Cleveland State Community College

2012-13

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Mission Statement

Cleveland State Community College provides accessible, responsive, and quality educational opportunities primarily for residents of southeastern Tennessee. The College delivers developmental education, university transfer programming, workforce training and continuing education activities. By engaging a diverse student body in the learning process, the College aspires to promote success, enhance quality of life and encourage civic involvement. The College strives to be a responsible partner in lifelong learning for the individual and in the economic development of the region.

Vision

Cleveland State Community College will be the regional two-year postsecondary institution of choice, giving learning its highest priority. The college will be recognized for academic excellence, student success and service to the community.

Progress At-A-Glance

Objective	Achieved	Outliers (Above/below 100%)
Objective 1.1.1 - Distance Learning: Cleveland State will use technology to improve the delivery of distance learning and to enhance student enrollment and retention efforts	100%	
Objective 1.2.1 - Software Enhancement: Cleveland State will use technology to improve the delivery of distance learning and to enhance student enrollment and retention efforts.	100%	
Objective 2.1.1- Progression: Cleveland State's student persistence rates as measured by the new state funding formula will increase annually.	100%	
Objective 2.1.2- Learning Support: Cleveland State's student persistence and success in learning support classes will increase annually.	86%	Success rate goal was set at 72% for 2012-13. 62% accomplished.
Objective 2.1.3- Dual Enrollment: Cleveland State's dual enrollment unduplicated headcount will increase annually to a target of 600 by 2015.	115%	608 dual enrollment students in 2012-13. Goal was 525
Objective 2.2.1- Credentials Awarded: Cleveland State's number of credentials awarded will increase annually	212%	New embedded General Education certificate approved positively impacting credential awards.
Objective 3.1.1 – Assessment of Graduates: Cleveland State's degree graduates will demonstrate competency in critical thinking skills.	104%	Meet or exceed national mean (14.6) CSCC Score = 15.2
Objective 3.1.2 – Teaching Objectives: Cleveland State will monitor the effectiveness of program specific teaching objectives in the Associate of Applied Science (AAS) degree programs.	100%	
Objective 3.1.3 – Quality Standards: All Cleveland State academic programs will undergo academic audits and program reviews on a regular cycle to ensure that a high quality standard is maintained in the general education component of the curriculum.	100%	
Objective 3.1.4 – Quality Assurance: Cleveland State will create and implement a quality assurance evaluation for all on-line courses.	100%	
Objective 3.2.1 – Service Learning: Cleveland State will increase participation in the service-learning initiative.	100%	
Objective 3.2.2 – Sustainability: Cleveland State will continue sustainability efforts and practices related to facilities and grounds.	100%	
Objective 3.2.3 – International Education: Cleveland State will increasingly provide students with opportunities for exposure to international cultures.	100%	
Objective 3.2.4- Small Business Development	145%	Customer headcount goal 2as 251. There were 285 customers,

Center: Cleveland State Small Business Development Center's client base will expand.		
Objective 3.2.5 – Collaborative Efforts: Cleveland State will continually expand business and industry training initiatives.	100%	
Objective 4.1.1 – Private Support: Cleveland State will raise $2,000,000 in private support by 2015.	92.6%	Giving impacted by state the overall economy.
Objective 4.1.2 – Grant Resources: Cleveland State will secure $1,000,000 in additional funding through grant resources by 2015.	355%	USDL RX TN Comm College Career Training (CCCT) consortium multi-year grant ($109,630 first year FY 12-13) and USDE Title III Part A, Strengthening Institutions multi-year grant for $400,000 each year for 5 years (started FY11-12).
Objective 4.1.3 – Revenue from Athletics: Cleveland State will demonstrate annual increases in outside revenue for intercollegiate athletics.	101%	
Objective 4.1.4 – Revenue from Campus Visits: Cleveland State will increase campus visits and add revenue above current baseline counts.	100%	
Objective 4.1.5 - SACSCOC Reaffirmation: Cleveland State will successfully complete all aspects of the 2013	105%	
Objective 4.2.1 – Efficiency Plan: Cleveland State will develop implement a Cross-Departmental Frontline Efficiency Plan.	100%	
Objective 4.2.2 – Process Streamlining: Cleveland State will implement a document imagining system to be utilized in key offices to create an electronic inventory of old records and to streamline processing of records.	100%	
Objective 4.2.3 – Business Operations Practices: Cleveland State will review current business operation practices and implement changes as indicated.	100%	

Key Priority 1 – Access

Goal: 1.1 - Improved Use of Technology

Cleveland State Community College will use technology to improve delivery of distance learning and to enhance student enrollment and retention efforts.

Objective 1.1.1 - Distance Learning: Cleveland State will use technology to improve the delivery of distance learning and to enhance student enrollment and retention efforts.

Objective 1.2.1 - Software Enhancement*:* Cleveland State will use technology to improve the delivery of distance learning and to enhance student enrollment and retention efforts.

Actions:
1. Action for 1.1.1: Develop, implement and maintain a 5-year Distance Learning Strategic Plan.
2. Action for 1.2.1 Purchase and implement DegreeWorks product, Banner Recruitment module, Wilkes Early Alert system, and other appropriate technologies and software enhancements for student enrollment and retention.

Indicators:
- Distance Learning Strategies Plan carried out and effectiveness report prepared annually.
- DegreeWorks Software purchased, implemented and training completed. Effectiveness report prepared annually

Benchmarks:
1. Evaluation of Distance Learning Strategic Plan progress.
2. DegreeWorks maintenance. Collect data use and satisfaction with DegreeWorks.
3. Collect data use and satisfaction with Wilkes Early Alert (EA) module.
4. Collect and evaluate data on perfromance measures of students who were contacted through Early Alert. Revisions as necessary for EA module.

Progress Toward Goal:
1. Distance Learning Plan 2012-2013 Interim Report (Appendix A)

2. Implementation of TOUCHNET for student online application fee payment is in progress, but not completed. Implementation of RUNNER Technology to allow increase processing time for staff which will decrease time a student waits to be processed and be communicated with quicker is in progress, but not completed. DegreeWorks update has been installed and 4 DegreeWorks training sessions were held for faculty advisors DegreeWorks issues have been resolved resulting in easier use of the program. Students are trained on how to use DegreeWorks during their NSAR Session. Scribed the 13/14 catalog for DegreeWorks resulting in us now having 3 catalogs available for students to use. Improvements were made in collecting and distributing Early Alert data. Training was conducted for adjunct faculty during orientation. Faculty participation rates improved over last year and reports were developed for the Deans and advisors. Banner Recruitment module was to enhance prospect tracking and communication and workforce development.

Accomplishment: 100%

Goal 1.2.1: Increase Access

In order to increase access at all levels, Cleveland State Community College will develop a methodology to utilize access and diversity resources to implement best practices for increasing levels of traditionally underserved populations.

Objective 1.2.1 – Diversity Plan: Cleveland State Community College will develop, implement and maintain a 5-year Diversity Plan.

Actions:

1. Increase progression rates of students from target subpopulations.
2. Increase awareness and stimulate dialogue on diversity issues through workshops, classroom activities and multicultural events.
3. Explore and expand current resources, activities, and programs related to diversity.
4. Seek alternate sources of funding for college-wide activities.
5. Recruit, train and develop faculty and staff.
6. Foster a teaching and learning environment that integrates, celebrates and values diversity.

Indicators:

1. Subpopulation headcounts
   • Adults (25 and older)
   • African-American
   • Low Income
   • Males
   • STEM
2. Bi-annual climate survey
3. Development and maintenance of a comprehensive inventory.
4. Completion of actions plans within grants.
5. Actions of Affirmative Action Committee and number of professional development opportunities
6. Annual review and assessment of participation in courses, events, recognitions

Benchmarks:

Evaluation of progress within Diversity Plan (Progress outlines in "Progress Toward Goals" below.)

Progress Toward Goal:

- **Subpopulations:** The following activities are relatively new and are not expected to impact target populations until 2012-13:(a) Adjusted the scholarship criteria to match what is identified in this plan. (b.) Scholarship oversight moved to Financial Aid Office (c.) Hired an individual to coordinate advising. (d.) Began using Early Alert system to follow up with at risk students. (e.) FA students on probation are not required to create a student success plan (f.) Evening nursing class added in Fall 2012 which will attract more adult students.

- **Increase Awareness:**

  o Events conducted and attendance: MLK Event (240), Multicultural Fair (350), Black History Month (52), International travel courses (2), Latin Night (300)

  o Climate Survey: In the 2008 fall survey, an average of 63% expressed an opinion on the survey. In the 2012 fall survey, 72% of respondents expressed an opinion. This may be an indication that people are more aware and engaged in divesity issues than they were in in 2008 Fall.

- **Inventory:** Develop and maintain a comprehensive inventory: The inventory was not conducted in 2011-12. Under new direction, this goal is being reconsidered.

- **Completion of action plans within grants:** FY 2011-12 received a TBR Access and Diversity Grant under Campus Climate category. Ruby Payne present "Understanding Poverty" in Fall 2011 faculty in-service and summer 2012 staff in-service. Funds from this grant were used to fund Latin Night, the 2012 MLK Commencement program. The campus modified ramps across campus to assist those with mobility challenges.

- **Professional development opportunities:** Ruby Payne present "Understanding Poverty" in Fall 2011 faculty in-service and summer 2012 staff in-service.

- **Grant Funding Received:** Staff in the ACCESS Center submitted and were approved for a grant from TBR Access and Diversity Funds to begin a Peer Advising Program. This program will begin Fall 2013, and will target first generation and low income students who are part of the Tennessee Achieves program. Total grant funding is $69,800 over two years. Student Activities and the ACCESS Center co-sponsored the annual Fiesta Latina event in the fall to celebrate Latin culture. Over 250 students participated.

Accomplishment: 100%

Key Priority 2 – Student Success

Goal 2.1 - Student Persistence

Cleveland State Community College will enhance student persistence to the completion of the post-secondary credential or degree.

Objective 2.1.1- Progression: Cleveland State's student persistence rates as measured by the new state funding formula will increase annually.

Action: Develop, initiate, and maintain a Strategic Enrollment Plan to enhance student persistence rates consistent with measures included in the new funding formula.

Indicator: Progression rate of students 12, 24, and 36 hours will increase annually.

Benchmark: Evaluation of plan goals.

Progress Toward Goal:

The percentage of students completing 12 credit hours increased in comparison to the prior year. Percentages for those completing 24 and 36 did not an increase:

CSCC Progression	12 Credit Hours	24 Credit Hours	36 Credit Hours	Total Progressing
2011-12	1164	817	659	2640
2010-11	1141	897	744	2782

CSCC Progression	12 Credit Hours	24 Credit Hours	36 Credit Hours
2011-12	44%	31%	25%
2010-11	41%	32%	27%

Data Source: THEC Fact Book 2012-2013, p.98

Redesigned the "Intent to Graduate" process:

- **Review of approval signatures:** To make it easier for students applying for graduation, the "Advisor Signature" requirement was removed.

- **Streamlined update process:** Added a section on the Intent to Graduate form for students to be able to update their information without having to fill out a separate form.

- **Improved tracking process:** Built an Argos report to help track students once they have reached a certain amount of hours for their program. Will begin awarding embedded certificates automatically in Fall 2013.

- **Intent to Graduate process revised:** The catalog will include a statement that if a student wishes to not receive an embedded certificate once they qualify for it they must contact the Records Office. This will increase the graduation rate for certificates because it will no longer depend on the student applying to graduate.

Strategic Enrollment Management (SEM) Committee:

SEM met regularly throughout the year to monitor and discuss progress toward goals that were identified in the college's SEM plan. The committee's annual report outlines activities that were completed and includes data regarding progress toward various goals related to enrollment, student success, progression, and completion. Preliminary completion data for 2012-13 shows an increase of approximately 6% over 2011-12, including an increase in embedded certificate awards and a decrease in associate's degree awards. (See Appendix B - SEM 2012-13 Report)

Accomplishment: 100%

Objective 2.1.2- Learning Support: Cleveland State's student persistence and success in learning support classes will increase annually.

Implement new A-100 guidelines in Mathematics, Reading and Writing by Fall of 2012. This will entail applying redesign principals to these course offerings

Indicator(s)
Increased success (ABC grade) in learning support classes.

Benchmark
Success rate will average 72%.

Progress Toward Goal
Average success rate for all learning support classes was 62%. Breakdown of 2012 by discipline is as follows:

Before and after TBR A100 Guideline Revisions		Success Rate	
Term	Subject	2011-12 Prior	2012-13 Post
Fall 2011	Math	65%	61%
Fall 2011	Study Skills	71%	70%
Fall 2011	Writing	60%	57%
		65%	62%

Note: Success rates for prior and post TBR A100 revisions are provided for information purposes.

Accomplishment: 85%

Objective 2.1.3- Dual Enrollment: Cleveland State's dual enrollment unduplicated headcount will increase annually to a target of 600 by 2015.

Action(s)

1) Seek funding for dual enrollment scholarships.

2) Increase number of career-technical dual enrollment courses in high schools.

3) Expand dual enrollment initiatives at the Athens site.

Indicator(s)

Unduplicated headcount of dual enrollment students

Benchmark

Headcount = 525

Progress Toward Goal:

Total number of students taking advantage of the dual enrollment opportunity this year was 608, attempting 3855 hours of college course work. That equates to a student in dual enrollment this year averaging 6.3 hours of college credit this year alone with one student who will accumulate 29 hours of credit this year as a junior.

- Funds were secured through Foundation and Institution to cover gap fee for one course per semester for every dual student enrolled.
- Career-tech dual enrollment courses in high schools did not increase for 2012-13. With responsibility for dual credit programs moving to Enrollment Services for 2013-14, a part-time staff person directly responsible for working with career-tech courses in high schools will be employed through Perkins Grant funds.
- Athens Site dual enrollment offerings stayed same and did not increase.
- We were below benchmark of 525 dual students for Fall 2013 because we lost several students and dual courses in the high schools mainly in Bradley County and Cleveland City due to the fact that the school systems are pushing AP course in the schools and cut some of the dual offerings.
- Dual Enrollment served 465 students in Fall and 458 in Spring, with 36 courses offered at high schools in Fall and 48 courses in Spring.

Accomplishment: 115%

Goal 2.2: Degree Completion

Cleveland State Community College will increase the number of students who complete a post-secondary credential, including diplomas, certificates, undergraduate and graduate degrees.

Objective 2.2.1- Credentials Awarded: Cleveland State's number of credentials awarded will increase annually.

Action(s)

1) Evaluate existing certificates and degrees with an eye to terminate, redefine, or create new based on demand.

2) Participate in TBR Lumina Grant for cohort and block scheduling by offering two new certificates in a cohort/block schedule format.

3) Redesign the Graduation process for students using technology and focusing on graduation outreach initiatives.

Indicator(s)

Total degrees and certificates awarded will equal or exceed previous AY awards.

Benchmark

Exceed or equal number of graduates in the previous AY

Progress Toward Goal:

- There were numerous changes to the existing programs.

2010 CIP	Academic Program	Degree Level	Program Length (Hrs)	Effective
09.15.0503.00	ZERO ENERGY HOUSING	2.1C1	17	Fall 2011
25.41.0303.00	PROCESS CONTROL FUNDAMENTALS	2.1C1	21	Fall 2011
06.11.0901.00	NETWORK SYSTEMS DESIGN	2.1C1	20	Fall 2011
09.15.0805.00	MECHANICAL MAINTENANCE	2.1C1	15	Fall 2011
09.15.1306.00	MECHANICAL DRAFTING	2.1C1	19	Fall 2011
29.46.0415.00	CONSTRUCTION SURVEYING	2.1C1	17	Fall 2011
09.15.0612.00	INDUSTRIAL AUTOMATION FUNDAMENALS	2.1C1	19	Fall 2011
09.15.1303.00	ARCHITECTURAL DESIGN	2.1C1	22	Fall 2011
29.46.0415.01	CONSTRUCTION APPLICATIONS	2.1C1	21	Fall 2011
09.15.0201.00	CIVIL TECHNOLOGY	2.1C1	21	Fall 2011
09.15.0303.00	ELECTRICAL MAINTENANCE	2.1C1	16	Fall 2011
23.32.0111.00	TECHNOLOGY ESSENTIALS	2.1C1	12	Fall 2011
09.15.0505.00	CLIMATE CONTROL	2.1C1	22	Fall 2011
16.24.0101.01	GENERAL EDUCATION CORE	2.1C2	15	Fall 2011
16.24.0101.01	GENERAL EDUCATION CORE	2.2C2	41	Fall 2011
31.51.0000.00	PRE-ALLIED HEALTH	2.1C2	23	Fall 2011
27.43.0107.00	CRIMINAL JUSTICE (RODP)	2.3AAS		Fall 2011
30.50.0903.00	FINE ARTS	2.3AFA	61	Fall 2011
31.51.9999.01	HEALTH SCIENCES	2.3AAS	60	Fall 2011
23.32.0101.01	WORKFORCE PREPAREDNESS-TECH	2.2 C1	34	Terminated effective fall 2011 with Spring 2014 phase-out

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- Our most significant change came with the awarding of embedded certificates. Embedded certificates were awarded to completers of the AA, AS, and AAS degrees who had no course substitutions associated with their degree. These students were automatically awarded the general education embedded certificates.   We also made contact with a group of students from ETSU who had transferred from CLSCC but not graduated. These students were given the option of transferring courses from ETSU back to CLSCC in order to complete their Associates Degree. There were a few students who took advantage of this reverse transfer (?) option.

- We also made contact with some students who had completed course requirements for certificates but had not completed an Intent to Graduate form. They were encouraged to apply because there would be no exit testing requirement.

- Redesigned the Intent to Graduate form to make it easier for students when applying to graduate. Removed the "Advisor Signature" requirement to help the process go quicker. Added a section on the Intent to Graduate form for students to be able to update their information without having to fill out a separate form. Created an Argos report to help track students once they have reached a certain amount of hours for their program. Will begin awarding embedded certificates automatically in Fall 2013. The catalog will include a statement that if a student wishes to not receive an embedded certificate once they qualify for it they must contact the Records Office. This will increase the graduation rate for certificates because it will no longer depend on the student applying to graduate. Preliminary report of credential award for 2012-13 shows a total of 957, a six percent increase over 2011-12.

Accomplishment: 212% *

*Due to the award of embedded certificates credential awards went from 425 in 2011-12 to 899 in 2012-13)

Key Priority 3 - Quality

Goal 3.1: Program Effectiveness

Cleveland State will monitor and improve the effectiveness of their educational programs.

Objective 3.1.1 – Assessment of Graduates: Cleveland State's degree graduates will demonstrate competency in critical thinking skills.
Actions:

1. Conduct in-service workshops on the Analysis and Evaluation portions of the CCTST
2. Faculty to write Individual Assessment Plans (IAPs) to support objective. IAPs evaluated at end of each academic year

Indicators:
Mean score on the California Critical Thinking Skills Test (CCTST) must meet or exceed the national mean.

Benchmark:
Meet or exceed national mean score.

Progress Toward Goal
General Education Assessment of All Degree Candidates

	N	Cleveland State Mean	Nat'l Mean
2006-08	252	15.6	14.8
2007-08	291	15.9	14.7
2008-09	304	15.3	14.7
2009-10	327	16.0	14.7
2010-11	347	15.4	13.5
2011-12	344	15.3	14.6
2012-13	361	15.2	14.6

New actions in support of this goal included the development of a rubric for use in analyzing student written work for evidence of critical thinking skills. The rubric was introduced to the Curriculum and Academic Standards Committee during fall semester and approved for general introduction and use. A CSCC librarian presented the rubric to faculty as a tool for their use during Spring 2013 Faculty In-Service; a workshop was help during the spring semester to further understanding and to encourage application beginning in Fall 2013.

Accomplishment: 104%

Objective 3.1.2 – Teaching Objectives: Cleveland State will monitor the effectiveness of program specific teaching objectives in the Associate of Applied Science (AAS) degree programs.

Action(s)

Program specific testing of AAS degree candidates.

Indicator(s)

• Licensure and certification pass rates and student performance on national subject examinations.

• Annual report on measures of the TBR General Education outcomes.

• Exceed National mean score for nursing and prior test for other AAS majors

Benchmark

Meet or exceed national mean or prior test score for institutional test.

Progress Toward Goal:

Major Field Assessment

- Business Management local exam: Exam mean score for 2012-13 (63.8%) did not meet or exceed 2009-10 exam mean score (66.4%).
- Nursing national exam: CSCC nursing students mean score (98%) exceeded the national mean score (90%)
- Tennessee Higher Education (THEC) 2010-15 approved major field test exam schedule at the end of this document.

Summary of Assessment of General Education Learning Outcomes

Annual Assessment of TBR General Education Learning Outcomes 2011-12

Math

The data is from **all** college algebra students who took quizzes on Modules 3, 4 and/or5 of MATH 1130 – College Algebra during the Fall 2011 and Spring 2012 semesters. NOTE: This does include our dual enrollment students who are taking College Algebra (both on and off campus). This data is consistent with the previous report. It appears that students are increasingly doing better on the reported outcomes. Since the redesign was implemented, we have added an additional homework assignment that is required prior to retaking a quiz. This seems to have had a positive impact on the students' success. This has also decreased the number of attempts that students are taking per quiz. Over the summer of 2012, we redesigned the MATH 1130 College Algebra course. This includes new course videos, a different layout in our computer course, reduction in the number of modules while increasing the number of objectives, and requiring more lab time for all College Algebra students. Also, the levels of mastery were increased to require a higher level of understanding before the students may "move on". These limits have changed from 70% to 90% for homework, 70% to 80% for quizzes and from 70% to 75% for midterms and finals. These changes will be in effect for the next round of data. We had originally planned to redesign the College Algebra course sooner, but due to the A100 changes, we were able to plan the changes we wanted to implement (higher levels of mastery, more lab hours,…)

Mathematics Learning Objective to be Assessed	Quiz Objective Wording	Quiz/Item Number to be Used	Percentage of Students Mastering Objective	Total And previous results
Students are able to use mathematics to solve problems and determine if results are reasonable	1. Solve linear equations. 2. Find the x- and y- intercepts.	1. Quiz 5 #1, 2, 3, 4 2. Quiz 4 # 7, 8	1715/1924=89.1% 861/982=87.7%	2011-2012: 2576/2906=88.6% 2010-11: 87.4% 2009-10: 83.2%
Students are able to use mathematics to model real-world behaviors and apply mathematical concepts to the solution of real life problems.	1.Applications	1.Quiz 3 # 9, 10 2.Quiz 4 # 9, 10 3.Quiz 5 # 5, 6	803/1014=79.1% 770/982=78.1% 814/962=84.6%	2011-2012: 2387/2958=80.7% 2010-11: 85.7% 2009-10: 72.8%
Students are able to make meaningful connections between mathematics and other disciplines.	1. Applications	1.Quiz 4 # 9, 10 2. Quiz 5 #10	770/982=78.1% 353/481=73.5%	2011-12: 1123/1463=76.7% 2010-11: 77.5% 2009-10: 67.9%
Students are able to use	Model data to find a regression line	Quiz 3	930/1014=91.7%	2011-12:

technology for mathematical reasoning and problem solving	on a graphing calculator.	# 7, 8		930/1014=91.7%
				2010-11: 92/0%
				2009-10: 88.7%
Students are able to apply mathematical and/or basic statistical reasoning to analyze data and graphs.	Analyze and graph linear models.	Quiz 3 #2, 3, 4, 5, 6	2310/2535=91.1%	2011-12: 2310/2535=91.1%
				2010-11: 91.2%
				2009-10: 86.3%

Oral Communication

We assessed 20 random students from different sections and different instructors for SPCH 1010-101, 104, and 107. Summarize your impressions of the results reported in item 4. Based on sampling, a few exhibited Superior learning of the material taught while most students attained Satisfactory, or average, comprehension. Though we did not have any Unsatisfactory evidence from the sampling, we are always striving to improve our standards and comprehension levels. We did note a deficiency in technological skills being used in developing students' oral communication skills. The current textbook was not sufficient in providing resources to overcome these deficiencies. We evaluated other publishers to explore the possibility of changing texts. We chose a textbook with an online component as well as service learning capabilities that we feel will strengthen the learning outcomes for this course.

Speech instructors encourage students to attend guest speakers/lecturers who come to our campus. This activity provides students with a better understanding of the speech making process and its application in "the real world."

The Speech department founded a drama club to provide students with an opportunity to explore communication as well as cultural enrichment in a creative environment. We will continue to promote and expand the possibilities for development of theatrical productions to allow student participation in the dramatic communication process.

Oral Communication	Superior	Satisfactory	Unsatisfactory
	Number		
Outcome to be Assessed	and Percent	Number	Number

			and Percent		and Percent
Students are able to distill a primary purpose into a single, compelling statement.	8/20	40%	12/20	60%	
Students are able to order major points in a reasonable and convincing manner based on that purpose.	8/20	40%	12/20	60%	
Students are able to develop their ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, definition).	8/20	40%	12/20	60%	
Students are able to employ correct diction, syntax, usage, grammar, and mechanics.	6/20	30%	14/20	70%	
Students are able to manage and coordinate basic information gathered from multiple sources.	9/20	45%	11/20	55%	

Writing

Our accomplishments this year include another successful grade norming session to assess our Comp 1 program. Compared to last year's report, we more than doubled the number of essays that were evaluated, which was a significant improvement and gave us more accurate results for this year's report.

In addition, we added the assessment of research to our report this year, which we have not done in previous years. This year, we used a 5-question quiz over in-text citations, but we hope to continue to explore ideas in which to assess this outcome that involves managing and coordinating basic information gathered from multiple sources.

In the past, the Humanities department has tried to encourage all faculty to promote our campus book club, PAGES. However, the full time English faculty plan to increase our efforts to promote this campus activity based on the problems we saw in this year's sampling in regard to vocabulary development and reading comprehension.

Writing Outcome to be Assessed	Satisfactory Number and Percent	Unsatisfactory Number and Percent
Students are able to distill a primary purpose into a single, compelling statement.	48 of 58 83%	10 of 58 17%

Students are able to order major points in a reasonable and convincing manner based on that purpose.	50 of 58 86%	7 of 58 12%
Students are able to develop their ideas using appropriate rhetorical patterns (e.g., narration, example, comparison/contrast, classification, cause/effect, definition).	51 of 58 88%	7 of 58 12%
Students are able to employ correct diction, syntax, usage, grammar, and mechanics.	44 of 58 76%	14 of 58 24%
Students are able to manage and coordinate basic information gathered from multiple sources.	73 of 158 46%	85 of 158 54%

Critical Thinking

Test California Critical Thinking Skills Test is required for all degree candidates. National Mean = 14.6 and Cleveland State Community College Mean = 15.3 Our total mean score has been consistently above the national mean over the past six (6) years:

	N	Mean	Nat'l Mean
2006-08	252	15.95	14.8
2007-08	291	15.86	14.7
2008-09	304	15.28	14.7
2009-10	327	16.00	14.7
2010-11	356	15.40	13.5
2011-12	344	15.30	14.6

Our overall mean score decreased this year to near the level it was in 2008-09. Analysis and Interpretation increased. Deductive reasoning stayed the same. Scores in the other three areas decreased.

	2010-11	2011-12
Inductive Reasoning	9.15	9.09
Deductive Reasoning	6.24	6.24
Analysis and Interpretation	4.21	4.31
Inference	7.07	6.99
Evaluation and Explanation	4.12	4.03

Our weakest scores continue to be in the area of Analysis and Interpretation and in the area of Evaluation. In 2011-12 there was an improvement in the Analysis and Interpretation area.

The TBR General Education Assessment Pilot was initiated in 2008-09.   CSCC mean scores increased significantly in all areas the following year (2009-10), but this increase was not sustained over the next two academic years.

	Mean					
	2006-08	2007-08	2008-09	2009-10	2010-11	2011-12
Inductive Reasoning	9.44	9.40	9.18	9.43	9.15	9.09
Deductive Reasoning	6.50	6.45	6.10	6.57	6.24	6.24
Analysis and Interpretation	4.43	4.51	4.37	4.48	4.21	4.31
Inference	7.30	7.20	6.95	7.23	7.07	6.99
Evaluation and Explanation	4.22	4.15	3.97	4.29	4.12	4.03

In February 2011, the Director of Institutional Research and Effectiveness did a presentation entitled "What is Critical Thinking?" for the Academic Council. The presentation included characteristics of weak and strong critical thinking skills in general. Specifically the presentation addressed the weakest skills (analysis and evaluation) of our degree graduates according to the CCTST. The college has set as a strategic goal (Objective

3.1.1 Quality - Program Effectiveness) to improve the scores in Analysis and Evaluation. A workshop was held during the Fall 2011 Academic In-service on these two aspects of the CCTST including practice test items for the faculty. Faculty members were challenged to create Individual Assessment Plans (IAPs) to address these two areas. Effective August 2012, the College has a new Vice President of Academic Affairs (VPAA). In 2011-12, the VPAA will work with the Academic Council and the Office of Institutional Research and Effectiveness to explore actions which can be taken to positively impact our graduates CCTST scores. In addition, there are plans to incorporate a critical thinking component into the College's new Quality Enhancement Plan (QEP) which is under development at this time. This QEP will go into effect in the 2014-15 AY.

2010 CIP	Academic Program	Degree Level	PF 2010-15 Cycle	PF 2010-15 Cycle: Test Name	New Local Test Developed in 2010-15?
31.51.1601.00	BUSINESS & MANAGEMENT	2.3.AAS	2012-13	Local	Yes
12.19.0706.00	EARLY CHILDHOOD EDUCATION	2.3.AAS	2015-16	Local	Yes
13.21.0101.01	INDUSTRIAL TECHNOLOGY	2.3.AAS	2013-14	Local	No
23.32.0111.00	GENERAL TECHNOLOGY	2.3.AAS	2014-15	Local	No
32.52.0201.01	OFFICE SYSTEMS ADMINISTRATION	2.3.AAS	2014-15	Local	No
31.51.3801.00	NURSING *	2.3.AAS	Annually	NLNAC	

Accomplishment: 100%

Objective 3.1.3 – Quality Standards: All Cleveland State academic programs will undergo academic audits and program reviews on a regular cycle to ensure that a high quality standard is maintained in the general education component of the curriculum.

Action(s)
Cleveland State will develop an aggressive schedule for the evaluation of program quality in non-accredited programs and subject areas

Indicator(s)
Successful completion of annually scheduled academic audits/program reviews. Total of 15 academic audits/program reviews will be completed over the 5-year period (2010-15)

Benchmark
Perform 3 academic audits. THEC approval granted to do a Performance Review rather than an Academic Audit in 2012-13.

Progress Toward Goal:

As of Spring 2013, six of the target of fifteen Academic Audits have been conducted. None were completed this year. The Academic Audit scheduled for General Technology AAS with review of certificates (Technology Essentials, Climate Control,, and General Education Core) were changed to a Program Review process and satisfied the requirement for THEC Performance Funding reporting.

Upcoming Audits for 2013-14 include General Transfer A.S. and A.A., HED/PED/PHED, AGR/BIOL programs, and Professional Studies (RODP). Five others are scheduled for 2014-15. ClSCC is on track toward accomplishing this goal.

Accomplishment: 100%

Objective 3.1.4 – Quality Assurance: Cleveland State will create and implement a quality assurance evaluation for all on-line courses.
 Action: Plan development
Indicator: Percentage of courses that have completed the evaluation process
Benchmark: 35% of classes evaluated
Progress Toward Goal

- Peer Review of HIST 1120 took place.
- Transitions in leadership and priorities in accreditation documentation delayed full pursuit of the activities of this plan in 2012-13. Below is a progress report.

<div align="center">From the Distance Education Report 2012</div>

III.   Quality

1. Implement a plan so that all CSCC online, asynchronous courses will complete a quality assurance process.
•   Peer Review of Online Courses created by Instructional Technology committee (now Distance Learning committee)
•   2012–Peer review of HIST 1120

2. Require all adjuncts teaching online for the first time to complete a training module before teaching online courses. The Center of Emphasis (COE) will develop an online training module.
•   2012: The training has not been required of adjuncts because it is not yet available online.

3. Provide personnel and other resources to assist course development and design, integration of innovative technology, communication of best practices for online teaching and support for distance learning students through the COE.
•   Ongoing: D2L faculty workshops at Fall and spring in-service to train faculty and to communicate best practices. A media specialist is available for one-on-one training and consultation.
•   2012-13: Check with Ashley for Tech N Trends, etc.
•   2013 Title II budget revision includes funds for professional development and resources to support Quality Assurance activities for distance learning

4. Schedule a meeting of the college Instructional Technology Committee at least once per semester to evaluate the progress of the college in achieving the goals of this strategic plan.
•   2012-13 October 9 meeting

5. Comply with all of the SACS guidelines as given in "Distance Education and Principles of Accreditation: Documenting Compliance."
•   Compliance documented in 2013 Compliance Report to SACSCOC

6. Create and utilize a survey instrument for evaluating student success efforts.
•   Spring 2012: administered via SurveyMonkey. 56 FT faculty respondents

Accomplishment: 100%

Goal 3.2 Public Service and Partnership

Cleveland State will monitor and improve the quality of their mission-specific creative activities and public service.

Objective 3.2.1 – Service Learning: Cleveland State will increase participation in the service-learning initiative.

Action(s)

1) Increase the number of service learning community partners and conduct post service evaluations.

2) Increase the number of students participating in service learning.

3) Evaluate student perception of the service-learning experience

Indicator(s)

1) Service-learning partners will increase annually. Post-service evaluations completed by partners hosting students.

2) Students participating in service-learning will increase annually.

3) End of experience reflection papers will be evaluated using rubric.

Benchmark

Exceed prior year.

Progress Toward Goal:

Increasing student participation:We hadnot identified an appropriate measure of student participation in 2011-12. our baseline for the future will be the 2012-13 figure of 19.5% students taking SL courses integrated into the curriculum.

Increasing community partnerships: In 2011-2012 we had 43 community partners; in 2012-13 we grew to 61 partners.

Increasing the number of faculty members incorporating service into their courses: In 2011-12, there were 26 faculty who included service learning opportunities in their courses; in 2012-13, there were x, over 50% of all faculty.

Comment:

Through institutional and Title 3 support a number of activities contributed to the progress described above. These include outreach to partners through the third annual Volunteer Expo, project stipends for faculty incentive, workshops and learning activities for faculty, the creation of a promotional video aimed at target audiences of partners, faculty and students.

The college was awarded a VISTA volunteer to begin Fall 2013 to enhance community outreach efforts.

Accomplishment: 100%

Objective 3.2.2 – Sustainability: Cleveland State will continue sustainability efforts and practices related to facilities and grounds.

Action(s)

1) Increase use of sustainable building products

2) Reduce petroleum usage

3) Add solar panels, water conservation fixtures

4) Expand campus recycling program

Indicator: Document reduction in environmental impact annually.

Benchmark: Document improvements and evaluate impact.

Progress Toward Goal:

- 16,741 total pounds of recycled material, exceeded previous year by 3125 pounds
- Implemented print management program to reduce paper waste
- Purchased smart water fountains to reduce plastic bottle waste
- Recertified as Tree Campus USA; First and only college in Tennessee to achieve this.
- Maintained Level II Arboretum certification
- Petroleum use reduced from 7518 gallons in 2012 to 4723 gallons in 2013

Accomplishment: 100%

Objective 3.2.3 – International Education: Cleveland State will increasingly provide students with opportunities for exposure to international cultures.
Actions:
1) Use student international fee to bring more diverse events and speakers to campus.

2) Provide education abroad experiences for students.

3) Strengthen current international relationships and partnerships (ex.RedCar at Cleveland) and create new relationships

Indicators:
1) Number of events and speakers on campus will increase annually.

2) Number of students participating in trips abroad will increase annually.

3) Student and/or faculty and staff will visit Redcar at Cleveland at least twice in the 5 year period. CSCC will establish one new partnership with a higher ed institution outside the US.

Benchmark
Benchmarks established in 2011-12:

1. 2012 events and speakers = 4. This benchmark was not met in 2013 as there were only 3 events/speakers paid for by the International studies fund.

2. 2012 number of students traveling abroad = 17. Thsi benchmark was not met in 2013 as there were only 8 students who traveled abroad.

3.a. Visits from Red Car = 2 in 5 years. This goal has been met since RedCar visited in spring 2012 and again in spring 2013.

3.b. Establish one new partnership in 5 year timeframe. This goal has been met as CSCC created a new partnership with Euc-Syd in Sonderborg, Denmark.

Progress Toward Goal

- Use student international fee to bring more diverse events and speakers to campus.

  - International studies student fees were used to help fund the Fiesta Latina, Latin Night, the Race Experience Kiosk during Multicultural Fair. Provide education abroad experiences for students.

  - Two students traveled to Paris and Amsterdam along with three faculty and five community members in a study tour led by Denice King over spring break.Six students traveled to Chili for a month-long intensive course in Spanish led by Alejondra Hoeffer in summer 2013. Funds were used to defray the cost for students in both trips.

- Strengthen current international relationships and partnerships (ex.RedCar at Cleveland) and create new relationships.

- Six students and two faculty came from Red Car and Cleveland College in the United Kingdom for a two-week exchange program. Students sat in on classes, sat in on presentations, and visited local industries to learn about technology and manufacturing in the USA. The six students were hosed by faculty and staff in their homes. Plans are being investigated to take a group of ECED students to RedCar in early summer 2014.

- A delegation from EUC-Syd in from Sonderborg, Denmark, visited ClSCC in Fall 2012. Consequentially an MOU was created to establish future exchanges of faculty, staff and students. Dr.Denise King made a follow-up visit to EUC-Syd to meet with faculty and staff there and to begin planning for a visit from general education faculty to ClSCC in Fall 2013 and a study tour of ClSCC faculty and students in Spring 2014.

- Conducted travel abroad seminars.

Accomplishment: 100%

Objective 3.2.4- Small Business Development: Center: Cleveland State Small Business Development Center's client base will expand.

Revised Objective (Effective 2012-13): The goals for 2012 (TSBDC uses a calendar year) have shifted to focus more toward capital contribution and job creation with a goal of $3,500,000 Capital Infusion and 18 jobs created for 2012.

Original Action Plans: Expand training initiatives to include: Hispanic outreach, veterans, on-line training opportunities.

Revised Action: (Under new leadership.)
- Increase contacts with banks lending to Small Business
- Increased focus on existing businesses with expansion opportunities
- Marketing TSBDC services to a wider audience

Benchmark: Unduplicated headcount goal for 2011-12 = 251

Progress Toward Goal: The Small Business Development Center (SBDC) at Cleveland State had new director in 2011-12. At the end of the academic year (2011-12) he gave the following report:

The total district customers (unduplicated headcount) for the year was 385 compared with a goal of 251. The goals for 2012 (Tennessee Small Business Development Center uses a calendar year) has shifted to focus more toward capital contributions and job creation with a a goal of $3,500,000 Capital infusion and 18 jobs created for 2012. Our center is well on the way to surpass these goals currently.

The goals for 2012 (TSBDC uses a calendar year) have shifted to focus more toward capital contribution and job creation with a goal of $3,500,000 Capital Infusion and 18 jobs created for 2012. Our center is well on the way to surpass these goals currently.

Accomplishment: 100%

Objective 3.2.5 – Collaborative Efforts: Cleveland State will continually expand business and industry training initiatives.

Action(s)

1) Collaborate with both private (Life Care, Skyridge, Sweetwater, etc.) and public (SETDEV-Aging Council, Cleveland Family Services, etc.) to design and deliver an online training resource targeted at homebased demetia care providers.

2) Collaborate with local business, government, and non-profit organizations to offer Career Opportunity reviews for job openings to selected CSCC students and graduates.

Indicator(s)

1) Number of students completing training will increase annually.

2) Number of previews offered will increase annually.

Benchmark
Exceed prior year.

Progress Toward Goal
Workforce Training Collaboration: CSCC's mission statement stresses its dedication to delivering "workforce training" and to serving as an engine for "economic development in the region." To develop a sustainable and quality workforce, collaboration between business and higher education is critical. One key facet of CSCC's response to this mission is the OneSource Workforce Readiness Center.

The OneSource initiative developed as a response to a needs-analysis survey conducted by the University of Tennessee at Chattanooga in 2011-12. This survey identified the need for a center that would align with the needs of advanced manufacturers to develop skilled workers. After meeting with local plant managers, business leaders, and community stakeholders to confirm their training and hiring needs, CSCC developed the state-of-the-art OneSource assessment and training center in order to identify, address, and close the skill gaps present in the local industrial workforce.

Because the needs of advanced manufacturers can change rapidly, CSCC carefully assesses the success of the OneSource initiative. To ensure the initiative is meeting its goals, the Director of Workplace Development annually reviews various data points such as the number of job seekers who complete the program whom are hired, the number of current employees trained and assessed, the number of industries with whom CSCC partners, and the correlation between assessment scores and job performance. This process ensures that

OneSource continues to fulfill CSCC's commitment to delivering highly effective workforce training and to impact the region's economy in a positive way.

Accomplishment: 100%

Key Priority 4.1 – Resourcefulness and Efficiency

Goal 4.1: Improved Resourcefulness

Cleveland State Community College will address fiscal constraints through multiple approaches such as the prudent management of resources, development of other sources of support, and the pursuit of entrepreneurial initiatives.

Objective 4.1.1 – Private Support: Cleveland State will raise $2,000,000 in private support by 2015.

Action: Target campaigns, i.e. TBR Capital Outlay Challenge, John Bradley Theatre campaign, calls on industries that use campus training programs, etc.

Indicator: $2,000,000 accrued in projected increments over 5-year cycle.

Benchmark: $395,000

Progress Toward Goal:
$481,517.87 has been raised in pledges. The number of gifts, including personnel, mail, and event solicitation were 2,080 in the amount of $357,723.37. A total of $1,007,478 has been raised toward the goal, with $118,500 in pledges yet paid.

Total amount raised in 2012-13 = $365,966

	Benchmark	Actual	Percent of Annual Benchmark	Accrued	Percent of overall goal
2010-11	$375,000	$357,590	95.4%	$357,590	17.9%
2011-12	$385,000	$283,922	73.7%	$641,512	32.1%
2012-13	$395,000	$365,966	92.6%	$1,007,478	50.4%
2013-14	$420,000				
2014-15	$425,000				
Total	$2,000,000	$1,007,478			

Accomplishment: 92.6% of annual goal

Objective 4.1.2 – Grant Resources: Cleveland State will secure $1,000,000 in additional funding through grant resources by 2015.

Action(s)
Submit a minimum of 20 grant applications annually.

Indicator(s)
- Accrued in projected increments of $200,000 annually over 5 years.
- 50% of grants will be funded.

Benchmark
- 2012-13 grant funding = $200,000 awarded annually
- Number of applications = 20 minimum
- Number of grants funded = 10 minimum

Progress Toward Goal:

- 2012-13 grant funding = goal is $200,000 – awarded $708, 378 college and $3,700 CSCC Foundation
- Number of applications = 23 total submitted
- Number of grants funded = 13 applications

Accomplishment: 355%*

* The Grants Resources outcome increased due to the recently awarded U.S. Department of Labor RX TN Community College Career Training (CCCT) consortium multi-year grant ($109,630 first year FY 12-13) and U.S. Department of Education Title III Part A, Strengthening Institutions multi-year grant for $400,000 each year for 5 years (started FY11-12).

Objective 4.1.3 – Revenue from Athletics: Cleveland State will demonstrate annual increases in outside revenue for intercollegiate athletics.

Actions: Advertising sales Gate Receipts Other fundraising strategies

Indicators: Annual revenue increase.

Benchmark: $64,000

Progress Toward Goal:
Athletic department revenues for the year from fundraising and other outside sources totaled $64,750. Two-thirds of those dollars were tied directly to the baseball program. The inaugural class of the CSCC Athletics Hall of Fame generated positive publicity for the department, and yielded a database of prospective supporters for the Athletic department.

Accomplishment: 100%

Objective 4.1.4 – Revenue from Campus Visits:

Cleveland State will increase campus visits and add revenue above current baseline counts.

Action(s)
1) Access current status and establish a baseline in 2011-12

2) Develop a computerized tracking system

3) Create an event planner position if warranted

Indicator(s)

Annual increase in number of campus/community events annually. Annual increase in revenue from campus/community events

Benchmark:
Projected annual revenue from events held on campus:

2011-12 $26,073   Baseline established

Progress Toward Goal:

2012-13 $27,377

Accomplishment: 100%

Objective 4.1.5 - SACSCOC Reaffirmation : Cleveland State will successfully complete all aspects of the 2013

Actions:
1. Research, software to support efforts to integrate planning and continuous improvement, and documenting evidence of processes.
2. Assess compliance with SACS/COC principles of accreditation and take actions to improve when necessary

Indicators:
1. Purchase and implementation of software to track planning and documentation
2. SACS/COC reaffirmation attained.

Benchmark: March 2013 - Submit reaffirmation report to SACSCOC

Progress Toward Goal:
Group training was conducted but was not as effective as individual training. The software is user friendly so high level functional users were able to navigate the software effectively as is evidenced by the CCR report submitted to SACSCOC in March 2013.

Accomplishment: 100%

Goal 4.2: Achieve Greater Efficiency
Cleveland State Community College will achieve greater efficiency through such means as developing and adopting best practices, pursuing collaboration among institutions to achieve savings through elimination of unnecessary duplications and removing obstacles to competitiveness.

Objective 4.2.1 – Efficiency Plan: Cleveland State will develop implement a Cross-Departmental Frontline Efficiency Plan.

Actions:
1. Enrollment Services (Admissions, Records, Recruitment, Dual Enrollment, and Financial Aid) and Business Office Services will be functionally redesigned and relocated.

2. Testing Center and other support services will be functionally and physically redesigned to complement Enrollment Services area.

Indicators:
- Annual customer satisfaction survey conducted
- Functional evaluation and redesign of Admissions, Records, Recruitment, Dual Enrollment and Financial Aid.
- Testing center space redesign

Benchmark: Evaluation of plans and goals.

Progress Toward Goal:
The Enrollment Services Center (including admissions, recruitment, dual enrollment, records/registration, and financial aid and scholarships) completed its first full year of operation. Student satisfaction surveys for both enrollment processes and financial aid were completed during Fall Semester, and continued to show areas to target for improvements, including consistency of accurate information and communication flow to students.

Redesign of other areas in the Student Center building, including the ACCESS Center and the Testing Center, has not begun, but will be discussed as part of the college's master plan for facilities, which is scheduled to be updated during 2013-14.

Accomplishment: 100%

Objective 4.2.2 – Process Streamlining: Cleveland State will implement a document imagining system to be utilized in key offices to create an electronic inventory of old records and to streamline processing of records.

Action: Staff will implement a document imaging system

Indicators: Projects begins with imaging archival records in the Admissions and Records Office and the Human Resources Office. Followed by an ongoing cycle for imaging of incoming records in Admissions and Records, Human Resources and Financial Aid. To be expanded to other offices as need is determined.

Benchmark: Incoming records of various offices.

Progress Toward Goal:

- Completed imaging of archived transcripts and Grade Change forms.
- Have continued to image incoming Grade Changes forms and other documents.
- Started imaging Intent to Graduate forms from past semesters.
- Both Admissions and Financial Aid offices are planning to implement imaging as part of their business practices during 2013-14.

Accomplishment: 100%

Objective 4.2.3 – Business Operations Practices: Cleveland State will review current business operation practices and implement changes as indicated.

Action(s)
- Research voucher system and electronic refund process (i.e. card system) option.

- Conduct physical plant and financial audits.

Indicator(s)

- Purchase and implementation voucher system and electronic refund processing software.

- Audits conducted and recommendations addressed.

Benchmark: Assessment and report of progress.

Progress Toward Goal:

- Financial and compliance audit from the State of Tennessee Comptroller's Office results are pending, and CSCC has not received a report as of now.
- QAR review team issued 19 recommendations for improvements within the audits completed on campus. The Internal Auditing department completed 67% of the listed audits
- The refund debit card system was researched and Heartland Debit was chosen to be used for refunds. Due to the inability to make the debit card the default option, participation in this program was low. Students were given the choice of financial aid refunds being downloaded to their debit card or receiving a financial aid check Spring 2013 semester. Students will continue to be able to choose their refund by a debit card or hard copy check in accordance with the US Department of Education Policies.
- The business office is a participant in business management (BPM) program with all community colleges in the Tennessee Board of Regents (TBR) as part of the Complete College Tennessee Act of 2010 which tasked the community colleges to merge into one system and coordinate programs and activities. Training needs were identified among functional groups and a schedule was developed for training sessions for the 2013-14 year.

Accomplishment: 100%

Appendices: A – 2012-13 Distance Learning Interim Report

2010-2015 Strategic Plan for Distance Education
Cleveland State Community College
2012-13 Interim Report

I. **Access**

1. Increase the number of CSCC hybrid sections offered to 10% of the total.
    Fall 2010: 33 sections
    Fall 2011: 75 sections (9.2% of the total non-RODP sections offered)
    Fall 2012: 76 sections (6.7% of the total non-RODP sections offered)
    Fall 2013: 75 sections (17% of the total non-RODP sections offered)

2. Increase hybrid course enrollment by 25%.
    Fall 2009: 377 students
    Fall 2010: 923 students
    Fall 2011: 1043 students
    Fall 2012: 1319 students
    Fall 2013: 1073 students

3. Achieve 100% of full time faculty with an Internet presence in Online@CSCC.

    a. Faculty survey question answered as "All" or Most": "In how many of your courses do you use and online course management system (ex. D2L, Online@CSCC, publisher provided) where students may obtain course content, instruction, or information?"

    Fall 2009: 68.8% (N=??)
    Spring 2012: 94.7% faculty (N=56).

    b. Faculty survey question answered as "All" or Most": "In how many of your courses are students required to access an online course management system to obtain course content, instruction, or information?"

    Fall 2009: 68.9% (N=??)
    Spring 2012: 92.9% (N=56)

4. Achieve 25% of adjunct faculty with an Internet presence in Online@CSCC.
    a. Faculty survey question answered as "All" or Most": "In how many of your courses do you use and online course management system (ex. D2L, Online@CSCC, publisher provided) where students may obtain course content, instruction, or information?"

    Fall 2011: 90% (N=18)

1