor results to see if success rates improve.

Institutional Effectiveness Outcome 3:	Improve graduation rates in online courses
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	Access A.1, A2 Quality 1.
Funds Budgeted to Support this Outcome:	None
This Outcome will be Assessed Using:	Success rates of students taking more than 1 online course.
Baseline Data (Current Level of Performance):	RODP success rate Spring 2015 – 59.12% VSCC success rate Spring 2015 – 64.94%
Three years of trend data (if available):	See Attached
Target (Desired Level of	Improve by 10% over baseline

Performance):	
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<ol style="list-style-type: none"> 1.) Develop common format for all online courses. 2.) Develop minimum standards for online teaching 3.) Create peer evaluation of online courses using a Vol. State quality guide. 4) Investigate how many degree programs can be completed online without ROCC courses
Results of the Institutional Effectiveness Effort:	<ol style="list-style-type: none"> 1.) Develop common format for all online courses. – developed. 2.) Develop minimum standards for online teaching – adopted Quality matters standards. 3.) Create peer evaluation of online courses using a Vol. State quality guide. – completed. Will begin 3 year evaluation cycle in Spring 2016. 4) Investigate how many degree programs can be completed online without ROCC courses – completed list.
Future Plans Regarding this Outcome:	<ol style="list-style-type: none"> 1) Will implement common format in spring 2016 2) Will provide training for faculty on common format Fall 2015 3) Will continue to monitor courses for improvement.

Institutional Effectiveness Form

Department Name: Vice President for Student Services

For the Academic Year: 2014-15

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: The Division of Student Services provides a program of activities that promote the personal, social and emotional development of students. It is our aim to present programs and services that extend beyond the classroom experience but remain an integral part of the educational experience for the student. Student success is our goal. We are committed to the mission of the College which is to provide higher education opportunities and support services to all students irrespective of race, color, national or ethnic origin, sexual orientation, age or disability.

Link between Institutional Mission and Departmental Mission: The Division of Student Services provides programming and services to assist students with classroom and life success while encouraging lifelong learning.

(For Academic Departments Only) List all Program Outcomes and Student Learning Outcomes:

Outcome	Means of Assessment	Year Outcome Assessed	Results

(Add additional lines as needed.)

Institutional Effectiveness Outcome 1:	Increase the level of student engagement.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	S.I.5.
Funds Budgeted to Support this Outcome:	Funds have been allotted for activities linked to increasing student engagement in the existing base budget
This Outcome will be Assessed Using:	CCSSE Active/Collaborative Learning Sub-Scale CCSSE Student Faculty Interaction Sub-Scale
Baseline Data (Current Level of Performance):	CCSSE Active/Collaborative Learning Sub-Scale (2012) CCSSE Student Faculty Interaction Sub-Scale (2012)
Three years of trend data (if available):	CCSSE Active/Collaborative Learning Sub-Scale = 51.0 (2010), 49.6 (2011), 50.4 (2012) CCSSE Student Faculty Interaction Sub-Scale = 51.1 (2010), 50.2 (2011), 49.6 (2012)
Target (Desired Level of Performance):	Increase each noted CCSSE response by .10
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Using data provided by Institutional Research concerning the foundation of student engagement and the list of ideas generated by a review of this data, develop a formal Student Engagement Plan. 2.) As the plan is written, include assessment plans for each of the initiatives. 3.) Develop plan and assessment procedures by March 1, 2015.
Results of the Institutional Effectiveness Effort:	In progress

Future Plans Regarding this Outcome:	Move to 2015-16

Institutional Effectiveness Outcome 2:	Increase diversity awareness among campus leaders
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	A.4. A.I.3.
Funds Budgeted to Support this Outcome:	Funds from the VPSS account will be used to purchase needed materials
This Outcome will be Assessed Using:	Inclusive Leadership Framework
Baseline Data (Current Level of Performance):	Set as a result of the first administration of Inclusive Leadership Framework
Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	5% increase of leaders moving from Phase 2 to Phase 3 of the Inclusive Leadership Framework
Steps to Achieve the	1.) Gain permission to replicate Unmasking My Whiteness study

<p>Target for this Outcome: (add additional steps as needed)</p>	<p>2.) Conduct study 3.) Using information gained from the study develop programming to assist Caucasian leaders with increasing diversity awareness. 4.) Administer final survey to ascertain the % of Caucasian leaders who moved from Phase 2 to Phase 3 of the Inclusive Leadership Framework</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>Permission was granted to use the Unmasking My Whiteness study. However, using the instrument in its current form was not appropriate for the VSCC organizational structure. This objective will be revisited to find an easier way to accomplish assessing the diversity awareness of campus leadership.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>The VPSS will work with the Director of Student Life & Diversity Initiatives to identify another avenue for assessing the level of diversity awareness of campus leadership.</p>

<p>Institutional Effectiveness Outcome 3:</p>	<p>Meet new federal requirements in relation to the safety of the campus community.</p>
<p>Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)</p>	<p>Q.3.</p>
<p>Funds Budgeted to Support this Outcome:</p>	<p>Will be done through existing budget dollars.</p>
<p>This Outcome will be Assessed Using:</p>	<p>New policy templates provided by TBR along with changes in institutional procedures.</p>
<p>Baseline Data (Current Level of Performance):</p>	<p>N/A</p>

Three years of trend data (if available):	N/A
Target (Desired Level of Performance):	Complete 100% of required policy and procedure changes.
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) Obtain policy templates and guidance from TBR Legal Counsel. 2.) Work with the Clery Compliance Committee (includes Student Services administration, Human Resources and Campus Police) to develop policies, procedures, supporting documentation templates and programming in relation to Clery, VAWA and SAVE. 3.) Policies and supporting documentation templates to be approved prior to October 1, 2014. 4.) Programming to be developed no later than December 1, 2014 to be presented at VSCC January Professional Development Day.
Results of the Institutional Effectiveness Effort:	VSCC Policies VIII:01:00, VIII:02:00, VIII:03:00, VIII:04:00 and VIII:05:00 was developed, approved by Cabinet and implemented. TBR Legal Counsel presented the information at 2014 Convocation. Programming for continued training of faculty and staff is still being developed. Preventive education for students is being conducted through a TBR pilot using the Haven program for sexual assault and the Student Handbook has been updated to include a Sexual Misconduct section providing the VSCC Policy information as well as procedures to students.
Future Plans Regarding this Outcome:	VPSS, AVPSSEM, HR and Campus Police will continue to work together to update the website, other information, acquire additional training resources and implement various training programs pertaining to campus safety in general as well as sexual misconduct.

Institutional Effectiveness Form

Department Name: **RADIO STATION WVCP-FM—DEPARTMENT OF COMMUNICATION
HUMANITIES DIVISION**

For the Academic Year: **2014-2015--Final Plan**

Institutional Mission: Volunteer State Community College is a public, comprehensive community college offering associate degrees, certificates, continuing education, and service to northern Middle Tennessee. The College is committed to providing quality innovative educational programs; strengthening community and workforce partnerships; promoting diversity, and cultural and economic development; inspiring lifelong learning; and preparing students for successful careers, university transfer, and meaningful civic participation in a global society. (November 2007)

Departmental Mission: WVCP is a public, non-commercial, radio station offering news, educational programming, and entertainment services to listeners in northern middle Tennessee. It serves as a training facility for communication students and as an information outlet for Volunteer State Community College. Its objectives are to provide students enrolled in the VSCC Communication Program with professional training facilities, to provide northern middle Tennessee with responsible and objective news, educational programming, information programming, and entertainment; and to provide northern middle Tennessee with a source of information about the academic and non-academic activities of the college. The Humanities Division recognizes that holding a Federal FM Radio Broadcast License obligates the college to use this facility to provide various types of public service programming. The responsibilities of the radio station manager also include teaching Radio, Television, and other Communication courses.

Link between Institutional Mission and Departmental Mission:

Radio Station WVCP-FM helps to prepare students for successful careers and also plays a role in promoting the academic and non-academic activities of the college to the public. Announcements and programs are broadcast daily in support of various VSCC academic programs, events, and academic initiatives, as well as community events and public service.

Institutional Effectiveness Outcome 1:	The Radio Station will increase the number of new announcements or copy updates that it airs in 2014-15 to promote VSCC classes, events, services, programs or academic initiatives.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	VSCC Goal #1: Use of technology to increase post-secondary education and workforce development.
Funds Budgeted to Support this Outcome:	None—Use existing base budgets.
This Outcome will be Assessed Using:	2 assessments will be done regarding the number of new college announcements---One in December and one in April.
Baseline Data (Current Level of Performance):	20 reported in 2013-2014
Three years of trend data (if available):	Baseline: 9 reported in 2011-2012 Baseline: 15 reported in 2012-2013 Baseline: 20 reported in 2013-2014
Target (Desired Level of Performance):	Increase by at least 3
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) The station manager will be on the lookout for new items about the college to promote on the air. This will be done by attending faculty meetings, reading e-mails, etc. 2.) When needed, more information will be sought out for the item. 3.) When appropriate, Program Coordinators, Deans, the Public Relations office, or other college personnel will be consulted for ideas, or to check the accuracy of the information to be aired .
Results of the Institutional Effectiveness Effort:	Goal Exceeded: 25 reported in 2014-2015

	<p><u>From Academic Rotator:</u> 1) Sleep Study Diagnostics 2) Health Information Technology 3) Physical Therapy Assistant 4) Middle College High School 5) VSCC Library Services <u>From Campus Clips:</u> 6) Vets Next Steps 7) Highland Crest Carnival 8) Study Abroad Meetings, 9) SGA Meetings 10) VSCC Cycling Classic 11) Maymester Classes 12) Books Are Fun 13) Coffee With The Prez 14) Humanities Matters Lectures—several 15) Soul Food Luncheon 16) VSCC Fall Job Fair 17) VSCC Spring Job Fair <u>From WVCP Promos:</u> 18) Korean Liberation Event 19) Weather Campus Closings—several 20) Nunsense Play 21) Graduation Broadcast 22) Bluegrass Jamboree 23) VSCC Language Center 24) Convocation Campus Closing 25) Spring Registration</p>
Future Plans Regarding this Outcome:	Keep this as a future goal, but due to time constraints, strive to maintain productivity at 2014-2015 levels.

Institutional Effectiveness Outcome 2:	The Radio Station will improve the quality of its physical plant by researching, applying for, and receiving two TAF equipment purchases in the 2014-2015 Academic Year. One will be requested in the fall of 2014, and the other will be requested in the Spring of 2015.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	VSCC Goal #1: Use of technology to increase post-secondary education and workforce development.
Funds Budgeted to Support this Outcome:	No funds are budgeted for these requests as of yet. The applications will request the usage of TAF funds for the equipment purchases.
This Outcome will be Assessed Using:	Work on the first request will be started in September. The outcome of the request will be assessed in December of 2014. Work on the second request will begin in January or February of 2015. The outcome of the request will be assessed at the end of May 2015.

Baseline Data (Current Level of Performance):	<p>One successful TAF equipment request was purchased in the 2013-2014 Academic Year. A dual on-air audio processor for analog FM and HD-1 was purchased for slightly over \$8,000. This is a key, mandatory piece of equipment which we previously did not have a backup for.</p>
Three years of trend data (if available):	<p>Not available. Several major equipment purchases were made through a grant that the radio station received in 2010-2011.</p>
Target (Desired Level of Performance):	<p>Two successful TAF equipment requests will be purchased during the 2014-2015 Academic Year.</p>
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	<p>The judicious management of any facility using a lot of highly technical equipment mandates an on-going plan for replacement and update of said equipment. We feel that it is best to replace a couple of pieces of equipment per year, as this will avoid a future time when an extremely large capital outlay would be needed all at once.</p> <ol style="list-style-type: none"> 1. In September and January the station manager will review the state of all equipment to identify pieces in the equipment chains which are either the oldest, or those for which the station has no current backup pieces. 2. The manager will consult with the station's engineer in making the final decisions about which pieces of equipment to request. 3. Brands of equipment will be studied for features and price. 4. Price quotes for the desired equipment will be obtained from distributors. 5. The TAF requests will be submitted to the TAF Committee.
Results of the Institutional Effectiveness Effort:	<p>This goal was successfully completed and the condition of our physical plant was improved. We applied to the TAF Committee and were approved for the purchase of two pieces of equipment for which we had no backups. In December of 2014 we were approved for the purchase of a digital STL Transmitter. This piece of equipment beams the station's program signals from campus to the tower site across town. In April 2015 we were approved to purchase the digital receiver that works in conjunction with the above mentioned transmitter.</p>

Future Plans Regarding this Outcome:	I believe in this equipment improvement plan and we will carry it over as one of our IE goals for the 2015-2016 school year. We will seek another two equipment purchases for items which we currently do not have backups for, or for aging equipment.
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Institutional Effectiveness Outcome 3:	To improve public service efforts, WVCP-FM will increase the number of community events-type announcements that are written and aired for various community groups.
Strategic Planning Goal to Which this Outcome is Linked: (Go to http://www.volstate.edu/Research/Documents/StrategicPlan1015.pdf to see the College-wide strategic plan)	TBR and VSCC Quality Goal #2: Volunteer State Community College will assess and implement initiatives to improve effectiveness of all educational programs, administrative support services, and community/public services.
Funds Budgeted to Support this Outcome:	None—Use existing base budgets.
This Outcome will be Assessed Using:	The number of different community events aired on WVCP will be tallied for measurement in December, and again in May.
Baseline Data (Current Level of Performance):	2013-2014-----At least 10 per month
Three years of trend data (if available):	2012-2013-----At least 7 per month 2013-2014-----At least 10 per month
Target (Desired Level)	2014-2015-----Increase by 2 per month
Steps to Achieve the Target for this Outcome: (add additional steps as needed)	1.) The station will air announcements encouraging the public to send their community news and events to WVCP via fax or e-mail. The announcements will emphasize that we can do the most good for organizations that get us their information with ample lead time before the event.

	<p>2.) WVCP staff will occasionally learn about upcoming events from outside publications and other sources.</p> <p>3.) The community events will be read live on-air by students and volunteers at regular intervals. During time periods that the station programming is automated with no live announcer, the community events will still air via recordings during most time blocks.</p>
<p>Results of the Institutional Effectiveness Effort:</p>	<p>Goal Exceeded:</p> <p>2014-2015-----at least 17 per month.</p>
<p>Future Plans Regarding this Outcome:</p>	<p>The airing of community events is an important function in maintaining good relations between VSCC and the public. This goal will be carried forward to the 2015-2016 academic year. Because time is limited, the objective will be to maintain performance at 2014-2015 levels.</p>

Anatomy & Physiology I: Comprehensive Exam Outcome and Item Scores

AY 11-12
(n=924)

Item	Description	% Correct
Outcome 1	Describe the physical organization of the human body and explain how interaction between body components is critical for the maintenance of homeostasis.	71.8%
Outcome 2	Describe the chemical level of organization of the human body.	55.6%
Outcome 3	Describe the structure and function of the cell and its components.	58.0%
Outcome 4	Describe metabolism in terms of the anabolic and catabolic processes critical to cellular function.	53.3%
Outcome 5	Identify, and differentiate among, the various types of tissue and describe their structure and functions.	61.9%
Outcome 6	Describe the structure and function of the integumentary system.	69.7%
Outcome 7	Identify the components of the human skeleton and its physiological importance to the human body. Describe the structure, growth and development of bones.	64.2%
Outcome 8	Describe and compare the three types of muscle tissue. Describe the organization of the skeletal muscle system. Describe the mechanism and energetics of muscle cell contractions.	58.3%
Outcome 9	Explain the organization and components of the nervous system. Describe the mechanisms by which nervous tissue transmits and integrates information.	61.3%

AY 12-13 (n=802)
% Correct
71.8%
57.9%
59.4%
54.7%
62.0%
71.9%
66.3%
57.1%
62.2%

Course Pass/Fail Rates by Instructional Delivery Method

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Conventional						
Success (C or higher)	73.0	74.2	73.5	74.1	73.0	74.4
Retention (D or higher)	77.7	78.9	77.8	79.2	77.9	79.6
Withdraw	6.9	5.8	6.0	5.5	5.8	5.3
Online						
Success (C or higher)	64.4	64.4	62.0	64.9	64.6	66.5
Retention (D or higher)	69.9	69.8	67.0	70.3	69.8	72.5
Withdraw	10.1	10.4	11.0	9.7	8.9	8.5
Hybrid						
Success (C or higher)	71.4	78.5	63.7	74.4	71.6	73.3
Retention (D or higher)	75.2	82.0	68.4	76.4	80.7	77.7
Withdraw	7.0	5.4	9.7	5.9	5.5	8.5
ITV						
Success (C or higher)	75.0	73.5	77.3	63.6	60.0	90.0
Retention (D or higher)	80.0	76.5	89.4	65.9	80.0	95.0
Withdraw	10.0	5.9	4.5	11.4	20.0	0.0
RODP						
Success (C or higher)	53.5	60.2	57.9	61.3	57.2	61.0
Retention (D or higher)	57.8	66.5	66.0	68.4	63.9	67.3
Withdraw	13.5	10.4	8.9	8.0	9.1	8.3
Overall						
Success (C or higher)	70.5	71.6	70.5	71.6	70.8	72.0
Retention (D or higher)	75.3	76.5	75.0	76.7	75.8	77.4
Withdraw	7.8	6.9	7.1	6.5	6.5	6.2

Course Pass/Fail Rates by Instructional Delivery Method

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Conventional						
Success (C or higher)	73.0	74.2	73.5	74.1	73.0	74.4
Retention (D or higher)	77.7	78.9	77.8	79.2	77.9	79.6
Withdraw	6.9	5.8	6.0	5.5	5.8	5.3
Online						
Success (C or higher)	64.4	64.4	62.0	64.9	64.6	66.5
Retention (D or higher)	69.9	69.8	67.0	70.3	69.8	72.5
Withdraw	10.1	10.4	11.0	9.7	8.9	8.5
Hybrid						
Success (C or higher)	71.4	78.5	63.7	74.4	71.6	73.3
Retention (D or higher)	75.2	82.0	68.4	76.4	80.7	77.7
Withdraw	7.0	5.4	9.7	5.9	5.5	8.5
ITV						
Success (C or higher)	75.0	73.5	77.3	63.6	60.0	90.0
Retention (D or higher)	80.0	76.5	89.4	65.9	80.0	95.0
Withdraw	10.0	5.9	4.5	11.4	20.0	0.0
RODP						
Success (C or higher)	53.5	60.2	57.9	61.3	57.2	61.0
Retention (D or higher)	57.8	66.5	66.0	68.4	63.9	67.3
Withdraw	13.5	10.4	8.9	8.0	9.1	8.3
Overall						
Success (C or higher)	70.5	71.6	70.5	71.6	70.8	72.0
Retention (D or higher)	75.3	76.5	75.0	76.7	75.8	77.4
Withdraw	7.8	6.9	7.1	6.5	6.5	6.2