2013-2018
Five-Year
Strategic
Planning
Document

with
2012-2013
Annual
Institutional
Effectiveness/
Assessment Plans
# TABLE OF CONTENTS

An Overview of the Planning Model ................................................................. 1-4  
Purpose Statement ......................................................................................... 5  
Vision Statement .......................................................................................... 6  
Strategic Long Range Goals ......................................................................... 6  
College-Wide Short-Term Goals ................................................................. 7  
Planning Cycle Calendar 2013-2014 ......................................................... 8  
Surveys to be Conducted 2013-2014 ......................................................... 9  
Program/Curriculum Review ................................................................. 10  

**Curriculum and Instruction** .................................................................. 11  
General Education Core .......................................................................... 12  
Developmental Education ......................................................................... 17  
Business and Business Technology ......................................................... 20  
Engineering Technology & Occupational Education .............................. 40  
Fine Arts .................................................................................................. 59  
Health Sciences ....................................................................................... 63  
Humanities and Social/Behavioral Sciences ............................................. 86  
Mathematics and Sciences ...................................................................... 95  
Instructional Technology/eLearning ....................................................... 105  
QEP – Reading Roars ............................................................................ 111  

**Student Services** ................................................................................ 119  
Athletics ................................................................................................ 127  
Enrollment Services .............................................................................. 129  
Event Planning/Housing ........................................................................ 131  
Campus Security ................................................................................... 133  
SGA/Student Activities/Intramurals ....................................................... 134  
Financial Aid ......................................................................................... 136  
Guidance Services ................................................................................ 138  
Learning Resources and Library ......................................................... 141  

**Administrative Services**  
Administrative Leadership ................................................................. 147  
Buildings and Grounds/Physical Plant and Transportation ................... 156  
Computer/Telecommunication Services ............................................ 162  
Finance & Operations .......................................................................... 166  
Bookstore ............................................................................................. 168  
Business Office .................................................................................. 169  
Institutional Printing/NZone ................................................................. 170  
Inventory ............................................................................................. 171  
Purchasing & Accounts Payable ............................................................ 172  
Planning & Research ........................................................................ 173  
Public Information ............................................................................. 179
Workforce Training & Economic Development................................................................. 184
    Adult Basic Education/Basic Skills........................................................................... 188
    Continuing Education............................................................................................ 190
    Customized Training ............................................................................................ 192
    Workforce Investment Act (WIA) ........................................................................... 193

Off-Campus Sites
    Northeast at Corinth ............................................................................................ 194
    Northeast at New Albany ....................................................................................... 198

Appendix ................................................................................................................. 204
Planning is generally defined as the set of actions and decisions which lead to the development of strategies and the implementation of the activities designed to help the College accomplish its adopted purpose. Planning helps the institution with allocating resources, adopting changes in the environment, and coordinating activities leading to fulfilling the commonly accepted purpose.

Planning begins with the institution’s purpose statement. The purpose of the College defines those whom the College serves and the needs of those people, which the College desires to address.

Next, the College adopts strategic long-range goals which provide a clearer conception of the overall direction of the institution and which encourage a heightened level of consensus regarding its purposes and the means of achieving them. These goals are identified by the College’s Strategic Planning Council.

The adoption of these strategic long-range goals is accomplished by the establishment of measurable objectives. Northeast Mississippi Community College has established these objectives in the form of statements called Institutional Effectiveness Indicators. The indicators set specific targets for student performance and satisfaction and specific targets, which describe the levels of instructional support necessary to support the educational programs, which serve students. Examination of the data collected about each of the indicators communicates to the observer the extent to which the College is fulfilling its purpose.

In addition, the strategic long-range goals serve as the basis for determining college wide short-term (biennial) goals. These goals are developed through the Strategic Planning Council to focus on areas of improvement that need to be included in the planning cycle. To assist in accomplishing the short-term goals, team leaders and work groups are assigned and strategies are developed.

To assist the College in achieving its purpose and goals, each division at the institution links its operations and expectations (expected outcomes) to the college purpose and strategic long-range goals through Divisional Purpose Statements and Institutional Effectiveness Plans (Four Column Matrix format). With these statements, each division has indicated its role in relating to the institutional purpose and accepting responsibility for contributing to the achievement of one or more of the purpose goals.

The Planning Process involves nearly all of the college personnel and includes, as well, consideration of input from students, outside agencies, the public and formal evaluation programs. The products of planning are those formalized presentations in document form. Hence, the Five-Year Planning Document is a result of strategic long-range planning and short-term goal planning.

The process of planning involves the following committees:

- **The Administrative Council** is composed of a committee including the President, various level administrators and academic division heads. The Council serves as the guide for the institution in the planning process, assists in making administrative decisions, keeps the institution abreast of operational planning activities as well as facilitating institutional/divisional needs assessments and implements the planning cycle calendar in order to assist the institution in achieving its purpose and goals. Due to the institution’s dedication to broad-based planning, ideas for changes and/or improvements in the format of proposals may be originated by students, individual employees, or with divisions and departments and are submitted at the monthly Administrative Council meetings. Proposals recorded on appropriate forms, are presented to the Division Heads who forwards to Executive Vice-President before proceeding to the Administrative Council. An additional role that the Administrative Council serves is reviewing these proposals and submitting recommendations for implementation or
rejection to the President's Cabinet. The President reviews, accepts or rejects the proposals. Accepted proposals may be implemented or recommended to the Board of Trustees for implementation or rejection. During the 1999-2000 year, the Administrative Council was expanded to include academic division heads due to the evaluation of the planning process and the broad-based role it serves for the institution. Each year at the beginning of the academic school year, a Chairperson of the Administrative Council is appointed.

- The **Strategic Planning Council** was appointed in the 1997-98 year. Since the appointment, the council has grown from an initial forty-four-member committee to a fifty-five-member committee to bring about an even greater broad-based participation from all aspects of the institution. The council is composed of board of trustees’ representatives, administrators, community representatives, alumni representative, faculty, staff, and students. This committee reviews the college’s internal strengths, weaknesses, threats, and opportunities that exist in the external environment. The Strategic Planning Council establishes and reviews strategic long-range planning goals as well as Institutional Effectiveness Indicators. During the 1997-98 year, a Vision Statement was developed for the College. During the 2001-2002 year, Strategic Planning Council proposed that college-wide short-term goals be implemented over a period of two years instead of annually for better alignment to budget allocations and to allow more time for full implementation in order to achieve the college’s institutional purpose and goals. The short-term goals were developed to focus on areas of improvement that need to be included in the planning cycle. To assist in accomplishing the short-term goals, team leaders and work groups were assigned, and strategies were developed. The Strategic Planning Council continues to re-examine the strategic goals and short-term (biennial) goals through retreats. The Associate Vice President of Planning & Research serves as the chairperson of the Strategic Planning Council.

- The **Institutional Effectiveness Committee** (TIE) is composed of faculty liaisons from each academic division as well as representatives from the educational support areas. This committee determines the established objectives (expected outcomes) are consistent with the institutional purpose, that the research conducted is adequate to ensure the effectiveness of the institution, and assists the institution in suggesting and implementing various means of evaluations for assessment as well as serving as a liaison who works with his/her division chair to review respective Institutional Effectiveness/Assessment plans. The Associate Vice President of Planning & Research serves as chairperson of the TIE Committee.

- The **Purpose Committee** is composed of administrators, faculty, and staff representatives who review the institutional purpose statement and goals annually and report findings to the Administrative Council and the Strategic Planning Council. During the Spring Semester of 1997, the committee considered internal changes as well as the changing responsibilities of the institution. The committee analyzed the ten institutional goals to determine if linkage of the divisional units was occurring. From the analysis, six institutional goals were formulated to become part of the purpose statement. The new purpose statement was reviewed and approved by the Board of Trustees at the August, 1997 meeting.

On July 7, 1998, the Purpose Committee met to again review the purpose statement and Goals. After review, the Purpose Committee agreed that goal four needed to be reworded to state, “To offer continuing education and community services by providing classes, workshops, seminars, and/or facilities.” This revision was presented to the Board of Trustees and approved at the July 14, 1998 meeting.

On February 29, 2000, the Purpose Committee met to review the purpose statement and goals based upon recommendation received by the SACS Reaffirmation team. The purpose statement was revised to include level of its degree and certificate programs. The revision was presented and approved by the Board of Trustees at the March 21, 2000 meeting.
With monthly meetings already established for the Administrative Council, the responsibility to review the institutional purpose statement and goals was directly assigned to the Administrative Council beginning the 2001-2002 school year. At the December 2001 Administrative Council meeting, the members reviewed the institutional purpose statement and goals with no changes being recommended.

At the December 2004 Administrative Council meeting, the President appointed a Purpose Statement Committee to review the Purpose Statement. Recommendations were made to change the word “vocational” to “career” throughout the institutional purpose statement, and goal four reworded as “To offer continuing education and community services for individuals striving for personal and professional growth and/or personal enrichment.”

These revisions were submitted and approved by the Board of Trustees at the February 8, 2005 meeting. At the November 2008 Administrative Council Meeting, the President appointed a Purpose Committee to review the Purpose Statement. Recommendations were made to substitute “of” for “in” in the titles of degrees awarded, and the addition of “adult basic education” to Goal Four.

- The President's Cabinet is composed of the President, Executive Vice President, Director of Finance Operations, Vice President of Workforce Training and Economic Development, Associate Vice President of Planning and Research, Associate Vice President of Public Information, Executive Director of Northeast Development Foundation/Northeast Alumni Association, Dean of Student Services, Dean of Instruction, and Administrative Assistant to the President. The Cabinet serves as an aid to the President in reaching decisions that are best for the institution through means such as planning proposals brought forth from the Administrative Council and reports from the Strategic Planning Council. The Cabinet meets the first and third Tuesday of each month.

As with the planning process, the creation of the College’s budget has broad-based involvement which commences with the individual employees. From the employees, suggested budgets along with the review of the Needs Assessment Survey are processed through departments to the division level and, then, to the institutional Budget Committee. Budget proposals are presented on the budget request forms. The President and Board of Trustees must grant final approval for the College budget to become official.

All activities and equipment for which monies are requested within the budget must be identified in the appropriate area of the Five-Year Planning Document.

The Planning Process includes an evaluation component. At Northeast Mississippi Community College, the evaluation of programs and activities is given great importance. The College annually reports its progress through a series of documents. These reports help decision-makers determine if the College is meeting the needs of its constituents as defined in the purpose statement.
NEMCC Annual Planning & Evaluation Model

Planning Loop Closed

Institutional Purpose & Goals

Define Long-Range Goals

Define College Wide Short Term Goals

Define IE/Short-Term Goals Report

Evaluation of Institutional Effectiveness Indicators

Evaluate Short Term Goals

Evaluation of Divisional Unit Expected Outcomes

Evaluate Short Term Goals

NEMCC Annual Planning & Evaluation Model

Various College Units

IE Plans for Five-Year Planning Document

5 Year Planning Document

IE Plans for Five-Year Planning Document

IE/Short-Term Goals Report

Evaluation of Institutional Effectiveness Indicators

Evaluate Short Term Goals

Division/Unit Expected Outcomes Planning

Internal-External Environmental Analysis

Strategic Planning Council

5 Year Planning Document

Plan Implementation

Needs Assessment

Assessment Activities

Annual BUDGET

Spring Reports & Priorities

Budget Committee
NORTHEAST MISSISSIPPI COMMUNITY COLLEGE
PURPOSE STATEMENT

Northeast Mississippi Community College is a public, comprehensive community college that exists to meet the educational and career needs of individual students and the community within the district it serves - Alcorn, Prentiss, Tippah, Tishomingo, and Union Counties - by awarding the Associate of Arts Degree, Associate of Applied Science Degree and Certificates. Beyond this original scope, Northeast responds to the needs of all who seek a college education.

To accomplish the intended role and scope of the college, the following institutional goals were established:

1. To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

2. To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.

3. To provide developmental studies within the curriculum to strengthen the basic skills of students.

4. To offer continuing education, community services, and adult basic education for individuals striving for personal and professional growth and/or personal enrichment.

5. To provide employer-driven, industry-specific workforce education and training to business, industry, and individuals.

6. To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

Periodical Review of the Purpose Statement: The Purpose Statement was revised by the SACS/Purpose Committee on February 29, 2000. The Revised Purpose Statement was presented and approved by the Board of Trustees on March 21, 2000. During the December 4, 2002, Administrative Council meeting, the Purpose Statement was reviewed with no recommendations for revision. During the December 1, 2004, Administrative Council meeting, the President appointed a Purpose Statement Committee to review the Purpose Statement. Revisions were submitted and approved by the Board of Trustees at the February 8, 2005 meeting. At the November 2008 Administrative Council meeting, the President appointed a Purpose Committee to review the Purpose Statement. These revisions were submitted by the President and approved by the Board of Trustees at the February 17, 2009 meeting. In September 2012, the President appointed a Purpose Review Committee to the review the Purpose Statement. Revisions were submitted and approved by the Board of Trustees at the February 5, 2013 meeting.
NORTHEAST MISSISSIPPI COMMUNITY COLLEGE
VISION STATEMENT

Northeast Mississippi Community College in the future will be a student centered, customer-driven, academic and technical training center that will provide a comprehensive innovative atmosphere not bound by time or place. In essence, while maintaining traditional and social values, developing partnerships with business and industry, and networking global educational resources, this institution will become a state of the art, cultural and technological center.

NORTHEAST MISSISSIPPI COMMUNITY COLLEGE
STRATEGIC LONG-RANGE GOALS

The Strategic Planning Council, which was chartered in 1997-98, meets biennially to review the status of the short-term goals and strategic long-range goals. This institution-wide council’s membership consists of faculty, staff, administration, board members, community members, and students. The Council also assesses the college’s internal strengths and weaknesses, and reviews the threats and opportunities that exist in the external environment. The long-range goals that have been developed and were revised at the April 25, 2013 Retreat are as follows:

L1. Quality Student Outcomes--To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.
L2. Teaching/Learning--To focus on improving teaching and learning by implementing visionary curricula and new methods of instruction to meet the needs of a global workforce.
L3. Technology--To maintain, expand, and enhance the College’s technology infrastructure by supporting the institutional environment and improving the integration of technology applications into all functional units of the College.
L4. Marketing--To develop a systematic process that identifies the marketing strategies directed to the College’s diverse constituents.
L5. Professional Development--To provide a high quality program of professional development opportunities for faculty and staff, in the integration of technology applications into the College’s classrooms, work environment and College’s procedures and policies.
L6. Community Partnerships--To provide opportunities for cultural, professional, and industrial partnerships between the College and the community.
L7. Distance Learning--To develop and enhance nontraditional learning programs for the College that are not bound by location and time, thereby expanding the educational opportunities offered by the College.
L8. Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.
L9. Communication--To create a well-informed community college, to foster an environment of intra-campus awareness, and to expedite exchange of information among college entities.

During the April 12th, 2007 Retreat, Strategic Long-Range Goals, L1 and previously L2 were combined. Teaching and Learning Goal, Marketing Goal, Professional Development Goal, Community Partnership Goal, and Distance Learning Goal were revised. During the April 21st, 2009 retreat, participants completed a SWOT analysis and a review of the Key Result Areas (KRAs) that emerged from their review. A new Strategic Long-Range Goal – L9 Communication was added. The Strategic Long-Range Goals were reviewed with no revisions during the April 21st, 2011 retreat and during the April 25, 2013 retreat.
## College-Wide SHORT-TERM Goals for 2011-2013

<table>
<thead>
<tr>
<th>Focus on Students</th>
<th>TEAM</th>
</tr>
</thead>
</table>
| 1.1 To offer innovative and flexible course offerings/increase non-traditional ways of offering courses | Cabinet Member(s): Larry Nabors/Ricky Ford  
Team Leader(s): Charlie Barnett/Rilla Jones |
| 1.2 Increase the Graduation Rate | Cabinet Member(s): Rilla Jones  
Team Leader(s): Lynn Gibson, Joey Williford |
| 1.3 Improve Student Retention | Cabinet Member(s): Rilla Jones  
Team Leader(s): Joey Williford |
| 1.4 Expand offerings and opportunities at off-campus sites | Cabinet Member(s): Larry Nabors/Ricky Ford  
Team Leader(s): David Goode, Jason Mattox |
| 1.5 Increase enrollment through expanded student recruitment efforts | Cabinet Member(s): Larry Nabors/Ricky Ford  
Team Leader(s): Georgie Carroll, Lynn Gibson, Joey Williford |

<table>
<thead>
<tr>
<th>Focus on Resources</th>
<th>TEAM</th>
</tr>
</thead>
</table>
| 2.1 Revise and implement technology plan in order to maintain and upgrade hardware and software to meet administrative and instructional needs | Cabinet Member(s): Larry Nabors/Ricky Ford  
Team Leader(s): Greg Smith |
| 2.2 Provide students with technology support necessary for BlackBoard success | Cabinet Member(s): Larry Nabors/Ricky Ford  
Team Leader(s): Jenniffer Newell |
| 2.3 Improve Safety and Security | Cabinet Member(s): Larry Nabors/Ricky Ford  
Team Leader(s): Dean Bearden |

During the April 2007 Strategic Planning Council Retreat (SPCR), the 2007-2009 Short-term goals that were originally established at the February 24, 2005 SPCR were REVIEWED and REVISED since several short-term goals had been accomplished during the 2006-2007 school year. During the group reports at the April 21, 2009 SPCR, participants completed a SWOT analysis and a review of the Key Result Areas (KRAs) emerged. The Short-Term Goals were reviewed, revised, made additional goals and prioritized. Further, during the April 21, 2011 SPCR, the 2009-2011 Short-term goals were REVIEWED and their statuses updated. Several short-term goals had been accomplished during the 2009-2011 school year. Eight new Short-Term Goals were devised for the College to focus attention on for the 2011-2013 school years.
## Planning Cycle Calendar—2013-2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Product/Meeting/Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2013</td>
<td>TIE Committee meets to evaluate IE/Assessment Plans (matrix) using rubric</td>
</tr>
<tr>
<td>November 2013</td>
<td>Student Evaluations of Faculty</td>
</tr>
<tr>
<td>November 2013</td>
<td>Administrative/Non-teaching PERSONNEL EVALUATIONS performed by Supervisor on job performance for year 2013-2014</td>
</tr>
<tr>
<td>November 2013</td>
<td>Catalog Revisions DUE (Submit to Instruction Council)</td>
</tr>
<tr>
<td>November 2013</td>
<td>TIE Committee meets on progress of 2013-2014 IE/Assessment Plans (matrix)</td>
</tr>
<tr>
<td>December 2013</td>
<td>Progress Reports of IE Plans DUE (Expected Outcome and Assessment Criteria/Procedure of IE Plans in Compliance Assist)</td>
</tr>
<tr>
<td>March 2014</td>
<td>NEEDS ASSESSMENT SURVEYS DUE By ALL Divisions—submit to Office of Planning &amp; Research (Needs Assessment Survey is to be discussed by whole Division and then prioritized using only one Needs Survey per Division.)</td>
</tr>
<tr>
<td>March 2014</td>
<td>TIE Committee meets on progress of IE Plans for 2013-2014</td>
</tr>
<tr>
<td>March 2014</td>
<td>Needs Assessment Surveys reviewed</td>
</tr>
<tr>
<td>April 2014</td>
<td>Faculty Evaluations (Results of Student Evaluation of Faculty, Evaluation by Division Heads, Self-Evaluation and Faculty Improvement Conference) completed.</td>
</tr>
<tr>
<td>April 2014</td>
<td>Budget Hearings Begin</td>
</tr>
<tr>
<td>May 2014</td>
<td>Approve Operational Budgets and submit to Board of Trustees</td>
</tr>
<tr>
<td>May 2014</td>
<td>FIVE-YEAR STRATEGIC PLANS &amp; IE PLANS DUE By ALL DIVISIONS— (Five-Year Projections, Accomplishments, Narratives and IE Plans)- Submit to Office of Planning &amp; Research Office</td>
</tr>
<tr>
<td>June-August 2014</td>
<td>Review of College IE/Five-Year Plans</td>
</tr>
<tr>
<td>September 2014</td>
<td>Five-Year Planning Document submitted to Board of Trustees</td>
</tr>
<tr>
<td>Available Surveys</td>
<td>How Collected</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Student Evaluation of Instructor</td>
<td>Conducted in classroom</td>
</tr>
<tr>
<td>Student Athlete Evaluation of Athletics</td>
<td>Distributed to Fall athletes (football players)</td>
</tr>
<tr>
<td>Student Evaluation of the Library</td>
<td>Distributed to students using library services (ENG 1113)</td>
</tr>
<tr>
<td>Residential Life Survey</td>
<td>Distributed to dorm students</td>
</tr>
<tr>
<td>Employer Evaluation of Career/ Career Completers Employer Evaluation of Associate Degree Nurses Associate Degree Nursing</td>
<td>Distributed (Based upon follow-up report of the 2011-2012 completers)</td>
</tr>
<tr>
<td>Campus Climate Survey</td>
<td>Distributed to all full-time personnel</td>
</tr>
<tr>
<td>Student Athlete Evaluation of Athletics</td>
<td>Distributed to Basketball athletes (men and women)</td>
</tr>
<tr>
<td>Faculty Evaluation of the Library</td>
<td>Distributed to faculty using library services</td>
</tr>
<tr>
<td>Needs Assessment Survey</td>
<td>Distributed to all divisions of the institution</td>
</tr>
<tr>
<td>Office of Planning &amp; Research Evaluation</td>
<td>Distributed to TIE committee members</td>
</tr>
<tr>
<td>Presidential Evaluation</td>
<td>Distributed to the Board of Trustees</td>
</tr>
<tr>
<td>Computer Center Services and Resources Policies Evaluation</td>
<td>Distributed to the Administrative Council members</td>
</tr>
<tr>
<td>Student Athlete Evaluation of Athletics</td>
<td>Distributed to Spring athletes (excluding football &amp; basketball)</td>
</tr>
<tr>
<td>Student Evaluation of Off-Campus Sites</td>
<td>Distributed to students enrolled in classes at the Northeast at Corinth and Northeast at New Albany</td>
</tr>
<tr>
<td>Budget Planning Evaluation</td>
<td>Distributed to Administrative Council members and all academic division heads</td>
</tr>
<tr>
<td>Student Opinion Survey</td>
<td>Distributed to May graduate candidates during graduation practice</td>
</tr>
<tr>
<td>IPEDS</td>
<td>Submitted to National Center for Education Statistics</td>
</tr>
</tbody>
</table>
NORTHEAST MISSISSIPPI COMMUNITY COLLEGE
PROGRAM/CURRICULUM REVIEW

In order to assure students that the curriculum offered by Northeast are current, appropriate, and complete, evaluation of the degree programs of study must be completed regularly. Each fall, faculty assigned as curriculum coordinators, along with faculty advisors, will review the particular curriculum for depth and breath.

Upon completion of the curriculum evaluation form, the responsible faculty curriculum coordinators and faculty advisors present the form to respective division head. The division head will refer the form to the proper standing advisory committee (academic, technical/career) for review and advice. The recommendations of the faculty and the advisory committees will be basis of curriculum recommendations presented at the annual curriculum committee meeting. The curriculum committee submits changes to the Board of Trustees through the President for final approval.

A Curriculum Evaluation Committee, which is composed of Northeast and non-college personnel, will evaluate curricula each year. The curricula within a division are reviewed on a five-year cycle as follows:


During the evaluation, each curriculum will be reviewed in the following areas:
1. Past success rates by programs of study/grades.
2. Relevance of courses within curriculum.
3. Documented need for the curriculum.
5. Credentials of faculty to adequately teach curriculum.

All curricula recommendations from the Curriculum Evaluation Committee will be forwarded to the Curriculum Committee. Actions by Curriculum Committee will be forwarded to the President for approval, who then submits recommendations(s) to the Board of Trustees for final action.

Northeast Mississippi Community College Program Review Calendar
(Source: 2013-2014 Catalog)

<table>
<thead>
<tr>
<th>Division</th>
<th>Program of Study</th>
<th>Semester Reviewed</th>
</tr>
</thead>
</table>
Curriculum and Instruction (Educational Programs)
Northeast Mississippi Community College continues to provide exemplary educational programs to the citizens of Northeast Mississippi and the surrounding area. Northeast has met the increased demand for its services by expanding its distance learning programs and the offerings at its off-campus sites. Northeast still faces the challenges posed by reduced state funding, which is at a lower level than it was five years ago. These challenges have been met by more efficient use of college personnel and available fiscal resources.

Northeast continues to strengthen its relationships with other colleges and schools. Northeast offers a limited number of dual enrollment classes specifically for high school students. Many local high school students are also taking advantage of the dual enrollment agreement, which was recently passed by the IHL, SBCJC, and the State Board of Education. This agreement allows high school students who meet specific criteria to earn college credits while they are still enrolled in high school.

During the 2009-2010 academic year, the statewide articulation agreement between the Mississippi IHL colleges and universities and the Mississippi community colleges was completed and approved by the IHL Board of Trustees and the State Board for Community and Junior Colleges. This articulation agreement outlines the courses that must be accepted by the IHL institutions as transfer credit from the fifteen SBCJC institutions for 157 different college degrees. This agreement is an essential component of our educational program since it guarantees that Northeast courses will be accepted for transfer credit at all IHL institutions.

Northeast continues to expand and remodel the facilities at the New Albany and Corinth off-campus site in order to offer additional educational opportunities for students in our five-county district and the surrounding areas. New library facilities and additional computer facilities have been added at the New Albany off-campus site. The second phase of construction at the Northeast at Corinth off-campus site has been completed and classes began with the Fall 2006 semester. Northeast continues to offer high quality academic, technical, and career programs to the students of Northeast Mississippi.
GENERAL EDUCATION CORE

To earn a degree or a certificate, students must demonstrate through periodic examinations and through other requirements, as stated in the course syllabi, that he/she is competent in all courses within a particular curriculum. In addition, completion requirements for Associate Degrees include being competent in reading, writing, oral communication, and fundamental mathematical skills and computer literacy.

• Reading competency – Students who complete an Associate Degree must demonstrate the ability to read and comprehend at a level commensurate with the reading level of the textbook and other reading assignments.

• Writing competency – Students who complete an Associate Degree must demonstrate proficiency in written communications by composing effective sentences and paragraphs; applying correctly the rules of grammar, punctuation, spelling, word division, and word choice; and developing in written form clear, concise thoughts and ideas.

• Mathematics competency – Students who complete an Associate of Arts Degree must earn credit in MAT 1313, an equal course, or a higher-level course. Students who complete an Associate in Applied Science Degree must successfully earn credit in MAT 1313 or a lower level math course.

• Oral Communication competency – Students who complete an Associate of Applied Science Degree must be able to communicate his/her thoughts orally and intelligently through conversation, group discussion, and public presentations of ideas. Competency in oral communication must be demonstrated by successfully completing SPT 1113.

• Basic Use of Computer Skills – Students who complete an Associate of Applied Science must earn three academic hours of credit in CSC, CPT, or selected BOT, DDT, MET, MLT, NUR, EET, or ELT computer courses.

Also, the Associate of Arts degree is awarded to students completing university parallel curriculum. Hence, these students will have completed 32 semester hours of general core consisting of English Composition (ENG 1113 and ENG 1123), social and/or behavioral science (6 semester hours), laboratory science (8 semester hours), fine arts (3 semester hours) and mathematics (MAT 1313, equivalent or above), and humanities (6 semester hours).

The Associate of Applied Science degree is awarded to students completing requirements in technological programs. These students must have completed 18 semester hours of general core consisting of English Composition (ENG 1113), social or behavioral science (3 semester hours), fine arts (3 semester hours), mathematics or science (if mathematics is below MAT 1313, then 3 semester hours of related mathematics above 1203 and 4 semester hours of science), computer or computer related (3 semester hours), and oral communication (SPT 1113).

In February of 2010 the Commissioner of Higher Education recommended to the State Board of Trustees of Institutions of Higher Learning a Transfer of the Associate of Arts Degree policy. This policy was created to allow a more seamless transition for community and junior college students. The policy stated that community college students who complete the 30 hour general education core with a grade of "C" or above in each course and who graduate with an Associate of Arts degree from the community college would satisfy the IHL core curriculum requirement at each IHL institution.
During the spring 2010 semester the new 30 hour (32 hours at Northeast) general education core curriculum was approved by the Instruction Council and the Board of Trustees. After approval the advisors for the AA programs of study reviewed each program of study to ensure the required courses were present. The new General Education Core Curriculum follows:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Semester Hours</th>
<th>Acceptable Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td>ENG 1113, ENG 1123</td>
</tr>
<tr>
<td>Social or Behavioral Science</td>
<td>6</td>
<td>Sociology, Psychology, Political Science, Geography, Economics, Educational Psychology</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
<td>Art/Theatre/Music Appreciation</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>MAT 1313 or above</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
<td>History, Literature, Modern Foreign Language, Philosophy, Religion</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>8</td>
<td>Two Laboratory Sciences</td>
</tr>
</tbody>
</table>

2012-2013 Accomplishments:
1. Dual Credit Agreements, both traditional and online instruction
2. General Education Core Transfer Agreement with IHL
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
General Education

College Purpose Statement(s): (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

Long-Range Goal(s): (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy; (L3) Technology—To maintain, expand, and enhance the College’s technology infrastructure by supporting the institutional environment and improving the integration of the technology applications into all functional units of the College; (L6) Community Partnerships—To provide opportunities for cultural, professional, and industrial partnerships between the College and the community.

Short-Term Goal(s): (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

Division Purpose Statement: To earn a degree or a certificate, a student must demonstrate through periodic examinations and through other requirements, as stated in the course syllabi, that he/she is competent in all courses within a particular curriculum. In addition, completion requirement for associate degrees include being competent in reading, writing, oral communication, fundamental mathematical skills, and computer literacy.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to demonstrate proficiency in common software applications.</td>
<td>1a. Through CSC 1123 lab assignments, 75% of the students will score 70% or above on selected word processing and spreadsheet lab assignments.</td>
<td>1a. Through CSC 1123 lab assignments, 80% of students in traditional classes scored 70% or above on selected word processing and spreadsheet lab assignments. 60% of online students scored 70% or above on these same assignments.</td>
<td>1a. Remediation is offered to students in both traditional and online classes on lab assignments that they are having trouble with. Tutoring services are also provided in an attempt to help increase student understanding.</td>
</tr>
<tr>
<td></td>
<td>1b. Through examination of the item analysis feature provided in the SAM testing software, 75% of the students will correctly complete selected Access database tasks.</td>
<td>1b. Through examination of the item analysis feature provided in the SAM testing software, 86% of the students in traditional classes correctly completed selected Access database tasks. 78% of online students correctly completed these same tasks.</td>
<td>1b &amp; c. Instructors continue to provide opportunities for students in both traditional and online classes to experience performance-based scenarios through further SAM testing software upgrades.</td>
</tr>
<tr>
<td></td>
<td>1c. Through a CSC 1123 comprehensive final exam using SAM testing software, 75% of students will score 70% or above.</td>
<td>1c. Through a CSC 1123 comprehensive final exam using SAM testing software, 97% of students in traditional classes scored 70% or above. 69% of online students scored 70% or above on these same assignments.</td>
<td></td>
</tr>
<tr>
<td>2. Students who complete the core curriculum will be able to communicate effectively through reading, writing, and speaking.</td>
<td>2a. Students completing ENG 1113 will submit at least four expository writing units requiring coherent organization, clear thought content, appropriate word choice, effective sentence structure, and will make oral and written responses to others’ writing; the writing process and final product will be evaluated according to grading rubrics developed by ENG 1113 faculty; 75% of students who complete the course will master each writing unit with at least 60% success.</td>
<td>2a. Students who completed ENG 1113 submitted at least four expository writing units requiring coherent organization, clear thought content, appropriate word choice, effective sentence structure, and will make oral and written responses to others’ writing; the writing process and final product was evaluated according to grading rubrics developed by ENG 1113 faculty; 68.7% of students who completed the course mastered each writing unit with at least 60% success.</td>
<td>2a. They decided to drop the MyCompLab product.</td>
</tr>
<tr>
<td></td>
<td>2b. At least 75% of employers of graduates from NE career/technical programs will express satisfaction with these employees’ writing skills on the Employer Evaluation of Career/Technical</td>
<td>2b. 79.1% of employers of graduates from NE career/technical programs will express satisfaction with these employees’ writing skills on the Employer Evaluation of Career/Technical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2c. CTE faculty agreed to stress the continued importance of the role sound writing skills play in the workplace to their students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students will demonstrate competency in science reasoning.</td>
<td>3a. Of the 100 university parallel sophomore student sample who have completed 40 semester hours prior to Spring 2012 and have completed ENG 1113 and ENG 1123, and completed or enrolled in MAT 1313, the student’s mean score on the “Science” section of the ACT’s CAAP will score 60 or above.</td>
<td>3a - c. Instructors met and decided to show more slides of basic cell and tissue types and spend more time comparing and contrasting the different types of cells and tissues, work more examples of Punnett squares for the students, increase internet research assignments on Mendelian principles and incorporate more group work for practice on genetic problems.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3b. Through BIO 1124 lab activities, 75% of the students will identify examples of the 4 basic types of tissues in the human body with 70% or higher accuracy.</td>
<td>3b. Through BIO 1124 lab activities, 82% of the students identified examples of the 4 basic types of tissues in the human body.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3c. Through BIO 1124 chapter tests, 75% of the students will demonstrate an understanding of the 4 basic types of tissues in the human body with 70% or higher accuracy.</td>
<td>3c. Through BIO 1124 chapter tests, 85% of the students demonstrated an understanding of the 4 basic types of tissues in the human body.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students who complete the academic core will demonstrate critical thinking skills through analyzing and organizing information.</td>
<td>4a. Of the 100 university parallel sophomore student sample who have completed 40 semester hours prior to Spring 2013 and have completed ENG 1113 and ENG 1123, and completed or enrolled in MAT 1313, the student’s mean score on the “Critical Thinking” ACT’s CAAP will be 60 or above.</td>
<td>4a. The ACT CAAP results for Spring 2013 did not include Critical Thinking scores.</td>
<td></td>
</tr>
<tr>
<td>4b. Students who complete ENG 1123 will submit at least one written assignment per week.</td>
<td>4b. During Fall 2012 and Spring 2013 semesters, students who completed ENG 1123 submitted at least one written assignment per week.</td>
<td>4b. The English faculty agreed to drop the</td>
<td></td>
</tr>
<tr>
<td>4c.</td>
<td>Of the 100 university parallel sophomore student sample who have completed 40 semester hours prior to Spring 2013 and have completed or enrolled in MAT 1313, the student’s mean on the “Mathematics” ACT’s CAAP will be above the national mean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4d.</td>
<td>Of the 100 Career and Technical sophomore student sample who have completed 49 semester hours prior to the Spring 2013 semester the student’s mean score on the ACT’s WorkKeys “Applied Mathematics” will be 5 or above.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4e.</td>
<td>Of the 100 Career and Technical sophomore student sample who have completed 49 semester hours prior to the Spring 2013 semester the student’s mean score on the ACT’s WorkKeys “Locating Information” will be 5 or above.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 5a. | The “Cultural Programs and Activities” item on the 2012 Survey of Student Opinions will register a mean “Satisfaction” score of at least 3.5 on a 5 point scale. |
| 5b. | At least four community-cultural partnership opportunities will be offered to students during the 2011-12 school year. |
| 5c. | Ninety percent of attendees at community-cultural partnership programs will agree with the statement: “I have a greater understanding of this subject matter because I attended this program.” |

| 4c. | Of the 29 university parallel sophomore student sample who have completed 40 semester hours prior to Spring 2013 and have completed or enrolled in MAT 1313, and who sat for the CAAP test, the student’s mean on the “Mathematics” ACT’s CAAP was 59, which was above the national mean of 56.7. |
| 4d. | Of the 8 Career and Technical sophomore student sample who have completed 49 semester hours prior to the Spring 2013 semester, and who sat for the test, the student’s mean score on the ACT’s WorkKeys “Applied Mathematics” was 4.875. |
| 4e. | Of the 8 Career and Technical sophomore student sample who have completed 49 semester hours prior to the Spring 2013 semester, and who sat for the test, the student’s mean score on the ACT’s WorkKeys “Locating Information” was 4.125. |

| 5a. | The “Cultural Programs and Activities” item on the 2012 Survey of Student Opinions registered a mean “Satisfaction” score of 3.97 on a 5 point scale. |
| 5b. | Eight community-cultural partnership opportunities were offered to students during the 2012-2013 school year. |
| 5c. | Ninety percent of attendees at community-cultural partnership programs will agree with the statement: “I have a greater understanding of this subject matter because I attended this program.” |

| 4c. | The Office of Planning & Research met with the Counseling Center director to discuss marketing and incentives to offer to sophomore students to increase the sample size to produce statistically significant results. |
| 4d. | The sample size will be increased in the next year, so that results are more significant. |
| 4e. | The sample size will be increased in the next year, so that results are more significant. |

| 5a,b,&c. | The Cultural Arts Committee and Phi Theta Kappa advisors and students met to discuss programming and ways to improve attendance for the next school year. |
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
Developmental Education

College Purpose Statement(s): (P3) To provide developmental studies within the curriculum to strengthen the basic skills of students.
Long-Range Goal(s): (L2) Teaching/Learning—To focus on improving teaching and learning by implementing visionary curricula and new methods of instruction to meet the needs of a global workforce.
Short-Term Goal(s): (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.
Division Purpose Statement: Developmental Education/Special Populations unit is to provide and maintain sound instruction and needs to accommodate students with varying backgrounds, interests, and abilities in order to assist them in success within their chosen fields of study.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Students enrolled in ENG 0113 will be able to demonstrate basic English grammar and mechanics. | 1a. Through Lab-Based software, students will be assessed with assigned grammar exercises and a post examination demonstrating grade gain in grammar and mechanics.  
1b. Through Lab-Based software, 60% of students will achieve 70% grade score in grammar and mechanics as demonstrated by Final Lab-Based assignment results. | 1a. After completing Lab-Based exercises and post-test in grammar and mechanics, 66.25% of ENG 0113 students achieved gain in grammar and mechanics skills.  
1b. Final Lab-Based assignment results demonstrate that 64% of ENG 0113 students achieved at least a 70% score in grammar and mechanics, showing mastery level gain. | 1a. Will continue to implement Individualized Learning Plans, which are self-pace format assignments through Lab-Based software. In addition, one-on-one instruction will continue to be provided to the students not meeting the mastery level.  
1b. Will implement a required Grammar Unit in which students will complete drills to remediate grammar and mechanics skills. In addition, additional emphasis will be placed in lecture and collaborative learning activities on grammar and mechanics. |

| 2. Students enrolled in ENG 0113 will gain an understanding of paragraph writing and organization through topic focus, topic sentence construction, development of the main idea, and appropriate closure. | 2. Through a locally developed rubric consisting of content, style, and correctness, students will show gain by an Adequate marking of at least 12 of the 18 items (66%) listed on instrument. | 2. Of the students enrolled in ENG 0113, 79% of the students scored a 70% or higher on the final writing unit of the semester. It was noted that there was a need for more student writing examples within the textbook. | 2. Will implement new textbook, "Exploring Writing: Paragraphs and Essays," which included more student examples of essays. |

| 3. Students enrolled in REA 0113 will read an assigned supplemental book to improve comprehension skills. | 3. 70% of the traditional and e-learning students enrolled in REA 0113 who read an assigned supplemental book will score a 70 or above on the comprehension test. | 3. 4/15(27%) e-learning students and 29/97(30%) traditional students scored a 70 or higher for the Fall 2012 semester.  
2/11 (18%) e-learning students and 12/33 (36%) traditional students scored a 70 or higher for the Spring 2013 semester. | 3. Students were instructed to make their own notes as they read each chapter of the book. Due to data results, instructor plans to provide students with a study sheet next year. |

| 4. Students who complete REA 0113 will demonstrate a gain in reading. | 4a. 75% of the students enrolled in the traditional or e-learning sections of REA 0113 will demonstrate a gain from the Reading Lab Diagnostic pre to post test.  
4b. 75% of the students enrolled in the traditional or e-learning sections of REA 0113 will demonstrate a gain in their Lexile reading levels. | 4a. 11/15(73%) e-learning students and 85/97(88%) traditional students demonstrated a gain between the pre and post reading lab test for the Fall 2012 semester.  
4b. 11/15(73%) e-learning students and 85/97 (88%) traditional students increased their lexile reading levels in the Fall 2012 semester  
4a. 3/11 (27%) e-learning students and 18/33 | 4. Students seem to improve their lexile level more than improving their post-test score. The instructor feels that it may be due to the fact that the students have so far to go with the level since they begin at such a low lexile reading. Next year the instructor plans to give a practice post-test before the... |
| 5. Students enrolled in MAT 0123 will demonstrate understanding of basic algebraic principles. |
|---|---|
| 5a. At least 75% of the students enrolled in MAT 0123 will demonstrate understanding of first degree equations by answering an embedded question on the final exam. |
| 5b. At least 75% of the students enrolled in MAT 0123 will demonstrate understanding of Operations with integers and variables by answering an embedded question on the final exam. |
| 5c. From the item analysis on the MAT 0123 fall final exam, questions on topics missed by greater than 50% of the students will be identified and reviewed by instructors. |

| 5. Students enrolled in MAT 0123 in Fall 2012 demonstrated understanding of first degree equations by answering an embedded question on the final exam. |
|---|---|
| 5a. 91.3% of the students enrolled in MAT 0123 in Fall 2012 demonstrated understanding of first degree equations by answering an embedded question on the final exam. |
| 5b. 79.9% of the students enrolled in MAT 0123 in Fall 2013 demonstrated understanding of operations with integers and variables by answering an embedded questions on the final exam. |
| 5c. From the item analysis on the MAT 0123 fall final exam, topics missed by greater than 50% of the students that should be identified and reviewed by instructors were: adding rational expressions, subtracting rational expressions, multiplying rational expressions, and identifying the solution of a linear function. |

| 6. Students enrolled in MAT 1233 will demonstrate understanding of intermediate algebraic principles. |
|---|---|
| 6a. In Mat 1233, on a locally developed unit test, 65% of students will score a 70 or higher on factoring polynomials and solving polynomials by factoring. |
| 6b. In Mat 1233, 65% of the students will solve a linear equation that is embedded in the locally developed departmental exam. |
| 6c. In Mat 1233, 65% of the students will use the FOIL Method to multiply two binomials that is embedded in the locally developed departmental exam. |
| 6d. In Mat 1233, 75% of the students will simplify a rational expression that is embedded in a locally developed departmental exam. |

| 6. Students enrolled in MAT 1233 in Fall 2013 demonstrated understanding of operations with integers and variables by answering an embedded question on the final exam. |
|---|---|
| 6a. In Mat 1233, on a locally developed unit test, 65% of students will score a 70 or higher on factoring polynomials and solving polynomials by factoring. |
| 6b. In Mat 1233, 65% of the students will solve a linear equation that is embedded in the locally developed departmental exam. |
| 6c. In Mat 1233, 65% of the students will use the FOIL Method to multiply two binomials that is embedded in the locally developed departmental exam. |
| 6d. In Mat 1233, 75% of the students will simplify a rational expression that is embedded in a locally developed departmental exam. |

| 7. Incoming freshman students will be assessed for basic skill levels and those needing remediation will be placed in the appropriate classes. |
|---|---|
| 7. Freshman students who score 14 or below on the ACT English and/or 18 below on the ACT Math or 14 and below in reading will be assessed through the ACCUPLACER placement test and placed in the appropriate courses. |

| 8. Students enrolled in REA 0113 will demonstrate thoroughness in the completion of reading journal entries. (Goal 3) |
|---|---|
| 8. 95% of the students will achieve an average rating of 3 on a 5 point rubric evaluating thoroughness on terminal reading journal entries. |
| 8. 10/11 (90%) e-learning students and 29/33 (88%) traditional students demonstrated thoroughness in the completion of reading journal entries. |

<p>| 8. Adoption of new textbook that contained five small readings per chapter that came from internet sources, other textbooks, literature, magazine/periodicals, and visual images provided students with weekly practice in journal entries from various sources. |
|---|---|
| 8. Adoption of new textbook that contained five small readings per chapter that came from internet sources, other textbooks, literature, magazine/periodicals, and visual images provided students with weekly practice in journal entries from various sources. |</p>
<table>
<thead>
<tr>
<th></th>
<th>Technology and Occupational Education.</th>
<th></th>
<th>modes of publications providing a model for the three larger journal entries that were conducted throughout the semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Students enrolled in REA 0113 will identify the main and secondary ideas. (Goal 3) Integration by division according to the following timeline: 2011-Engineering Technology and Occupational Education</td>
<td>9.</td>
<td>10/11 (90%) e-learning students and 31/33 (94%) traditional students identified the main and secondary ideas of reading journal.</td>
</tr>
<tr>
<td>10.</td>
<td>Students enrolled in REA 0113 will improve their vocabulary through use of reading journal entries. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td>10.</td>
<td>7/11 (63%) e-learning students and 32/33 (97%) traditional students improved their vocabulary through the use of reading journal entries.</td>
</tr>
<tr>
<td>11.</td>
<td>Students enrolled in REA 0113 will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts. (Goal 3)</td>
<td>11.</td>
<td>9/11 (81%) e-learning students and 31/33 (94%) traditional students utilized component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts.</td>
</tr>
</tbody>
</table>

19
The world of business has become more global in focus, increasingly reliant on technology, and extremely competitive. To prepare the students today for the workforce of tomorrow, the Business/Business Technology Division seeks to provide our students with the core business knowledge and skills necessary to obtain a four-year degree or to assist them in competing in the workforce by providing an increased knowledge of general business and management techniques. In the Division of Business/Business Technology at Northeast, our faculty is committed to providing a challenging and rewarding academic environment for our students and in assisting them to achieve their career goals.

The Division of Business and Business Technology includes transfer, certificate and technical programs. The transfer programs are Accounting, Business Administration, Business Education, and Criminal Justice. Technical programs include Accounting Technology, Business and Marketing Management Technology, Culinary Arts Technology, Marketing Management Technology, Healthcare Data Technology, Hotel-Restaurant Management Technology, Microcomputer Technology, Office Systems Technology, Paralegal Technology and Web and Programming Technology. The division offers two certification options: Culinary Arts: Food Preparation Certificate and Business Office Certificate. The curricula of all technical programs are under constant review and evaluation by local advisory committees, and by state mandated program standards and measures.

The division is staffed with an academic head as administrator and fourteen (14) full-time faculty members. In addition to classroom instruction, each faculty member also serves as academic advisors for the programs being taught. Adjunct faculty is needed in the division to teach overloads and evening course offerings in the Division. Gordon Hall, Waller Hall and Wright Hall house the programs in the Division.

The Division of Business and Business Technology sponsors two student organizations, Delta Epsilon Chi (DECA) and Phi Beta Lambda (PBL). During the past year, these organizations competed successfully at both the state and national level.

Much was accomplished by the Division in the way of articulation with senior institutions. Representatives from the University of Mississippi, Mississippi State University and the University of North Alabama meet with students enrolled in Accounting, Business Law, Economics, and Criminal Justices courses to learn of transfer opportunities and scholarship requirements available at the various senior institutions. The 2 + 2 agreement between Northeast and the University of Mississippi to offer junior and senior level distance learning courses to students who desire to continue their education toward a baccalaureate degree in Business Administration has proven to be a success.

Future plans for the division include the construction of a new Business/Business Technology Division complex, as stated in the Institutional Master Plan. The division will continue to strive for improvement by upgrading equipment, technology, software, and by revising curriculum as needed in order to adequately provide the resources to prepare students for immediate employment or transfer programs of study offered at the senior universities.

**2012-2013 Accomplishments:**

1. A Business office instructor passed defense of proposal for doctorate.
2. BOT instructor earned Ed. Specialist in Educational Leadership from Arkansas State University May 11, 2013.
3. Information Systems Technology instructors were awarded a $5,000 grant from the Tennessee Valley Authority to purchase a server that will allow the department to begin the process or creating virtual desktops. This will allow students to access their desktops from anywhere on any device.
4. Twenty-three students majoring in Accounting Technology, Healthcare Data Technology, Microcomputer Technology and Office Systems Technology became Microsoft Office 2010 certified in one or more areas during the fall and spring semesters. (15 Word 2010, 7 Excel 2010, 1 Access 2010)
5. NEMCC’s IQ Center located in the Business Division, administered eleven IC3 (Internet and Computing Core) certification exams to non-students.
6. Phi Beta Lambda sponsors and Northeast RHO Chapter of Phi Beta Lambda organized and assisted with the Northern District FBLA Conference was held on our campus on January 31, 2013, with approximately 626 students and 50 advisers and chaperones from approximately 30 schools in attendance. This was an excellent recruiting opportunity for Northeast.
7. Collegiate DECA members attended and competed at the State Leadership Conference in Tupelo, MS, on Monday, March 4, 2013. The organization had seven first place winners, seven second place winners, and five third place winners. One student received an Alumni Scholarship
8. Two Collegiate DECA members were selected as state officers.
10. Economics instructor attended the Southeast Economics Conference in Orlando, FL, and the Economics Teaching Conference sponsored by the Federal Reserve in St. Louis, Mo.
11. Three instructors participated in Pearson Learning Solutions Course Redesign Conference in New Orleans, LA. The conference offered professional development in course redesign and training in learning technologies. It also highlighted successful course redesigns that use technology to improve student learning. The workshop featured the National Center for Academic Transformations (NCAT) research-based course redesign methodology developed in partnership with more than 200 diverse two- and four-year institutions. NCAT focuses on increasing quality and improving efficiency in large-enrollment introductory courses and has produced remarkable results in the areas of learning gains, retention, and cost savings. This workshop also featured other innovative course redesign efforts that have led to increased student learning.
12. Business instructors attended the Creating Futures through Technology Pre Conference workshop on Canvas. The workshop presented information on Transitioning to Canvas, Canvas Essentials, Assignments and Grading, and Content Management and Course Organization. Other instructors benefitted from participation in sessions held during the regular conference dates.

Five-Year Projections:
2013-2014
1. Revise curriculums, as needed, to provide better programs of study; revise brochures to reflect changes.
2. Purchase new server to run machines in Apple environment.
3. Purchase new monitors for three labs.
4. Replace old computers with zero clients.
5. Update divisional website to reflect changes in programs and/or policies.
6. Update childcare center to meet student needs.

2014-2015
1. Begin offering classes specific to Healthcare Data Technology in the traditional lab environment.
2. Add an additional program option, Business Management Technology, under the Business Office Technology umbrella.
3. Revise curriculums, as needed, to provide better programs of study; revise brochures to reflect changes.
4. Evaluate and improve use of advisory committees.
5. Update divisional website to reflect changes in programs and/or policies.

2015-2016
1. Revise curriculums, as needed, to provide better programs of study; revise brochures to reflect changes.
2. Update marketing DVD for Business Technology programs.
3. Update divisional website to reflect changes in programs and/or policies.

2016-2017
1. Revise curriculums, as needed, to provide better programs of study; revise brochures to reflect changes.
2. Upgrade existing software to meet industry standards.
3. Update divisional website to reflect changes in programs and/or policies

2017-2018
1. Revise curriculums, as needed, to provide better programs of study; revise brochures to reflect changes.
2. Upgrade existing software to meet industry standards.
3. Update divisional website to reflect changes in programs and/or policies
**INSTITUTIONAL EFFECTIVENESS PLAN**
**2012-2013**
**Accounting Technology**

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Northeast Mississippi Community College Business and Business Technology Division exists to provide quality instructional programs and services in business—in the areas of accounting, computers, economics, law, management, marketing, office administration, childcare, and culinary arts. The instructional efforts are designed to prepare students for advancement in their chosen careers and/or for their continuing educational opportunities.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Students will be able to apply computer concepts and complete tasks using computer application software. | 1a. Students majoring in Accounting Technology will score at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area category “Microcomputer Applications.”  
1b. Students completing BOT 2833 Integrated Computer Applications will score at least 80 percent on the final project based on a scoring rubric.  
1c. Seventy percent of the students completing BOT 1143 Word Processing will pass the MOS (Microsoft Office Specialist) Word 2010 Certification exam. | 1a. Eighty-six percent of students majoring in Accounting Technology scored at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area category “Microcomputer Applications.”  
1b. All students completing BOT 2833 Integrated Computer Applications scored at least 80 percent on the final project based on a scoring rubric.  
1c. Seventy-seven percent of the students completing BOT 1143 Word Processing passed the MOS (Microsoft Office Specialist) Word 2010 Certification exam in the traditional course. Sixty-seven percent of the students taking the Online course passed the certification exam. | 1a. Continue to review CPAS questions to ensure relevance to program expectations.  
1b. Continue to offer ample practice on the application of each part of the Microsoft Office software package in BOT 1143 Word Processing, BOT 1813 Electronic Spreadsheet and BOT 2323 Database Management. Reviewing textbook and online practice options.  
1c. Continued purchasing testing vouchers with a retake to allow students with weaker testing skills the opportunity for a second chance. |
| 2. Students will be able to demonstrate basic business communication/telecommunication skills. | 2a. Students majoring in Accounting Technology will score at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area categories "Mechanics of Communication" and "Business Communications."  
2b. Students completing BOT 2813 Business Communications will score at least 80 percent on career portfolios and job interview simulations based on scoring rubric. | 2a. Eighty-three percent of students majoring in Accounting Technology scored at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area category "Mechanics of Communication" and forty-three percent scored at or above the Proficient level in the program area category "Business Communications."  
2b. All students completing BOT 2813 Business Communications scored at least 80 percent on career portfolios and job interview simulations based on scoring rubric. | 2a. Continue to review both CPAS questions and course objectives to ensure alignment to program expectations.  
2b. Continue showing job interview simulation videos to further prepare students for possible interview situations. Explore other options to prepare students for interviewing. |
### 3. Students will be able to apply payroll and income tax accounting principles using computerized software.

| 3a. Students completing BOT 2463 Payroll Accounting will score at least 80 percent on a computerized software project based on scoring rubric. | 3b. Students completing BOT 2423 Income Tax Accounting will score at least 80 percent on a computerized software project based on scoring rubric. | 3a. BOT 2463 Payroll Accounting was not taught in a computer lab, but the instructor did require a manually completed project. All students scored at least 80%.

3b. BOT 2423 Income Tax Accounting was not taught in a computer lab but the instructor did require a manually completed project. All students scored at least 80%.

3a. Class moved to a computer lab for Spring 2013 in order to incorporate computer software applications in class activities.

3b. Considered moving location of class to a computer lab in order to incorporate computer software applications in class activities.

### 4. Accounting Technology graduates will obtain employment in a related field.

| 4a. Eighty-five percent or above of the Accounting Technology graduates will be employed in a degree related field as reported on the October 2012 MS Department of Education Office of Career and Technical Education Follow-Up Report. | 4b. Eighty-five percent of graduates will report above average satisfaction with the type of employment they have obtained or field of study if continuing education. | 4a. One hundred percent of Accounting Technology majors were reported on the October 2012 MS Department of Education Office of Career and Technical Education Follow-Up Report as employed within three months of graduation or continuing their education. | 4b. All graduates reported above average satisfaction with type of employment or continuing education in a verbal survey. | 4a. All program completers were encouraged to participate in the Spring 2012 Job Fair. Employers participating in the Externship program continue to have a high percentage of retaining student workers for full-time employment. | 4b. Continue to utilize Email distribution list and Facebook group to share news and disseminate job announcements. |

### 5. The Accounting Technology curriculum will be supplemented, enriched, and/or revised where necessary in order to meet the needs of area employers.

| 5a. The use of accounting computer software packages was recommended. | 5b. Industry recognized certifications were encouraged to enhance student employability. | 5a. Quickbooks was installed in the Accounting Technology classroom. Updates were scheduled for the fall semester. | 5b. MOS testing certifications were offered to students completing various BOT courses. Northeast is now able to offer Intuit Quickbooks certification to interested parties. |
**INSTITUTIONAL EFFECTIVENESS PLAN**  
2012-2013  
Accounting/Business Administration/Criminal Justice

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.  
**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.  
**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Northeast Mississippi Community College Business and Business Technology Division exists to provide quality instructional programs and services in business—in the areas of accounting, computers, economics, law, management, marketing, office administration, childcare, and culinary arts. The instructional efforts are designed to prepare students for advancement in their chosen careers and/or for their continuing educational opportunities.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students transferring in Accounting, Business Administration or Criminal Justice will find courses taken at NEMCC accepted as prerequisites for junior and senior level courses at four-year colleges.</td>
<td>1. The Accounting, Business Administration or Criminal Justice sophomore students and NEMCC advisors will meet annually with primary four-year colleges to ensure NEMCC courses will be accepted as prerequisites for junior and senior courses.</td>
<td>1. In the Fall of 2012 articulation conferences were held between NEMCC representatives and representatives from MSU, UM, Blue Mountain College, and UNA to review curriculum.</td>
<td>1. Based on the articulation conferences no changes were made in the NEMCC curriculum for Accounting, Business Administration or Criminal Justice.</td>
</tr>
<tr>
<td>2. Students in NEMCC Accounting, Business Administration or Criminal Justice programs that transfer to primary four-year colleges will perform equal to or above the native students.</td>
<td>2. Analysis of data received from MSU &amp; UM will indicate that NEMCC students will perform comparable to native students based on GPA.</td>
<td>2. NEMCC students GPA was 2.95 compared with UM native students GPA of 3.04. NEMCC students GPA was 3.0 compared to MSU native students GPA of 3.06.</td>
<td>2. Constant communication is ongoing with major colleges and universities within our region on standards of instruction that are needed with our courses.</td>
</tr>
<tr>
<td>3. Students who are graduate candidates in Accounting, Business Administration or Criminal Justice programs will be satisfied with the course content in their major area of study.</td>
<td>3. Through the analyzed responses on the Spring 2012 Student Opinion Survey completed by the graduate candidates, the students majoring in Accounting, Business Administration or Criminal Justice will give an average satisfaction rating equal to or above the national rating to the following item, “Course content in your major area of study.”</td>
<td>3. NEMCC graduation candidates reported 4.40 satisfaction rating compared with the national ranking of 3.98.</td>
<td>3. We continued to strive to achieve quality instructional content for our students with the use of technology and up-to-date course materials.</td>
</tr>
</tbody>
</table>
**INSTITUTIONAL EFFECTIVENESS PLAN**  
**2012-2013**  
**Business and Marketing Management Technology**

**College Purpose Statement(s):**  
(P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):**  
(L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):**  
(S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Northeast Mississippi Community College Business and Business Technology Division exists to provide quality instructional programs and services in business—in the areas of accounting, computers, economics, law, management, marketing, office administration, childcare, and culinary arts. The instructional efforts are designed to prepare students for advancement in their chosen careers and/or for their continuing educational opportunities.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Graduates/completer of students majoring in Business and Marketing Management  | 1. 80 percent of graduates/completer will report employment or continuing their education on the  | 1. The results of the Positive Placement of Completers of Business and Marketing Management Technology for 2011-2012 school year was 100% (5 out of 5).
| Technology will obtain employment or continue their education in the field.      | 2011-2012 Positive Placement of Completers from the Office of Planning and Research.           |                                                                                                                                                                                                                      | 1. Continue stressing graduation and employment to Business and Marketing Management students. |
| 2. Employers of Business and Marketing Management graduates/completers will be   | 2a. 90% of all employers that responded on the 2012 Employer Evaluation of Career/Technical Completers Survey will score students 4 (Good) or higher on a Likert scale (0-5) with 5 being very good. This is in response to the item “How would you rate the employee on overall job preparation?”  
2b. 85% of Business Marketing and Management Technology employers will report above average satisfaction with job performance on the 2011-2012 Internship evaluation forms. | 2a. The Business and Marketing Management students rated 4.5 on a 5.0 scale on the Employers survey for the 2011-2012 school year.  
2b. The Business and Marketing Management students in Marketing Internship scored a 3.78 on a 4.0 scale on the Internship evaluation forms filled out while working on the job. | 2a. No action necessary.  
2b. Continue to access students skills and improve on what is rated low.        |
| satisfied with job performance.                                                  | 3. Students will be able to demonstrate skills and ability to conduct a sales presentation.   | 3. In the fall 2011 Personal Selling Class 100% of students scored above 70 on their Sales Presentation.                                                                                                            | 3. No improvements required, due to students demonstration of sales skills. |
| 4. Graduates/completers of Business and Marketing Management Technology program  | 4. 80% of the students tested in the Fall 2011 and Spring 2012 on the Mississippi (CPAS) exam will demonstrate program content gain by scoring 3 (proficient) or better in Principles of marketing, Advertising, Management, and E-Commerce. | 4. The Mississippi Assessment Center State Report indicated that students from the Business and Marketing Management Program from NE scored a 68% out of a 100% and earned 47 points out of 70 on the MScpas Test given each year. | 4. I will use these results in planning my next year classes. The students are not receiving the correct information or they are not spending enough time on each objective. I will be incorporating more hands on and spending more time on questions related to each required objective. We will improve our scores on this test next year. |
| 5. Business Marketing and Management Technology students will demonstrate their ability to create and complete a story board/TV Commercial in Advertising class. | 5. 80% of students in Advertising class will score 70 or above on their story board/TV Commercial evaluation. | 5. 100% of the students in my Spring 2012 Advertising class scored above 70 on their Advertising project. | 5. No improvement necessary. |
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
Early Childhood Education Technology

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes--To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Northeast Mississippi Community College Business and Business Technology Division exists to provide quality instructional programs and services in business—in the areas of accounting, computers, economics, law, management, marketing, office administration, childcare, and culinary arts. The instructional efforts are designed to prepare students for advancement in their chosen careers and/or for their continuing educational opportunities.

### Expected Outcome  
<table>
<thead>
<tr>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 80% of the Early Childhood Education Technology graduates/completers who sit for the Fall 2012 and Spring 2013 MS-CPAS examination will achieve above above the statewide average score on the year 1 and year 2 course specific exams.</td>
<td>1. 93% of the Early Childhood Education Technology graduates scored proficient and/or basic on the year 1 and year 2 curriculum specific CPAS exam.</td>
<td>1. Early Childhood Education Technology instructors and staff will continue to work with students in class, laboratory, and individually to meet curriculum goals and performance skills.</td>
</tr>
<tr>
<td>2. 80% of 2012-13 students in CDT 1224 Child Development I and CDT 2233 Guiding Social and Emotional Development will demonstrate at least 80% mastery of components and skills in assigned classroom and laboratory projects.</td>
<td>2. 80% of the Early Childhood Education Technology students demonstrated at least 80% mastery of projects and skills in CDT 1224 Child Development II and CDT 2233 Guiding Social and Emotional Development.</td>
<td>2. No action necessary. However, instructional staff have updated course syllabi to reflect current theories and concepts in the field.</td>
</tr>
<tr>
<td>3. 80% of the graduates will find employment within six (6) months of graduation in the field of Early Childhood/Child Development or a related field or continue their education.</td>
<td>3. 100% of the Early Childhood Education Technology students were placed.</td>
<td>3. No further action necessary.</td>
</tr>
<tr>
<td>4. 80% of employers on the Early Childhood Education Technology Student/Employer Rating Scale scored 4 (Good) or higher (0-5) with 5 being very good in reponse to the item &quot;How would you rate the employee in overall job performance.</td>
<td>4. 90% of employers scored the ECET students with a rating of good (4) - excellent (5) on the employer rating survey in overall employee performance.</td>
<td>4. Instructor and staff of the ECET program will continue to work with students on specific employability skills.</td>
</tr>
</tbody>
</table>
**INSTITUTIONAL EFFECTIVENESS PLAN**

**2012-2013**

Healthcare Data Technology

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes--To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Northeast Mississippi Community College Business and Business Technology Division exists to provide quality instructional programs and services in business—in the areas of accounting, computers, economics, law, management, marketing, office administration, childcare, and culinary arts. The instructional efforts are designed to prepare students for advancement in their chosen careers and/or for their continuing educational opportunities.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Healthcare Data Technology students will be able to apply computer concepts and complete tasks using computer application software. | 1a. Students majoring in Healthcare Data Technology will score at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area category “Microcomputer Applications.”  
1b. Seventy percent of the students completing BOT 1143 Word Processing will pass the MOS (Microsoft Office Specialist) Word 2010 Certification exam. | 1a. Only 67 percent of the students majoring in Healthcare Data Technology scored at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area category “Microcomputer Applications.”  
1b. None of the students completing BOT 1143 Word Processing passed the MOS (Microsoft Office Specialist) Word 2010 Certification exam. | 1a. Review CPAS questions to ensure relevance to program expectations.  
1b. Ensure that students who purchase test vouchers are also provided with a retake and a trial version of certification test preparation materials. |
| 2. Healthcare Data Technology students will be able to demonstrate basic business communication/telecommunication skills. | 2a. Students majoring in Healthcare Data Technology will score at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area categories "Mechanics of Communication" and “Business Communications.”  
2b. Students completing BOT 2813 Business Communications will score at least 80 percent on career portfolios and job interview simulations based on scoring rubric. | 2a. 50% of the students majoring in Healthcare Data Technology scored at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area categories "Mechanics of Communication" and 83% of the students majoring in Healthcare Data Technology scored at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area categories “Business Communications.”  
2b. 100% of the students completing BOT 2813 Business Communications scored at least 80% on career portfolios and job interview simulations based on the scoring rubric. | 2a. Pretesting and posttesting will be conducted in BOT 1713 Mechanics of Communication and BOT 2813 Business Communications to assist in determining the types of additional learning activities needed to reinforce skills in these areas.  
2b. Continue preparation of career portfolios for job fair and opportunities for individual student interviews. No other action is necessary since students appear well prepared in this area. |
<table>
<thead>
<tr>
<th>3. Healthcare Data Technology students will be able to demonstrate basic medical terminology skills.</th>
<th>3. Students majoring in Healthcare Data Technology will score at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area categories &quot;Medical Office Terminology I&quot; and &quot;Medical Office Terminology II&quot;.</th>
<th>3. None of the students majoring in Healthcare Data Technology scored at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area categories &quot;Medical Office Terminology I&quot; and &quot;Medical Office Terminology II&quot;.</th>
<th>3. More attempts will be made to offer BOT 1613 Medical Terminology I and BOT 1623 Medical Terminology II by Northeast instructors as much as possible as well as providing a practice test for material covered on the CPAS exam in this area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Students who are completers of the Healthcare Data Technology program will be satisfied with the course content in their major area of study.</td>
<td>4. Through the analyzed responses on the Spring 2012 Survey of Student Opinions completed by graduate candidates, the students majoring in Healthcare Data Technology will give an average satisfaction rating equal to or above the national rating to the following item, “Course content in your major area of study.”</td>
<td>4. Through the analyzed responses on the Spring 2012 Survey of Student Opinions completed by graduate candidates, the students majoring in Healthcare Data Technology gave an average satisfaction rating equal to or above the national rating to the following item, “Course content in your major area of study.”</td>
<td>4. Continue providing our students with the most up to date program curriculum available in order to maintain a satisfaction rate of average or above the national rating from our majors on the Survey of Student Opinions completed by our graduate candidates on the following item, “Course content in your major area of study.”</td>
</tr>
</tbody>
</table>
### College Purpose Statement(s):
(P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

### Long-Range Goal(s):
(L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

### Short-Term Goal(s):
(S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

### Division Purpose Statement:
The Northeast Mississippi Community College Business and Business Technology Division exists to provide quality instructional programs and services in business—in the areas of accounting, computers, economics, law, management, marketing, office administration, childcare, and culinary arts. The instructional efforts are designed to prepare students for advancement in their chosen careers and/or for their continuing educational opportunities.

### INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
Hotel & Restaurant Management Technology/Culinary Arts Technology & Certificate

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Hotel and Restaurant Management & Culinary Arts Technology/ Certificate students will demonstrate knowledge of customer relations’ skills for hotels and restaurants. | 1a. 75% of students will pass the National Restaurant Association Education Foundation Restaurant Customer Service Exam.  
1b. 75% of students will score basic or above on the 2012-13 MS CPAS Test for Restaurant and Catering. | 1a. 100% of students (7 of 7 students) passed the National Restaurant Association Education Foundation Restaurant Customer Service Exam.  
1b. 100% of students scored proficient or above on the 2012-2013 MS CPAS Test for Restaurant and Catering. | 1a. No action necessary.  
1b. Encourage graduates to take the CPAS exam. |
| 2. Hotel and Restaurant Management & Culinary Arts Technology/ Certificate students will demonstrate knowledge of appropriate Sanitation skills to operate a food service establishment. | 2a. 75% of graduates will pass the ServSafe Certification from the National Restaurant Association Education Foundation, taken during the Sanitation and Safety Course.  
2b. 75% of students will score basic or above on the 2012-13 MS CPAS Test for the Hospitality and Tourism on the Sanitation and Safety Cluster. | 2a. 81% of students (13 of 16) passed the ServSafe Certification from the National Restaurant Association Educational Foundation, taken during the Sanitation and Safety course.  
2b. 100% of students scored basic or above on the 2012-13 MS CPAS Test for the Hospitality and Tourism on the Sanitation and Safety cluster. | 2a. More comprehensive pre-testing is being conducted to assess exam readiness.  
2b. No action necessary. |
| 3 Hotel and Restaurant Management/Culinary Arts students will demonstrate skills in human resource management. | 3a. 75% of students will pass the National Restaurant Association Education Foundation Human Resource and Supervision Certification Exam.  
3b. 75% of students will score basic or above on the 2012-13 MS CPAS Test for the Supervision Cluster. | 3a. 79% of students passed the National Restaurant Association Education Foundation Human Resource and Supervision Certificate Exam.  
3b. 100% of graduates scored basic or above on the 2012-13 MS CPAS Test for the Supervision cluster. | 3a. More comprehensive pre-testing is being implemented to assess exam-readiness.  
3b. No action necessary. |
| 4. Graduates/completers of Hotel and Restaurant Management & Culinary Arts Technology/ Certificate will obtain employment in the field or continue their education in the field. | 4a. 90% of graduates/completers will report employment on the October 2013 MS Department of Education Office of Career and Technical Education Follow-up Report.  
4b. 85% of graduates/completers will report above average satisfaction with the type of employment or continuing education that they have obtained or are participating in. | 4a. 100% of graduates/completers employment on the October 2013 MS Department of Education Office of Career and Technical Education Follow-up Report.  
4b. 90% of graduates will report above average satisfaction with the type of employment or continuing education that they have obtained or are participating in. | 4a. No action necessary, but continuing to develop industry contacts.  
4b. No action necessary, but curriculum has reinforced efforts for realistic student job expectations. |
|   | 5. Employers of Hotel and Restaurant Management & Culinary Arts Technology/Certificate graduates/completers will be satisfied with job performance. | 5a. 85% of employers of Hotel & Restaurant Management Technology/Culinary Arts Technology/Certificate graduates/completers will report above average satisfaction with job performance on Spring 2013 internship evaluation forms. 5b. Contact with students' managers will be made throughout the year and two Advisory/Craft Committee meetings will be held to determine employment training needs. | 5a. 100% of employers of Hotel & Restaurant Management/Culinary Arts Technology/Certificate graduates/completers will report above average satisfaction with job performance of Spring 2013 internship evaluation forms. 5b. Contact with students' managers was made and one Advisory/Craft meeting was held to determine training needs. | 5a. No action necessary. 5b. The second Advisory/Craft Committee meeting is being reconsidered as superfluous, and one-on-one meetings with industry leaders is being evaluated as a replacement. |
**INSTITUTIONAL EFFECTIVENESS PLAN**  
2012-2013  
Microcomputer Technology

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Northeast Mississippi Community College Business and Business Technology Division exists to provide quality instructional programs and services in business—in the areas of accounting, computers, economics, law, management, marketing, office administration, childcare, and culinary arts. The instructional efforts are designed to prepare students for advancement in their chosen careers and/or for their continuing educational opportunities.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Students will be able to apply computer concepts and complete tasks using computer application software. | 1a. Students majoring in Microcomputer Technology will score at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area cluster/competency “Management and Operation of the Computer.”  
1b. Students completing BOT 2833 Integrated Computer Applications will score at least 80 percent on the final project based on a scoring rubric.  
1c. Seventy percent of the students completing BOT 1143 Word Processing will pass the MCAS Word Certification exam. | 1a. The three Microcomputer Technology graduates passed the MS-CPAS Mississippi Career Planning and Assessment System in the program area cluster/competency of “Management and Operation of the Computer” at proficient or higher.  
1b. Per instructor of Integrated Computer Applications all three students completed the final project in the class with a successful score of 80 percent or higher.  
1c. Per instructor of Word Processing all three students completed the MCAS Word Certification exam with 70 percent or higher. | 1a. IC3 Certification tests are being considered as an addition to the program. Investigation into these certification tests and the preparation materials are being considered.  
1b. Continue to offer ample practice on the application of each part of the Microsoft Office software package in BOT 1143 Word Processing, BOT 1813 Electronic Spreadsheet and BOT 2323 Database Management.  
1c. Microsoft certification exams went from a two level (Core, Expert) exam to a single level increasing the difficulty of the exam. Investigate free MCAS certification test preparation materials. Make additional test preparation materials available to students. |
| 2. Students will be able to demonstrate basic business math skills. | 2. Students majoring in Microcomputer Technology will score at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area cluster/competency “Financial Applications.” | 2. The three Microcomputer Technology graduates passed the MS-CPAS Mississippi Career Planning and Assessment System in the program area cluster/competency of “Financial Applications.” | 2. Students from other business and office majors reported a large number of Accounting questions on the exam. Reviewed the Accounting I & II curriculum. Research additional learning methods for students. |
| 3. Students will be able to demonstrate basic business communication/telecommunication skills. | 3a. Students majoring in Microcomputer Technology will score at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area cluster/competency “Communication.”  
3b. Students completing BOT 2813 Business Communication will score at least 80 percent on career portfolios and job interview simulations based on scoring rubric. | 3a. One hundred percent of Microcomputer Technology majors scored at or above the Proficient level (70-80%) Level in the Cluster “Communication.”  
3b. Eighty-five percent of the students completing BOT 2813 Business Communication scored at or above 85 percent on career portfolios and interview simulations based on scoring rubric. | 3a. Course objectives for BOT 1713 Mechanics of Communication and BOT 2813 Business Communications were reviewed and coordinated.  
3b. Interviewers were instructed to give constructive criticism at the end of each interview in order to allow students to have immediate feedback. |
| 4. Students will be able to apply professional development and job skills in an office work environment. | 4a. Students completing BOT 2913 Supervised Work Experience will score at least “Average” on Overall Performance on the Direct Supervisor Final Evaluation Form. | 4b. Seventy-five percent of employers on the February 2012 Employer Evaluation of Career/Technical Completers Survey mailed within six months of employment, will respond with a mean score of 4 (Good) or higher on the Likert scale (0-5) with 5 being very good in response to the item “How would you rate the employee in overall job preparation?” | 4b. Two employers responded out of two surveys mailed for a 100% response rate. One responded with a mean score of 4 (Good) and the other responded with a mean score of 5 (Very Good) on the item “How would you rate the employee in overall job preparation?” Math skills were listed as an area employers felt students were best prepared. | 4a. Discussion Board was added to Blackboard for students participating in the Supervised Work Experience to post questions or employment concerns if any. | 4b. Students and employers were encouraged to participate in the completion of the Employer Evaluation of Career/Technical Completers Surveys in order to better prepare future graduates for success on the job. The importance of both comments and suggestions from both completers and employers was stressed for program improvement. |
| 5. Students will be able to demonstrate basic programming skills. | 5. Seventy-five percent of the Microcomputer Technology students completing IST 1314 Visual Basic Programming will score at least 75 percent on the final project. | 5. All Microcomputer Technology students scored at least 75 percent on the final project in IST 1314 Visual Basic Programming. | 5. Students will be invited to have a conference with advisor in order to better understand how Visual Basic Programming could be part of the realistic world of work. | Microcomputer Technology graduates will obtain employment in a related field | 6a. Eighty-five percent or above of the graduates will be employed in a degree-related field as reported on the October 2012 MS Department of Education Office of Career and Technical Education Follow-Up Report. 6b. Eighty-five percent of graduates will report above average satisfaction with the type of employment they have obtained or field of study in continuing education. | 6a. All program participants were encouraged to prepare resumes and participate in the Spring 2012 Job Fair. 6b. Program had 2 graduates. One is continuing her education. The other was not tracked. | 6a. The three graduates of the program were 100% placed in a job, or they are furthering their education in a four year degree involving the same major. 6b. An Email distribution list was created and job postings were forwarded to graduates seeking employment. Also, contact was made with students through various electronic means to speak with them about their satisfaction of the job they had acquired and of areas that they felt we should cover in the program that we were possibly not. |
| 7. The Microcomputer Technology curriculum will be supplemented, enriched, and/or revised where necessary in order to meet the needs of area employers. | 7. Needs that are communicated through contact with Advisory Council members, employers, potential employers, universities, former students, and/or students currently employed part-time in an office setting will be compared to existing curriculum and modifications will be made as needed. | 7. The use of Office 2013 software was recommended. Industry recognized certifications were encouraged to enhance student employability. | 7. Microsoft Office 2013 is being considered to help improve the classroom technology to the most current available. The department is working with Computer Services on campus to see when this could be made available. Modifications of current testing and adding IC3 and MCAS testing certifications will be offered to students completing various BOT courses which will align our department with the industry recognized certifications. Northeast is a Certiport testing center and currently offers testing services to any interested parties. |
8. Graduates of the Microcomputer Technology program will report a satisfactory or above rating in their personal evaluation of their major at time of graduation.

8. Through analyzed responses on the Spring 2012 Survey of Student Opinions completed by graduate candidates, students majoring in Microcomputer Technology will report a 4.00 or higher rating (on a 5-point scale) in the area of “Course content in your major areas of study.”

8. The survey responses are not broken down by major, so no data is available this year.

8. The department is planning to change to a new expected outcome, or we will work with the Office of Planning and Research to modify the survey results so the current outcome becomes measurable.
**INSTITUTIONAL EFFECTIVENESS PLAN**  
**2012-2013**  
**Office Systems Technology**

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Northeast Mississippi Community College Business and Business Technology Division exists to provide quality instructional programs and services in business—in the areas of accounting, computers, economics, law, management, marketing, office administration, childcare, and culinary arts. The instructional efforts are designed to prepare students for advancement in their chosen careers and/or for their continuing educational opportunities.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Students will be able to apply computer concepts and complete tasks using computer application software. | 1a. Students majoring in Office Systems Technology will score at or above the Proficient level on the Spring 2012 MS-CPAS Mississippi Career Planning and Assessment System in the program area cluster/competency “Management and Operation of the Computer.”  
1b. Students completing BOT 2833 Integrated Computer Applications will score at least 80 percent on the final project based on scoring rubric.  
1c. Eighty percent of the students completing BOT 1143 Word Processing will pass the MCAS Word Certification exam. | 1a. Eighty-three percent of Office Systems Technology students scored at or above the Proficient Performance (70%-80%) level and fifty percent scored at the Advanced Performance (>80%) level in the category "Microcomputer Applications."  
1b. All students in BOT 2833 Integrated Computer Applications scored at least 85 percent on the final project based on a scoring rubric.  
1c. Seventy-five percent of students completing BOT 1143 Word Processing received MCAS Word Certification. | 1a. Continue to review CPAS questions while providing additional remediation in BOT 1133 Microcomputer Applications.  
1b. Continue to provide ample instruction and practice projects on the application of each part of the Microsoft Office software package in BOT 1143 Word Processing, BOT 1813 Electronic Spreadsheet and BOT 2323 Database Management.  
1c. Continue to ensure students who purchase test vouchers are also provided with a retake and a trial version of certification test preparation materials. |
| 2. Students will be able to demonstrate proper keyboarding skills. | 2. Seventy-five percent of the students completing BOT 1123 Keyboard Skillbuilding will achieve a minimum of 50 gross words per minute on a 5-minute timed writing with no more than 5 errors. | 2. Eighty percent of the students completing BOT 1123 Keyboard Skillbuilding achieved a minimum of 50 gross words per minute on a 5 minute timed writing with no more than 5 errors. | 2. Continue to assign online practice sessions to students to provide more opportunities to achieve speed and accuracy requirements. Students not meeting objectives will be encouraged to utilize additional timed-writing software programs. |
| 3. Students will be able to apply professional development and job skills in an office work environment. | 3. Students completing BOT 2913 Supervised Work Experience will score at least “Average” on Overall Performance on the Direct Supervisor Final Evaluation Form. | 3. All students completing BOT 2913 Supervised Work Experience scored at least "Very Good" or "Outstanding" on the Direct Supervisor Final Evaluation Form. | 3. Continue to use Discussion Board forum through Blackboard for students participating in BOT 2913 Supervised Work Experience to post questions or employment concerns. Found the discussion board to be very useful. |
| 4. Office Systems graduates will obtain employment in a related field. | 4. Eighty-five percent of Office Systems Technology graduates will be employed in a degree-related field as reported on the 2011-2012 Office of Planning and Research Positive Placement of Completers Report. | 4. Eighty-six percent of Office Systems Technology graduates were reported as positively placed or continuing their education as reported on teh 2011-2012 Office of Planning and Research Positive Placement of Completers Report. | 4. Continue to encourage program completers to attend campus and other local job fairs where potential employers are available to speak with interested students. |
| 5. Students who are graduate candidates in the Office Systems Technology program will be satisfied with the course content in their major area of study. | 5. Through the analyzed responses on the Spring 2012 Survey of Student Opinions completed by graduate candidates, the students majoring in Office Systems Technology will give an average satisfaction rating equal to or above the national rating to the following item, “Course content in your major area of study.” | 5. NEMCC graduates in Office Systems Technology reported a satisfaction rating of 4.28 which is above the national average of 3.98 for "Course content in your major area of study." | 5. No action necessary. |
**INSTITUTIONAL EFFECTIVENESS PLAN**  
**2012-2013**  
**Paralegal Technology**

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Northeast Mississippi Community College Business and Business Technology Division exists to provide quality instructional programs and services in business—in the areas of accounting, computers, economics, law, management, marketing, office administration, childcare, and culinary arts. The instructional efforts are designed to prepare students for advancement in their chosen careers and/or for their continuing educational opportunities.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students of the Paralegal Technology program will possess occupation specific skills</td>
<td>1. On the Spring 2012 MS Career Planning and Assessment System Occupation Specific Cluster Exam (MS-CPAS), students will attain an average score in the proficient level of all program cluster areas.</td>
<td>1. Students attained an average score of 82% with proficient ranging from 70% to 80%.</td>
<td>1. Curriculum revisions were deemed successful as Northeast paralegal students scored 4% above the state average. No action necessary.</td>
</tr>
<tr>
<td>2. Students will report a satisfactory or above rating in their personal evaluation of the course content provided in their major.</td>
<td>2. Through responses on the Spring 2012 Survey of Student Opinions, students will rate 4 or above (1-5 scale) as satisfied with “Course content in your major area of study.”</td>
<td>2. Students reported 4.40% satisfaction level on the course content in their major area of study.</td>
<td>2. A slight increase was noted in satisfaction of course content, curriculum will be reviewed again in the 2013-2014 school year at the state level.</td>
</tr>
<tr>
<td>3. Employers of the Paralegal Technology graduates will be satisfied with the Quality of work of the students they have employed.</td>
<td>3. Seventy percent of employers verbally surveyed in October 2012 will respond as being satisfied in the overall job preparation of the student employee.</td>
<td>3. 100% of the employers surveyed responded “satisfied” with the paralegal students overall job performance.</td>
<td>3. 77% of employers responded to the survey, an increase of 4%. Efforts will continue to make responding to the survey user friendly for the employer.</td>
</tr>
<tr>
<td>4. Graduates of Paralegal Technology will obtain employment in the field, a related field or continue their education.</td>
<td>4. 80% or above of the Paralegal Technology graduates will be employed in a degree-related field or continue their education as reported on the October 2012 Mississippi Department of Education office of Career and Technical Education Follow Up Report.</td>
<td>4. 75% of paralegal graduates were employed in the field, a related field or continued education.</td>
<td>4. Non-traditional employment opportunities using their legal skills will continue to be stressed to graduates as well as employers in the community.</td>
</tr>
</tbody>
</table>
### College Purpose Statement(s):
(P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

### Long-Range Goal(s):
(L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

### Short-Term Goal(s):
(S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

### Division Purpose Statement:
The Northeast Mississippi Community College Business and Business Technology Division exists to provide quality instructional programs and services in business—in the areas of accounting, computers, economics, law, management, marketing, office administration, childcare, and culinary arts. The instructional efforts are designed to prepare students for advancement in their chosen careers and/or for their continuing educational opportunities.

### Table: Expected Outcome, Assessment Criteria/Procedures, Assessment Results, Use of Results

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students in Web and Programming Technology will be competent in basic skills, site development foundation skills, and internet business foundation skills.</td>
<td>1. 80% of the Web and Programming Technology graduates will pass the national CIW Associate certification exam.</td>
<td>1. 67% of the Web and Programming students passed the CIW Foundations certification exam.</td>
<td>1. The CIW certification exam is based on objectives from three different modules. In the past the exam has been given over all objectives in the modules at one time. The curriculum has been changed to test on the objectives after each module.</td>
</tr>
<tr>
<td>2. The Web and Programming Technology program will become a CIW Authorized Academic Partner in order to deliver high stakes certification exams and provide discounts to our students on certification vouchers.</td>
<td>2. Application process for renewing a CIW AAP was started in December 2012 and the membership fee was paid.</td>
<td>2. Approval for renewal of the CIW AAP was given in January 2013.</td>
<td>2. The Web and Programming Technology program will continue to pay the membership due each year in order to maintain our status as a CIW AAP.</td>
</tr>
<tr>
<td>3. Instructors in Web and Programming Technology will upgrade their skills by studying and passing additional certification exams. This will allow instructors to better prepare our students for the classes in the curriculum and workforce.</td>
<td>3. Instructors in Web and Programming will earn Pearson Certified Test Administrator Certification.</td>
<td>3. Both instructors passed the Pearson Certified Test Administrator certification exam in 2012.</td>
<td>3. Although not action is necessary, instructors will continue to upgrade their skills by taking and passing additional certification exams.</td>
</tr>
<tr>
<td>4. To provide Web and Programming Technology students with an up-to-date curriculum seeking input from employers and potential employers of Web and Programming graduates as to what skills are required of their employees.</td>
<td>4. The Web and Programming Technology faculty will meet annually with the Craft/Advisory Committee to ensure that graduates are meeting the needs of area businesses and to update our curriculum as needed.</td>
<td>4. Advisory committee met in October 2012.</td>
<td>4. Advisory committee agreed that it would be best to teach objectives for the CIW certification in three separate modules and test after each one.</td>
</tr>
</tbody>
</table>

---

39
DIVISION OF ENGINEERING TECHNOLOGY
& OCCUPATIONAL EDUCATION

The Division of Engineering Technology and Occupational Education includes programs in Automotive Mechanics and Service Technician, Civil Engineering Technology, Collision Repair Construction Engineering Technology, Computer Aided Design & Drafting Technology, Diesel Power Technology, Electrical Technology, Heating and Air Conditioning Technology, Industrial Maintenance Technology, and Machine Tool and Die Technology. These programs are designed to provide skilled graduates in career and technical programs supported by academic preparation essential for industries and business. The curricula, which includes necessary equipment list, are under constant review and evaluation by local advisory committees, and by state mandated program standards and measures. As changes occur in the regional and global enterprises, compatible changes are made in career-technical curricula.

Currently, the administrative office is staffed by an academic division head, Ritchie Williams, and an administrative assistant, Lori Rinehart. Our faculty consists of the following: Diane Brown—Special Populations Instructor, Ray Gaillard—Construction Engineering Technology, Greg Hardin—Automotive Mechanics, William Johnson—Electrical Technology, Stevie Lovelace—Machine Tool and Die Technology, Jeff Melson—Drafting, Randy Mitchell—Collision Repair, Jerry Palmer—Automotive Mechanics, Ben Pratt—Diesel Power Technology, Jody Presley—Special Populations Instructor, Bobby Scott—Civil Engineering Technology, Mike Snowden—Machine Tool and Die Jimmy Whitehead—Industrial Maintenance Technology, Russ Bullard—HVAC

Each faculty member strives to make sure each student is afforded every opportunity at a quality education. Also, instructors are vital in helping students obtain gainful employment upon program completion. Below are the positive placement numbers of the 2011-2012.

<table>
<thead>
<tr>
<th>Name of Program</th>
<th>% Passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Mechanics and Service Technology (AAS/CERT)</td>
<td>100% (9 of 9)</td>
</tr>
<tr>
<td>Civil Engineering Technology</td>
<td>100% (6 of 6)</td>
</tr>
<tr>
<td>Collision Body Repair (CERT)</td>
<td>100% (5 of 5)</td>
</tr>
<tr>
<td>Computer Aided Design &amp; Drafting</td>
<td>71.4% (5 of 7)</td>
</tr>
<tr>
<td>Construction Engineering</td>
<td>100% (2 of 2)</td>
</tr>
<tr>
<td>Diesel Power Technology</td>
<td>100% (6 of 6)</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>60.0% (6 of 10)</td>
</tr>
<tr>
<td>Forestry Technology</td>
<td>87.5% (7 of 8)</td>
</tr>
<tr>
<td>Heating and Air Conditioning Technology (AAS/CERT)</td>
<td>100% (9 of 9)</td>
</tr>
<tr>
<td>Industrial Maintenance Technology</td>
<td>54.5% (12 of 22)</td>
</tr>
<tr>
<td>Machine Tool and Die Technology (AAS/CERT)</td>
<td>100% (16 of 16)</td>
</tr>
</tbody>
</table>

**OVERALL AVERAGE PLACEMENT RATE**: 83.0% (83 of 100)

<table>
<thead>
<tr>
<th>CPAS 2012-2013</th>
<th>% Passage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Technology</td>
<td>67.0% (8 of 12)</td>
</tr>
<tr>
<td>Civil Engineering Technology</td>
<td>67.0% (4 of 6)</td>
</tr>
<tr>
<td>Collision Body Repair</td>
<td>100% (6 of 6)</td>
</tr>
<tr>
<td>Computer Aided Design &amp; Drafting</td>
<td>100% (5 of 5)</td>
</tr>
<tr>
<td>Construction Engineering</td>
<td>83.0% (5 of 6)</td>
</tr>
<tr>
<td>Diesel Power Technology</td>
<td>60.0% (6 of 10)</td>
</tr>
<tr>
<td>Electrical Technology</td>
<td>33.0% (3 of 9)</td>
</tr>
<tr>
<td>Forestry Technology</td>
<td>83.0% (5 of 6)</td>
</tr>
<tr>
<td>Heating and Air Conditioning Technology</td>
<td>38.0% (3 of 8)</td>
</tr>
<tr>
<td>Industrial Maintenance Technology</td>
<td>88.0% (14 of 16)</td>
</tr>
<tr>
<td>Machine Tool and Die Technology</td>
<td>100% (15 of 15)</td>
</tr>
</tbody>
</table>
2012-2013 Accomplishments:
1. NE BMC Construction Conference at Blue Mountain College by CET Program.
2. Ray Galliard is a member of the Willis Highway and Bridge Safety Peer Committee that met in Chicago.
3. Ray Galliard was recertified in Mobile Crane Inspection by the Crane Institute of America.
4. Ray Galliard was certified as a NCCER Trainer.
5. CET Students obtained OSHA 10 (freshman) and OSHA 30 (sophomores) training.
6. Safety class received competent person in excavation training at Trenchsafety and Supply, Inc. in Memphis, Tennessee.

Five-Year Projections:
2013-2014
1. Continue efforts to develop articulation plan with state universities for technical education transfer students.
2. Create new programs to adapt to an ever changing workforce.
3. Continue recruitment of non-traditional students into non-traditional programs.
4. Create a core curriculum that encompasses all areas of C/T Education and branches out into specialized program areas.
5. Provide state of the art professional development to all C/T instructors.
6. Create C/T Administrative Advisory Board.

2014-2015:
1. Upgrade equipment in all areas to industry standards.
2. Upgrade all laboratory equipment compatible with modern industrial/business training operations.
3. Revise curriculums to provide better programs of study.
4. Continue to develop new programs to adapt to an ever changing workforce.

2015-2016:
1. Develop hybrid classes to help meet student needs.
2. Develop modular class format to meet needs of students who work.
3. Introduce welding as one-year certificate program.

2016-2017:
1. Begin a rotation schedule to keep computer labs up-to-date with latest technological advances.
2. Continue equipment upgrades to stay current with business and industry.
3. Review all programs to ensure needs of students and industry partners are being met.
4. Create at least one new program of study with a one and two-year option that addresses current and future needs of industry in our area.

2017-2018:
1. Offer CTE students textbooks through electronic means.
2. Provide opportunities for students to pursue internships through various companies.
3. Continue to use industry feedback to help improve our programs.
4. Increase communication with secondary schools to help ensure a seamless transition for students into post-secondary career-tech education.
**INSTITUTIONAL EFFECTIVENESS PLAN**

**2012-2013**

**Automotive Mechanics & Automotive Service Technician**

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes--To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Division of Engineering Technology and Occupational Education is dedicated to providing certificate and degree career-technical programs that are world class education process systems capable of equipping individuals with academic, technical and responsible personal skills for the global employment market and for opportunities for life-long learning.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will illustrate how fuel systems and computer engine controls operate.</td>
<td>1. 75% of the students who complete the fuel systems and computer engine control units will apply mastery of the skill.</td>
<td>1. 90% of students were successful in mastering the skill.</td>
<td>1. Instructors reviewed latest software on fuel systems and engine controls.</td>
</tr>
<tr>
<td>2. Students enrolled in their final semester will demonstrate occupational competency in Auto Mechanics theory.</td>
<td>2. Through the MS-CPAS Exam Spring 2012, 80% of the students will score 50% or better on the Occupational Clusters.</td>
<td>2. Eleven of Eleven (100%) students scored 50% or higher on the MSCPAS-Spring 2012.</td>
<td>2. Instructors will continue to be updated through the RCU about updating test item bank for CPAS. Results of CPAS scores will be studied to identify weak areas. Instructors will then seek ways through curriculum updates, software, research, and real life situations to improve upon weak area scores.</td>
</tr>
<tr>
<td>3. Graduates/Completers will obtain placement in the occupational field or continue their education in a related area.</td>
<td>3. 70% or above of graduates will report employment positive placement or continuing education in the field as reported on the Mississippi Department of Education Office of Career and Technical Follow-up Report and State Board of Community College’s report October 2012.</td>
<td>3. Placement rates for graduates were just under 83% as reported on the Mississippi Community College Board's Annual report, October 2012.</td>
<td>3. Will use a different source for data concerning positive placement for graduates during the 2013 fiscal year. We will use the employment satisfaction survey results to determine outcomes/results.</td>
</tr>
<tr>
<td>4. Employers will be satisfied with the student’s technical/occupational skills performance.</td>
<td>4. 90% of employers will be satisfied with technical/occupational skills performance from information obtained through instructor visits, communications and Advisory Committee minutes.</td>
<td>4. Over 90% of employers on our advisory committees were satisfied with our student's skills and performance.</td>
<td>4. Next year we will use data from the Employer Satisfaction Surveys to better determine the effectiveness of our programs.</td>
</tr>
</tbody>
</table>
### College Purpose Statement(s):

(P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

### Long-Range Goal(s):

(L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

### Short-Term Goal(s):

(S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

### Division Purpose Statement:

The Division of Engineering Technology and Occupational Education is dedicated to providing certificate and degree career-technical programs that are world class education process systems capable of equipping individuals with academic, technical and responsible personal skills for the global employment market and for opportunities for life-long learning.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to apply land and highway survey principles and applications.</td>
<td>1. 90% of the students who complete the survey principles and applications unit will score a 75% or above on the final written exam.</td>
<td>1. 83% of the students showed mastery of the skills.</td>
<td>1. All software used within the program has been evaluated to ensure it is of high teaching quality. Also, curriculum for this course has been reviewed to ensure all objectives are being met.</td>
</tr>
<tr>
<td>2. Students will demonstrate occupational competency in Civil Engineering Technology theory.</td>
<td>2. Through the MS-CPAS Exam Spring 2012, 80% of the students will score 50% or better on the Occupational Clusters.</td>
<td>2. 83% of students scored 50% or above on the MSCPAS.</td>
<td>2. Instructor will review results from MSCPAS to identify areas of weakness and concern.</td>
</tr>
<tr>
<td>3. Students will demonstrate use of engineering equipment to include computers, electronic distance measuring devices and GPS equipment.</td>
<td>3. 75% of the students who complete the computer and GPS equipment and measuring device units will master the skill with a score of 75% or higher on classroom demonstration by instructor observation.</td>
<td>3. 84% of students mastered the skill associated with the GPS system and electronic distance measuring devices.</td>
<td>3. Equipment, computer and software needs were reviewed to meet current trends within the industry.</td>
</tr>
<tr>
<td>4. Graduates/Completers will obtain placement in the occupational field or continue their education in a related area.</td>
<td>4. Over 65% of graduates will report employment placement or continuing education in the field as reported on the Mississippi Department of Education Office of Career and Technical Education Follow-up Report October 2012.</td>
<td>4. Placement rates for graduates were just under 83% as reported on the Mississippi Community College Board's Annual report, October 2012.</td>
<td>4. Will use a different source for data concerning positive placement for graduates during the 2013 fiscal year. We will use the employment satisfaction survey results to determine outcomes/results.</td>
</tr>
<tr>
<td>5. Employers will be satisfied with the student’s technical/occupational skills performance.</td>
<td>5. Through information obtained from Advisory/Craft committee reports, 100% of the employers report satisfaction with students’ technical/occupational skills performance.</td>
<td>5. Over 90% of employers on our advisory committees were satisfied with our student's skills and performance.</td>
<td>5. Next year we will use data from the Employer Satisfaction Surveys to better determine the effectiveness of our programs.</td>
</tr>
</tbody>
</table>
**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Division of Engineering Technology and Occupational Education is dedicated to providing certificate and degree career-technical programs that are world class education process systems capable of equipping individuals with academic, technical and responsible personal skills for the global employment market and for opportunities for life-long learning.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will analyze collision damage for repair estimating.</td>
<td>1. 75% of the students who complete the Collision Analysis and Estimation Unit will demonstrate mastery of the skill taught through the use of ADP Software by earning 80% or above.</td>
<td>1. 87% of students mastered the skill upon the completion of the Collision Analysis and Estimation Unit using ADP software.</td>
<td>1. The total percentage of those mastering increased by 2% over last year. Deficiencies will be studied to find where adjustments and improvements can be made.</td>
</tr>
<tr>
<td>2. Students will demonstrate occupational competency in Auto Body theory.</td>
<td>2. Through the MS-CPAS Exam Spring 2012, 80% of the students will score 50% or better on the Occupational Clusters.</td>
<td>2. 100% of the Collision Repair students who took the MSCPAS in the Spring of 2012 scored 50% or higher.</td>
<td>2. Results, along with test bank questions, will be reviewed to see where deficiencies might be.</td>
</tr>
<tr>
<td>3. Employers will be satisfied with the student’s technical/ occupational skills performance.</td>
<td>3. 90% of employers will be satisfied with technical/occupational skills performance from information obtained through the Advisory/Craft Committee minutes.</td>
<td>3. Over 90% of employers on our advisory committees were satisfied with our student's skills and performance.</td>
<td>3. Next year we will use data from the Employer Satisfaction Surveys to better determine the effectiveness of our programs.</td>
</tr>
<tr>
<td>4. Graduates/Completers will obtain placement in the occupational field or continue their education in a related area.</td>
<td>4. Over 65% of graduates will report employment placement or continuing education in the field as reported on the October 2012 Mississippi Department of Education Office of Career/Technical Follow-up Report and State Board of Community College’s report.</td>
<td>4. Placement rates for graduates were just under 83% as reported on the Mississippi Community College Board's Annual report, October 2012.</td>
<td>4. We will use a different source for data concerning positive placement for graduates during the next fiscal year. We will use the employment satisfaction survey results to determine outcomes/results.</td>
</tr>
</tbody>
</table>
## INSTITUTIONAL EFFECTIVENESS PLAN
### 2012-2013
#### Computer Aided Design & Drafting Technology

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Division of Engineering Technology and Occupational Education is dedicated to providing certificate and degree career-technical programs that are world class education process systems capable of equipping individuals with academic, technical and responsible personal skills for the global employment market and for opportunities for life-long learning.

### Expected Outcome | Assessment Criteria/Procedures | Assessment Results | Use of Results
---|---|---|---
1. Students will demonstrate occupational competency in Computer Aided Design theory. | 1. Through the MS-CPAS Exam Spring 2012, 80% of the students will score 50% or better on the Occupational Clusters. | 1. 100% (5 of 5) scored 50% or higher on the Spring MSCPAS. In fact, 100% scored 70% or above on the test. | 1. Instructor will continue to prepare students for MSCPAS by examining past test to see where problems may exist. |
2. Students will develop conventional drafting practices, applications, and interpretations of working drawings. | 2. 75% of the students who complete the identified drafting units will show mastery of the technique and skill taught through the use of conventional and computer equipment and software. | 2. 87% of the students mastered the technique and the skill. | 2. Each year the software for this program is updated to ensure that students are being trained on the latest advances. |
3. Graduates/Completers will obtain placement in the occupational field or continue their education. | 3. Over 65% of graduates will report employment placement or continuing education in the field as reported on the Mississippi Department of Education Office of Career and Technical Education Follow-Up Report and State Board of Community College’s report. October 2013. | 3. 85% of students reported employment/continued education in the field. | 3. No action necessary at this time. |
4. Employers will be satisfied with the student’s technical/occupational skills performance. | 4. Ninety percent of employers will be satisfied with technical/occupational skills performance from information obtained through instructor visits, communications and Advisory Committee meetings. | 4. Of the employers who responded to survey reported above average approval ratings with students’ technical/occupational skills. | 4. Each year, the advisory committee is questioned at our annual meeting regarding what employers need and expect of graduates. These findings are then incorporated into the curriculum when feasible. |
5. Students will demonstrate thoroughness in the completion of reading journal entries. (Goal 3) Integration by division according to following timeline: 2011-Engineering Technology and Occupational Education. | 5. 95% of the students will achieve an average rating of 3 on a 5 point rubric evaluating thoroughness on terminal reading journal entries. | 5. 100% of students scored at least a 3 out of five on evaluating thoroughness within reading journals. | 5. Instructor will incorporate new and different reading materials to help increase comprehension skills. |
6. Students will identify the main and secondary ideas. (Goal 3) Integration by division according to the following timeline: 2011-Engineering Technology and Occupational Education. | 6. 95% of students will achieve an average rating of 3 on a 5 point rubric identifying the main and secondary ideas as indicated on the Comprehension area of a terminal reading journal. | 6. 100% of students were able to score at least a 3 on a 5 point rubric concerning identifying the main and secondary ideas as indicated on the Comprehension area of a terminal reading journal. | 6. We will continue to stress reading across the curriculum to help insure student success in the classroom. |
| 7. Students will improve their vocabulary through use of reading journal entries. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education. | 7. 95% of students will achieve an average rating of 3 on a 5 point rubric by making a list of and defining vocabulary words in the terminal reading journal. | 7. 100% of students scored a three or higher on vocabulary improvement. | 7. Vocabulary improvement will continue to be a emphasis across the curriculum. |
| 8. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education | 8. 95% of students will achieve an average rating of 3 on a 5 point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries in the area of Analysis. | 8. 100% of the students scored three or higher on comprehending the purpose of the meaning of text. | 8. A new rubric has been developed that will address all components. |
### INSTITUTIONAL EFFECTIVENESS PLAN

#### 2012-2013

**Construction Engineering Technology**

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Division of Engineering Technology and Occupational Education is dedicated to providing certificate and degree career-technical programs that are world class education process systems capable of equipping individuals with academic, technical and responsible personal skills for the global employment market and for opportunities for life-long learning.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will calculate and illustrate estimating construction projects.</td>
<td>1. 75% of the students who complete the construction project estimating unit will show mastery of the technical knowledge and skill taught by scoring 85% or above on written exam.</td>
<td>1. 80% of the students showed mastery of the technical knowledge and skill taught by scoring 85% or above on written exam.</td>
<td>1. We will continue to monitor and increase student retention by using various teaching methods in the classroom.</td>
</tr>
<tr>
<td>2. Students will demonstrate occupational competency in Construction Engineering Technology theory.</td>
<td>2. Through the MS-CPAS Exam, Spring 2012, 80% of the students will score 50% or better on the Occupational Clusters.</td>
<td>2. 83% of the students passed the CPAS exam, Spring 2012.</td>
<td>2. We will use the results to improve our instruction techniques in order to improve scores.</td>
</tr>
<tr>
<td>3. Students will demonstrate safety practices.</td>
<td>3. 75% of the students who complete the safety practices unit will pass best practices of the safety process taught by earning a Competent Person certification.</td>
<td>3. 100% of the students earned a Competent Person certification concerning safety.</td>
<td>3. We will continue to emphasize safety and the certifications associated with safety in order to better prepare our graduates.</td>
</tr>
<tr>
<td>4. Graduates/completers will obtain placement in the occupational field or continue their education.</td>
<td>4. Over 65% of graduates will report employment placement or continuing education in the field as reported on the Mississippi Department of Education Office of Career and Technical Education Follow-up Report and State Board of Community College’s report October 2012.</td>
<td>4. Placement rates for graduates were just under 83% as reported on the Mississippi Community College Board's Annual report, October 2012.</td>
<td>4. We will use a different source for data concerning positive placement for graduates during the 2013 year. We will use the employment satisfaction surveys to determine outcomes/results.</td>
</tr>
<tr>
<td>5. Employers of the summer internships will be satisfied with student performance.</td>
<td>5. 90% of the employers with internships will be satisfied with student performance. Information will be obtained through employer satisfaction survey.</td>
<td>5. 100% of employers with internships were satisfied with student performance.</td>
<td>5. We will continue to use information from the employment satisfaction survey to help improve our class offerings.</td>
</tr>
<tr>
<td>6. Students will demonstrate thoroughness in the completion of reading journal entries. (Goal 3) Integration by division according to following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td>6. 95% of the students will achieve an average rating of 3 on a 5 point rubric evaluating thoroughness on terminal reading journal entries.</td>
<td>6. 100% of the students achieved an average rating of 3 on a 5 point rubric on evaluating thoroughness on terminal reading journal entries.</td>
<td>6. We will continue to stress reading across the curriculum in order to improve student success.</td>
</tr>
<tr>
<td>7. Students will identify the main and secondary ideas. (Goal 3) Integration by division according to the following timeline: 2011-Engineering Technology and Occupational Education</td>
<td>7. 95% of students will achieve an average rating of 3 on a 5 point rubric identifying the main and secondary ideas as indicated on the Comprehension area of a terminal reading journal.</td>
<td>7. 100% of students were able to score at least a 3 on a 5 point rubric concerning identifying the main and secondary ideas as indicated on the Comprehension area of a terminal reading journal.</td>
<td>7. We will continue to stress reading across the curriculum to help insure student success in the classroom.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8. Students will improve their vocabulary through use of reading journal entries. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td>8. 95% of students will achieve an average rating of 3 on a 5 point rubric by making a list of and defining vocabulary words in the terminal reading journal.</td>
<td>8. 100% of students scored at least a 3 out of 5 on vocabulary improvement.</td>
<td>8. Vocabulary improvement will continue to be a emphasis across the curriculum.</td>
</tr>
<tr>
<td>9. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education</td>
<td>9. 95% of students will achieve an average rating of 3 on a 5 point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries in the area of Analysis.</td>
<td>9. 100% of students scored at least a 3 on a 5 point rubric concerning evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries in the area of Analysis.</td>
<td>9. Reading across the curriculum will continue to be emphasized in order to insure student success in the classroom.</td>
</tr>
</tbody>
</table>
INSTITUTIONAL EFFECTIVENESS PLAN  
2012-2013  
Diesel Power Technology

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.  
**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.  
**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Division of Engineering Technology and Occupational Education is dedicated to providing certificate and degree career-technical programs that are world class education process systems capable of equipping individuals with academic, technical and responsible personal skills for the global employment market and for opportunities for life-long learning.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will identify diesel engine types and use computer system diagnostics and computer database driven troubleshooting techniques.</td>
<td>1. 75% of the students who complete the engine, diagnostics troubleshooting technique units will score 80% of the skill taught with the use of laboratory equipment on a teacher generated checklist.</td>
<td>1. 90% of the students who completed the engine, diagnostics troubleshooting technique units scored 80% of the skill taught.</td>
<td>1. We will continue to improve on instruction techniques and demonstrations in order to increase student success.</td>
</tr>
<tr>
<td>2. Students will demonstrate occupational competency in Diesel Power Technology theory.</td>
<td>2. Through the MS-CPAS Exam, Spring 2012, 80% of the students will score 50% or better on the Occupational Clusters.</td>
<td>2. 60% of the students passed the Spring 2012 CPAS test.</td>
<td>2. We will use the results to identify areas of instruction to focus on. We will use different techniques and strategies to improve scores.</td>
</tr>
<tr>
<td>3. Students will demonstrate use of power train systems and power shift transmissions.</td>
<td>3. 75% of the students who complete the power train systems and power shift transmissions will apply mastery of the skill taught by scoring 80% or higher on hands-on project documented by instructor observation and checklist.</td>
<td>3. 85% of the students who completed the power train systems and power shift transmissions scored 80% or higher on hands-on projects.</td>
<td>3. We will continue to improve instruction and use new strategies to increase student success.</td>
</tr>
<tr>
<td>4. Graduates/Completers will obtain placement in the occupational field or continue their education in a related area.</td>
<td>4. Over 65% of graduates will report employment placement or continuing education in the field as reported on the Mississippi Department of Education Office of Career/Technical Education Follow-up Report and State Board of Community College’s report, October 2012.</td>
<td>4. Placement rates for graduates were just under 83% as reported on the Mississippi Community College Board's Annual report, October 2012.</td>
<td>4. We will use a different source of data concerning positive placement for graduates during 2013. We will use the employment satisfaction survey results to determine outcomes/results.</td>
</tr>
<tr>
<td>5. Employers will be satisfied with the student’s technical/occupational skills performance.</td>
<td>5. 75% of employers on the Employer Evaluation of Career/Technical Completers Survey 10-11, mailed within six month of employment, will respond with a mean score of 4 (Good) or higher on Likert scale (0-5) with 5 being very good in response to the item “How would you rate the employee in job-related technical knowledge-demonstrates knowledge related to work”?</td>
<td>5. 80% of employers on the Employer Evaluation of Career/Technical Completers Survey 10-11, mailed within six month of employment, responded with a mean score of 4 (Good) or higher on Likert scale (0-5) with 5 being very good in response to the item “How would you rate the employee in job-related technical knowledge-demonstrates knowledge related to work”?</td>
<td>5. During 2013 we will use results from the Employer Satisfaction Survey to help improve student success and employer satisfaction.</td>
</tr>
</tbody>
</table>
INSTITUTIONAL EFFECTIVENESS PLAN  
2012-2013  
Electrical Technology

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.  

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.  

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.  

**Division Purpose Statement:** The Division of Engineering Technology and Occupational Education is dedicated to providing certificate and degree career-technical programs that are world class education process systems capable of equipping individuals with academic, technical and responsible personal skills for the global employment market and for opportunities for life-long learning.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate knowledge of the National Electrical Code.</td>
<td>1. 75% of the students who complete the National Electrical Code unit will score 90% on individual projects used to measure the skill and knowledge acquired through the use of National Electrical Code.</td>
<td>1. 80% of the students who completed the National Electrical Code unit scored 90% on individual projects used to measure the skill and knowledge acquired through the use of National Electrical Code.</td>
<td>1. We will use the results to improve instruction and also to insure student success.</td>
</tr>
<tr>
<td>2. Students will demonstrate occupational competency in Electrical Technology theory</td>
<td>2. Through the MS-CPAS Exam Spring 2012, 80% of the students will score 50% or better on the Occupational Clusters.</td>
<td>2. 30% of the students passed the CPAS test, Spring 2012.</td>
<td>2. We will use the results to focus on certain instructional areas to improve scores and student success.</td>
</tr>
<tr>
<td>3. Students will apply the use of programmable logic controllers and systems programming.</td>
<td>3. 75% of the students who complete the Programmable Logic Controllers unit will apply mastery of knowledge and skill taught by scoring 90% or higher on an instructor-made performance assessment model.</td>
<td>3. 82% of the students who completed the Programmable Logic Controllers unit applied mastery of knowledge and skill taught by scoring 90% or higher on an instructor-made performance assessment model.</td>
<td>3. We will use the results to assess teaching methods and strategies to insure the improvement of scores and student success.</td>
</tr>
<tr>
<td>4. Graduates/Completers will obtain placement in the occupational field or continue their education</td>
<td>4. Over 65% of graduates will report employment placement or continuing education in the field as reported on the October 2012 Mississippi Department of Education Office of Career/Technical Education Follow-up Report and State Board of Community College’s report October 2012.</td>
<td>4. Placement rates for graduates were just under 83% as reported on the Mississippi Community College Board's Annual Report, October 2012.</td>
<td>4. We will use a different source for data concerning positive placement for graduates. We will use the Employee Satisfaction Survey results to determine outcomes/results.</td>
</tr>
<tr>
<td>5. Employers will be satisfied with the student’s technical/occupational skills performance.</td>
<td>5. 90% of employers will be satisfied with technical/occupational skills performance from information obtained through the Advisory/ Craft committee minutes.</td>
<td>5. Over 90% of employers on our advisory committees were satisfied with our student's skills and performance.</td>
<td>5. Next year we will use the Employer Satisfaction Survey results to determine the effectiveness of our programs.</td>
</tr>
<tr>
<td>6. Students will demonstrate thoroughness in the completion of reading journal entries. (Goal 3) Integration by division according to following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td>6. 95% of the students will achieve an average rating of 3 on a 5 point rubric evaluating thoroughness on terminal reading journal entries.</td>
<td>6. 100% of the students achieved an average rating of 3 on a 5 point rubric on evaluating thoroughness on terminal reading journal entries.</td>
<td>6. We will continue to stress reading across the curriculum to help insure student success in the classroom.</td>
</tr>
<tr>
<td>Goal</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Students will identify the main and secondary ideas. (Goal 3) Integration by division according to the following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>95% of students will achieve an average rating of 3 on a 5 point rubric identifying the main and secondary ideas as indicated on the Comprehension area of a terminal reading journal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>100% of students achieved an average rating of 3 on a 5 point rubric on identifying the main and secondary ideas as indicated on the Comprehension area of a terminal reading journal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Reading across the curriculum will continue to be emphasized in order to insure student success in the classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Students will improve their vocabulary through use of reading journal entries. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>95% of students will achieve an average rating of 3 on a 5 point rubric by making a list of and defining vocabulary words in the terminal reading journal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>100% of students achieved an average rating of 3 on a 5 point rubric by making a list of and defining vocabulary words in the terminal reading journal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Vocabulary improvement will continue to be an emphasis across the curriculum.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>95% of students will achieve an average rating of 3 on a 5 point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries in the area of Analysis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>100% of students achieved an average rating of 3 on a 5 point rubric on evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries in the area of Analysis.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>We will continue to stress reading across the curriculum to help insure student success in the classroom.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**INSTITUTIONAL EFFECTIVENESS PLAN**  
**2012-2013**  
Forestry Technology

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.  
**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.  
**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Division of Engineering Technology and Occupational Education is dedicated to providing certificate and degree career-technical programs that are world class education process systems capable of equipping individuals with academic, technical and responsible personal skills for the global employment market and for opportunities for life-long learning.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will perform forest measurements.</td>
<td>1. 75% of the students who complete the forest measurement unit will perform the task and achieve a score of 80% of the skill taught through on site locations with specialty/equipment check list.</td>
<td>1. 100% of the students who completed the forest measurement unit performed the task and achieved a score of 80% of the skill taught through on site locations with specialty/equipment check list.</td>
<td>1. Program has been terminated.</td>
</tr>
<tr>
<td>2. Students will demonstrate occupational competency in Forestry Technology theory.</td>
<td>2. Through the MS-CPAS Exam Spring 2012, 80% of the students will score 50% or better on the Occupational Clusters.</td>
<td>2. 87% of the students passed the CPAS exam in Spring 2012.</td>
<td>2. Program has been terminated.</td>
</tr>
<tr>
<td>3. Students will identify trees.</td>
<td>3. 75% of the students who complete the tree identification unit will apply mastery of the skill taught by earning a score of 85% or higher on their leaf collection project.</td>
<td>3. 100% of the students who completed the tree identification unit applied mastery of the skill taught by earning a score of 85% or higher on their leaf collection project.</td>
<td>3. Program has been terminated.</td>
</tr>
<tr>
<td>4. Graduates/Completers will obtain placement in the occupational field or continue their education in a related area.</td>
<td>4. Over 65% of graduates will report employment placement or continuing education in the field as reported on the Mississippi Department of Education Office of Career and Technical Education Follow-up Report and State Board of Community College’s report October 2012.</td>
<td>4. Placement rates for graduates were just over 82% as reported on the Mississippi Community College Board's Annual report, October 2012.</td>
<td>4. Program has been terminated.</td>
</tr>
<tr>
<td>5. Employers will be satisfied with the student’s technical/occupational skills performance.</td>
<td>5. 90% of employers will be satisfied with technical/occupational skills performance from information obtained Advisory/Craft Committee minutes.</td>
<td>5. Over 90% of employers are satisfied with technical/occupational skills performance from information obtained Advisory/Craft Committee minutes.</td>
<td>5. Program has been terminated.</td>
</tr>
<tr>
<td>6. Students will demonstrate thoroughness in the completion of reading journal entries. (Goal 3) Integration by division according to following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td>6. 95% of the students will achieve an average rating of 3 on a 5 point rubric evaluating thoroughness on terminal reading journal entries.</td>
<td>6. 100% of the students achieved an average rating of 3 on a 5 point rubric on evaluating thoroughness on terminal reading journal entries.</td>
<td>6. Program has been terminated.</td>
</tr>
<tr>
<td>7. Students will identify the main and secondary ideas. (Goal 3) Integration by division according to the following timeline: 2011-Engineering Technology and Occupational Education</td>
<td>7. 95% of students will achieve an average rating of 3 on a 5-point rubric identifying the main and secondary ideas as indicated on the Comprehension area of a terminal reading journal.</td>
<td>7. 100% of students achieved an average rating of 3 on a 5-point rubric on identifying the main and secondary ideas as indicated on the Comprehension area of a terminal reading journal.</td>
<td>7. Program has been terminated.</td>
</tr>
<tr>
<td>8. Students will improve their vocabulary through use of reading journal entries. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td>8. 95% of students will achieve an average rating of 3 on a 5-point rubric by making a list of and defining vocabulary words in the terminal reading journal.</td>
<td>8. 100% of students achieved an average rating of 3 on a 5-point rubric by making a list of and defining vocabulary words in the terminal reading journal.</td>
<td>8. Program has been terminated.</td>
</tr>
<tr>
<td>9. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td>9. 95% of students will achieve an average rating of 3 on a 5-point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries in the area of Analysis.</td>
<td>9. 100% of students achieved an average rating of 3 on a 5-point rubric on evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries in the area of Analysis.</td>
<td>9. Program has been terminated.</td>
</tr>
</tbody>
</table>
**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Division of Engineering Technology and Occupational Education is dedicated to providing certificate and degree career-technical programs that are world class education process systems capable of equipping individuals with academic, technical and responsible personal skills for the global employment market and for opportunities for life-long learning.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will apply repair techniques of heating, refrigeration, and air conditioning equipment.</td>
<td>1. 75% of the students who complete the repair units will score 80% mastery of the skills taught through the use of laboratory training equipment as shown on hands-on projects under the supervision of the instructor.</td>
<td>1. 80% of the students who completed the repair units scored 80% mastery of the skills taught through the use of laboratory training equipment as shown on hands-on projects under the supervision of the instructor.</td>
<td>1. We will use the results to evaluate our methods of instruction to better help insure student success.</td>
</tr>
<tr>
<td>2. Students will demonstrate occupational competency in Heating and Air Conditioning Technology.</td>
<td>2. Through the MS-CPAS Exam Spring 2012, 80% of the students will score 50% or better on the Occupational Clusters.</td>
<td>2. 38% of the students pass the CPAS exam, Spring 2012.</td>
<td>2. We will use the results to evaluate our methods of instruction. We will try new teaching techniques to help improve scores and student success.</td>
</tr>
<tr>
<td>3. Students will calculate computer heat load problems.</td>
<td>3. 75% of the students who complete the computer heat load calculations unit will score 80% mastery of the skill taught on written exam.</td>
<td>3. 80% of the students who completed the computer heat load calculations unit scored 80% mastery of the skill taught on written exam.</td>
<td>3. We will use the results to improve instruction and to improve student success.</td>
</tr>
<tr>
<td>4. Graduates/Completers will obtain placement in the occupational field or continue their education in a related area.</td>
<td>4. Over 65% of graduates will report employment placement of continuing education in the field as reported on the Mississippi Department of Education Office of Career and Technical Education Follow-up Report and State Board of Community College’s report October 2012.</td>
<td>4. Placement rates for graduates were just under 83% as reported on the Mississippi Community College Board's Annual report, October 2012.</td>
<td>4. We will use a different source for data concerning positive placement for graduates. We will use the Employer Satisfaction Survey results to determine outcomes/results.</td>
</tr>
<tr>
<td>5. Employers will be satisfied with the student’s technical/occupational skills performance.</td>
<td>5. 90% of employers will be satisfied with technical/occupational skills performance from information obtained Advisory/ Craft Committee minutes.</td>
<td>5. 100% of employers were satisfied with technical/occupational skills performance from information obtained Advisory/ Craft Committee minutes.</td>
<td>5. We will use the Employer Satisfaction Survey results from next year to help determine outcomes/results.</td>
</tr>
</tbody>
</table>
**INSTITUTIONAL EFFECTIVENESS PLAN**  
**2012-2013**  
**Industrial Maintenance Technology**

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.  
**Long-Range Goal(s):** (L1) Quality Student Outcomes--To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.  
**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Division of Engineering Technology and Occupational Education is dedicated to providing certificate and degree career-technical programs that are world-class education process systems capable of equipping individuals with academic, technical and responsible personal skills for the global employment market and for opportunities for life-long learning.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate basic principles of hydraulics/pneumatics as related to industrial maintenance.</td>
<td>1. 80% of the students who complete hydraulics/pneumatics will score 80% or above on the completed laboratory manuals.</td>
<td>1. 85% of the students who completed hydraulics/pneumatics scored 80% or above on the completed laboratory manuals.</td>
<td>1. We will use these results to improve instruction through introducing new instructional techniques and strategies to help improve student success.</td>
</tr>
<tr>
<td>2. Students will demonstrate occupational competency in Industrial Maintenance Technology theory.</td>
<td>2. Through the MS-CPAS Exam Spring 2012, 80% of the students will score 50% or better on the Occupational Clusters.</td>
<td>2. 88% of the students passed the CPAS exam, Spring 2012.</td>
<td>2. We will use the results to examine our instructional techniques and devise new strategies to help improve our scores.</td>
</tr>
<tr>
<td>3. Students will apply troubleshooting techniques.</td>
<td>3. 75% of the students who complete the troubleshooting techniques units will score 90% mastery of the skill technology taught on instructor model project.</td>
<td>3. 80% of the students who completed the troubleshooting techniques units scored 90% mastery of the skill technology taught on instructor model project.</td>
<td>3. We will use results to continually assess and revise instructional strategies and methods to improve scores.</td>
</tr>
<tr>
<td>4. Graduates/completers will obtain placement in the occupational field or continue their education.</td>
<td>4. Over 65% of graduates will report employment placement or continuing education in the field as reported on the Mississippi Department of Education Office of Career and Technical Education Follow-up Report and State Board of Community College’s report October 2012.</td>
<td>4. Placement rates for graduates were just over 82% as reported on the Mississippi Community College Board's Annual report, October 2012.</td>
<td>4. We will use the Employer Satisfaction Survey results during 2013 to help improve placement rates.</td>
</tr>
<tr>
<td>5. Students will demonstrate thoroughness in the completion of reading journal entries. (Goal 3) Integration by division according to following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td>5. 95% of the students will achieve an average rating of 3 on a 5 point rubric evaluating thoroughness on terminal reading journal entries.</td>
<td>5. 100% of the students achieved an average rating of 3 on a 5 point rubric on evaluating thoroughness on terminal reading journal entries.</td>
<td>5. We will continue to stress and emphasize reading across the curriculum to help improve student success.</td>
</tr>
<tr>
<td>6. Students will identify the main and secondary ideas. (Goal 3) Integration by division according to the following timeline: 2011-Engineering Technology and Occupational Education</td>
<td>6. 95% of students will achieve an average rating of 3 on a 5 point rubric identifying the main and secondary ideas as indicated on the Comprehension area of a terminal reading journal.</td>
<td>6. 100% of students achieved an average rating of 3 on a 5 point rubric on identifying the main and secondary ideas as indicated on the Comprehension area of a terminal reading journal.</td>
<td>6. We will continue to emphasize and stress reading across the curriculum.</td>
</tr>
<tr>
<td>7. Students will improve their vocabulary through use of reading journal entries. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td>7. 95% of students will achieve an average rating of 3 on a 5 point rubric by making a list of and defining vocabulary words in the terminal reading journal.</td>
<td>7. 100% of students achieved an average rating of 3 on a 5 point rubric by making a list of and defining vocabulary words in the terminal reading journal.</td>
<td>7. Vocabulary improvement will continue to be a focus area across the curriculum to improve student retention and success.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education.</td>
<td>8. 95% of students will achieve an average rating of 3 on a 5 point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries in the area of Analysis.</td>
<td>8. 100% of students achieved an average rating of 3 on a 5 point rubric on evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries in the area of Analysis.</td>
<td>8. We will continue to stress reading across the curriculum.</td>
</tr>
</tbody>
</table>
### College Purpose Statement(s):
(P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

### Long-Range Goal(s):
(L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

### Short-Term Goal(s):
(S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

### Division Purpose Statement:
The Division of Engineering Technology and Occupational Education is dedicated to providing certificate and degree career-technical programs that are world class education process systems capable of equipping individuals with academic, technical and responsible personal skills for the global employment market and for opportunities for life-long learning.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will use computer numerical control (CNC) programming for lathe and milling machine.</td>
<td>1. 75% of the students who complete the CNC unit will score 80% mastery of the skill taught through the use of laboratory equipment and software as documented by the student-created CNC program.</td>
<td>1. 80% of the students who completed the CNC unit will score 80% mastery of the skill taught through the use of laboratory equipment and software as documented by the student-created CNC program.</td>
<td>1. We will continue to use these results to improve instruction and student success - we will implement new teaching techniques and strategies to maximize results.</td>
</tr>
<tr>
<td>2. Students will demonstrate occupational competency in Machine Tool and Die Technology.</td>
<td>2. Through the MS-CPAS Exam Spring 2012, 80% of the students will score 50% or better on the Occupational Clusters.</td>
<td>2. 100% of the students passed the CPAS exam, Spring 2012.</td>
<td>2. We will use the results to continue to improve instruction and student success and retention.</td>
</tr>
<tr>
<td>3. Students will use precision measuring instruments with blueprint reading and applied mathematics.</td>
<td>3. 75% of the students who complete the precision measuring instrument units together with supporting blueprint reading and applied mathematics will apply mastery of the skill taught by scoring 80% or higher on written exam.</td>
<td>3. 80% of the students who completed the precision measuring instrument units together with supporting blueprint reading and applied mathematics applied mastery of the skill taught by scoring 80% or higher on written exam.</td>
<td>3. We will use the results to improve instruction by integrating new instructional techniques and strategies to improve student success.</td>
</tr>
<tr>
<td>4. Graduates/Completers will obtain placement in the occupational field or continue their education in a related area.</td>
<td>4. Over 65% of graduates will report employment placement or continuing education in the field as reported on the Mississippi Department of Education Office of Career and Technical Education Follow- up Report and State Board of Community College’s report October 2012.</td>
<td>4. Placement rates for graduates were just under 83% as reported on the Mississippi Community College Board's Annual Report, October 2012.</td>
<td>4. We will use a different source for data concerning positive placement for graduates during 2013. We will use data from the Employer Satisfaction Survey to determine outcomes/results.</td>
</tr>
<tr>
<td>5. Employers will be satisfied with the student’s technical/occupational skills performance.</td>
<td>5a. 90% of employers will be satisfied with technical/occupational skills performance form information obtained through the Advisory/Craft Committee minutes. 5b. 75% of employers on the Employer Evaluation of Career/Technical Completers Survey 11-12, mailed within six month of employment, will respond with a mean score of 4 (Good) or higher on Likert scale (0-5) with 5 being very good in response to the item “How would you rate the employee in job-related technical knowledge—demonstrates knowledge related to work”?</td>
<td>5. Over 90% of employers were satisfied with student's skills and performance.</td>
<td>5. In 2013 we will use the Employer Satisfaction Survey results to better determine the effectiveness of our programs.</td>
</tr>
</tbody>
</table>
6. Students will demonstrate thoroughness in the completion of reading journal entries. (Goal 3) Integration by division according to following timeline: 2011-Engineering Technology and Occupational Education.

6. 95% of the students will achieve an average rating of 3 on a 5 point rubric evaluating thoroughness on terminal reading journal entries.

6. 100% of the students achieved an average rating of 3 on a 5 point rubric on evaluating thoroughness on terminal reading journal entries.

6. We will continue to stress reading across the curriculum to help insure success in the classroom.

7. Students will identify the main and secondary ideas. (Goal 3) Integration by division according to the following timeline: 2011-Engineering Technology and Occupational Education.

7. 95% of students will achieve an average rating of 3 on a 5 point rubric identifying the main and secondary ideas as indicated on the Comprehension area of a terminal reading journal.

7. 100% of students achieved an average rating of 3 on a 5 point rubric on identifying the main and secondary ideas as indicated on the Comprehension area of a terminal reading journal.

7. We will continue to stress and emphasize reading across the curriculum.

8. Students will improve their vocabulary through use of reading journal entries. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education.

8. 95% of students will achieve an average rating of 3 on a 5 point rubric by making a list of and defining vocabulary words in the terminal reading journal.

8. 100% of students achieved an average rating of 3 on a 5 point rubric by making a list of and defining vocabulary words in the terminal reading journal.

8. Vocabulary improvement will continue to be an emphasis across the curriculum.

9. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts. (Goal 3) Integration by division using the following timeline: 2011-Engineering Technology and Occupational Education.

9. 95% of students will achieve an average rating of 3 on a 5 point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries in the area of Analysis.

9. 100% of students achieved an average rating of 3 on a 5-point rubric on evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries in the area of Analysis.

9. We will continue to stress reading across the curriculum to help improve instruction and student retention.
DIVISION OF FINE ARTS ACCOMPLISHMENTS

The Fine Arts Division of Northeast Mississippi Community College provides educational opportunities for students majoring in the visual and performing arts and offers cultural events activities for the student body at large and the community.

2012-2013 Accomplishments:

1. Christopher Schager served as 2013 Oxford Shakespeare Festival Director, 2013 Oxford Shakespeare Fight Director, and 2013 University of MS Summer Acting Teacher.
2. Steven Donaldson presented an exhibit in the Anderson Hall Gallery of original watercolor, oil, and acrylic paintings with his wife, Sherry.
3. Campus Country performed at numerous high school and junior high schools during the school year as a recruiting tool. Additionally, they presented four Showtime performances on campus.
4. Campus Country opened for the Kentucky Headhunters at the Prentiss County Ag Center as part of Homecoming/Fall Festival.
5. Campus Country performed at First Monday Music and Arts Festival in Ripley in May.
7. Amanda Mattox and Jason Beghtol perform with the Tupelo Symphony.
8. Art student Ashley Morelock received an Honorable Mention for her photography at the State Art Exhibition.
9. The Northeast Winter Guard and Indoor Drum Line competed in several competitions this spring earning first and second place awards.
10. The Northeast Theatre presented six One-Act Plays during the fall semester and a full-length drama in the spring semester.
11. The Northeast Band performed at all home football and second semester basketball games. Additionally, they were the featured exhibition band at the Tupelo Band Festival, performing for hundreds of high school band students. They also hosted the Dixie Band Festival on campus. The band participated in five Christmas parades in the district.
12. The Jazz Band performed at the Regional Phi Theta Kappa Convention, hosted by NEMCC. They also performed a spring concert and completed a two-day tour of area high schools.
13. The Northeast Choirs performed two concerts on campus. The Chamber Choir performed a concert version of Gilbert and Sullivan’s “Mikado” with the ICC Chamber Choir and the Tupelo Symphony this spring.
14. NEMCC Art Students presented the annual Art Awards program and exhibit in April in the Anderson Hall Gallery.
15. Some 1510 patrons viewed the four exhibits presented this school year in the Anderson Hall gallery.

Five-Year Projections:
2013-2014
1. Continue to replace graphic art computers
2. Increase capacity in photography area
3. Continue to develop new Fine Arts facility
4. Repair/acquire instruments and equipment as needed
5. Begin replacement of practice room pianos
6. Acquire an artist size grand piano for Hines Auditorium
7. Add faculty in Theatre, Music, and Art as needed

2014-2015
1. Replace/update computers and software in music/art labs
2. Add/revise art, music, and theatre courses as needed
3. Continue to plan for/develop or occupy new Fine Arts facility
4. Repair/acquire instruments and equipment as needed
5. Continue replacement of practice room pianos
6. Add faculty in Theatre, Music, and Art as needed

2015-2016
1. Add/revise are, theatre, and music courses as necessary
2. Acquire and replace band instruments
3. Continue to plan for/develop or occupy new Fine Arts facility
4. Upgrade computers and software (as required) in Hines Hall music lab
5. Continue rotation replacement of practice room upright pianos
6. Acquire a second suitable concert grand piano for Hines Auditorium
7. Add faculty in music

2016-2017
1. Replace/update computers and software in music/art labs
2. Repair/acquire instruments and equipment as needed
3. Continue to plan for/develop or occupy new Fine Arts facility
4. Add faculty in Theatre, Music, and Art as needed
5. Continue replacement of practice room pianos
6. Schedule guest performing artists/tours/concerts/workshops in the Fine Arts area
7. Continue to upgrade/replace band instruments as needed.

2017-2018
1. Continue to plan for/develop or occupy new Fine Arts facility
2. Replace/update computers and software in music/art labs
3. Continue to upgrade/replace band instruments as needed
4. Continue replacement of practice room pianos
5. Schedule concerts/workshops in the Fine Arts area
6. Repair/acquire instruments and equipment as needed
7. Add faculty as needed
**INSTITUTIONAL EFFECTIVENESS PLAN**  
**2012-2013**  
**Fine Arts**

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy; (L6) Community Partnerships—To provide opportunities for cultural, professional, and industrial partnerships between the College and the community; (L7) Distance Learning—To develop and enhance nontraditional learning programs for the College that are not bound by location and time, thereby expanding the educational and/or training opportunities offered by the College.

**Short-Term Goal(s):** (S1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S1.2) Increase the graduation rate; (S1.3) Improve the student retention; (S1.4) Expand offerings and opportunities at off-campus sites; (S1.5) Increase enrollment through expanded student recruitment efforts.

**Division Purpose Statement:** The Fine Arts Division of Northeast Mississippi Community College provides educational opportunities for students majoring in the visual and performing arts and offers cultural events activities for the student body at large and the community.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Students will gain knowledge about music and the cultural eras in which it was created. | 1a. 75% of students enrolled in MUS 1113 will correctly answer an embedded test question, concerning the Baroque period, on the final exam.  
1b. 75% of students enrolled in MUS 1113 will correctly answer an embedded test question, concerning the Classical period, on the final exam.  
1c. 75% of students enrolled in MUS 1113 will correctly answer an embedded test question, concerning the Romantic period, on the final exam.  
1d. 75% of the students enrolled in MUS 1113 will score a 70 or above on a locally prepared listening exam. | 1a. 74% of students enrolled in MUS 1113 correctly answered an embedded test question, concerning the Baroque period, on the final exam.  
1b. 85% of students enrolled in MUS 1113 correctly answered an embedded test question, concerning the Classical period, on the final exam.  
1c. 75% of students enrolled in MUS 1113 correctly answered an embedded test question, concerning the Romantic period, on the final exam.  
1d. 84% of the students enrolled in MUS 1113 scored a 70 or above on a locally prepared listening exam. | 1a-c. Instructors allotted more classroom time and used more supplemental materials on topics from the Baroque period since this area did not meet projected criteria.  
1d. Instructors decided to increase the requirement from 75% scoring 70 or above on the Departmental Listening Exam to 80% scoring 70 or above. |
| 2. Students will gain an understanding of the plastic arts, which includes drawing, architecture, sculpture, painting, graphics, minor arts and industrial arts on a conceptual basis | 2a. 70% of students enrolled in ART 1113 in the Spring 2013 semester will agree or strongly agree to the statement "I have gained a deeper understanding of how Art impacts my life" on the survey administered at the conclusion of the semester.  
2b. 65% of students enrolled in ART 1113 in the Spring 2013 semester will correctly identify 75% of the slides shown on the final examination covering drawing, architecture, sculpture, painting, graphics, minor arts and industrial arts. | 2a. 91% of the students enrolled in ART 1113 in the spring semester 2013 agreed or strongly agreed to the statement "I have gained a deeper understanding of how art impacts my life".  
2b. 66% of the students enrolled in ART 1113 in the spring semester 2013 correctly identified 75% of the slides shown on the final examination. | 2a and b. Instructors will continue to spend more time viewing, describing, and analyzing specific artworks in ART 1113. |
| 3. Students will gain an appreciation and understanding of the arts. | 3a. 80% of the students surveyed will rate appreciation/satisfactory level (4 or above) on the item “Cultural Programs & Activities” on the Spring 2012 Survey of Student Opinions.  
3b. Art gallery will provide exhibits for both fall and spring semesters for students to appreciate visual arts.  
3c. 85% of the students with a Music or Theatre program of study will participate in solo recitals, ensemble concerts, and musical theatre performances in gaining an appreciation of the arts. | 3a. 82.7% of the students surveyed rated a 3.97 appreciation/satisfactory level on the item “Cultural Programs & Activities” on the Spring 2012 Survey of Student Opinions.  
3b. Art gallery provided exhibits for both fall and spring semesters for students to appreciate visual arts. There were 1510 visitors registered at the Art gallery.  
3c. 94% of the students with a Music or Theatre program of study participated in solo recitals, ensemble concerts, and musical theatre performances. | 3a. Faculty continued to schedule and encourage student attendance at high quality Cultural Arts Programs.  
3b. Art instructors continued to schedule appropriate exhibits for the 2013-2014 school year.  
3c. Music instructors decided to increase the percentage of music/theater participation in performances from 85% to 90%. |
| 4. Students will demonstrate a level of musicianship and technique in the major performance area. | 4a. 90% of students with music program of study, past the first semester of study, will perform in at least one recital in the fall semester while in Recital class.  
4b. 85% of students with music program of study will satisfactorily complete a “jury examination” in the fall semester. | 4a. 61% of students with music program of study, past the first semester of study, performed in at least one recital in the fall semester while in Recital class.  
4b. 85% of students with music program of study satisfactorily completed a “jury examination” in the fall semester. | 4a. Instructors met and planned to schedule additional recital opportunities for students for the Fall 2013 semester.  
4b. No action needed. |
| 5. Students enrolled in traditional and in eLearning MUS 1113 will be successful at the same or similar rate. | 5. Students enrolled in traditional and eLearning MUS 1113 will have a success rate of 80%. | 5. 85.2% of students enrolled in traditional MUS 1113 were successful. 71.7% of students enrolled in eLearning MUS 1113 were successful. | 5. The first assignment for MUS 1113 online students will be an Orientation that will help them become familiar with the Learning Management System (Canvas) and with the online environment. |
DIVISION OF HEALTH SCIENCES

The Division of Health Sciences offers seven programs that prepare graduates for careers in health science. Graduates of six programs earn associate of applied science degrees; these are: Associate Degree Nursing; Dental Hygiene Technology, Medical Assisting Technology, Medical Laboratory Technology, Radiologic Technology, and Respiratory Care Technology. A certificate is earned by graduates of the Practical Nursing Education Program. Each program is accredited by national and/or state accrediting commissions or boards.

The division has one academic head, who serves as administrator and faculty member. The division also has two assistant division heads and 31 full-time faculty who provide classroom instruction, serve as academic advisors and many sponsor student organizations.

Northeast Mississippi Community College
Division of Health Sciences

Data and Outcomes for 2011-2012

<table>
<thead>
<tr>
<th>Program</th>
<th>Related Students 11-12</th>
<th>Number of Applicants 11-12</th>
<th>Enrollment 2011-2012</th>
<th>Completers 2012</th>
<th>First Time Pass Rate 2012</th>
<th>Job Placement 2012</th>
<th>Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.D.N.</td>
<td>386</td>
<td>589</td>
<td>246</td>
<td>82</td>
<td>93.9%</td>
<td>98.7%</td>
<td>NLN 2007</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>68</td>
<td>72</td>
<td>40</td>
<td>19</td>
<td>89.5%</td>
<td>89.0%</td>
<td>ADA 2011</td>
</tr>
<tr>
<td>Medical Assisting</td>
<td>19</td>
<td>33</td>
<td>13</td>
<td>7</td>
<td>100%</td>
<td>71.4%</td>
<td>CAAHEP MAREB 2011</td>
</tr>
<tr>
<td>Medical Lab</td>
<td>33</td>
<td>56</td>
<td>23</td>
<td>9</td>
<td>100%</td>
<td>88.9%</td>
<td>NAACLS 2011</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>94</td>
<td>264</td>
<td>60</td>
<td>37</td>
<td>100%</td>
<td>100%</td>
<td>SBCJC 2008</td>
</tr>
<tr>
<td>Radiology</td>
<td>109</td>
<td>82</td>
<td>27</td>
<td>11</td>
<td>91%</td>
<td>90.9%</td>
<td>JRCERT 2008</td>
</tr>
<tr>
<td>Respiratory Care</td>
<td>24</td>
<td>75</td>
<td>24</td>
<td>10</td>
<td>70%</td>
<td>60%</td>
<td>CoARC 2003</td>
</tr>
</tbody>
</table>

2012-2013 Accomplishments:

Major activities and accomplishments within the division for 2012-2013 include:

1. Emily Fondren graduated from the University of North Alabama with a Masters in Nursing in December.
2. Camille Beals has completed post masters course work at Delta State University.
3. Rhonda Lansdell, Peggy Russell and Beth Dawson participated in the 2 day Simulation Education Training workshop sponsored by the Mississippi office of Nursing Workforce.
4. Joy Price and Sherri Shadburn renewed their national certification in Nursing Education with the National League of Nursing.
5. Debbie Hazel-Lambert, Emily Fondren, Tammy Jackson and Sherri Shadburn attended the annual Mississippi Organization of Associate Degree Nurses Convention.
6. The Dental Hygiene Program received a $78,000.00 ARC grant for the purchase of digital radiography equipment.
7. Camille Shoffner and Martha Johnson attended the Hinman Dental Convention of Atlanta, Georgia.
8. Camille Shoffner, Martha Johnson, and Dr. Nick Alexander attended the Mississippi Dental Hygiene Educators conference in Greenwood, MS.
10. Shannon Goolsby and Rosalyn Singleton attended the annual American Society for Clinical Laboratory Sciences of Mississippi and Louisiana Convention.
11. Rosalyn Singleton has completed graduate level courses toward a Masters of Science degree in Health Sciences at the University of Mississippi Medical Center.
12. Shannon Goolsby has completed graduate level courses toward a Masters of Science degree in Medical Technology at the University of Southern Mississippi.
13. Shannon Goolsby and Rosalyn Singleton were the Division of Health Sciences TOP Award recipients.
15. Patti Cooper and Kim Bramling completed post masters course work at Delta State University.
16. Jennifer Davis served as a site visitor for Joint Review Committee on Education in Radiologic Technology.
17. Jennifer Davis and Amber Nelms attended the Mississippi Society of Radiologic Technologists State Convention in Vicksburg, MS.
19. Beverly Prince and John Shelburne successfully completed the Respiratory Care Technology site visit and reaccreditation with the Commission on Accreditation for Respiratory Care.

**Five-Year Projections:**

**2013-2014**

1. Evaluate the need for expansion of existing programs or the need for additional programs.
2. Prepare for accreditation visit for Associate Degree Nursing Program 2014
3. Continue to upgrade equipment and technology resources for all programs.
4. Update Division web pages and publications.
5. Review course syllabi and course offerings.
6. Review program outcomes.
7. Review program admission processes.
8. Recruit qualified faculty for any vacancies.
9. Provide for continuing education needs of faculty.
10. Evaluate the need for multidisciplinary simulation lab training

**2014-2015**

1. Evaluate the need for expansion of existing programs or the need for additional programs.
2. Conduct a successful re-accreditation site visit for Associate Degree Nursing Program 2014
3. Prepare for accreditation visit for Practical Nursing Education Program 2016
4. Continue to upgrade equipment and technology resources for all programs.
5. Update Division web pages and publications.
6. Review course syllabi and course offerings.
7. Review program outcomes.
8. Review program admission processes.
9. Recruit qualified faculty for any vacancies.
10. Provide for continuing education needs of faculty.
11. Evaluate the need for multidisciplinary simulation lab training.

**2015-2016**

1. Evaluate the need for expansion of existing programs or the need for additional programs.
2. Conduct a successful re-accreditation site visit for Practical Nursing Education Program 2016.
4. Continue to upgrade equipment and technology resources for all programs.
5. Update Division web pages and publications.
6. Review course syllabi and course offerings.
7. Review program outcomes.
8. Review program admission processes.
9. Recruit qualified faculty for any vacancies.
10. Provide for continuing education needs of faculty.
11. Evaluate the need for multidisciplinary simulation lab training

**2016-2017**
1. Evaluate the need for expansion of existing programs or the need for additional programs.
2. Conduct a successful re-accreditation site visit for the Radiologic Technology Program 2017.
3. Continue to upgrade equipment and technology resources for all programs.
4. Update Division web pages and publications.
5. Review course syllabi and course offerings.
6. Review program outcomes.
7. Review program admission processes.
8. Recruit qualified faculty for any vacancies.
9. Provide for continuing education needs of faculty.
10. Evaluate the need for multidisciplinary simulation lab training

**2017-2018**
1. Evaluate the need for expansion of existing programs or the need for additional programs.
2. Conduct a successful re-accreditation site visit for Medical Laboratory Technology Program 2018
3. Conduct a successful re-accreditation site visit for Dental Hygiene Technology Program 2018
4. Continue to upgrade equipment and technology resources for all programs.
5. Update Division web pages and publications.
6. Review course syllabi and course offerings.
7. Review program outcomes.
8. Review program admission processes.
9. Recruit qualified faculty for any vacancies.
10. Provide for continuing education needs of faculty.
11. Evaluate the need for multidisciplinary simulation lab training
**INSTITUTIONAL EFFECTIVENESS PLAN**  
**2012-2013**  
**Associate Degree Nursing**

**College Purpose Statement(s):**  
(P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):**  
(L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):**  
(S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:**  
To provide quality instructional programs to prepare students for health science careers.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Students will demonstrate knowledge of nursing concepts consistent with students in other Associate Degree Nursing Programs. | 1a. Performance of NUR 2449 students on the ATI RN Comprehensive Predictor administered in April 2012 will approximate the national norm of A.D.N. students on this exam.  
1b. Performance of NUR 2449 students who graduated in May 2012 on the NCLEX-RN will compare favorably with the performance of students in A.D.N. programs in the United States. | 1a. The 2012 NUR 2449 students had a Group Score of 71.1% on the ATI RN Comprehensive Predictor (national mean was 69.7%).  
1b. The 2012 NUR 2449 graduates (88 students) had a group first time pass rate on NCLEX-RN of 93.90% | 1a. The A.D.N. program will continue to evaluate the NUR 2449 students' performance and compare with national A.D.N. performance utilizing the ATI RN Comprehensive Predictor.  
1b. The A.D.N. program will continue to evaluate the first time NCLEX-RN pass rate. |
<p>| 2. Graduates of the A.D.N. program will be prepared to pass the National Council of State Boards of Nursing Licensure Exam (NCLEX-RN®). | 2. 90% of the A.D.N. graduates will pass the NCLEX-RN® on the first attempt. | 2. 93.9% of the 2012 NUR 2449 graduates passed the NCLEX-RN on first attempt. | 2. The A.D.N. program will continue to evaluate the first time NCLEX-RN pass rates. |
| 3. Graduates of the A.D.N. program will find employment in the field of nursing. | 3. At least 95% of the A.D.N. graduates will find employment in nursing within one year after graduation. | 3. 89% of 2012 NUR 2449 graduates have found employment in nursing. | 3. The A.D.N. program will continue to evaluate employment upon graduation. |
| 4. Students who are admitted to the A.D.N. program will successfully complete the program within 150% of the time allotted for the nursing curriculum (3 years). | 4. At least 60% of the students admitted to the A.D.N. program during the 2010-2012 curriculum cycles will complete the program of study. | 4. 76.6% of the students admitted in the 2010-2012 cycle completed the A.D.N. program successfully. | 4. The A.D.N. program will continue to be evaluated on graduation/program completion rates. |
| 5. A.D.N. graduates will perform skills at expected level when employed. | 5. A combined average score of 3.00 (adequately prepared) or higher will be attained on the graduates one year post employment on the Graduate Nursing Employer Survey of the 2012 Graduates of the Associate Degree Nursing Program that evaluates the areas of competency for a novice nurse. | 5. A combined average score of 3.45 was attained on the graduates one year post employment on the Graduate Nursing Employer Survey of the 2012 Graduates of the Associate Degree Nursing Program that evaluates the areas of competency for a novice nurse | 5. The A.D.N. program will continue to evaluate the expected level of skills performance during the first year of employment. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Licensed Practical Nurses who attain advanced placement will complete the program of study and will pass the NCLEX-RN®.</td>
<td>6a. 70% of advanced placement students will complete the program of study.</td>
</tr>
<tr>
<td></td>
<td>6b. 90% of advanced placement students will pass the NCLEX-RN® on the first write.</td>
<td>6b. 100% of advanced placement students will passed the NCLEX-RN® on the first write.</td>
</tr>
<tr>
<td>7.</td>
<td>A.D.N. graduates will express satisfaction with the program of learning.</td>
<td>7a. A.D.N. graduates will rate the item – “preparation you are receiving for your chosen occupation” – with a 4.00 or above on the Spring 2012 Survey of Student Opinions (score of 5.00 indicates “very satisfied”).</td>
</tr>
<tr>
<td></td>
<td>7b. A.D.N. Graduates will rate items on the One Year Follow-Up Survey of the 2012 A.D.N. Graduates with a combined average score of 3.00 (adequately prepared) or higher.</td>
<td>7b. A.D.N. Graduates rated items on the One Year Follow-Up Survey of the 2012 A.D.N. Graduates with a combined average score of 4.38 (adequately prepared) or higher.</td>
</tr>
<tr>
<td>8.</td>
<td>Students will demonstrate thoroughness in the completion of pre-clinical preparation utilizing the Reading Rubric. (Goal 3) Integration by division according to following timeline: 2010 Health Sciences Division</td>
<td>8. 95% of the students will achieve an average rating of 3 on a 5 point rubric evaluating thoroughness in the completion of the preclinical assignment utilizing the Reading Rubric.</td>
</tr>
<tr>
<td></td>
<td>8. 95% of the students will achieve an average rating of 3 on a 5 point rubric evaluating thoroughness in the completion of the preclinical assignment utilizing the Reading Rubric.</td>
<td>8. 91.9% of students achieved an average rating of 3 on a 5 point rubric evaluating thoroughness of completion of the preclinical assignment utilizing the reading rubric.</td>
</tr>
<tr>
<td>9.</td>
<td>Students will identify the main and secondary ideas in the preclinical assignment reading.</td>
<td>9. 95% of students will achieve an average rating of 3 on a 5 point rubric on the Comprehension component of the Preclinical Assignment Reading Rubric identifying the main and secondary ideas. Students are to show evidence of strong comprehension based on the written preclinical.</td>
</tr>
<tr>
<td></td>
<td>9. 95% of students will achieve an average rating of 3 on a 5 point rubric on the Comprehension component of the Preclinical Assignment Reading Rubric identifying the main and secondary ideas. Students are to show evidence of strong comprehension based on the written preclinical.</td>
<td>9. 92.7% of students achieved and average rating of 3 on a 5 point rubric on the comprehension component of the Preclinical Assignment Reading Rubric identifying the main and secondary ideas.</td>
</tr>
<tr>
<td>10.</td>
<td>Students will have thorough understanding of the preclinical assignment (medical diagnosis, treatment modalities, medications and nursing interventions).</td>
<td>10. 95% of students will achieve an average rating of 3 on a 5 point rubric evaluating thorough understanding of the preclinical assignment by answering at least 2 of the 3 preclinical questions correctly.</td>
</tr>
<tr>
<td></td>
<td>10. 95% of students will achieve an average rating of 3 on a 5 point rubric evaluating thorough understanding of the preclinical assignment by answering at least 2 of the 3 preclinical questions correctly.</td>
<td>10. 95.2% of students achieved an average rating of 3 on a 5 point rubric evaluating thorough understanding of the preclinical assignment by answering at least 2 of the 3 preclinical questions correctly.</td>
</tr>
<tr>
<td>11.</td>
<td>Students will improve their vocabulary through use of reading in preparation for preclinical assignments.</td>
<td>11. 95% of students will achieve an average rating of 3 on a 5 point rubric by completing the preclinical assignment with understanding of the medical diagnoses and medical terminology.</td>
</tr>
</tbody>
</table>
### College Purpose Statement(s):

(P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

### Long-Range Goal(s):

(L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

### Short-Term Goal(s):

(S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

### Division Purpose Statement:

To provide quality instructional programs to prepare students for health science careers.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| **1. Students will have a understanding of the principles of basic dental hygiene clinical tasks** | 1a. 90% of the students enrolled in DHT 2425 will complete 30 clinical sessions delivering direct patient care with a grade of 80 or above on the clinical evaluation instrument.  
1b. 80% of the students will make 60% or above on patient assessment portion on the national board.  
1c. 80% of the students will make 60% or above on the management of dental hygiene care portion of the national board. | 1a. 100% of the students enrolled in DHT 2425 completed 30 clinical sessions delivering direct patient care with a grade of 80 or above on the clinical evaluation instrument.  
1b. Due to a change in the format of the national board reporting system this information is no longer available.  
1c. Due to a change in the format of the national board reporting system this information is no longer available. | 1a. We continued to use our clinical course DHT 2425 to make determinations of student strengths and weaknesses in the clinical setting. The clinical lecture instructor used this information as a guide in implementing additional lectures related to patient assessment. |
| **2. Students will have an understanding of the tasks involved in performing dental radiographs.** | 2a. 90% of the students enrolled in DHT 1314 will be able to complete a full mouth series of digital dental radiographs on a patient with a grade of 85 or above by the end of the course.  
2b. 90% of the students enrolled in DHT 1314 will be able to complete a full mouth series of analog dental radiographs with a grade of 85 or above on a radiographic manikin by the end of the course.  
2c. 90% of students enrolled in DHT 1314 will be able to complete exercises related to the paralleling and bisecting radiographic techniques and film mounting with a grade of 85 or above on a radiographic manikin by the end of the course. | 2a. 100% of the students enrolled in DHT 1314 completed a full mouth series of digital dental radiographs on a patient with a grade of 85 or above by the end of the course.  
2b. 100% of the students enrolled in DHT 1314 completed a full mouth series of analog dental radiographs on a dental manikin with a grade of 85 or above by the end of the course.  
2c. 100% of the students enrolled in DHT 1314 completed exercises related to the paralleling and bisecting techniques and film mounting with a grade of 85 or above by the end of the course. | 2a. Students are monitored throughout the following three semesters prior to graduation regarding their digital radiography technique and offered tutorial services if needed.  
2b. Students are monitored through out the following three semesters prior to graduation regarding their analog radiography technique and offered tutorial services if needed.  
2c. Students are monitored throughout the following three semesters prior to graduation regarding their paralleling and bisecting techniques and offered tutorial services if needed. |
| **3. Students will pass a National/State Certification Examination in the field of training or a related field.** | 3a. 80% of the graduates who sit for the National Boards will pass the examination on the first attempt.  
3b. 80% of the graduates who sit for the State Boards will pass the examination on the first attempt. | 3a. 95% of the graduates who sat for the Dental Hygiene National Board Examination passed the examination on the first attempt.  
3b. 95% of the graduates who sat for the Dental SRTA regional clinical examination passed the examination on the first attempt. 100% passed on the second attempt. | 3a. Upon receipt of the national board scores dental hygiene faculty continued with the current methods of didactic instruction.  
3b. Upon receipt of the SRTA regional board scores dental hygiene faculty offered tutorial services in the area of calculus detection and patient selection. |
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Graduates will find employment in the field of training or a related field.</td>
<td>4. 80% of the graduates who obtain licensure will find employment within 1 year of graduation in their field or a related field as reported by personal contact with the graduates by departmental staff.</td>
<td>4. 84.2% of the graduates who obtained licensure found within 6 months of graduation in their field or a related field as reported by personal contact with the graduates by departmental staff.</td>
<td>4. Faculty will continue to post all known job opening during the spring semester prior to graduation and offer instruction in resume writing and the interview process.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Employers of Dental Hygiene graduates will be satisfied with job performance.</td>
<td>5a. 80% of employers will respond with an average rating of Good (4) on Likert scale (0 – 5) with 5 being very good in response to the item “How would you rate employee in overall job preparation?” mailed within six months of employment, from the 2012 Employer Evaluation of Career/Technical Completers Survey.</td>
<td>5b. 80% of employers will respond with an average rating of Good (4) on Likert scale (0 – 5) with 5 being very good in response to the question “How would you rate Communications /verbal skills?” mailed within six months of employment, from the 2012 Employer Evaluation of Career/Technical Completers Survey.</td>
<td>5c. 80% of employers will respond with an average rating of Good (4) on Likert scale (0 – 5) with 5 being very good in response to the question “How would you rate Interpersonal skills?” mailed within six months of employment, from the 2012 Employer Evaluation of Career/Technical Completers Survey.</td>
<td>5a.,b.,c. The dental hygiene faculty continued to monitor these surveys for strengths and/or weaknesses to assure that students are meeting current expected standards by employers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Students will demonstrate thoroughness in the completion of reading journal entries. (Goal 3)</td>
<td>6. 95% of the students will achieve an average rating of 3 on a 5-point rubric evaluating thoroughness on terminal reading journal entries.</td>
<td>6. The reading journals were used in five different dental hygiene classes. Results: 98% of students achieved an average rating of 3 on the rubric evaluation thoroughness on terminal reading journal entries. 100% of the students achieved an average rating of 4.5 on a 5 point rubric evaluation thoroughness on terminal reading journal entries.</td>
<td>6. Improvement was evidenced in reading thoroughness throughout the semester. It was decided by the faculty of the dental hygiene program to continue using the reading journal entries as a method of evaluation of reading thoroughness and comprehension of materials read.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Students will identify the main and secondary ideas. (Goal 3)</td>
<td>7. 95% of students will achieve an average rating of 3 on a 5 point rubric identifying the main and secondary ideas on terminal reading journal entries.</td>
<td>7. The reading journals were used in five dental hygiene courses; ethics, periodontology, dental emergencies, dental hygiene seminar III, and dental hygiene seminar IV. The results are as follows: 98% of students achieved an average rating of 3 on the rubric identifying the main and secondary ideas on terminal reading journal entries. 100% of students achieved an average rating of 4.5 on a 5 point rubric identifying the main and secondary idea on terminal reading journal entries.</td>
<td>7. The journal entries were used as a grade in all courses. Upon seeing student improvement from one journal reading to the next, it was decide that they gained a better understanding of the process of determining main and secondary ideas as well as application of the information contained in the reading material. It was decided that this method of evaluation would be continued within these courses.</td>
<td></td>
</tr>
<tr>
<td>8. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts.</td>
<td>8. 95% of students will achieve an average rating of 3 on a 5-point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries.</td>
<td>8. The reading journals were used in this manner in two different dental hygiene courses, ethics and periodontology. 98% of the students achieved an average rating of 3 on the rubric evaluating purpose and meaning of journal readings related to the specific class. 100% of students achieved a rating of 4 on a 5-point rubric evaluating purpose and meaning of course required texts in assigned terminal reading journal entries.</td>
<td>8. The journal entries were used as a grade. This method of evaluation is being used because it augments the information in the textbook and gives the students a better understanding of textbook content. This exercise is an excellent tool for monitoring textbook use. It was decided to continue use of the reading journals in this manner.</td>
<td></td>
</tr>
<tr>
<td>9. Students will improve their vocabulary through use of reading journal entries.</td>
<td>9. 95% of students will achieve an average rating of 3 on a 5-point rubric by making a list of and defining vocabulary words in the terminal reading journal entries.</td>
<td>9. The reading journals were used in five different dental hygiene courses, ethics, periodontology, dental emergencies, dental hygiene seminar III, and dental hygiene seminar IV. 98% of students achieved a rating of 3 on the reading rubric by making a list of and defining vocabulary words with which they were not familiar.</td>
<td>9. It was determined by faculty that requiring students to make list and define unfamiliar vocabulary words helped them to achieve a better understanding of terminology and increased their comprehension of material being presented. This method of evaluation and use of reading journals will continue to be used.</td>
<td></td>
</tr>
<tr>
<td>10. The Dental Hygiene Technology program will be reaccredited by the American Dental Association</td>
<td>10. Following the completion and submission of the Self Study and the onsite accreditation visit, the Dental Hygiene Program will be granted full reaffirmation by the American Dental Association.</td>
<td>10. Upon submission of the self-study document and an onsite visit the dental hygiene department was given full reaffirmation until 2018.</td>
<td>10. The Dental Hygiene Department continued to monitor the ADA accreditation standards for a dental hygiene program and adapt those standards into the program as they were presented.</td>
<td></td>
</tr>
</tbody>
</table>
College Purpose Statement(s): (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

Long-Range Goal(s): (L1) Quality Student Outcomes---To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

Short-Term Goal(s): (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

Division Purpose Statement: To provide quality instructional programs to prepare students for health science careers.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will pass a National /State Certification Examination in the field of training or a related field</td>
<td>1. Students will pass a National /State Certification Examination in the field of training or a related field.</td>
<td>1. Out of 7 graduates 3 of the graduates took the national certification examination. 100% (3 out of 3) passed the national certification test on the first sitting.</td>
<td>1. Program officials will continue to update the information center with the benefits of becoming a Certified Medical Assistant and Federal Regulations that govern the practice of Certified Medical Assistants including CPOE regulations. The faculty member will continue to offer an In-service on the testing experience and to offer mock examinations that are designed to make the student better prepared and more comfortable with the examination process.</td>
</tr>
<tr>
<td>2. Students will find employment in the field of training or a related field.</td>
<td>2. 80% of the graduates will find employment within 6 months of graduation in their field or a related field as reported on the October 2012 MS Dept. of Education Office of Career and Technical Education Follow up Report.</td>
<td>2. 4 out of 7 students (57.1%) found employment within 6 months of graduation as reported on the October 2011 Dept. of Education Office of Career and Technical Education Follow Up Report.</td>
<td>2. Program officials had the students to sign a release of resume form in order for her to forward the resume to potential employers. Faculty is maintaining communication between the students/graduates and employers regarding job opportunities. The program official is also maintaining a database of potential employers for future students. The program official is making contact with potential employers using brochures on the CMA (AAMA) credential provided by the AAMA professional association.</td>
</tr>
<tr>
<td>3. Employers of MAS graduates will be satisfied with job performance</td>
<td>3a. 80% of employers will respond with an average rating of Agree (4) on Likert scale (0 – 5) with 5 being Strongly Agree in response to the item &quot;How would you rate employee in overall job preparation?&quot; mailed within six months of employment, from the Medical Assisting Program Employer Survey, mailed in the fall 2012.</td>
<td>3a. 100% (4 of 4) employers rated &quot;How would you rate employee in overall job preparation?&quot; as Strongly Agree or Agree on the Employer Satisfaction Survey mailed within six months of employment.</td>
<td>3a. The program official will continue to build relationships with clinical faculty and potential employers. The medical assisting program was restructured for the course work to be two consecutive semesters with the practicum to follow.</td>
</tr>
</tbody>
</table>
### 3b. Communication in the Healthcare Setting

- **80%** of employers will respond with an average rating of Agree (4) on Likert scale (0 – 5) with 5 being Strongly Agree in response to the question “How would you rate Communication in the healthcare setting?” mailed within six months of employment, from the Medical Assisting Program Employer Survey, mailed in the fall 2012.

- **75%** (3 of 4) employers rated "How would you rate Communication in the health care setting?" as Strongly Agree or Agree on the Employer Satisfaction Survey mailed within six months of employment.

- In all three semester, communication skills are taught through role-play scenarios. The program official will continue to monitor communication skills.

### 4. Students will demonstrate CPR skills and knowledge needed to obtain the CPR for the Healthcare Provider Certification.

- **4a.** Students will score an 80 or above on the check-off of skills required for the basic, child, and adult victim to include the use of the AED for CPR for the Health Care Provider.

- **4b.** Students will score an 80 or above on the comprehensive written examination administered at the end of the training for CPR for the Health Care Provider.

**4a-b.** Instructors in the Allied Health Programs planned to offer CPR training by program in the fall of 2012. Medical Assisting Technology Students are scheduled to train with the Radiologic Technology Students.

### 5. Students will demonstrate thoroughness in the completion of reading journal entries. (Goal 3)

- **5.** 95% of the students will achieve an average rating of 3 on a 5-point rubric evaluating thoroughness on terminal reading journal entries.

**5.** Eleven (11) Medical Assisting Technology Program participated in Reading Journals and 100% of them scored greater than 3 in the area of Analysis. The average rating was 3.42.

**5.** Faculty member will continue to use only the rubric as a guide for the final writing assignment.

### 6. Students will identify the main and secondary ideas. (Goal 3)

- **6.** 95% of students will achieve an average rating of 3 on a 5-point rubric identifying the main and secondary ideas on terminal reading journal entries.

**6.** Eleven (11) students in the Medical Assisting Technology Program participated in Reading Journals in the Fall 2011. 100% of them scored greater than 3 on the reading rubric in the area of Comprehension. The average rating was 3.42.

**6.** Faculty member will continue to use only the rubric as a guide for the final writing assignment.

### 7. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts.

- **7.** 95% of students will achieve an average rating of 3 on a 5-point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries.

**7.** Eleven (11) Medical Assisting Technology Students participated in the Reading Journals and 100% of them scored greater than 3 in the area of Analysis. The average rating was 3.09.

**7.** Faculty Member will continue to use only the rubric as a guide for the final writing assignment.

### 8. Students will improve their vocabulary through use of reading journal entries. (Goal 3)

- **8.** 95% of students will achieve an average rating of 3 on a 5 point rubric by making a list of and defining vocabulary words in the terminal reading journal entries.

**8.** Eleven (11) Medical Assisting Technology Students participated in Reading Journals and 81% of them scored greater than 3 in the area of Vocabulary. The average rating was 3.09.

**8.** Faculty member will continue to use the rubric as the primary guide for the final writing assignment. The faculty member will remind students to make a list of unfamiliar or remarkable words as they read the assigned text and to consult the dictionary for meaning.
College Purpose Statement(s): (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

Long-Range Goal(s):  (L1) Quality Student Outcomes--To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

Short-Term Goal(s): (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

Division Purpose Statement: To provide quality instructional programs to prepare students for health science careers.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Students will be able to interpret of Clinical Chemistry (MLT 1515) principles to include carbohydrates, protein, lipids, enzymes, hormones, acid balance, electrolytes, instrumentation and calculations. | 1a. 80% of the students enrolled in MLT 1515 who write the final exam will be able to successfully answer 75% of the questions on a locally developed comprehensive final examination covering: carbohydrates, protein, lipids, enzymes, hormones, acid balance, electrolytes, instrumentation and calculations.  
1b. 80% of the students enrolled in MLT 1515 who sit for the National Certification Examination will be at or above the national mean scaled scores for every subtest area of the Chemistry section. | 1a. 44% (4/9) of the students enrolled in MLT 1515 who write the final exam successfully answered 75% of the questions on a locally developed comprehensive final examination covering: carbohydrates, proteins, lipids, enzymes, hormones, acid base balance, electrolytes, instrumentation and calculations.  
1b. 100% of the students enrolled in MLT 1515 who sit for the National Certification Examination were above the national mean scaled scores for every subtest area of the Chemistry section. Only 7/9 sat for the examination because one failed MLT 1515 and had to retake in Spring 2013 and one failed MLT 1515 and failed out of the MLT program because of that being the third failed MLT course while enrolled in the program. | 1a & b. It was decided that locally developed chemistry worksheets would continue to be utilized as well as reviewing case histories. Registry review questions were used during Clinical Practice II. Faculty developed a comprehensive review for the final exam. Media Lab and Lab Training Library assignments were made for the chemistry tutorial. Chemistry Case Histories were also added on a discussion board for grades in Certification Fundamentals course MLT 2723 for Spring 2013. |

2. Students will identify normal and abnormal blood cells from photomicrographs. (Hematology II, MLT 1324). | 2a. Given 30 of photomicrographs of normal, abnormal and immature blood cells, 90% of the students will identify the blood cells with 80% accuracy.  
2b. Students enrolled in MLT 1324 who sit for the National Certification Examination will be at or above the national mean scaled score for the subtest area of the Hematology section – Morphology and Differential. | 2a-b. Given 30 photomicrographs of normal, abnormal, and immature blood cells, 50% (5/10) of the 2013 freshmen students identified the blood cells with 80% accuracy. | 2a. Faculty members decided to implement cell identification earlier in the course to allow more time to learn the material.  
2b. 100% (7/7) of the students enrolled in MLT 1324 who sat for the National Certification Examination scored 561 and the national mean scaled score for the subtest area of the Hematology section-Morphology and Differential was 529. |

3. Students will pass a National /State Certification Examination in the field of training or a related field. | 3a. 80% of the graduates which sit for a certificate examination will pass an examination on the first attempt as reported on the October 2012 MS Dept of Education Office of Career and Technical Education Follow up Report. | 3a. 100% (7/7) of the graduates which sit for a certification examination passed an examination on the first attempt as reported on the October 2012 MS Dept of Education Office of Career and Technical Education Follow Up Report. | 3a-b. Instructors continued to employ a comprehensive final exam to the Certification Fundamentals course. 71 % (5/7) of the students passed the final compared to the 2011 students which was 75 % (3/4). |
3b. Program’s mean scaled scores will be at or above the national mean scaled scores for every subtest area.

3b. Program's mean scaled score of 605 was above the national mean scaled score of 495. Program's mean scaled scores were above the national mean scaled scores for every subtest area.

3a-b. (continued) Instructors continued to use several review tools, such as the CLS/CLT Student Bowl Games I and II as well as the Clinical Lab Science Review (UNC). The students completing this course also got second place at the Bi-State Annual ASCLS MLT Student Bowl in Tunica, MS. Instructors brought the students back to class one day a week during their clinical practice II course. The Clinical Practice II course was extended longer to accommodate for the day spent on campus. Instructors continued to combine broader subject areas for testing purposes in an attempt to allow students the experience of studying large areas of information at a time. Medialab and Medtraining competencies were given at this time as well to better prepare students for their certification exam.

4. Students will find employment in the field of training or a related field.

4. 80% of the graduates will find employment within 6 months of graduation in their field or a related field as reported on the October 2012 MS Dept of Education Office of Career and Technical Education Follow up Report.

4. 86% (6/7) of the graduates found employment within 6 months of graduation in their field or a related field as reported on the October 2012 Ms Dept of Education Office of Career and Technical Education Follow Up Report.

4. Graduates were notified by email and/or text message of any job openings, as they were made available.

5. Employers of MLT graduates will be satisfied with job performance.

5a. 80% of employers will respond with an average rating of Good (4) on Likert scale (0 – 5) with 5 being very good in response to the item “How would you rate employee in overall job preparation?” mailed within six months of employment, from the Employer Evaluation of Career/Technical Completers Survey 2012.

5b. 80% of employers will respond with an average rating of Good (4) on Likert scale (0 – 5) with 5 being very good in response to the question “How would you rate Communications and verbal skills?” mailed within six months of employment, from the Employer Evaluation of Career/Technical Completers Survey 2012.

5c. 80% of employers will respond with an average rating of Good (4) on Likert scale (0 – 5) with 5 being very good in response to the question “How would you rate Interpersonal skills?” mailed within six months of employment, from the Employer Evaluation of Career/Technical Completers Survey 2012.

5a-c.
| 6. | Graduates will be satisfied with the quality of instruction in their major area of study | 6a. From the Survey of Student Opinion, July 2012, 85% of the graduates responding will indicate satisfaction with the "Quality of instruction in your major area of study" with a weighted score of 4 or greater.  
6b. From the MLT Graduate Follow-Up Survey, Fall 2012, 90% of the graduates responding will indicate satisfaction with their educational experience by indicating "Very Good" or "Good" to the question "What is your overall rating of the entire educational experience you received during your MLT training?"  
6c. 85% of the graduates will rate their satisfaction of the college experience, by choosing "very great" or "great" to the statement "Preparation for a career" on the Survey of Student Opinions July 2012. | 6a-c. | 6a-c. |
| 7. | Students will demonstrate thoroughness in the completion of reading journal entries. (Goal 3) | 7. 95% of the students will achieve an average rating of 3 on a 5-point rubric evaluating thoroughness on terminal reading journal entries. | 7. | 7. |
| 8. | Students will identify the main and secondary ideas. (Goal 3) | 8a. 95% of Hematology I students will achieve an average rating of 3 on a 5 point rubric identifying the main and secondary ideas on terminal reading journal entries.  
8b. 95% of Hematology II students will achieve an average rating of 3 on a 5 point rubric identifying the main and secondary ideas on terminal reading journal entries. | 8a. 90% (9/10) of Hematology I students achieved an average rating of 3 on 5 point rubric identifying the main and secondary ideas on terminal reading journal entries.  
8b. 90% (4/10) of Hematology I students achieved an average rating of 3 on 5 point rubric identifying the main and secondary ideas on terminal reading journal entries. | 8. The differences in results between Hematology I and Hematology II is due to increased difficulty in material covered. Major causes of differences include, failure to dedicate enough time to read, reread and understand the material, failure to put the material in their own words and failure to utilize student resources (e-textbooks, other textbooks available in the classroom, library, etc.) and googling information that is more advanced for the assigned reading selection. Additional practice with reading journal assignments in the sophomore year has been added for the same group of students. | 8. | 8. |
| Students will improve their vocabulary through use of reading journal entries | 9a. 95% of Hematology I students will achieve an average rating of 3 on a 5 point rubric by making a list of and defining vocabulary words in the terminal reading journal entries.  
9b. 95% of Hematology II students will achieve an average rating of 3 on a 5 point rubric by making a list of and defining vocabulary words in the terminal reading journal entries. | 9a. 50% (5/10) of Hematology I students achieved an average rating of 3 on 5 point rubric by making a list of and defining vocabulary words in the terminal reading journal entries.  
9b. 90% (9/10) of Hematology II students achieved an average rating of 3 on 5 point rubric evaluating by making a list of and defining vocabulary words in the terminal reading journal entries. | 9. Additional practice with reading journal assignments in the sophomore year have been added for the same group of students. | 9. | 9. |
10. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts.

10a. 95% of Hematology I students will achieve an average rating of 3 on a 5 point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries.

10b. 95% of Hematology II students will achieve an average rating of 3 on a 5 point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries.

10a. 90% (9/10) of Hematology I students achieved an average rating of 3 on 5 point rubric evaluating the purpose and meaning of course-required texts in assigned terminal reading journal entries.

10b. 40% (4/10) of Hematology II students achieved an average rating of 3 on 5 point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journal entries.

10. The differences in results between Hematology I and Hematology II is due to increased difficulty in material covered. Major causes of differences include, failure to dedicate enough time to read, reread and understand the material, failure to put the material in their own words and failure to utilize student resources (e-textbooks, other textbooks available in the classroom, library, etc.) and googling information that is more advanced for the assigned reading selection. Additional practice with reading journal assignments in the sophomore year have been added for the same group of students.
**INSTITUTIONAL EFFECTIVENESS PLAN**  
**2012-2013**  
**Practical Nursing Education**

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** To provide quality instructional programs to prepare students for health science careers.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Students will be able to demonstrate a basic understanding of Medical Surgical Nursing. | 1a. Upon completion of PNV 1682, 72% of the students enrolled will score 80 or above on a comprehensive locally prepared final examination.  
1b. Upon completion of PNV 1682, 80% of the students enrolled will Score 80 or above on the NCLEX review in the computer lab. | 1a. 73% of the students scored 80 or above on a comprehensive locally prepared final examination  
1b. 100% of the students scored 80 or above on the NCLEX review. | 1a. The program officials continued to utilize this method of testing in an effort to measure the student's basic overall understanding and foundation of the course content.  
1b. Program officials continued this method of testing in order to identify areas where the student may need remediation in an effort to improve retention and successful completion of the course. |
| 2. Students will be able to prepare and maintain a sterile field. | 2a. Upon completion of PNV 1444, 80% of the students enrolled will be able to perform satisfactorily on check off for donning sterile gloves, opening a sterile pack, and preparing and maintaining a sterile field.  
2b. Upon completion of PNV 1444, 80% of the students enrolled will be able to pass the skills exam. | 2a. 100% of the students performed the check off and received a rating of satisfactory on the first of two attempts available.  
2b. 80% of the students enrolled passed the skills exam. | 2a & b. Program officials continued to use this method of instruction and evaluation in an effort to monitor application of theory in infection control. This evaluation helps to identify the need for remediation in this area to improve application of knowledge in regards to safety. |
| 3. Graduates will pass the National Licensing Examination for Practical Nurses. | 3. 85% of the graduates who take the NCLEX-PN® Licensing Examination will pass the examination on the first attempt as reported by the Mississippi State Board of Nursing. | 3. 100% (37 out of 37) of the practical nursing students passed the NCLEX-PN Licensing Examination on the first attempt as reported by the Mississippi State Board of Nursing. | 3. These results were used to provide overall feedback regarding the effectiveness of the instructional material used in the curriculum. Program officials continued to look at these results for areas where more emphasis may need to be placed. |
| 4. Graduates will find employment in the field of training or a related field. | 4. 85% of the graduates will find employment within 6 months of graduation in their field or a related field as reported on the October 2012 MS Department of Education office of Vocational Technical Education Follow-up Report. | 4. 100% of the graduates are currently employed in the field or in a related field | 4. Program officials continued to provide information to graduates concerning employment opportunities and encouraged all to seek employment in the field of their training. Communication lines were established with graduates in an effort to follow their career path and feed job opportunity information as it becomes available. |
5. Employers of PNE graduates will be satisfied with job performance.

5. 85% of employers will respond with an average rating of Good (4) on a Likert scale (0 – 5) with 5 being very good in response to the item “How would you rate employee in overall job preparation?” mailed within six months of employment, from the Employer Evaluation of Career/Technical Completers Survey, October 2012.

5. 100% of employers responded with an average rating of Good (4) on a Likert scale (0 – 5) with 5 being very good in response to the item “How would you rate employee in overall job preparation?” mailed within six months of employment, from the Employer Evaluation of Career/Technical Completers Survey.

5. Program officials continued to make prospective employers aware of curriculum changes. Scheduled advisory committee meetings are held to report changes and gain information from employers to improve and strengthen the practical nursing program. Students were informed of necessary job skills. TB skin testing certification from the State Board of Health was continued to make the graduates of the PNE Program more “marketable” in the workplace.

6. Students will demonstrate thoroughness in the completion of reading chapter assignments. (Goal 3) Integration by division according to following timeline: 2010-Health Sciences

6. 95% of the students will achieve an average rating of 3 on a 5 point rubric evaluating thoroughness on terminal chapter reading assignment.

6. 100% of the students achieved an average rating of 3 on a 5-point rubric evaluating thoroughness on the terminal chapter reading assignment. 90% of the students passed the exam on the terminal chapter reading assignment.

6. Program officials reviewed the terminal chapter reading assignment results and correlated them to the exam given on the assigned chapter to identify deficiencies in the area of reading comprehension.

7. Students will identify the main and secondary ideas. (Goal 3)

7. 95% of students will achieve an average rating of 3 on a 5-point rubric identifying the main and secondary content in the terminal chapter reading assignment.

7. 100% of the Practical Nursing Students achieved an average rating of 3 on a 5-point rubric evaluating identification of the main and secondary content in the terminal chapter reading assignment. 97% showed strong comprehension and 3% showed moderate comprehension.

7. The terminal chapter reading assignment quiz results were compared to the unit exam on the material read for overall assessment of their knowledge of the main content on the exam. Program officials decided to monitor this outcome in PNV 1524 Pharmacology and IV Concepts next year rather than in PNV 1682 to compare the results in other content.

8. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts.

8. 95% of students will achieve an average rating of 3 on a 5-point rubric evaluating purpose and meaning of course-required chapter reading assignments.

8. 97% of the students achieved an average rating of 3 on a 5-point rubric evaluating the purpose and meaning of course-required chapter reading assignments. The terminal chapter reading assignment quiz results show that 97% of the class showed a thorough understanding of the parts of the chapter text while 3% showed a basic understanding of some parts of the chapter text.

8. The terminal chapter reading assignment quiz results were compared to the unit exam for overall assessment of their knowledge of the main content given on the exam. Program officials decided to assess these criteria in PNV 1524 to evaluate effectiveness in other courses.

9. Students will improve their vocabulary through use of reading chapter assignments.

9. 95% of students will achieve an average rating of 3 on a 5-point rubric by scoring 80 or above on the terminal chapter assignment quiz vocabulary words.

9. 97% of the students achieved an average rating of 3 on a 5-point rubric evaluating the vocabulary of the chapter reading assignments. The terminal chapter reading assignment quiz results show that 97% of the class was familiar with the vocabulary in the chapter reading assignment.

9. The terminal chapter reading assignment quiz results were compared to the unit exam for overall assessment of their knowledge of the vocabulary content on the exam.
**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement: To provide quality instructional programs to prepare students for health science careers.**

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to perform routine radiographic examinations.</td>
<td>1a. Students will achieve an 85% of above on each random lab practical.</td>
<td>1a. The students were given 6 random lab practicals.</td>
<td>1a. The instructors are continuing to use the random lab practical. They have</td>
</tr>
<tr>
<td></td>
<td>1b. Clinical competencies</td>
<td>Lab practical #1 7/10 (70%) students made above an 85</td>
<td>added a lab report that includes procedural lab notes, anatomical drawings and</td>
</tr>
<tr>
<td></td>
<td>1st Year Students</td>
<td>Lab practical #2 9/10 (90%) students made above an 85</td>
<td>mandatory manikin exposures in the lab. The program instructors will continue to</td>
</tr>
<tr>
<td></td>
<td>• Chest (fall semester)</td>
<td>Lab practical #3 10/10 (100%) students made above an 85</td>
<td>monitor the results of the random lab practical.</td>
</tr>
<tr>
<td></td>
<td>• Abdomen (fall semester)</td>
<td>Lab practical #4 10/10 (100%) students made above an 85</td>
<td>1b. Students reviewed their clinical competency results with the instructors.</td>
</tr>
<tr>
<td></td>
<td>• Foot (spring semester)</td>
<td>Lab practical #5 8/10 (80%) students made above an 85</td>
<td>The program instructors will continue to monitor the results.</td>
</tr>
<tr>
<td></td>
<td>• Ribs (spring semester)</td>
<td>Lab practical #6 10/10 (100%) students made above an 85</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2nd Year Students</td>
<td>1b. Of the 4 procedures evaluated for the fall and spring semester, 100% of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• L-spine (fall semester)</td>
<td>students completed the identified competency and received a &quot;True&quot; in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Shoulder (fall semester)</td>
<td>following areas.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• C-spine (spring semester)</td>
<td>1. Pt. I.D., Patient Instruction and Patient Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Knee (spring semester)</td>
<td>2. Proper collimation and gonadal shielding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1b. Of the 4 procedures per fall and spring semester selected to evaluated, 90% of students</td>
<td>3. Cassette size, correct SID, proper mAs and proper contrast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>completing the identified competency will receive a “True” in following areas:</td>
<td>2a. 100% of the students demonstrated each of the following patient care skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Pt. I.D., Patient Instruction and Patient Communication</td>
<td>for the instructor and achieved 85% or greater on the following lab practicals:</td>
<td>2a. Faculty continued to monitor scores in the vital sign lab practical.</td>
</tr>
<tr>
<td></td>
<td>2. Proper collimation and gonadal shielding</td>
<td>1. vital signs (blood pressure, pulse, respiration, temperature)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Cassette size, correct SID, proper mAs and proper contrast</td>
<td>2. transfer of patients</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Students will possess knowledge of procedures and patient care.</td>
<td>2b. The students will achieve 85% or greater on the patient care final examination.</td>
<td>2b. Faculty continued to monitor the students’ achievement on the patient care</td>
</tr>
<tr>
<td></td>
<td>2a. Students will demonstrate each of the following patient care skills for the instructor and</td>
<td>2a. 82% of the students achieved 85% or greater on the patient care final</td>
<td>final examination.</td>
</tr>
<tr>
<td></td>
<td>achieved 85% or greater on the following lab practicals:</td>
<td>examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. vital signs (blood pressure, pulse, respiration, temperature)</td>
<td>2. transfer of patients</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. transfer of patients</td>
<td>2b. Faculty continued to monitor the patients’ achievement on the patient care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2b. The students will achieve 85% or greater on the patient care final examination.</td>
<td>final examination</td>
<td></td>
</tr>
<tr>
<td>3. Students will pass a National Certification Examination in the field of training or a related field.</td>
<td>3. 80% of the graduates which sit for the certification examination will pass the exam on the first attempt.</td>
<td>3. 91% (10/11) of graduates who sat for the National Certification Exam passed on the first attempt.</td>
<td>3. Program officials continued to require the portfolio based on the registry outline from the ARRT. Students are required to sit through Kettering review seminar in May each year.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4. Graduates will find employment as entry level radiographers or in an advanced modality.</td>
<td>4. 80% of graduates seeking employment will find employment within 6 months of graduation as reported on the October 2012 MS Dept of Education Office of Career and Technical Education Follow up Report.</td>
<td>4. 82% 9/11 of the graduates found employment within 6 months of graduation in their field or a related field.</td>
<td>4. Program officials continued to notify graduates of any opening as were made available. Newspaper ads were placed on a bulletin board in the classroom. Students are also sent email messages as the faculty members are notified that there are job openings.</td>
</tr>
<tr>
<td>5. Employers of RT graduates will be satisfied with job performance.</td>
<td>5. 80% of graduates will achieve an average rating of good (4) on the Likert scale (0 – 5) with 5 being very good in response to the question “How would you rate Overall job preparation?” mailed within six months of employment, from the Employer Evaluation of Career/Technical Completers Survey, October 2012.</td>
<td>5. 100% of graduates achieved an average rating of good in response to the question “How would you rate overall job preparation?”</td>
<td>5. Program officials continued to utilize the affective evaluation to emphasize communication and interpersonal skills, which is performed at mid-term as well as at the end of the semester. The affective evaluation examines student's behavior, which is necessary for career ready employment. Program officials stressed the importance of continuing education and first impressions.</td>
</tr>
<tr>
<td>6. Students will demonstrate thoroughness in the completion of reading journal entries. (Goal 3)</td>
<td>6. 95% of the students will achieve an average rating of 3 on a 5 point rubric evaluating thoroughness on terminal reading journal entries.</td>
<td>6. 100% of the students scored a 3 or better on the Reading Journal Rubric in the area of Commitment.</td>
<td>6. Program officials continued to monitor the results of the reading journals.</td>
</tr>
<tr>
<td>7. Students will identify the main and secondary ideas. (Goal 3)</td>
<td>7. 95% of students will achieve an average rating of 3 on a 5-point rubric identifying the main and secondary ideas on terminal reading journal entries.</td>
<td>7. 100% of the students scored a 3 or better on the Reading Journal Rubric in the area of Comprehension.</td>
<td>7. Faculty members continued to use reading journals in the Freshman fall and spring semester. They continued to monitor results of the reading journals.</td>
</tr>
<tr>
<td>8. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts.</td>
<td>8. 5% of students will achieve an average rating of 3 on a 5-point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries.</td>
<td>8. 100% of the students scored a 3 or better on the Reading Journal Rubric in the area of Analysis.</td>
<td>8. Faculty members continued to use reading journals in the Freshman fall and spring semester. They continued to monitor results of the reading journals.</td>
</tr>
<tr>
<td>9. Students will improve their vocabulary through use of reading journal entries.</td>
<td>9. 95% of students will achieve an average rating of 3 on a 5-point rubric by making a list of and defining vocabulary words in the terminal reading journal entries.</td>
<td>9. 100% (10 of 10) of students enrolled in Radiation Protection RGT 1312 received above a 3 on defining vocabulary words in the terminal reading journal entries. 100% (10 of 10) of students enrolled in Radiographic Procedures RGT 1523 received above a 3 on defining vocabulary words in the terminal reading journal entries.</td>
<td>9. Program officials continued to monitor the reading journal results.</td>
</tr>
</tbody>
</table>
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
Respiratory Care Technology

College Purpose Statement(s): (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

Long-Range Goal(s): (L1) Quality Student Outcomes--To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

Short-Term Goal(s): (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

Division Purpose Statement: To provide quality instructional programs to prepare students for health science careers.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Students will be able to demonstrate a basic understanding of respiratory care routine procedures. | 1a. 80% of students enrolled in Respiratory Care Practitioner I will achieve a score of 75 or above on the locally prepared comprehensive final examination.  
1b. Graduate CRT scores from content areas 3A,3B, 3C, 3D, 3E, 3F and 3G (Initiation and Modification of Therapeutic Procedures) will exceed the national mean average scores. This information is obtained from the NBRC Certification Exam results. | 1a. 58% (7 of 12) of students enrolled in Respiratory Care Practitioner I achieved a 75 or above on the locally prepared comprehensive final examination.  
1b. Information obtained from the NBRC Certification Exam results revealed that CRT graduate scores from content areas 3A, 3B, 3C, and 3D exceeded the national mean. Scores from 3E 10.00 of 10.25), 3F (11.80 of 12.92), and 3G (11.00 of 12.32) fell below the national mean average | 1a. Program faculty will continue requiring a passing score of 75 or above on the comprehensive Practitioner I final exam. This exam reflect basic procedures needed to perform duties of a CRT.  
1b. This final exam parallels well with the content areas on the NBRC CRT exam; the instructor will continue to ensure all objectives are being met and add additional lab practice when needed. New resources (Egan on-line student resource) will be added to this class. This change should help students develop better critical thinking skills. The basic procedures taught in this course are carried out in clinical courses. A comprehensive review course is taught at end of program, prior to graduation. This course reviews content taught in Practitioner I and provides a review of basic procedures. |
| 2. Students will be able to perform arterial puncture following Clinical Practice I. | 2a. Each student will achieve 100% on the Arterial Puncture Performance evaluation.  
2b. Graduate CRT scores from content area 3E, #2 (Obtain a blood gas sample) will exceed the national mean average score. | 2a. 100% (10 of 10) students achieved 100% on the Arterial Puncture Performance Evaluation.  
2b. The national mean for content area 3E was 10.25. Average Score for 2012 graduates was 10.00. | 2a & b. Program faculty will continue to require 100% accuracy from students on the Arterial Puncture Performance Evaluation. Students will be allowed 3 attempts to achieve 100%. Students will be given additional time in lab to achieve 100% accuracy. Instructor will ensure objectives and exam reflect current content. |
| 3. | Students will pass a National/State Certification Examination in the field of training or a related field. | 3. | 80% of the graduates which sit for a certificate examination will pass an examination on the first attempt as reported on the October 2012 MS Dept of Education Office of Career and Technical Education Follow-up Report. | 3. | 70% (7 of 10) graduates sat for the certified respiratory therapist examination and passed on the first attempt as reported to the October 2012 Ms Dept of Career and Technical Education Follow-up Report. | 3. | Program faculty will continue to use review books and computer aided instruction to prepare students for the certification exam. Self-assessment exams will be administered to students prior to graduation. These exams inform students of strong and weak areas and allows for better remediation. Students will continue to attend a Kettering Review Seminar that also helps prepare students for the exam. |

| 4. | Students will find employment in the field of training or a related field. | 4. | 80% of the graduates will find employment within 6 months of graduation in their field or a related field as reported on the October 2012 MS Dept of Education Office of Career and Technical Education Follow-up Report. | 4. | 70% (7 of 10) of the May 2012 students found employment within 6 months of graduation in their field or a related field as reported to the October 2012 Ms Department of Education Office of Career and Technical Education Follow-up report. | 4. | Of the 3 students who did not find employment; 1 moved to another state and will have to gain licensure in that state to work; 1 was pregnant and choose to find employment after the birth of her child; and 1 has not passed the national CRT exam. Program faculty will continue to stress the importance of a good work ethic during clinical rotations and inform students of potential job opportunities. |

| 5. | Students will pass a simulated Registry examination in their field of training given the last semester of the program. | 5. | 80% of students enrolled will achieve a 55 or above on the secure written registry self-assessment examination. This exam is given the final semester prior to graduation. Results of this exam correlate well with student success on the credentialing exam administered by the National Board of Respiratory Care. | 5. | 60% (6 of 10) students achieved a score of 55 or greater on the secure written registry examination. | 5. | Results of the secure assessment exam (SAE) is good indicator of student success in passing the national board exam administered by the NBRC. Program faculty will continue to utilize these exams. The exam provides a report to students, which will identify weak areas. This allows time for review and remediation. Students will be required to purchase review materials and attend a review seminar prior to graduation. Additional review and computer-aided practice will be given to identify weak areas. |

<p>| 6. | Employers of RCT graduates will be satisfied with job performance. | 6a. | 80% of employers will respond with an average rating of (3) on Likert scale (0 – 5) with 5 being Excellent in response to the item “How would you rate employee in overall job preparation?” mailed within six months of employment, from the CoARC Employer Survey. | 6a. | 100% employers responded with an average rating of (3) on Likert scale (0-5) with 5 being Excellent in response to the item &quot;How would you rate employee in overall job preparation?&quot; mailed within six months of employment, utilizing the CoARC Employer Survey. 33% of employers responded with a rating of (5) or excellent, 16% responded with a (4) or very good, and 50% responded with a (3) or average. | 6a-b. | Students rotate through various clinical sites and this exposes students to several employers. This also allows students to know what is expected when employed. Program faculty includes detailed behavioral policy in all clinical syllabi. The policy emphasizes the student’s responsibilities in the clinical setting. |</p>
<table>
<thead>
<tr>
<th>6b.</th>
<th>Employer survey results will exceed CoARC threshold standard which states that at least 80% of the responses will be rated 3 or higher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6b.</td>
<td>100% of employers responded with a rating of (3) to all responses on the CoARC Employer Satisfaction survey. These results exceed CoARC threshold standard rating of at least 80% of responses be rated (3) or higher.</td>
</tr>
<tr>
<td>6a-b. (continued)</td>
<td>All students are evaluated by clinical preceptors at the end of each clinical day. Evaluations address promptness, attitude, team work, respect, work ethic, clinical skills and etc. These evaluations are included in final clinical grade.</td>
</tr>
<tr>
<td>7.</td>
<td>The number of graduates, from the Respiratory Care Program, who sit for the NBRC Written Registry and Clinical Simulation exams, will increase.</td>
</tr>
<tr>
<td>7a.</td>
<td>80% of the students who graduate will sit for the NBRC Written Registry within 6 months of graduation.</td>
</tr>
<tr>
<td>7b.</td>
<td>50% of those students passing the NBRC Written Registry will sit for the Clinical Simulation exams within 6 months of graduation.</td>
</tr>
<tr>
<td>7a.</td>
<td>60% (6of 10) of the May 2012 graduates have challenged the NBRC Written Registry Exam.</td>
</tr>
<tr>
<td>7b.</td>
<td>67% (4 of 6) of the graduates who have passed the NBRC Written Registry Exam have sat for the NBRC Clinical Simulation Exam.</td>
</tr>
<tr>
<td>7a&amp;b.</td>
<td>In order to earn the RRT credential, a graduate must pass both the NBRC written registry and clinical simulation exams. Program faculty encourage all students to challenge these exams and earn this credential. The program prepares students for these exams. Program faculty stress to students the importance of this credential and ensures students have the knowledge and confidence to pass these exams upon graduation. This is achieved by review classes taught the last semester of the program. Program faculty also work with clinical preceptors to ensure students have appropriate clinical experience. Preceptors also stress to students the importance of earning this credential and how it will improve employment opportunities.</td>
</tr>
<tr>
<td>8.</td>
<td>Students will demonstrate thoroughness in the completion of reading journal entries. (Goal 3)</td>
</tr>
<tr>
<td>8.</td>
<td>95% of the students will achieve an average rating of 3 on a 5-point rubric evaluating thoroughness on three reading journal entries completed in RCT 1516.</td>
</tr>
<tr>
<td>8.</td>
<td>100% (11 of 11) students enrolled in RCT 1516 achieved an average rating of 4 to 5 points on the reading journal rubric in the area of commitment.</td>
</tr>
<tr>
<td>8.</td>
<td>Three reading journal assignments were assigned to students. These assignments included an article on a specific procedure and two case studies on various disease. The reading assignments correlated well objective of Clinical I Practice. The average of the three assignments counted as 10% of final Clinical I grade. Students gave oral presentations of case studies. Program faculty use the assignments to enhance critical thinking skills and decision making skills. Results are positive and faculty feel that these assignments are beneficial to students.</td>
</tr>
<tr>
<td>9. Students will identify the main and secondary ideas. (Goal 3)</td>
<td>9. 95% of students will achieve an average rating of 3 on a 5-point rubric identifying the main and secondary ideas on three reading journal entries in RCT 1516.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts.</td>
<td>10. 95% of students will achieve an average rating of 3 on a 5-point rubric evaluating purpose and meaning of course-required texts in assigned three reading journals entries in RCT 1516.</td>
</tr>
<tr>
<td>11. Students will improve their vocabulary through use of reading journal entries.</td>
<td>11. 95% of students will achieve an average rating of 3 on a 5 point rubric by making a list of and defining vocabulary words in the three reading journal entries in RCT 1516.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 12. Graduates will indicate satisfaction with their preparation for a career and the quality of instruction in their major area of study. | 12a. From the Survey of Student Opinions, Spring 2012, 85% of the graduates responding will indicate satisfaction with the "Quality of instruction in your major area of study" with a weighted score of 4 or greater.  
12b. From the CoARC Graduate Survey, Fall 2012, 85% of the graduates responding will indicate satisfaction with their educational experience by indicating "Excellent" or "Above Average" to the question "What is your overall rating of the entire educational experience you received during your training?"  
12c. 85% of the graduates will rate their satisfaction of the college experience, by choosing "Very Great" or "Great" to the statement "Preparation for a career" on the Survey of Student Opinions Spring 2012. |
| 12a. 100%(10 of 10) of the graduates responded with a weighted score of 4 or greater to "Quality of instruction in your major area of study" from the Survey of Student Opinions.  
12b. From the CoARC survey, Fall 2012, 100% of graduates responded with a "Excellent" or "Above Average" to the question "What is your overall rating of the entire educational experience you received during your training?"  
12c. 100% (10 of 10) of the graduates rated their satisfaction of the college experience with "Very Great to Great" to the statement "Preparation for a career" on the Survey of Student Opinions. | 12 a,b, and c. Program faculty will continue to use graduate surveys to monitor both knowledge base and clinical proficiency of the program. Any deficiencies identified by graduates will be addressed. |
|   |   |
The Division of Humanities and Social/Behavioral Sciences includes the disciplines of English, Modern Foreign Languages, Communications, History, Psychology, Sociology, Government, Political Science, Philosophy, and Health, Physical Education and Recreation. Eleven full-time faculty members in English, one full-time faculty member in Modern Foreign Languages, three full-time Speech instructors, one part-Speech, part-Drama Production instructor, five full-time faculty members in Social Sciences, four full-time Psychology/Sociology instructors, one full-time and two part-time instructors in Health, Physical Education and Recreation are employed at Northeast.

Housed in Anderson and Patterson Halls, the Humanities and Social/Behavioral Sciences Division (with the exception of Drama Production, which is in Hines Hall) serves approximately 3,000 students each semester. In addition to regular instructional duties, each divisional member acts as an advisor to students, both those majoring in Humanities and Social/Behavioral Sciences Division programs as well as those majoring in programs of study outside this division.

Qualified, experienced instructors who stay current in their fields and who, at the same time, understand the purpose of the community college are some of the greatest strengths of the Humanities and Social/Behavioral Sciences Division. Frequent reviews of goals and objectives in each course as well as methods of instruction help instructors provide the best possible learning experiences for the body of students they serve. Curriculum review is done on a regular basis and articulation with senior institutions, other community colleges, and business and industry help in updating syllabi in each program of study. In addition to quality instruction, the Humanities and Social/Behavioral Sciences Division offers community programs and workshops that reflect the broader purpose of Northeast.

2012-2013 Accomplishments:

1. Take the lead in Northeast moving toward e-books in order to save students money and free them from trying to resell textbooks.
2. Expand philosophy teacher’s course offerings by teaching 2 classes per semester: 1 class on MWF and 1 class on TR
3. Add PSY 2553/Psychology of Personal Adjustment to the curriculum.
4. Implement smaller class sizes, especially in Beginning English and English Composition I.
5. Continue to evaluate all divisional syllabi for currency and core requirements.
6. Encourage implementation of new teaching methods and materials.
7. Continue to offer relevant workshops and programs for local public school teachers and students.
8. Encourage training and professional development of instructors by their attendance at conferences and workshops in respective teaching fields in order to keep abreast of new technology, methodology, and research.
9. Hire an English instructor who will teach part-time at New Albany and part-time at the main campus in Booneville in order to offer day classes at the Northeast at New Albany off-campus site.
10. Hire an English instructor who will teach part-time at Corinth and part-time at the main campus in Booneville in order to offer day classes at the Northeast at Corinth off-campus site.
11. Replace chairs in Patterson 106 (Computer Lab) which currently has a hodgepodge of chairs which are unattractive and are at awkward heights for users.

Five-Year Projections: 2013-2014

1. Add HIS 1613/Survey of African-American History to the curriculum in order to be able to offer it if there is a demand for the course
2. Install updated software in Anderson computer labs so students can access files they have saved in Mac or other programs.
3. Reduce the student-teacher ratio in courses which are overpopulated in order to improve teaching and learning.
4. Continue to evaluate and update individual syllabi and assessments in all departments of the Humanities and Social/Behavioral Sciences Division for currency and core requirements, enabling academic majors who transfer to four-year institutions to equal or to exceed the academic performance of native college students.
5. Hire an additional part-time Modern Foreign Language instructor who is certified in French.
6. Add a Foreign Language lab, separate from the classroom, with Rosetta Stone software and equipment to facilitate students learning a second language.
7. Continue to offer programs and workshops for the community and students.
8. Evaluate the English remedial program in terms of completers, cut-off scores, and possible changes to course offerings.
9. Instructor will develop custom combinations (that is, videos, e-Book, notes, Prezi presentations, Ted-Talks) to create a more effective and engaging Introduction to Philosophy course.
10. Incorporate Wimba into instruction for Blackboard classes.
11. Examine reading and writing needs of academia and the workplace and adjust composition focus to reflect changes and requirements.
12. Expand implementation of live pod casting of classes to narrate PowerPoint presentations and lectures for online classes and for placement on faculty web pages for students who are absent from class.

2014-2015
1. Establish a writing center, not just a lab, staffed by a faculty director and students as peer writing consultants.
2. Replace and update classroom and lab computers with newer versions to keep up with technology changes/needs.
3. Update computer labs in Anderson 231 and 128 with computers and printers.
4. Examine reading and writing needs of academia and the workplace and adjust composition focus to reflect changes and requirements.
5. Continue to evaluate all divisional syllabi for currency and core requirements.
6. Purchase networked printer for Humanities & Social/Behavioral Sciences academic chair’s office.
7. Add PHI 2613/Introduction to World Religions to course curriculum.

2015-2016
1. Encourage implementation of new teaching methods and materials.
2. Continue to offer relevant workshops and programs for local public school teachers and students, as well as faculty from neighboring community colleges.
3. Encourage training and professional development of instructors by their attendance at conferences and workshops in respective teaching fields in order to keep abreast of new technology, methodology, and research.
4. Examine writing needs of academia and the workplace and adjust composition focus to reflect changes and requirements.
5. Look at possible new course offerings for the Humanities and Social/Behavioral Sciences Division.
6. Continue to upgrade division technology as needed.
7. Continue to evaluate divisional curricula.
8. Continue to provide provocative, educational, and enlightening programs for this area of the state.
9. Continue to develop and offer additional division courses online as needed.
10. Continue to encourage and provide funding for training and professional development of instructors.
11. Continue to evaluate all divisional syllabi for currency and core requirements.

2016-2017
1. All speech textbooks will be available only as eBooks to be used on iPads.
2. Speech instructors will directly evaluate students' speeches on video and give instant feedback by using video cam hooked to a laptop computer.
3. Continue to update technology in classrooms, labs, and instructors' offices.
4. Continue to evaluate divisional curricula.
5. Continue to provide provocative, educational, and enlightening programs for this area of the state.
6. Continue to develop and offer additional division courses online as needed.
7. Continue to encourage and fund training and professional development of instructors.
8. Continue to evaluate all divisional syllabi for currency and core requirements.

2017-2018
1. Expand writing center resources
2. Continue to update technology
3. Expedite remediation for under-prepared writing and reading students
4. Establish the eBook as the required course text instead of optional one
5. Offer multidisciplinary courses
6. Continue to develop and offer additional division courses online as needed
7. Encourage the publication of faculty iBooks
8. Continue to provide provocative, educational, and enlightening programs for this area of the state
9. Create more hybrid courses
**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment.

**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy; (L4) Marketing—To develop a systematic process that identifies the marketing strategies directed to the College’s diverse constituents; (L6) Community Partnerships—To provide opportunities for cultural, professional, and industrial partnerships between the College and the community.

**Short-Term Goal(s):** (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** To provide quality instruction and advising for majors in the subjects covered by the division, to offer core courses for academic and technical students, and to offer remedial instruction in communication necessary for students to succeed in academia and in the world of work.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Students will produce writing that is correct and appropriate for intended audience and purpose. | 1a. Students completing ENG 1113 will submit at least four expository writing units requiring coherent organization, clear thought content, appropriate word choice, effective sentence structure, and will make oral and written responses to others’ writing; the writing process and final product will be evaluated according to grading rubrics developed by ENG 1113 faculty; 75% of students who complete the course will master all major writing units with an average of at least 70% success.  
1b. At least 75% of employers of graduates from NE career/technical programs will express satisfaction with these employees’ writing skills on the 2012 Employer Evaluation of Career/Technical Completers Survey. | 1. In the fall of 2012, 87% of students completing English 1113 did so with at least a 70% success rate; in the spring of 2013, 81% of students completing English 1113 did so with at least a 70% success rate. | 1. Writing instructors will continue to update their use of supplemental writing instruction materials and programs. They will also continue to advocate for a College Writing Center. Representative English instructors will participate in the Transitioning to College Writing Symposium in the fall of 2013. |
| 2. Students will demonstrate critical thinking skills in works of revised, researched, and correctly documented writing. | 2. Students who complete ENG 1123 will submit at least four writing units requiring analytical, evaluative, and/or persuasive thinking, at least two of which will require documented research, to be evaluated according to grading rubrics developed by ENG 1123 faculty; 70% of students who complete the course will master all major writing units with an average of at least 70% success, as determined by a writing evaluation rubric. | 2. In fall of 2012, 83% of students who completed English 1123 did so with at least a 70% success rate. In the spring of 2013, 91% of students who completed English 1123 did so with at least a 70% success rate. | 2. English 1123 instructors will continue to update instructional materials for teaching critical writing skills. |
3. Students will gain and synthesize factual knowledge of traits, works, and authors representing key periods of literary history.

3a. 70% of students who complete ENG 2223, 2233, 2323, 2333, 2423, or 2433 will be able to identify on unit tests key terms and traits of representative periods of literary history with at least 60% success.

3b. 70% of students who complete ENG 2223, 2233, 2323, 2333, 2423, or 2433 will synthesize factual knowledge in at least one scholarly essay which will receive a satisfactory evaluation based on grading rubric adopted by literature faculty.

3a. In the fall of 2012, 90% of students who completed ENG 2223, 2233, 2323, 2333, 2423, or 2433 were able to identify on unit tests key terms and traits of representative periods of literary history with at least 60% success. In the spring of 2013, 98% of students who completed ENG 2223, 2233, 2323, 2333, 2423, or 2433 were able to identify on unit tests key terms and traits of representative periods of literary history with at least 60% success.

3b. In the fall of 2012, 74% of students who completed ENG 2223, 2233, 2323, 2333, 2423, or 2433 synthesized factual knowledge in at least one scholarly essay which received a satisfactory evaluation based on grading rubric adopted by literature faculty. In the spring of 2013, 77% of students who completed ENG 2223, 2233, 2323, 2333, 2423, or 2433 synthesized factual knowledge in at least one scholarly essay which received a satisfactory evaluation based on grading rubric adopted by literature faculty.

3a & b. Literature instructors will meet to discuss the writing component required of students. English faculty will advocate for a College Writing Center where students may receive constructive feedback on their literary essays.

4. Students will deliver speeches that communicate effectively and are appropriate to a certain audience and purpose.

4a. 70% of the traditional students who complete SPT 1113 will be successful by scoring at least a 3 or above on the informative speech as measured by criteria on the Instructors Evaluation rubric.

4b. 70% of the on-line students who complete SPT 1113 will be successful by scoring at least a 3 or above on the informative speech as measured by criteria on the Instructors Evaluation rubric.

4a. Out of 290 traditional class members, 247 = 85% scored 3 or above on the informative speech Instructors Evaluation rubric.

4b. Out of 39 online class members, 34 = 89% scored 3 or above on the informative speech Instructors Evaluation rubric.

4. The results of the rubric should be broken into delivery and organization. A student can have excellent delivery but poor organization and visa versa. The overall score does not tell us a much and committee needs to improve what we are measuring.

5. Students will recognize the main points of the outlines of a manuscript speech.

5a. 70% of the students enrolled in SPT 1113 will successfully devise a formal outline containing the introduction, body, and conclusion for the persuasive speech by scoring a 7 or above on the rubric.

5b. 70% of the students enrolled in SPT 1113 will successfully use a key word outline effectively by having 85% or better eye contact.

5a. Out of 141 traditional class members, 104 = 73% successfully devised a formal outline by scoring a 7 or above on the rubric.

5b. Out of 141 traditional class members, 117 = 82% successfully used a key word outline, by scoring a 7 or above on the rubric.

5. Our measurement of the formal outline, only measures if the student can follow written instructions. They should be able to demonstrate improved organization in their speech. The committee should look into measuring demonstrated organization as measured on the rubric. The committee should also consider measuring eye contact directly from the informative rubric. It would be more accurate measure.
### 6. Students will synthesize factual knowledge of historical periods and events.

**6a.** Students who complete HIS 2113 or 2223 in a distance learning setting will identify major historical periods and events at a comparable success rate to students who complete the courses in traditional settings (success will be defined by a student making 60% or above on 60% of course exams in either the fall or spring semesters).

**6b.** Students who complete HIS 2113 or 2223 in a distance learning setting will perform comparably on a uniform comprehensive set of questions to students who complete the courses in traditional settings (success will be defined as a student answering 60% of the questions accurately in either the fall or spring semesters).

### 7. Students will comprehend the major Social/Behavioral schools of thought and their respective theories and methods of investigation.

**7a.** 70% of “Traditional Classroom” students who complete PSY 1513 will score at 60% or higher on each section of the rubric representing the major schools of thought and their respective theories and methods of investigation—Schools of Thought: Psychoanalytical/Psychodynamic, Behavioral, Cognitive, Humanistic, and Biopsychosocial. Assessment procedures include exams, quizzes, term projects/papers, and discussion board activities. The outcomes will be analyzed with a simple percentage computational formula.

<table>
<thead>
<tr>
<th>6a. In HIS 2213, 81.5% of completers made 60% or above on 60% of course exams in a traditional setting, while 86.4% of completers made 60% or above on 60% of course exams in an eLearning environment. In HIS 2223, 91.4% of completers made 60% or above on 60% of course exams in a traditional setting, while 85% of completers made 60% or above on 60% of course exams in an eLearning environment.</th>
<th>6b. In HIS 2213, 53% of completers made 60% or above on a uniform comprehensive set of questions in a traditional setting, while 72%* of completers made 60% or above on a uniform comprehensive set of questions. (*Out of three eLearning sections, only one reported results.) In HIS 2223, 57.7% of completers made 60% or above on a uniform comprehensive set of questions in a traditional setting, while 42.5% of completers made 60% or above on a uniform comprehensive set of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completers in both traditional and eLearning environments did succeed at acceptable rates on course exams. However, neither group performed well on the uniform comprehensive set of questions. Efforts have already been made to make sure all adjuncts have the comprehensive set of questions to administer during the next academic year. One history eLearning instructor did pilot APLIA, a learning software that accompanies the textbook in an effort to improve results. In a survey taken in Spring 2013, 89% of students reported that Aplia helped them understand the material better, score higher on weekly quizzes, and learn more in the course. However, only 18% of the students surveyed correctly answered 60% of the comprehensive questions (90% did score 60% or higher on course exams). Using Aplia did not improve the overall retention in the course, which actually dropped over previous semesters. Therefore, the decision was made not to use Aplia next year. History faculty did agree to re-examine the comprehensive questions to decide if it is the best method for measuring success in the course.</td>
<td>6. Completers in both traditional and eLearning environments did succeed at acceptable rates on course exams. However, neither group performed well on the uniform comprehensive set of questions. Efforts have already been made to make sure all adjuncts have the comprehensive set of questions to administer during the next academic year. One history eLearning instructor did pilot APLIA, a learning software that accompanies the textbook in an effort to improve results. In a survey taken in Spring 2013, 89% of students reported that Aplia helped them understand the material better, score higher on weekly quizzes, and learn more in the course. However, only 18% of the students surveyed correctly answered 60% of the comprehensive questions (90% did score 60% or higher on course exams). Using Aplia did not improve the overall retention in the course, which actually dropped over previous semesters. Therefore, the decision was made not to use Aplia next year. History faculty did agree to re-examine the comprehensive questions to decide if it is the best method for measuring success in the course.</td>
</tr>
<tr>
<td>7a. The overall percentage of &quot;Traditional Classroom&quot; student completers scoring at 60% or higher was 75.69% in each of the following Rubric Domains: Psychoanalytical, Behavioral, Cognitive, Humanistic, and Biopsychological (1053 enrolled in PSY 1513 and 797 completed the course at the set criteria of 60% or higher).</td>
<td>7a. Continue to improve student learning outcomes in the major schools of thought by implementing current strategies and enhance course instructional delivery that involve: 1. Use of successful instructional procedures, such as media presentations and traditional lecture, discussion activities, community based/service activities, reading and written assignments.</td>
</tr>
<tr>
<td>91</td>
<td></td>
</tr>
</tbody>
</table>
| 7b. 60% of “Online” students who complete PSY 1513 will score at 60% or higher on each section of the rubric representing the major schools of thought and their respective theories and methods of investigation—Schools of Thought: Psychoanalytical/Psychodynamic, Behavioral, Cognitive, Humanistic, and Biopsychosocial. Assessment procedures include exams, quizzes, term projects/papers, and discussion board activities. The outcomes will be analyzed with a simple percentage computational formula. | 7b. The overall percentage of "Online" student completers scoring at 60% or higher was 57.06% in each of the following Rubric Domains: Psychoanalytical, Behavioral, Cognitive, Humanistic, and Biopsychological (177 enrolled in PSY 1513 Online and 101 completed the course at the set criteria of 60% or higher). | 2. Enhance both technological (instructional media, lecture, discussion activity; and reading and written assignment delivery) and traditional strategies by implementing a new course software delivery platform with Canvas.  
7b. Improve student learning outcomes in the major schools of thought by developing Screening Criteria and enhancing instructional technology for "online" students that involve:  
1. Applying the "College Intensive Reading" criteria based on the student's ACT Reading Subtest Score  
2. Assessment of the "online" student's level of computer skills for successful completion of an online class, such as recommended Computer Applications I (CSC 1123) class prior to online enrollment.  
3. Enhance the delivery of instructional technology (instructional media, lecture, discussion activity; and reading and written assignments) by implementing a new course software delivery platform with Canvas. |
|---|---|---|
| 8. Students will gain a greater awareness of the many culturally enriching opportunities available through the college and community which focus on themes central to the humanities and social/behavioral sciences. | 8a. The “Cultural Programs and Activities” item on the Survey of Student Opinions Spring 2012 will register a mean “Satisfaction” score of at least 3.5 on a 5 point scale.  
8b. At least four community-cultural partnership opportunities will be offered to students during the 2012-13 school year.  
8c. Ninety percent of attendees at community-cultural partnership programs will agree with the statement: “I have a greater understanding of this subject matter because I attended this program.” | 8a. The “Cultural Programs and Activities” item on the Survey of Student Opinions Spring 2012 registered a mean “Satisfaction” score of 3.97 on a 5 point scale.  
8b. The Cultural Arts Committee and Phi Theta Kappa partnered to present four programs on the theme "Food for Thought" on September 25, September 27, October 2, and October 4. The first program featured Dr. Jill Cooley of the University of Mississippi introducing the book In Defense of Food by Michael Pollan.  
8. Representatives of Phi Theta Kappa and the Cultural Arts Committee met in March 2013 and selected the topic "education" for programming in the fall of 2013. Plans were made to focus on making students competitive as they further their studies and careers. |
next two sessions involved student-led
discussions on the book with the final session
presenting other perspectives to a healthy
diet. There were 193 different students plus 22
different faculty/staff in attendance over the 4
events, with 29 students attending all four
events. The audience included students who
attend classes on Northeast Booneville campus,
New Albany campus, Corinth campus, and
online students.

8c. 87.3 percent of attendees at the programs agreed
with the statement: “I have a greater
understanding of this subject matter because I
attended this program.” 85.8 percent reported
that they would attend a program like this
again. (These statistics include 25 attendees
who did not respond to the first statement and
36 who did not respond to the second.)

9a. Analysis of data obtained by Northeast from The
University of Mississippi will show that 75% of
the students who transfer in an educational
program will achieve a 2.5 or better cumulative
GPA.

9b. Analysis of data obtained by Northeast from
Mississippi State University will show that
students who transfer in an educational program
will maintain a GPA at or above the average
overall GPA of the Native Undergraduate
students.

9c. 80% of NEMCC education majors who take the
PRAXIS I exam will make scores satisfactory for
entry into a Mississippi College School of
Education.

9a. Seventy-eight Northeast students transferred to
the University of Mississippi in the field of
education. Their average GPA at that
institution was 3.22 compared to UM native
juniors and seniors in the School of Education
average GPA of 3.11.

9b. Eighty-four Northeast students transferred to
Mississippi State University in the field of
education. Their average GPA at that
institution was 2.825 compared to MSU native
student average GPA of 2.965.

9c. Of the students taking the PRAXIS I between
September 1, 2011 and August 31, 2012, who
self-reported doing relevant study at NEMCC,
95% out of 21 test takers passed the C-PPST
Reading, 75% of 20 test takers passed the C-
PPST Writing, and 86.4% of 22 test takers
passed the C-PPST Mathematics.

10. Students will demonstrate
thoroughness in the
completion of reading journal
entries. (Goal 3) Integration
by division according to
following timeline: 2009-
Humanities and Social and
Behavioral Sciences

10. 95% of the students will achieve at least a 3 for
commitment on a 5-point rubric evaluating
terminal reading journal entries.

10. 98% of students received a COMMITMENT
score of at least 3 on a 5-point scale as
measured by the Reading Journal rubric.

10. English 1113 instructors will continue
to regularly discuss classroom
strategies for encouraging students to
commit to their reading journal tasks.
<table>
<thead>
<tr>
<th>11. Students will identify the main and secondary ideas. (Goal 3) Integration by division according to following timeline: 2009-Humanities and Social and Behavioral Sciences</th>
<th>11. 95% of students will achieve at least a 3 for analysis on a 5-point rubric by identifying the main and secondary ideas of assigned texts in terminal reading journal entries.</th>
<th>11. 98% of students received an ANALYSIS score of at least 3 on a 5-point scale as measured by the Reading Journal rubric.</th>
<th>11. English 1113 instructors will share strategies for helping students to read analytically.</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts. (Goal 3)</td>
<td>13. 95% of students will achieve at least a 3 for comprehension on a 5-point rubric by recognizing the main purpose and meaning in course-required texts in assigned terminal reading journals entries.</td>
<td>13. 98% of students received a COMPREHENSION score of at least 3 on a 5-point scale as measured by the Reading Journal rubric.</td>
<td>13. English 1113 instructors will share instructional strategies for helping students comprehend their assigned readings.</td>
</tr>
<tr>
<td>14. Students will improve their vocabulary through use of reading journal entries. (Goal 3)</td>
<td>14. 95% of students will achieve at least a 3 for vocabulary on a 5-point rubric evaluating terminal reading journals, by making a list of and defining vocabulary words in assigned texts.</td>
<td>14. 94% of students received at least a 3 on Vocabulary according to a 5-point Reading Journal rubric.</td>
<td>14. English 1113 instructors will continue to emphasize the importance of vocabulary building in the development of critical reading skills and practices.</td>
</tr>
<tr>
<td>15. Student success and retention rates will increase following integration of critical reading instruction appropriate to the discipline. (Goal 3)</td>
<td>15. Success and retention rates will increase by 3% in selected courses in each division following the integration of at least one element of critical reading instruction appropriate to the discipline.</td>
<td>15. The success rate for ENG 1113, Fall 2012, was 63.8%, a decrease of 3.4% from Fall 2011.</td>
<td>15. ENG 1113 instructors decided to drop MyCompLab and focus on improving reading journals.</td>
</tr>
</tbody>
</table>
DIVISION OF MATHEMATICS & SCIENCES

The Division of Mathematics and Sciences consists of twenty-three faculty members that teach mathematics, science, computer science, and agriculture courses that are included as part of the core curriculum for all university and two-year technical curriculums.

The Division of Mathematics and Sciences consists of Mathematics, Engineering, Engineering Graphics, Computer Science, Business Information Systems, Chemistry, Biology, Physical Sciences, and Agriculture disciplines. These disciplines prepare students for majors in architecture, biology, chemistry, combined sciences, computer science and related curriculums, engineering, pre-health related fields, mathematics, physics, agricultural education, forestry, and pre-veterinary medicine.

McCoy and Daws Halls house the Mathematics and Sciences Division. Classes for computer science, mathematics, and science classes are taught in these buildings. An additional classroom in Seth Pounds is also used to accommodate for additional classes due to enrollment increases. All faculty members are provided computers in their offices with access to a full spectrum of telecommunications including e-mail, the library, student records for academic advising and registration information, the Internet, as well as voice mail. Faculty members are able to advise and register students directly from their offices or from other internet sites. In order to preserve the integrity of the college’s academic advising system, students who register via the Internet must first receive a Personal Identification Number (PIN) and schedule approval from his/her academic advisor. A scantron machine and a duplicating machine are available to the division for added convenience and to allow them access after normal operating hours. All faculty members’ office computers have the Microsoft Windows XP edition operating system and Office 2007 Professional Edition software.

The Mathematics and Sciences Division sponsors three clubs, the Agriculture, Pharmacy, and the Student Scientists Clubs. In addition, one of the three advisors for Phi Theta Kappa is a faculty member in the Mathematics and Science Division. Other campus-wide organizations sponsored by members of the Mathematics/Sciences faculty include the Latter-Day Saints Student Association, Christians on Campus, a Mathematics Competition, and Future Educators of America Club. The division sponsored the twenty first annual Senior High School Mathematics and Science Competition in April 2012 with 18 schools and 108 students participating. The division also sponsored the District Junior High Mathematics Tournament in March 2012 with 22 schools and 88 students participating. The division continues to offer online classes during all semesters. The division offers a tutorial program that is sponsored by the NASA Space Grant which provides one tutor on the Booneville campus to assist students in math, science, and computer science courses. In conjunction with our new online homework component for our math classes, the division continues to make use of a state-of-the art math lab with twenty-five iMac computers for student use in McCoy Hall.

Faculty members continue to further their knowledge and expertise through postgraduate work, professional development classes, workshops, seminars, and active participation in professional organizations and conferences. Several faculty members continue to conduct professional development workshops for other NEMCC faculty and staff. Members have participated in workshops at their respective professional organization conferences during the 2011-2012 year. Still other members have held leadership roles in their professional organizations. The division members hold 45 active memberships in various professional organizations with members participating in at least 20 of their respective professional organization conferences this year. Faculty members collectively participated in over 800 hours of professional development courses, workshops, and in-service training sessions during the 2011-12 academic year. Most faculty members participated in the Region IV Science Fair in March 2012.

One math instructor received the State MSVCC Online Instructor of the Year Award for excellence in online instruction. One faculty member is currently serving as treasurer of the Northeast Mississippi Community College Faculty Association. Two faculty members attended the Women in Higher Education Mississippi Network Conference in February 2012. One science instructor presented 'Livescribe Smart Pen" at the Mississippi Association of Physicists Spring meeting. One computer science instructor continues to develop
a professional computerized program, OfficeGrader. One math faculty member attended the Phi Theta Kappa International Convention in April 2012. Two science instructors presented "QR Codes in the Classroom" at the Mississippi Science Teachers Association Conference. One math instructor was a presenter of two lectures on technology in the classroom at the Creating Futures Through Technology Conference in March 2012. One math instructor is the Newsletter Editor of the Mississippi Collegiate Mathematical Association. Three math instructors attended the spring meeting of the Mississippi Collegiate Mathematical Association in Ridgeland, MS. Two faculty members attended the Mississippi Council of Teacher Mathematics State Conference in Brandon, MS, and one math faculty member presented “Effects of Smart Pen Technology on the Achievement and Attitudes of Community College Students”. One math instructor serves as the Community College Vice President on the Mississippi Council of Teachers of Mathematics Board of Directors. Three faculty members are members of the Kappa Kappa Iota – Gamma Chapter which is a National Educator Organization. One faculty member is a member of the Delta Kappa Gamma – Phi Chapter which is a National Educator Organization. Nineteen faculty members are Online Certified Instructors. One math faculty member attended the Mississippi Association Mathematics Teacher Educators conference in May 2012.

All computer science labs are using current versions of software and Internet capabilities. All computer labs received an upgrade of virus protection software. Computer Applications instructors continued to use an internet based page called OfficeGrader to provide students with information needed for CSC 1123. Students could access basic instructions, assignments, and announcements. OfficeGrader was used by students to submit assignments and to view graded files. OfficeGrader was of great benefit to students when it was necessary for them to be absent. Students also were able to experience the atmosphere of an online course. Computer and iPad technology has been incorporated in additional mathematics and science classes.

The Division of Mathematics and Sciences went through the process of a curriculum review in April 2012. There were not major recommendations made by the committee, but suggestions were given to enhance current practice and procedures. The committee was complimentary of the quality of instruction and services provided to our students by this division.

The Division of Mathematics and Sciences is constantly striving to provide opportunities for students to attain their maximum academic potential by creating an optimum learning environment with well-qualified instructors who use modern techniques and technology to enhance student motivation, develop critical thinking, and increase analytical skills. As an added convenience for students who need computers to complete assignments, our computer labs were open throughout the day and student tutors were available to assist other students during their free time.

As can be evidenced by the work and participation in a broad spectrum of professional activities, the entire Division of Mathematics and Sciences continues to strive for and has achieved excellence in teaching methods, techniques, and professional growth during the 2011-12 academic year.

2012-2013 Accomplishments:
1. Hire mathematics instructor to replace retiree from 2004
2. Hire an additional biology instructor
3. Provide funds for travel for faculty development
4. Hire half-time biology and math instructors for the Corinth campus
5. Hire half-time biology and math instructors for the New Albany campus
6. Factory service Meade 8 inch telescope
7. Factory service Celestron 9.25 inch telescope
8. Develop a virtual section of PHY 2424 (Trig-based Physics II)
9. Evaluate and make improvements/changes to physics lab exercises
10. Evaluate and make improvements/changes to astronomy lab exercises
11. Evaluate and make improvements/changes to curriculum/laboratories for all biology and agriculture courses
12. Replace/Upgrade computers in computer labs as needed
13. 18 additional Mac Mini computers to finish upgrading McCoy 112 computer lab
14. Replace LCD projector in computer lab
15. Replace slides as needed
16. Replace models as needed
17. Evaluate microscopes for replacement
18. Obtain 1 set of 36 iPads for biology lab use
19. Continue disposal of outdated chemicals from stockrooms
20. Begin to acquire instrumentation for organic chemistry
21. Maintain chemical stocks
22. Replace sinks in McCoy stockrooms with larger ones
23. Replace old/broken glassware
24. Additional travel money for faculty development
25. Update Data Studio software
26. Purchase additional graphing calculator simulators for classroom computers
27. Purchase additional iPads for use in lectures/labs
28. Evaluate and make improvements/changes to physical science lab exercises
29. Add the option of ebooks in the textbook adoption for more courses within division
30. Replace office computers in McCoy and Daws Halls, including printers and monitors
31. Perform maintenance on lab equipment: fume hoods, water distillation equipment, explosion-proof refrigerators
32. Install Internet-accessible security cameras (4) in computer labs in McCoy Hall and Daws Hall
33. Upgrade memory in computer labs in McCoy and Daws to 2GB
34. Replace printers in computer labs as needed
35. Add more virtual sections for CSC 1123 as needs arise
36. Replace padded folding chairs as needed in McCoy labs
37. Install AutoCAD software on computers in Math Lab
38. Install SPSS software on computers in Math Lab
39. Add sympodisms for all lecture rooms where feasible
40. Provide instructors with iPad Apps for classroom instruction
41. Replace classroom computers

**Five-Year Projections:**

**2013-2014**
1. Replace classroom/lab LCD projectors as needed
2. Replace padded folding chairs as needed in labs
3. Provide funds for travel for faculty development
4. Evaluate and make improvements/changes to physics lab exercises
5. Evaluate and make improvements/changes to astronomy lab exercises
6. Evaluate and make improvements/changes to physical lab exercises
7. Replace/Upgrade computers in computer labs as needed
8. Replace slides as needed
9. Replace models as needed
10. Evaluate microscopes for replacement
11. Continue disposal of outdated chemicals from stockrooms
12. Continue to acquire instrumentation for organic chemistry.
13. Replace old/broken glassware
14. Replace one or more non-working analytical balances
15. Purchase additional iPads for use in science labs
17. Evaluate and make improvements/changes to curriculum/laboratories for all biology and agriculture courses
18. Repair/replace ice machine
19. Factory service Meade telescope
20. Acquire replacement parts for water distillation equipment
21. Hire additional mathematics instructor to accommodate enrollment growth
22. Update software on computers in lecture/lab rooms
23. Replace office computers in McCoy and Daws including monitors and printers
24. Purchase additional iPads for classroom/lab instruction
25. Evaluate autoclave for maintenance
26. Install internet-accessible security camera(4) in computer labs in McCoy and Daws Halls
27. Acquire 1 or 2 Mac computers for podcasting and iBook development
28. Acquire additional Sympodiums for classrooms
29. Develop a virtual section of PHY 2414 (trig-based Physics I) (possibly for Spring 2014)

**2014-2015**
1. Replace/upgrade classroom/lab computers
2. Provide funds for travel for faculty development
3. Evaluate and make improvements/changes to physics lab exercises
4. Evaluate and make improvements/changes to astronomy lab exercises
5. Replace/Upgrade computers in computer labs
6. Evaluate and make improvements/changes to physical lab exercises
7. Evaluate and make improvements/changes to curriculum/laboratories for all biology and agriculture courses
8. Update/replace computers for use in CHE 1211/1311 labs
9. Replace/upgrade computers in computer labs as needed
10. Update InSight software
11. Replace LCD projectors in computer labs
12. Replace computers in physics lab
13. Replace slides as needed
14. Replace models as needed
15. Evaluate microscopes for replacement
16. Replace old/broken glassware
17. Continue to acquire instrumentation for organic chemistry
18. Maintain chemical stocks and glassware
19. Replace non-working analytical balances
20. Continue disposal of outdated chemicals from stockrooms
22. Evaluate and make improvements/changes to curriculum/laboratories for all biology and agriculture courses
23. Perform maintenance on lab equipment: fume hoods, water distillation equipment, explosion-proof refrigerators
24. Update software on computers in lecture/lab rooms and Math Lab
25. Factory service Celestron 9.25 telescope
26. Factory service Meade 8-inch telescope

**2015-2016**
1. Provide funds for travel for faculty development
2. Purchase models/posters/etc for laboratories as needed
3. Evaluate need to replace microscopes in labs
5. Evaluate and make improvements/changes to curriculum/laboratories for all biology and agriculture courses
6. Replace/upgrade computers in computer labs
7. Perform maintenance on lab equipment: fume hoods, water distillation equipment, explosion-proof refrigerators
8. Evaluate and make improvements/changes to physics lab exercises
9. Evaluate and make improvements/changes to astronomy lab exercises
10. Replace/Upgrade computers in computer labs
11. Evaluate and make improvements/changes to physical lab exercises
12. Replace office computers in McCoy and Daws including printers and monitors
13. Acquire 1 set of 36 iPads for biology lab use

2016-2017
1. Provide funds for travel for faculty development
2. Evaluate and make improvements/changes to physics, astronomy and physical science lab exercises
3. Update software on computers in classrooms and labs
4. Update InSight software
5. Replace/upgrade computers in computer labs
6. Replace slides as needed
7. Replace models as needed
8. Evaluate autoclave for maintenance/replacement
9. Purchase additional Mac computers for podcasting and iBook development

2017-2018
1. Provide funds for travel for faculty development
2. Update software on computers in classrooms and labs
3. Replace folding chairs in science labs as needed
4. Evaluate and make improvements/changes to Physical Science I lab exercises
5. Evaluate and make improvements/changes to Physical Science II lab exercises
6. Replace slides as needed
7. Replace models as needed
8. Evaluate microscopes for replacement
9. Evaluate autoclave for maintenance
10. Replace/upgrade computers in computer labs
11. Maintain chemicals, glassware and other supplies for laboratories and classrooms
12. Evaluate and make improvements/changes to physics lab exercises
13. Evaluate and make improvements/changes to astronomy lab exercises
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
Mathematics & Science

College Purpose Statement(s): (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment; (P3) To provide developmental studies within the curriculum to strengthen the basic skills of students; (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

Long-Range Goal(s): (L1) Quality Student Outcomes--To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy; (L3) Technology—To maintain, expand, and enhance the College’s technology infrastructure by supporting the institutional environment and improving the integration of the technology applications into all functional units of the College.

Short-Term Goal(s): (S1.2) Increase the graduation rate; (S1.3) Improve the student retention.

Division Purpose Statement: The NEMCC Mathematics/Sciences Division will provide instruction in Mathematics, Computer Science, and the Natural Sciences which allows students to develop the ability to apply the concepts and techniques of mathematical and scientific reasoning to a variety of problem situations. These experiences will help develop the necessary critical thinking skills required for a specific vocational/technical program or for continued education at a senior college or university.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will demonstrate proficiency of algebraic skills.</td>
<td>1a. In Mat 1313, 65% of students will solve a quadratic equation using the quadratic formula that is embedded on the locally developed departmental final exam.</td>
<td>1a. In Mat 1313 (traditional classes), 87% of students solved a quadratic equation using the quadratic formula that is embedded on the locally developed departmental final exam. In Mat 1313 (online classes), 73% of students solved a quadratic equation using the quadratic formula that is embedded on the locally developed departmental final exam.</td>
<td>1a. Instructors have decided to include more instruction and homework on solving a quadratic equation with the quadratic formula.</td>
</tr>
<tr>
<td></td>
<td>1b. In Mat 1313, 65% of students will find the zeros of a higher degree polynomial that is embedded on the locally developed departmental final exam.</td>
<td>1b. In Mat 1313 (traditional classes), 76% of students found the zeros of a higher degree polynomial that is embedded on the locally developed departmental final exam. In Mat 1313 (online classes), 55% of students found the zeros of a higher degree polynomial that is embedded on the locally developed departmental final exam.</td>
<td>1b&amp;1e. Instructors have decided to continue to include problems with zeros of higher degree polynomials in the Mat 1233 course objectives to create more exposure in a pre-requisite course.</td>
</tr>
<tr>
<td></td>
<td>1c. In Mat 1313, 65% of students will identify a basic algebraic function with given transformations that are embedded on the locally developed departmental final exam.</td>
<td>1c. In Mat 1313 (traditional classes), 65% of students identified a basic algebraic function with given transformations that is embedded on the locally developed departmental final exam. In Mat 1313 (online classes) 45% of students identified a basic algebraic function with given transformations that is embedded on the locally developed departmental final exam.</td>
<td>1c.</td>
</tr>
<tr>
<td></td>
<td>1d. In Mat 1313, 65% of students will solve an exponential equation of base e that is embedded on the locally developed departmental final exam.</td>
<td>1d. In Mat 1313 (traditional classes), 35% of students solved an exponential equation of base e that is embedded on the locally developed departmental final exam. In Mat 1313 (online classes), 32% of students solved an exponential equation of base e that is embedded on the locally developed departmental final exam.</td>
<td>1d. Instructors have decided to change the objective to read as follows: 65% of students will solve an exponential equation that is embedded on the locally developed departmental final exam.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1f-1h.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1e. In Mat 1233, on a locally developed unit test, 65% of students will score a 70 or higher on factoring polynomials and solving polynomials by factoring.</td>
<td>1e. In Mat 1233 (traditional classes), 62% of students scored a 70 or higher on factoring polynomials and solving polynomials by factoring on a locally developed departmental unit test. In Mat 1233 (online classes), 78% of students scored a 70 or higher on factoring polynomials and solving polynomials by factoring on a locally developed departmental unit test.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1f. In Mat 1233, 65% of the students will solve a linear equation that is embedded in the locally developed departmental exam.</td>
<td>1f. In Mat 1233 (traditional classes), 82% of students solved a linear equation that is embedded in the locally developed departmental final exam. In Mat 1233 (online classes), 81% of students solved a linear equation that is embedded in the locally developed departmental final exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1g. In Mat 1233, 65% of the students will use the FOIL Method to multiply two binomials that is embedded in the locally developed departmental exam.</td>
<td>1g. In Mat 1233 (traditional classes), 89% of students used the FOIL method to multiply two binomials that is embedded in the locally developed departmental final exam. In Mat 1233 (online classes), 94% of students used the FOIL method to multiply two binomials that is embedded in the locally developed departmental final exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1h. In Mat 1233, 75% of the students will simplify a rational expression that is embedded in the locally developed departmental exam.</td>
<td>1h. In Mat 1233 (traditional classes), 88% of students simplified a rational expression that is embedded in the locally developed departmental final exam. In Mat 1233 (online classes), 50% of students simplified a rational expression that is embedded in the locally developed departmental final exam.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Students will demonstrate proficiency of differentiation and its applications.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. In Mat 1613, 70% of students will find the derivative of a function using product rule that is embedded on the locally developed exam.</td>
<td>2a. In Mat 1613, 99% of students found the derivative of a function using product rule that is embedded on the locally developed final exam.</td>
</tr>
<tr>
<td>2b. In Mat 1613, 70% of students will find the equation of a tangent line to a curve at a given point that is embedded on the locally developed exam.</td>
<td>2b. In Mat 1613, 95% of students found the equation of a tangent line to a curve at a given point that is embedded on the locally developed final exam.</td>
</tr>
<tr>
<td>2c. In Mat 1613, 70% of students will locate the extrema of a given function that is embedded on the locally developed exam.</td>
<td>2c. In Mat 1613, 64% of students located the extrema of a given function that is embedded on the locally developed final exam.</td>
</tr>
<tr>
<td>2d. In Mat 1623, 70% of students will differentiate an inverse trigonometric function that is embedded on the locally developed exam.</td>
<td>2d. In Mat 1623, 71% of students differentiated an inverse trigonometric function that is embedded on the locally developed final exam.</td>
</tr>
</tbody>
</table>

2a-c. Instructors have decided to review factoring and sign charts at the beginning of the term along with extra homework so that students will increase the level of proficiency for this objective.

3. Students will demonstrate proficiency of integration and its applications.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. In Mat 1613, 70% of students will integrate a function using power rule.</td>
<td>3a. In Mat 1613, 91% of students integrated a function using power rule that is embedded on the locally developed final exam.</td>
</tr>
<tr>
<td>3b. In Mat 1623, 70% of students will evaluate a definite integral that is embedded on the locally developed exam.</td>
<td>3b. In Mat 1623, 83% of students evaluated a definite integral that is embedded on the locally developed final exam.</td>
</tr>
</tbody>
</table>

3a-d. Instructors have decided to continue to include additional instruction on all the objectives listed in a-d in order to maintain the proficiency level of
developed exam.
3c. In Mat 1623, 70% of students will integrate a function using u-substitution that is embedded on the locally developed exam.
3d. In Mat 1623, 70% of students will find the area between two curves using a definite integral that is embedded on the locally developed exam.
4. Students will gain a perception of basic biological principles.
4a. Through BIO 1124 lab exams, 75% of the students will identify and draw examples of the 4 basic types of tissues in the human body with 70% or higher accuracy.
4b. Through BIO 1124 chapter tests, 75% of the students will demonstrate an understanding of the 4 basic types of tissues in the human body with 70% or higher accuracy.
4c. Through BIO 1114 lab exams, 75% of the students will demonstrate an understanding of cell structure and function with 70% or higher accuracy.
4d. Through BIO 1114 chapter tests, 75% of the students will demonstrate an understanding of cell structure and function with 70% or higher accuracy.
4e. Through BIO 1114 chapter tests, 75% of the students will demonstrate an understanding of Mendelian genetics with 70% or higher accuracy.
5. Students will gain a perception of basic physical science principles.
5. 80% of the students enrolled in PHY 2244 who write the locally developed final examination will be able to successfully answer 50% of the questions of a locally developed final examination.
5. 89% of the students enrolled in traditional PHY 2244 who wrote the locally developed final examination successfully answered 50% of the questions of a locally developed final examination.
5. 79% of the students enrolled in online PHY 2244 who wrote the locally developed final examination successfully answered 50% of the questions of a locally developed final examination.
5. Instructors evaluate the items on the exam to find areas where more emphasis is needed. In those areas additional demonstrations, activities, and study guides will be used to improve understanding.
6. Students enrolled in CHE 1211, General Chemistry I Laboratory, will demonstrate knowledge of redox, acid/base, and precipitation reactions as analytical tools.
6. 80% of students who complete CHE 1211 will identify an unknown sample by performing qualitative analysis techniques with a minimum score of 70%.
6. 84% of students who completed CHE 1211 identified an unknown sample by performing qualitative analysis techniques with a minimum score of 70%.
6. Qualitative analysis experiments were integrated into the experiments in all sections of CHE 1211.
7. Students enrolled in online CHE 1313, Principles of Chemistry, will meet or exceed the performance of traditional CHE 1313 students
7. 70% of the students enrolled in CHE 1313 during Spring 2013 will achieve an average of 70% on textbook specific, web-based assignments given in the course.
7. CHE 1313 was not offered online during the 2012-2013 school year and is not scheduled to be offered online in the 2013-2014, so there is no data to report.
7. Due to CHE 1313 not being offered online, the division will be modifying this Expected Outcome for the 2013-2014 school year to provide an assessment of a different online
| 8. | Students will be able to build software solutions to simple problems that require input/output, control structures, functions, and arrays. | 8a. 66% of the students completing CSC 2134 (C++ Programming I) in Fall 2012 will demonstrate mastery in building software solutions with 73% (C) of the questions on an exam covering input/output, and assignment statements. | 8a. 89% of the students completing CSC 2134 (C++ Programming I) in Fall 2012 demonstrated mastery in building software solutions with 73% (C) of the questions on an exam covering input/output, and assignment statements. | 8a. Content from Khan Academy computer science will be incorporated at the beginning of the course, in order to use graphics and a responsive development environment to ease students into C++. (Spring 2013 test 1 and test 2 scores were 100% and 88% of students at 73% (C) or above.) |
| 8b. | 66% of the students completing CSC 2134 (C++ Programming I) in Fall 2012 will demonstrate mastery in building software solutions with 73% (C) of the questions on an exam covering control structures (selection and looping) | 8b. 68% of the students completing CSC 2134 (C++ Programming I) in Fall 2012 demonstrated mastery in building software solutions with 73% (C) of the questions on an exam covering control structures (selection and looping). | 8b. Khan Academy content will be limited to six weeks (around eight in Spring 2013), to give more time for C++ differences. |
| 8c. | 66% of the students completing CSC 2134 (C++ Programming I) in Fall 2012 will demonstrate mastery in building software solutions with 73% (C) of the questions on an exam covering functions (methods). | 8c. 53% of the students completing CSC 2134 (C++ Programming I) in Fall 2012 demonstrated mastery in building software solutions with 73% (C) of the questions on an exam covering functions (methods). | 8c. Two regular exams will be given over C++ content. |
| 9. | Students will demonstrate problem solving skills necessary to build object-oriented software solutions | 9a. 66% of the students completing CSC 2144 (C++ Programming II) in Spring 2013 will demonstrate mastery of problem solving skills of 73% (C) of the questions on an exam covering classes. | 9a. 92% of the students completing CSC 2144 (C++ Programming II) in Spring 2013 demonstrated mastery of problem solving skills of 73% (C) of the questions on an exam covering classes. | 9a. Added grading one point for each assignment based on programming style. |
| 9b. | 66% of the students completing CSC 2144 (C++ Programming II) in Spring 2013 will demonstrate mastery of problem solving skills of 73% (C) of the questions on an exam covering inheritance and dynamic data. | 9b. 77% of the students completing CSC 2144 (C++ Programming II) in Spring 2013 demonstrated mastery of problem solving skills of 73% (C) of the questions on an exam covering inheritance and dynamic data. | 9b. Removing dynamic data assignment. |
| 9c. | 66% of the students completing CSC 2144 (C++ Programming II) in Spring 2013 will demonstrate mastery of problem solving skills of 73% (C) of the questions on an exam covering linked lists, stacks, queues, and Big-Oh. | 9c. 62% of the students completing CSC 2144 (C++ Programming II) in Spring 2013 demonstrated mastery of problem solving skills of 73% (C) of the questions on an exam covering linked lists, stacks, queues, and Big-Oh. | 9c. Give four regular exams. |
| 10. | Students will demonstrate improvement in reading thoroughness (in areas of vocabulary, analysis, comprehension, and commitment) through selected reading assignments. | 10a. 80% of students enrolled in CSC 1123 will achieve an average of 4 or more on a 5-point rubric measuring vocabulary, analysis, comprehension, and commitment when evaluating a selected reading assignment. | 10a. 77% of students enrolled in CSC 1123 during Fall 2012 and Spring 2013 achieved an average of 4 or more on a 5-point rubric measuring vocabulary, analysis, comprehension, and commitment when evaluating a selected reading assignment. | 10a. Utilizing the results, the CSC faculty met and discussed ways to increase student accountability related to thoroughness in completion of the reading assignments in order to achieve the desired 80% outcome. |
| 10b. | 80% of students enrolled in MAT 1313 will achieve an average of 4 or more on a 5 point rubric measuring vocabulary, analysis, comprehension, and commitment when responding to questions related to several word problems that involve reading in the online homework assignments. | 10b. 94% of students enrolled in MAT 1313 during Fall 2012 and Spring 2013 achieved an average of 4 or more on a 5 point rubric measuring vocabulary, analysis, comprehension, and commitment when responding to questions related to several word problems that involve reading in the online homework. | 10b. Instructors have decided to continue with the same evaluation of the reading assignments in the online homework due to the results. |
10c. 80% of students enrolled in MAT 1613 will achieve an average of 4 or more on a 5-point rubric measuring vocabulary, analysis, comprehension, and commitment when responding to questions related to a word problem that involves a selected reading assignment.

10d. 80% of students enrolled in PHY 2244 will achieve an average of 3 or more on a 5-point rubric measuring vocabulary, analysis, comprehension, and commitment when evaluating a selected reading assignment.

10e. 80% of students enrolled in CHE 1213 will achieve an average of 3 or more on a 5-point rubric measuring vocabulary, analysis, comprehension, and commitment when evaluating a selected reading assignment.

10f. 60% of students enrolled in BIO 2514 will achieve an average of 3 or more on a 5-point rubric measuring vocabulary, analysis, comprehension, and commitment when evaluating a selected reading assignment.

10c. 92% of students enrolled in MAT 1613 during the Fall 2012 and Spring 2013 achieved an average of 4 or more on a 5-point rubric measuring vocabulary, analysis, comprehension, and commitment when responding to questions related to a word problem that involves a selected reading assignment.

10d. 73% of students enrolled in PHY 2244 during Fall 2012 and Spring 2013 achieved an average of 3 or more on a 5-point rubric measuring vocabulary, analysis, comprehension, and commitment when evaluating a selected reading assignment.

10e. 90% of students enrolled in CHE 1213 during Fall 2012 and Spring 2013 achieved an average of 3 or more on a 5-point rubric measuring vocabulary, analysis, comprehension, and commitment when evaluating a selected reading assignment.

10f. 69% of students enrolled in BIO 2514 during Fall 2012 and Spring 2013 achieved an average of 3 or more on a 5-point rubric measuring vocabulary, analysis, comprehension, and commitment when evaluating a selected reading assignment.

10c. Instructors have decided to continue with the same types of reading assignments from the textbook and to use the third assignment for evaluation due to the results.

10d. Utilizing the results, the PHY faculty met to discuss modifying the assignment to assist students in their comprehension of the material for the upcoming 2013-2014 school year. Also discussed was various methods used to increase student’s accountability for completing the assignment in order to achieve the desired 80%.

10e. Utilizing the results, the CHE faculty met and discussed the results of the reading assignment and decided that the assignment was suitable for this group of students and additional changes were not necessary.

10f. Utilizing the results, the BIO faculty met and decided to increase the goal to 70% for the Fall 2013 and Spring 2014 semesters since the current goal was exceeded. Ways to increase student accountability related to thoroughness in completion of reading assignments was also discussed.
INSTRUCTIONAL TECHNOLOGY/ELEARNING

Northeast defines eLearning as “a formal educational process in which the majority of the instruction occurs when student and instructor are separated by time or location.” ELearning provides an additional avenue to deliver college courses to meet the needs of residents of Northeast Mississippi who seek a college education. Northeast has three primary methods to deliver eLearning: on-line courses taught by Northeast instructors (provided), on-line courses taught by faculty from member colleges of the Mississippi Virtual Community College Consortium (hosted), and hybrid courses taught 50% online and 50% face-to-face. Our goal is “To provide quality non-traditional programs by allowing a large number of individuals in the community and beyond to attain their educational and enrichment goals through various modes of delivery.”

The Distance Learning program recently underwent a name change. The State Board for Community and Junior Colleges (SBCJC), in conjunction with the DLC association and approval of the 15 Presidents has elected for the Distance Learning program to now be known as eLearning. The name change came about as a result to better describe and reflect the role of the consortium’s job responsibilities.

2012-2013 Accomplishments:
1. The eLearning staff worked with the Computer and Telecommunication Services department to implement the new statewide learning management system, Canvas.
2. Proctoring labs increased appointment availability for midterm and final exams in Corinth and New Albany to accommodate student needs.
3. The eLearning website was reviewed and updated.
4. The eLearning office offered onsite training and online training for instructors.
5. The eLearning office reviewed external applications and coordinated with external publishers to install initial startup applications for Canvas.
6. The eLearning office created resource groups inside of Canvas for learning management support.

Five-Year Projections:

2013-2014
1. Review course evaluation methods for improvements/changes.
2. Increase number of NEMCC provided courses.
3. Increase number of NEMCC faculty members and adjunct that teach online.
5. Review and update NEMCC eLearning website.
6. Offer additional on campus and online training sessions and support for faculty and staff using Canvas.
7. Update support materials and learning opportunities for Canvas student users.
8. Update support materials to include mobile technology support for instructors and students.
9. Develop an online orientation for all online students.
10. Develop internal office procedures and tools for improving office efficiency.

2014-2015
1. Review course evaluation results and procedures for improvement.
2. Review and update online student orientation.
4. Review and update NEMCC eLearning website.
5. Increase number of NEMCC provided courses.
6. Increase number of NEMCC faculty members and adjunct that teach online.
7. Develop a plan to increase hybrid offerings.
8. Offer additional on campus and online training sessions and support resources to support Canvas users.
9. Explore new applications and add-ins that have been developed for Canvas and determine which need to be implemented at NEMCC.
10. Expand mobile technology support for Canvas users.

2015-2016
1. Review course/instructor evaluation of instructors and courses.
2. Increase the hybrid courses on all three campuses across different disciplines.
3. Increase number of NEMCC provided courses.
4. Increase number of NEMCC faculty members and adjunct that teach online.
5. Offer additional on campus and online training sessions and support resources to support Canvas users.
6. Explore new applications and add-ins that have been developed for Canvas and determine which need to be implemented at NEMCC.
7. Evaluate policies, procedures, and tools for improving retention in the online classroom.
10. Evaluate office procedures and tools and update as needed.

2016-2017
1. Review course/instructor evaluation of instructors and courses.
3. Review and update NEMCC eLearning website.
4. Increase number of NEMCC faculty members and adjunct that teach online.
5. Increase the number of hybrid courses offerings.
6. Update on campus training program for online instructors.
7. Offer additional on campus and online training sessions and support resources to support Canvas users.
8. Expand proctoring options to include secure online proctoring.
9. Develop a plan for improving retention in the online classroom.

2017-2018
1. Review course/instructor evaluation of instructors and courses.
3. Review and update NEMCC eLearning website.
4. Increase number of NEMCC faculty members and adjunct that teach online.
5. Increase the hybrid courses offerings.
6. Offer additional on campus and online training sessions and support resources to support Canvas users.
7. Implement retention improvement plan for online courses.
8. Review online proctoring experiences for improvement.
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013

Instructional Technology/E-Learning

College Purpose Statement(s): (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment; (P2) To provide a program of student services that will facilitate the educational, career, personal, and social growth of students; (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

Long-Range Goal(s): (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy; (L7) Distance Learning—To develop and enhance nontraditional learning programs for the College that are not bound by location and time, thereby expanding the educational opportunities offered by the College.

Short-Term Goal(s): (S1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S1.2) Increase the graduation rate; (S1.3) Improve the student retention; (S2.2) Provide students with technology support necessary for Blackboard success.

Division Purpose Statement: To provide quality continuing education and non-traditional programs to allow a large number of people in the community and beyond to attain their educational and enrichment goals through various modes of delivery.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students enrolled in eLearning classes will be satisfied with the quality of instruction.</td>
<td>1a. Through the MSVCC (NEMCC) Fall 2012 Course Evaluation Survey, 85% of the students responding will either strongly agree or agree to the question “I had adequate interaction with the instructor.”</td>
<td>1a. 87% of students who responded to the MSVCC (NEMCC) Fall 2012 Course Evaluation Survey either strongly agreed or agreed to the question, “I had adequate interaction with the instructor.”</td>
<td>1a. A new Learning Management System, Canvas, was contracted to begin on June 1, 2013. The Canvas system offers a student-friendly approach for accessing courses, assignments, and communication tools.</td>
</tr>
<tr>
<td></td>
<td>1b. Through the MSVCC (NEMCC) Fall 2012 Course Evaluation Survey, 85% of the students responding will either strongly agree or agree to the question &quot;I had adequate interaction with other students.&quot;</td>
<td>1b. 70% of students who responded to the MSVCC (NEMCC) Fall 2012 Course Evaluation Survey either strongly agreed or agreed to the question, &quot;I had adequate interaction with other students.&quot;</td>
<td>1b. Student groups were created inside of Canvas to provide access to tools, downloads, and school resources. A resource group for all current students and a group for online students was created to provide better access to specific tools for each type of course.</td>
</tr>
<tr>
<td></td>
<td>1c. Through the MSVCC (NEMCC) Fall 2012 Course Evaluation Survey, 85% of the students responding will either strongly agree or agree to the question “The course site was well organized and easy to navigate.”</td>
<td>1c. 94% of students who responded to the MSVCC (NEMCC) Fall 2012 Course Evaluation Survey either strongly agreed or agreed to the question, “The course site was well organized and easy to navigate.”</td>
<td>1c. The online student resource group provide a calendar of all E-Learning dates for the semester, links to library databases and passwords, policies for attendance in online courses, contacts for support, and other relevant materials. Chat rooms are available within the online student group to allow access to live support and encourage student interaction.</td>
</tr>
<tr>
<td></td>
<td>1d. Through the MSVCC (NEMCC) Fall 2012 Course Evaluation, 85% of the students responding will either strongly agree or agree to the question “The instructor responded to request for assistance in a reasonable amount of time.”</td>
<td>1d. 90% of students who responded to the MSVCC (NEMCC) Fall 2012 Course Evaluation Survey either strongly agreed or agreed to the question, “The instructor responded to request for assistance in a reasonable amount of time.”</td>
<td>1d. Students are sent emails to provide support and help documents as it pertains to their online courses. Important announcements concerning attendance, proctored exams, withdrawal dates, and other materials that support online courses are sent to student registered emails. Announcements and communication through Canvas is also utilized to support students and provide</td>
</tr>
<tr>
<td></td>
<td>1e. Through the MSVCC (NEMCC) Fall 2012 Student Services Evaluation Survey, 85% of the students responding will show evidence that eLearning delivery is comparable to traditional style delivery through the question “Based on your experience, how do you feel the quality of online instruction compares with traditional classroom instruction?”</td>
<td>1e. 72% of students who responded to the MSVCC (NEMCC) Fall 2012 Student Services Evaluation Survey responded that based on their experience, the quality of online instruction is the same or better than traditional classroom instruction.</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Results: 85% of the students responding will either strongly agree or agree to the question, "I had adequate interaction with the instructor."
1e. Discussion boards, chats, web conferencing tools, voice tools, and audio/video recording tools are all made available to encourage instructor and student interaction.

<table>
<thead>
<tr>
<th>2. Students enrolled in eLearning classes will be retained at the same or higher rate than traditional student enrollment.</th>
<th>2a. Records maintained through the Administrative software system, BANNER, will indicate that students who are enrolled in eLearning courses will be retained at the same or higher percentage rate than traditional students' enrollment.</th>
<th>2a. E-Learning Retention Rates have decreased by 1.4% from the Fall 2011 semester and Traditional Retention Rates have decreased by 0.1%. In comparison there has been a 7.4% decrease in E-Learning Retention Rates from the Fall 2007 semester to current, as well as, a 2.7% decrease in Traditional Retention Rates from the Fall 2007 semester to current.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b. Through the review of success rates, students who are enrolled in eLearning courses will achieve at a comparable rate to students enrolled in traditional courses. *Success Rate is defined as achieving a D or higher grade</td>
<td>2b. Regarding Success Rates from Fall 2011 to Fall 2012, there has been a 4.5% decrease in E-Learning Success Rates compared to 1.5% increase in Traditional Success Rates. In comparison, there has been a 3.3% decrease in E-Learning Success Rates from the Fall 2007 semester to current, as well as, a 1.1% decrease in Traditional Success Rates from Fall 2007 to current.</td>
<td>2b. Northeast Mississippi Community College purchased Dropguard in Fall 2011. Dropguard is used as an early warning system for attendance issues. Instructors can enter attendance records and notes to establish communication with administration and students. Alerts are sent to students' email when they have reached a warning period of 50% and for receipt of an absence. This allows students to be mindful of missed items in online courses. With the Canvas integration, students may view an absence log for all courses by accessing the Dropguard link within a course.</td>
</tr>
<tr>
<td>2b. A survey was conducted to obtain feedback from online Faculty concerning the integration of an online student orientation for online students. Ninety-eight percent of the participants agreed that a mandatory online orientation should be required for online students. The orientation will be included in the fall 2013. The orientation will assist in provide resources and requirements for online students. In the same survey concerning the mandatory online orientation, instructors were asked their opinion of the inclusion of a mandatory assignment that would assess students on materials from the online orientation. Ninety-percent of the participants agreed that this should be implemented and tied to the first week's attendance. Providing an online orientation will provide the support for technology needs, provide the resources for requirements of being an online student, and provide information and resources. Canvas provides tools to encourage interaction in the classroom.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Students enrolled in eLearning classes will be satisfied with student support services provided.

3a. Through the MSVCC (NEMCC) Fall 2012 Student Survey, 85% of the students responding will rate agree or strongly agree that contact was easily made with student services personnel.

3b. Through the MSVCC (NEMCC) Fall 2012 Student Survey, 85% of the students responding will rate agree or strongly agree to the questions “College policies and procedures (college catalog, student handbook) were adequately described or provide to me.”

3c. Through the MSVCC (NEMCC) Fall 2012 Student Survey, 85% of the students responding will rate agree or strongly agree that the instruction for library material was adequate.

3d. Through the MSVCC (NEMCC) Fall 2012 Student Survey, 85% of the students responding will rate agree or strongly agree that technical support was available to them for their eLearning course.

3e. Through the Spring 2013 eLearning E- mail focus group, students will be satisfied with the proctoring facilities.

3a. 93% of the students which responded to the MSVCC (NEMCC) Fall 2012 Student Survey agreed or strongly agreed to the question "Rate your satisfaction with communication with the eLearning Office."

3b. 97% of the students which responded to the MSVCC (NEMCC) Fall 2012 Student Survey agreed or strongly agreed to the questions “College policies and procedures (college catalog, student handbook) were adequately described or provide to me.”

3c. 79% of the students which responded to the MSVCC (NEMCC) Fall 2012 Student Survey agreed that the instruction for library material was adequate.

3d. 89% of the students which responded to the (NEMCC) Fall 2012 Student Survey agree or strongly agreed that technical support was available to them for their eLearning course.

3e. 95% of the students which responded to the Spring 2013 eLearning E-mail focus group were satisfied with the proctoring facilities.

3a. With the implementation of Canvas, the online student resource group was created to provide resources and information for online students. Students are able to access the resources group from their Canvas Courses account. This allows internal communication through messages, chat, and announcements to provide information and interact with online students. An NEMCC Student resource group was formed to provide Canvas support and a communication outlet for students. The online student resource group has key dates available on their Canvas calendar to view specific dates tied to their online courses for add/drop period, withdrawal dates, final exams, and other specific eLearning dates.

3b. The Library passwords were posted for NEMCC student resource group and NEMCC online student resource groups. Links were made available to access databases and other Library resources.

3c. The Mississippi Community College Board purchased a 24/7 Help Desk that provides support for students and faculty. Support is available via phone, email, web form, and chat. The eLearning Office has access to view tickets and participate in providing support and updates for tickets.

3d. Testing centers expanded seating during final exams to accommodate student needs during the day and evening hours for scheduling exams.

4. Faculty will be satisfied with the quality of training and technical support provided.

4a Through the MSVCC (NEMCC) Fall 2012 Faculty Survey, 85% of the eLearning faculty responding will rate agree or strongly agree to the question “Adequate preparation was given to assist me in developing MSVCC course materials.”

4b. Through the MSVCC (NEMCC) Fall 2012 Faculty Survey, 85% of the faculty responding will rate agree or strongly agree to the question “Technical support and assistance processes were adequate.”

4a. 91% of the faculty who responded to the MSVCC (NEMCC) Fall 2012 Faculty Survey agreed or strongly agreed to the question “Adequate preparation was given to assist me in developing MSVCC course materials.”

4b. 100% of the faculty who responded to the MSVCC (NEMCC) Fall 2012 Faculty Survey agreed or strongly agreed to the question “Technical support and assistance processes were adequate.”

4a. In the Fall 2012, ten sessions were offered to faculty in supporting the usage of Blackboard for their classrooms and online classrooms. One session was offered to orient faculty to the tutoring tools available through Smarthinking. In the Spring of 2013, sixteen sessions were offered to orient instructors to the new learning management system, provide support for building courses in Canvas, and
| 5. Northeast will increase the subject areas and number of sections of online classes being offered by Northeast faculty on the MSVCC master course schedule. | 5a. The number of NEMCC provided course/sections will increase from the previous year.  
5b. The number of NEMCC faculty who teach online will increase from the previous year. | 5a. A 5.8% growth of the total number of courses/sections were provided by NEMCC in the Fall 2012 and Spring 2013.  
5b. No increase was made to the number of MSVCC active faculty during the Fall 2012 and Spring 2013. | 5. The eLearning Department and the Division Heads worked together to select new courses to offer through the MSVCC, as well as, current courses to increase the number courses/sections. |
QEP – READING ROARS

Based on thorough research, Reading Roars, a quality enhancement plan for Northeast Community College, focuses on improving and reinforcing the reading skills and practices of students at various stages of their college careers. Because reading competency is fundamental to college success and because the demands of college-level reading increase as students move through the required curriculum in pursuit of a certificate or degree, this QEP is a comprehensive and integrative reading improvement project. Its main goals reflect a progressive scope:

1. To implement new guidelines and standards for the advising and scheduling of incoming students so as to maximize opportunities for development of necessary skills and to minimize potential barriers to success.
2. To expand upon the current developmental reading program to include an elective intermediate course so as to accommodate more effectively the broad spectrum of students’ needs for reading improvement.
3. To integrate into courses from each college division critical reading instruction appropriate to the discipline so as to deepen students’ understanding of the reading process which they must undergo in order to become fully engaged with any reading material they will encounter as students and as informed, productive citizens.

Assessment will employ direct and indirect methods to provide both formative and summative evaluation of progress and success. Key means of assessment will include comparing existing and future institutional research data indicating initial placement and progress of under-prepared students, administering pre- and post tests in reading comprehension and enhancement courses, embedding reading-related questions in discipline-specific tests, and taking local surveys of students, staff, and faculty.

Process Used to Select the QEP Topic

The journey of the Northeast QEP from the brainstorming stage to a fully conceived plan began in 2006 and progressed steadily over the subsequent three years. Highlights of the process are as follows:

- March 2006- Dr. Margaret Sullivan visited the College and conducted an orientation session for all constituencies in the new features of the SACS reaffirmation process.
- May of 2006-President Johnny Allen asked Rilla Jones and Deborah Kehoe to serve as co-chairs of a forthcoming QEP Committee and to participate in the SACS Summer Institute in Orlando, Florida, in July of that year.
- December of 2006 - QEP co-chairs and other staff attended SACS annual meeting in Orlando to attend workshops on the QEP process.
- April 2007-QEP co-chairs and other staff attended SACS annual meeting in Orlando to attend workshops on the QEP process.
- April 2007-QEP co-chairs presented a program on QEP fundamentals to the Strategic Planning Council and solicited topic suggestions.
- July 2007- QEP co-chairs, faculty and staff attended SACS Summer Institute in Louisville, KY.
- October 2007- Vice President Larry Nabors contacted fifteen Northeast administration, faculty, and staff members to request that they serve on a QEP Design and Implementation Team. That original group of individuals eventually became what is now known simply as the QEP Committee.
- December 2007-QEP co-chairs, members of the QEP committee, faculty and staff attended the SACS Annual Meeting in New Orleans.
- January 2008-Accreditation Leadership Team attended Accreditation Orientation in Atlanta GA.
- January 2008- QEP email and suggestion drop box established on campus website.
- January 2008-QEP co-chairs began regular communication with the campus at large to accomplish the following tasks- to remind everyone of the need to participate in creating the QEP; to keep everyone informed about the characteristics of an effective QEP; to share with
everyone pertinent statistics derived from local research, data from which an appropriate QEP topic might be generated; and to solicit ideas, questions, or any other contributions people had to offer the preparatory conversation about enhancing student learning at the College.

- March 2008-QEP committee developed a survey to be disseminated among the staff and faculty for the purposes of narrowing down a list of topic ideas based on those concerns cited in early rough surveys as well as in the feedback the QEP co-chairs had been receiving via e-mail, the QEP suggestion box, personal conversation, and meetings.
- April 2008-QEP committee met to discuss survey results. Three subcommittees were formed to conduct research on the three most popular topics.
- August 2008- The research from the three most popular topics was presented to the campus community at the fall 2008 in-service program.
- August & September 2008- researchers made their entire findings available to the College community on Blackboard and offered in-person Q & A sessions for those who wished to study and discuss the topic choices further.
- September 2008- topic selection vote was held using BlackBoard for all campus faculty and staff.

The QEP was approved by the onsite SACS-COC visiting committee in September 2009. Full implementation began immediately. By recommendation of the committee Goal 4 was deleted.

In the fall 2010, the QEP moved across the curriculum into the Division of Health Sciences. The Division of Engineering Technology and Occupational Education incorporated the QEP into their curricula in 2011, and the Mathematics and Sciences Division adopted the QEP in 2012.

**Accomplishments:**
As implementation of the QEP continues, the following accomplishments have been and continue to be made through the joint effort of faculty, staff and students:

**2012-2013 Accomplishments:**
1. Planned new Summer Orientation to improve placement.
2. Held professional development for seven (10) of the faculty members from the Division of Business Tech and Fine Arts.
3. Expanded and promoted the library's holdings of leisure reading materials.
4. Conducted a success rate study for English Comp I and compare to previous years' results.
5. Provided professional development for Reading faculty.
6. Implemented faculty collaboration opportunities (team teaching, mentoring, workshops, etc.) to share critical reading instruction methods.
7. Incorporated into college-level courses in the Division of Mathematics & Science courses at least one element of critical reading instruction appropriate to the discipline.
8. Purchased QuestionPro Survey software.
9. Purchased brief bags, media loungers, pocket tool pens, sport bottles, and Bic pens with the QEP logo for marketing purposes.
10. Offered nine (9) sections of Comprehension I (REA 0113) with 153 total students.
Five-Year Projections:
2013-2014
1. Advise students more consistently so that they are not concurrently enrolled in reading-intensive college-level courses and Comprehension I.
2. Place students in the appropriate level of reading according to multiple means of assessment, beginning with the ACT reading sub-score.
3. Provide professional development for Reading faculty.
4. Implement faculty collaboration opportunities (team teaching, mentoring, workshops, etc.) to share critical reading instruction methods.
5. Incorporate into college-level courses in Fine Arts and Business and Business Technology least one element of critical reading instruction appropriate to the discipline.
6. Conduct a success and retention rate study for a course on the “Reading Intensive List” and students who have completed one level of the developmental reading program and students that have completed two levels of the developmental reading program.
7. Expand and promote the library’s holdings of leisure reading materials.

2014-2015
1. Advise students more consistently so that they are not concurrently enrolled in reading-intensive college-level courses and Comprehension I.
2. Place students in the appropriate level of reading according to multiple means of assessment, beginning with the ACT reading sub-score.
3. Provide professional development for Reading faculty.
4. Implement faculty collaboration opportunities (team teaching, mentoring, workshops, etc.) to share critical reading instruction methods.
5. Incorporate into college-level courses in Fine Arts and Business and Business Technology least one element of critical reading instruction appropriate to the discipline.
6. Conduct a success and retention rate study for a course on the “Reading Intensive List” and students who have completed one level of the developmental reading program and students that have completed two levels of the developmental reading program.
7. Expand and promote the library’s holdings of leisure reading materials.
8. Offer a pilot course combining Beginning English and Reading Comprehension I.

2015-2016
1. Prepare fifth year report.

2016-2017
1. Conduct focus groups to discuss the future of the use of Reading Journal/Rubrics.

2017-2018
1. Continue advising students so that correct REA placement occurs.
2. Continue offering Reading Enhancement and build curriculum by providing instructors access to scholarly journals to identify best practices.
3. Evaluate Developmental Education program and consider combining all developmental reading and developmental English courses.
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
QEP

College Purpose Statement(s): (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment; (P3) To provide developmental studies within the curriculum to strengthen the basic skills of students.

Long-Range Goal(s): (L1) Quality Student Outcomes--To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy; (L2) Teaching/Learning--To focus on improving teaching and learning by implementing visionary curricula and new methods of instruction to meet the needs of a global workforce; (L5) Professional Development--To provide a high quality program of professional development opportunities for faculty and staff, in the integration of technology applications into the College’s classrooms, work environment and College’s procedures and policies; (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

Short-Term Goal(s): (S1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S1.2) Increase the graduation rate; (S1.3) Improve the student retention; (S2.2) Provide students with technology support necessary for Blackboard success.

Division Purpose Statement: Northeast Mississippi Community College’s Quality Enhancement Plan’s purpose is to strengthen academic advising and schedule planning, to enhance and expand the existing developmental reading program, to enhance the reading skills of students across the curriculum, and to encourage students to engage in intrinsic reading.

QEP Goals:
Goal 1 – To implement new guidelines and standards for the advising and scheduling of incoming students so as to maximize opportunities for development of necessary skills and to minimize potential barriers to success.
Goal 2- To expand and enhance the current developmental reading program to include an elective intermediate course so as to accommodate more effectively the broad spectrum of students’ needs for reading improvement.
Goal 3- To integrate into courses from each college division critical reading instruction appropriate to the discipline so as to deepen students’ understanding of the reading process which they must undergo in order to become fully engaged with any reading material they will encounter as students and as informed, productive citizens.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Through the advising process, incoming students enrolled in Comprehension I (REA 0113) will gain an understanding of the consequences of concurrent enrollment in reading-intensive college-level courses. (Goal 1)</td>
<td>1a. Through an audit by the Office of Planning and Research, 50% of the students placed in Comprehension I (REA 0113) (ACT Reading subscores of 14 and below and not tested out by the Accuplacer Reading Comprehension test score of below 67) will not be concurrently enrolled in reading-intensive college-level courses.</td>
<td>1a. 45.3% (43/95) of the students placed in Comprehension I (REA 0113) were not concurrently enrolled in reading-intensive college-level courses.</td>
<td>1. Met with the Counseling Center to discuss class and college withdrawal survey to more accurately determine a student's reason for withdrawing. The OPR, the Dean of Instruction, and the other QEP committee members began discussing modifying the course offerings to include a combined Developmental Reading &amp; Writing course beginning in the Fall 2014 semester.</td>
</tr>
<tr>
<td>1b. 90% of incoming students enrolled in Comprehension I (REA 0113) will Agree or Strongly Agree with the statement “My advisor explained the Placement Testing Policy” on the Reading Comprehension I Survey administered during the course.</td>
<td>1b. 63.5% (54/85) of incoming students enrolled in Comprehension I (REA 0113) Agreed or Strongly Agreed with the statement “My advisor explained the Placement Testing Policy” on the Reading Comprehension I Survey administered during the course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1c. 90% of incoming students enrolled in Comprehension I (REA 0113) will Agree or Strongly Agree with the statement “My advisor explained the consequences of concurrent enrollment in reading-intensive college-level courses” on the Reading Comprehension I Survey administered during the course.</td>
<td>1c. 54.1% (46/85) of incoming students enrolled in Comprehension I (REA 0113) Agreed or Strongly Agreed with the statement “My advisor explained the consequences of concurrent enrollment in reading-intensive college-level courses” on the Reading Comprehension I Survey administered during the course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Through the advising process, incoming students with ACT reading sub scores of 14 or below will be placed in Comprehension I (REA 0113). (Goal 1)</td>
<td>2. 90% of incoming students with ACT reading sub scores of 14 or below will be enrolled in Comprehension I (REA 0113) or will have achieved an Accuplacer Reading Comprehension test score of 67 or above as determined by an audit of ACT sub scores and class enrollment performed by the Office of Planning and Research in the fall semester.</td>
<td>2. Following an audit by the OPR, there were 188 incoming freshmen with ACT Reading sub scores of 14 or below. Four (4) students tested out by taking the Accuplacer Reading Comprehension test, scoring 67 or greater. One hundred eighty-four (184) students should have enrolled in REA 013. In the Fall 2012 semester, 95 of those 184 students enrolled in REA 0113.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3. Through the advising process, students will be informed of the elective intermediate reading course Reading Enhancement I (REA 1213) and the potential benefit of enrollment. (Goal 1)</td>
<td>3a. 90% of students will Agree or Strongly Agree with the statement “My advisor/counselor informed me of the elective course ‘Reading Enhancement I’ and the potential benefits of enrollment” on the Reading Advisement Survey administered during advising day, spring 2012.</td>
<td>3a. 98.6% (214/217) of students Agreed or Strongly Agreed with the statement “My advisor/counselor informed me of the elective course ‘Reading Enhancement I’ and the potential benefits of enrollment” on the Reading Advisement Survey administered during advising day, spring 2013.</td>
<td>3b. 50% of students withdrawing from courses on the Reading Intensive Courses List will Agree or Strongly Agree with the statement “My advisor/counselor informed me of the elective course ‘Reading Enhancement I’ and the potential benefits of enrollment” on the Reading Advisement Survey administered by the Counseling Center during the withdrawal process.</td>
</tr>
<tr>
<td>4. Students who complete Reading Enhancement I (REA 1213) will comprehend the main idea in reading selections. (Goal 2)</td>
<td>4a. 90% of students enrolled in Reading Enhancement I (REA 1213) will correctly answer the embedded main idea questions on the post Combined Skills Assessment administered at the end of the course.</td>
<td>4a. Data was not reported from the Reading Enhancement I course.</td>
<td>4a. and 4b. Reading Enhancement I instructors were notified of the importance of reporting the post test data were reminded the role the course plays in the QEP. TIE Committee members were also reminded of the importance of quality data reporting during the April individual TIE meetings.</td>
</tr>
</tbody>
</table>
| 5. Students who complete Reading Enhancement I (REA 1213) will infer through context clues the meanings of unfamiliar words in reading selections. (Goal 2) | 5a. 90% of students enrolled in Reading Enhancement I (REA 1213) will correctly answer the embedded contextual clue questions on the post Combined Skills Assessment Survey administered at the end of the course.  
5b. 95% of students enrolled in Reading Enhancement I (REA 1213) will be Agree or Strongly Agree with the statement on the post Combined Skills Assessment Survey “This course has helped me interpret contextual clues in reading selections.” | 5a. & 5b. Reading Enhancement instructors did not collect data in 2012-2013. | 5a. and 5b. Reading Enhancement I instructors were notified of the importance of reporting the post test data and were reminded the role the course plays in the QEP. TIE Committee members were also reminded of the importance of quality data reporting during the April individual TIE meetings. |
| --- | --- | --- | --- |
| 6. Students who complete Reading Enhancement I (REA 1213) will interpret different components given in dictionary entries. (Goal 2) | 6a. 90% of students enrolled in Reading Enhancement I (REA 1213) will correctly answer the embedded dictionary component questions on the post Combined Skills Assessment Survey administered at the end of the course.  
6b. 95% of students enrolled in Reading Enhancement I (REA 1213) will Agree or Strongly Agree with the statement on the post Combined Skills Assessment Survey “This course has helped me interpret components given in dictionary entries.” | 6a. & 6b. Reading Enhancement instructors did not collect data during the 2012-2013 year. | 6a. and 6b. Reading Enhancement I instructors were notified of the importance of reporting the post test data and were reminded the role the course plays in the QEP. TIE Committee members were also reminded of the importance of quality data reporting during the April individual TIE meetings. |
| 7. Students who complete Reading Enhancement I (REA 1213) will demonstrate gain in reading. (Goal 2) | 7. 95% of students enrolled in Reading Enhancement I (REA 1213) will demonstrate a 40% test score gain between the Pre- and Post Combined Skills Assessment administered during the course. | 7. Reading Enhancement instructors did not provide data of pre- or post-test results for the 2012-2013 academic year. | 7. Reading Enhancement I instructors were notified of the importance of reporting the post test data and were reminded the role the course plays in the QEP. TIE Committee members were also reminded of the importance of quality data reporting during the April individual TIE meetings. |
| 8. Faculty will participate in professional development designed to improve reading instruction. (Goal 3) | 8a. Faculty/Staff will attend a specific reading instruction training webinar opportunity led by Dr. Renae Akin, Dean of Instructional Planning, Research and Effectiveness, West Kentucky Community and Technical College in April 4, 2012 entitled “Focus on Reading: A Cultural Transformation in Action”.  
8b. 100% of instructors will respond with “Excellent” or “Very Good” to the statement “I found the usefulness/helpfulness of this workshop” on the Professional Development Survey administered following training.  
8c. 100% of faculty will participate in a rubric training workshop given the school year their division incorporates the QEP. | 8a. Faculty/Staff participated in the 20-Minute Mentor Series throughout the year, and many of these topics were related to reading instruction.  
8b. 100% of instructors will respond with “Excellent” or “Very Good” to the statement “I found the usefulness/helpfulness of this workshop” on the Professional Development Survey administered following training.  
8c. 100% of faculty from the Fine Arts division and 38% (5/13) of faculty from the Business Technology division participated in a rubric training workshop during the Spring 2013 QEP committee meeting. Craig-Ellis Sasser, Rilla Jones, and Angie Mason from the OPR and Dean of Instruction's offices, along with Wilda Pounds of Math/Science and Deborah Kehoe of | 8. The RAC Committee and the QEP Committee decided to continue to look for professional development opportunities in reading to offer to both faculty and staff. |
Humanities and Social/Behavioral Sciences discussed how the reading rubric was previously implemented in other divisions during previous years. Faculty members were given examples of Reading Journal assignments and multiple copies of the reading rubric incorporate the QEP. The publication How To Read a Paragraph-The Art of Close Reading was distributed to all faculty members in attendance and copies were given to division heads to distribute to faculty members who did not attend.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Students will demonstrate a gain in reading skills. (Goal 3)</td>
<td>9a. Average scores from the reading section of the CAAP standardized assessment will increase by 25% over the baseline average levels achieved in the spring of 2012 and 2013 CAAP administration.</td>
<td>9a. Average scores from the reading section of the CAAP standardized assessment increased by 23.0% over the baseline average achieved in the spring 2012 CAAP administration. The mean CAAP Reading score for NEMCC matched students (29) was 64.1% while the Referenced Group's mean score was 59.9%.</td>
</tr>
<tr>
<td></td>
<td>9b. Of the 100 university parallel sophomore student sample who have completed 40 semester hours prior to Spring 2013 and have completed or enrolled in reading intensive courses, 70% of them will remain the same or demonstrate a gain in reading as determined by comparing entry level ACT reading sub scores and the CAAP reading test module as determined by the CAAP linkage report.</td>
<td>9b. Of the 29 university parallel sophomore student sample who have completed 40 semester hours prior to Spring 2013 and have completed or enrolled in reading intensive courses, 72.0% (as compared to 86.0% - 2012) of them remained the same or demonstrated a gain in reading as determined by comparing entry level ACT reading subscores and the CAAP reading test module as determined by the CAAP linkage report.</td>
</tr>
<tr>
<td></td>
<td>9c. Average Reading for Information scores from the ACT Work-Keys examination will increase by one level over the baseline average level achieved in the spring 2012 and spring 2013 administrations.</td>
<td>9c. Average Reading for Information scores from the ACT Work-Keys examination for the 2012-2013 school year was 5.4 which was a 10.2% increase from the previous year. For 2012, the average was 4.9, with 2011 being 5.7, 2010 being 5.0 and 2009 being 6.0.</td>
</tr>
<tr>
<td></td>
<td>9d. The average level score of the Reading for Information section from career-technical students sitting for the Work-Keys examination will meet the reading requirement for 95% of the jobs profiled by ACT.</td>
<td>9d. The average level score of the Reading for Information section from career-technical students sitting for the Work-Keys examination was 5 (5.4) which met the reading requirement for 90% of the jobs profiled by ACT.</td>
</tr>
<tr>
<td>10. Students will demonstrate thoroughness in the completion of reading journal entries.</td>
<td>10. 90% of the students will achieve an average rating of 3 on a 5-point rubric evaluating thoroughness on terminal reading journal entries.</td>
<td>10. Assessed by faculty members as critical reading integration occurred by division. The Division of Humanities and Social/Behavioral Sciences, Health Sciences, and Engineering Technology and Occupational Education, and Math/Sciences continued to incorporate critical reading skills into the curricula.</td>
</tr>
<tr>
<td></td>
<td>11. Students will identify the main and secondary ideas.</td>
<td>11. Assessed by faculty members as critical reading integration occurred by division. The Division of Humanities and Social/Behavioral Sciences, Health Sciences, and Engineering Technology and Occupational Education, and Math/Sciences IE Plans for the use of results.</td>
</tr>
<tr>
<td>12. Students will utilize component parts (such as title, preface, conclusion, index, etc.) in comprehending the purpose and meaning of course-required texts.</td>
<td>12. 90% of students will achieve an average rating of 3 on a 5-point rubric evaluating purpose and meaning of course-required texts in assigned terminal reading journals entries.</td>
<td>12. Assessed by faculty members as critical reading integration occurred by division. Division of Humanities and Social/Behavioral Sciences, Health Sciences, and Engineering Technology and Occupational Education, and Math/Sciences continued to incorporate critical reading skills into the curricula.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13. Students will improve their vocabulary through use of reading journal entries.</td>
<td>13. 90% of students will achieve an average rating of 3 on a 5-point rubric by making a list of and defining vocabulary words in the terminal reading journal entries.</td>
<td>13. Assessed by faculty members as the Division of Humanities and Social/Behavioral Sciences, Health Sciences, and Engineering Technology and Occupational Education, and Math/Sciences continued to incorporate critical reading skills into the curricula.</td>
</tr>
<tr>
<td>14. Student success and retention rates will increase following integration of critical reading instruction. (Goal 3)</td>
<td>14a. Success rates in English Comp I will increase from the previous semester following the integration of at least one element of critical reading instruction.</td>
<td>14a. English Composition I utilized the Reading Journal/Rubric since Fall 2010. Fall 2009 results are included for comparison. The Success Rates are shown below as compared from the previous semester: Success Rates (Results taken from the English 0113 &amp; 1113 Overall Passage Rates) Fall 12 68.7% Fall 11 67.9% Fall 10 69.3% Fall 09 68.6%</td>
</tr>
</tbody>
</table>
Student Services
STUDENT SERVICES

The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.

Northeast provides a program of student services that “will facilitate the educational, career, personal, and social growth of students”. Northeast provides support services for students through a variety of services and programs on the main campus. These services include the following: Athletics, Housing, Enrollment Services (including Recruiting, Admissions, Placement, Advising, Registration, and Graduation), Financial Aid, Guidance Services, Bookstore Services, Records/Transcripts/Grades, Student Activities, and Security. A variety of appropriate student services is offered at Northeast at New Albany off-campus site and Northeast at Corinth off-campus site, which is a long-term, educational facility offering twenty-five (25%) to forty-nine (49%) percent of degree programs.

The overall responsibility for the student services program at all locations of Northeast Mississippi Community College is under the direction of the Dean of Student Services (David Robbins).

2012-2013 Accomplishments:

1. Women’s Basketball - State Runner-up and qualified for region tournament - 100% graduation rate
2. Baseball - North Division Champs and Qualified for State tournament
3. Women’s Softball - Qualified for State and Region 23 tournament - 100% graduation rate and 100% signing at the 4 year level
4. Tennis - Qualified for State
5. Golf - Qualified for State
6. Director of Enrollment Services/Registrar and the Director of Recruitment attended the Mississippi Association of Collegiate Registrars and Admissions Officers (MACRAO) meeting in April.
7. Staff Members attended Mississippi Banner Users Group in September.
8. Evaluated and made changes to timeline of entering transfer work in Banner. Transfer work is now entered as it comes in rather than waiting until after the semester starts.
9. Had the records in the vault digitally imaged (from 1948 until 1989) before the move to Ramsey Hall.
10. Developed new marketing brochures for use.
11. Continued reverse transfer pilot program with Ole Miss.
12. Continued marketing services of the Mabus Agency to assist in recruitment of students (Direct Marketing).
13. Began cross-training of new staff members.
14. Utilized departmental letters written by Division Heads as a marketing tool with incoming students.
15. Utilized a letter from the President as a marketing tool with incoming students.
16. Held off-campus registrations at both Corinth and New Albany campuses.
17. Updated departmental brochures.
18. Sponsored "Northeast, The One" on campus; a recruitment event for high school students.
20. Approximately 73% of the students who applied and were enrolled received some form of financial aid.
21. Continued implementation of Federal Academic Competitiveness Grant for students who met defined criteria. This was a very complicated program to implement considering the limited implementation time given by the Department of Education.
22. Continued scheduled visits to New Albany campus to assist students with financial aid process.
23. Continued visits to the Corinth campus for the same purposes.
24. Continued efforts to encourage students to complete FAFSA early.
26. Director of Financial Aid and Loan Specialist visited various high schools to inform students of financial aid deadlines and processes.
27. Conducted several financial aid workshops at high schools in a computer lab setting where financial aid applications were entered on-line so that parents and students who participated could immediately know eligibility criteria.
28. Conducted computerized financial aid workshops at Corinth campus, New Albany campus, and main campus so that students could complete applications and view results immediately.
29. Continued implementation system to improve traffic and work flow during registration.
31. Employed part-time verification specialist for summer months.
32. Director attended SunGard’s Higher Education conference.
33. Director attended MASFA conference.
34. Updated Tiger-line for student’s to view financial aid on-line
35. No longer printing most reports. We are storing them online now.
36. Director attended Leadership Conference in Washington DC.
37. Financial Aid Associate attended a new aid workshop
38. Summer Orientation
39. Free ice cream for students during 2 days of freshman orientation
40. Helped recruit @ BHS Band Camp
41. Replaced mattresses as needed in all dorms
42. Refurbished 3rd Floor rooms in White Hall
43. Constitution Day Celebration in the Union with Financial Aid Department, Sept 17th
44. Funny Ts, student made t-shirts from photos
45. SGA President Lucas Ferguson spoke to faculty/staff for their opening fall meeting 2012
46. Furnished 3rd Floor of Murphy Hall
47. Acquired (1) used Police Cruiser
48. Hozay spoke for Celebration of Black History Month
49. "Scooping Out Success" Ice Cream party to welcome students to campus
50. Residence hall fire drill training in September
51. One police officer is now a certified taser instructor. (We no longer have to go outside the department for training in this area.)
52. Two police officers are certified OC instructors.
53. Police Department completed over 262 hours of in service training
54. Hosted Back to School Luaau with free food & live band, largest attendance to date
55. Offered free Zumba classes for students on Monday nights during fall & spring semesters
56. Club/Organization Fair
57. Scheduled open dorms for girls on Monday nights and boys on Tuesday nights
58. Water aerobics @ the pool
59. SGA Class & Dorm Representative Elections Online
60. Pool Party
61. See You @ the Pole
62. iphoto @ amphitheatre
63. Homecoming Elections
64. Pep rallies for all home football games behind McCoy Hall
65. Intramural Men's Softball with 111 participants
66. Intramural Women's Softball with 47 participants
67. Frisbee Golf
68. Intramural Men's Flag Football with 180 participants
69. Intramural Women's Flag Football with 34 participants
70. Movie Night After Dark grilled Hot Dogs
71. Bingo Nights Offered Throughout the Year
72. Volleyball Games @ White Hall
73. Hosted Ping Pong Tournaments throughout the Year
74. Hosted an eight ball pool tournament each semester
75. Homecoming Maid Nominations/Elections online
Celebrated "Power of Pink" in October
Dixie Marching Band Contest
Homecoming Queen Elections online
Homecoming Tshirts
Decorated the Campus for Homecoming
Spirit Week with Dance Rave
Aqua Massage
Homecoming Paint Party
Dorm spa days offered in girl's dorms
Halloween Costume Party/Dance (costumes required)
Campus Country performed @ The Union
"Pinkout" Football Game
Trick R Treat Visitors
NEMCC Facebook Communication
NE Twitter Communication
Beauty Review Practice
Parade of Beauties
Great American Smoke Out Display
Decorate Union for Christmas Holidays
Fueling for Finals Breakfast served by Administrators
NE Biggest Loser - 6 weeks weigh-ins to encourage health/wellness for fall and spring semesters
Intramural Basketball - 3 on 3 basketball tournament
Zumba group exercise classes
Simulated firearms for active shooter training
Who's Who Nominations/Elections online
Northeast Idol Talent Contest
Street Signs designed by students
Installed two monitors for the Union
Bimonthly SGA meetings
Summer Camps: Baseball, Softball, Boys Basketball x2, Tang Soo Do, Jr High Girls Basketball, Teacher Conservation Workshop, Band, Children's Day Camp, Swimming Lessons, Water Aerobics
Police Officers completed 8 hours of weapons training
Installed camera system in Holliday Hall
Superbowl Big Game Night with Refreshments
Produced Student Handbook
Produced Student Dorm Handbook
Lifeguard Training/Certification
Assisted with Graduation
Coordinated placement testing for the pre-college/developmental classes taught at the school.
Conducted recruiting workshops for high school seniors in area schools.
Successfully operated the Federal Title IV Grant for Student Support Services (5 years) to include the arranging of student tutorial services.
Administered the Residual and National ACT Tests, CPAS, CAAPS, Teacher Assistant Certification on a scheduled basis. Additional Residual ACT dates and times were offered to accommodate the needs of our students.
Upgraded software and career information in the Career Center.
Conducted Summer Orientations for entering freshman and other new students.
Developed multiple website resources for student utilization.
Coordinated College Transfer Day.
Counselors presented resume and study skills workshops for vocational-technical students.
Created and distributed advising information to students and faculty.
Processed student, graduate and other individual applications for employment.
Utilized DropGuard to positively intervene with at-risk students to improve student success and retention.
125. Coordinated two area workshops for Guidance Counselors in the five county areas.
126. Counselors assisted instructors with testing services.
127. Counselors attended and spoke at Career Days in the local high schools.
128. Counselors organized and conducted “Counseling Center in the Student Union” times on average of one day a month to increase visibility and access to services. Setups were usually themed (i.e. Study Skills) coupled with general services.
129. Upgraded software in the career lab to include up-to-date career information.
130. Coordinated five LLS courses and Cooperative Education credits.
131. Counselors provided services to the Northeast at New Albany and Corinth off-campus sites.
132. Updated “The Counseling Center” brochure.
133. Conducted mock job interviews for vocational students.
134. Provided services to special population students.
135. Coordinated efforts with faculty/staff in identifying students with special needs.
136. Counselors served as advisors for various majors.
137. Worked with other agencies to secure aid/help for student with special needs.
138. Counselors assisted recruiting by providing information on majors to visiting students on campus; by phone contacts to prospective students; and by assistance efforts with schools in various capacities.
139. Counselors provided individual, group and career counseling to students.
140. Utilized student referral system for outside service agencies and health professionals.
141. Continued usage and editing suggestion of the DropGuard early warning system to address students’ absences and difficulties.
142. Utilized social media primarily by NEMCC Counseling Center twitter and NEMCC Students accounts.

Five-Year Projections:

**Athletics**

**2013-2014**
1. Construct new baseball and softball complex.
2. Purchase land for golf course
3. Add four new tennis courts
4. Renovate basketball dressing rooms for men and women.

**2014-2015**
1. Renovate under ground drainage system under football field.
2. Replace existing football field with synthetic surface.
3. Resod practice football field.
5. Add soccer for men and women.
6. Replace all lighting at football stadium and practice field.
7. Add more lighting to practice field.

**2015-2016**
1. Purchase land for baseball and softball fields closer to NEMCC campus
2. Enclose swimming pool
3. Install artificial grass on football field
4. Install washer and dryer in baseball and softball field house
5. Add assistant coaches in all sports
6. Increase all athletic budgets by 20%

**2016-2017**
1. Construct four additional tennis courts
2. Add cross-country for men and women
3. Construct new dressing facilities for men and women basketball
4. Construct classroom and media room in Bonner Arnold Coliseum
5. Construct new hospitality and trophy room in Bonner Arnold Coliseum
6. Replace existing drainage system underneath football practice and game field
7. Construct new training facility to house sports medicine department and athletic weight and conditioning programs.
8. Construct new baseball and softball complex with dressing areas and classroom and weight rooms.
9. Add lights to practice football field
10. Add parking facility south of football stadium to accommodate 200 vehicles
11. Move building and grounds building to another location on campus and replace with softball and baseball complex or football field house with indoor practice facility.

2017-2018
1. Add HPR classes for Activities Center
2. Construct new baseball and softball complex
3. Add four new tennis courts
4. Purchase new football uniforms
5. Renovate basketball dressing rooms for men and women
6. Renovate underground drainage system under football field.
7. Resod practice football field

Five-Year Projections:
Financial Aid
2013-2014
1. Increase computer capability to meet electronic processing requirements.
2. Continue processes to make financial aid “online”.
3. Modify and improve “online” processes.

2014-2015
1. Research verification without paper documents
2. Continue cross training
3. Continue scanning documents and evaluate paperless environment

2015-2016
1. Increase computer capability to meet electronic processing requirements.
2. Implement automatic packaging.
3. Continue training
4. Modify and improve “online” processes.
5. Evaluate workflow.
6. Implement verification without paper documents.

2016-2017
1. Increase computer capability to meet electronic processing requirements.
2. Purchase new computers for student lab.
3. Institute plans to improve workflow
4. Continue improving paperless environment
5. Continue training.
6. Offer more availability via Tigerline

2017-2018
1. Continue training
2. Be all paperless

Five-Year Projections:
Guidance
2013-2014
1. Provide quality academic, social, and personal counseling to students to improve student success, retention, and graduation
2. Add cubicles to testing room with computer access
3. Invest in relationships with and promotional materials for our district K-12 counselors
4. Purchase assessment materials
5. Make needed relocation changes to provide best quality services
6. Relocate Career/Technical counselor to Dean Hall to provide easier access to services for Career/Technical students
7. Continue to grow the offerings of information and resources available on the website and per social media; as well as, participate in the creation of the mobile app.

2014-2015
1. Provide quality academic, social, and personal counseling to students
2. Invest in relationships with and promotional materials for our district K-12 counselors
3. Purchase assessment materials
4. Upgrade hardware and software needs of the Center
5. Continue to upgrade the technical capabilities of all Guidance/ Student Support Services
6. Continue pursuing different means, mediums, and modalities of retaining students to graduation and/or successful transfer.

2015-2016
1. Provide quality academic, social, and personal counseling to students
2. Invest in relationships with and promotional materials for our district K-12 counselors
3. Purchase assessment materials
4. Upgrade hardware and software needs of the Center
5. Continue to upgrade the technical capabilities of all Guidance/ Student Support Services

2016-2017
1. Provide quality academic, social, and personal counseling to students
2. Invest in relationships with and promotional materials for our district K-12 counselors
3. Purchase assessment materials
4. Upgrade hardware and software needs of the Center

2017-2018
1. Provide quality academic, social, and personal counseling to students
2. Invest in relationships with and promotional materials for our district K-12 counselors
3. Purchase assessment materials

Five-Year Projections:
Enrollment Services
2013-2014
1. Evaluate Admissions policies and procedures.
2. Evaluate both In-District and Out-of-State recruiting strategies.
4. Seek additional staffing as needed.
5. Automate processes as available.

2014-2015
1. Evaluate Admissions policies and procedures.
2. Evaluate both In-District and Out-of-State recruiting strategies.
4. Seek additional staffing as needed.
5. Automate processes as available.
2015-2016
1. Evaluate Admissions policies and procedures.
2. Evaluate both In-District and Out-of-State recruiting strategies.
4. Seek additional staffing as needed.
5. Automate processes as available.

2016-2017
1. Evaluate Admissions policies and procedures.
2. Evaluate both In-District and Out-of-State recruiting strategies.
4. Seek additional staffing as needed.
5. Automate processes as available.

2017-2018
1. Evaluate Admissions policies and procedures.
2. Evaluate both In-District and Out-of-State recruiting strategies.
4. Seek additional staffing as needed.
5. Automate processes as available.

Five-Year Projections:
Event Planning, Housing, and Security
2013-2014
1. Replace carpet in security department
2. Replace floor covering in Black and Gold Room
3. Refurbish Mississippi Hall
4. Upgrade locks in all dorms to BEST
5. Upgrade kitchen in Mississippi Hall
6. Upgrade card reader system at Mississippi Hall
7. Provide additional computers for resident halls
8. Security system installed in Seth Pounds
9. Complete security systems installed in Career Technical Buildings 1, 2, 3, and 4
10. Install wireless cameras in parking lots at White Hall, Yarber Hall, Mississippi Hall, Wood Hall, and Murphy Hall
11. Enhance the number of activities offered to students throughout the year
12. Purchase handheld radios
13. Purchase Officer Uniforms
14. Purchase DVR and Cameras for Campus Facilities
15. Purchase camera monitors for dorms
16. Purchase New radio repeater
17. Purchase floor jacks and tire tools for patrol vehicle
18. Purchase fire extinguishers for patrol vehicles
19. Purchase GPS devices for patrol vehicles
20. Install wireless cameras purchased for library
21. Purchase one (1) DVR and 16 cameras for Hines Hall
22. Increase the number of participants and activities to intramurals (soccer will be added)
23. Carry community college students to visit with legislators in the state capital
24. Purchase movie screen and projector for use with student activities
25. Offer more activities for students to participate in at night

2014-2015
1. Continue to research and offer new activities for students
2. Build wall around Yarber Hall
3. Replace lobby furniture in Yarber Hall
4. Upgrade 1st and 2nd floor surveillance equipment at White Hall
5. Install new security system in Ramsey Student Services Building
6. Install wireless cameras at intersections of North College and Veteran’s; Veteran’s Drive and Second Street; Jefferson Street, Ellis Avenue, and North College; Ellis Avenue and Tiger Lane; Ellis Avenue and Tiger Loop; Cunningham Blvd and Tiger Lane; Tiger Lane and Tiger Loop
7. Increase Intramural Offerings
8. Purchase new vehicle for law enforcement department
9. Purchase two ballistic vests for officers
10. Purchase new uniforms for officers

2015-2016
1. Offer new and exciting activities for the students
2. Refurbish Wood Hall
3. Replace lobby furniture in Wood Hall
4. Upgrade card reader in Wood Hall
5. Customer Service Workshop for Dorm Proctors
6. Purchase new police vehicle
7. Upgrade security systems at Wright, Childers, and Hargett Halls
8. Install security system at Tiger Stadium
9. Continue to update security systems as needed

2016-2017
1. Refurbish Murphy Hall
2. Replace lobby furniture in Murphy Hall
3. Upgrade card reader in Murphy Hall
4. Increase Intramural Offerings
5. Continue to update security systems as needed

2017-2018
1. Replace front and side doors at Murphy Hall
2. Replace Yarber Hall furniture
3. Increase student activity offerings
4. Continue to update security systems as needed
## INSTITUTIONAL EFFECTIVENESS PLAN
### 2012-2013
### Athletics

**College Purpose Statement(s):** (P2) To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.

**Long-Range Goal(s):** (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

**Short-Term Goal(s):** (S 1.2) Increase the Graduation Rate; (S 1.3) Improve Student Retention

**Division Purpose Statement:** The Northeast Athletic Department will sponsor a broad based athletic program that allows the growth and development of student athletes and cheerleaders by providing an atmosphere that is conducive to team success, team spirit, friendly competitiveness and academic success. With advanced facilities and administrative support, the department will enhance school enthusiasm resulting in involvement from students, staff, faculty, administration, and community.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student Athletes will be assisted in their academic development.</td>
<td>1a. Through records maintained in the Counseling Center, student athletes will be provided with the necessary tutorial services to enhance academic development. 1b. To assist student athletes on academic development, study hall sessions will be provided by coaching staff.</td>
<td>1a. Student Athletes were provided tutorial services by the counseling center. 1b. In 2012-2013, daily study hall sessions were held for the following sports: Men's Basketball, Football, Baseball and Women's Basketball and Softball.</td>
<td>1a. Continue to tutor in areas such as Algebra, English, Reading, Chemistry and Anatomy and Physiology. 1b. Coaches monitored athletes grades/attendance weekly through our campus Drop Guard System.</td>
</tr>
<tr>
<td>2. Student Athletes will maintain satisfactory progress in course work.</td>
<td>2. 100% of the student athletes will maintain satisfactory progress eligibility through the NJCAA rules of eligibility which is evaluated each semester by the Registrar and Coaches. The eligibility rules are as stated: A student must satisfy one (1) of the following two (2) requirements to be eligible for the upcoming semester: 1. Pass a minimum of twelve (12) semester hours with a 2.00 G.P.A. or higher during the previous semester of full-time enrollment. OR 2. Pass accumulation of semester hours equal to twelve (12) multiplied by the number of semesters in which the student was previously enrolled full-time with a G.P.A. of 2.00 or higher. *Prior to a second season of participation in an NJCAA certified sport, students must pass a minimum accumulation of twenty-four (24) semester hours with a 2.00 G.P.A. or higher.</td>
<td>2. 99% of student athletes maintained satisfactory progress-eligibility 118 out of 120.</td>
<td>2. One Student Athlete in the area of women's softball and one in men's golf did not maintain required hours to remain eligible for the spring semester of 2012. That student was encouraged to participate in the success center of the counseling center.</td>
</tr>
</tbody>
</table>
3. Student Athletes will display growth both personally and socially.

<table>
<thead>
<tr>
<th>3a. Through the Student Athlete Evaluation Survey for 2012-2013, 78.1% of the student athletes surveyed will respond to Agree or Strongly Agree to the item “As a student-athlete, I have grown personally and socially through the participation of the NEMCC athletic program.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b. Through participating in the Fellowship of Christian Athletes, student athletes will gain personally and socially.</td>
</tr>
</tbody>
</table>

3a. 78.1% of student athletes responded with agreeing or strongly agreeing to the item "as a student athlete, I have grown personally or socially through participation of the NEMCC athletic program.
Note: Completion rate of surveys was 92.7% compared to 91.1% last year.

3b. Student Athletes involved in FCA and individual teams meet during the year to gain personal and social growth through participating in games, devotions, and having keynote speakers

3b. Approximately 24 members participated in the FCA retreat in 2013.

4. Student Athletes will be provided with adequate Athletic programs.

<table>
<thead>
<tr>
<th>4a. An annual evaluation of the facilities will be assessed by the Coaches and Athletic Director and reported through the Needs Assessment Survey.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b. Through the Campus Climate Survey Fall 2012, 61.8% of the faculty, staff, and coaches, will be satisfied with the adequacy of the Athletic programs by rating 4 on a Likert Scale (1-5).</td>
</tr>
</tbody>
</table>

4a. Through the needs assessment survey the following were needed:

- Football Fieldhouse Construction

4b. 57.3% of the faculty, staff and coaches rated athletics with a 3.43. This was a decrease from 3.84 the previous year.

4a. Fieldhouse Construction kicked off in the spring of 2013.

4b. Coaches communicated on a regular basis with faculty by e-mail and through sports information office of upcoming athletic events and were placed on a master calendar to encourage attendance by everyone. Athletic web-site has been updated.
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
Enrollment Services

College Purpose Statement(s): (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

Long-Range Goal(s): (L6) Community Partnerships -- To provide opportunities for cultural, professional, and industrial partnerships between the College and the community; (L8) Resource Allocation -- To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

Short-Term Goal(s): (S 1.2) Increase the Graduation Rate; (S 1.3) Improve Student Retention; (1.5) Increase enrollment through expanded student recruitment efforts.

Division Purpose Statement: The Office of Enrollment Services is responsible for coordinating the institution’s enrollment management plan with oversight of the student recruitment, admissions, registration and record keeping functions of the College.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide a systematic recruitment plan to increase enrollment and retention utilizing comprehensive marketing strategies.</td>
<td>1. Geared towards entering Freshmen, Recruitment presentations will be made at all in-district, selected out-of-state high schools, regional recruitment fairs, and on-campus summer orientation. In addition, Preview days will be held for in-district schools.</td>
<td>1. Preview days were held on October 22 and 23, 2013. All in-district high schools attended and one out of district high school attended. Tried a new approach for the day involving a college area of study fair with faculty members and divisions in competition for best display. Very well attended! Private visits at in-district schools will follow.</td>
<td>1. Results will be used to gauge successes in recruitment efforts at in-district high schools and for awareness in areas of study.</td>
</tr>
<tr>
<td>2. To provide satisfactory level services through Enrollment Services Division to both students and college personnel.</td>
<td>2. Through the Campus Climate Survey Spring 2013, 80% of the faculty, staff, and administration responding will give a satisfaction level of 4 or above (With 5 being the highest) for Enrollment Services.</td>
<td>2. Ratings proved to be a 4.20 for Admissions and a 4.14 for Records.</td>
<td>2. Admissions/Records lost three employees during the year. New employees will be trained in Customer service and correct policies and procedures to meet this goal. New employees will be sent to sister community colleges for training and to the Mississippi Banner Users Group annual meeting for additional training.</td>
</tr>
<tr>
<td>3. The admission policies will be evaluated annually.</td>
<td>3. Through the institution’s Admission Committee, admission policies will be reviewed to ensure compliance with institutional, state, and accrediting agencies.</td>
<td>3. At the Admissions committee meeting at the end May each year, admissions policies and procedures will be reviewed.</td>
<td>3. Admissions committee members reviewed policies and procedures. No changes were made to existing procedures.</td>
</tr>
<tr>
<td>4. Recruitment procedures will be evaluated annually.</td>
<td>4. Through the Campus Climate Survey Spring 2012, 80% of faculty, staff, and administration responding will give a satisfaction level of 4 or above (with a 5 being the highest) for recruitment.</td>
<td>4. Recruitment/Admissions scored a 4.36 level of satisfaction. Results proved that recruitment efforts were deemed successful and appropriate.</td>
<td>4. Although results were high, there is still a need for additional personnel in the Recruitment area. At the present time, one recruiter is on staff. There is no specific recruitment budget and our dorms are consistently full.</td>
</tr>
<tr>
<td>5.</td>
<td>Faculty members will be able to view transfer equivalencies on prospective students via the Image server at their desktop computer.</td>
<td>5.</td>
<td>Once the Admissions Office receives a transcript from an incoming prospective student, the transcript is logged into the Banner system. Next, it is digitally scanned into our Image server and then given to the Registrar for entry. Faculty members can then view the transfer work via the Banner system or from their desktop using the Image Server.</td>
</tr>
<tr>
<td>6.</td>
<td>Enrollment personnel will stay abreast of recruitment efforts in the state by attending the MACRO conference.</td>
<td>6.</td>
<td>The Recruitment arm of the Enrollment Services personnel will attend the annual Mississippi Association of Collegiate Registrars and Admissions Officers (MACRO) conference.</td>
</tr>
</tbody>
</table>
## INSTITUTIONAL EFFECTIVENESS PLAN
### 2012-2013
#### Event Planning/Housing Services

**College Purpose Statement(s):** (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

**Long-Range Goal(s):** (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

**Short-Term Goal(s):** (S 1.2) Increase the Graduation Rate; (S 1.3) Improve Student Retention.

**Division Purpose Statement:** The Housing Office will provide a safe, comfortable, and attractive environment conducive to meeting student housing needs and promoting academic success for campus residents.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Housing facilities will be maintained to provide a safe and clean environment.</td>
<td>1a. Through repair reports, evaluations will be reviewed by the Director of Event Planning/Housing to develop a list of repairs and improvements needed. 1b. Safety checks administered by the dorm supervisors weekly will indicate no more than 2% of the rooms had violations. Records are maintained by Dorm Proctors on safety/cleanliness and after the third offense, a report is given to the Director of Event Planning/Housing. 1c. 100% of the students living in the dormitory for the fall 2012 semester will be able to locate the evacuation route from their room as shown on the check-in form.</td>
<td>1a. From the evaluations, the following assessment results showed: Need to replace furniture on the 3rd floor at Murphy Hall Need to refurbish Murphy Hall rooms on the 3rd floor Need to replace mattresses in resident halls Need to increase safety and security measures in resident halls 1b. Records indicate 1 student received discipline after third defense. 1c. Revise check-in sheet to include evacuation plan routes.</td>
<td>1a. The following is a list of repairs to the residence halls: Replaced furniture on the 3rd floor at Murphy Hall; Refurbished rooms on the 3rd floor at Murphy Hall; Replaced approx. 125 mattresses in resident halls; Installed Emergency Call boxes in every resident halls to improve safety &amp; security 1b. Continue to utilize the current database to track repair requests. 1c. Will add evacuation routes to the check-in process.</td>
</tr>
<tr>
<td>2. Students with disabilities will be housed in units designed for their needs.</td>
<td>2. Room assignments are made based on Housing Assignments records as well as working with the Special Populations Director for students which may self-identify.</td>
<td>2. Records indicated that there was 1 student who self-identified for need of special accommodations. The student were placed in a handicap accessible room.</td>
<td>2. Continued to work with the special populations director to identify needs of students.</td>
</tr>
<tr>
<td>3. Total occupancy of residential halls for Fall term will be 100%.</td>
<td>3. Records maintained will indicate five dorms fully occupied.</td>
<td>3. Records indicated 97.2% (795 out of 818) occupancy in the Fall semester. Note: 8 beds were utilized for coaching staff.</td>
<td>3. Continued to use Wood Hall as a co-ed residence hall in order to increase the number of male residences since a waiting list existed. It was also noted that female students are taking advantage of the semi-private or private rooms in the resident halls when available. During the Fall 2012, 4 semi-private and 2 private rooms were offered. The Spring 2013 semester had 1 private/0 semi.</td>
</tr>
<tr>
<td>4. Students will be satisfied with Resident Hall Programs and Services.</td>
<td>4a. Through the Spring 2012 Survey of Student Opinions, students who are surveyed will rate the item “Resident Hall Programs and Services” with a four or above rating.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b. Of the 40 items evaluated on the Residential Life Survey administered in the Fall 2012 semester, at least 3.0 satisfaction levels will be received. (1-5 Likert scale with 5 being the highest).</td>
<td>4a. 3.99 was the satisfactory rating on &quot;Resident Hall Programs and Services&quot; which as 0.11% increase from Spring 2011.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b. All 40 items received a 3.0 or higher.</td>
<td>4b. Actions taken regarding services for the 2012-2013 are as follows: Continued to provide students with an email address for communication purposes; Continued to grant students access to social network sites; Will investigate improving Internet service in the residence halls.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4b. Actions taken to help control noise levels: Continued frequent foot patrols by campus police after 11:00 p.m.; Continued correspondence with resident halls reinforcing policies in Student Handbook regarding noise level. Housing Handbook was issued to each resident upon checking in.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**INSTITUTIONAL EFFECTIVENESS PLAN**

**2012-2013**

**Campus Security**

**College Purpose Statement(s):** (P2) To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.

**Long-Range Goal(s):** (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

**Short-Term Goal(s):** (S2.3) Improve safety and security.

**Division Purpose Statement:** The purpose of the Northeast Mississippi Community College Police/Security Department is to provide a safe and secure environment for the learning and recreational experience for faculty, staff, students, and visitors while upholding laws and the rules and regulations of Northeast Mississippi Community College and the state of Mississippi.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. To provide a security service that will ensure safety on the campus. | 1a. Through the Campus Security Statistical Data report, the total number of crimes will decrease from the previous year.  
1b. 80% of the faculty/staff/students will take part in the early warning system notification (TigerAlert).  
1c. Provide annual training for the faculty and staff members of the Emergency Response Team. | 1a. The report shows that there were 74 criminal offenses in the calendar year 2012 which shows a decrease from the previous year by 45.0%. The previous reports showed: 165 in 2011, 217 in 2010, and 132 in 2009.  
1b. 34.0% of faculty/staff/students took part in the early warning system notification (Tiger Alert). This was a decrease of 33.0% under 2011.  
1c. Active Shouter Training was conducted in all academic buildings. | 1a. Campus Police continued diligent patrols in all areas of campus in an attempt to further decrease crime and criminal activity.  
1b. All students received emails concerning Tiger Alert. Announcements were made on social media to make everyone aware of the emergency notification system.  
1c. Campus Police researched attending an emergency response drill. |
| 2. To provide emergency services and roadside assistance to students. | 2. Log records will show the students who receive emergency services will be assisted within 5 minutes and those receiving roadside assistance will be assisted within 15 minutes. | 2. There were 753 calls for roadside service in 2012 with an average response rate of 3.5 minutes. There were (7) emergency medical calls with an average response rate of 3 minutes. Rural metro Ambulance Service was called each time. | 2. Campus police were instructed to continue to answer calls for unlock, jumpstart, and tire change services for clients. |
| 3. To provide satisfactory security/safety service to students and NE personnel. | 3a. Through the Campus Climate Survey Spring 2013, 80% of the faculty, staff, and administration responding will give at least a 3.25 satisfactory rating.  
3b. Through the Survey of Student Opinions Spring 2012, students will rate the item “Personal security/safety at this college” with a four or above rating. | 3a. 82.2% of faculty/staff/administration gave "Campus Security" a satisfactory rating 4.25.  
3b. Students rated "Personal security/safety at this college" at 4.14, a rating which is well above the National Average of 4.26. | 3a & b. In 2012, 451 hours of Police Training were completed. Campus Police continued to sharpen their customer service skills as evidenced by the timely and rapid responses to roadside service calls. |
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
Student Government/Student Activities/Intramurals

**College Purpose Statement(s):** (P2) To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.

**Long-Range Goal(s):** (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

**Short-Term Goal(s):** (S 1.2) Increase the Graduation Rate; (S 1.3) Improve Student Retention

**Division Purpose Statement:** The purpose of student government and intramurals shall be to organize students in the practice of self-government and to enhance students overall collegiate experience through broad base program of student activities.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To guide the Student Government Association as student leaders in assisting with community services.</td>
<td>1. The Student Government Association will conduct a community clothes drive to help the community clothes closet.</td>
<td>1. The Student Government Association continued to collect slightly used clothing and donated them to the Mississippi Baptist Association Clothes Closet. These clothes were distributed to needy individuals within the community. Students posted collection boxes throughout campus to collect canned food. The food that was collected was given to the Boy Scouts to distribute to needy individuals at Thanksgiving. The Student Government Association increased their plans of conducting a clothes drive to help the community in other ways. The students worked for two days to decorate a Habitat for Humanity House in the community. They moved furniture and helped decorate entire house.</td>
<td>1. Students became aware of the number of needy individuals in our community. They planned to increase the number of community projects for the coming school year.</td>
</tr>
<tr>
<td>2. Students in the Student Government Association will be satisfied with college sponsored activities.</td>
<td>2a. Through the Fall 2012 Residential Life Survey, 75% of students responding will give an average satisfactory rating on the statements regarding “Student Activities”.</td>
<td>2a. 84.1% of dorm students responding gave a mean score of 4.22 to the item &quot;The activities offered met my needs and interest.&quot;; 83.2% gave a mean score of 4.18 to the item &quot;I was awarded of campus-wide activities that were offered during nights.&quot;; 82.5% gave a mean score of 4.20 to the item &quot;Student activities staff were friendly and responsive to students' ideas.&quot;; 81.6% of dorm students responding to survey gave a mean score of 4.17 to the item &quot;Student activities staff were easy to contact.&quot;; 79.2% gave a mean score of 4.07 to the item &quot;I am satisfied with the number and type of student activities.&quot;</td>
<td>2a. Communication with Dorm students have increased by announcing activities through the following: Mass emails via Blackboard, Facebook, Twitter, posters, and signs hung in dorms. We started announcing activities at least a week prior to the event and sending reminders daily.</td>
</tr>
<tr>
<td>2b. Through the Campus Climate Survey Spring 2013, 69% college employees responding will give an average satisfactory rating of 3.7 or higher on the item “Student Government and Student Activities”</td>
<td>2b. Through the Campus Climate Survey Spring 2013, 69% college employees responding will give an average satisfactory rating of 3.7 or higher on the item “Student Government and Student Activities”</td>
<td>2b. Using the results of this survey, emails are sent to everyone on campus to inform employees of most student activities on campus. Employees are invited to attend our campus activities. Input regarding student activities is welcomed.</td>
<td></td>
</tr>
</tbody>
</table>
3. Students will be offered a wide variety of intramural activities, team and/or individual events.

3. Through Intramural Director events will be devised, scheduled and implemented and participation will increase over the previous year. Records for these events will be kept in the Associated Dean of Student Services/Student Activities office.

3. 627 students participated in Intramural events for the 2012-2013 school year for an increase of 66 participants from the previous year. Ping Pong Tournaments were added to Intramurals. Source: in-house enrollment reporting

3. Based on student interest and participation in intramural activities on campus, soccer has been added as an additional sport.
**INSTITUTIONAL EFFECTIVENESS PLAN**  
**2012-2013**  
**Financial Aid**

**College Purpose Statement(s):** (P2) To provide a program of student services that will facilitate the educational, career, personal, and social growth of students; (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.  
**Long-Range Goal(s):** (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.  
**Short-Term Goal(s):** (S 1.3) Improve Student Retention

**Division Purpose Statement:** To provide financial aid to all students according to their eligibility and administer the programs in accordance to the local, state, and federal regulations.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Deliver financial aid funds in accordance with federal and state guidelines for eligibility, institutional policies and procedures. | 1a. The Financial Aid Audit resulted in an unqualified audit which means no findings or recommendations were made.  
1b. The Director attended the MASFAA Spring Conference in June 2011 where new regulations were discussed and a Federal Update was provided from the Department of Education representative. The Director also attended a SASFAA conference where updates were discussed. | 1a. The Financial Aid Audit resulted in an unqualified audit which means no findings or recommendations were made.  
1b. The Director attended the MASFAA Spring Conference in June 2013 where new regulations were discussed and a Federal Update was provided from the Department of Education representative. The Director also attended a SASFAA conference where updates were discussed. | 1a. Continued to deliver to deliver financial aid funds in accordance with federal and state guidelines of eligibility, institutional policies and procedures by maintaining unqualified audits.  
1b. From the training programs attended, valuable information was gained concerning recent changes in federal regulations and new guidelines including but not limited to gainful employment and program integrity. |
| 2. Maintain financial aid records in accordance with federal and state guidelines for accounting and audits. | 2. Through the federal and state regulations, financial aid will be administered to be in accordance of federal and state guidelines. | 2. No findings were reported on the external audit. | 2. The institution has been approved to participate in Title IV funds through December 2016. |
| 3. Students will be provided financial assistance according to their eligibility. | 3. 100% of the students who enroll, apply, and are eligible for financial aid will receive assistance. | 3. All students that applied for and were eligible for financial received assistance. | 3. All students that applied for and were eligible for financial received assistance. |
| 4. Clients (Students, College Personnel) will be satisfied with the services received from the Financial Aid Office. | 4a. Through the Survey of Student Opinions Spring 2012, the students responding will give a satisfaction rating of 4 or above (with 5 being highest.)  
4b. Through the Campus Climate Survey Spring 2012, 80% of the faculty, staff and Administration responding will give a satisfaction level rating of 4 or above (with 5 being highest.) | 4a. Through the Survey of Student Opinions in Spring 2012, the students responding gave a satisfaction rating of 4.324b. Though the Campus Climate Survey 2012, 78% of the faculty, staff and Administration responded giving a satisfaction level rating of 4.21. | 4. a & b. We continued working on a more vigorous cross training program. We have also made an effort to communicate more often with the entire college. |
<p>| 5. Students who apply for financial aid will respond in a timely fashion. | 5. Students applying for financial aid will respond within one month (30 days) to complete their record. | 5. We estimate that 70% of the students that filled out FASFA’s responded within 30 days. | 5. We will continue increase the number of downloads we do each week in an attempt to get information to the students sooner. We will also look for ways to encourage students to fill out paperwork sooner. |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Financial Aid personnel will improve the efficiency of processing student applications by automation of the process.</td>
<td>6. Financial Aid personnel will evaluate the use of Banner and making forms more electronic.</td>
<td>6. Banner has some options that greatly increase productivity in some areas. The challenge is getting the proper training.</td>
<td>6. We have requested additional training and an overview from Banner to see where we can better use what we have.</td>
</tr>
</tbody>
</table>
**College Purpose Statement(s):** (P2) To provide a program of student services that will facilitate the educational, career, personal, and social growth of students.

**Long-Range Goal(s):** (L1) Quality Student Outcomes--To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy.

**Short-Term Goal(s):** (S1.2) Increase Graduation Rate; (S1.3) Improve Student Retention

**Division Purpose Statement:** The Guidance & Counseling Department serves the needs of current, former and prospective students by providing appropriate and professional academic, career, social, personal counseling and testing services.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To facilitate an effective acclamation to college life.</td>
<td>1a. Provide a program of Summer Freshman Orientation where a majority of entering freshman and transfer students will participate and provide orientation information to non-attendees via printed materials, website, and social media.</td>
<td>1a. Two orientation sessions for students with optional parent sessions were conducted. Approximately 1000 students and 300 parents/family/etc attended. Orientation efforts continued via other mediums. Approximately 1000 email account setups were confirmed.</td>
<td>1a. Revamp of orientation program included campus-wide collaboration in ad-hoc committee and heavy marketing/information distribution.</td>
</tr>
<tr>
<td></td>
<td>1b. Analysis of the Survey of Student Opinions Spring 2012 completed by graduates will indicate an approval rate of 4 or higher (1-5 scale) for the Orientation Program.</td>
<td>1b. Results show a ranking of 4.21 on a 5.0 scale.</td>
<td>1b. Ongoing evaluation and revamping of processes to continue. Results were shared with the Orientation Planning Committee and ad-hoc.</td>
</tr>
<tr>
<td></td>
<td>1c. Analysis of the Campus Climate Survey Spring 2013 completed by faculty and staff will indicate an approval rate of 4 or higher (1-5 Scale) for the Orientation Program.</td>
<td>1c. Results show an approval rating of 3.81 on a 5.0 scale.</td>
<td>1c. Representatives of faculty and staff are included on the planning committee and were numerous others outside regular committee were called upon and contributed.</td>
</tr>
<tr>
<td></td>
<td>1d. Provide college recruiting workshops for high school seniors in the five-county area.</td>
<td>1d. Recruiting workshops were held in each of the five county areas.</td>
<td>1d. Teamed again with the admission office to provide minimum of 1 counselor at career days.</td>
</tr>
<tr>
<td>2. To provide a testing program for admissions, placement, evaluation, and program requirements.</td>
<td>2a. Administer the Residual and National ACT on scheduled dates for admission to college or to meet specific program requirements.</td>
<td>2a. Administered 400+ Residual ACT tests. Administered the National ACT test to 1,000 +/-students during 6 national test dates.</td>
<td>2a. Extra Residual ACT test dates with time and day alternatives were added to accommodate more students.</td>
</tr>
<tr>
<td></td>
<td>2b. Administer the Accuplacer Placement examination to students who wish to challenge their placement based upon ACT sub-scores.</td>
<td>2b. Administered 400+ Accuplacer tests units.</td>
<td>2b. Contacted all the area high school counselors to encourage them to allow our college counselors to come to their school and test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>2c.</td>
<td>Administer the CAAP exam to a representative sample (10%) of sophomore students representing various university parallel majors as a general institutional achievement comparison measure.</td>
<td>2c. Administered the CAAP to 30 randomly selected students.</td>
<td></td>
</tr>
<tr>
<td>2d.</td>
<td>Assist in administering the MS-CPAS Spring 2013 exam to all Vocational-Technical program completers as a measure of work readiness.</td>
<td>2d. Assisted in administering the MS-CPAS to 95% of career-technical students.</td>
<td></td>
</tr>
<tr>
<td>2e.</td>
<td>Administer career interest inventories to students needing assistance in confirming or deciding upon a college major.</td>
<td>2e. Administered Choices and Myers-Briggs Type Indicator Career Test to approximately 100 students.</td>
<td></td>
</tr>
<tr>
<td>2f.</td>
<td>Assist with proctoring of exams for students in the area who are taking Distance Learning courses through the Universities.</td>
<td>2f. Proctored tests for the universities as requested.</td>
<td></td>
</tr>
<tr>
<td>2g.</td>
<td>Ensure the SAT test is administered via college personnel on scheduled dates.</td>
<td>2g. The SAT was administered to students who registered.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>To provide quality services as a department to students, faculty, and staff.</td>
<td>3a. Through the Survey of Student Opinions Spring 2012, students applying for graduation will indicate satisfaction rates above national comparisons for academic advisory and career planning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3a. Academic advising ranked 4.40 on a 5.0 scale and career planning ranked 4.04 on a 5.0 scale. Both ranked above the national ranking.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3b. Counseling services ranked 3.87 on a 5.0 scale.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3c. Student Suggestion Boxes indicated that students were satisfied with the Counseling Center services.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3d. The Campus Climate Survey indicated a score of 3.64 on a 5.0 scale.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3a. Continued to market services during the 2011-12 Freshman Orientation and by monthly Counseling Center in the Union setups.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3b. Arranged for private counseling when appropriate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3c. Monthly workshop-type setups in the Union to increase service awareness and utilization.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3d. Continued to market services during the 2011-12 Freshman Orientation and by monthly Counseling Center in the Union setups.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>To provide an appropriate Job Placement Service.</td>
<td>4a. At least 1,000 potential employers will be contacted within the NEMCC district and surrounding area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4a. Excess of 1000 potential employers were contacted via mail, email, or personal contact.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4b. Employment Fair conducted with 30+ employers and 250+ students attending.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4c. Website updated and dispersed by social media. Job Placement group email list maintained, updated and utilized to immediately distribute employment information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4a. Continual marketing students to local businesses by positive relationships.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4b. Teamed with Tech Prep Coordinator in employer efforts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4c. Continual updating with all mediums of information distribution.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Provide an effective follow-up of career/technical program completers, participants and concentrators.</td>
<td>5. Ninety-five percent of the 2011-2012 vocational technical graduates will be verified.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. 95% were verified via combined mediums of contact.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. No action necessary.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>To assist in conducting placement retention for all career technical completers.</td>
<td>6.</td>
<td>A minimum of seventy-five percent of the previous school year’s vocational technical graduates’ placements status will be verified.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7.</td>
<td>To provide reasonable accommodations for self identified disabled students.</td>
<td>7.</td>
<td>Hard copies of the disabilities application and records in the Special Populations Counselor’s office will document students served and services provided.</td>
</tr>
<tr>
<td>8.</td>
<td>To provide tutorial services through the Federal Title IV program to eligible students.</td>
<td>8a.</td>
<td>The annual Federal Performance Report will show at least an 80% persistence rate and an average of 2.7 or above GPA for program participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8b.</td>
<td>Peer tutoring will receive a rank of 4 or above (5 being the highest rank) on the Campus Climate Survey Spring 2013.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8c.</td>
<td>The Survey of Student Opinions Spring 2012 will indicate satisfaction with the peer tutorial services.</td>
</tr>
</tbody>
</table>
The purpose of the Learning Resources Center/Library is to serve as a catalyst by providing information in various formats to support the instructional programs of the community college, to promote information literacy by providing instruction in the skills needed to seek, evaluate, and use information effectively, and to provide assistance to the community beyond the confines of the College.

Through the library located on the Booneville campus as well as through off-campus site libraries at New Albany and Corinth and extensive online resources, Northeast Mississippi Community College ensures adequate library and learning resources are available to instructors, students, and members of the community to support the College’s instructional programs, meet leisure reading needs, and to encourage information literacy.

The Northeast libraries, in their ongoing dedication to providing outstanding student, staff, and community services, focused on upgrading technology, encouraging leisure reading, and providing educational opportunities for area librarians. Efforts to grow both off-campus sites as well as the main campus library continued throughout the year with staff working with faculty recommendations to provide adequate materials for classes offered at all three campuses as well as for support for online classes. Student and staff requests for leisure reading materials were filled when possible. In addition, library staff spent time researching appropriate titles and subjects for inclusion in the College’s three libraries.

All three libraries continued working with E-Learning, to provide evening proctoring services.

2012-2013 Accomplishments:
Staff continued their commitment to the College’s QEP reading emphasis with monthly selections for leisure reading titles. Circulation totals for students over the first 6 months (July to December) compared to the same 6 mos. of the previous year, showed a significant increase in the use of electronic books and the use of online databases actually doubled.

1. As part of the Library’s commitment to serve the College’s five-county area, the Eula Dees Library hosted the 36th annual Area Librarians Workshop. There were 46 librarians in attendance from Prentiss, Alcorn, Tishomingo, Tippah, Union, Lee and other counties. Union County librarians were in charge of the program. They offered a varied program that featured Mississippi Authors Patricia Neely-Dorsey and Neil White; Jeanna Collins from Barnes and Noble explained how the Nook, their electronic book reader can be used in the library; Brad Brazzeal from Mississippi State University spoke about copyright basics and journalist Leslie Criss from the Northeast Mississippi Daily Journal spoke to the group. The workshop was hosted in Waller Hall, with the College’s Culinary Arts students providing and serving breakfast and lunch to participants.

2. As further support for the College’s community, Laura Gilham continued to use the Workshop’s contact list to forward information of interest to librarians throughout the year. Laura monitors library related discussion boards and news sites in order to provide news and information to the librarians who very much appreciate this service.

3. Continuing the support of our Northeast@New Albany library, a new part-time librarian, Tamara Waldrop was hired to replace Karen Roebuck, who resigned.

4. Sherita Howell created a new password bookmark for students to use which included a QR code on the top right corner so students can scan it into their phones or iPads and not have to keep up with the printed bookmark.

5. Laura Gilham was one of four faculty selected to attend the annual Lamplighters Conference, Sept. 18 – 21.

6. Glenice Stone was elected to serve as secretary for The Mississippi Community and Junior College Library Deans and Directors group.
7. In cooperation with E-Learning, accommodations were made to enable more tests to be proctored at the Northeast @ Corinth and New Albany sites during online finals week in April. Tamara Waldrop and Melissa Clemmer’s work hours were increased for finals week from 16 hrs. to 20 hrs. each and all Laura Gilham’s work hours were spent at the Thomas L. Sweat Library at the Northeast@Corinth site that week. This allowed 961 tests to be proctored among the three libraries and labs at the off-campus sites during the month of April.

8. Enhancing information literacy and use of library resources, Librarians taught 158 classes (English Comp I and Public Speaking) with a total of 3494 students in those classes.

9. To free up shelving space and in an effort to keep our library collection healthy and up-to-date, heavy weeding of old, outdated, or damaged items was accomplished with a total of 1,604 items, with total original purchase prices of $18,943.45 being removed from the collection.

10. Working in cooperation with MELO and community college libraries throughout the state, Glenice Stone and Sherita Howell attended three planning meetings and undertook an extensive preparation for the installation of the new EBSCO Discovery Service (EDS) platform which is to be integrated into all community college library web pages in order to provide broader searching capabilities for our students, staff and faculty.

11. To update our technology, 5 desktop computers and 1 printer were purchased and installed in the library, replacing older equipment. In addition, Sherita Howell, Laura Gilham and Tamara Waldrop updated all library computers at all three sites with the newest versions of Internet Explorer, Mozilla Firefox, Google Chrome, Adobe Flash Player and Java. In addition, Sherita Howell initiated the process of updating to a newer version of our SIRSI Symphony Integrated Library System.

Five-Year Projections:
2013-2014
1. Continue efforts to develop a culture of reading on campus.
2. Upgrade/repair/replace software, computers, and audio-visual equipment as needed.
3. Continue to provide workshops to area librarians.
4. Continue to offer library orientation to faculty and students.
5. Continue to add online learning resources to support the curriculum.
6. Continue professional development of library staff.

2014-2015
1. Continue emphasis on growing Corinth and New Albany libraries.
2. Continue to provide workshops to area librarians.
3. Upgrade/repair/replace software, computers, and audio-visual equipment as needed.
4. Continue to offer library orientation to faculty and students.
5. Continue to add online learning resources to support the curriculum.
6. Continue efforts to promote leisure reading.
7. Provide professional development opportunities for the library staff.

2015-2016
1. Continue to work with state consortia (MELO and MAGNOLIA) to strengthen online learning resources to support curriculum.
2. Upgrade technology through repair and/or replacement of computers and printers.
3. Upgrade software or replace under-used software with more appropriate offerings.
4. Continue to grow holdings at the Corinth and New Albany libraries.
5. Continue to offer library orientation to faculty and students.
6. Continue to provide educational opportunities for area librarians through means of annual workshop.

2016-2017
1. Continue partnerships with MAGNOLIA, MELO, and other community colleges in Mississippi in order to maximize available resources.
2. Continue to develop a culture of reading on campus.
3. Continue to offer library orientation to faculty and students.
4. Upgrade technology through repair and/or replacement of computers and printers as necessary.
5. Encourage personnel to continue professional development.
6. Continue to provide educational opportunities for area librarians through means of annual workshop.
7. Continue efforts to grow Corinth and New Albany libraries.
8. Grow online resources to better serve expanding online courses and curriculums.

2017-2018
1. Upgrade technology through replacement of computers, peripherals and up-to-date software.
2. Grow access to online resources in support of expanding E-Learning courses by continuing to partner with state consortia (MELO and MAGNOLIA).
3. Continue to provide educational opportunities for area librarians by hosting annual workshop.
4. Grow the services and availability of libraries and staff at the Corinth and New Albany sites.
5. Encourage library staff to take advantage of professional development opportunities.
6. Continue to offer library orientation to faculty and students.
7. Continue to nurture a culture of reading on campus.
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
Library Resources & Library

College Purpose Statement(s): (P2) To provide a program of student services that will facilitate the educational, career, personal, and social growth of students; (P4) To offer continuing education, community services, and adult basic education for individuals striving for personal and professional growth and/or personal enrichment; (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

Long-Range Goal(s): (L2) Teaching/Learning—To focus on improving teaching and learning by implementing visionary curricula and new methods of instruction to meet the needs of a global workforce; ((L3) Technology—To maintain, expand, and enhance the College’s technology infrastructure by supporting the institutional environment and improving the integration of the technology applications into all functional units of the College; (L7) Distance Learning--To develop and enhance nontraditional learning programs for the College that are not bound by location and time, thereby expanding the educational opportunities offered by the College; (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

Short-Term Goal(s): (S1.2) Increase Graduation Rate; (S 1.3) Improve Student Retention

Division Purpose Statement: The purpose of the Learning Resources/ Library is to serve as a catalyst by providing information in various formats to support the instructional programs of the community college, to provide instruction in literacy by providing instruction in the skills needed to seek, evaluate, and use information effectively; and to provide assistance to the community beyond the confines of the College.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students and faculty will be provided appropriate and current library collections and learning resources that support both their educational and leisure/entertainment needs.</td>
<td>1a. 90% of the divisions will order library materials.</td>
<td>1a. 100% of the divisions ordered library materials.</td>
<td>1a. Liaisons continued to make faculty members in their divisions aware of new materials available for purchase and updated a list of electronic periodicals to which faculty and students have online access.</td>
</tr>
<tr>
<td></td>
<td>1b. Through the Spring 2012 Faculty Evaluation of Library, 85% of the faculty responding will agree the library ensures the necessary library and learning resources are available to them.</td>
<td>1b. 84.6% of faculty agreed that the library ensured the necessary library and learning resources were available to them.</td>
<td>1b. All librarians were asked to send reminders every semester to faculty in their liaison areas to encourage them to request needed materials in support of their teaching and research.</td>
</tr>
<tr>
<td></td>
<td>1c. Through the Fall 2012 Library Student Survey, 85% of the students responding will agree the collection of leisure reading periodicals is varied and up-to-date.</td>
<td>1c. 91.9% of students agreed that the library's collection of leisure reading periodicals were varied and up-to-date.</td>
<td>1c. The library continued to subscribe to a variety of periodicals as well as online databases.</td>
</tr>
<tr>
<td></td>
<td>1d. Through the Fall 2012 Library Student Survey, 85% of the students responding will agree or strongly agree the library and learning resources meet the needs of the students and support the programs and purpose of the college.</td>
<td>1d. 95.9% of students agreed or strongly agreed that the library resources met their needs and supported the programs and purpose of the college.</td>
<td>1d. Librarians continued to weed and add materials to update the library collection.</td>
</tr>
<tr>
<td>2. Students and faculty will receive assistance from qualified library staff to make effective use of information resources.</td>
<td>2a. At least 100 library orientations will be conducted with at least 90% of the students responding to the Orientation Survey of Northeast Libraries 2012-2013 agreeing they are more familiar with the library and library web page.</td>
<td>2a. 155 library orientations were conducted with 98% of the students agreeing that they are more familiar with the library and library web page.</td>
<td>2a. Librarians continued to provide orientations for ENG 1113 and SPT 1113 classes.</td>
</tr>
<tr>
<td></td>
<td>2b. At least 80% of students responding to the Orientation Survey of Northeast Libraries 2012-2013 will agree or strongly agree they found the class orientation helpful.</td>
<td>2b. 98% of students agreed they found the class orientation helpful.</td>
<td>2b. Librarians continued to provide orientations for ENG 1113 and SPT 1113 classes.</td>
</tr>
</tbody>
</table>
2c. Through the Fall 2012 MS Virtual Community College NEMCC Student Services Survey, at least 80% of the students responding that this question was applicable to them, will agree or strongly agree the instruction for library materials was adequate.  
2d. Through the Spring 2012 Faculty Evaluation of the Library, at least 85% of the faculty responding will agree or strongly agree the library ensures students and faculty have access to regular and timely instruction in the use of library and other learning/information resources.  
2e. Through the Orientation Survey of Northeast Libraries 2012-2013, at least 85% of the students responding to the survey will agree that they are able to locate and use the library catalog.

| 2c.       | 74% of eLearning students agreed the instruction for library materials was adequate. |
| 2d.       | 92.3% of faculty agreed or strongly agreed the library ensures students and faculty have access to regular and timely instruction in the use of library and other learning/information resources. |
| 2e.       | 98% of students agreed that they are able to locate and use the library catalog. |

2c. A librarian will ensure that an email is sent to all eLearning students at the beginning of every semester explaining the library resources available and how students may access them.  
2d. Librarians continued to provide individualized instruction to faculty members and students on use of the library and other learning resources.  
2e. Librarians continued to include instruction on locating and using the library catalog during library orientations.

| 3.       | Students will have access to comfortable library facilities, quiet areas conducive to study, and appropriate equipment and services to support their educational needs. |
| 3a.      | Through the Fall 2012 Library Student Survey, 85% of the students responding will agree the library is conducive to study.  
| 3b.      | Through the Fall 2012 Library Student Survey, 85% of the students responding will agree the library noise level is acceptable. |

| 3a.      | 93.7% or students agreed that the library is conducive to study.  
| 3b.      | 88.2% of students agreed the library noise level is acceptable. |

3a. Utilizing 19 chairs from the now closed Stringer Hall, student seating in the lobby area was replaced. Four student computers and a printer were purchased to replace our oldest equipment. An additional electrical outlet was made available in the Mississippi Collection room for students to use during group study.  
3b. Tabletop signs continue to be placed on individual tables to remind students about the noise guidelines in the library.

| 4.       | The NEMCC library staff will engage in appropriate inter-agency activities for the purpose of cooperative sharing of resources and services. |
| 4a.      | The library staff will actively participate in at least one state-wide committee.  
| 4b.      | The library will actively participate as a member of OCLC, MELO and MAGNOLIA.  
| 4c.      | Through the 2012 Area Librarians Workshop Survey, 85% of attendees will agree or strongly agree the workshop was useful for them.  
| 4d.      | Through the 2012 Area Librarians Workshop Survey, 85% of attendees will agree or strongly agree that by providing updated contact information to NEMCC, they can receive news and information of importance to them.  
| 4e.      | A librarian will serve as an online reference point with QuestionPoint 24/7 Reference. |

| 4a.      | The library director participated in the Mississippi Community and Junior Colleges Deans and Library Directors Association.  
| 4b.      | As of 5/30/2013 ILL received 36 items and distributed 28 items through OCLC. Students continue to access MELO and MAGNOLIA online resources daily.  
| 4c.      | 97% of attendees at the 2012 Area Librarians Workshop agreed or strongly agreed the workshop was useful for them.  
| 4d.      | 97% of attendees at the 2012 Area Librarians Workshop agreed or strongly agreed that by providing updated contact information to NEMCC, they could receive important news and information concerning libraries and librarianship.  
| 4e.      | A librarian answered questions one hour per week for QuestionPoint 24/7 Reference. |

4a. The library director continued to participate in the Mississippi Community and Junior Colleges Deans and Library Directors Association and serves as Secretary for the association this year.  
4b. The library continued to borrow and loan materials through OCLC.  
4c. The library continued to plan for hosting of the annual Area Librarians Workshop.  
4d. A librarian continued to send out emails containing important information and news pertinent to area librarians.  
4e. A librarian continued to answer questions 1 hour per week for QuestionPoint 24/7 Reference.
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. Students will be supported in their e-Learning courses by library staff who provide proctoring services at all NEMCC sites</strong></td>
<td><strong>5a. The Appointment-Plus.com report will show that the library staff successfully proctored 100% of the exams needed during the semester.</strong></td>
<td><strong>5a. 96% of the proctored exams scheduled at the libraries during the semester were successfully proctored by the library staff.</strong></td>
<td><strong>5a. Three librarians will use 100% of their assigned work hours during online finals week to complete proctoring schedules, obtain proctoring information and proctor exams for eLearning students.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>5b. Responses to the E-Learning Focus Questionnaire will show that at least 90% of students were able to schedule their proctored exams at a location and time convenient to them.</strong></td>
<td><strong>5b. No result was available for this expected outcome because the survey instrument from which this information was supposed to be gathered, was unexpectedly changed.</strong></td>
<td><strong>5b. A question will be added to an eLearning survey instrument for next year to determine if the students were able to schedule their proctored exams at a location and time that was convenient to them.</strong></td>
</tr>
</tbody>
</table>
The Administrative Leadership of Northeast Mississippi Community College is committed to the institution and to fulfilling the institutional goals along with long-range planning while continuing to maintain qualified personnel and guiding the college’s participation in activities that promote community, social and civic well-being. The college’s executive administrators provide the broad management, which move the institution forward providing specific management for the daily and orderly operations of the institution. The Administrative Leadership (President and the President’s Cabinet) is committed to achieving the following goals (expected outcomes).

- To evaluate administration, faculty, staff annually
- To provide effective planning and guidance which helps to achieve the college’s institutional purpose and goals
- To increase funding for the college
- To offer professional development opportunities to administration, staff and faculty
- To guide the college’s participation in its community role of promoting economic development and educational advancement
- To insure allocation of resources such as personnel, facilities, and funds throughout departments/divisions
- To improve enrollment and retention practices
- To improve computer technology utilization
- To provide programs and services for students, faculty, staff, alumni, and friends of the College.

2012-2013 Accomplishments:
1. Completed construction of Student Services Building.
2. Began construction of the football fieldhouse.
3. Continued full implementation of Quality Enhancement Plan by adding the reading journal component to the Math/Sciences division. The RAC committee met to discuss implementation of the rubric in Fine Arts and the Business/Business Technology divisions.
4. Evaluated the third year of the Quality Enhancement Plan.
5. Planned, organized, and carried out a successful Homecoming 2012 and hosted reunions
6. Located correct addresses for lost alumni and increased alumni membership.
7. Publish a yearly calendar of Alumni Advisory Board meetings and an on-line alumni newsletter.
8. Began pre-planning for the Fine Arts Building
9. HR held an Administrative Retreat May 21 at the Corinth Off Campus Site on Hiring Practices

Organizational/Instructional Planning
1. Continued to evaluate the broad-base effectiveness of the college in terms of institutional changes and improvements
2. Continued the process to secure funding for additional classroom space
3. Continue to conduct a comprehensive study to determine the technological and business training needs for the region
4. Employed additional faculty for music, English, mathematics, nursing, and related health sciences who meet the institutional requirements based upon funds available
5. Continued to secure funding for the construction of facilities which will accommodate the athletic and physical educational needs of the campus community
6. Committee members attended the SACS-COC annual meeting for professional development.
7. Administered the Student Evaluation of Faculty Survey via the Blackboard Outcomes system.
**Faculty Staff Development**

1. Fall 2012 In-service
2. Compliance Assist Training
3. DropGuard Training
4. iPad training
5. Appy Hour
6. Canvas Training
7. Administrative Retreat on Hiring Practices May 21

**Facilities**

1. Anderson - Haney Union - repaired chillers.
3. Armory - painted.
5. Buildings & Grounds - Bus Shop - cleaned out all old stuff and had an Auction (sold old equipment and old vehicles.) The Bus Shop and Buildings & Grounds Dept. is the cleanest it has ever been.
8. Buildings and Grounds (the back part) - purchased and installed HVAC unit (heat/cool).
10. Burgess - labor and materials to fabricate and install 26 gauge wall to roof flashing at existing parapet walls.
12. Campus - cut and removed debris for trees.
13. Campus - inspected fire extinguishers.
14. Campus - installed road spikes (for speed bumps).
15. Campus - put gravel (crusher run) on parking lots.
17. Campus - repaired automatic doors.
18. Campus - repaired commodes, tub spouts, tub drains, and shower handles.
19. Campus - repaired locks.
20. Campus - repaired outside lights.
22. Campus - repaired sprinkler heads.
23. Campus Buildings - changed filters for HVAC Units every three months.
25. Campus Buildings - repaired heating and a/c issues and problems across campus.
27. Campus Buildings - replaced bulbs and ballasts.
29. Campus Elevators - elevator maintenance agreement - monthly inspection of elevators and repairs fixed within a reasonable time frame.
30. Childers Hall - installed Lochinvar Complete Burner Assy.
31. Childers Hall - repaired fire alarm, cleaned carpet.
32. College House - Corner of Jefferson/Ellis St. - replaced cook top.
33. Dorms - purchased and installed compressors for HVAC Units.
34. Dorms - repaired a/c units.
35. Dorms – purchased and installed metal fire extinguishers cabinets for 10# fire ext.
36. Dorms - repaired fire alarm system.
37. Dorms - replaced blinds.
38. Dorms - replaced screens.
39. Dorms - replaced wall plates.
40. Dorms - repaired tubs, showers, soap dishes and towel dispensers.
41. Estes Hall - labor and materials to fabricate and install 26 gauge walls to roof flashing at existing walls.
42. Estes Hall - purchased and installed 5-ton compressor (HVAC Unit).
43. F.B. Field - changed out junction boxes and add wire troughs w/seal.
44. F.B. Field - fixed and installed 20’ culvert.
45. F.B. Field - painted gold post.
46. F.B. Field - repaired leak.
47. Field House - repaired washer, repaired HVAC Unit.
48. Gordon Hall - poured and fixed sidewalk.
49. Gordon Hall - installed natural gas 40/g furnace.
50. Gym - building treated for termites.
51. Gym - Tec’s repaired (HVAC Units).
52. Gym - repaired a/c unit in the girl's dressing room.
53. Haney Union - Cafeteria - repaired Market Forge pressure cooker, repaired Cleveland seam kettle, repaired refrigerator in baking area, repaired hot box, repaired Hobart dishwasher, purchased and installed new broiler, repaired freezer, replaced gray slats in Traycon Cafe Conveyor, restroom - installed new tile and repaired/replaced floor drain and trap, purchased new ice machine (for upstairs), purchased new broiler.
55. Haney Union - poured concrete.
56. Hargett Hall - repaired water heater.
57. Highway Patrol Office - set-up: painted, lights and fixtures repaired and installed.
58. Hines Hall Stage - installed Trek Lighting.
59. Library - installed Yaskawa - drive & by-pass-enclosure w/circuit breaker & 3% line impedance.
60. Library - repaired chiller and installed lochinvar burner assy for the boiler.
61. Library - installed wall packs w/lamps.
62. McCoy Hall - repaired water heater.
63. Murphy Hall - renovated: painted rooms, walls, and installed new carpet in eleven rooms.
64. MS Hall - cleaned carpet, installed new sink faucet, installed circulating pump w/flanges, and repaired water heater.
65. NE at Corinth - repaired rear door.
66. NE at New Albany - repaired HVAC Unit.
67. Patterson and Estes - installed sidewalk cover.
68. President's House - replaced roof, carpet cleaned, repaired refrigerator, put new decking on porch.
69. Seth Pounds – cleaned carpet and chairs.
70. Seth Pounds - repaired a/c ventilation system.
71. Shakespeare Gardens - poured concrete.
72. Stringer Hall – Seth Pounds – installed canopy 12’ 3 ½” x 67 for walkway.
73. Swimming Pool – replaced lamps – ballasts.
74. Tennis Courts – repaired existing fence.
75. Tiger Bed & Breakfast – repaired HVAC unit.
76. Tiger Stadium – repaired fence.
77. Waller Hall - repaired ice machine (HMR Dept.), repaired garbage disposal, repaired washer and dryer, cleaned carpets in hallway, reupholster chairs in auditorium, installed new tiles for floors, purchased and installed (2) Amana PTAC's (Hvac Units) for hotel rooms.
78. Waller Hall Basement – replaced VCT, painted, replaced cove base, and removed tile.
79. Waller Hall - labor and materials to fabricate and install new rake flashing and trim on south end of building.
80. White Hall First Floor - installed new cove base.
81. Wood Hall – cleaned carpets, purchased and installed (2) ToTo Tanks (commodes).
82. Workforce Trailer (for Walnut) – painted, installed water heater, replaced vinyl tile, installed lavatory w/sink, and commode.
83. Wright Hall – painted.
84. Yarber Hall – repaired water damage two rooms.
85. Yarber Hall – purchased six additional fire extinguishers.

This is not intended to be a complete synopsis of what Buildings & Grounds accomplished but rather a representative collection of accomplishments.

**Grants Approved/Ongoing**
1. Wrote 3 ARC grants.
2. Wrote 2 DOL grants.
3. Wrote one Mississippi Partnership grant.
4. Acquired/secured over $800,000 for renovations and equipment for the NEMCC Career and Technical programs

**Major Gifts To College (Foundation)**
The Foundation disbursed $889,000 in awards/grant to the College in 2011; $172,00 in capital improvement/equipment, $285,000 in program support, $101,000 in athletics/fine arts, and $331,000 in scholarships. This is a 4% increase in overall giving compared to last year. A Football Field House Major Gifts Campaign is being planned. This campaign will be launched in late fall 2012.

**Alumni Affairs**
1. Targeted audience of 226 alumni of the 1968-1982 football team to host reunion in honor of Coach Bill Ward during homecoming weekend
2. Hosted special recognition of the 1979 baseball state runner-up team during homecoming game
3. Hosted 2nd annual Friends of the Tiger golf classic to engage alumni during homecoming weekend as well as raise funds for the Alumni Scholarship Fund
4. Distributed two-year honorary alumni association membership cards to current year graduates in an effort to keep them engaged in activities on campus
5. Offered annual and lifetime membership opportunities to alumni
6. Published a Foundation/Alumni annual report to showcase events, programs, and support of Northeast alumni throughout the year
7. Created an easy to use ‘alumni update’ feature on the Foundation/Alumni website to obtain up-to-date information on alumni
8. Awarded six $250 Alumni Scholarships to one recipient from each of the five counties Northeast serves as well as Lee County
9. Alumni Tiger Awards were given to one individual from each sport during annual athletic banquet

**Five-Year Projections: 2013-2014**
1. Establish a Faculty/Staff Development Center
2. Appoint leadership committee for the Five Year Report
3. Establish an Educational Resource Division
4. Investigate educational partnerships for better access to institutions of higher learning.
5. Begin work to revise NEMCC Master Plan
6. Build additional dorm facilities
7. Evaluate the fifth year of the Quality Enhancement Plan
8. Conduct documentation audit for the Five Year Report
9. Assign writing responsibilities for the Five Year Report
10. Plan, organize, and carry out a successful Homecoming 2013 and host reunions
11. Locate correct addresses for lost alumni and Increase alumni membership.
12. Publish a yearly calendar of Alumni Advisory Board meetings and an on-line alumni newsletter
13. Obtain architectural plans for a 150-175 occupancy Honors Dorm
14. Renovate Stringer Hall, 1st floor

2014-2015

1. Begin writing the Fifth Year Report
2. Continue to study to determine the institutional employment needs for the college
3. Continue to study to determine the college’s role in the region’s expanding social and cultural offerings
4. Conduct a feasibility study for the addition of new programs
5. Plan, organize, and carry out a successful Homecoming 2014 and host reunions
6. Locate correct addresses for lost alumni and Increase alumni membership.
7. Publish a yearly calendar of Alumni Advisory Board meetings and an on-line alumni newsletter
8. Construction of the Fine Arts Building
9. Complete renovation of Stringer Hall
10. Implement iPad use throughout the college

2015-2016

1. Complete and submit the Fifth Year Report
2. Continue to study to determine the institutional employment needs for the college
3. Continue to study to determine the college’s role in the region’s expanding social and cultural offerings
4. Conduct a feasibility study for the addition of new programs
5. Plan, organize, and carry out a successful Homecoming 2015 and host reunions
6. Locate correct addresses for lost alumni and Increase alumni membership.
7. Publish a yearly calendar of Alumni Advisory Board meetings and an on-line alumni newsletter
8. Construct the Honors Dorm

2016-2017

1. Continue to study to determine the institutional employment needs for the college
2. Continue to study to determine the college’s role in the region’s expanding social and cultural offerings
3. Conduct a feasibility study for the addition of new programs
4. Plan, organize, and carry out a successful Homecoming 2016 and host reunions
5. Locate correct addresses for lost alumni and Increase alumni membership.
6. Publish a yearly calendar of Alumni Advisory Board meetings and an on-line alumni newsletter

2017-2018

1. Continue to study to determine the institutional employment needs for the college
2. Continue to study to determine the college’s role in the region’s expanding social and cultural offerings
3. Conduct a feasibility study for the addition of new programs
4. Plan, organize, and carry out a successful Homecoming 2017 and host reunions
5. Locate correct addresses for lost alumni and Increase alumni membership.
6. Publish a yearly calendar of Alumni Advisory Board meetings and an on-line alumni newsletter
7. Begin Fine Arts building construction if funds are available
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013

Administrative Leadership

**College Purpose Statement(s):** (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.
**Long-Range Goal(s):** (L2) Teaching/Learning--To focus on improving teaching and learning by implementing visionary curricula and new methods of instruction to meet the needs of a global workforce; (L5) Professional Development--To provide a high quality program of professional development opportunities for faculty and staff, in the integration of technology applications into the College’s classrooms, work environment and College’s procedures and policies; (L7) Distance Learning--To develop and enhance nontraditional learning programs for the College that are not bound by location and time, thereby expanding the educational opportunities offered by the College; (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

**Short-Term Goal(s):** (S1.5) Increase enrollment through expanded student recruitment efforts; (S2.1) Revise and implement technology plan in order to maintain and upgrade hardware and software to meet administrative and instructional needs.

**Division Purpose Statement:** The Administrative Leadership of Northeast Mississippi Community College is committed to the institution and to fulfilling the institutional goals along with long-range planning while continuing to maintain qualified personnel and guiding the college’s participation in activities that promote community, social and civic well-being. The college's executive administrators provide the broad management, which moves the institution forward providing specific management for the daily and orderly operations of the institution.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. To evaluate administration, faculty, and staff annually. | 1a. Administrative and Non-teaching personnel will be evaluated annually. This evaluation will be conducted by the immediate supervisor of the employee as well as a self-evaluation by the employee. 1b. Faculty will be evaluated through the following assessment tools:  
  * Faculty Member/Division Head Formative Evaluation Agreement Form  
  * Classroom Observation Form  
  * Student Evaluation of faculty Administrative Evaluation of Teaching Personnel Form  
  * Faculty Member/Division Head Final Conference Form | 1a. & 1b. Faculty and staff were evaluated in the Spring 2013 semester. The evaluations were conducted by the immediate supervisor/Division Head using the published assessment tools. Employees and Faculty also completed the self-evaluation form. | 1a. & 1b. The Executive Vice President's office sent notices concerning the annual evaluations during the Spring 2013 semester. Contract renewals will continue to be aligned with the evaluation results. |
| 2. To provide effective planning and guidance which helps to achieve the college's institutional purpose and goals. | 2. Through-planning proposals submitted to the monthly meetings of the Administrative Council and bi-monthly meetings of the President’s Cabinet, effective planning and guidance will be reflected. | 2. No planning proposals were submitted at the monthly meetings of the Administrative Council or at the bi-monthly meetings of the President's Cabinet. | 2. The Strategic Planning Council met on April 25, 2013, and reviewed the planning process, including the process for bringing proposals forth, with all members of the Council. |
| 3. To increase funding for the college. | 3. Through the establishment of formal lines of communication with local and state officials, increase funding will occur for the college. | 3. During the 2012-2013 academic year, the President met with the following officials at Board of Supervisors meetings regarding college funding:  
  Union County - July 29 - 10:00 a.m.  
  Tishomingo County - August 19 - 10:00 a.m.  
  Prentiss County - August 21 - 10:00 a.m.  
  Tippah County - August 30 - 10:00 a.m.  
  Alcorn County - September 3 - 10:00 a.m. | 3. The Strategic Planning Council decided to add the short-term goal 2.4 “Achieve equity funding on the local level and the state level.” The Faculty Association will lobby the Legislature and the SGA will disseminate information to educate the communities about community college funding. |
<table>
<thead>
<tr>
<th>4. To offer professional development opportunities to administration, staff and faculty</th>
<th>4. Through the Faculty/Staff Development Committee, professional development opportunities will be developed.</th>
<th>4. During the 2012-2013 academic year, the following professional development opportunities were offered: Fall 2012 In-Service New Employee Orientation Accessibility &amp; Mobility Monday Morning Mentor Series Appy Hour workshops FERPA training via Workplace Answers Buildings &amp; Grounds Computer Training Canvas training Compliance Assist Training Vital Source workshop</th>
<th>4. The Faculty &amp; Staff Development Committee met in April 2013 to brainstorm development opportunities for the 2013-2014 academic year. Offerings will be made in best practices for retention, advising, and graduation as well as more general offerings in practical areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. To guide the college’s participation in its community role of promoting economic development and educational advancement.</td>
<td>5a. The President will meet with the Workforce Council to review and promote economic development throughout the five county areas. 5b. The President will visit with County of Board of Supervisors in the five county areas to discuss economic needs as well as educational advancement.</td>
<td>5a. The President met with the Workforce Council members during the scheduled quarterly meetings. 5b. The President met each county's Board of Supervisors at the meeting times below: Union County - July 29 - 10:00 a.m.; Tishomingo County - August 19 -10:00 a.m.; Prentiss County - August 21 - 10:00 a.m.; Tippah County - August 30 - 10:00 a.m.; Alcorn County - September 3 - 10:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>6. To insure allocation of resources such as personnel, facilities, and funds throughout departments/divisions</td>
<td>6. Through the Needs Assessment Survey, all divisions will submit areas of need for personnel, facilities, and funds.</td>
<td>6. The Office of Planning &amp; Research published the Needs Assessment Surveys/Consolidated Reports on April 4, 2013. Divisions placed items on their needs assessment by order of importance. The OPR distributed a compiled, consolidated list to the Budget Committee, which met, beginning in May, and conducted budget hearings with Department Heads.</td>
<td>6. For FY13, budget managers planned for departmental budgets, as in years past. Administration considered funding for all necessary activities to carry out the duties of the institution. Vacant positions were evaluated on an individual basis.</td>
</tr>
<tr>
<td><strong>7. To improve enrollment and retention practices</strong></td>
<td><strong>7. Records maintained through the Administrative Software System will indicate improvement in enrollment and retention.</strong></td>
<td><strong>7. Fall 2012 enrollment was down 225 students compared to Fall 2011, a 6.0% decrease. Spring 2013 enrollment was down 341 students, a decrease of 9.9%.</strong></td>
<td><strong>7. Beginning in January 2013, the Orientation Committee met over the course of the semester to restructure orientation activities. The goal of this restructure was to educate the student to make more independent decisions in course scheduling and setting up their email, Tigerline, and Canvas accounts. The new Orientation will promote student's ownership of these things. Registration remained open through the summer. The Counseling Center helped Recruiting by offering campus tours and disseminating admissions information on high school campuses and on NEMCC's campus. The Admissions office visited area high schools for their college fairs to promote the college. The Dropguard product continued to be used to monitor attendance.</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>8. To improve computer technology utilization</strong></td>
<td><strong>8a. Through the Campus Climate Survey Fall 2012, 80% of the college personnel responding will give an average satisfaction rating of 4 or above (based upon Likert scale with 5 being highest) to the following item: “Computer software is adequate on campus for my use.”</strong></td>
<td><strong>8a. At the Fall 2012 TIE Committee meeting, members decided to delete the item &quot;Computer software is adequate on campus for my use&quot; and add &quot; I have access to adequate software applications for my use.&quot; Based on that measure, the Campus Climate Survey of Fall 2012 showed 83.4% of the college's personnel who responded gave an average satisfaction rating of 4 or above (based on the 5-point Likert scale).</strong></td>
<td><strong>8a. and b. In order to realize the most cost effectiveness, the college decided to virtualize its computer infrastructure, eliminating the need for the purchase of new, self-contained CPUs in the future.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9. To increase support and participation in institutional activities including alumni.</td>
<td>9. Outreach to alumni through email, homecoming flyers, media coverage, and hosting of events on campus to encourage participation.</td>
<td>9. Alumni Affairs Inducted first class of Alumni Hall of Fame awardees during homecoming weekend. Hosted 3rd annual Friends of the Tiger golf classic to engage alumni during homecoming weekend as well as raise funds for the Alumni Scholarship Fund. Distributed two-year honorary alumni association membership cards to current year graduates in an effort to keep them engaged in activities on campus. Offered annual and lifetime membership opportunities to alumni. Published a Foundation/Alumni annual report to showcase events, programs, and support of Northeast alumni throughout the year. Maintained an easy to use ‘alumni update’ feature on the Foundation/Alumni website to obtain up-to-date information on alumni. Awarded six $250 Alumni Scholarships to one recipient from each of the five counties Northeast serves as well as Lee County. Alumni Tiger Awards were given to one individual from each sport during annual athletic banquet</td>
<td>9. Based on the need for more faculty engagement in campus activities, an ad hoc committee comprised of Chris Murphy, Ricky Ford, Craig-Ellis Sasser, and Rilla Jones met to revise the football gate worker assignments. The committee revised the schedule from a volunteer basis to a rotating schedule of gate workers from each academic division to ensure assignment equity.</td>
</tr>
</tbody>
</table>
BUILDINGS & GROUNDS, PHYSICAL PLANT
AND TRANSPORTATION

The primary purpose of the Facilities, Maintenance, and Transportation (which includes Buildings, Grounds, and Transportation) is to provide in a reasonable time frame an attractive, clean, and safe physical environment conducive to achieving the stated purpose of the college.

Accomplishments

2012-2013 Accomplishments:
1. Anderson Hall - replaced double-doors on the west side of bldg.
4. Bonner Arnold Coliseum - repaired and replaced HVAC Units.
5. Bonner Arnold Coliseum - repaired entire gym floor and new charge circles.
6. Bookstore - re-done electrical work.
7. Boulevard - set water meter and run the pipe on the boulevard.
8. Buildings & Grounds - furnish labor & materials to pressure wash/paint the front of the Maintenance Building and part of the west side.
9. Burgess Center - repaired and replaced ceiling tile.
10. Bus Shop - installed a sewage dump tank for the busses at the Bus Shop.
12. Campus - cut and removed debris for trees.
13. Campus - Inspection of Boilers, Air Tanks, Water Heaters, and Steam Generators
14. Campus - inspected fire extinguishers.
15. Campus - purchased Micro-reel System Accessory PKG., Snake Micro Mirror Hook Magnet (used to see what is clogging up sewers, drains so we can unstop them).
16. Campus Signs - ordered, replaced and installed: reserved parking, van accessible.
17. Campus - installed road spikes (for speed bumps).
18. Campus - put gravel (crusher run) on parking lots.
19. Campus - installation of Bike Racks, Benches, and Round Cafe Tables.
21. Campus - repaired automatic doors.
22. Campus - preventive maintenance on Outdoor Warning System.
23. Campus - repaired commodes, tub spouts, tub drains, and shower handles.
24. Campus - repaired locks.
25. Campus - purchased new equipment - RC Generator, Diesel ESRC Generator, Gas Generator, Air Compressor, Pressure Washer, 3x3 Trash Pump.
26. Campus - preventive maintenance work and repairs on chillers.
27. Campus - repaired outside lights, Cobra Head Lights, F.B. Field Lights, Practice Field and Veteran Circle Lights.
28. Campus - replaced ceiling tile.
29. Campus – repaired sprinkler heads.
30. Campus Buildings - changed filters for HVAC Units every three months.
32. Campus Buildings - installation of Snow Gems on top of NE Roofs.
33. Campus Buildings - repaired heating and a/c issues and problems across campus.
34. Campus Buildings - repaired water fountains.
35. Campus Buildings - replaced bulbs and ballasts.
37. Campus Buildings - replaced push/pull signs on doors.
38. Campus Buildings - Annual Termite Inspection on several buildings.
39. Campus Elevators - elevator maintenance agreement - monthly inspection of elevators and repairs fixed within a reasonable time frame.
40. Childers Hall - replaced igniters for Lochivar Boilers two (2).
41. Childers Hall - repaired boiler pump.
42. College House - 705 Jefferson St. - replaced old room with a new roof.
43. College House - 3rd street - replaced old roof with a new roof.
44. College House - 209 Ellis Avenue - renovated - painted inside/outside, refinished floors, replaced carpet, installed ceiling fans, changed out light bulbs and fixtures.
45. Concession - repaired drinking fountain.
46. Daws Hall - repaired urinals.
47. Dorms - White, Murphy, MS - purchased and installed ten (10) Amana Control Boards for HVAC Units.
48. Dorms - purchased and installed compressors for HVAC Units. • Dorms - repaired a/c units.
49. Dorms - purchased and installed twenty (20) Perfect Comfort, knob type controls only, Keep Rite replacement Chassis PTAC Double Motor, 12,000 BTU Cooling with Universal Heater.
50. Dorms - repaired tubs as needed.
51. Dorms - repaired fire alarm system.
52. Dorms - replaced blinds.
53. Dorms - White, Murphy, MS - purchased and installed Photoelectric Smoke Alarms.
54. Dorms - Wood, Yarber - purchased and installed Simplex Smoke Detector Heads.
55. Dorms - replaced screens.
56. Dorms - replaced wall plates.
57. Dorms- repaired tubs, showers, soap dishes and towel dispensers.
58. Estes Hall - Asbestos Abatement.
59. Seth Pounds - north end of Seth Pounds - emergency repair - leaking water line - replaced & repaired sewer and water lines North end of Seth Pounds.
60. Estes - Patterson - repaired leak in manhole serving Patterson & Estes.
61. F.B. Field - painted gold post.
63. Haney Union - pumped out grease tanks.
64. Haney Union - replaced carpet in tutor lab.
65. Haney Union Cafeteria - repaired the following items: walk-in-cooler, freezer (door closures), repaired copeland compressor (walk-in cooler), ice machine, cleveland steamer, wells food warmer, dishwasher, deep fat fryer, blodgett oven, duke ovens gas convection.
66. Haney Union Bookstore - replaced cabinets.
67. Haney Union - purchased Combi-Oven, Gas, Full Size.
68. Haney Union Cafeteria - pressure washed vent-a-hoods.
69. Hargett Hall - HVAC Unit - repaired.
70. Hargett Hall - repaired circulating pump motor.
71. Hargett Hall - repaired leaky roof.
72. Highway Patrol Office - purchased and put up signs.
73. Hines Hall - replaced carpet for two (2) rooms.
74. Hines Hall - replaced igniters for Lochinvar Boiler.
75. Holiday Hall Auditorium - furnish labor - strip wallpaper, skimmer walls, prep and paint.
76. Holiday Hall - replaced new carpet in one room.
77. Library - provide material, labor and equipment to disconnect existing power from existing chiller removed existing wiring. Installed 350MCM wiring and terminated new chiller. Installed 3/4" EMT Conduit, Installed #6 THHN Wire. (1) 60 Amp 3/Phase Breaker, (1) 60 Amp-Non-Fused disconnect, terminated existing KVA Transformer.
78. Library - connected new controls to newly installed chiller (new Butterfly valves, strainer, flexs, thermometers, Pete's Plugs, air vent and drain on piping.
79. Library - Stringer - purchased and installed two (2) flags.
80. McCoy Hall - repaired hot water actuator.
81. McCoy Hall - replaced thirty-one (31) reheat valves and actuators serving UAV Boxes.
82. McCoy Hall - purchased and installed new ice Scottsman Flaker Ice Machine.
83. MS Hall - installation of six (6) new Domestic Hot Water Boilers.
84. Tennis Courts - Four (4) - renovated- changed paint color to dark blue playing area and light blue border.
85. MS Hall - repaired roof.
86. Murphy Hall - replaced cove base in eleven (11) rooms.
87. Murphy Hall - repaired two (2) faucets.
88. Northeast at New Albany - removed old roof top vent and set in place a new unit.
89. Patterson Hall - repaired parking lot lights.
90. Patterson Hall - replaced carpet in one room.
91. Patterson Hall - replaced 1" white aluminum blinds.
92. Ramsey Hall - purchased and installed NE Tigers - Logo Mats.
93. Waller Hall - repaired Commercial Dryer for HMR Department.
94. Waller Hall - replaced 1" tinted glass, (insulated).
95. Wood Hall - replaced carpet for rooms: 207, 202, 304, 309, and 305.
96. Wright Hall - repaired York Chiller.
97. Wright Hall - repaired urinals.
98. Wright Hall - purchased and installed wall-mount water cooler.

NOTE: This is not intended to be a complete synopsis of what Buildings & Grounds accomplished this year, but rather a representative collection of accomplishments.

Five-Year Projections:

2013-2014
1. Continue to address issues and repairs for the New Student Services Building (Ramsey Hall).
2. Continue repairing sidewalks throughout Campus.
3. Continue improving drainage campus wide.
4. Continue renovating Dorms as needed.
5. Continue irrigation improvements.
6. Expand and improve the Sprinkler System Campus wide.

2014-2015
1. Continue repairing sidewalks throughout Campus.
2. Continue improving drainage campus wide.
3. Continue to address issues and repairs for the New Student Services Bldg. (Ramsey Hall).
4. Begin plans for design of Cultural Arts Center (New Fine Arts & Coliseum Complex).
5. Continue renovating Dorms as needed.
7. Expand and improve the Sprinkler System Campus Wide.

2015-2016
1. Continue repairing sidewalks throughout Campus.
2. Continue improving drainage campus wide.
3. Continue to address issues and repairs for the Field House (New Sports Complex).
4. Expand and improve the Sprinkler System Campus Wide.
5. Construct the Cultural Arts Center.
6. Continue to renovate dorms as needed.
7. Continue to address issue and repairs for the Field House (New Sports Complex).

2016-2017
1. Continue repairing sidewalks throughout Campus.
2. Continue improving drainage campus wide.
3. Continue to construct the Cultural Arts Center.
4. Continue to renovate Dorms as needed.
5. Expand and improve the Sprinkler System Campus Wide.
6. Evaluate condition of Maintenance Buildings (repair and replace as necessary).
2017-2018
1. Continue repairing sidewalks throughout Campus.
2. Continue to address issues and repairs for the Cultural Arts Center.
3. Continue improving drainage campus wide.
4. Continue renovating dorms as needed.
5. Expand and improve the Sprinkler System Campus Wide.
6. Evaluate condition of the Bus Shop Building (repair and replace as necessary).

Transportation Five-Year Projections:
2013-2014
1. 1 – Car
2. 2 - Work Horse - Maintenance Dept.

2014-2015
1. 1 – Car
2. 1 - Truck - Maintenance Dept.
3. 1 - Van

2015-2016
1. Evaluate transportation needs of college.

2016-2017
1. 1 - Workhorse (Grounds)
2. 1 - Truck (Maintenance Dept).
3. 1 - Car

2017-2018
1. 1-15 Passenger Van
2. Dispose of obsolete and damaged vehicles.
College Purpose Statement(s): (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

Long-Range Goal(s): (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

Short-Term Goal(s): (S 2.3) Improve safety and security.

Division Purpose Statement: The primary purpose of Physical Plant Operations is to provide in a reasonable time frame an attractive, clean, and safe physical environment conducive to achieving the stated purposes of the college.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. To provide institutional maintenance within budgeting constraints             | 1a. Facility and Maintenance work orders will be reviewed and evaluated daily by the Director of Buildings and Grounds. After meeting with staff, the Director and Executive Vice-President Ricky Ford will prioritize the work orders. 92% of the approved work orders submitted each month will be closed out within 3-5 working days. | 1a. Month, # of WO, # Completed in 3-5 days,%  
  July: 154, 98%  
  Aug: 397, 97%  
  Sept: 240, 99%  
  Oct: 319, 97%  
  Nov: 167, 100%  
  Dec: 118, 99%  
  Jan: 348, 96%  
  Feb: 229, 97%  
  Mar: 164, 99%  
  April: 256, 95%  
  May: 215, 97% | 1. Most work orders that are received were completed within 3 to 5 working days. Delays were due to parts and availability. |
| 2. Improve Security and safety.                                                  | 2. Through analyzed responses of the Survey of Student Opinion Spring 2012 administered in May, 2012 80% of the students responding will give an overall satisfaction rating of 4 or above to the item “Personal security/safety at this college.” | 2. 82.7% of the students responded gave an overall rating of 4.26%.                                           | 2. Buildings and Grounds will continue to assess needed upgrades to buildings and grounds to improve campus safety for faculty, staff, and students. |
| 3. To be in compliance with all local, state, and federal safety health regulations. | 3. Following inspections from the appropriate local, state and/or federal officials, a result of “no findings” should be received. | 3. On February 27, 2013, Northeast had an inspection from the MS. Department of Health/Boiler Safety Branch. This department inspected boilers, air tanks, water heaters, and steam generators. The inspection found the following: Replace leaking boiler valve - Childers Hall, Childers Hall removed saws, and weed-eaters out of the boiler room - Dean Hall. Replace relief valve on boiler - Hargett Hall. | 3. The following was accomplished: Childers Hall - replaced leaking boiler valve. Dean Hall - removed saws, and weed-eaters out of the boiler room. Hargett Hall - replaced relief valve on boiler. |
4. To provide and maintain clean buildings.

| 4a. Each month, the Assistant Director of Buildings and Grounds (Brandon Elliott) will conduct an unannounced inspection of 25 buildings on the NE campus. Brandon likes to walk with the custodian of the building for the inspection. He checks the following areas in each building: Entrance way; hallways, walls, floors, restrooms, stairways, windows, doors, storage closets, trash containers, elevators, floor drains, air vents, water fountains, and the outside appearance of the building. |
| 4b. Through analyzed responses of the Campus Climate Survey Fall 2013 80% of the faculty, staff and administration will give an overall satisfaction rating of 4 or above to the item “Buildings and Grounds.” |
| 4a. The inspection found the buildings were kept clean and neat. |
| 4b. 57.3% of the faculty, staff and administration responded gave an overall rating of 4.48. |

5. To provide an attractive campus

| 5. Through analyzed responses of the Campus Climate Survey Fall 2013, 80% of the faculty, staff and administration will give an overall satisfaction rating of 4 or above to the item “The overall appearance of the campus is pleasing.” |
| 5. 57.3% of the faculty, staff and administration responded gave an overall rating of 4.20. |
| 5. To assist in an attractive campus, the following will continue: Daily maintenance will be performed on the grounds and buildings. Several sidewalks will be refinished, sprinklers will be maintained and installed, trees will be trimmed, grass will be mowed, and landscaping will be done at various buildings and sites. |

6. To maintain vehicles to meet the transportation needs of the college personnel.

| 6a. Through the review of trip ticket forms, 95% of vehicular maintenance requests will be performed within five working days. |
| 6b. A monthly Transportation Expenditures Report will be compiled and reviewed upon request by Dr. Allen, Executive Vice-President Ricky Ford, Mr. Chris Murphy and Mr. Mark Hatfield. |
| 6c. Through analyzed responses of the Campus Climate Survey April 2013, 80% of the faculty, staff and administration will give an overall satisfaction rating of 4 or above to the item “Transportation.” |
| 6a. Most vehicles' requisitions for repairs that are received will completed within 3 to 5 working days. Delays will be due to having parts shipped in or delays for outside repairs - labor to fix vehicles. |
| 6b. Monthly report will be distributed upon request to Dr. Allen, Executive Vice-President Ricky Ford, Phillip Moore and Mark Hatfield |
| 6c. Will continue to clean vehicles and perform routine maintenance were performed as needed. Vehicles will be inspected and receive inspection stickers. |

Improve Campus Life

| 7. Through analyzed responses of the Survey of Student Opinion Spring 2012 administered in May, 2012, 80% of the students responding will give an overall satisfaction rating of 4 or above to the item “General Condition of Buildings and Grounds.” |
| 7. 82.7% of the students responded gave an overall rating of 4.29%. |
| 7. Buildings and Grounds will continue to landscape, build, and maintain the campus in order to further improve the general condition of the campus. |


COMPUTER/TELECOMMUNICATIONS

The Computer and Telecommunications Services Division’s primary function is to maintain, expand and enhance computer and telecommunications support to all academic and administrative areas of the college. The division consists of a director, senior Oracle database manager, technology specialist, web master, telecommunications specialist and a computer technician. The systems maintained are the following: Administrative software system – Banner, telephone system – FreePBX, email systems – Microsoft Exchange (faculty/staff), web servers, Sirsi (Library card catalog and circulation), ID card and Meal plan.

2012-2013 Accomplishments:
1. Designed and implemented file structure interface for new bookstore system
2. Re-routed fiber network core from Stringer Hall to Ramsey Hall
3. Created sub-core networks for North Campus (Library) and South Campus (Gordon)
4. Procured, configured and installed new core switching platform (Brocade)
5. Procured, configured and installed new firewall (Fortinet)
6. Procured, configured and installed new WAN Optimization Appliance (Exenda)
7. Expanded wireless network to Ramsey Hall
8. Procured, configured and installed new VOIP phone system (saving the college $200K versus an Avaya upgrade)
9. Programmed and installed over 300 phones
10. Consolidated server farm into single rack and relocated to Ramsey Hall
11. Identified and separated old equipment in Stringer Hall (garbage, recyclable and salvage)
12. Procured, configured and installed wall mounted emergency call boxes for dorm and library entrances
13. Procured, configured and installed radio controlled synchronized clock system replacing old hallway mounted clocks
14. Increased bandwidth to Corinth and New Albany campuses
15. Enhanced disaster recovery servers in Corinth, New Albany and MCCB
16. Designed and implemented new file structure interface for new LMS (Canvas)
17. Migrated www.nemcc.edu to cloud-based hosted environment (Bluehost) eliminating down-time.
18. Began new Staff Development “Appy Hour”
19. Designed, configured and installed new server platform for Higher One/Intellecheck system
20. Maintained upgrades to Banner and Microsoft Office products

Five-Year Projections:

2013-2014
1. Add Additional personnel
2. Review the administrative system platform
3. Review Canvas environment for distance learning
4. Upgrade instructional labs and software
5. Install networked, synchronized campus clock system to satellite campuses
6. Install additional emergency call boxes on main campus

2014-2015
1. Enhance Metro-Ethernet to 200 MB for Corinth and New Albany campuses
2. Review cell and GPS technology platform for local and remote campuses
3. Cross-training
4. Implement virtual desktop technology in computer labs
### 2015-2016
1. Evaluate personnel needs
2. Upgrade Wireless infrastructure to 802.X standard
3. Upgrade virtual server platform
4. Upgrade administrative system hardware

### 2016-2017
1. Evaluate distance learning environment
2. Evaluate GPS technology
3. Enhance Metro-Ethernet to 1GB between Booneville campus and Jackson
4. Cross-training

### 2017-2018
1. Employ additional personnel
2. Evaluate administrative software effectiveness
3. Enhance Metro-Ethernet to 1GB between satellite campuses
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
Computer/Telecommunication Services

College Purpose Statement(s): (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

Long-Range Goal(s): (L3) Technology—To maintain, expand, and enhance the College’s technology infrastructure by supporting the institutional environment and improving the integration of the technology applications into all functional units of the College; (L5) Professional Development—To provide a high quality program of professional development opportunities for faculty and staff, in the integration of technology applications into the College’s classrooms, work environment and College’s procedures and policies; (L8) Resource Allocation—To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

Short-Term Goal(s): (S1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S2.1) Revise and implement technology plan in order to maintain and upgrade hardware and software to meet administrative and instructional needs; (S2.2) Provide students with technology support necessary for Blackboard success; (S2.3) Improve safety and security.

Division Purpose Statement: Computer Services Division is to maintain, expand, and enhance computer/telecommunications support to all academic and administrative areas of the college.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students, faculty, staff and administration will be satisfied with the services provided by this division.</td>
<td>1a. Through the Campus Climate Survey Fall 2012, faculty, staff, and administration will rate a satisfaction level of 3.75 or above on a 1-5 rating scale with 5 being the highest on the service “Computer Center Services.”</td>
<td>1a. Faculty, staff and administration responded with an average of 4.08 satisfactory rating. 1b. Faculty, staff and administration responded with an average of 4.28 satisfactory rating. 1c. Students responded with an average of 4.14 satisfactory rating.</td>
<td>1a - c. It was decided to continue support of faculty/staff and students as in the past. Faculty/Staff were provided with up-to date directory information and students were issued an email account upon registration.</td>
</tr>
<tr>
<td>2. Downtime of computer access will be minimal.</td>
<td>2. System log records will show that access to the Administrative Software system (Banner) and office applications such as email, internet, etc. will have less than 2 interruptions per month.</td>
<td>2. 9/27/2012 Web Site Down for migration to Hosted solution (Blue Host) 3 hours. 11/19/2012 Network down to move equipment from Stringer Hall to Ramsey Hall 1 day</td>
<td>2. Continued to keep upgraded batteries in UPS equipment and use text to phone notifications between computer services staff and AT&amp;T</td>
</tr>
<tr>
<td>3. Provide up-to-date technology throughout the campus.</td>
<td>3. Through active participation in workshops, trade shows, annual conferences, and state meetings, Computer Center personnel will be able to assist the institution in procurement of the latest technology.</td>
<td>3. Computer Services personnel participated in the following activities to assist the institution in the latest technology:  • Monthly Technology Contacts meeting – Staff attending – 1  • Creating Futures Through Technology Conference – Staff attending – 1  • Mississippi Computer Center Directors meeting – Staff attending – 1</td>
<td>3. Through the training activities, the Computer Services personnel accomplished the following:  • Applied upgrades to administrative software (Banner) to current version (8)  • Upgraded computer labs to the latest service packs of Microsoft XP and Microsoft Office.  • Applied upgrades to staff email system (Microsoft Exchange 2010).  • Expanded homogenous wireless access system (Aruba) on main campus.  • Applied upgrades to virtual server farm to maintain current version (4)</td>
</tr>
</tbody>
</table>
4. Faculty and staff will be provided with on-going training on the administrative software system.

4. At least one workshop will be offered during the academic year in refreshing or training (new/existing) faculty on the administrative software system.

4. The following training sessions were provided using the Northeast Staff Development Center (Ramsey Hall):
   - Nursing eBook For iPad Training - 90 attendees
   - MLT eBook For iPad Training - 15 attendees
   - Dental Hygiene and Respiratory eBook Training - 30 attendees
   - Appy Hour - 25 attendees
   - Mac Practice Training - 6 attendees
   - VitalSource eBooks Training - 20 attendees
   - Mobile Learning - 85 attendees

4. As a result of the training provided, campus personnel:
   - New faulty can use Microsoft Office products to communicate electronically.
   - Faculty can implement the use of handheld devices such as iPads and eBooks into the classroom.
   - Faculty and staff can use Microsoft Office products to increase productivity.

5. Online Work Order requests will be completed within 3 working days of the time of the request.

5. Through the NEMCC Online Work Order Processing System, records will show that 90% of the requests will be completed within 3 working days.

5. From July 2012 – June 2013 there were 1288 work orders for computer services. 1202 or 93% were completed within a 3-day time period. Those uncompleted were due to conflict with holidays, partial shipments, back orders and duplicate requests.

5. Alternate vendors will be sought for quicker turn around when purchasing repair parts.
FINANCE & OPERATIONS

The Division of Finance and Operations consists of the Business Office, including Payroll, General Ledger Accounting, Student Accounts Receivable, Grant and Contract Accounting; Purchasing; Accounts Payable; Inventory Control; Institutional Printing and Mail, or the Nzone; Bookstore; and Food Service.

2012-2013 Accomplishments:
1. Received an Unqualified Opinion on the Institution's financial statements.
2. Received a commendation from the Mississippi State Auditor as a result of the unqualified opinion on the Institution's financial statements.
3. Successfully implemented a more efficient student financial aid refund process that included choices for students to receive their refund via debit cards, ACH direct deposit, or the traditional paper check.
4. Trained new employees and new budget managers on Banner Finance and Purchasing modules.
5. Processed all college payrolls, monthly reports, quarterly reports and W-2s on time and without error.
6. Completed required local, state, and federal reporting for financial data, including audit report, budget, and MBR in a timely manner.
7. Employees attended various training seminars in a variety of topics regarding business office operations.
8. Maintained compliance with accounting and auditing regulations.
9. Updated processes to include laser-printer generated student receipts, which eliminated duplicated copies of receipts being generated.
10. Upgraded printshop duplicating machines to allow more difficult print jobs to be accomplished in-house and more economically.

Five-Year Projections:
2013-2014
1. Maintain compliance with accounting and auditing regulations, including practices to ensure an unqualified opinion on the audited financial statements.
2. Evaluate and implement, if needed, a purchasing card system for the College.
3. Evaluate and implement as needed, Evisions (Banner partner) products that will enhance form processing, and research/report writing. Form-processing and research/report writing products will be reviewed in coordination with other departments.
4. Evaluate budgeting module within Banner. Implement if needed.
5. Evaluate and procure a fixed asset management system that includes depreciation.
6. Establish procedures by which all student communications will be handled via electronic medium. Implement, if feasible.
7. Evaluate the process for providing 1098Ts online.
8. Evaluate contractual agreement for campus-wide cable television services. Coordinate with Residential Student housing Department to ensure the College maintains the best service at the most economical price.
9. Increase student fee payment via College website.
10. Implement additional electronic file storage for financial records.
11. Evaluate and implement permanent Business Office, Accounts Receivable, and Bookstore services at the College’s remote locations, as needed.
12. Evaluate computers and equipment and software in the Finance Division and replace or upgrade as needed.
13. Implement procedures by which all student communications will be handled via electronic medium.
14. Evaluate the need, and implement, if needed, a full-service Receiving Department.
15. Evaluate the need for and implement campus-wide time-keeping (clock) system if need is determined.
16. Implement a bar-coding system for tracking equipment inventory as indicated by research.
17. Evaluate the need and hire new staff, as needed, in all areas.
18. Evaluate Banner Finance to determine more efficient and effective use of the software, especially in relation to purchasing, receiving and accounts payable. Implement workflows and processes as needed. This would include training.

2014-2015
1. Maintain compliance with accounting and auditing regulations, including practices to ensure an unqualified opinion on the audited financial statements.
2. Evaluate computers and equipment and software in the Finance Division and replace or upgrade as needed.
3. Evaluate utilization and cost savings of College purchase cards. Adjust process as needed. (If a purchasing card system is implemented.)
4. Implement Archive/Purge process within Banner Finance and Accounts Receivable module.
5. Evaluate the need and hire new staff, as needed, in all areas.
6. Evaluate Banner Finance to determine more efficient and effective use of the software. Implement workflows and processing as needed. Also consider "add-on" modules from other vendors.

2015-2016
1. Maintain compliance with accounting and auditing regulations, including practices to ensure an unqualified opinion on the audited financial statements.
2. Evaluate computers and equipment and software in the Finance Division and replace or upgrade as needed.
3. Evaluate the need and hire new staff, as needed, in all areas.
4. Evaluate, and adjust, as needed, workflow processes with the Division of Finance.
5. Evaluate Banner Finance to determine more efficient and effective use of the software. Implement workflows and processing as needed. Also consider "add-on" modules from other vendors.

2016-2017
1. Maintain compliance with accounting and auditing regulations, including practices to ensure an unqualified opinion on the audited financial statements.
2. Evaluate computers and equipment and software in the Finance Division and replace or upgrade as needed.
3. Evaluate the need and hire new staff, as needed, in all areas.
4. Evaluate, and adjust, as needed, workflow processes with the Division of Finance.

2017-2018
1. Maintain compliance with accounting and auditing regulations, including practices to ensure an unqualified opinion on the audited financial statements.
2. Evaluate contractual agreement for campus-wide cable television services. Coordinate with Residential Student Housing Department to ensure the College maintains the best service at the most economical cost.
3. Evaluate computers and equipment and software in the Finance Division and replace or upgrade as needed.
4. Evaluate contract for duplicating equipment and upgrade equipment as needed.
5. Evaluate office space of Business Office functions to ensure workplace efficiency and comfort and to enable customer-friendly service.
6. Evaluate Banner Finance to determine more efficient and effective use of the software, especially in relation to student accounts receivable. Implement workflows and processes as needed.
## INSTITUTIONAL EFFECTIVENESS PLAN
### 2012-2013
#### Bookstore

**College Purpose Statement(s):** (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

**Long-Range Goal(s):** (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

**Short-Term Goal(s):** (S1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S1.4) Expand offerings and opportunities at off-campus sites.

**Division Purpose Statement:** Provide textbooks, supplies, electronics and other materials to the students, faculty, and staff of the college.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To provide services to assist students and college personnel in obtaining required textbooks and supplies on a timely and convenient schedule.</td>
<td>1a. Through the Student Survey Spring 2012, 80% of the students responding will give a 4 or above satisfaction level rating to Bookstore services (with 5 being the highest rating). 1b. Through the Campus Climate Survey Fall 2012, 80% of the college personnel (faculty, staff, and administration) responding will give a 4 or above satisfaction level rating.</td>
<td>The bookstore was outsourced at the beginning of fiscal year 2012-2013 to provide better service to students, faculty and staff. 1a. Students responding to the Survey of Student Opinions Spring 2012 gave an overall satisfaction rating of 4.22 concerning the bookstore. 1b. 49.1% of the college personnel (faculty, staff, and administration) responding to the Campus Climate Survey were satisfied with the Bookstore operations. This represents a 3.41 overall rating (5 point scale).</td>
<td>1a &amp; 1b. Established open dialogue with bookstore operator to collaborate on specific areas needing improvement and for the purposes of improving the operation of the bookstore overall.</td>
</tr>
<tr>
<td>2. Bookstore operation will be financially self-supporting.</td>
<td>2. Through review of the 2012-2013 financial statements, revenue will exceed expenses.</td>
<td>2. Revenue exceeded expenses, and the bookstore was outsourced.</td>
<td>2. Outsourced Bookstore operations to provide optimal service to students, faculty and staff.</td>
</tr>
<tr>
<td>3. Bookstore will maintain inventory records by completion of an annual physical inventory for auditing purposes.</td>
<td>3. A satisfactory audit will show the completion of an annual physical inventory for audit purposes with no findings.</td>
<td>3. This Expected Outcome is no longer applicable. The operation of the Bookstore was outsourced to provide better services to students, faculty and staff.</td>
<td>3. No longer applicable.</td>
</tr>
</tbody>
</table>

The operation of the Bookstore was outsourced at the beginning of fiscal year 2012-2013 to provide better service to students, faculty and staff.
**College Purpose Statement(s):** (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

**Long-Range Goal(s):** (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

**Short-Term Goal(s):** (S 1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S 1.4) Expand offerings and opportunities at off-campus sites.

**Division Purpose Statement:** Insure that all accounting practices and records are maintained in accordance with generally accepted accounting principles, state and federal laws, state audit department requirements, and grant requirements, as applicable.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Financial systems and practices will be maintained in accordance with generally accepted accounting principles</td>
<td>1. College will receive an unqualified audit opinion on all parts of its financial reporting package each year.</td>
<td>1. The Director of Finance attended appropriate Continuing Professional Education to remain up-to-date on governmental accounting and reporting. The results of the external independent audit were an Unqualified Audit Opinion. All parts of the financial reporting package (financial, federal, and compliance) received an unqualified opinion. Financial Statements were in full compliance with GASB.</td>
<td>1. The Director of Finance will continue to obtain appropriate Continuing Professional Education to stay up-to-date on all laws/regulation changes and adopted current financial and reporting procedures to ensure an unqualified audit opinion on the college's financial statements. Will continue to monitor interpretations, rulings, and announcements from the State Auditor of Mississippi, and comply with those announcements, as appropriate.</td>
</tr>
<tr>
<td>2. All grants, including financial aid, will be maintained in accordance with restrictions and regulations set forth by the donors and in accordance with generally accepted accounting procedures.</td>
<td>2. Institution will receive no exceptions to generally accepted accounting principles or to regulations set forth by the granting agencies during the annual audit or during any grant program review.</td>
<td>2. Results of the institution's external independent audit showed an Unqualified Opinion on the financial statements and no exceptions regarding compliance with applicable federal and state compliance requirements.</td>
<td>2. Will continue to review financial aspects of grants to the college to ensure all expenditures meet the requirements specified under the grant regulations. Also, Finance Division will continue to request and receive copies of all grants for review and compliance.</td>
</tr>
<tr>
<td>3. Provide accurate, reliable, and compliant business services to the students and college personnel at a satisfactory level.</td>
<td>3a. Institution will receive an Unqualified Audit Opinion on the audited financial statements, indicating accurate, reliable, and compliant business services. 3b. Through the Student Opinion Survey Spring 2012, the students responding will give a 4 or above satisfaction level rating to the Business Services through the item “Billing and Fee Payment.” 3c. Through the Campus Climate Survey Fall 2012, 85% of the college personnel (faculty, staff, and administration) responding will give a 4 or above rating to Business and Payroll Department.</td>
<td>3a. An Unqualified Opinion was issued on the institution's financial statements. The reports on internal control and compliance show no exceptions. 3b. Students responding to the Student Opinion Survey Spring 2012 gave a 4.20 satisfaction rating for billing and fee payment procedures. 3c. 95% of the college personnel (faculty, staff, and administration) responding to the Campus climate Survey 2012-2013 gave a rating of satisfied or better to the Business Office. The average rating was 4.45 on a 5 point rating scale.</td>
<td>3abc&amp;d. Will continue to review all aspects of Business Office operations to ensure compliance with laws and regulations. Will continue to review Business Office process and implement, as needed, improvements to continually provide better service to students and staff.</td>
</tr>
</tbody>
</table>
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
Institutional Printing/Mailing-Nzone

College Purpose Statement(s): (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.
Long-Range Goal(s): (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.
Short-Term Goal(s): (S 1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S 1.4) Expand offerings and opportunities at off-campus sites.

Division Purpose Statement: Institutional Printing/Mailing provides equipment and assistance needed to meet campus printing volume and campus mail volume.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide efficient processes to properly manage campus printing.</td>
<td>1a. Conduct a review of monthly printing reports to track usage of campus printing. 1b. Through the Campus Climate Survey Fall 2012, 80% of the college personnel (faculty, staff, and administration) responding will give a 4 or above satisfaction level rating.</td>
<td>1a. Printing records reflected a high use of institutional duplicating and printing within instructional programs and administrative offices. 1b. 93% of college personnel responding to the survey gave a response of satisfied or better. The average rating was 4.50 on a 5 point scale.</td>
<td>1a &amp; 1b. Duplicating equipment across campus was upgraded at the beginning of fiscal year 2012-2013, however, monitoring will be continued in order to determine the need for providing additional or upgraded services. During the upcoming year, the printing office will be equipped with upgraded computer hardware and software for better graphic design capabilities.</td>
</tr>
<tr>
<td>2. Provide an efficient postal center that will process mail daily with the exception of bulk mail-outs, which are processed within 2-3 days allowing for sorting and securing a postage check.</td>
<td>2a. Through the Campus Climate Survey Fall 2012, 80% of the college personnel (faculty, staff, and administration) will give a 4 or above satisfaction level rating. 2b. Conduct a review of monthly postage reports to track usage of campus postage.</td>
<td>2a. 84.1% of respondents to the survey gave a satisfied or better rating. The overall rating was 4.07 on a 5 point scale. 2b. Mail records reflect that out-going mail was processed in a timely manner.</td>
<td>2a &amp; 2b. Will continue to evaluate mail room operations to ensure the most effective and efficient procedures are in place.</td>
</tr>
</tbody>
</table>
**College Purpose Statement(s):** (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

**Long-Range Goal(s):** (L8) Resource Allocation—To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

**Short-Term Goal(s):** (S 1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S 1.5) Increase enrollment through expanded student recruitment efforts.

**Division Purpose Statement:** Insure that all inventory is maintained in accordance with all state and federal laws, acceptable accounting policies and procedures, and state audit requirements.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide accurate control and accountability of equipment inventory.</td>
<td>1. Institution will receive an unqualified audit opinion each year and the audit will contain no findings related to capital asset inventory control. Capital Assets Accountability Manual will be evaluated by Inventory Control staff,</td>
<td>1. An Unqualified Opinion was issued as a result of the institution's external independent audit. Furthermore, there were no findings or recommendations related to capital asset inventory. Manual was reviewed for continued compliance with the Office of the State Auditor of Mississippi guidelines and generally accepted accounting principles.</td>
<td>1a &amp; 1b. Will continue to monitor state and federal laws and regulations and GASB pronouncements to ensure compliance.</td>
</tr>
<tr>
<td>2. Ensure inventory of equipment is accurate and that it reflects the current department assignment of equipment.</td>
<td>2a. Departmental inventory verification will be forwarded to each division head at the end of April each year. The inventory verification will be completed and returned by each division ensuring accurate assignment of equipment. 2b. Through the Campus Climate Survey Fall 2012, 75% of the college personnel (faculty, staff, and administration) responding will give a 4 or above satisfaction level rating to the item “Equipment Inventory Control assists me in accounting for my department’s tagged moveable property.”</td>
<td>2a. Inventory verification produced an extensive list of items that needed to be declared salvage and of no value or use to the college. These items will be either destroyed or sold at public auction as a means of disposal. 2b. 71.3% of personnel responding to the survey gave a satisfied or higher rating. The overall rating was 3.73 on a 5-point scale.</td>
<td>2. Provided training for new Division heads and/or supervisors regarding inventory control procedures Although there were no major problems identified with the college's current system, we will begin researching a better inventory tracking system, such as a bar-coded inventory numbering system that would allow more effective and efficient tracking of inventoried items.</td>
</tr>
</tbody>
</table>
College Purpose Statement(s): (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.
Long-Range Goal(s): (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.
Short-Term Goal(s): (S 1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S 1.5) Increase enrollment through expanded student recruitment efforts.

Division Purpose Statement: Insure that all purchasing practices and records are maintained in accordance with state and federal laws, and accepted accounting policies and procedures and insure that all account payable practices and records are maintained in accordance with state and federal laws.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All purchasing procedures will be in accordance with the purchasing laws as set by the State of Mississippi and generally accepted accounting principles.</td>
<td>1. The institution will receive an unqualified audit. The institution's Purchasing Manual will be evaluated and updated as necessary by the Director of Purchasing and Director of Finance to ensure purchasing procedures are in accordance with state purchasing laws and sufficient internal control procedures.</td>
<td>1. Results of the external independent audit noted no findings or recommendations as a result of any purchases of the college. The purchasing manual was reviewed and updated to reflect changes in purchasing procedures.</td>
<td>1. Will continue to monitor state laws and regulations for any updates and changes concerning purchasing to ensure current purchasing practices are in accordance with laws and regulations. Will update other college personnel of any changes that need to be disseminated. Will continue to monitor all college purchases for adherence to laws and regulations.</td>
</tr>
<tr>
<td>2. To provide effective purchasing procedures.</td>
<td>2. Through the Campus Climate Survey Fall 2012, 80% of the college personnel (faculty, staff, and administration) will give a 4 or above satisfaction level rating.</td>
<td>2. 75.8% of respondents to the survey gave a rating of satisfied or better. The overall satisfaction rating of a 5 point scale was 3.80.</td>
<td>2a. Will continue to offer employee training and education on proper purchasing procedures that comply with laws and regulations. Will continue to evaluate purchasing manual to determine the need for updating.</td>
</tr>
<tr>
<td>3. To provide an expedient purchasing process.</td>
<td>3. Through the Banner system, requisitions that have been properly completed, approved, and forwarded to the purchasing queue will be processed within 24 hours.</td>
<td>3. Banner system-generated reports reflected requisitions were processed into purchase orders within 24 hours of being placed in the purchase order assignment queue.</td>
<td>3. The Director of Purchasing, as Purchasing Agent, will continue to monitor the purchase order assignment queue to ensure all properly approved requisitions are processed into purchase orders within 24 hours of being placed into the purchasing order assignment queue.</td>
</tr>
</tbody>
</table>
PLANNING AND RESEARCH

The purpose of the Planning & Research office is to serve as a resource in coordinating the college’s plan for institutional effectiveness and professional development with the requirements of the Southern Association of Colleges and Schools, to provide consultation and research assistance to others and to accumulate, generate, maintain, and disseminate institutional information to support planning assessment and general awareness efforts for the institution. Since July 1997, the reassignment of the Institutional Research function has become a separate office at Northeast Mississippi Community College. The office is staffed with an Associate Vice President, an Institutional Research/Effectiveness Coordinator and a Senior Research Associate.

2012-2013 Accomplishments:
1. Performed assessment of the year three QEP initiatives and implemented the Quality Enhancement Plan initiatives year four.
2. Continued to facilitate established surveys
4. Continued to receive professional development training to keep adept to the latest regulations and technologies
5. Published and disseminated IR newsletter, Institutional Research Review on line
6. Coordinated on-site Professional Development workshops
7. Facilitated focus groups to review College’s Purpose Statement and Institutional Goals
8. Coordinated and conducted Strategic Planning Council Retreat
9. Continued with service review process for student services and administrative service areas.
10. Monitored SACS accreditation actions via website audits and attendance at the annual meeting.

Five-Year Projections:

2013-2014
1. Form a committee to begin the documentation review for the SACS five year report
2. Perform assessment of the year four QEP initiatives and implement the Quality Enhancement Plan initiatives year five.
3. Continue to facilitate established surveys
5. Continue to receive professional development training to keep adept to the latest regulations and technologies
6. Publish and disseminate IR newsletter, Institutional Research Review on line
7. Coordinate on-site Professional Development workshops
8. Facilitate focus groups to review the College’s Institutional Effectiveness Indicators.
9. Continue service review process for student services and administrative service areas.
10. Monitor SACS accreditation actions via website audits and attendance at the annual meeting.

2014-2015
1. Perform assessment of the year five QEP initiatives and implement the Quality Enhancement Plan initiatives not previously fulfilled.
2. Continue to facilitate established surveys
4. Publish and disseminate IR newsletter, Institutional Research Review on line
5. Coordinate on-site Professional Development workshops
6. Conduct campus compliance audit for submission of Fifth Year Report to SACS.
7. Begin Fifth year report of the QEP.
8. Continue with service review process for student services and administrative service areas

2015-2016
1. Continue to facilitate established surveys
3. Publish and disseminate IR newsletter, Institutional Research Review on line
4. Coordinate on-site Professional Development workshops
5. Conduct campus compliance audit for submission of Fifth Year Report to SACS.
6. Complete Fifth year report of the QEP.
7. Continue with service review process for student services and administrative service areas
8. Monitor SACS accreditation actions via website audits and attendance at the annual meeting.

2016-2017
1. Continue to facilitate established surveys
3. Publish and disseminate IR newsletter, Institutional Research Review on line
4. Coordinate on-site Professional Development workshops
5. Continue with service review process for student services and administrative service areas
6. Monitor SACS accreditation actions via website audits and attendance at the annual meeting.

2017-2018
1. Continue to facilitate established surveys
3. Publish and disseminate IR newsletter, Institutional Research Review on line
4. Coordinate on-site Professional Development workshops
5. Continue with service review process for student services and administrative service areas
6. Monitor SACS accreditation actions via website audits and attendance at the annual meeting.
College Purpose Statement(s): (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

Long-Range Goal(s): (L5) To provide a high quality program of professional development opportunities for faculty and staff, in the integration of technology applications into the College’s classrooms, work environment, and College’s procedures and policies; (L8) Resource Allocation--To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

Short-Term Goal(s): (S 1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S 1.3) Improve student retention; (S 1.5) Increase enrollment through expanded student recruitment efforts.

Division Purpose Statement: Northeast Mississippi Community College’s Office of Planning & Research purpose is to coordinate the college’s plan for institutional effectiveness and professional development with the requirements of the Southern Association of Colleges and Schools, to provide consultation and research assistance to others, and to accumulate, generate, maintain, and disseminate institutional information to support planning assessment and general awareness efforts for the institution.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To facilitate the awareness of Institutional Effectiveness &amp; accreditation throughout the campus.</td>
<td>1a. At least two meetings will occur with the Institutional Effectiveness Committee (TIE) facilitating awareness on Institutional Effectiveness &amp; Accreditation.</td>
<td>1a. On October 23, 2012, the TIE committee met and discussed the following agenda items: Survey Evaluation and Discussion Campus Climate Additions and Deletions Student Opinion Survey Evaluation Employer Satisfaction of Career Technical Graduates Online version Institutional Effectiveness Plans Student Learning Outcomes Purpose Committee Evaluation Faculty/Staff- Campus Climate Students- Indirect assessment by Survey of Student Opinion Students-Direct assessment via new online survey Strategic Planning Council Retreat- April 2013</td>
<td>1a. TIE members evaluated individual institutional effectiveness plans and made suggestions for the next year's plans. The Office of Planning &amp; Research asked again for any recommendations for Compliance Assist for the current reporting format. Members suggested producing output that is in a four column format for ease of reading and use since that used to be the standard they were most familiar with.</td>
</tr>
<tr>
<td></td>
<td>1b. Each year, representatives from Institutional Effectiveness will meet with individuals responsible for the IE plan in their area every other year to review and revise 50% of the IE plans.</td>
<td>1b. Throughout April 2013, the Office of Planning &amp; Research met with TIE members individually to begin working on their IE Plans. At that time, the Expected Outcomes and Student Learning Outcomes were examined and needed changes were noted. Members were given instruction in the use of Compliance Assist.</td>
<td>1b. During the spring TIE meetings, the Office of Planning &amp; Research met with individuals responsible for their divisions' IE Plans. Expected Outcomes and Assessment Criteria were carefully examined. Changes were made as necessary. The spring meetings will continue to be training sessions for Compliance Assist users as noted in the 2011-2012 Use of Results.</td>
</tr>
<tr>
<td>2. To provide satisfactory institutional research &amp; planning services to college personnel</td>
<td>2a. Through the Campus Climate Survey Fall 2012, 80% of the college personnel will give an average satisfaction rating of 4 or above (based upon Likert scale with 5 being highest) to the item: Planning &amp; Research.</td>
<td>2a. Through the Campus Climate Survey 2012-2013, 88.0% of the college personnel gave an average satisfaction rating of 4.24 (based on a 5-point Likert scale) to the item: Planning &amp; Research.</td>
<td>2a. Using Dropguard or SNAP Surveys, the OPR deployed, collected, and reported the results to the Campus Climate Survey, Student Evaluation of Learning Resources, Faculty Evaluation of Resources, and Faculty/Staff Development Workshop Surveys. The Athletics and Residential Life surveys were distributed using paper. The OPR distributed announcements following Administrative Council meetings to improve communication between campus units about college-wide decisions. The OPR worked closely with the Database Administrator and the Computer Center to collect data for local, state, and Federal reporting requirements as well as for publishing to the OPR website. The SNAP survey software was evaluated and deemed to be obsolete. A newer online survey system was purchased, QuestionPro.com, which allows for online survey deployment through email links, QR codes, and also allows for paper distribution with manual data entry.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2b. Through the TIE Committee April 2012 meeting, an evaluation of the Office of Planning &amp; Research will occur with 90% (9 out of 10) items receiving Agree or Strongly Agree to the statements listed with a weighted average of 4.3.</td>
<td>2b. The TIE Committee did not meet as a group in the Spring 2013 semester; instead, the OPR met with TIE Committee members in small groups for Institutional Effectiveness Help Sessions.</td>
<td>2b. The AVP of Planning &amp; Research held meetings in the fall and spring semesters. A new AVP was hired in March, took office on May 15, and began a full-time 12 month contract July 1.</td>
<td></td>
</tr>
<tr>
<td>2c. The number of ad-hoc Institutional Research requests will increase from the previous year.</td>
<td>2c. In 2012-2013, the Office of Planning &amp; Research had 40 ad hoc requests for data.</td>
<td>2c. The OPR continued to educate and emphasize the value of institutional research in all campus units for manifold institutional needs. Ad-hoc requests were completed in a timely manner. The OPR saw the need to implement an ad hoc request tracking system to more accurately account for the requests.</td>
<td></td>
</tr>
<tr>
<td>3. To provide effective planning and guidance which helps to achieve the college’s institutional purpose and goals</td>
<td>3a. Through the Campus Climate Survey Fall 2012, 80% of the college personnel will give an average satisfaction rating of 4 or above (based upon Likert scale with 5 being highest) to the item: “The Office of IR/Effectiveness plays a significant role in NEMCC’s process of evaluating the college's planning and evaluation method and procedures.”</td>
<td>3a. For the Fall 2012 Campus Climate Survey, the item &quot;The Office of Planning &amp; Research plays a significant role in NEMCC’s process of evaluating the college's planning and evaluation method and procedures&quot; was removed from the survey.</td>
<td>3a. The item &quot;The Office of Planning &amp; Research uses the results to improve the overall college's planning and evaluation process&quot; replaced the previous measure in order to ensure the OPR's effectiveness in publishing results and using data to plan for the college's future.</td>
</tr>
<tr>
<td>3b. Through-planning proposals submitted to the monthly meetings of the Administrative Council and bimonthly meetings of the President’s Cabinet, effective planning and guidance will be reflected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b. The following planning proposals were submitted at the monthly meeting of the Administrative Council and the President's Cabinet:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- PERS for Adjunct employees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- NEMCC Dual Enrollment Tuition Program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3b. Through the Administrative Council and President's Cabinet minutes, the following planning proposals were approved:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- NEMCC Dual Enrollment Tuition Program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. To effectively collect data and disseminate to faculty and staff to support the college’s long-range planning and program improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Through the Institutional Effectiveness Committee (TIE), the Administrative Council, and the President’s Cabinet, data will be effectively collected and disseminated to support long-range planning and program improvement.</td>
</tr>
<tr>
<td>4. The TIE Committee met in the fall semester and audited the Campus Climate Survey, deleting 12 questions and adding 9. The committee also studied the College’s organizational structure to ensure each campus unit was included on the survey. In April 2013, the TIE Committee members met individually with the OPR for a Compliance Assist refresher in the Computer Center lab. The OPR distributed results from the Survey of Student Opinion, Fact Sheets, Needs Assessment Surveys, Employer Satisfaction Surveys, Institutional Effectiveness Indicators, and the Institutional Effectiveness plans to the Administrative Council, President's Cabinet, and Instructional Council. The Campus Climate results were distributed by newsletter. In addition, there were 42 ad hoc IR requests, up from 34 in 2011-2012.</td>
</tr>
<tr>
<td>4. The OPR planned to create an easily accessible online form for processing and tracking ad hoc requests and to define a uniform turnaround time. In addition, the Office of Planning &amp; Research worked to move more surveys online and evaluated online surveying tools so reports could be created and distributed more easily.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. To offer professional development opportunities to staff and faculty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Through the Faculty/Staff Development Committee, professional development opportunities will be developed</td>
</tr>
<tr>
<td>5. During the 2012-2013 academic year, the OPR offered these professional development workshops:</td>
</tr>
<tr>
<td>- Fall 2012 in-servic</td>
</tr>
<tr>
<td>- Compliance Assist training</td>
</tr>
<tr>
<td>- DropGuard training</td>
</tr>
<tr>
<td>- 20 Minute Mentor series</td>
</tr>
<tr>
<td>- iPad training workshops</td>
</tr>
<tr>
<td>- Appy Hour</td>
</tr>
<tr>
<td>- Canvas training workshops</td>
</tr>
<tr>
<td>5. The Faculty/Staff Development Committee met in the spring semester to discuss professional development opportunities for next year as well as possible in-service keynote speakers.</td>
</tr>
</tbody>
</table>
5. To offer professional development opportunities to staff and faculty

5. Through the Faculty/Staff Development Committee, professional development opportunities will be developed

5. During the 2012-2013 academic year, the OPR offered these professional development workshops:
   - Fall 2012 in-service
   - Compliance Assist training
   - DropGuard training
   - 20 Minute Mentor series
   - iPad training workshops
   - Appy Hour
   - Canvas training workshops

5. The Faculty/Staff Development Committee met in the spring semester to discuss professional development opportunities for next year as well as possible in-service keynote speakers.
PUBLIC INFORMATION

Northeast Mississippi Community College’s Office of Public Information continues to strive to communicate the purpose of the college to the community it serves in an informative and factual manner by operating as a clearing house for all college information and disseminating information to the general public through the area media outlets in a fashion that will enhance the image of the college.

In addition, the Public Information staff assists with arrangements and publicity for special college events. The office promotes Northeast’s program of intercollegiate athletics to the media and to the general public and manages the school's athletics web site. All media coverage of any event related to the college is arranged by the Public Information Office.

Northeast’s Public Information staff also provides sponsorship for student publications. These publications provide opportunities for student journalists and photographers and disseminate information about the college community.

2012-2013 Accomplishments:

1. Produced a traditional yearbook (The Torch) for first time since 2006.
2. Entered into an agreement with area radio station (with internet streaming) to adequately cover sports.
3. Installed carpet in media room to improve acoustics.
4. Supplemented Sports Radio Broadcast with social media updates on Facebook and Twitter.
5. Produced three issues of the student newspaper (The Beacon).
6. Continued to market the college with consistency of content and visibility in print and by electronic means (radio, TV, Internet and theatre).
7. Designed and booked all advertising for the college (print, television, radio, theatre, etc).
8. Contracted Presto to house newly designed athletic web site. Launch date is July 1, 2012.
9. Assisted with the design and production of college printed materials.
10. Upgraded office computer hardware and software.
11. Posted several college-related videos to the Northeast Youtube account.
12. Purchased any additional needed office equipment.
13. Continued to distribute newspaper articles and radio public service announcements to enhance the image of the college and to keep the public informed.
14. Part-time staff person assisting with college publications performing other specified duties was promoted to full-time employment.
15. Continued to manage the college’s athletic web site (asst. officer) and The Beacon On-Line.
16. Continued to add video to the college’s athletic web site.
17. Continued to provide WTVA with video packages for broadcast when it was unable to staff an event.
18. Coordinated several commercial printing projects for college offices.
20. Updated athletic web site live during National Signing Day for football.
21. Continued to utilize Media Room for athletic signings.
22. Produced several athletic highlight videos (asst. officer).
23. Produced one new commercial for television.
24. Assistant Officer attended the College Public Relations Association of Mississippi annual conference in May 2012.
25. Worked with the Banner Independent to produce its annual Campus Guide publication.
26. Worked with 2013-14 student publications editor to create a display table during Orientation.
27. Worked with associate dean of student services on Handbook/Planner.
28. Worked with Subject TV, along with the Counseling Center, to produce an Orientation video.
29. Produced football and basketball media guides and home game day programs.
30. Assumed the responsibility to manage the college social media accounts and contracted with readMedia for 'Merit,' a social media-based marketing initiative geared towards traditional college-age students.

**Five-Year Projections:**

**2013-2014**

1. Continue to make the college newspaper, The Beacon, available, in hard copy, twice per semester.
2. Continue to produce a traditional yearbook (The Torch) for first time since 2006.
3. Continue to market the college with consistency of content and visibility in print and by electronic means (radio, TV, Internet and theatre).
4. Design and book all advertising for the college (print, television, radio, theatres, etc.).
5. Assist with the design and production of college printed materials.
6. Continue to meet with college committees on which the Public Information Staff chair or holds memberships.
7. Upgrade computer hardware and software and investigate more technologically advanced equipment for Public Information staff and College Publications students.
8. Enter into an agreement with an area FM radio station (with internet streaming) to adequately cover sports.
9. Purchase any additional needed office equipment.
10. Replace any inoperable equipment.
11. Continue to distribute newspaper articles to enhance the image of the college and to keep the public informed.
12. Continue to assist President’s Office in maintaining clippings of newspaper ads for the college archives as deemed appropriate.
13. Continue to manage the college’s athletic web site (Sports Information Director) and The Beacon.
14. Work with Presto Sports to enhance the capabilities of the college’s athletic web site. (audio, video, webcasts, etc).
15. Continue to upgrade media room equipment.
16. Hire full-time multimedia specialist to coordinate live-streaming of campus events (such as athletics, etc.).
17. Supervise a student intern.
18. Investigate the Wifi sports network.

**2014-2015**

1. Continue to make the college newspaper, The Beacon, available, in hard copy, twice per semester.
2. Continue to produce a traditional yearbook (The Torch) for first time since 2006.
3. Continue to market the college with consistency of content and visibility in print and by electronic means (radio, TV, Internet and theatre).
4. Design and book all advertising for the college (print, television, radio, theatres, etc.).
5. Assist with the design and production of college printed materials.
6. Continue to meet with college committees on which the Public Information Staff chair or holds memberships.
7. Upgrade camera equipment to include HD video.
8. Enter into an agreement with an area FM radio station (with internet streaming) to adequately cover sports.
9. Purchase any additional needed office equipment.
10. Replace any inoperable equipment.
11. Continue to distribute newspaper articles to enhance the image of the college and to keep the public informed.
12. Continue to assist President’s Office in maintaining clippings of newspaper ads for the college archives as deemed appropriate.
13. Continue to manage the college’s athletic website (Sports Information Director) and The Beacon.
14. Work with Presto Sports to enhance the capabilities of the college’s athletic website. (audio, video, webcasts, etc).
15. Continue to upgrade media room equipment.
16. Create multimedia office to coordinate and support live-streaming of campus events (such as athletics, etc.).
17. Supervise a student intern.
18. Purchase the Wifi sports network to enhance (audio/video) broadcasting capabilities for sports events.

**2015-2016**
1. Continue to make the college newspaper, The Beacon, available, in hard copy, twice per semester.
2. Continue to produce a traditional yearbook (The Torch) for first time since 2006.
3. Continue to market the college with consistency of content and visibility in print and by electronic means (radio, TV, Internet and theatre).
4. Design and book all advertising for the college (print, television, radio, theatres, etc.).
5. Assist with the design and production of college printed materials.
6. Continue to meet with college committees on which the Public Information Staff chair or holds memberships.
7. Upgrade computer hardware and software and investigate more technologically advanced equipment for Public Information staff and College Publications students.
8. Explore creating a Northeast Tigers Radio Network.
9. Purchase any additional needed office equipment and furniture.
10. Replace any inoperable equipment.
11. Continue to distribute newspaper articles to enhance the image of the college and to keep the public informed.
12. Continue to assist President’s Office in maintaining clippings of newspaper ads for the college archives as deemed appropriate.
13. Continue to manage the college’s athletic website (Sports Information Director) and The Beacon.
14. Work with Presto Sports to enhance the capabilities of the college’s athletic website. (audio, video, webcasts, etc).
15. Continue to upgrade media room equipment.
16. Continue to operate multimedia office to coordinate and support live-streaming of campus events (such as athletics, etc.).
17. Supervise a student intern.

**2016-2017**
1. Continue to make the college newspaper, The Beacon, available, in hard copy, three times per semester.
2. Continue to produce a traditional yearbook (The Torch) for first time since 2006.
3. Continue to market the college with consistency of content and visibility in print and by electronic means (radio, TV, Internet and theatre).
4. Design and book all advertising for the college (print, television, radio, theatres, etc.).
5. Assist with the design and production of college printed materials.
6. Continue to meet with college committees on which the Public Information Staff chair or holds memberships.
7. Upgrade computer hardware/software and investigate more technologically advanced equipment for Public Information staff and College Publications students.
8. Manage the Northeast Tigers Radio Network.
9. Purchase any additional needed office equipment and furniture.
10. Replace any inoperable equipment.
11. Continue to distribute newspaper articles to enhance the image of the college and to keep the public informed.
12. Continue to assist President’s Office in maintaining clippings of newspaper ads for the college archives as deemed appropriate.
13. Continue to manage the college’s athletic web site (Sports Information Director) and The Beacon.
14. Work with Presto Sports to enhance the capabilities of the college’s athletic web site. (audio, video, webcasts, etc).
15. Continue to upgrade media room equipment.
16. Continue to operate multimedia office to coordinate and support live-streaming of campus events (such as athletics, etc.).
17. Supervise a student intern.

2017-2018
1. Continue to make the college newspaper, The Beacon, available, in hard copy, three times per semester.
2. Continue to produce a traditional yearbook (The Torch) for first time since 2006.
3. Continue to market the college with consistency of content and visibility in print and by electronic means (radio, TV, Internet and theatre).
4. Design and book all advertising for the college (print, television, radio, theatres, etc.).
5. Assist with the design and production of college printed materials.
6. Continue to meet with college committees on which the Public Information Staff chair or holds memberships.
7. Upgrade computer hardware/software, photography/video equipment and investigate more technologically advanced equipment for Public Information staff and College Publications students.
8. Continue to manage the Northeast Tigers Radio Network.
9. Purchase any additional needed office equipment and furniture.
10. Replace any inoperable equipment.
11. Continue to distribute newspaper articles to enhance the image of the college and to keep the public informed.
12. Continue to assist President’s Office in maintaining clippings of newspaper ads for the college archives as deemed appropriate.
13. Continue to manage the college’s athletic web site (Sports Information Director) and The Beacon.
14. Work with Presto Sports to enhance the capabilities of the college’s athletic web site. (audio, video, webcasts, etc).
15. Continue to upgrade media room equipment.
16. Continue to operate multimedia office to coordinate and support live-streaming of campus events (such as athletics, etc.).
17. Supervise a student intern.
**College Purpose Statement(s):**
(P2) To provide a program of student services that will facilitate the educational, career, personal, and social growth of students; (P4) To offer continuing education, community services, and adult basic education for individuals striving for personal and professional growth and/or personal enrichment; (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

**Long-Range Goal(s):**
(L4) Marketing—To develop a systematic process that identifies the marketing strategies directed to the College’s diverse constituents; (L8) Resource Allocation—To develop a process that allocates College resources to meet instructional, student services, and administrative support needs.

**Short-Term Goal(s):**
(S1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S1.5) Increase enrollment through expanded student recruitment efforts.

**Division Purpose Statement:** Northeast Mississippi Community College’s Office of Public Information strives to communicate the purpose of the college to the campus and to the community it serves in an informative and factual manner by serving as a clearing house for all college information disseminated to the general public site in a fashion that will enhance the image of the college. Activities of the Public Information Office should serve to increase enrollment and improve student life.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students and college personnel will be satisfied with the services received from the Public Information Office.</td>
<td>1a. From responses on the Student Opinion Survey Spring 2012 completed by the ‘2012 graduates, students will respond with a satisfaction level of 3.5 or better on the item “College Media (student newspaper (on-line and printed versions).”” 1b. Through the Campus Climate Survey Fall 2012, administration, faculty and staff will respond with a satisfaction level of 4.0 or higher on a 5.0 scale on the item “Public Information.”</td>
<td>1a. From responses on the Student Opinion Survey Spring 2012 completed by the 2012 graduates, students responded with a satisfaction level of 4.13 on item “College Media (student newspaper (on-line and printed versions).”” 1b. Through the Campus Climate Survey Fall 2012, administration, faculty and staff responded with a satisfaction level of 3.96 on a 5.0 scale on the item “Public Information.”</td>
<td>1. The Public Information staff will work to better the satisfaction ratings of the office by employing tactics to become more efficient and by producing The Torch (yearbook) for the first time since 2006.</td>
</tr>
<tr>
<td>2. The Public Information Office will continue to assist in the development of literature to promote Northeast Mississippi Community College.</td>
<td>2. File copies of all promotional pieces coordinated and/or produced by the Public Information staff will be kept in the Public Information Office to show the type of pieces developed during the year and to plan for pieces needed for the next year.</td>
<td>2. During FY13, the Public Information Office staff produced sport-specific media guides for football, men's/women's basketball and spring sports, as well as game day programs for football and men's/women's basketball. Other printing projects coordinated by the PIO staff include sports schedule posters and cards, program curriculum cards, campus country schedule cards and commencement program. It will direct the in-house production and printing of the 2012-13 Annual Report, numerous print advertisements and the Banner Independent staff with the production of its annual Campus Guide.</td>
<td>2. The Public Information Office staff will continue to explore ways to manage the college’s commercial printing funds by working with the campus Print Shop to design and produce more projects in-house.</td>
</tr>
<tr>
<td>3. The Public Information Office will continue to serve as a clearinghouse for all college information, including that of the college’s intercollegiate athletic programs, disseminating information to the general public through the area media.</td>
<td>3. Member(s) of the Public Information staff will continue to schedule and/or attend meetings with various college personnel, including athletic staff, throughout the year to gather information to adequately publicize and keep area media informed through press releases, feature stories and the college’s athletic web site.</td>
<td>3. College faculty and Staff were satisfied with the amount of media coverage generated by the Public Information Office and gave it a 3.96 rating (5 point scale) in the Institutional Research Review (Campus Climate Survey) dated April 2013.</td>
<td>3. The Public Information Office will strive to achieve even higher ratings by continuing to satisfy the College community with its efforts to generate media coverage.</td>
</tr>
</tbody>
</table>
DIVISION OF WORKFORCE TRAINING
AND ECONOMIC DEVELOPMENT

The Division of Workforce Training and Economic Development at Northeast Mississippi Community College continues to provide individuals, businesses and industries with training and education, long-range planning services and total quality management programs. The Division also serves as the delivery system for Workforce Development, and the Workforce Investment Act, an initiative created by the Workforce Education Act.

The activities of the Division are based on a team approach and are directed by a fully functioning district Workforce Council comprised of leaders from businesses, industries, service agencies, county development associations and literacy programs.

The following services are offered through Workforce Training & Economic Development: Workforce Development, Adult Basic Education, Individualized Training Assistance, GED Testing, Customized Training, and Continuing Education. A specially trained team member has primary responsibility for each of these programs; however, the team members hold common goals, conduct joint projects, and market and service both industry and individual needs as a unit.

To provide quality continuing education and non-traditional programs allowing a large number of people in the community and beyond to attain their educational and enrichment goals through various modes of delivery.

2012-2013 Accomplishments:

Workforce Customized Training
1. Managed 65 workforce projects.
2. Trained 10,579 individuals.
3. Delivered 132,179 hours of training.
4. Maintained a continuous collaborative effort with the five Economic Development Directors in the district to provide support for the recruitment of new industry as well as provide continued training assistance for both new and existing industry.
5. Managed welding programs at Booneville and Iuka. 430 students have received welding training since the program began.
6. Division staff members delivered presentations at the MS Corridor Consortium Workforce Summit.
7. Administered 3 ARC grants.
8. Administered 2 DOL grants.
9. Wrote one Mississippi Partnership grant.
10. Secured over $1.6 million for renovations and equipment for the NEMCC Workforce Training Centers.
11. Employed a certified trainer
12. Made Workforce forms accessible through the website.
13. Hosted the 2012 MS Corridor Consortium Workforce Training Summit in Corinth.
14. Updated training techniques, equipment, resources, supplies and software to meet current needs of industries.
15. Provided division members the opportunity to visit other community college workforce centers.
16. Improved quality of employer relations through on site visits and the Adult and Youth Internship Programs.
17. Developed Walnut lab.
19. Partnered with NE Career & Tech. to implement TAACCCT grant.
20. Restructured ABE program to meet new goal setting standard.
22. Piloted Accelerating Opportunity in CNA.
23. Administered CRC test to Career & Tech. students.
24. Implemented (SSC) Service Skills Certification.
25. Developed a pool of instructors for specified training.
26. Explored alternative funding sources.
27. Piloted computerized GED testing.
28. Developed web based workforce training.

Adult Basic Education
1. Total Served  1,119
2. Total ABE students earning GED  276
3. Total entering Post-Secondary Training  32
4. Held GED Graduation with Cindy Hyde-Smith, Commissioner of Agriculture & Commerce as keynote speaker.

GED
1. Administered the GED test to 566 adults during the program year.
2. Out of those examinees, 356 passed the exam.
3. Total duplicated examinees for GED testing was 1,360.

CRC
1. The Career Readiness Certification was administered to 346 individuals within the 5 county area.
2. 33 participants earned a Gold Certification.
3. 188 participants earned a Silver Certification.
4. 69 participants earned a Bronze Certification.

WIA Youth Activities- NEMCC
1. NEMCC was awarded a grant through Three Rivers Planning and Development and the Mississippi Partnership to serve individuals ages 16 to 21 in Tippah and Union counties.
2. The program served 118 new students during the program year. Many of these students either entered employment or entered post-secondary school.
3. PRENTISS COUNTY GED Option Class
4. GED staff administered the GED test to 17 students who are enrolled in high school in the GED Options Program. A total of 12 GED Options students have passed the test.
5. TAACCCT Department of Labor Grant
6. NEMCC Was awarded a grant from the Department of Labor to serve unemployed, underemployed, and veterans to help them gain short term career training for long term employment.
7. Total Served: 34
8. Total Earned GED:  3
9. Total Certificate: 5
10. 23 of 34 just started class on August 15, 2013 classes held at 2 locations (Booneville and Corinth). New class starting in New Albany campus on October 2013.

Continuing Education
1. The Radiology Certification Workshop that is offered through Continuing Education was updated in January by the Dental Hygiene program. Dental Hygiene received new digital x-ray equipment in the fall. The equipment was made possible through an Appalachian Regional Commission Grant. Twenty-five students have been trained this spring with the new equipment and 54 received certification for the year.
2. New classes and short-term training programs were added in 2012-2013. An Enhanced Carry and Conceal class was developed and provided to the community. The class is comprised of four-hour instruction and four hours on the firing range. The qualification of this class allows current permit holders to carry a concealed weapon everywhere except three locations.

3. New short-term training programs were added to our schedule this year. The Service Skills Certification program is 86 hours and has six modules. The six modules are Computer Skills, Safety Certification, Math, Customer Service, Lean Office, and Job Search & Interviewing. These skills will provide students with the basic skills needed to be successful in a high-demand service industry.

4. Another new program was added in January, Dental Assisting. This program is 200 hours. It has two prerequisites – Career Readiness Certificate (CRC) Silver Level and Service Skills Certification. The Dental Assisting program provides training in the Introduction to Dental Assisting, Dental Sciences, and Basic Skills, which includes OSHA Safety Regulations, Working with Patients, Assisting in Basic Procedures, Dental Radiography, Dental Materials, and Assisting in Dental Procedures. Twelve students will complete the program June 30, 2013.

5. The fourth annual Mobile Learning Conference was held in June 2012. 70 participants attended the conference.

6. Working with the State Department of Health, Certified Nurse Aide training has continued on the Booneville campus, and Corinth and Ripley sites

7. WIA

8. Added new agency partners to the Northeast at Corinth One-Stop: Mississippi Highway Patrol, Northeast Mississippi Community Services, and Blue Mountain College.

9. Provided access to services for over 83,000 clients and students through the Northeast at Corinth One-Stop Center.

10. Served 372 Adult WIA participants through area WIN Job Centers and the three Northeast campuses.

11. Provided multiple training classes designed to improve participant job readiness skills.

12. Served as a training location for various industries and state agencies.

13. Coordinated with agency partners to host the Governor’s WIN Job Fair at the Crossroads Arena.

14. Expended $123,607 on individualized training services for area clients.

Five-Year Projections:

2013-2014

1. Make workforce forms accessible through the website.

2. Expand marketing efforts.

3. Provide staff development for division.

4. Address problem areas as identified by the Workforce Council and district workforce needs and workforce training evaluations.

5. Update training techniques, equipment, resources, supplies and software to meet current needs of industries.

6. Provide division members with the opportunity to visit other community college workforce centers.

7. Improve quality of employer relations through on site visits and the Adult Internship Program.

8. Purchase computers and internet for Walnut lab.

9. Increase types of test offered through Pearson Vue testing center.

10. Implement Work Connect in ABE and WIA.

11. Partner with NE Career & Tech. to implement TAAACCCT grant.

12. Administer CRC test to Career & Tech. students.

13. Fully implement computerized version of GED testing.

14. Submit WIA Youth Grant proposal.

15. Expand distance learning/video conferencing to Tippah and Tishomingo counties.

186
2014-2015
1. Develop short-term training in demand occupations.
2. Continue staff development.
3. Update training techniques, supplies, resources and software to meet current needs of businesses, industries and community.
4. Address problem areas as identified by the Workforce Council and district workforce needs and workforce training evaluations.
5. Continue to explore ways to increase enrollment for all offerings.
6. Increase enrollment in all target areas and training.
7. Explore on-line payment option for workforce classes.
8. Fully implement computerized version of GED testing.
9. Work to transition students from non-credit to credit through career pathways workforce and certifications.
10. Renovate back portion of Corinth center for multipurpose facility.

2015-2016
1. Update training techniques, supplies, resources and software to meet current needs of businesses, industries and community.
2. Address problem areas as identified by the Workforce Council.
3. Develop short-term training in demand occupations.
4. Increase enrollment in all target areas and training.

2016-2017
1. Update training techniques, supplies, resources and software to meet current needs of businesses, industries and community.
2. Address problem areas as identified by the Workforce Council.
3. Develop short-term training in demand occupations.
4. Review all programs and operations for improvements/changes.
5. Increase enrollment in all target areas and training.

2017-2018
1. Update training techniques, supplies, resources and software to meet current needs of businesses, industries and community.
2. Address problem areas as identified by the Workforce Council.
3. Develop short-term training in demand occupations.
4. Review all programs and operations for improvements/changes.
5. Update and improve website.
6. Increase enrollment in all provided services and training.
7. Review all Continuing Education programs and operations for improvements/changes.
8. Increase Continuing Education offerings.
9. Add additional short term and certificate programs as requested by business and industry.
### College Purpose Statement(s): (P5)
Long-Range Goal(s): (L2) Teaching/Learning—To focus on improving teaching and learning by implementing visionary curricula and new methods of instruction to meet the needs of a global workforce; (L6) Community Partnerships—To provide opportunities for cultural, professional, and industrial partnerships between the College and the community.

### Short-Term Goal(s): (S1.3) Improve the student retention.

### Division Purpose Statement:
The Northeast Mississippi Community College Division of Workforce Training and Economic Development will provide for the development, operation, and ongoing assessment of an employer-driven system for workforce education and training, subject to yearly review to meet expanding technology needs.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participants in ABE programs enrolled in low level sections will improve basic educational skills and obtain growth for personal satisfaction.</td>
<td>1a. Participants enrolled in the ABE program will take a Pre-Test examination (TABE) to assess their educational level. Based on these results, a Student’s Instructional Objectives and Assignments (SOIA) will be developed. After 40 hours of instruction, a Post-Test Examination (TABE) will be administered to measure goal attainment. 48% of beginning literacy, 46% of Beginning Basic, and 45% ABE Low enrollees will acquire basic skills demonstrated by TABE Post-Test. 1b. 100% of all participants will be entered into the Adult Education Management System (AEMS) data based system operated by the State Board for Community and Junior Colleges Assessment Results.</td>
<td>1a. Of the 264 participants enrolled in the low level areas, 221 or 84% advanced to a higher level from the Pre to Post Testing evaluation. 1b. All students in the lower level areas were entered into AEMS database for tracking.</td>
<td>1a. Any student enrolled in the lower level areas were administered the TABE as a pre test. A post test is administered after 40 hours of instruction to measure improvements. Students who do not meet their goal are encouraged to continue to come to class and their SOIA is updated to reflect new individual goals and teaching strategies. 1b. Students will continue to be entered into the AEMS database for continued tracking of educational goals and attainments.</td>
</tr>
<tr>
<td>2. Participants in ABE programs enrolled in low and high adult secondary will improve basic educational skills and obtain growth for personal satisfaction.</td>
<td>2a. Participants enrolled in the ABE program will take a Pre-Test examination (TABE). Based on these results, a Student’s Instructional Objectives and Assignments (SOIA) will be developed. After 30 hours of instruction, a Post-Test Examination (TABE) will be administered to measure goal attainment. 47% of low adult secondary and 65% of high adult secondary level enrollees will improve basic educational skills demonstrated by TABE Post-Test. 2b. 100% of all participants will be entered into the Adult Education Management System (AEMS) data based system operated by the State Board for Community and Junior Colleges.</td>
<td>2a. Of the 62 participants enrolled in low ABE, 50 (76%) advanced to the next level. Of the 15 participants enrolled in high ABE, 15 (100%) advanced to the next level. The gain in educational level was determined by the results of a pre-TABE and post-TABE (Test of Adult Basic Education). 2b. All student achievements were entered into the AEMS database for tracking.</td>
<td>2a. All students enrolled in low or high adult secondary were administered a TABE as a pre-test. A post-test was administered after 30 hours of instruction to measure student progress. 2b. Students who do not meet their goal were encouraged to continue to come to class and their SOIA was updated to reflect new individual goals and teaching strategies.</td>
</tr>
</tbody>
</table>
### 3. Participants in ABE programs not employed at enrollment will obtain unsubsidized employment by the end of the first quarter after program exit quarter.

| 3a. All students entering ABE will select a goal to achieve through the year. Those students who choose "obtain employment" will be tracked to determine if they met their goal during the school year. 100% of students with this goal will be contacted through mail and/or phone to determine if participant met goal. | 3a. All students that entered ABE and selected the goal "obtain employment" were entered into the AEMS database for tracking. No data is currently available in the AEMS database due to time restrictions on surveys containing employment data. Data will not be available until after surveys are completed in October 2013. | 3a-b. All ABE students are currently entered into the AEMS database. The AEMS database is managed by the Mississippi Community College Board. Data for employment goals will not be available until after the survey period has ended in October 2013. Currently there is no data available for employment goals and assessments. |
| 3b. AEMS system will be utilized to track student goal obtainment. | 3b. All students are entered into the AEMS database for tracking. Completion of employment goals are verified through surveys. These surveys follow the Department of Labor guidelines. Employment goals are measured the third quarter after exit. These results will change every three months and will not be final until October 2013. | |

### 4. Participants with goal of obtaining a GED will achieve it upon exit.

| 4a. 80% of adults with a goal of obtain a GED or Secondary School Diploma that exit the program will earn a GED or recognized equivalent. | 4a. All students entering ABE will select a goal to achieve through the year. Those students who choose "obtain a GED or secondary high school diploma" will be tracked to determine if they met their goal during the year. | 4a-b. Students who have a goal for obtaining a GED will continue to select this goal at entry. Student performance will be tracked by entering the GED Credential into the AEMS Database under GED Obtainment. Date of completion will be entered into database to ensure program receives credit for the success. |
| 4b. AEMS system will be utilized to track student goal obtainment. | 4b. All students are entered into the AEMS database for tracking. Of the 276 participants who selected "obtain a GED or secondary high school diploma", 276 (100%) achieved that goal. | |

### 5. Participants with a goal of postsecondary education or training will enroll in training at exit.

| 5a. 74% of adult learners with a goal of postsecondary education or training and exit from the program will enroll in postsecondary education or training. | 5a. All students entering ABE will select a goal to achieve through the year. Those students who choose "enter post secondary educational training" will be tracked to determine if they met their goal during the school year. | 5a-b. Use of results for this area cannot be determined at this time because survey data from AEMS is not available. The outcomes recorded to date will change upon the conclusion of all post-secondary surveys in October 2013. NEMCC ABE staff will heavily market the newly developed Workforce Certificate Programs to the ABE students to assist them in dual enrolling in ABE classes and Workforce Skills Development. |
| 5b. AEMS system will be utilized to track student goal obtainment. | 5b. All students are entered into the AEMS database for tracking. 32 participants had a goal of "enter post secondary educational training" and 32 or 100% achieved that goal. | |

---

89
**College Purpose Statement(s):** (P4) To offer continuing education, community services, and adult basic education for individuals striving for personal and professional growth and/or personal enrichment.

**Long-Range Goal(s):** (L6) Community Partnerships—To provide opportunities for cultural, professional, and industrial partnerships between the College and the community.

**Short-Term Goal(s):** (S1.2) Increase Graduation Rate; (S1.3) Improve the student retention.

**Division Purpose Statement:** The Northeast Mississippi Community College Division of Workforce Training and Economic Development will provide for the development, operation, and ongoing assessment of an employer-driven system for workforce education and training, subject to yearly review to meet expanding technology needs.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Offer personal and professional development opportunities to aid students in attaining their education and enrichment goals.</td>
<td>1. Through personal request, advisory committee recommendations and class evaluations, a wide variety of workshops, seminars, and classes will be offered to participants of all ages.</td>
<td>1. Through the Department of Continuing Education, 119 workshops, seminars, and/or classes were offered since July 1, 2012. There were 4,631 Duplicated and 2,629 Non-Duplicated participants of varying ages with 63,311 contact hours.</td>
<td>1. Based upon the Continuing Education customers and the areas of high demand for employment, new classes and short-term training programs were added during the year. Enhanced Carry and Conceal eight-hour classes were developed to meet the need of the new state law. The Service Skills Certification 86 hour program was scheduled and taught through the year. A 200-hour Dental Assisting program began in January with 12 graduates.</td>
</tr>
<tr>
<td>2. To provide satisfactory continuing education/community services to all participants.</td>
<td>2. Through the 2012-2013 classroom evaluations, 95% of the Continuing Education participants will give an average satisfaction rating of 1 or above (based upon Likert scale of -2 to 2 being highest) to the item.</td>
<td>2. The ten school districts held 89 training classes with an overall rating of 91%. The percentage of satisfied customers for Continuing Education classes/workshops/seminars was an overall 96% from 89 class offerings.</td>
<td>2. The ratings of each school district will be compiled and sent to each superintendent to be distributed to each principal.</td>
</tr>
<tr>
<td>3. To provide continuing education units for professional development to all participants specifically area elementary and high school instructors to promote programs designed to enhance classroom instruction.</td>
<td>3. Through communication with curriculum coordinators, counselors, and area teachers, professional development opportunities will be offered to all educators in our consortium for CEUs required for recertification.</td>
<td>3. There were 89 Professional Development classes/workshops approved for CEU Credit for the five county school district. Additional online classes were provided through Ed2go for teachers needing additional CEU credits.</td>
<td>3. Maintained constant contact with area school district curriculum coordinators and/or superintendents to provide some expertise instructors and training topics, while encouraging increased participation in all sponsored workshops and professional development opportunities.</td>
</tr>
<tr>
<td>4. Students who are admitted to the Certified Nurse Aide Training Program will successfully complete requirements to prepare for the Mississippi Department of Health mandatory exam for certification.</td>
<td>4. 75% of Certified Nurse Aide students will successfully complete the program of study.</td>
<td>4. Six Certified Nurse Aide classes were held during the 2012-2013 year. 94 students enrolled in the program through the department of Continuing Education. 86 students completed the training for a 92% retention rate.</td>
<td>4. Continuing Education will continue to provide additional resources for job placement at the end of each class.</td>
</tr>
<tr>
<td>5.</td>
<td>Completers of the Certified Nurse Aide Training Program will be prepared to successfully complete the National Nurse Aide Assessment Program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>85% of NEMCC CNA students tested will pass the NNAAP oral and written exam for certification.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The annual report from the Mississippi State Board of Nursing indicated that 98% of the NEMCC Nurse Aide students tested passed the Mississippi Department of Health mandatory exam for certification.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Continued to review results quarterly to track passing rate and focus on problem areas to determine ways to increase passing rate on first attempt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students who are admitted to the NEMCC Part-time Reserve Law Enforcement Officers’ Training Academy will successfully complete the program regulated by the Mississippi Board of Law Enforcement Standards and Training.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>80% of Part-time Reserve Law Enforcement students will successfully complete the program of study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>24 students enrolled in the spring 2013 academy. 21 students, which are 88%, completed the training.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Physical Fitness requirements continue to be the main focus of each new academy for successful completion.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**INSTITUTIONAL EFFECTIVENESS PLAN**  
*2012-2013*  
Customized Training

**College Purpose Statement(s):** (P5) To provide employment-driven, industry-specific workforce education and training to business, industry, and individuals.

**Long-Range Goal(s):** (L4) Marketing—To develop a systematic process that identifies the marketing strategies directed to the College’s diverse constituents; (L6) Community Partnerships—To provide opportunities for cultural, professional, and industrial partnerships between the College and the community.

**Short-Term Goal(s):** (S1.3) Improve the student retention.

**Division Purpose Statement:** The Northeast Mississippi Community College Division of Workforce Training and Economic Development will provide for the development, operation, and ongoing assessment of an employer-driven system for workforce education and training, subject to yearly review to meet expanding technology needs.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The overall effectiveness of the services provided by the Division of Workforce Training and Economic Development will be measured by the following criteria: percentage of individuals gaining employment, percentage of individuals retaining employment, and</td>
<td>1. At the end of the fiscal year data will be collected from the nSPARC report identifying an increase in the percentage of individuals gaining employment, percentage of individuals retaining employment and a percentage of individuals earning wage increases as a result of workforce training.</td>
<td>1. Seventy-five percent of individuals completing training will gain employment, Seventy-five percent of individuals completing training will retain employment, and three percent of individuals completing training will earn a wage increase.</td>
<td>1. We continue to aggressively market and provide services to ensure positive results. A catalog of services and training opportunities was created and provided to new and existing businesses and industries as well as individuals in our district.</td>
</tr>
</tbody>
</table>
| 2. Trainees will be satisfied with the training services provided by the Division of Workforce Training and Economic Development. This will be verified through trainee evaluations and project monitoring. | 2a. Each trainee will complete a training evaluation.  
2b. Ten percent of college supported training will be monitored and evaluated.  
2c. One hundred percent of college delivered training will be monitored and evaluated. | 2a. Trainee evaluations were reviewed and analyzed for effectiveness.  
2b. Ten percent of college supported training was monitored and evaluated and all received a satisfactory or above rating.  
2c. One hundred percent of all college delivered training was monitored and evaluated and all received a satisfactory or above rating. | 2a. We continue to utilize evaluation results/feedback to make improvements in our services and provide quality training.  
2b. We continue to utilize qualified, competent internal instructors to provide training for our businesses and industries.  
2c. We continue to recruit and utilize qualified, competent NEMCC instructors to provide training for our businesses and industries. |
| 3. Businesses, industries, and service entities will be satisfied with the training services provided by the Division of Workforce Training and Economic Development. This will be verified through employer evaluations. | 3. Each employer will be requested to complete an employer survey/evaluation. Training services will receive an Above Average or higher on all survey/evaluations completed by employers. | 3. Surveys/evaluations were reviewed and analyzed. Training services offered/provided by the Division of Workforce Training and Economic Development received a rating of Above Average or higher on all completed surveys/evaluations. | 3. We continue to improve the quality of services offered through the Division of Workforce Training and Economic Development. We continue to aggressively market our services to new and existing businesses and industries as well as individuals in the district. |
### INSTITUTIONAL EFFECTIVENESS PLAN
### 2012-2013
### Workforce Investment Act (WIA)

**College Purpose Statement(s):** (P5) To provide employment-driven, industry-specific workforce education and training to business, industry, and individuals.

**Long-Range Goal(s):** (L4) Marketing—To develop a systematic process that identifies the marketing strategies directed to the College's diverse constituents

**Short-Term Goal(s):** (S1.3) Improve the student retention.

**Division Purpose Statement:** The Northeast Mississippi Community College Division of Workforce Training and Economic Development will provide for the development, operation, and ongoing assessment of an employer-driven system for workforce education and training, subject to yearly review to meet expanding technology needs.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Unemployed/Underemployed Adults and Dislocated Workers will enter gainful employment. | 1a. Adults and dislocated workers reporting to the WIN Job Center will be provided pertinent information, Individual Training Accounts, and/or Supportive Services to assist them in becoming employed.  
1b. 80% of WIA participants will enter gainful employment. | 1. Adult and Dislocated workers served through the Corinth One-Stop Center had an entered employment rate of approximately 72%. | 1. WIA staff will closely monitor participant progress and look for ways to improve participant success. Expanded training opportunities will continue to be implemented in order to improve participant job readiness. |
| 2. Adult and Dislocated Workers who entered employment will retain employment for 6 months. | 2. 80% of adults and dislocated workers that enter employment will retain employment for 6 months. This information will be maintained in the participants' case file and entered into the WINGS Management System. | 2. Approximately 93% of WIA participants that entered employment retained that employment for a period of at least 6 months. | 2. WIA case managers will monitor training programs and provide intensive case management in order to ensure participants have access to programs and services that allow them to be successful in retaining employment. |
| 3. Increase the number of occupational skills attained and/or credentials of Workforce Investment Act participants. | 3. 85% of WIA participants that enter into training will successfully complete training, thus acquiring the appropriate credential. | 3. Approximately 78% of WIA Adults and Dislocated Workers that entered into a training program successfully completed that program by earning a degree or certificate. | 3. WIA case managers will cross reference training programs with current labor market data to ensure that participants are being placed in demand occupations. Additionally, WIA case managers coordinate with student support staff to identify means to increase student success. |
| 4. Adults will receive an increase of $9,200 in salary upon employment. Dislocated Workers will receive an increase of $11,000 upon employment. | 4. 100% of adults and dislocated workers reporting to the WIN Job Center will be provided assistance in job readiness skills, obtaining a job, and/or finding appropriate training to increase their earnings. | 4. Adult WIA participants saw a 6 month average earnings increase of $9,400. WIA Dislocated Worker participants saw a 6 month average earnings increase of $8,950. | 4. WIA staff will review training programs for which WIA participants request assistance to ensure that these programs lead to demand occupations. Case managers will coordinate with MDES and other partners in order to place participants in jobs leading to self-sufficiency. |
Off-Campus Sites
NORTHEAST AT CORINTH  
OFF-CAMPUS SITE

Through the college’s strategic planning process, community phone and interest surveys were administered to determine the need for educational sites strategically located within the college’s district. The city of Corinth and Alcorn County were identified as a location needing additional educational services from Northeast. In 2001, the City of Corinth Board of Alderman transferred the former Garan Building and property for a cost of $1.00. The former Garan property had an appraised market value of $1,000,000.00. The donated facility was composed of one building with approximately 75,000 square feet and was located on approximately 33 acres. In 2005 Northeast began renovation on part of the building to become Northeast at Corinth off-campus center. The renovated portion of the facility included approximately 28,000 square ft. in Phase One and was completed in August 2006.

Soon after Phase I was completed and opened, Northeast recognized there was a need for additional instructional space at the facility. Renovation/construction began on Northeast at Corinth Phase II in October 2008 and was completed in January 2009. Furnishing and equipment were installed during the spring semester of 2009 with plans to utilize the instructional space beginning with the fall 2009 semester.

Northeast at Corinth Phase II is a 17,846 square foot expansion within the original building at Corinth. Space within Northeast at Corinth Phase II is fully ADA compliant and is designed as instructional space.

Northeast submitted a prospectus to add the option of degree programs to the Southern Association of Colleges and Schools (SACS) in June 2009. The Northeast at Corinth site was approved by SACS in August of 2009.

Hence, the purpose of Northeast at Corinth is “to provide educational opportunities to meet the career and personal need for individual students and the community which it serves.” The off-campus site is located at 2759 South Harper Road in Corinth MS 38834 which is approximately 20 miles from the main campus in Booneville, MS.

**2012-2013 Accomplishments**
- Served students through the addition of daytime classes
- Furnished daytime office space for Mathematics and English instructors
- Added a partnership with Northeast MS Community services- Senior Community Service Employment Program
- Finalized plans for an additional expansion (2 classrooms, 2 offices, and a shop/lab area)
- Developed a partnership with Blue Mountain College
- Added technical classes through the TAACCCT grant
- Purchased laptops for staff
- Increased NE Mississippi Law Enforcement Training Center
- Added Service Skills Certification classes on-site
- 82,000 visitors signed into center
- Increased CRC testing
- Added (3) new staff members in the WJC resource room and (1) security guard through partnership with the SCSEP
- Northeast at Corinth student enrollment increased 8.9% in fall semester 2012 and 20.3% in spring semester 2013
Five-Year Projections:
2013-2014
1. Develop plans to offer an AAS degree program based on local need
2. Advance senior college partnership offerings with Blue Mountain College
3. Develop a Master Plan for expansion of the Northeast at Corinth site
4. Increase number of day time course offerings
5. Re-stripe parking lot and post additional signage
6. Begin construction on new classroom space and shop area
7. Begin pre-planning of Phase III at Corinth to include career and technical programs and multi-purpose auditorium based on the Master Plan
8. Increase number of dual-enrollment students through partnerships with local high schools

2014-2015
1. Offer additional classes both day and evening
2. Add additional staff as enrollment increases
3. Prepare facilities for additional technical and vocational type classes
4. Continue to upgrade library and instructional material
5. Hire full-time counselor
6. Continue to add partnerships
7. Begin construction on Phase III at Corinth to include career and technical programs and multi-purpose auditorium based on the Master Plan
8. Increase parking lot space
9. Hire additional security staff

2015-2016
1. Offer more classes both day and evening
2. Add additional staff as enrollment increases
3. Prepare facilities for additional technical and vocational type classes
4. Continue to upgrade library and instructional material
5. Add additional partnerships

2016-2017
1. Continue to seek funding for additional classrooms
2. Continue to add course offerings
3. Continue to offer dual-enrollment programs for bachelor level degrees
4. Add parking for additional programs
5. Investigate additional AAS programs
6. Develop an outside recreational area

2017-2018
1. Develop new industry partners
2. Update existing phase I areas including facilities and equipment
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
Northeast at Corinth

**College Purpose Statement(s):** (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment; (P2) To provide a program of student services that will facilitate the educational, career, personal, and social growth of students; (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.  
**Long-Range Goal(s):** (L1) Quality Student Outcomes—To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy; (L7) Distance Learning—To develop and enhance nontraditional learning programs for the College that are not bound by location and time, thereby expanding the educational opportunities offered by the College.  
**Short-Term Goal(s):** (S1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S1.2) Increase Graduation Rate; (S1.3) Improve Student Retention (S1.4) Expand offerings and opportunities at off-campus sites; (S1.5) Increase enrollment through expanded student recruitment efforts.  
**Division Purpose Statement:** To provide quality educational opportunities to meet the career and personal needs for individual students and the community, which it serves.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1. Students will be able to illustrate critical thinking in the form of analysis, evaluation and persuasion. | 1a. Students enrolled in English 1113 will complete at least four expository writing units illustrating skills necessary for effective analysis, evaluation, and persuasion to communicate the intended message with at least 60% of the stated objectives being mastered.  
1b. 75% of the students who complete ENG 1113 will make a “D” or above. | 1a. 83% of students who completed ENG 1113 in fall 2012 mastered all writing units with 70% success. 88% of students who completed ENG 1113 in spring 2013 mastered all writing units with 70% success.  
1b. 100% of students enrolled in ENG 1113 fall 2012 semester completed with a D or above. 94% of students enrolled in ENG 1113 spring 2013 semester completed with a D or above. | 1a-b. English instructors adopted a new text and new supplemental programs to improve writing instruction. The instructors have also met to discuss raising standards in English by increasing the amount of research based writing, as well as the length requirements for writing assignments. |
| 2. Students who enroll in a developmental math course at the Northeast at Corinth site will be as successful as students who enroll in a traditional developmental math course. | 2a. Students enrolled in either MAT 0123 or MAT 1233 will demonstrate passage rates that are equal with the same courses on the main campus.  
2b. Students enrolled in either MAT 0123 or MAT 1233 will demonstrate retention rates that are equal with the same courses on the main campus. | 2a. 40 out of 60 (66.7%) of students enrolled in MAT 0123 at Northeast at Corinth passed with a D or above in the fall 2012 semester. 18 out of 22 (81.8%) of students enrolled in MAT 1233 at Northeast at Corinth passed with a D or above in the fall 2012 semester.  
MAT 0123 Success Rates Fall 12 - 66.7%  
MAT 1233 Success Rates Fall 12 - 81.8%  
2b. 52 out of 60 (86.7%) of the students enrolled in MAT 0123 at Northeast at Corinth were retained in the fall 2012 semester. 20 out of 22 (90.9%) of the students enrolled in MAT 1233 at Northeast at Corinth were retained in the fall 2012 semester.  
MAT 0123 Retention Rates Fall 12 - 86.7%  
MAT 1233 Retention Rates Fall 12 - 90.9% | 2a. Instructors have decided to continue using a graded online homework system that corresponds to the textbook. Instructors have decided to include more instruction and homework on subtracting rational expressions in order to increase the proficiency level of this topic.  
2b. Instructors have decided to include more instruction and homework on the objectives listed in order to increase the proficiency level of these topics. Instructors have decided to include more instruction and homework on the objectives listed in order to increase the proficiency level of this topic. |
3. Students will demonstrate an understanding of linear and quadratic equations, linear and nonlinear inequalities, complex numbers, lines, functions and their graph, zeros of polynomial functions; and exponential and logarithmic functions.

   3a. At the end of the Fall 2011 and Spring 2012 semesters all students enrolled in Mat 1313 at Northeast at Corinth will take a locally developed departmental final examination consisting of 40 multiple choice items. 60% of the students will score 70 or higher on the examination.

   3b. Of the students who enroll in Mat 1313 for Fall 2011 and Spring 2012 60% will earn a D (70) or higher grade.

   3a. Of the students enrolled in MAT 1313 for fall semester 2012 and spring semester 2013, 71.4%(40/56) scored 70 or higher on the locally developed final examination.

   3b. Of the students who enrolled in MAT 1313 for fall semester 2012 and spring semester 2013, 81.5% (53/65) earned a D(70) or higher.

4. Students will be able to locate and incorporate research material into original works of persuasive writing.

   4. Students who complete ENG 1123 will submit at least four researched and documented writing assignments requiring analytical, evaluative, and persuasive thinking skills, to be evaluated according to grading rubrics developed by ENG 1123 faculty; 70% of students who complete the course will master each unit with at least 60% success.

   4. 80% of students who completed ENG 1123 in Spring 2013 mastered all writing units with 70% success. 80% of students completed with a D(70) or above.

   4. Instructors met to discuss raising standards in English by increasing the amount of research based writing, as well as the length requirements for writing assignments. The computer lab was utilized to a greater extent in an effort to familiarize students with writing assignments.

5. Students enrolled at the Northeast at Corinth off-campus site will be satisfied with the quality of their instruction.

   5a. Through the Northeast at Corinth Student Survey Spring 2012, 85% of the students responding will either strongly agree or agree to the question “Received high quality of instruction.”

   5b. Through the Northeast at Corinth Student Survey Spring 2012, 85% of the students responding will either strongly agree or agree to the question “The course is what you expected.”

   5a. Through the Northeast at Corinth Student Survey Spring 2013, 89.0% of the students responded with either strongly agree or agree to the question "Received high quality of instruction."

   5b. Through the Northeast at Corinth Student Survey Spring 2013, 92.0% of the students responded with either strongly agree or agree to the question "The course is what you expected."

5a & b. Each fall, two course sections per instructor are surveyed by the students utilizing the Student Evaluation of Faculty. All adjunct faculty are evaluated in the same manner. The results are distributed to all division heads for use in evaluation of the quality of instruction on the main campus and the off-campus sites.

5. Students enrolled at the Northeast at Corinth off-campus site will be satisfied with the quality of their instruction.

   5a. Through the Northeast at Corinth Student Survey Spring 2012, 85% of the students responding will either strongly agree or agree to the question “Received high quality of instruction.”

   5b. Through the Northeast at Corinth Student Survey Spring 2012, 85% of the students responding will either strongly agree or agree to the question “The course is what you expected.”

   5a. Through the Northeast at Corinth Student Survey Spring 2013, 89.0% of the students responded with either strongly agree or agree to the question "Received high quality of instruction."

   5b. Through the Northeast at Corinth Student Survey Spring 2013, 92.0% of the students responded with either strongly agree or agree to the question "The course is what you expected."

5a & b. Each fall, two course sections per instructor are surveyed by the students utilizing the Student Evaluation of Faculty. All adjunct faculty are evaluated in the same manner. The results are distributed to all division heads for use in evaluation of the quality of instruction on the main campus and the off-campus sites.

6. Students enrolled at Northeast at Corinth will be provided a quality education comparable to that of the main campus.

   6. Through the review of success rates, students who are enrolled in Northeast at Corinth courses will achieve at a comparable rate to students enrolled in courses on main campus. Success Rate is defined as achieving a D or higher grade.

   6. The overall success rate for courses offered at the Northeast at Corinth campus site was 80.4% compared with 68.3% for traditional courses as reported by the Corinth versus Traditional Retention and Success Rates Study, Fall 2012 by the Office of Planning and Research. The overall success rate for courses offered at the Northeast at Corinth campus site was 86.7% compared with 74.8% for traditional courses as reported by the Corinth versus Traditional Retention and Success Rates Study, Spring 2013 by the Office of Planning and Research.

   6. Success rates for the Northeast at Corinth campus continue to fair favorably when compared to traditional success rates on the main campus. The college will continue to use the Student Survey of Off-Campus Sites for planning purposes of future expansion of the Corinth Campus of NEMCC.
NORTHEAST AT NEW ALBANY
OFF-CAMPUS SITE

Through the college’s strategic planning process, community phone and interest surveys were administered to determine the need for educational sites strategically located within the college’s district. The city of New Albany and Union County were identified as a location needing additional educational services from Northeast. In December 2002, the New Albany Separate School District, with approval from the New Albany Board of Aldermen, transferred the former Mattie Thompson Elementary School building to Northeast for a cost of $1,000. The former Mattie Thompson Elementary School property had an appraised market value of $120,000 to $150,000. The donated facility was composed of three buildings with approximately 30,644 square feet and was located on approximately 3.68 acres. In 2003, Northeast renovated one of the three buildings to become Northeast at New Albany off-campus site. The former library/classroom building (5,460 square feet) was renovated for use as an ADA accessible facility containing:

- Two (2) classrooms that seat thirty (30) each and one classroom that seats fifteen (15)
- Classroom/computer lab with twenty (20) computer stations
- Library
- The WIN Job Center (Workforce Investment Network) which consists of employment security personnel and adult basic education instructors
- Office space and conference room
- General work areas consisting of file room, break area, and storage areas
- ADA accessible restrooms

Hence, the purpose of Northeast at New Albany off-campus site is “to provide educational opportunities to meet the career and personal need for individual students and the community which it serves.” The off-campus site is located at 301 North Street in New Albany, MS, which is approximately 35 miles from the main campus in Booneville, MS.

In August 2007, a new classroom building consisting of 3 classrooms, a 20-seat computer lab, fully equipped science lab with office space was opened. BNA Bank donated $25,000.00 for a new library, which was opened in 2007.

In August 2008, a Practical Nursing Education (PNE) Program began with twelve (12) students enrolled. All twelve completed the program. A PNE laboratory was constructed along with office space for the instructor.

In 2008-2009, a dual enrollment program was offered to Union County and New Albany High School students. Approximately fifty (50) students took advantage of this program and twenty (20) of these students actually took and passed twelve (12) hours of college courses.

In 2010-2011, a satellite Bookstore was opened on campus. This bookstore services the needs of the classes offered at the NE @ New Albany and is staffed by a part time clerk.

2012-2013 Accomplishments:
1. Continued to offer dual enrollment
2. Continued to offer continuing education classes
3. Increased the number of course offerings
4. Offered a science course
5. Offered Vocational Nursing for 12 students on-site
6. Increased CRC Testing
7. Offered day-time as well as evening courses
Five-Year Projections:
**2013-2014**
1. Establish full-time Student Services Center
2. Upgrade computers
3. Offer additional certification and degree stand alone programs
4. Expand career/technical offerings
5. Add signage along I22 Corridor
6. Add part-time Administrative Assistant
7. Expand continuing education Offerings

**2014-2015**
1. Expand Health Occupations offerings
2. Expand Continuing Education offerings
3. Renovate the older facility
4. Expand space for the library
5. Construct training facility for business/industry plus additional classrooms space
6. Maintain and upgrade existing facilities
7. Increase enrollment by 10%

**2015-2016**
1. Install new carpet for building built in 2007
2. Add full-time security
3. Purchase a 15-passenger van
4. Add full-time counselor
5. Pave parking lot

**2016-2017**
1. Additional parking to accommodate additional programs
2. Hire additional instructors as needed
3. Purchase new furniture for classrooms
4. Prepare facility for additional technology upgrades

**2017-2018**
1. Install new carpet in existing building
2. Upgrade all computers
3. Expand continuing education Offerings
4. Increase enrollment by 10%
5. Add full-time security staff
INSTITUTIONAL EFFECTIVENESS PLAN
2012-2013
Northeast at New Albany

College Purpose Statement(s): (P1) To provide degree and certificate programs, delivered through traditional and distance education courses, that prepare students for continued studies or immediate employment; (P2) To provide a program of student services that will facilitate the educational, career, personal, and social growth of students; (P6) To provide human resources, financial resources, instructional resources, and physical facilities necessary to offer quality instruction.

Long-Range Goal(s): (L1) Quality Student Outcomes--To produce graduates in academic, technical, and career programs that are life-long learners prepared for either transfer to four-year institutions or possess the skills needed for a global economy; (L7) Distance Learning--To develop and enhance nontraditional learning programs for the College that are not bound by location and time, thereby expanding the educational opportunities offered by the College.

Short-Term Goal(s): (S1.1) Offer innovative and flexible course offerings/increase non-traditional ways of offering courses; (S1.2) Increase Graduation Rate; (S1.3) Improve Student Retention (S1.4) Expand offerings and opportunities at off-campus sites; (S1.5) Increase enrollment through expanded student recruitment efforts.

Division Purpose Statement: To provide quality educational opportunities to meet the career and personal needs for individual students and the community, which it serves.

<table>
<thead>
<tr>
<th>Expected Outcome</th>
<th>Assessment Criteria/Procedures</th>
<th>Assessment Results</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students enrolled at Northeast at New Albany will be able to illustrate critical thinking in the form of analysis, evaluation and persuasion.</td>
<td>1a. Students enrolled in English 1113 will complete at least four expository writing units illustrating skills necessary for effective analysis, evaluation, and persuasion to communicate the intended message with at least 70% of the stated objectives being mastered. 1b. 75% of the students who complete ENG 1113 will achieve an average of at least 70% success on the required units as evaluated by a rubric developed by the English 1113 and 1123 faculty. 1c. Students enrolled in ENG 1123 will complete at least four units of expository writing, at least two of which will require documented research; at least 75% of those who complete the course will achieve an average of at least 70% success on the required units.</td>
<td>1a. In the Fall of 2012, 87% (20/25) of students completing ENG 1113 at New Albany achieved an average success of 75% on all writing units. 1b. In the Spring of 2013, 87% (20/25) of students completing ENG 1123 at New Albany achieved an average success of 75% on all writing units. 1c. Students enrolled in ENG 1123 completed at least four units of expository writing, at least two of which required documented research; 100% (17/17) of those who completed the course achieved an average of at least 70% success on the required units.</td>
<td>1a - c. English 1113 and 1123 instructors have adopted a new text, new supplemental aids, and are planning to increase the number and required length of writing assignments.</td>
</tr>
</tbody>
</table>

<p>| 2. Students enrolled at Northeast at New Albany will be able to communicate effectively in the areas of introductory, demonstrative, informative, persuasive speeches, and in the use of presentational aids. | 2a. 80% of the students in SPT 1113 who view the DVD self recording will rank “Excellent” or “Good” to the question “Rank how your DVD recording contributed to building speeches”. 2b. 70% of the students enrolled in SPT 1113 will successfully complete the course with a grade 65 percent or better. | 2a. &amp; b. Public speaking SPT 1113 was not offered at Northeast at New Albany campus during the fall 2012 or spring 2013 semester. | 2a. &amp; b. Public speaking SPT 1113 was not offered at Northeast at New Albany campus during the fall 2012 or spring 2013 semester. |
| 3. Students enrolled in Northeast at New Albany will demonstrate proficiency of algebraic skills. | 3a. In Mat 1313, 65% of students will solve a quadratic equation using the quadratic formula that is embedded on the locally developed departmental final exam. | 3a. In MAT 1313, Northeast at New Albany had 3 sections of classes for the Fall 2012 &amp; Spring 2013 Semesters (Fall 2012 - Dual Enrolled Class &amp; Regular Day Class/Spring 2013 - Regular Day Class). The percentages of students solving a quadratic equation using the quadratic formula that was embedded on the locally developed departmental final exam are as follows: Fall 2012 Dual Enrolled - 100%, Fall 2012 Day Class - 100% &amp; the Spring 2013 Day Class - 100%. |
| 3b. In Mat 1313, 65% of students will find the zeros of a higher degree polynomial that is embedded on the locally developed departmental final exam. | 3b. In MAT 1313, Northeast at New Albany had 3 sections of classes for the Fall 2012 &amp; Spring 2013 Semesters (Fall 2012 - Dual Enrolled Class &amp; Regular Day Class/Spring 2013 - Regular Day Class). The percentages of students finding the zeros of a higher degree polynomial that was embedded on the locally developed departmental final exam are as follows: Fall 2012 Dual Enrolled - 92%, Fall 2012 Day Class - 75% &amp; the Spring 2013 Day Class - 50%. |
| 3c. In Mat 1313, 65% of students will identify a basic algebraic function with given transformations that is embedded on the locally developed departmental final exam. | 3c. In MAT 1313, Northeast at New Albany had 3 sections of classes for the Fall 2012 &amp; Spring 2013 Semesters (Fall 2012 - Dual Enrolled Class &amp; Regular Day Class/Spring 2013 - Regular Day Class). The percentages of students identifying a basic algebraic function with given transformations that was embedded on the locally developed departmental final exam are as follows: Fall 2012 Dual Enrolled - 92%, Fall 2012 Day Class - 75% &amp; the Spring 2013 Day Class - 75%. |
| 3d. In Mat 1313, 65% of students will solve an exponential equation of base e that is embedded on the locally developed departmental final exam. | 3d. In Mat 1313, Northeast at New Albany had 3 sections of classes for the Fall 2012 &amp; Spring 2013 Semesters (Fall 2012 - Dual Enrolled Class &amp; Regular Day Class/Spring 2013 - Regular Day Class). The percentages of students solving an exponential equation of base e that was embedded on the locally developed departmental final exam are as follows: Fall 2012 Dual Enrolled - 71%, Fall 2012 Day Class - 75% &amp; the Spring 2013 Day Class - 75%. | 3a-d. Instructors have decided to include more instruction and homework on the objectives listed in parts c and d in order to increase the proficiency level of these topics. |</p>
<table>
<thead>
<tr>
<th>4. Students enrolled at Northeast at New Albany will be able to demonstrate proficiency in common software applications.</th>
<th>4a. Through CSC 1123 lab assignments, 75% of the students will score 70% or above on selected word processing and spreadsheet lab assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b. Through examination of the item analysis feature provided in the SAM testing software, 75% of the students will correctly complete selected Access database tasks.</td>
<td></td>
</tr>
<tr>
<td>4c. Through a CSC 1123 comprehensive final exam using SAM testing software, 75% of students will score 70% or above.</td>
<td></td>
</tr>
<tr>
<td>4a. Through CSC 1123 lab assignments, 66% (6 of 9) of the students scored 70% or above on selected word processing and spreadsheet lab assignments. (Overall average 74%).</td>
<td></td>
</tr>
<tr>
<td>4b. Per the instructor, this data is no longer available.</td>
<td></td>
</tr>
<tr>
<td>4c. Through a CSC 1123 comprehensive final exam using SAM testing software, 77% (7 of 9) of students scored 70% or above.</td>
<td></td>
</tr>
<tr>
<td>4a. Remediation is offered to students on lab assignments that they are having trouble with. Tutoring services are also provided in an attempt to help increase student understanding.</td>
<td></td>
</tr>
<tr>
<td>4b. Per instructor, this data is no longer available.</td>
<td></td>
</tr>
<tr>
<td>4c. Instructors continue to provide opportunities for students to experience performance-based scenarios through further SAM testing software upgrades.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Students enrolled at the Northeast at New Albany off-campus site will be satisfied with the quality of their instruction.</th>
<th>5a. Through the Northeast at New Albany Student Survey Spring 2013, 85% of the students responding will either strongly agree or agree to the question “Received high quality of instruction.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>5b. Through the Northeast at New Albany Student Survey Spring 2013, 85% of the students responding will either strongly agree or agree to the question “The course is what you expected.”</td>
<td></td>
</tr>
<tr>
<td>5a. Through the Northeast at New Albany Student Survey Spring 2013, 93% of the students responded with either strongly agree or agree to the question “Received high quality of instruction.”</td>
<td></td>
</tr>
<tr>
<td>5b. Through the Northeast at New Albany Student Survey Spring 2013, 91% of the students responded with either strongly agree or agree to the question “The course is what you expected.”</td>
<td></td>
</tr>
<tr>
<td>5a &amp; b. Every fall two course sections per instructor are surveyed by students using an instrument entitled Student Evaluation of Faculty. All adjunct faculty are surveyed every fall. A summation of the results of the student's evaluation of faculty for the instructors at Northeast at New Albany compared to the faculty on the main campus was distributed to all division heads for their evaluation of the quality of instruction at New Albany.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Students enrolled at Northeast at New Albany will be provided a quality education comparable to that of the main campus.</th>
<th>6. Through the review of success rates, students who are enrolled in Northeast at New Albany courses will achieve at a comparable rate to students enrolled in courses on main campus. Success Rate is defined as achieving a D or higher grade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Tutoring services were made available to students at the off-campus site. A part-time counselor was available to assist students. The director of the NA off-campus site met with each class to explain all student services offerings to the students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Students enrolled at Northeast at New Albany will gain a perception of basic biological principals.</th>
<th>7. Through the review of success rates, 60% of the students enrolled in BIO 2514 for the Fall 2012 semester will achieve a D or above.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. 68% of students were successful in BIO 2514 during the fall 2012 semester. The success rate for BIO 2514 on the main campus was 64%.</td>
<td></td>
</tr>
<tr>
<td>7. Instructors met and decided to show more slides of basic cell and tissue types and spend more time comparing and contrasting the different types of cells and tissues, work more examples of Punnett squares for the students, increase internet research assignments on Mendelian principles and incorporate more group work for practice on genetic problems. It was also decided to use QEP Reading quizzes to increase the passing percentages for A &amp; P I.</td>
<td></td>
</tr>
</tbody>
</table>
8. Students will be retained at the same or higher rate than traditional student enrollment.

8. Records maintained through the Administrative software system, BANNER, will indicate that students who are enrolled in Northeast at New Albany courses will be retained at the same or higher percentage rate than traditional student enrollment at the main campus.

8. The retention rate for the off-campus site in New Albany, as reported on the Memorandum New Albany vs. Traditional Retention and Success Rates Study (Fall 2012), was 92.1% as compared to 84.9% for the main campus.

8. Students Services offerings continue to be made available to the students enrolled at the NA off-campus site. A part time counselor was hired to assist students with scheduling, career guidance, and tutoring. Schedules were established for the bookstore and financial aid.

9. Students at Northeast at New Albany will be satisfied with student support services provided

9a. Through the Northeast at New Albany Student Survey Spring 2013, 90% of students responding will respond with “Satisfied” or “Very Satisfied” to all twelve items in Section III regarding college services.

9b. Through the Northeast at New Albany Student Survey Spring 2013, students responding will rate the college services equal or higher than the main campus as determined by the mean score on the Survey of Student Opinion Spring 2013.

9a. Through the Northeast at New Albany Student Survey spring 2013, only one of the twelve items in section three, regarding college services received a 90% rating: Admissions/entry procedure - 90%. The remaining 11 items ranked below 90%. These areas were: Course registration process - 89%; Computer lab availability - 85%; Business office (billing and fee payment) - 82%; Safety and security - 81%; Financial aid information and services - 80%; Counseling services - 78%; Variety of courses offered - 78%; Parking - 77%; Library services - 72%; Advising - 75%; Bookstore services - 66%.

9b. Survey results for the Northeast at New Albany student survey revealed that 7 out of 12 areas were equal to or better than the main campus results (Survey of Student Opinions, Vol 16, Issue 1, July 2012). These are: General condition of buildings and grounds (4.46/4.29); Class size relative to the type of course (4.49/4.39); Attitude of the faculty towards students (4.39/4.29); Classroom facilities (4.36/4.30); Accuracy of college information that you received before enrolling (4.37/4.27); Availability of computers when you need them (4.36/4.33); Concern for you as an individual (4.29/4.21); Attitude of college non-teaching staff towards students (4.33/4.30); Rules governing student conduct (4.29/4.03); Racial harmony (4.26/4.16); Availability of courses (4.23/4.23). The following areas scored lower on the student survey: This off-campus site in general (4.37/4.46); Value of information provided by your advisor (4.22/4.39); Testing/grading system (4.28/4.35); Out of class availability of your instructor (4.16/4.30); Opportunities for student employment (3.90/4.14).