

| ICC Planning and Assessment Report (2013-2014) General Education Learning Outcomes Report |  |              |  |   |  |   |   |   |               |   |  |   |
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| Unit  | Outcome  | Outcome Type | Assessment and Target  | Need for Annual Outcome   | Plan of Action   | Institutional Goals   | Strategic Initiatives   | Gen Edu Competency  | Budget Amount | Resources Needed  | Assessment Results   | Use of Results  |
| Advising (Instructional Services)   | To create and implement a process for students utilizing the Advising Center to electronically sign in.  |              | This planning unit will create and manage a process for students to sign-in and document reasons for utilizing the Advising Center. Assessment will be evidenced by the number of students utilizing the services provided.  | Currently there is no official procedure for signing in and documenting reasons for students utilizing the Advising Center. Utilization of technology will provide an efficient and effective way of maintaining documentation of student visits.   | Partner with the TIS department for development and implementation of an electronic sign-in procedure for the Advising Center.   | 2. Student Services;<br><br>3. Technology<br>8. Administrative Mgt.;                          | 2. Continuous Improvement Culture<br><br>3. Facilities & Tech. Resources Dev. | 8. Appreciation   |               |   | An electronic sign in system was developed and implemented on the Fulton campus to document student visits.  | Starting in mid-August, 760 students were registered in the Advising Center Sign-In system for the Fulton campus.   |
| Automotive Technology (Instructional Services)  | Students will demonstrate advanced skills and knowledge related to upper end theory of the vehicles engine.  |              | This planning unit will ensure that at least 50% of the students will make at least 70% or better on the Chapter 12 test on upper-end theory in the ATT 1715 Engine Repair course.   | If FY 2012-13 there was an increase from 10% to 20% of the students that scored 70% or better on the Chapter 12 test on upper-end theory in the ATT 1715 Engine Repair course over prior year.  | We will spend a little more time reviewing students on upper-end theory and make sure that they have grasped the concepts before they take the test.   | 1. Instructional Services;  | 2. Continuous Improvement Culture   | 4. Critical Thinking  | 0             | None  | Results show that only 17% of students made 70% or better on the Ch.12 upper-end theory test in ATT 1715 Engine Repair course during the 2013-2014 FY. This is a 3% decrease from the previous year.   | We will look at the questions on the test to see which ones the students struggled with most. We will then use this information to spend more instructional time on those areas where students were weakest. This is a very long chapter in the book and we feel that it may be contributing to the low test scores because of the amount of content covered in a short amount of time.     |
| Automotive Technology (Instructional Services)  | Students will demonstrate advanced skills and knowledge related to components of the vehicle electrical system.  |              | This planning unit will ensure that 60% of students in ATT 1124 will score 80% or better on a performance based test of diagnosing electrical circuits using principles of electricity and wiring diagrams.  | In FY 2012-13 there was an increase from 43% to 47% of students that made 80% or better on the performance-based test in ATT 1124 Electrical/Electronics Systems over prior year.   | We are still experimenting with using the new trainers. We will utilize the trainers more to see if this will improve results.   | 1. Instructional Services;  | 2. Continuous Improvement Culture   | 4. Critical Thinking  | 0             | None  | Results from the 2013-2014 FY show that 77% of students scored 80% or better on the performance based test of diagnosing electrical circuits using the principles of electricity and wiring diagrams in ATT 1124.  | We will continue to monitor this outcome. Although we had an increase of 30%, we believe that 77% is still not a high enough competency score for these tasks. We will increase our goal for next year.   |
| Business Administration Division (Instructional Services)                                 | [*] Students in ECO 2113 (Principles of Economics I) will identify and analyze macroeconomic and microeconomic events (ULO #2).  |              | This planning unit will ensure that 65% of students in ECO 2113 will score 70% or better on an assessment regarding the relationship between investment in capital goods and economic growth in terms of opportunity cost and the production possibilities curve (Chapter 2 CLO# 2). | The average score of all students was 51 and only 33% met the threshold of scoring 70% or better which was lower than the target of 65% scoring 70% or better for last year. Opportunity cost is a key concept in the study of Economics. This principle helps ensure that resources are used efficiently in the economy.   | The department will modify the content of the survey to increase areas of study to be analyzed and reschedule the assessment to be given earlier in the semester to improve participation of students. The department will also give the survey test grade status to generate more student interest in doing well on the assessment.   | 1. Instructional Services;  | 1. Completion Rates Improvements  | 4. Critical Thinking  |               |   | Fall 2013 data showed the overall goal of 65% of students scoring 70% or above was not met. Overall, 50% of completers (73/146) met or exceeded the 70% target. Of traditional students, 48% of completers (53/111) met or exceeded the 70% target. Of online students, 57% of completers (20/35) met or exceeded the 70% target.  | Continue assessment into 2014 2015 school year. The assessment instrument, method and timing will remain the same to ensure comparability.  |
| Business Administration Division (Instructional Services)                                 | Students in ECO 2123 Principles of Economics II ULO 2 CLO 6 will demonstrate mastery of calculating marginal and average values.   |              | This planning unit will ensure that Principles of Economics II ULO 2 CLO 6 students can calculate marginal and average values. Students will score an average of 70% on using graphs to calculate marginal and average values.   | Test 3. Chapter 7 Spring 2013 average was 65%   | Incorporate online tutorials enabling students to observe changes in formula inputs and the resulting movements of cost and revenue curves. Quiz and Test #3 Spring 2014.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 4. Critical Thinking<br><br>5. Quantitative Literacy                    | 0             |   | Average of 70% was achieved. Targeted goal of 70% was successful.  | Continue Objective of 70% for calculation of marginal and average values into 2014 2015 year to determine if an acceptable trend develops.  |
| Business Administration Division (Instructional Services)                                 | Students in ECO 2113 Principles of Economics I ULO 2 CLO 9,10,11 will demonstrate mastery of calculating spending multiplier.  |              | This planning unit will ensure that the average student score will be 70% or greater on computing values for government spending, tax spending, the spending multiplier, the tax multiplier, and the GDP gap.  | Test 3. Chapter 19 Fall 2013 average was 65%.   | In addition to lecture and practice tests, offer online tutorials so that students can obtain visual feedback using a variety of calculations. Test #3. Spring 2014.   | 1. Instructional Services;  | 1. Completion Rates Improvements  | 4. Critical Thinking<br><br>5. Quantitative Literacy                    | 0             |   | Average of 70% was achieved. Targeted goal of 70% was successful.  | Continue Objective of 70% for computing macro values into 2014 2015 year to determine if an acceptable trend develops.  |
| Business Administration Division (Instructional Services)                                 | Students in BAD 2323 Business Statistics ULO 6 CLO 8 will demonstrate mastery of calculating Standard Error.   |              | This planning unit will ensure that the students' average score of calculating standard error will be at least 80%, on Test #7, Chapter 8.   | Test #7 on calculation statistical error. Average was 34%.  | Explain concept of standard error, identify the formula. Illustrate effect by changing sample size. Repeat. Quiz. Test #7 on Sampling Error, Chapter 8.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 4. Critical Thinking<br><br>5. Quantitative Literacy                    | 0             |   | Average score of 80% indicated success—objective of 80% was met.   | Continue the 80% Objective into 2014 2015 year to determine if a dependable trend develops.   |
| Business Administration Division (Instructional Services)                                 | Students in ACC 1213 (Principles of Accounting) will demonstrate the ability to calculate depreciation (I ULO 1 CLO 9).  |              | This planning unit will ensure that the average of students calculation of depreciation will rise to 80%, on Test #6, Ch 10.   | Test #6 Fall 2012 on calculating Depreciation. Average was 65%—result showed improvement over the previous 49%, but was below the 80% goal.   | Modify delivery of instruction to include more calculation activity. Continue the goal of 80%. Illustrate a format for calculation. Repeat with examples and explain. Then quiz. Test T6 on depreciation, Chapter 10.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 4. Critical Thinking<br><br>5. Quantitative Literacy                    | 0             |   | Average was 84% revealed success—objective of 80% was met.   | Continue the 80% Objective into 2014 2015 year to determine if a dependable trend develops.   |
| Business Administration Division (Instructional Services)                                 | Students in Business Administration will participate in activities designed to promote personal and professional growth while engaging in service-learning and/or community building.              |              | This planning unit will ensure that Business Administration students in SIFE/ENACTUS will participate in the Certified Volunteer Income Tax Assistants program through BancorpSouth's VITA program and the IRS.  | Community building activities enhance the academic experience by providing students and faculty and staff a means of giving back to the community district that supports the College. Service-learning activities enhance the academic experience by offering collaborative learning that combines the conceptual classroom knowledge with real-world application in a manner that benefits the community.  | The program staff will connect with BancorpSouth and facilitate the instruction and computer training necessary for students to qualify as volunteer assistants.   | 1. Instructional Services;<br><br>4. Campus Climate;<br>11. Public Relations;<br>13. Services |   | 7. Civic Engagement   | 0             |   | ICC is no longer a member of SIFE/ENACTUS. Participation in VITA is encouraged within classroom. Program was successful. Five students became certified in tax preparation; three students donated their Saturdays in preparing returns.   | Continue with promotion of student participation in VITA program for 2014 2015 year.  |
| Business and Office Related Technology (Instructional Services)                           | Students will develop composition skills with an emphasis on grammar and mechanics of writing.   |              | This planning unit will ensure that 80% of students in BOT 1713-Mechanics of Communication will score 70% or better on an assessment of writing workshops that focus on proper use of grammar and mechanics.   | Spring 2013 CPAS scores in the area of Mechanics of Communication were lower (65%) than the state average of 72%.   | A series of five writing workshops will be implemented in the Fall of 2013 that will provide instruction on grammar and mechanics. Scores from student work product will be averaged to derive an overall score. This will be the basis of the assessment.   | 1. Instructional Services;<br><br>2. Student Services   | 1. Completion Rates Improvements<br><br>2. Continuous Improvement Culture     | 2. Writing  |               |   | 2013-2014 results showed that Mechanics of Communication students completed writing workshops and 80% scored 77% or higher on the assessments. Goal met.   | This approach improved student learning. This approach will be used again in 2014-2015 to ensure continued student success.   |
| Business and Office Related Technology (Instructional Services)                           | Students will develop business math skills with an emphasis on rounding, percentages, fractions, and calculator drills.  |              | This planning unit will ensure that 75% of students in BOT 1313-Applied Business Math will score a C (75%) or better on an embedded assessment of percentage skills.   | Many of the business concepts like mark up, mark down, discounts, commission, etc. are dependant on students knowledge of percentages. Many students struggle in this course because of their difficulties in working with percentages. Last year the target was met (78% of students showed mastery), but the instructional strategy of using the additional worksheet assignments is new. This strategy will continue to be assessed to see if more gains will be seen.   | The instructor will increase and reinforce percentage skills by introducing more practice via additional worksheet assignments. These was started fall 2012-13 and will be continued for 2013-14.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 5. Quantitative Literacy  |               |   | 2013-2014 results showed 64% of BOT 1313 Applied Business Math students scored 75% or better on embedded assessments of percentage skills. Goal not met.   | Students did not achieve the target. This approach will be modified in 2014-2015 by using a different teaching strategy with supplemental notes.  |
| Business and Office Related Technology (Instructional Services)                           | Students will demonstrate mastery of accounting skills.  |              | This planning unit will ensure that students will equal or exceed the state average in the CPAS testing area of Business Accounting.   | Spring 2013 results show ICC's average in Business Accounting to be 45%. The state average is 55% in this area. Students are expected to know and understand basic accounting for employment.   | Students in the BOT program are experiencing difficulty in performing well on accounting parts of the CPAS because of a delay between taking BOT 1433-Business Accounting in the second semester and taking the CPAS in the fourth semester. Instructors will create an accounting review module that will be given prior to CPAS. This new instructional strategy will be implemented in Fall 2013. It will contain a review of basic accounting principles and methods.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 5. Quantitative Literacy  |               |   | Instructor administered Accounting review module to CPAS participants. Scores on CPAS in Accounting for Fall 2013 was 30%. Spring 2014 increased to 50%.   | Instructor will continue to give review module before CPAS.   |
| Business and Office Related Technology (Instructional Services)                           | Students in Business & Office Related Technology will participate in activities designed to promote personal and professional growth while engaging in service-learning and/or community building. |              | This planning unit will ensure that students in the Phi Beta Lambda (PBL) student organization will participate in local community service projects(March of Dimes). This is an annual project.  | Community building activities enhance the academic experience by providing students and faculty and staff a means of giving back to the community district that supports the College. Service-learning activities enhance the academic experience by offering collaborative learning that combines the conceptual classroom knowledge with real-world application in a manner that benefits the community.  | BOT Program staff will connect with community groups to plan, organize and promote the efforts   | 1. Instructional Services;<br><br>4. Campus Climate;<br>11. Public Relations;<br>13. Services |   | 7. Civic Engagement   |               |   | PBL students visited Miss Mary in the Golden Living Nursing home throughout the school year. Students provided presents and decorations for her birthday and all holidays. Students also supported SAFE by donating food and clothing. Students participated in March of Dimes information session.  | Students learned the importance of giving back to the community.  |
| Communications Division (Instructional Services)  | Students in ENG 1123 will strengthen the content and organization of critical analysis essays and reserach papers.   |              | This planning unit will ensure that Criterion scores on entrance and exit essays improve by one point on a six point scale. Also scores on the writing module of the CAAP should meet or exceed the national average.  | The spring of 2013 communication with local universities revealed an increasing need to strengthen and vary the writing assignments in ENG 1123 to prepare students for future college writing assignments. While the Criterion scores for 2012-13 improved from 3.76 to 4.67 and the CAAP exceeded the national average by .5 (ICC 62.0, National 61.5), continual attention should be given to this objective to provide instruction that will serve students well as they continue their studies. Spring 2013 survey of local college and universities provides direction of this objective. | This planning unit will implement content and structure of longer critical analysis essays, argumentative essays, and research papers will be improved. A new grading rubric will be developed to provide more consistency across the college and from instructor to instructor. Instructors will be encouraged to use Criterion for posting drafts to allow students to receive and evaluate feedback on the basic writing components. The department will communicate specific concerns to the director to the writing centers. Criterion scores on entrance and exit essays will be compared. | 1. Instructional Services;<br><br>2. Student Services<br>3. Technology                        | 5. Instructional Flexibility  | 1. Reading<br><br>2. Writing<br>3. Critical Thinking                    | 0             | Student will purchase Criterion as a part of the required materials for ENG 1123. | The English department studied communications with universities concerning writing assignments in ENG 1123. Respective Criterion scores improved from 3.65 to 4.61 on its 6 point scale. Work continues on which "draft feedback" product enables students to create the most improved longer critical essays, argumentative essays, and research papers. The Pearson provided pre and post tests were piloted to give feedback in areas of grammar, research, critical analysis, and literature. Instructors reported substantial gains in score along with student progress in the use of MLL (MyLiteratureLab). The 2014 CAAP scores in critical thinking showed ICC at 57.2 while the national average was 60.2. | Instructors will continue to offer longer, critical analysis writing assignments. College writing centers, Turnitin, and other feedback options will be studied further. The Pearson pre and post tests were piloted and will be studied to see what 4 key areas showed the most progress along with individualized progress reported through the extensive diagnostics offering in MLL.    |
| Communications Division (Instructional Services)  | Students in literature classes (ENG 2223, 2233, 2323, 2333, 2423, 2433) will improve critical thinking skills as they interpret and write critical papers on assigned readings.                    |              | This planning unit will ensure that literature students will improve their critical thinking in areas of interpretation and argumentative analysis. The goal it to have critical thinking scores on the CAAP that meet or exceed the national average.                               | Scores on the CAAP are typically below the national average on critical thinking (2010 - .6 below; 2011 - .2 above; 2012 - .7 below and 2013 - .3 below). Since literary selections require critical analysis for understanding and appreciation, these courses provide the instructors opportunities to improve critical thinking skills.  | Instructors will develop and share critical thinking exercises from the literature assignments. The English Department and the college writing centers will coordinate workshops on developing critical thinking skills through the study of literature.   | 1. Instructional Services;<br><br>2. Student Services;<br>3. Technology                       | 2. Continuous Improvement Culture   | 1. Reading<br><br>2. Writing<br>4. Critical Thinking<br>6. Appreciation |               |   | On the CAAP 2014, ICC students scored 3.6 below the national average on critical thinking.   | The department will seek ways to teach critical analysis in literature classes rather than simply reader recall. A few options are analysis of new readings on exams and group projects that result in logical application of critical thinking in interpreting and evaluating. Instructor support and help in preparing students for the critical thinking section of CAAP will be sought. |

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| Communications Division (Instructional Services)     | Students in MFL 1213, 1223, and 2213 will demonstrate a basic knowledge of the language an culture where the language originates.  |  | This planning unit will ensure that MFL students will correctly answer 90% of the post-test questions related to the respective cultures.  | SACS noted that this cultural element of MFL should be addressed. Student scores on post-tests continue to show proficiency as a result of a cultural journal assignment.   | Students will continue to develop cultural journals throughout the course, and instructors will evaluate the journals and administer a post-test on culture.  | 1. Instructional Services;<br><br>12. Cultural and Recreation                                 | 2. Continuous Improvement Culture   | 6. Appreciation  |     |   | MFL students scored high on post-test questions related to the respective aspects of the cultures involved in foreign language study. 80% of students taking the final exam scored 90% or higher on these questions.   | MFL instructors will continue to teach the basics of the language and culture where the language originates. Since the SAC concern on this issue, MFL instructors and students have continually shown the cultural element is being taught by instructors and learned by the students.                              |
| Communications Division (Instructional Services)     | Students in developmental reading (REA 0113, 0123) will improve their reading comprehension as seen in improved reading scores.  |  | Students enrolled in REA 0113 and REA 0123 will improve their scores on the Nelson-Denny by least 5%.  | Last year, instructional changes showed a significant increase in the Nelson-Denny scores (average pretest 14.84; average posttest 20.85, which is a 40% increase. Also, the CAAP scores were below the national average in Reading with ICC scoring 56.9 and national score of 60.1. As more and more college courses require a specific score on the ACT reading component, there is a growing need to students in developmental reading to gain reading skills to be successful in their college courses.  | Instructors will assign longer, independent reading assignments in addition to traditional in-class activities. A lab component has been added to further address this need for reading proficiency. Pre and post scores on the Nelson-Denny will be used to show improvement.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 1. Reading   |     |   | Improvements on the Nelson- Denny continued to show improvement (14.84-20.85 last year; 15.02-10.66 this year). The CAAP scores in reading for 2014 showed 57.4 for ICC compared to the national average of 60.2.  | With the creation of the new English/Reading developmental courses, new ways will be sought to track the progress of students in these areas.   |
| Communications Division (Instructional Services)     | Students in ENG 1113 will improve the correctness, conciseness, and clarity of their writings.   |  | This planning unit will ensure improvement of student writing in ENG 1113 classes. The assessment will be a comparison of the pre and post test scores along with a study of scores on the reading and writing modules of the CAAP.  | Last year The Pearson pre-test and post-test scores showed an improvement in all areas (correctness, conciseness, and clarity) with 72% percent of students tested showing an increase of ten percent or more. Also, the CAAP scores exceeded the national average in Writing with ICC scoring 62.0 and the national score of 61.5, but were below the national average in Reading with ICC scoring 56.9 and the national score of 60.1. In support of the QEP initiative, the pretest and posttest scores for the past few years have shown some improvement. However, more improvement and consistency are needed in the CAAP scores. | The Pearson pretest and posttest will be used to gauge improvement in correctness, clarity, and conciseness. Textbook chapters 2-9 along with specific handbook assignments will be used to introduce these concepts to students. The revised grading rubric will emphasize these key qualities. Instructors will continue to work together to improve peer review and continue to work with the college writing centers. | 1. Instructional Services;  | 1. Completion Rates Improvements<br><br>QEP - Quality Enhancement Plan    | 1. Reading<br><br>2. Writing                               |     |   | The Pearson pre-test and post-test scores continued to show improvement with 75% percent of takers showing an improvement of 10% of more. A study of weaknesses gives instructors areas to emphasize in the coming semesters. The 2013 CAAP scores showed ICC to be .5 above the national norm in writing, yet 4.2 below the national norm in reading. The CAAP 2014 scores showed ICC to be equal to the national norm in writing at 61.5 and 2.8 below the national norm in reading at 57.4. | The tests results will be studied in department meetings allowing instructors to modify teaching strategies geared to improving weak areas. Again, a revised rubric will allow students in peer review groups along with college writing centers to address noted weak areas.                                       |
| Communications Division (Instructional Services)     | Students in developmental English courses (ENG 0113 & 0123) will improve basic competency in grammar usage and mechanics.  |  | This planning unit will focus on improved grammar and mechanic skills in students using a lab component to offer more practice in basic writing correctness. The Thompson post test will be used to study the effectiveness of the new content by comparing 2014 scores with 2013 scores.  | The continual need for remediation for some students along with an upcoming state-wide change in decreasing the number of developmental classes intensifies the need for improving student scores and success. The lab component showed some improvement in scores in its first year of operation and offers students more class time to focus on the actual writing process.   | Instructors will receive additional training from the Pearson lab presenters and also attend state meetings to stay abreast of the latest developments in developmental studies. Instructors will make decisions and elicit student input on how the lab component can be improved. Instructors will offer input at the state level on curriculum revision.   | 1. Instructional Services;  | 1. Completion Rates Improvements  | 2. Writing   | 300 | None other than travel costs to attend state-wide meetings.   | Significant gains were again reported on scores on the Thompson post tests. 2013 scores improved from 22 to 33 while 2014 scores improved from 21 to 35 (both a Thompson's 50 points scale). Instructors gave much credit to the use of the lab component (MyWritingLab).  | These results affected the decision of choose MWL as the required lab component on the new four-hour combined English and reading courses. Instructors have agreed to use the My Learning Path as a pre/post way of evaluating improvement in grammar, usage, and mechanic competency.                              |
| Communications Division (Instructional Services)     | [*]Students in ENG 1113 will write expressive and critical essays which demonstrate a command of structure, grammar, and mechanics.  |  | This planning unit will ensure that 60% of students in ENG 1113 will score 70% or better on an assessment regarding writing sentences free from major grammar errors: sentence fragments, comma splices, fused sentences, subject-verb agreement, pronoun-antecedent agreement, shifts in person, number, and mood, and faulty tenses (ULOW#1).  | Last year 61% of students scored a 70% or better which was 1% higher than the target of 60% of students scoring a 70% or better. Basic writing skills are mandatory to success in college and in careers. Students with such diverse backgrounds often struggle with organized, error-free manuscripts.   | Writing principles will be introduced with examples and reinforced with assignments. Instructors collaborate and share assignments that seem to arouse student interest. Students will find assistance through the college writing centers. A uniform assessment will be administered across course sections to gauge mastery.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 1. Reading<br><br>2. Writing                               | 0   | None  | Overall, 58% of completers met or exceeded the target of 70% on the assessment. Of traditional students, 51% of completers met or exceeded the target of 70% on the assessment. Of online students, 70% of completers met or exceeded the target of 70% on the assessment.   | Since this item relates directly to a course learning outcome, efforts will continue to help instructors prepare for this assessment item.  |
| Computer Science Division (Instructional Services)   | Students in the Computer Science program will participate in activities designed to promote personal and professional growth while engaging in service-learning and/or community building. |  | This planning unit will ensure that Computer Science students in the Computer Club will participate in local community service projects.   | Community building activities enhance the academic experience by providing students, faculty, and staff a means of giving back to the community district that supports the College. Service-learning activities enhance the academic experience by offering collaborative learning that combines the conceptual classroom knowledge with real-world application in a manner that benefits the community.  | Computer Science faculty will connect with community groups to plan, organize, and promote these efforts.   | 1. Instructional Services;<br><br>4. Campus Climate;<br>11. Public Relations;<br>13. Services |   | 7. Civic Engagement  | 0   | Access to a school van may be needed.   | Students in the Computer Club raised money through a ticket raffle. Proceeds were donated to the local chapter of The Harden House in Fall 2013. In Fall 2014, students in the Computer Club created computer generated Easter cards and raised money for gifts to Fulton Residential Living Center.   | Due to the success of these two community activities, the students in the Computer Club will continue to aid and assist both of these community groups. Computer Club sponsor will look for ways to improve on the amounts raised and the number of students who participate.                                       |
| Computer Science Division (Instructional Services)   | Students in CSC 1113 will utilize the computer to locate, organize, and communicate information.   |  | This planning unit will demonstrate student proficiency in basic computer terminology, components of the computer, and the operating system at a proficiency level of 88% in each area.  | Spring 2013 mytlab data showed an average mastery of 87.8% with the operating system, specifically, at only 73.6%.  | We will review each area, focusing mainly on operating system, to improve student understanding.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 5. Quantitative Literacy                                   | 0   | Students will need access to the computer labs and mytlab software. Other materials will be included in textbooks and a lab manual.         | Analysis of data from the final exam in MyTLab for Computer Concepts showed an average mastery in Spring 2014 of 86.01% on all knowledge, with a specific mastery of the operating system at 88.99%.   | Although, the mastery of the operating system did improve and meet the target of 88%, the overall knowledge of terminology did not. So, we will continue to work toward the goal of improving proficiency on terminology and components of the computer, while maintaining the proficiency of the operating system. |
| Computer Science Division (Instructional Services)   | Students in CSC 2844 Data Structures will demonstrate their knowledge of pointers and linked lists to design and manipulate tree structures in programming.                                |  | This planning unit will show that 100% of the students in CSC 2844 will demonstrate proficiency in being able to apply pointers and linked lists to code and manipulate tree structures at a proficiency level of 88% on Test 3 (Trees).   | Although, 2012-13 data showed a marked improvement to 86.13% from 80.40% in 2011-12, we will attempt to improve this to 88%.  | Increased examples in lecture and additional handouts and material will be used and discussed in lab and lecture to improve the student success in this unit.   | 1. Instructional Services;  | 1. Completion Rates Improvements  | 4. Critical Thinking<br><br>5. Quantitative Literacy       | 0   | Programming lab and access to the Internet will be needed.  | The students in Data Structures (CSC 2844) showed proficiency at an average of 86.13% on Test 3 (test on trees, linked list, and pointers).  | Due to the unsuccessful attempt of Computer Science and Computer Engineering students to reach 88.00% proficiency, this outcome will be carried forward to the 2014-2015 year. Instructor for Data Structures will use more examples and more researched study for additional information on the topic.             |
| Computer Science Division (Instructional Services)   | [*] Students in CSC 1113 will demonstrate the ability to format a document using modern word processing application software.  |  | This planning unit will ensure that 60% of students in CSC 1113 will score 75% or better on an chapter assignment assessment where they describe and demonstrate their proficiency in word processing software by formatting and submitting a document in assessment software.   | Microsoft Word is one of the most widely used word processing applications. Students need to be proficient in using this software to be successful in college and the work place.   | The word processing concepts needed will be introduced with chapter materials and reinforced through exercises and assignments in Word. A uniform assessment will be given across all course sections to gauge mastery.   | 1. Instructional Services;  | 1. Completion Rates Improvements  | 5. Quantitative Literacy                                   | 0   | Students will need access to mytlab, modern integrated application software, and the Internet.  | Students in Computer Concepts (CSC 1113) in Fall 2013 showed mastery at 83% and in Spring 2014 showed mastery at 87% which both exceeded the target of 75% mastery on an assessment where they described and demonstrated their proficiency in word processing software by formatting and submitting a document in assessment software.  | The approach for instruction in this unit appears to be successful. Due to the success of this plan, this approach will be carried forward to the 2014-2015 year to ensure that student performance is maintained.  |
| Computer Science Division (Instructional Services)   | Students in CSC 1113 will create documents and files using a modern integrated software application.   |  | This planning unit will show that students completing Computer Concepts (CSC 1113) will show 88% proficiency in each area in the use of a modern, integrated software application package. This assessment will show an average of scores from segments of the final exam that pertain to knowledge and proficiency using Word, Excel, and PowerPoint.   | Final testing in mytlab (Spring 2013) showed an average of 86.6%, 89.6%, and 95.9% proficiency in word processing, spreadsheets, and presentation graphics software, respectively.  | While reviewing all areas, we will make improvements, as necessary, to improve the score in word processing while maintaining or improving excel and powerpoint.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 5. Quantitative Literacy                                   | 0   | Students will need access to computer labs and integrated application software. Other materials are included in textbooks and a lab manual. | Analysis of the data from the final exam for Spring 2014 in MyTLab showed mastery of Word, Excel, and PowerPoint at an average of 91.69%, 91.53%, and 92.60%, respectively.  | Due to the success of this outcome, this plan will be carried forward to the 2014-2015 year to confirm that student performance is maintained. Additionally, we will work on Excel to improve it even more.   |
| Diesel Equipment Technology (Instructional Services) | Students will be able to safely use and inspect handtools.   |  | This planning unit will ensure that 90% of the students enrolled in DET 1113 will pass Fundamentals of Equipment Mechanics with a "A" and will be able to safely demonstrate the use of all hand tools and perform a daily inspection of tools issued to work with in the lab.   | End of the year tool ordering has shown that students are not performing a daily inspection of tools before and after they start working in the lab. Several tool boxes are missing tools and this is unacceptable practice for young technicians.  | Students will be issued a Daily tool checklist to inventory tool boxes before and after work is performed and completed in the lab.   | 1. Instructional Services;  | 1. Completion Rates Improvements<br><br>2. Continuous Improvement Culture | 3. Communicating   | 60  | Laminated tool checklist with small expo markers.   | DET 1113 Final grades show that 69% passed with an "A".  | All students could safely demonstrate the use of hand tools and perform a daily inspection of tools. This outcome will not be carried over because more course material is taught other than tool safety in DET 1113.   |
| Early Childhood Education (Instructional Services)   | Students will demonstrate mastery of writing a research paper on childhood development.  |  | This planning unit will ensure that 90% of students in CDT 2233 (Guiding Social/Emotional Development) will score 80% or better on a rubric that grades a research paper assigned on the topic of Early Childhood Behavioral Issues of Preschool Children.   | Students employed as preschool teachers will need to diagnose childhood behavior issues and implement proper techniques for managing children's behavior.   | Instructors will assist students to find proper internet and library resources for the research topic. Example research papers will be provided and discussed to give students guidance to follow.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 2. Writing   | 0   |   | Due to the hiring of a new instructor this project was not addressed. We did the project as a Employment packet in Administration. The results of the project found that the students have poor research skills and computer skills. All of the students did receive scores of 80% or above because that instructor reviewed material and students re-worked assignments until complete. Many of the students were found to have poor grammar skills.  | The students need more graded writing assignment in order to improve employability skills.  |
| Early Childhood Education (Instructional Services)   | Students will demonstrate mastery of lesson planning in respect to proper implementation of Early Childhood Guidelines.  |  | This planning unit will ensure that 90% of students in CDT 2915 (Student Teaching I) will score an average of 80% or better on a project involving lesson planning in respect to proper implementation of Early Childhood Guidelines. This will be measured by the average score for each student obtained from a project involving (3 activities) large group, small group and center time lesson planned activities. Students will decide the guideline(s) to be addressed, create a written lesson plan around an appropriate activity, and implement the activity in a classroom setting. There will be a separate grade for each of the three activities and an overall average score will be determined. | This teaches students employment skills for the actual hand-on approach to proper lesson planning in a classroom setting so that children receive appropriate guidance and instruction that align with Early Childhood Guidelines.  | Instructors will assist the students in research and planning activities that implement best practices. This takes learning that students have experienced in past coursework and allows them to demonstrate proper understanding and implementation of what they were already taught.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 2. Writing<br><br>3. Communicating<br>4. Critical Thinking | 0   |   | Based on the scores of the class the following was found. 90% of the students did average 80% or better on all projects monitored. Results by average in each area were as follows: Team Leader- 91; Displays - 95; Parent Activity 95; Large Group 86; Small Group 91; Center Time 91; Work Ethic 93; Competencies 100.   | Based on the above, more work is needed with students in the Large group planning and implementation area.  |

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| Electrical Technology (Instructional Services)    | Students in ELT 2613 will demonstrate remote programming as used in the global marketplace.  |  | This planning unit will ensure that 100% of students in ELT 2613 will score 80% or higher on a unit exam demonstrating how to program and monitor a PLC program by using a specific personal computer at a remote location.   | Students must be able to safely demonstrate techniques associated with remote programming while working in the lab environment or work-site.  | A unit will be taught on safety procedures and standards. Students will be given direction on how to remotely program PLCs and programming protocol for using Allen Bradley brand equipment.   | 1. Instructional Services;<br><br>3. Technology   | 2. Continuous Improvement Culture<br><br>3. Facilities & Tech. Resources Dev. | 5. Quantitative Literacy                                | 0   | PLC 5 lab and the Belden Center ELT server.   | The planning unit was successful and did have a 100% of the students demonstrate how to program a PLC.  | Although the planning unit was successful in this goal, in the future the planning unit will expect the student to complete an advance level of PLC programming using timers, counters, move, and registers.  |
| EMT-Paramedic Technology (Instructional Services) | Students will learn the knowledge and skills needed to be proficient in administering medications in the pre-hospital setting.   |  | This planning unit will ensure 100% of the students in EMS 1613 (Pharmacology) will score 75% or better on a comprehensive exam of pre-hospital medications and administering these medications.  | The student must be proficient in their knowledge of the pre-hospital medications as well as the administering of these drugs.  | These drugs will be covered intensively during the Pharmacology course. The students will be given hands on experiences to demonstrate the art of administering medications. Students will be given numerous quizzes on pre-hospital medications during this course.   | 1. Instructional Services;  | 1. Completion Rates Improvements  | 4. Critical Thinking<br><br>8. Scientific Understanding | 0   | No additional resources needed.   | All students scored 75% or better on the final in EMS 1613.   | The program faculty will continue to stress the importance of the paramedic's knowledge of drug administration.   |
| Financial Aid (Student Services)                  | Students who participate in work-study roles for Student Financial Aid will learn civic responsibility and administrative and event management skills.                             |  | This planning unit will ensure that its work study students assist in College Goal Sunday through the Gear Up project. This is an outreach project in February that assists district high school students and their families in the completion of college entrance documents such as FAFSA on the Web, State Aid on the Web, Scholarship applications, admission applications, and county tuition grant applications. The work-study student contribution and learning will be assessed by satisfaction surveys administered to participants. | CC work-study students will learn event planning. They will be trained in proper form completion requirements and documentation. They will learn the value of assisting others to achieve goals. This effort supports community building and an enhanced academic experience.   | Work study students will be trained on documentation and expectations for the event in 2013 and then participate in the project that serves about 150 high school students annually.   | 6. Growth<br><br>11. Public Relations;<br>13. Services  |   | 7. Civic Engagement                                     | 0   | none  | This planning outcome has been completed.   | It has been determined our work study students can be more effectively utilized assisting students in the student aid office, thus the student aid office has implemented FAFSA Friday. FAFSA Friday is the student aid office's campaign slogan to encourage students to visit the student aid office on either campus for early completion of FAFSA and to receive any type if student aid application assistance. ICC Student Aid will continue to reach out in our community to help with student aid applications, no matter the day or time or locale. However, more emphasis is being placed on FAFSA Friday.  |
| Fine Arts Division (Instructional Services)       | Students in SPT 1113 will be able to stand and confidently communicate their ideas.  |  | This planning unit will ensure that 80% of students in SPT 1113 will improve in their ability to deliver speeches with limited apprehension in a pre/post course-level evaluation scored on a 10 point scale. The target is to show improvement over the pre-test scores.   | In 2012-13, 71 % of the students decreased their nervousness by 2 or more points. 78% of students decreased their nervousness by 1 or more points. More work can be done to help students decrease their apprehension regarding public speaking skills and delivery.  | The speech faculty will provide the students with "tools" needed to decrease their nervousness. Each instructor will assess their present strategies and determine what additional steps can be taken to ease the fears of the students. Students will do a self-assessment to determine their initial fear and then again at the end of the semester. The students will rate their own apprehension on a 10 point scale with 10 being the highest level of apprehension. The beginning and ending ratings will be compared to determine what steps should be taken next.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 3. Communicating  |     |   | The pretest self assessment for public speaking anxiety average score was a 5.1 out of a possible 10 points. 10 represents the most anxious and 0 represents the least anxious state of mind. The post test average score was a 1.97.   | Statistically this outcome shows great success. However, there are factors that require it to be carried forward to next year. The first is that not all sections of speech were recorded and reported successfully, so the pool of data is not large enough to be statistically viable. Secondly, fear of public speaking is a very common and often debilitating fear. That fact makes this annual plan a critically important part of preparing students to be productive and reliable concerning their abilities to clearly articulate ideas to groups of people of any size. This plan should be carried forward to next year.   |
| Fine Arts Division (Instructional Services)       | Students in SPT 1113 will be able to organize researched information to more effectively organize their ideas.   |  | This planning unit will ensure that 80% of students enrolled in SPT 1113 who score below 78% on a course-level pre-test will improve scores on a post-test of organizational and outlining skills.  | 2012-13 data showed that the students reached the target goal of 80% of students who scored 83% or below made improvements to their outlines on the post-assessment. This year's outcome will be helpful in determining if students who score below 78% need additional help. This competency is necessary for their speeches to be effective and provide audience engagement.  | Faculty will require at least three graded outlines. Results from the first outline assignment will serve as a pre-test and the final outline assignment will serve as a post-test.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 3. Communicating  |     |   | 65% of students in SPT 1113 made improvements in their outlines (pre- and post-test comparison).  | This outcome needs to be repeated due to incomplete data gathering. The partial results (not all sections of SPT 1113 were accounted for) showed that improvement was made by 65% of students. However, the data did not show what the initial score was in terms of a percentage of possible points. Since the data is incomplete, no conclusions can be made and the outcome must be repeated with full compliance by speech faculty.   |
| Fine Arts Division (Instructional Services)       | [*] Students in MUS 1113 will be able to identify audio recordings from the major historical musical style periods.  |  | This planning unit will ensure that 70% of students enrolled in MUS 1113 will score 70% or better on an a course-level assessment that identifies musical recordings according to the historical period each recording represents.  | Data from the 2012-2013 school year indicates that 27 out of 281 (which is 10%) students that completed the assessment scored at least 70% or better on an assessment of musical recordings according to the historical period. We did have a data collection issue that contributed to the poor results. This previous attempt to quantify student learning in the area of auditory recognition of historical style periods failed dismally.   | The division chair in conjunction with the chair of the music department will create individual pre and post test for each historical style period. Students will be given a pre and post-test assessment consisting of audio recordings covering each of the major style periods. Emphasis will be placed on the differences and nuances of each period discussed. The students' scores will be evaluated to see if improvement has been made, and to see if any positive or negative trends emerge so that instructional improvements can be implemented. A uniform assessment will be given across all course sections to gauge mastery. Furthermore, music faculty will be advised in the results of the previous year's assessment concerning this area. A plan agreed upon by all music faculty will be adopted to encourage a higher participation rate as well as dramatically improved student learning outcomes. | 1. Instructional Services;  | 1. Completion Rates Improvements  | 6. Appreciation   | 100 | This amount will cover the costs for duplicating the pre-tests and scantron sheets. | The fall scores for MUS 1113 were that 78 out of 375 students (18%) scored 70%. In the spring semester, 186 out of 377 students (33%) scored 70% or higher.   | The scores for this planning unit failed miserably. The primary reason seems to be due to lack of faculty participation and support of the concept of teaching students to be able to aurally discern historical style periods. This goal is worthwhile and will be repeated with a slightly different methodology.   |
| Fine Arts Division (Instructional Services)       | Students in ART 1113 will demonstrate an understanding of the elements and principles of design in Art Appreciation.   |  | This planning unit will ensure that 75% of students in Art Appreciation (ART 1113) will score 75 or higher on a unit that measures familiarity with the elements and principles of design.  | In 2012-13, 33% of students scored a 75 or higher on this outcome. The outcome, which measures the student's familiarity with the formal language of art, is the most challenging unit to student because of limited exposure prior to class. Previous poor performance requires additional work to improve learning in this unit.  | Students will be exposed to the elements of design in ways that address multiple modes of learning. Art instructors will be asked to submit specific plans aimed at encouraging students to more thoroughly grasp the elements of design.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 6. Appreciation   | 0   | None. Appropriate textbook has been adopted.  | 96% of ART 1113 students in 9 sections between fall and spring semester scored 75 or higher on the test covering the elements and principles of design.   | The results of this plan are incredibly successful. Furthermore, scores are similarly high in both traditional and online sections. The art department should record their strategy of implementation for future reference so that these results can be duplicated in subsequent semesters. With such a high student success rate, there is no need to repeat this particular planning unit.  |
| Fine Arts Division (Instructional Services)       | [*] Students in SPT 1113 (Public Speaking I) will be able to recognize and identify the basic elements and concepts associated with the art of Public Speaking.                    |  | This planning unit will ensure that 60% of students in SPT 1113 will score 70% or better on an assessment of the persuasive principles (ULO #1) of Speech.  | Data from the 2012-2013 school year indicates that 566 out of 613 (which is 92%) students that completed the assessment scored at least 70% or better on an assessment of persuasive principles (ULO #1) of Speech. Persuasive is one of the four major speech types. Students need to be able to express opinions, facts and perspective in a convincing and professional manner.  | The material will be introduced with examples and reinforced through assignments and speech demonstrations. A uniform assessment will be given across all course sections to gauge mastery.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 3. Communicating  |     |   | Data shows that 980 out of 1268 (77%) students assessed scored a 70% or higher on the assessment of persuasive principles.  | The goal of this annual plan was met. This plan needs to be repeated for one more year to maintain this level of student success before altering the plan to measure student success in one of the three remaining speech types.  |
| Fine Arts Division (Instructional Services)       | Students in ART 1113 will demonstrate a vocabulary in regard to architectural terms and concepts.  |  | This planning unit will ensure that 75% of students in Art Appreciation (ART 1113) will score a C or better on a test covering architecture.  | In 2012-13 71.43% of students achieved a 75 or higher. Because architecture is comprised of art and engineering, the technical concepts of structure make the discussion of architecture distinct from the remaining subjects covered in course.  | Students will be exposed to power point lectures, assigned reading in text and vocabulary sheet hand out.  | 1. Instructional Services;  | 1. Completion Rates Improvements  | 6. Appreciation   |     |   | In 2013/2014 76% of all ART 1113 students scored a 75 or higher on the test covering architecture.  | The results are successful when compared to the stated goals. The pool of students is over 9 sections (5 in the fall and 4 in the spring). The individual section results show a very wide range of deviation. The highest section score was a 100% scoring a 75 or higher, and the lowest was a 32%. The lowest performing classes were traditional and the highest (both with a 100%) were online courses. This plan should be rolled forward to next year after trying to determine what could be the cause of the discrepancy between successful scores between online and traditional so that the more effective practices could be employed in the traditional setting. |
| Fine Arts Division (Instructional Services)       | Students enrolled in Jazz Improvisation (MUO 1341, 1352, 2341,2352) will be able to aurally recognize different styles from within the jazz idiom.                                 |  | This planning unit will ensure that 70% of students enrolled in a section of Jazz Improvisation will be able to aurally recognize and identify accurately (%75 or better) various genres of jazz.   | In 2012-13, 80% of students enrolled in Jazz Improvisation scored 75% or higher when asked to aurally identify jazz recordings according to style, name, and composer. Improvisation students have been unable to name or even recognize (aurally) the various styles associated with jazz. These styles include, but are not limited to, early Dixie-land, Swing, Bebop, Cool, Modal, and Fusion.  | Students will be exposed to recordings of various styles of jazz through out the course of the year. As these new styles are introduced, the students will be taught to listen to the different characteristics that comprise each of these styles. Additionally, students will be offered techniques, and analytical skills that will enable them to be able to imitate these styles in their own improvisations. Evaluation will be in the form of a listening test. Students will be played examples of various type of jazz and will be asked to identify the name, composer, and style period.  |   |   | 4. Critical Thinking<br><br>6. Appreciation             |     |   | In 2013-2014 70% of students in Jazz Improvisation scored a 75 or better on the listening quiz that covered the various styles of jazz.   | This plan was successful. The approach of teaching improvisation partially through the use of recordings of the differing styles of jazz has proven very effective. This plan is relatively easy to implement and should remain in the pedagogy of the course, but the repeat of the annual plan seems unnecessary.   |
| Forestry Technology (Instructional Services)      | Students in the Forestry program will participate in activities designed to promote personal and professional growth while engaging in service-learning and/or community building. |  | This planning unit will ensure that Forestry students will promote conservation and assist in a local community service project that improves local forestation efforts (Boy Scouts and City/County/Federal conservation observance days).  | Community building activities enhance the academic experience by providing students and faculty and staff a means of giving back to the community district that supports the College. Service-learning activities enhance the academic experience by offering collaborative learning that combines the conceptual classroom knowledge with real-world application in a manner that benefits the community. It is important for students to understand the importance of conservation and participate in local efforts to improve our forests. | Forestry program staff will connect with community groups to plan, organize and promote the efforts.   | 1. Instructional Services;<br><br>2. Student Services;<br>4. Campus Climate;<br>11. Public Relations; |   | 7. Civic Engagement                                     |     |   | Students and instructors in the Forestry Technology program logged 200+ person hours of community service for the 2013 -2014 fall and spring semesters. Examples of such activities include general maintenance activities at the Jamie L. Whitten Center and Campground, students served as educators and guides at the 2nd Grade Natural Resource Education Day, hosting Itawamba County Forestry Association Meetings, and organizing and hosting the first annual Private Forestland Owner Field Day for Itawamba County. | We have found that participating in these activities teaches students about stewardship and civic responsibility. It also promotes and builds the reputation of the Forestry Technology Program at ICC.   |

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|  |  |  |  |   |   | 13. Services               |                                   |  |      |   |   |  |
| Forestry Technology (Instructional Services)               | Students will develop a detailed educational plan.   |  | This planning unit will ensure the 85% of each freshman class will score an average of 80% or better on the 150 points educational plan graded by rubric.  | Average scores from 2011-12 were 94% and from 2012-13 were 90%. This ensures that the majority of students have a plan of action and goal in mind from the beginning of their college career and that they have a better understanding of the requirements of their career and outcomes they want to achieve.   | Parts of the educational plan include a detailed 3 to 5 page research paper for career(s) of choice with educational requirements, salary expectations, job responsibilities, and potential employer information. A detailed course schedule for up to 9 semesters depending on transfer or Associates of Applied Science completer will also be developed. Students will be required to follow provided format. These plans will be stored in advisee files. | 1. Instructional Services; | 2. Continuous Improvement Culture | 2. Writing<br><br><br>4. Critical Thinking | 0    |   | Each entering Freshman in the Fall Semester was required to develop an Educational Plan as part of the Introduction to Forestry Course. The average score for this assignment was 83% which is above the target, however only 75% of the class scored above the desired 80%. It is important to note that scores have decreased due to more criteria and stricter grading practices.  | Students are more aware of the different careers available to them in the field of natural resource management, classes that are part of the different curriculums, and realistic starting salaries for certain positions.   |
| Gerontology Certificate (Instructional Services)           | Students in the Gerontology program will participate in community service projects, service-learning and provide opportunities for professional growth/networking through an aging conference or workshop. |  | Gerontology program staff will connect with community groups to plan, organize and provide an aging conference or workshop that students may attend.   | Last year the program director helped organize two community outreach events in partnership with local mental health, hospitals, and Alzheimer's Association. There is a need to provide an educational conference or workshop on aging that current and former gerontology students may attend to increase their knowledge and provide networking with area aging professionals.   | Gerontology program staff will connect with community groups to plan, organize and provide at least one aging educational conference or workshop.   | 1. Instructional Services; |                                   | 7. Civic Engagement                        |      | Facility Use - Belden Conference Center - no cost AV Use - Belden Conference Center - no cost Speaker Fees - provide at no cost Refreshments and Printing - \$750 - paid for by vendors or registration fee if needed.  | An aging conference was held on May 8 at Itawamba Community College. Registration was free for former and current gerontology students. 200 people attended and continuing education credit was provided.   | This outcome goal was successfully achieved. Loop is closed for this goal.   |
| Gerontology Certificate (Instructional Services)           | Students (Gerontology 2843 End of Life Issues) will distinguish suicide risks in older adults.   |  | This planning unit will ensure that the average of Gerontology (Gerontology 2843 End of Life Issues) students who can distinguish suicide risks in older adults at 70% on Module 1 quiz. The time frame is Spring 2014.  | Since older male adults represent the fastest growing segment of suicide in the U.S., it is important that gerontology students understand the risk factors associated with suicide.  | We will outline within the lecture and as part of the practice exercise.  | 1. Instructional Services; |                                   | 4. Critical Thinking                       |      |   | The correct time frame is Spring 2014, rather than Spring 2013. 100% of students scored above 70% on this quiz. The high score on the quiz was 100% and lowest score was 72%.   | This outcome goal was successfully achieved. Loop is closed for this goal.   |
| Health Information Technology (Instructional Services)     | Students will demonstrate competencies expected in the selection, implementation and evaluation of the electronic health record.   |  | This planning will ensure that 100% of students in HIT 2143 score 80% or better on a project that assesses knowledge of planning, design, selection, implementation, integration, testing, evaluation and support for the electronic health record. This project will involve multiple assessments that measure different aspects of electronic health records.                    | The electronic health record course was just implemented at the college in the Fall of 2012. Electronic health records are being implemented in hospital and clinics across our country. Our course in the fall was mainly a theory course. This course will be altered to have more lab and hands on activities so students will better understand the electronic health record.   | Students will receive a minimum of 25% of instruction in the AHIMA virtual lab for the electronic health record course in addition to the theory component for this course. The AHIMA virtual lab will provide students with "real time" experience in the electronic health record.  | 1. Instructional Services; | 1. Completion Rates Improvements  | 5. Quantitative Literacy                   | 0    | virtual lab   | Students completed a comprehensive assessment that included hospital and ambulatory EHR products, costs, functionality, KLAS rating and CCHIT certification. Only 15% of instruction was used in virtual lab due to lack of availability in virtual lab assignments for the EHR.  | This outcome will be carried forward but since this EHR product did not offer enough applicable content, this program is evaluating a different product for future instruction.  |
| Health, Phys. Ed. & Rec. Division (Instructional Services) | [T]Students in HPR 2213 (First Aid & CPR) will demonstrate the knowledge and skills needed to perform emergency first aid procedures and Cardiopulmonary resuscitation (CPR).                              |  | This planning unit will ensure that 70% of students in HPR 2213 will score 70% or better on an assessment of one-rescuer CPR as outlined through the American Heart Assoc. (ULO #3).   | Data from the 2012-2013 school year indicates that approximately one hundred ninety three (193) out of two hundred twenty five (225) (which is 86%) students that completed the assessment scored at least 70% or better on an assessment of one-rescuer CPR as outlined through the American Heart Assoc. (ULO #3). Students involved in the HPR curriculum should know and be able to demonstrate this life-saving CPR skill. | The material and steps will be introduced then reinforced through hands-on dummy practice. Students will understand how CPR can dramatically preserve brain function and improve outcomes of a person who is not breathing from cardiac arrest. A uniform assessment will be given across all course sections to gauge mastery.   | 1. Instructional Services; | 1. Completion Rates Improvements  | 4. Critical Thinking                       | 20   | copies of test and quiz strips.   | In Fall 2013, overall 72% of students achieved the target of 70%. Of traditional students 79% achieved the target. Of online students 85% achieved the target. In Spring 2014, overall 64% of students achieved the target of 70%. Of traditional students 58% achieved the target. Of online students 69% of students achieved the target.   | It was discovered that one traditional course section was not assessed, resulting in a lower achievement rate for the Spring semester. This outcome will be carried forward into 2014-2015   |
| Health, Phys. Ed. & Rec. Division (Instructional Services) | Students will demonstrate the understanding of basic concepts in all Health, Physical Education and Recreation courses.  |  | This planning unit will ensure that 80% of all students in Health, Physical Education and Recreation courses (HPR 1213, 2213 and 2733) improve one letter grade from Pre to Post Test.   | To ensure that students have an overall understanding of first aid application and injury and illness diagnosis and acquire knowledge to adequately be prepared for careers in Health, Physical Education and Recreation fields.  | All instructors will administer Pre and Post Tests.   | 1. Instructional Services; | 1. Completion Rates Improvements  | 4. Critical Thinking                       | 50   | tests and scantrons.  | In fall 2013, 87% of students assessed improved at least one letter grade. In Spring 2014, 93% of students assessed improves at least one letter grade.   | Student mastery has been maintained. This outcome is now a routine part of instruction.  |
| Health, Phys. Ed. & Rec. Division (Instructional Services) | Students will demonstrate an understanding of the essential nutrients, functions in the body, digestion, metabolism, and problems associated with deficiencies/excessive intakes of these nutrients.       |  | The planning unit will ensure that 80% of students enrolled in Principles of Nutrition (FCS 1233, FCS 1253/BIO 1613) will increase their knowledge of essential nutrients as a result of a pre / post test by one letter grade. Students will explain the functions, food sources, digestion, absorption and nutrition-related diseases associated with these essential nutrients. | Last year 90% of students increased their knowledge of essential nutrients by one letter grade of as evidenced by the pre/post test. Students must have a basic knowledge of nutrition and essential nutrients to build a foundation in developing and maintaining a healthy lifestyle during stages of the life cycle.   | Students will research nutrition-related diseases and develop options for lifestyle changes that reduce risks of these diseases.  | 1. Instructional Services; | 1. Completion Rates Improvements  | 4. Critical Thinking                       | 0    | None  | In fall 2013, 82% of students assessed improved at least one letter grade. In Spring 2014, 84% of students assessed improves at least one letter grade.   | Student mastery has been maintained. This outcome is now a routine part of instruction.  |
| Law Enforcement (Instructional Services)                   | Students will satisfactorily complete a series of writing assignments that sepecifically pertain to CRJ 2323 Criminal Law.   |  | This planning unit will ensure that 70% of CRJ 2323 Criminal Law students will recieve 70% of the possible points on written assignments.  | The need for more proficient writing skills has been emphasized by professionals in law enforcement.  | This planning unit will devise five separate writing assignments throughout the semester, which each student must complete.   | 1. Instructional Services; | 2. Continuous Improvement Culture | 2. Writing                                 | 0    | None  | 93% of CRJ 2323 Criminal Law students received 70% of possible points on written assignments for the 2013-2014 academic year.   | I found that giving students timely feedback on written assignments manifested successful results.   |
| Learning Resources (Instructional Services)                | To provide access to a broad range of library and information resources in support of teaching, research, and service.   |  | This planning unit will ensure that 90%of the faculty will find that the traditional library collections in various formats are adequate to meet their course needs via annual faculty survey of the Learning Resource Center.   | A review of resources for the AD Nursing Program at the Tupelo Campus Learning Resource Center indicated a need for additional current books to support the curriculum as the AD Nursing Program transfers to a new facility on the Tupelo Campus.  | The Director of the LRC will confer with the Associate Dean of Nursing to determine appropriate book titles for purchase. Books will be purchased at a cost of not more than \$3,000 from the regular LRC budget. Books will be processed and made available to students and/or faculty at the beginning of the 2014 school session.  | 1. Instructional Services; | 2. Continuous Improvement Culture | 1. Reading                                 | 3000 | Books will be purchased from the regular Tupelo Campus LRC budget, not to exceed \$3,000.   | Because of budget cuts, we were not able to purchase the complete list of requested nursing books. The LRC purchased 18 of the requested books at a cost of \$1,800. The books were processed and made available to nursing students in the spring of 2014. Library instruction sessions for all first-year nursing students will be conducted in August 2014. A review of the new books, as well as current resources, will be included in the instruction sessions. Of 261 students surveyed on the Tupelo Campus in the spring of 2014, 85% indicated that they were satisfied with the print and online resources provided by the LRC (12% indicated a Neutral response). 97% of the faculty surveyed in the spring of 2014 indicated that the print and online resources provided by the LRC were appropriate for their program areas. | The LRC will continue to purchase appropriate printed and online resources and provide instruction in their use for traditional and online students.   |
| Learning Resources (Instructional Services)                | To provide professional development opportunities and library instruction that meets the needs of faculty, staff, and students.  |  | This planning unit will ensure that 80% of faculty and students surveyed will indicate satisfaction with the facilities, resources, and learning environment of the Learning Resource Center.  | An analysis of "Frequently Asked Questions" of library and TIS personnel, indicated a need for instruction in the use of iPads for both students and faculty.   | Library staff will partner with a representative from TIS to offer iPad app training and instruction to faculty and students during the 2013 - 2014 school session. A minimum of two session for students and two sessions for faculty will be offered each semester.   | 1. Instructional Services; | 2. Continuous Improvement Culture | 3. Communicating                           | 0    | Library and TIS staff will utilize iPads which were purchased in 2012 from the regular LRC budget.  | A personnel issue prevented the LRC staff from completing this strategic initiative during the 2013-2014 school session.  | This initiative will be revised and repeated for 2014-2015.  |
| Learning Resources (Instructional Services)                | To provide access to a broad range of library and information resources in support of teaching, research, and service.   |  | This planning unit will ensure that 90% of the faculty will find that the traditional library collections in various formats are adequate to meet their course needs via annual faculty survey of the Learning Resource Center.  | A review of allied health resources by AD Nursing faculty indicated a need/desire for an additional electronic database to support the nursing curriculum. Faculty requested that the current subscription to CINAHL (online database for AD Nursing) be upgraded and that another online database, Nursing Reference Center, be added to the collection.   | The Director of the Learning Resource Center has negotiated with Ebsco (vendor for CINAHL online database), for pricing to upgrade CINAHL and purchase their Nursing Reference Center Package for the 2013 - 2014 school session. Both products will be purchased at a cost of \$4,974.00, from the regular LRC budget.   | 1. Instructional Services; | 2. Continuous Improvement Culture | 1. Reading                                 | 4974 | CINAHL will be upgraded to CINAHL Complete (full text for more than 1,300 journals indexed in CINAHL) and LRC will purchase the Nursing Reference Center (over 3,000 Quick Lessons & Evidence-Based Care Sheets), at a cost of \$4,974.00. The databases will be available via the ICC LRC web page after July 1, 2013, and all first-year nursing students will be instructed in their use at the required library instruction sessions in August. | The LRC purchased the upgraded CINAHL Complete and the Nursing Reference Center at a cost of \$4,974.00, and made them available to students in August 2013 via the LRC webpage. All students who participated in library instruction sessions during the 2013-14 school session were instructed in the usage of the new databases. Online instructors made the information available to their students via Canvas. Of 261 students surveyed on the Tupelo Campus in the spring of 2014, 85% indicated that they were satisfied with the online resources provided by the LRC (12% indicated a Neutral response). 97% of the faculty surveyed in the spring of 2014 indicated that the online resources provided by the LRC were appropriate for their program areas.   | The LRC will continue to purchase appropriate online library resources and provide instruction in their use for traditional and online students.   |
| Mathematics Division (Instructional Services)              | Students in MAT 1233 Intermediate Algebra will demonstrate proficiency in factoring polynomials. (CLO #11)   |  | This planning unit will ensure that 65% of the students enrolled in MAT 1233 Intermediate Algebra will complete the factoring of polynomials with at least 70% accuracy on related items from a test.  | Last year 63.4% of the students completed the factoring of polynomials with at least 70% accuracy on related items from a test which was lower than the target of 65%. It is vital that students completing this course be proficient in factoring polynomials, because this objective is used extensively in College Algebra.  | The effort to improve the proficiency in factoring polynomials will be centered around the better use of the implementation of a lab component that has been added so that students can have more opportunities for in-lab remediation. A concerted effort will be made to encourage instructors to identify and remediate the students who have not grasped this concept, before the assessment is taken.  | 1. Instructional Services; | 1. Completion Rates Improvements  | 5. Quantitative Literacy                   | 0    |   | 52.0% of the students enrolled in MAT 1233 Intermediate Algebra completed the factoring of polynomials with at least 70% accuracy on related items from a test which was lower than the target of 65%. Our goal was not reached with this planning unit.  | Because our goal was not reached, this outcome will be carried forward to the 2014-15 school year. Our results are based upon five test items. We believe the students will have a better success rate, with more test items. We will use ten test items for the 2014-15 school year. We will continue to implement the lab component, and encourage the instructors to take a more active roll in identifying and remediating those students who need it. |



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| Mathematics Division (Instructional Services)     | [*] Students in MAT 1313 (College Algebra) will use the fundamental properties and laws of mathematics to solve equations and inequalities (ULO #1).  |  | This planning unit will ensure that 60% of students in MAT 1313 will score 70% or better on an assessment of second degree equations (CLO #2).   | In Spring 2013 37% of students in MAT 1313 scored 70% or better on an assessment of second degree equations (CLO #2) which was lower than the target of 80%. Factoring is an important process in algebra that is used to simplify expressions and fractions and solve equations.   | Four of the ten problems on the SLO assessment will be changed to better reflect the type of assessment problems to which the students are more accustomed on the classroom assessments. The SLO assessment will be administered to traditional students immediately after the completion of Test 1, instead of being administered at the end of the semester. This should improve the participation rate, as well as the resulting scores. The concepts will be introduced with chapter materials and reinforced through exercises and assignments. A uniform assessment will be given across all course sections to gauge comprehension.  | 1. Instructional Services; | 1. Completion Rates Improvements  | 5. Quantitative Literacy    |  |  | In Fall 2013 62% of completers in MAT 1313 scored 70% or better on an assessment of second degree equations (CLO #2) which was higher than the target of 60%. In Spring 2014 61% of completers scored 70% or higher.  | We will carry this outcome forward to insure continued success with this CLO.  |
| Mathematics Division (Instructional Services)     | Students in MAT 2323 Statistics will demonstrate proficiency in calculating and interpreting confidence intervals. (CLO #18)  |  | This planning unit will ensure that 60% of the students enrolled in MAT 2323 Statistics will calculate and interpret a confidence interval with at least 70% accuracy on related items from a given test. It will also ensure that the students will score at or above the national average on the CAAP test, and will have a mean score on the Basic Algebra portion above 14.3, which was the mean score of ICC students for 2013. | Calculating confidence intervals is an important concept which Statistics students will use in junior and senior level college courses. Although ICC students have consistently scored at or above the national average on the CAAP test, ICC scores have a downward trend over the past three years.   | Assignments will be completed/submitted with the use of computer software, which includes remediation of concepts not mastered. This method has improved success in other mathematics courses at ICC.   | 1. Instructional Services; | 1. Completion Rates Improvements  | 5. Quantitative Literacy    |  | 0  | 42.1% of the students enrolled in MAT 2323 Statistics were able to calculate and interpret a confidence interval with at least 70% accuracy on related items from a given test, which was lower than the target of 60%. Our goal was not reached with this planning unit. Our students scored above the national average on the CAAP test, with a mean score of 14.2 on the Basic Algebra portion, which was at the national average, but slightly below the ICC students' mean score for 2012. | Because our goal was not met, we will carry this outcome forward. We will increase the number of test items from five to ten. We believe this will improve the student success rate for this CLO.            |
| Mathematics Division (Instructional Services)     | Students in MAT 1213 College Math 1 will demonstrate proficiency in performing operations with integers. (CLO #1)   |  | This planning unit will ensure that 75% of the students enrolled in MAT 1213 College Math 1 will complete operations on integers with at least 70% accuracy on related items from a test.  | It is vital that students at this level be proficient in performing operations with integers to move on through the developmental math program. In the Spring of 2013, 73% of the students completed operations on integers with at least 70% accuracy, which was better than our target of 65%. We would like to continue the improvement, and thus have set a higher target.  | Our instructors will make a concerted effort to strongly encourage students to participate in open lab opportunities for remediation. Also, we want our instructors to make identify those students struggling to master this concept, and remediate before the assessment is taken.  | 1. Instructional Services; | 1. Completion Rates Improvements  | 5. Quantitative Literacy    |  |  | 86.2% of the students enrolled in MAT 1213 College Math 1 completed operations on integers with at least 70% accuracy on related items from a test, which was higher than the 70% target. Our goal for this planning unit was accomplished.   | We will implement a required lab for one hour per week. We will carry this outcome forward to MAT 0124 Beginning Algebra for the 2014-15 year to insure that the goal is met for an extended period of time. |
| Natural Science Division (Instructional Services) | Students in BIO 1114 (Principles of Biology ) will demonstrate knowledge of genetic diseases and their etiology. Students will also demonstrate knowledge of writing/grammar skills and technology.                             |  | This planning unit will ensure that 90% of students taking principles of biology will score 80 or above on the genetic disorders written report/ oral presentation and the CAAP results will show that ICC students will equal or exceed the national mean in Science. This will be evaluated using a rubric designed by principles of biology instructors.  | A panel discussion of principles of biology instructors indicated that instructors determined the writing and presentation skills of students to be below those normally ascribed to a college student. The 2013 CAAP Science results were ICC 60.1, National 59.2 and the 2012 CAAP Science results were ICC 59.3, National 59.2.  | Each student will work in cooperative groups to develop a written report on a genetic disease. The rough draft will be submitted as a hard copy to instructors. Instructors will refer those that need more assistance to the writing center. The final draft of the written report will be submitted electronically through Canvas using Safe Assign software to check for plagiarism.   | 1. Instructional Services; | 2. Continuous Improvement Culture | 2. Writing                  |  | 0 Safe Assign  | Based on the data presented, 100% of students taking principles of biology scored 80 or above on the genetic disorders written report/ oral presentation. CAAP results for 2014 were ICC 59.2 compared to national average score of 58.6.   | Instructors will continue to use the grading rubric designed for this outcome.   |
| Natural Science Division (Instructional Services) | Students in CHE 1213 (General Chemistry I) will demonstrate quantitative literacy through the utilization of laboratory equipment, calculators, graphs, charts, and/or tables to summarize, analyze, and interpret information. |  | This planning unit will ensure that 70% of the students in General Chemistry I will demonstrate quantitative literacy by successfully generating a manual graph and correctly adding annotations to the graph. Success will be determined by a student receiving a grade of 'C' or better on the Beer's Law lab and the CAAP results will show that ICC students will equal or exceed the national mean in Science.                  | This outcome was previously tracked during the 2008-2009 school year. Instructors were pleased with results and determined that the additional instruction concerning graphing and the use of the computer to generate the graph was a great help to the students' learning. However at that time it was decided to give consideration to future graphing which does not involve using the computer to see if the students' understanding of proper graphing techniques carries over into manual form or vice versa and to determine if the students at risk for meeting this learning outcome have been excluded by the time Chemistry II is reached. The 2013 CAAP Science results were ICC 60.1, National 59.2 and the 2012 CAAP Science results were ICC 59.3, National 59.2. | General Chemistry I students will perform a Beer's Law experiment in which a graph of absorbance verses concentrations will be manually plotted. The students will draw the best fit straight line through the graphed points and then determine the slope and Y-intercept of the line. The student will formulate the equation for the line (y intercept form: y=mx + b) The student will use the derived equation to determine the concentration of an unknown from a given absorbance.   | 1. Instructional Services; | 2. Continuous Improvement Culture | 5. Quantitative Literacy    |  | 0  | Based on the data received 100% of the students enrolled in CHE 1213 did demonstrate quantitative literacy by successfully generating a manual graph and correctly adding annotations to the graph. CAAP results for 2014 were ICC 59.2 compared to national average score of 58.6.   | Instructor will continue to use the modifications in teaching this concept.  |
| Natural Science Division (Instructional Services) | Students in PHY 2414 (General Physics I) will research, design, and construct a Rube Goldberg machine using various materials and their knowledge of physics transfer of energy concepts.                                       |  | This planning unit will ensure that 80% of all physics I (PHY 2414) students will score 80 or above on their Rube Goldberg project.  | The student grades on previous tests in the 2012-2013 year on energy transformation have shown poor comprehension of the law of conservation of energy and energy transformation.   | Students will work in groups of 5-6 and research Rube Goldberg, design a Rube Goldberg machine depicting the ten energy transfer steps, explain the machine using physics concepts, construct the machine, and write a report using conservation and transformation of energy principles.   | 1. Instructional Services; | 2. Continuous Improvement Culture | 4. Critical Thinking        |  | 10 Rubrics (printing costs)                                  | 46 out of 54 (85.19%) students enrolled in PHY 2414 scored 80% or above on their Rube Goldberg project.   | Modifications to the project assignment have proven to be beneficial in achieving the desired results. We will continue to find ways to improve the student scores.  |
| Natural Science Division (Instructional Services) | [*] Students in BIO 2514/2510 will be able to determine the origins, insertions, and actions of specified muscles utilizing the ADAM software resource found in the LRC.  |  | This planning unit will ensure that students enrolled in BIO 2514/2510 will be able to determine the origins, insertions, and actions of specified muscles utilizing the ADAM software resource found in the LRC. 60% of the students will score a minimum of 80 on the assignment.  | Data from the 2012-2013 school year indicates that approximately 113 out of 214 (which is 53%) students that completed the assessment scored at least 80% or better on an assessment of origins, insertions, and actions of specified muscles. This outcome is being continued from 2012-2013 for two reasons: 1) Anatomy TV was not available during the past year and there was some confusion among the students as to what resource they were to use for the assignment 2) failure to meet outcome from previous year   | Students will be required to complete a homework assignment utilizing ADAM software resource found in the LRC. 60% of the students will score a minimum of 80 on the assignment.  | 1. Instructional Services; | 2. Continuous Improvement Culture | 8. Scientific Understanding |  | 10 Paper for printing handout.                               | Based on the data received, 174 out of 291 students (79%) students that completed the assessment scored at least 80% or better on an assessment of origins, insertions, and actions of specified muscles.   | We will continue with the changes made during this year into next year's assignment.   |
| Natural Science Division (Instructional Services) | Students BIO 1314 (Botany 1) will identify and categorize leaves of various plants into their appropriate classifications.  |  | This planning unit will ensure that 80% of students enrolled in BIO 1314 will score a minimum of 80 on an assignment that will allow them to be able to select, identify, and categorize plants according to their physical characteristics or traits based on assessment by rubric. This is a continuation from 2012-2013 due to lack of data.  | This outcome is being extended to 2013-2014 due to lack of data. During the previous year, the instructor did not require the students to complete assignment so there was no data provided.  | Students will be given a rubric prior to the introduction of the assignment that will allow them to see how the assignment will be graded.  | 1. Instructional Services; | 2. Continuous Improvement Culture | 4. Critical Thinking        |  | 10 Paper needed to print rubric and assignment requirements. | Based on the data received, 13 out of 14 students (93%) enrolled in BIO 1314 scored a minimum of 80 on an assignment that will allow them to be able to select, identify, and categorize plants according to their physical characteristics or traits based on assessment by rubric.  | The assignment will continue with modifications made during this year.   |
| Natural Science Division (Instructional Services) | Students in PHY 2244 (Physical Science I) will write assignments and/or laboratory responses which reflect the application of scientific reasoning as it pertains to controlled environments and/or real life situations.       |  | This planning unit will ensure through a course level assessment that students in Physical Science I will demonstrate the ability to properly write a laboratory report based on a freefall experiment by scoring an average of 10.5 out of 15 or a grade of 'C' or better and the CAAP results will show that ICC students will equal or exceed the national mean in Science.   | The data from previous years did not indicate a consistent improvement in student performance. This outcome is being implemented to provide current data to determine if there has been improvement in student performance since the last data was collected. The 2013 CAAP Science results were ICC 60.1, National 59.2 and the 2012 CAAP Science results were ICC 59.3, National 59.2.  | The same protocol for this outcome will initially remain the same as the previous years: Students will perform the free-fall experiment to gather data and draw conclusions to be used in the report. Students will then be assigned the writing of the laboratory report. In addition, students will be presented with an example copy of a lab report and a copy of the rubric criteria used for evaluation. Following the completion of a rough draft, the instructor will identify five (5) lab papers which fall below the acceptable assessment outcome. These five students will be referred to the Writing Center (QEP) on campus for assistance in completing the final draft. (This will amount to a total of fifteen students (15), three (3) from each instructor.) The Writing Center will be given sample reports from previous students which range from a grade of 'A' to 'F'. Prior to the students attending the Writing Center, an instructor from the Physical Science courses will meet with a Writing Center tutor to discuss the key components needed in the lab report and assist the tutor in gaining a knowledge of what is expected in the lab report. The results of the lab reports from the 15 students will be compared to the results of the remaining students to determine if the use of the Writing Center will potentially increase the overall ability of the students to meet the desired outcome. | 1. Instructional Services; | 2. Continuous Improvement Culture | 2. Writing                  |  | 10 Printing reports.   | Based on the data received, 38 out of 46 students (83%) scored at least a 10.5 on the ability to properly write a laboratory report based on a freefall experiment.   | The data showed that the average score was 10.55. This outcome will be rolled over into next year's outcomes to continue to improve scores.  |
| Natural Science Division (Instructional Services) | Students in CHE 2424 (Organic Chemistry I) will demonstrate scientific understanding through the manipulation of electrophilic aromatic substitution reactions.   |  | This planning unit will ensure that 80% of the students enrolled in CHE 2424 will correctly answer the specific question on the post-test dealing with orientation in electrophilic aromatic substitution reactions of disubstituted benzenes.   | 2012-13 results showed 4 out of 13 students (31%) correctly answered a question on the organic post-test dealing with orientation in electrophilic aromatic substitution reactions of disubstituted benzenes.   | More emphasis will be given on this type of reaction (more classroom discussion, focused homework problems). Results will be assessed by noting how students perform on the same question on the post-test next Spring.   | 1. Instructional Services; | 2. Continuous Improvement Culture | 8. Scientific Understanding |  | 10 Printing of homework assignment.                          | Based on the data received, 8 out of 9 students (89%) enrolled in CHE 2434 (CHE 2424 above) correctly answered the specific question on the post-test dealing with orientation in electrophilic aromatic substitution reactions of disubstituted benzenes.  | Instructor will continue to use modifications used in teaching this outcome.   |

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| Occupational Therapy Assistant Technology (Instructional Services) | Students will demonstrate knowledge of the theories, models, and frames of reference inherent to occupational therapy practice.                      |  | This planning unit will ensure that 85% of students in OTA 1113 will score 70% or above on test questions that demonstrate their knowledge of occupational therapy theoretical framework along with notable individuals for each area.  | Entry level occupational therapy assistants must understand the background and theory of practice. These results will serve as a benchmark for teaching methods in subsequent academic years. Students have met or exceeded this target for the last two years, but the 2012-13 85% achievement was lower than the 2011-12 100% achievement.   | Students will learn the theories, models, and frames of reference regarding occupational therapy through course lectures and assignments and will be tested on the concepts through written tests administered in the OTA 1113 Foundations of Occupational Therapy course.  | 1. Instructional Services; |                                   | 8. Scientific Understanding |     |   | 85% of students in OTA 1113 Foundations of Occupational Therapy successfully scored 70% or above on test questions that demonstrate their knowledge of occupational therapy theoretical framework along with notable individuals for each area.   | This data adequately ensures that OTA students are effectively learning and understanding theories, models, and frames of reference regarding occupational therapy through course lectures and assignments when tested on the concepts through written tests administered in the OTA 1113 Foundations of Occupational Therapy course.  |
| PACE Program (Instructional Services)                              | Students in the PACE program will demonstrate improved class preparation skills through reading comprehension.                                       |  | This planning unit will ensure that 80% of students in the LLS 1152 College Life course will score a C or better (70%+) on a unit-level assessment of a 5-step reading model called SQ4R. Additionally, 80% of the students in the LLS 1152 course will evaluate the process as a "4" or higher in a feedback survey of the process. (1-5 scale)  | The Pace Program is a first year experience student success program. As part of the transition from high school to college, students need to build mastery of class preparation. This annual outcome will enlighten students to the benefits of pre-reading by requiring the reading of an assignment before they attend class to help them become familiar with the language and terminology in the upcoming lecture. | Students will be required to complete a 6-page SQ4R worksheet while they read an assigned chapter for an activity grade. Students will be tested to show mastery of this information. Students will also engage in conversation comparing and contrasting this assignment experience to a previous assignment which did not require pre-reading. A brief survey to evaluate the pre-reading SQ4R assignment will be administered. | 1. Instructional Services; | 1. Completion Rates Improvements  | 1. Reading                  | 0   | None  | The goal was to have 31-39 (80%) students score 80% on SQ4R worksheet but only 26-39 (67%) scored 70% or higher on the assignment. The other goal was to have 80% or higher of the students rate the evaluation process of the SQ4R a "4" or higher on a scale of 1-5. Only 20 of the 39 (51%) students gave it a "4" or higher.  | Students do not like to read! To help them be more successful in the future we will introduce the reading and SQ4R earlier in the semester before note-taking information to help students understand the importance of reading assignments before they hear the lecture. We will continue to assess the process in the spring of 2015.  |
| PACE Program (Instructional Services)                              | Students in the PACE program will demonstrate improved note-taking skills using an organized method taught in the LLS 1152 course.                   |  | This planning unit will ensure that 80% of students in LLS 1152 College Life course will score a C or better (70%) on a unit-level assessment for organized methods of note-taking. Additionally, 80% of the students in the LLS 1152 course will evaluate the process as a "4" or higher in a feedback survey of the process. (1-5 scale)  | The PACE Program is a first year experience student success program. As part of the transition from high school to college, students need to build mastery of note-taking during a lecture course. This annual outcome will show students the benefits of taking notes in an organized manner, rewriting the notes, and turning the notes into flash cards to study daily.   | Students will be required to submit an original copy of their class notes, copy of rewritten notes, and flash cards for an activity grade. Students will be tested to show mastery of this information. A brief survey to evaluate the note-taking methods will be administered.  | 1. Instructional Services; | 1. Completion Rates Improvements  | 1. Reading                  | 0   | None  | 32 of the 39 (82%) students scored 70% or higher on the note-taking assessment. 35 of the 39 (87.9%) students evaluated the process as a "4" or higher in a feedback survey on a scale of 1-5.  | The students increased their rate of success in note-taking by understanding the valuable tools of rewriting their notes and making note cards on the same day they take the notes. By submitting a copy of their class notes they realized how poor their note taking skills were before this exercise. Once given the proper procedures to take and to use notes, the students improved.   |
| Paralegal Technology (Instructional Services)                      | Students will learn the basic requirements of a deed.  |  | This planning unit will ensure that 70% of LET 2453 students will score a C or better when analyzing and drafting a deed in Module 11.  | Students must learn the basic requirements of a deed to assist with real property cases in the field as would be expected by employers in the current and future job market.   | Instructors will use textbook examples and a PowerPoint presentation to explain the basic requirements of a deed. The assessment will be conducted in a Module 11 writing exercise.   | 1. Instructional Services; | 2. Continuous Improvement Culture | 2. Writing                  |     |   | 2013-2014 results showed that 74% of LET 2453 students scored 70% C or higher on the writing assessment.  | Due to the success of this plan, this strategy will be carried forward to the 2014-2015 year to confirm student performance is maintained.   |
| Physical Therapist Assistant Technology (Instructional Services)   | Students will demonstrate mastery of documentation guidelines required by state practice acts, practice settings, and other regulatory agencies.     |  | 100% of PTA 1412/2423 students will successfully document patient care utilizing an Electronic Health Record (EHR) format by completing written assignments using EHR guidelines where the average score is 70% or better.  | Beginning in 2015, Medicare eligible professionals and institutions who do not successfully demonstrate meaningful use of EHR will be subject to payment reductions.   | The ICC PTA Program will begin this year utilizing "Neehr Perfect" on-line software as a tool to expose students to an EHR. Students will be required to complete written documentation assignments, in a manner that satisfies all course grading requirements, as a component of their Clinical Education I and Clinical Education II (PTA 1412 and PTA 2423) courses.  | 1. Instructional Services; | 2. Continuous Improvement Culture | 2. Writing                  | 0   | "Neehr Perfect" on-line subscriptions will need to be sold in the ICC bookstore.  | The program used "Neehr Perfect" software as planned. Four EHR assignments were completed in each of the 2 Clinical Education courses targeted. In PTA 2423 (during Fall 2013) 3 assignments were completed with an average grade of 100, and the fourth with an average of 93. In PTA 1412 (during Spring 2014) 3 EHR assignments were completed with an average grade of 100, and the fourth with an average of 98. | The goal of this learning outcome was met. The PTA Program will continue to use this software to instruct students in proper electronic documentation, but this outcome will not be targeted again unless specific issues related to deficits in EHR documentation arise.  |
| Radiologic Technology (Instructional Services)                     | Students will gain understanding and knowledge of image acquisition techniques in radiologic technology.   |  | This planning unit will ensure that 80% of students taking the 2014 ARRT exam will score above 85% on the image acquisition section of the exam.  | Data from the 2013 ARRT exam indicates that only 29% of students taking the exam scored above 85% on the Image Acquisition section of the exam.  | Students will be given pre and post tests on Image Acquisition content in RGT 2934 Certification course as stated by the objectives of the course which require mastery of each section of the ARRT exam.   | 1. Instructional Services; | 2. Continuous Improvement Culture | 8. Scientific Understanding | 0   |   | Results show that only 25% of students have scored above 85% on the Image Acquisition section of the exam.  | These results indicate that changes need to be made to the teaching methods for image acquisition. St. Catherine's tests will be implemented in the fall semester that should help prepare students for the image acquisition test questions in the spring. This outcome will be carried over to next year.  |
| Radiologic Technology (Instructional Services)                     | Students will increase their knowledge and understanding of equipment operation in radiologic technology.  |  | This planning unit will ensure that 80% of students taking the 2014 ARRT registry exam will score above 85% on the Equipment Operation section of the ARRT exam.  | Data from the 2013 ARRT exam results indicate that only 43% of students taking the exam scored above 85% in the Equipment Operations section.  | Students will be given pre and post test evaluations of the Equipment Operations content in RGT 2934 Certification course as part of the course objectives which require mastery of each section of the ARRT registry.  | 1. Instructional Services; | 2. Continuous Improvement Culture | 8. Scientific Understanding | 0   |   | Results show that only 44% of students scored above 85% on the equipment operation section of the exam.   | These results indicate the need for changes. St. Catherine's tests will be administered beginning in the Fall semester which should improve test scores. This outcome will be carried over until next year.  |
| Social Science Division (Instructional Services)                   | Students enrolled in PHI 2113 will be able to identify the four major areas of philosophical inquiry.  |  | This planning unit will ensure 75% of students in PHI 2113 can correctly define and identify the four major areas of philosophical inquiry as assessed by a pre/post test of student knowledge.   | 2012-13 year showed 43.6% correctly identified the four major areas. More time was spent emphasizing these areas and the final results improved to 68%. A pre/post test will be administered to gauge the comprehension of the four major areas of philosophical inquiry. 2011-12 year showed only 44.8% correctly identified the areas.   |   | 1. Instructional Services; | 1. Completion Rates Improvements  | 4. Critical Thinking        |     |   | On the semester pretest 5% of students scored a 75% or above on the Pre-test. Post-test results 60% of students scored a 75% or better on the post-test.  | The goal for the semester was to have 75% of students score a 75% or higher. This was not obtained with 15% or 9.15% failing to reach the goal. The goal for next year will remain the same for the year 2015-2016 of 75% scoring 75% on an embedded test question assessment.   |
| Social Science Division (Instructional Services)                   | Students enrolled in PHI 1113 and 1133 will demonstrate knowledge of the timeline of events in the Old and New Testaments of the Bible.              |  | This planning unit will ensure that 75% of students in PHI 1113 and PHI 1133 will achieve a 75% or better on an embedded assessment of the Biblical time lines of the Old and New Testaments.   | Students taking an embedded pretest of the Biblical time lines of the Old and New Testaments failed to correctly identify events on the time line. In 2011-2012 results were 40% correct on pre-test; 75% correct on post-test. In 2012-2013 results were 50% correct on pre-test; 70% correct on post-test.   | To gauge students' in 2013-2014 PHI 1113 and 1133 knowledge of a pre/post test will be administered. Again this year, an emphasis will be placed on usage of White Board time line throughout the semester. Classroom discussion will be focused on the individual events and relationship to each other.   | 1. Instructional Services; | 1. Completion Rates Improvements  | 6. Appreciation             |     | None  | PHI 1113 Old Testament assessment data revealed 78.95% (15 of 19) students scored 75% or higher.  | Upon reviewing this outcome, it was decided that the assessment process did not accurately reflect the original intent of the outcome. This outcome will be redesigned and carried forward into the 2014-2015 cycle to assure proper, consistent assessment for better analysis of results. The pre-test/post-test method will be abandoned. Also, since the same assessment was not given in PHI 1113 AND 1133, the new outcome will be designed with only one course being assessed. |
| Social Science Division (Instructional Services)                   | Students enrolled in CRJ 1313 – Introduction to Criminal Justice will be introduced to the definitions of a "felony" and a "misdemeanor".            |  | This planning unit will ensure that 70% of students enrolled in CRJ 1313 will demonstrate an understanding of what constitutes a "felony" and a "misdemeanor" by correctly identifying each on specific, embedded questions asked on a post-test where students are evaluated on their knowledge of the American Criminal Justice System. The post-test results will be compared to pre-test results to measure the effectiveness of instruction. | Based upon post-test results of students enrolled in CRJ 1313 during 2012-2013, only 63% of students correctly identified what constitutes a "felony" while 90% of students correctly identified what constitutes a "misdemeanor". Student comprehension of these concepts is critical to success in this field of study.  | During this course, students will be given a pre-test followed by classroom instruction on what constitutes a "felony" and "misdemeanor". Instruction will be followed by a post-test to measure student mastery of the concept.  | 1. Instructional Services; | 1. Completion Rates Improvements  | 4. Critical Thinking        | 100 |   | 93% of students enrolled in CRJ 1313 demonstrated an understanding of what constitutes a "felony" and a "misdemeanor" as measured by a course level assessment by correctly answering two embedded questions on the post-test. These results were compared to pre-test results that showed only 63% of students correctly answering the two embedded questions.   | We are pleased with both meeting our goal of 70% and with the growth of student learning. Next year, we plan to use a similar method for teaching and accessing similar concepts. This outcome will be carried forward into 2014-2015 to assure student mastery level is maintained.   |
| Social Science Division (Instructional Services)                   | Students in HIS 2213 (American History I) and PSC 1113 (Political Science) will demonstrate an understanding of the Principle of Federalism.         |  | This planning unit will ensure that 75% of students enrolled in HIS 2213/PSC 1113 will comprehend the meaning of Federalism as measured by a course level embedded test.  | In 2012-13 the overall student average 84%. After conferring with other subject areas within the Social Science Division, we feel an overall 75% mastery level is a sufficient benchmark for American History I (HIS 2213) and American National Government (PSC 1113).  | By utilizing lecture content, audio/visual resources, and research methods, the students' grasp of the concept of The principle of Federalism will be measured by an embedded assessment.   | 1. Instructional Services; | 1. Completion Rates Improvements  | 4. Critical Thinking        |     |   | As a division, we achieved our target goal of 75% student mastery of the objective with an overall average of 80%.  | What we are striving for in our division is to develop a more consistent methodology from instructor to instructor for ascertaining results in our future tabulations. This outcome will be carried forward into next year.  |
| Social Science Division (Instructional Services)                   | [*] Students in PSY 1513 (General Psychology) will demonstrate sufficient knowledge of stress including its definition, sources, and coping methods. |  | This planning unit will ensure that 65% of students in PSY 1513 will score 70% or better on an assessment of defining stress and understanding its impact including physiological and psychological reactions to stress.  | Data from the 2012-13 school year indicates that 415 of 522 (which is 80%) students that completed the assessment scored at least 70% or better on an assessment of defining stress. Understanding the concept of stress and the role that it plays in our lives is a principle research area in Psychology. This understandings helps students to better function in society.   | The material will be introduced with chapter readings and reinforced through lecture and assignments. A uniform assessment will be given across all course sections to gauge comprehension.   | 1. Instructional Services; | 1. Completion Rates Improvements  | 4. Critical Thinking        |     | In fall 2013, overall 53% of students met the target. Of traditional students, 44% met the target, and of online students, 78% met the target. In spring 2014, overall 69% of students met the target. Of traditional students, 62% met the target, and of online students, 82% met the target. | Assessment results are now being calculated in a consistent manner. This outcome will be carried forward into 2014-2015 with more attention to data reporting being consistent in how it is communicated for better longitudinal comparison of student learning.  |  |
| Social Science Division (Instructional Services)                   | Students enrolled in SOC 2113 will comprehend how gender, race and ethnic identity are socially constructed.   |  | The planning unit will ensure that 75% of students completing SOC 2113 will comprehend that gender, race and ethnic identity are socially constructed as measured by a course level assessment using a pre/post test.   | Based on pre/post tests given in the year 2012-2013 72.56% of students were able to recognize characteristics of race and gender during the year. Target goal of 75% was not met, however percentages went up from the 2011-2012 school year.  | Continue to measure the comprehension of gender, race and ethnic identity with target goal of 75% with a greater emphasis on specific characteristics and nature of social construction as measured by the pre/post tests.  | 1. Instructional Services; | 1. Completion Rates Improvements  | 4. Critical Thinking        | 0   | None  | Based on the pre/post tests given in 2013-2014 year 61.25% of students were able to recognize the characteristics of race and gender at the end of the year.  | Previous year's data was only for traditional classes. This year's data included traditional and online classes. Since results were blow target this outcome will be carried forward and methods revised for the following year.   |
| Social Science Division (Instructional Services)                   | Students in GEO 1113 will demonstrate knowledge of the geographic theme of place relating to cultural aspects of the Five Themes of Geography.       |  | This planning unit will ensure that 90% of students enrolled in GEO 1113 will demonstrate knowledge on an embedded test assessment of the place theme relating to the cultural aspects of geography.  | Of the five themes of geography the place theme distinguish unifying characteristics of culture. 32% of students enrolled did not correctly demonstrate knowledge of the place theme on the first test as an embedded test question.   | Lecture and presentations in class will continue with emphasis on the five themes of geography to enhance student comprehension of the place theme. Goal of 75% is raised to 90% for year 2013-2014.  | 1. Instructional Services; | 1. Completion Rates Improvements  | 4. Critical Thinking        | 0   | None  | 95% of the students recognized the place theme of geography. With the emphasis being placed upon the five themes of geography students were better prepared to recognize all five of the themes.  | To insure students in 2014-2015 year will be able to demonstrate the knowledge of the place theme relating to the cultural aspects of geography the same embedded test question will be applied.   |
| Supportive & Disability Services (Instructional Services)          | To provide program information, updates on state mandates, and professional development opportunities to ICC faculty and staff.                      |  | This planning unit will ensure that at least 85% of the faculty and staff responding to an annual survey are satisfied with the updates and information provided to them by OSS.  | This information sharing is required to meet federal and state guideline for students with disabilities and to ensure that all instructors fully understand these requirements.  | Web site resources are made available. Every instructor is required to put on the syllabus and mention all students. Email letters are sent to all instructors with the students' information regarding approved accommodations.  | 1. Instructional Services; | 5. Instructional Flexibility      | 3. Communicating            | 0   | Access to E-Learning web site.  | Professional development information and mandate information was conveyed only by individual requests during the 2013-2014 school year.   | Professional development opportunities need to be available and provided to all staff and personnel during the school year. OSS will prepare at least three specific professional development online opportunities for instructors and staff during the 2014-2015 school year.   |
| Surgical Technology (Instructional Services)                       | Students will demonstrate competencies expected of an entry-level Surgical Technician.   |  | This unit will ensure that 80% of students will score 80% on the perioperative area on the National Certification examination.  | Although our pass rate on the National Certification exam improved, this area was weaker than the other areas of the test. We had 75% pass rate in this area of the exam.  | Require the students to utilize North Star, a pre-certification exam tool, and monitor the per-operative area or an 80% or better average on this tool. Also will incorporate more perioperative exam questions in SJIT.  | 1. Instructional Services; | 1. Completion Rates Improvements  | 1. Reading                  |     | Computer lab  | Students did increase their scores to 82% in this area of the CST examination.  | This outcome has improved and will continue to assure students are completing the required study components to increase success on the national CST exam.  |

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|   |  |  |  |  | 1518, SUT 1528, SUT 1538 and the comprehensive final exam.  |   |   | 4. Critical Thinking<br>8. Scientific Understanding        |     |  |  |  |
| Surgical Technology (Instructional Services)          | Students will apply theoretical and conceptual knowledge to the practice of Surgical Technology.   |  | This planning unit will ensure that 100% of program graduates will sit for the National Certification Exam in Surgical Technology and 70% will be successful on the first attempt.   | Currently we had 100% sit for the exam and 86% passed on first attempt. The national average was 45%.  | We have become a testing center at ICC. WIA has allotted money to assist students in paying for the exam. We provide students with practice exams from certification books and also computerized practice exams, in which they participate in for a minimum of 10 weeks prior to testing.   | 1. Instructional Services;<br><br>2. Student Services<br>8. Administrative Mgt. | 1. Completion Rates Improvements  | 8. Scientific Understanding                                |     | Computer lab   | The program increased the passage rate on the CST exam to 93%.   | The program will continue this outcome to assure students are adequately prepared to pass the national Certification Exam in Surgical Technology on the first attempt.   |
| Vice President of Student Services (Student Services) | Students who participate in Indian Delegation will learn task management, self management, civic responsibility, and leadership skills.  |  | This planning unit will ensure that students who participate in Indian Delegation will show improvement in personal development and learning as assessed by a pre and post test of knowledge. Students will be taught task management, self management, civic responsibility, and leadership skills. | ICC Indian Delegation students will attend workshop activities where they learn skills to help serve as college recruiters and orientation assistants. This effort supports community building and an enhanced academic experience through student involvement in extra-curricular activities.   | Students will participate in competitive interviews for a limited number of positions. The selected delegates will receive training in the areas of campus information and recruiting materials. This training provides for personal development in the areas of task management, self management, civic responsibility, and leadership skills. These students will be pre-tested for knowledge at their first training session and post-tested one year later since most students serve two years. | 2. Student Services;<br><br><br>4. Campus Climate;<br>13. Services              | 2. Continuous Improvement Culture   | 7. Civic Engagement  |     |  | Sophomore students scored higher on all questions and in all leadership categories compared to how the group scored as freshmen during the 2012-2013 academic year. Average scores for the categories are as follows: Task Management: 3.65 as Freshman/4.31 as Sophomore; Leading Others: 4.30 as Freshman/4.73 as Sophomore; Self Management: 4.39 as Freshman/4.57 as Sophomore; Civic Responsibility: 4.21 as Freshman/4.73 as Sophomore. Participation in Indian Delegation appears to have improved participants' personal development and learning. | Continue current assessment  |
| Vice President of Student Services (Student Services) | Students in Student Activities organizations will participate in activities designed to promote personal and professional growth while engaging in service-learning and/or community building. |  | This planning unit will ensure that Cheerleader students will participate in local volunteer activities (Food Pantry and Clothes Closet)   | Community building activities enhance the academic experience by providing students and faculty and staff a means of giving back to the community district that supports the College.  | The Cheerleading sponsor will connect with community groups to plan, organize and promote efforts.  | 2. Student Services<br><br><br>4. Campus Climate<br>13. Services                | 2. Continuous Improvement Culture   | 7. Civic Engagement  |     |  | ICC cheerleaders participated in 4 community building activities. Although the outcomes are intrinsic and difficult to assess quantitatively, the group benefited from participation in the following community events: 1) 2014 Food for Families Drive – over 6,000 pounds of food was collected and distributed to local food pantries. 2) Participated in boxing food at local food pantries. 3) Produced and marketed items to be sold. All proceeds were donated to the VSO. 4) Participated in Christmas project for under privileged children.      | The group will continue this current practice exhibiting good will on behalf of the community.   |
| Vice President of Student Services (Student Services) | Students who are elected and participate in Student Government Association (SGA) will learn task management, self management, civic responsibility, innovation, and leadership skills.         |  | This planning unit will ensure that students who participate in SGA will show improvement in personal development and learning as assessed by a pre and post test of knowledge. Students will be taught task management, self management, civic responsibility, innovation, and leadership skills.   | ICC SGA student officers will learn leadership styles, governance through planning by committee, and institutional policies/procedures to reinforce the importance of student engagement. This effort supports community building and an enhanced academic experience through student involvement in extra-curricular activities.  | Students will be elected to SGA positions. The SGA members will conduct student elections, encourage student participation and submit SGA projects for approval. This training provides for personal development in the areas of task management, self management, civic responsibility, innovation, and leadership skills. These students will be pre-tested for knowledge early in the fall term and post-tested late in the spring term.   | 2. Student Services;<br><br><br>4. Campus Climate;<br>13. Services              | 2. Continuous Improvement Culture   | 7. Civic Engagement  |     |  | Students scored higher in the spring on all questions and in all leadership categories. Average scores for the categories are as follows: Self Management: 4.40 Fall/4.87 Spring; Task Management 4.41 Fall/4.88 Spring; Leading Others 4.46 Fall/4.89 Spring; Innovation 4.10 Fall/4.94 Spring; Civic Responsibility 4.60 Fall/4.83 Spring. Participation in Student Government Association appears to have improved participants' personal development and learning.   | Continue current assessment  |
| Writing Center (Instructional Services)               | To provide consultation about writing for students who enroll in all courses and provide professional development for faculty teaching those courses.  |  | This planning unit will improve the percent of students responding that their instructors spend sufficient time preparing students to writing.   | The Spring 2013 survey was not conducted due to difficulty with the transfer of the system from Blackboard to Canvas. The Fall 2012 survey showed that the percentage of students strongly agreeing that instructors spend enough time preparing them to writing remained at 64%, the same as the Spring 2012 survey. While this is a good indicator that satisfaction with instruction did improve and that the Spring 2012 survey was accurate, the absence of the Spring 2013 survey requires that the goal of 70% student satisfaction be revisited during the 2013-2014 year. | The Writing Center Director will visit divisions and provide workshops to encourage faculty to increase time spent in preparing students to succeed with writing assignments.   | 1. Instructional Services;<br><br><br>2. Student Services                       | 1. Completion Rates Improvements<br><br>2. Continuous Improvement Culture<br>QEP - Quality Enhancement Plan                                 | 2. Writing<br><br>3. Communicating<br>4. Critical Thinking | 100 | None   | No results for Fall Student Survey of Writing Instruction. Spring results of survey showed that percentage of students who strongly agreed that instructors prepared them to succeed fell to 62%.  | The outcome did not meet the goal of 70% of students strongly agreeing that instructors prepared them to succeed. However there were many good comments made about specific instructors. Other comments showed that students felt the amount of work in the class was unreasonable because the held jobs and supported families at the same time they took the writing classes. Since only 4 percent of the students surveyed disagreed that they had been prepared, one might assume that student dissatisfaction stems from something other than the instructor. This outcome will not be repeated for next year. Student satisfaction with the Writing Center is an area of inquiry more suited to the mission of the Writing Center and its mission to help students feel prepared to write. |
| Writing Center (Instructional Services)               | To enhance the quality and increase the quantity of writing at Itawamba Community College.   |  | This planning unit will improve the average on the writing section of the CAAP for ICC students. The first goal should be meeting the 2007 ICC average of 63.3, with an ultimate goal of meeting an average of 70.0 on the writing section of the CAAP test.   | The ICC average of 62.0 for 2013 remained higher than the national average of 61.5 on the writing section of the CAAP test.  | The Writing Center Director will visit classrooms to reinforce the importance of correctness in college writing and to invite students to seek help in the Writing Center; hold workshops for students; and add grammar, mechanics, and usage resources for online and on-campus sites.   | 1. Instructional Services;<br><br>2. Student Services;                          | 1. Completion Rates Improvements<br><br>2. Continuous Improvement Culture<br>5. Instructional Flexibility<br>QEP - Quality Enhancement Plan | 2. Writing<br><br>3. Communicating<br>4. Critical Thinking | 700 | Toner, ink, and paper for copies of Writing Centers promotional handouts and flyers and for grammar, composition, and rhetoric handouts prepared for the Writing Centers' consultants. | The ICC writing score of the CAAP test was 61.5. We met the national average on the writing portion of the test, but we did not meet the ICC 2007 average of 63.3.   | I believe that the scores for this test are more complicated than just students visiting the Writing Center to receive help on one essay or for one course. Improving scores such as this one must be the goal of more than one entity at the College. As faculty have moved further from the initial push at the beginning of the QEP, they have moved further away from placing importance on appropriate college-level writing in every course. This particular outcome will not be attempted again next year. The College must have another concerted effort to reach this goal before it makes sense to measure it using one service of the College.  |