

# API Final Report



<b>Project Title</b>	OER Initiative at Motlow State Community College		
<b>Unit/Department</b>	Academics	<b>Strategic Plan</b>	Obj. 3.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Greg Sedrick/Melody Edmonds
<b>Executive Priority</b>	OER Course Development	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Create courses using Open Education Resources (OER) to aid in the reduction of materials cost for students		
<b>SMART Goal</b>	Offer Gen Ed Courses using 100% OER course materials by the Fall 2020 semester Have 10 Gen Ed Courses ready to offer using OER by the start of Fall 2020 semester Attainable with training sessions which began on June 2, 2020 Measure the number of courses reaching the goal of using 100% OER course materials. Time constraint was by start of Fall 2020 semester - August 24th, 2020		

## Evidence of Achievement

The project resulted in 26 courses being offered in the Fall 2020 semester using OER materials.

## QUALITATIVE ASSESSMENT SECTION

*The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)*

### Significant Accomplishment

These courses were all developed over the summer time period when the majority of our faculty are not on campus. The individuals who completed these courses did so in roughly a fifteen week period.

### Challenging Obstacle

One challenge that was experienced by many faculty building the courses was the availability of sufficient quality OER materials. This problem was avoided by supplementing publisher content in the place of inadequate materials.

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<b>Project Title</b>	Adjunct Open House		
<b>Unit/Department</b>	Academic Deans	<b>Strategic Plan</b>	Obj. 1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Melody Edmonds
<b>Executive Priority</b>	Define role of Campus Deans institutionally to support academic goals	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	To host an event encouraging potential adjuncts to apply and work at Motlow State Community College		
<b>SMART Goal</b>	Increase the adjunct applicant pool by at least 20 new applicants in AY 2020-2021		

We had a max capacity of 300 registrants for the event. On June 3, 2021, we had 163 people present for this Virtual Adjunct Recruitment Fair. This was record breaking and history making for Motlow State Community College as it was the first of its kind.

## QUALITATIVE ASSESSMENT SECTION

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### Significant Accomplishment

This was record breaking and history making for Motlow State Community College as it was the first of its kind.

### Challenging Obstacle

Our challenge for next year would be to refine the data collection to identify how many of those who attended the event are qualified to be credentialed to teach classes for Motlow State Community College.

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<b>Project Title</b>	Assessment of General Education Competencies		
<b>Unit/Department</b>	Academic Affairs & ODL	<b>Strategic Plan</b>	Obj. 3.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Melody Edmonds
<b>Executive Priority</b>	Academic Success: Assessments	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	To assess students' success of general education competencies, specifically for transfer programs		
<b>SMART Goal</b>	Academic Affairs, in collaboration with ODL, will implement a general education assessment schedule to assess all gen. ed. courses in a 2 year cycle and will meet or exceed peer success rates on ETS and CCSSE assessments annually.		

All planned assessment reports were completed. See data tab.

## QUALITATIVE ASSESSMENT SECTION

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### Significant Accomplishment

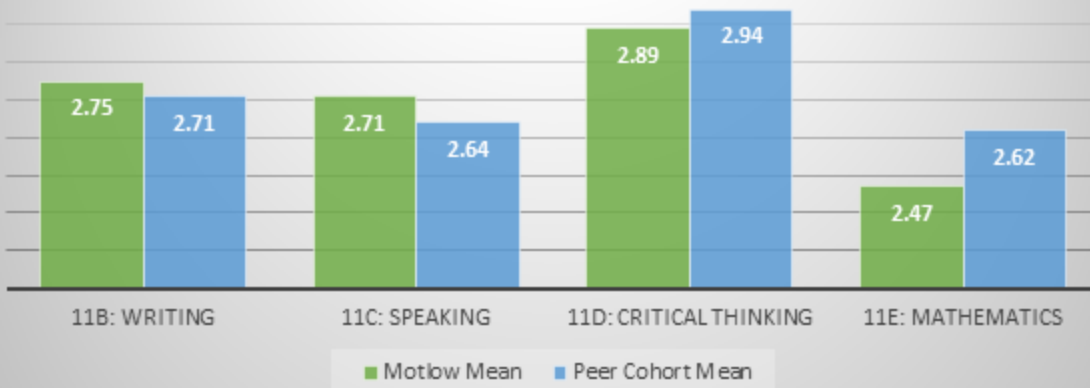
All general education assessments scheduled for AY 2020-2021 were conducted, and assessment data was provided to individual departments to determine student achievement of SLOs. MSCC exceeded mean scores of its peers on all 4 questions on CCSSE, including gains on critical thinking and mathematics. For the ETS Exam, the overall mean for Motlow students remained higher than its peer cohort mean, and with the exception of Natural Sciences and Reading, MSCC maintained higher means in the 7 subject areas than its peers. Both Reading and Natural Sciences saw small declines. Based on the assessment data, all program competencies except #4 (Natural Science) were met or exceeded MSCC peer groups. Natural Sciences saw a very small decrease that will be addressed in the department's Annual Plan for Improvement for AY 2021-2022.

### Challenging Obstacle

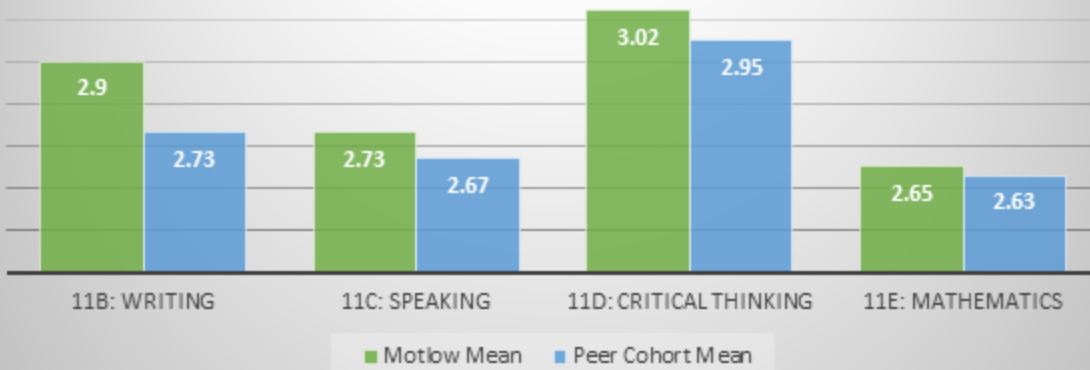
The Covid-19 pandemic created some logistical issues for CCSSE and ETS, but both assessments were conducted with minimal disruption during AY 2020-2021.



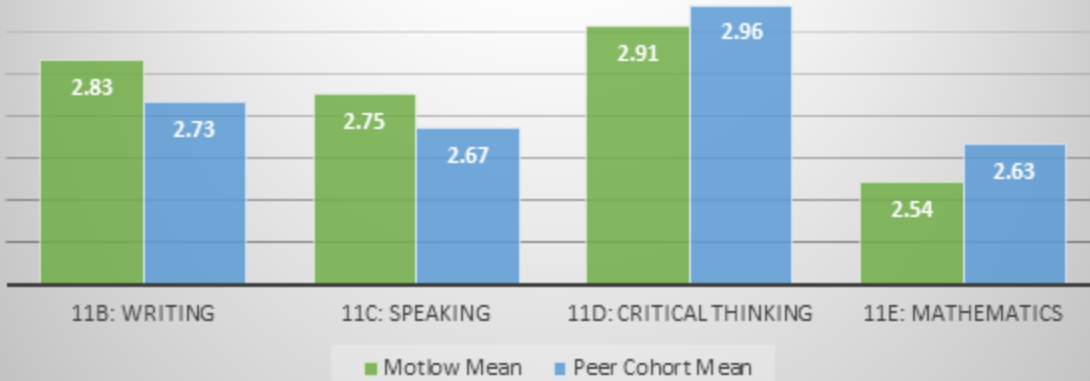
## 2017 CCSSE Results



## 2018 CCSSE Results

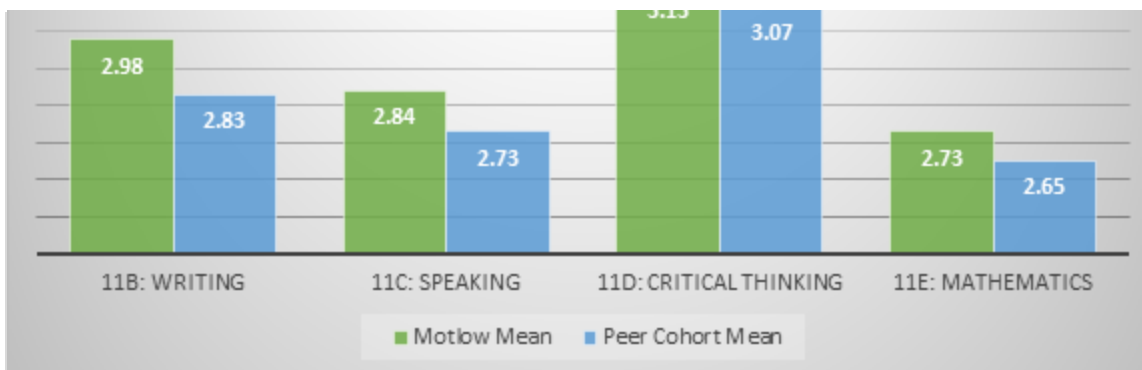


## 2019 CCSSE Results

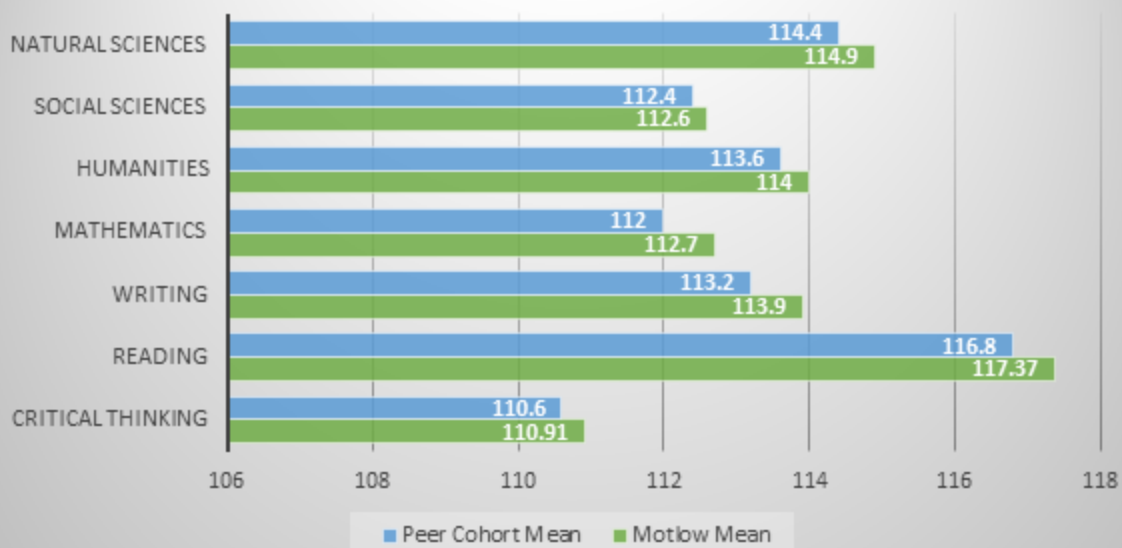


## 2021 CCSSE Results

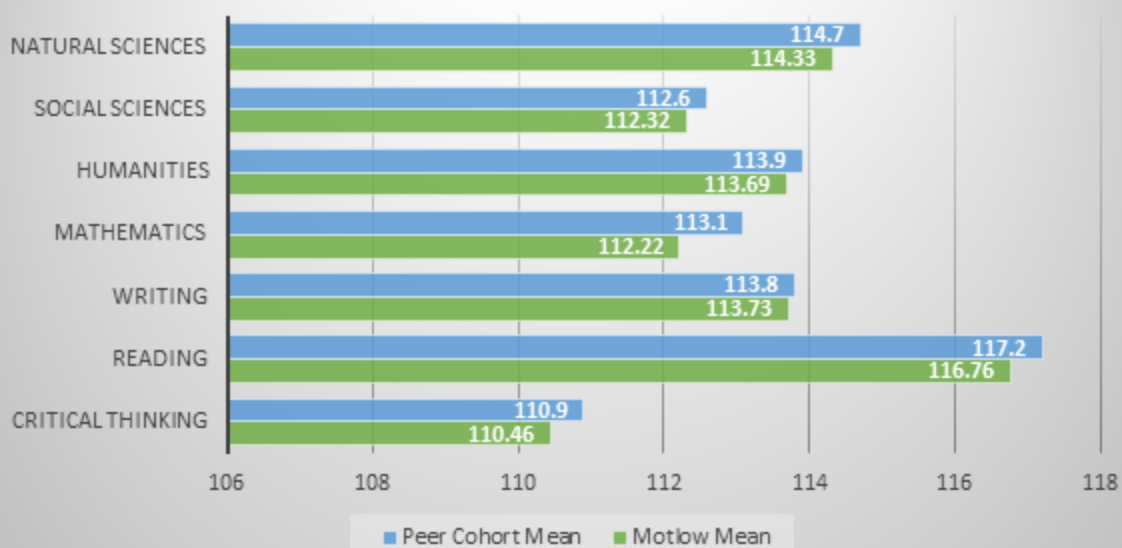




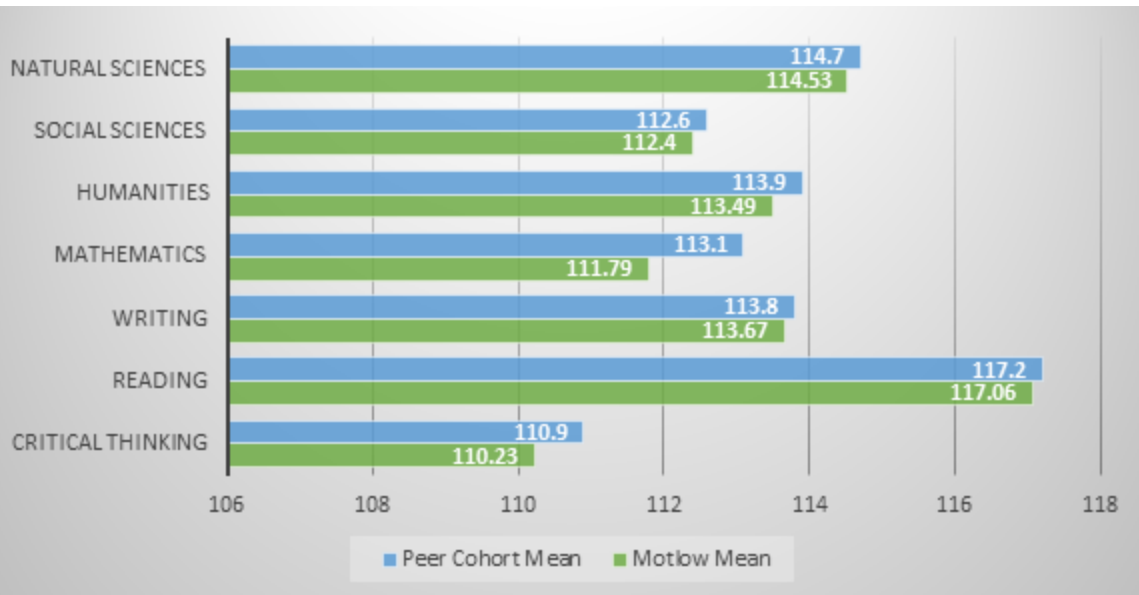
### ETS Proficiency Scores AY 2016-2017



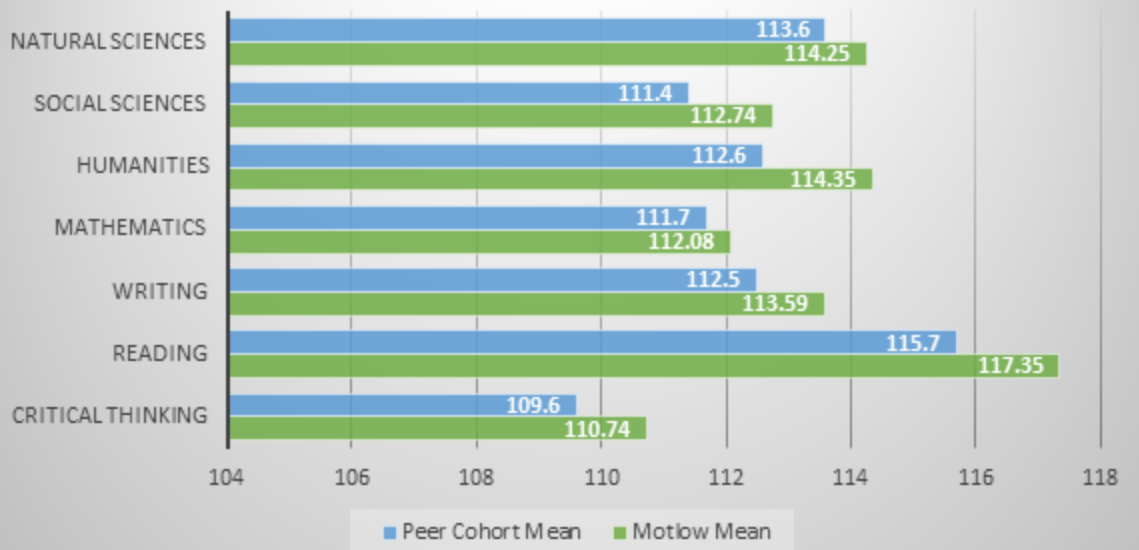
### ETS Proficiency Scores AY 2017-2018



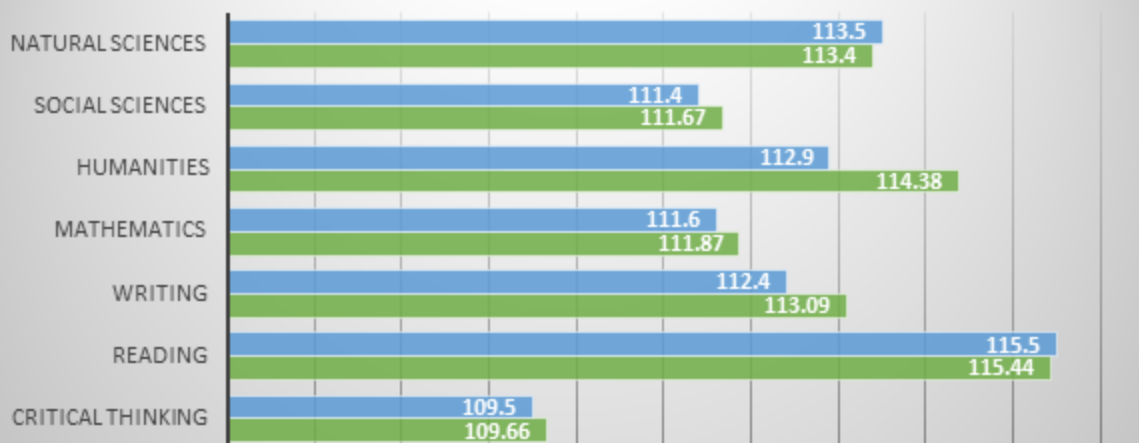
### ETS Proficiency Scores AY 2018-2019

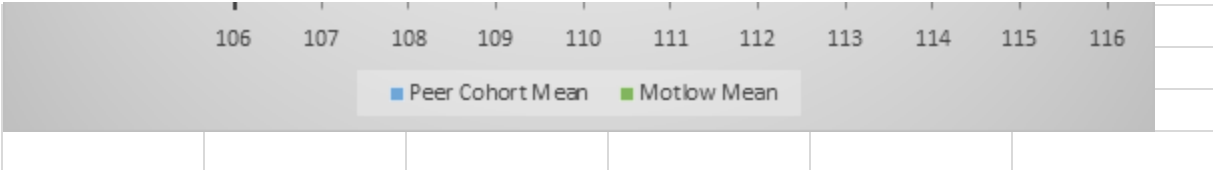


### ETS Proficiency Scores AY 2019-2020



### ETS Proficiency Scores AY 2020-2021







# API Final Report



<b>Project Title</b>	Dual Enrollment New Student Orientation		
<b>Unit/Department</b>	High School Partnerships	<b>Strategic Plan</b>	Obj. 3.1.4
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Melody Edmonds
<b>Executive Priority</b>	Expand Dual Enrollment Opportunities	<b>Project Status</b>	In progress
<b>Project Purpose</b>	To develop a new student orientation for Dual Enrollment students		
<b>SMART Goal</b>	Complete the online Dual Enrollment NSO by June 1, 2021.		

## Evidence of Achievement

We were able to get the first video on the website this week! The video explains how to login to the Motlow HUB. Since school is out for summer, we are sending the link sporadically to future students and their families. As summer progresses, the video will become more useful. We know that we will be making another video to explain the basics of the Dual Enrollment Grant and Middle College Scholarships. We have been told by high school administrations that students no longer want to read information, they want to be able to listen to it. We will continue to meet as a team and work with Marketing to get as much information and as many videos on our website as families find helpful.

## QUALITATIVE ASSESSMENT SECTION

### Significant Accomplishment

We have become a very need department as far as Marketing requests are concerned. However, we know that the more information that is available for students, parents, and school officials to access, the more they are able to make informed choices. The Marketing Team, as well as the Recruiting Team, have been so helpful in guiding us through this process and have met with us when we asked. We are ecstatic that our part of the website is improving and it will not be one that is forgotten about.

### Challenging Obstacle

Our team quickly came to realize that this project was "easier said than done." We debated on whether or not to make the orientation mandatory and tossed ideas around on how to best do that. We don't always have our student rosters at the end of the school year and asking them to complete it in August would be a nightmare. The team finally decided that working with Marketing to put as much information on our website would be most realistic. Of course we have to get in the queue to get this accomplished. I would like to again explore the possibility of teaming up with the FAST team to conduct orientations with the high school students like they do with the traditional ones. I think that is the only real way we would be able to make them mandatory.

# API Final Report



<b>Project Title</b>	Complete rubric for capstone project (EDUC 2210) to intentionally measure program learning outcomes		
<b>Unit/Department</b>	Education	<b>Strategic Plan</b>	Obj. 3.1.5
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Melody Edmonds
<b>Executive Priority</b>	Program Development	<b>Project Status</b>	Choose One
<b>Project Purpose</b>	To complete the rubric for the capstone project EDUC 2210 and begin collecting data for continuous improvement of the program		
<b>SMART Goal</b>	Complete the rubric for the EDUC 2210 capstone project		

Development of the rubric is in process, but the faculty have not yet met to suggest additional information for same.

## QUALITATIVE ASSESSMENT SECTION

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### Significant Accomplishment

The capstone project, as it currently exists, was successfully implemented in spring 2021 term in EDUC 2210, using a basic rubric. This experience and additional input from faculty will provide valuable information for the completion of the rubric.

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**MOTLOW STATE**  
COMMUNITY COLLEGE

<b>Project Title</b>	AAS Paramedic		
<b>Unit/Department</b>	EMS	<b>Strategic Plan</b>	1.1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Melody Edmonds
<b>Executive Priority</b>	11 county service area recruitment	<b>Project Status</b>	In progress
<b>Project Purpose</b>	Increase enrollment numbers for the AAS in Paramedic		
<b>SMART Goal</b>	Increase paramedic enrollment by 10 percent for fall 2021		

In the last six months we have signed 5 intents on the AAS Paramedic. Also we are receiving emails and phone calls in reference to the degree option.

## QUALITATIVE ASSESSMENT SECTION

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### Significant Accomplishment

Establishing communications with the right people was key to making this successful. I see from the effective communications that this is going to continue to grow. I believe by the end of Fall we will have achieved the 10 percent.

### Challenging Obstacle

Getting the services to understand how important a degree is. Most services give nothing for an AAS so there is no incentive for the person to achieve it. We are currently working with services on this.

# API Final Report



<b>Project Title</b>	Learning Support Writing Curriculum Revision		
<b>Unit/Department</b>	Languages: Learning Support Writ	<b>Strategic Plan</b>	Obj. 3.1.2
<b>Academic Year</b>	AY 2020-2021	<b>Executive Sponsor</b>	Melody Edmonds
<b>Executive Priority</b>	(Priority)	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Improve student retention and course completion in learning support writing by revising curriculum to include the TBR High Impact Practice of Reflection.		
<b>SMART Goal</b>	Team members will review Learning Support Writing curriculum and revise the three summative assignments for full implementation by Fall 2020.		

All 0810 Learning Support Writing courses have fully implemented reflections into the curriculum. Instructors note the improvement in student engagement due to the implementation of reflections. The quality of the reflections trumps that of the ePortfolio assignments.

## QUALITATIVE ASSESSMENT SECTION

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### Significant Accomplishment

Instructors and students are no longer stymied by the technology issues presented by the BrightSpace learning environment regarding the creation of an ePortfolio presentation. Because reflections are completed in a similar fashion to other written assignments (i.e., Word documents submitted to an assignment folder), the curriculum feels more fluid and manageable to both students and instructors. The TBR resources available for High Impact Practices, along with the resources created by the Learning Support Writing Curriculum Revision team, have successfully aided instructors in implementing reflections in the curriculum.

### Challenging Obstacle

The shift to online learning and lack of digital literacy skills remains the primary barrier for completion of reflection assignments. Although more students engage with the assignments since they are devoid of ePortfolios, Covid-19 and other non-academic issues affected student engagement.

# API Final Report



<b>Project Title</b>	Library Subject Guide Creation		
<b>Unit/Department</b>	Library	<b>Strategic Plan</b>	Objective 1.1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Dr. Michael Tarence/ Dr. Greg Sedrick/ AVPAA Melody Edmonds
<b>Executive Priority</b>	Use of technology to facilitate PD & effective academic delivery models	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	To determine if organizing the library's digital collections in subject guides increases student use of library services and overall academic success.		
<b>SMART Goal</b>	Motlow Library staff will work with Faculty to create subject guides to supplement their courses and will gather usage statistics from subject guides, databases, and student and faculty surveys to assess effectiveness and guide program improvements during AY 2020-2021.		

The Library subject guides were viewed in AY 2020-2021 over 23,000 times, with over 16,000 views in the fall 2020 semester and over 7,000 views in the Spring 2021 semester. In a faculty survey administered by Motlow's Office of Development and Research, more than 75% of faculty agreed or strongly agreed that the Library's subject guides enhanced their course content. 88% of faculty surveyed agreed or strongly agreed that the Library's subject were easy to use. 100% of faculty who had built a subject guide in collaboration with the Library agreed that the process was easy or very easy.

Another significant data point measuring the success of the Library's subject guides are the database user stats provided from Alexander Street's Academic Video Online (AVON). AVON links were directly embedded or linked to images in three subject guides; Theatre, History, and Music. When disagragating the media playbacks by subject, these three subjects make up more than 77% of the total playbacks—indicating that the subject guides played a significant role in the number of streaming sessions.

## QUALITATIVE ASSESSMENT SECTION

The visual design of the subject guides proved to be an issue for our External Affairs Department, so much time was spent adding CSS code to mimic the new Motlow website's hex colors, Google Fonts, and Header size and color. Going forward, this will be considered with the creation of any other subject guides.

## Significant Accomplishment

When the subject guides launched in the spring of 2020, they were the primary source for information about the COVID-19 pandemic, digital training for Faculty, and community resources. This guide has since been repurposed as an "ask the library" page, but the number of views on it while it was a center for information about the pandemic's effect on Motlow account for the difference in total views between the Fall 2020 and Spring 2021 semester. A difference of almost 10,000 views.

Another significant achievement has been the collaboration with faculty to create subject guides. We aim to increase this and include more faculty in the future

## Challenging Obstacle

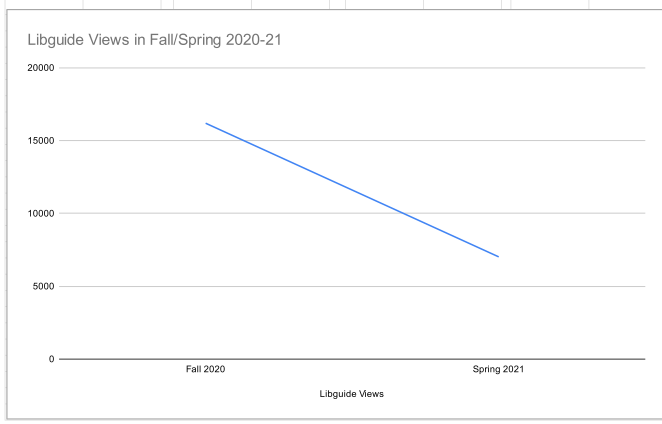
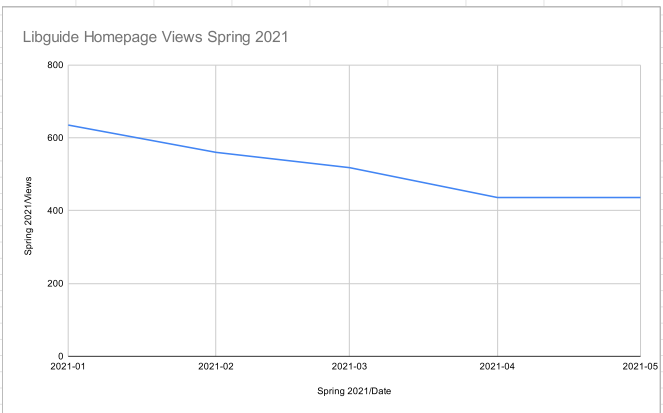
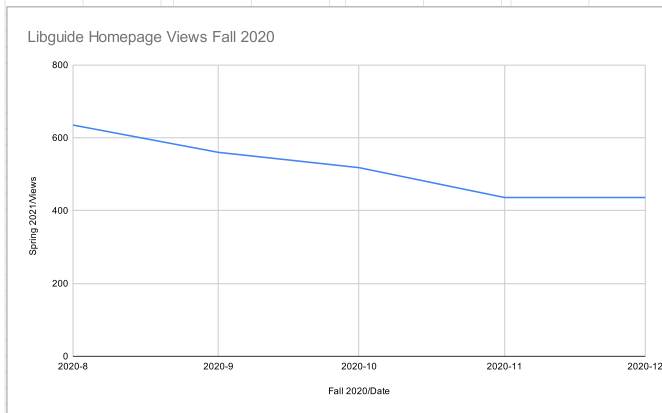
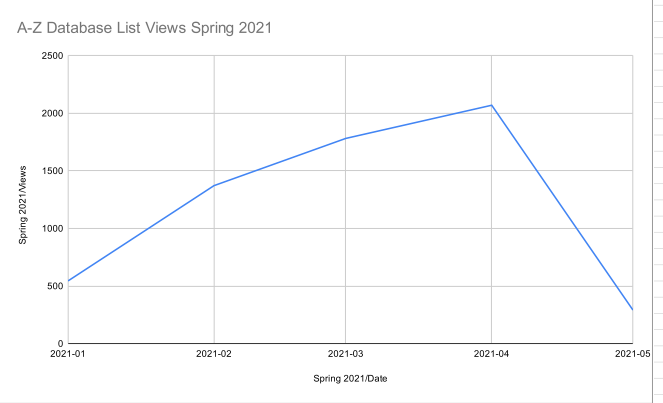
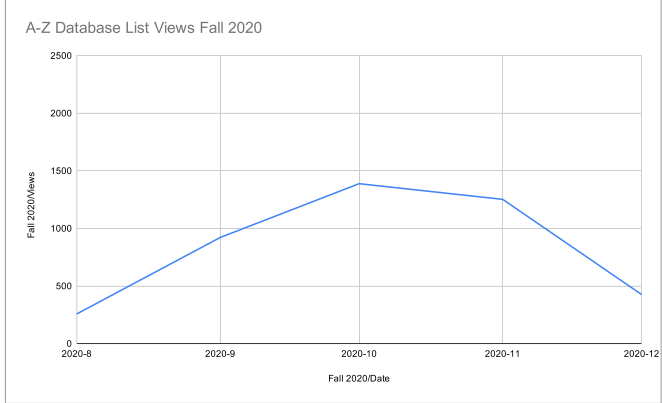
The CMS currently used for the library's subject guides is Springshare's Libguides platform. While Library staff learned to navigate and operate within it, the backend of the software is clunky and outdated. the front end (the user encnd) isn't customizable outside of adding CSS code—which we did. As such, although we have been able to achieve success with Springshare's platform, we have contracted with another CMS and are currently in the migration process to EBSCO's Stacks for the creation and sharing of subject guides .

## MSCC LIBRARY LIBGUIDES STATISTICS FALL 2020, SPRING 2021

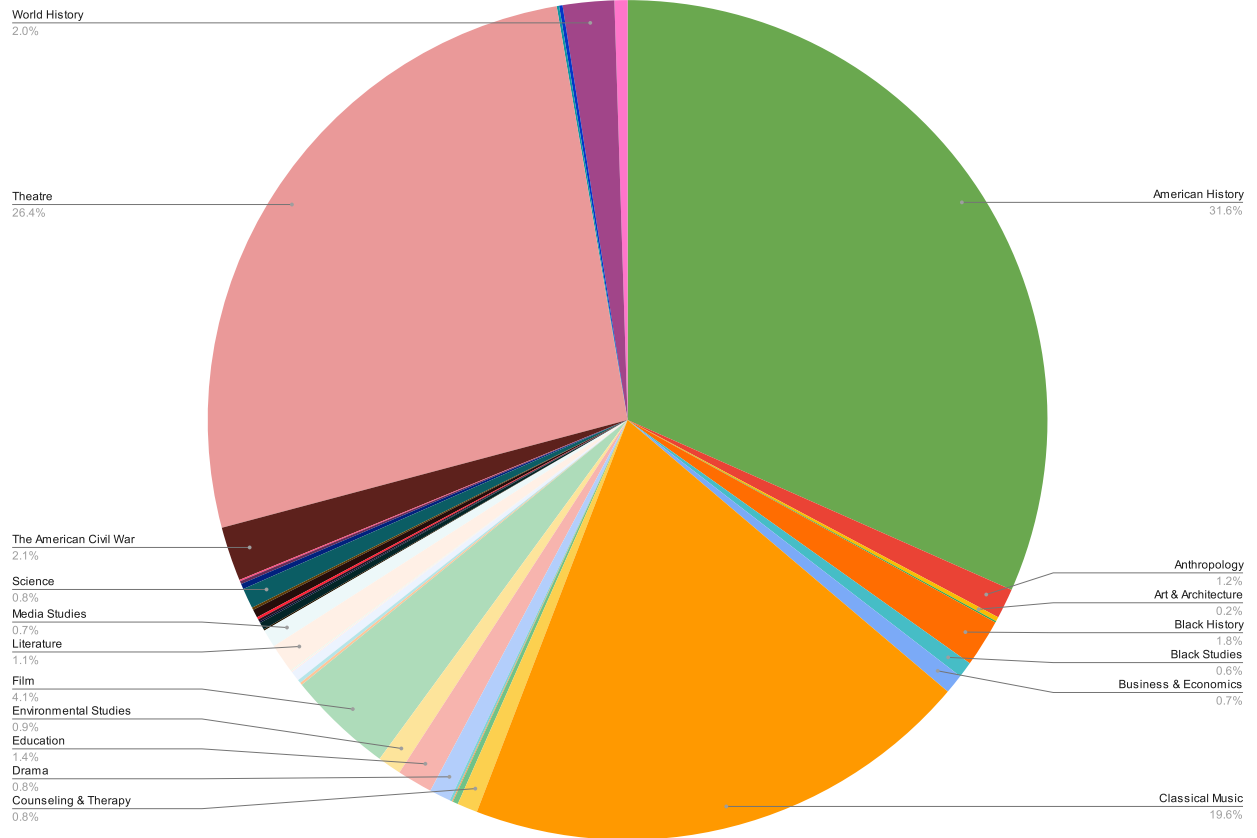
A-Z Database List Page Views				Libguides Homepage Views			
Fall 2020		Spring 2021		Fall 2020		Spring 2021	
Date	Views	Date	Views	Date	Views	Date	Views
2020-12	427	2021-05	292	2020-12	158	2021-05	436
2020-11	1253	2021-04	2070	2020-11	209	2021-04	436
2020-10	1389	2021-03	1782	2020-10	4	2021-03	518
2020-09	922	2021-02	1372	2020-09	2	2021-02	560
2020-08	258	2021-01	545	2020-08	141	2021-01	635
<b>Semester Total</b>	<b>4249</b>	<b>Semester Total</b>	<b>6061</b>	<b>Semester Total</b>	<b>514</b>	<b>Semester Total</b>	<b>2585</b>
<b>Academic Year 2020-21 Total:</b>		<b>6061</b>		<b>Academic Year 2020-21 Total:</b>		<b>3099</b>	

Libguide Views	
Fall 2020	16192
Spring 2021	7018
<b>Academic Year Total</b>	<b>23210</b>



# AVON Playbacks by Subject



# API Final Report



**MOTLOW STATE**  
COMMUNITY COLLEGE

<b>Project Title</b>	Move to Virtual Tutoring		
<b>Unit/Department</b>	Mathematics Lab	<b>Strategic Plan</b>	Obj. 3.1
<b>Academic Year</b>	2020-2021	<b>Executive Sponsor</b>	Greg Sedrick and Melody Edmond
<b>Executive Priority</b>	Strategies to Close Equity Gaps	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	To support mathematics students during pandemic response level III		
<b>SMART Goal</b>	100% of Math Lab tutors will be trained for virtual tutoring, and services will be offered to students by the completion of AY 2020-2021		

Tutoring Services were offered virtually AY 20-21

## QUALITATIVE ASSESSMENT SECTION

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<b>Project Title</b>	Employer Satisfaction		
<b>Unit/Department</b>	Medical Laboratory Technology	<b>Strategic Plan</b>	Obj. 3.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Melody Edmonds
<b>Executive Priority</b>	Develop process for annual review of programs to determine vitality & utility	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Continuous quality improvement for the MLT program by evaluating employer satisfaction with program graduates		
<b>SMART Goal</b>	Obtain 85% response from the MLT program post-graduation employer satisfaction survey that employers are satisfied with the graduate preparation for entry-level MLT positions		

The distributed employer satisfaction survey for AY 2018-2019 received a 100% response rate with 6 of 6 participants (representing 5 different employers) completing the survey. The results demonstrated a 100% overall employer satisfaction with MLT Program graduates. This result achieves the benchmark of 85% established in the annual plan for improvement.

## QUALITATIVE ASSESSMENT SECTION

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### Significant Accomplishment

The high survey response rate was a significant accomplishment. The employer satisfaction survey is a central outcome measure of the MLT Program's mission to graduate knowledgeable and technically competent entry-level MLT professionals. In addition, it is the primary institutional process to evaluate the vitality and utility of the MLT Program. A first-time response rate of 100% is encouraging and contributes to the program's ability to maintain accreditation standards regarding assessment and continuous quality improvement.

### Challenging Obstacle

The initial low response rate of 50% obtained in April was overcome through reminder follow-ups with employers. With this approach, the program achieved a 100% response rate. The additional responses increase the interpretive value of the survey results. While not an obstacle, the development of additional processes to evaluate program vitality and utility should be pursued. The data from the survey cannot be easily transferred to the "data" tab of this form, but the results and derived analysis are available from the MLT Program Director upon request.

# API Final Report



<b>Project Title</b>	Enhancing Synchronous Online Tutoring		
<b>Unit/Department</b>	Writing Center	<b>Strategic Plan</b>	3.1.4
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Dr. Greg Sedrick and Melody Edmonds
<b>Team Members (*Indicate Team Lead)</b>	Jenna Caviezel* and Will Murphy	<b>Executive Priority</b>	Develop use of emerging technology platforms to deliver instruction across all domains
<b>Projected Completion</b>	Spring 2021	<b>Project Status</b>	On track
<b>Project Purpose</b>	To increase availability of synchronous online Writing Center tutoring to students		
<b>SMART Goal</b>	Additional Writing Center tutors will be trained in WConline's Live Online module so more of these synchronous appointments can be provided each week. Student survey data will be used to measure the quality of these appointments against our more established asynchronous online tutoring method by the end of AY 20-21.		

## QUALITATIVE ASSESSMENT SECTION

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### Significant Accomplishment

The success of reaching our SMART goals can be measured in two ways. First, I'd like to note the 821% increase in the use of synchronous tutoring services! Second, and perhaps even a truer measure of our success, I'd like to note that our survey results for synchronous exceeded the survey results for our asynchronous tutoring! See comparison table under the data tab.

### Challenging Obstacle

Time got away from us as we began to create new training resources focused on synchronous tutoring for future tutors. The good news: both written and video resources have been created, and feedback for further revision was collected from tutors before the end of the Spring 2021 semester. Luckily, we have many veteran tutors continuing this summer, and revisions and final updates can be completed with their input before we train our next class of tutors later this summer/fall.

# API Final Report



<b>Project Title</b>	Reduce costs to textbooks/course materials		
<b>Unit/Department</b>	Business & Technology	<b>Strategic Plan</b>	Objective 1.1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponser</b>	Melody Edmonds
<b>Executive Priority</b>	(Priority)	<b>Project Status</b>	In progress
<b>Project Purpose</b>	Enhance access to education by reducing the cost of textbooks and course materials by incorporating the use of OER materials as the primary learning resource for the course.		
<b>SMART Goal</b>	B & T faculty will create 3 additional OER courses for the start of the FALL 21 semester. Specific course targets are ECON 2100, ECON 2200		

Both ECON 2100 and 2200 were created for AY 20-21 but only one course ran, the ECON 2100. ECON 2200 was created but did not run in 20-21. ECON 2200 will run in the 21-22 school year.

## QUALITATIVE ASSESSMENT SECTION

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### Significant Accomplishment

One significant accomplishment is that the OER section for ECON 2100 ran in Fall and Spring. There were 23 students in the Fall 2100 course and 19 students in the Spring course,

### Challenging Obstacle

During the creation phase, staying on target with course completion approval and creation deadlines. Another obstacle is the communication in with the 'type' of course options and making sure students understand what the OER means in terms of textbook and access to the materials. ECON 2200 OER did not run in AY 20-21.

# API Final Report



<b>Project Title</b>	OER Course Development for Humanities		
<b>Unit/Department</b>	Humanities	<b>Strategic Plan</b>	Objective 1.1.1
<b>Academic Year</b>	AY 2020-2021	<b>Executive Sponsor</b>	Melody Edmonds
<b>Executive Priority</b>	Use of technology to facilitate effective academic delivery models	<b>Project Status</b>	In progress
<b>Project Purpose</b>	Development and Implementation of a variety of OER courses within the Humanities Department including Communications and Art		
<b>SMART Goal</b>	Develop, implement, and maintain OER courses for all sections of Communication 1010, Mass Communications, Communication 2025, Fundamentals of Communication, and Art 1035, Introduction to Art.		

## Evidence of Achievement

OER's for Communications 1010 and Communications 2025 have been fully developed and have been implemented as pilots during the Fall 2020 and Spring 2021 semesters. The OER's for both Communications 1010 and Communications 2025 have been adopted by Cherie Williams and Nancy Dodson for all sections of both courses during the Fall 2021 semester. The Art 1035 OER was approved in the Summer 2021 and will pilot in the Spring of 2022.

## QUALITATIVE ASSESSMENT SECTION

## Significant Accomplishment

221 students were offered an educational experience without the financial burden of buying a textbook. Now that ART 1035 has been developed, the future fruits of affordable education can be expected.

## Challenging Obstacle

One obstacle has been ART 1035's access to open resource materials. Gathering resources took longer than expected. The initial timeline was delayed and will now go live in Spring of 2022. On the positive side, Professor Robinson has found outstanding resources and created a rigorous, colorful curriculum for Art 1035. After trying OER, Professor Williams also reported she did not want to continue with OER. She believed the price of the textbook was worth the quality of the educational enrichment. Williams does not wish to continue in the OER path.


# API Final Report



<b>Project Title</b>	Impact of OER on WEB based English 0810/1010 cohort courses		
<b>Unit/Department</b>	Languages	<b>Strategic Plan</b>	Obj. 1.1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponser</b>	Melody Edmonds
<b>Executive Priority</b>	Use of technology to facilitate effective academic delivery models	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	To determine if OER materials positively affect the P/F rate of English 0810/1010 Web cohort sections		
<b>SMART Goal</b>	Faculty developers will pilot OER sections, provide feedback from students, and submit final grades to be used to determine impact of OER on success rates in courses by the end of AY 2020-2021		

In Spring 2020, the success rate for students in English 0810 WEB Courses was 63%. This semester, with the OER texts and other adjustments to the course, the success rate increased 12% to 75%. This success rate was higher than nearly all other Spring semester success rates for similar courses in the last 6 years.

## QUALITATIVE ASSESSMENT SECTION

*The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)*

### Significant Accomplishment

All together, this semester was one of the most successful Spring semesters we have seen in these 0810/1010 cohorts. From engagement to pass rates, students seemed to take to the new material much more naturally and smoothly than in previous years. The higher success rates during the Pandemic are easily the most significant accomplishment.

### Challenging Obstacle

Both the instructor and tutor of the course expressed frustration in being able to track student engagement with feedback. The interface on D2L doesn't clearly indicate when a student is reading feedback or not. This issue is made worse with the inclusion of third party apps such as Pulse that students use. The instructor and tutor like to use read feedback as an assignment in class, but not being able to effectively track this info lead to confusion and extra work.

# API Final Report



<b>Project Title</b>	Online course development		
<b>Unit/Department</b>	Mathematics	<b>Strategic Plan</b>	Objective 3.1
<b>Academic Year</b>	2020-2021	<b>Executive Sponsor</b>	Dr. Greg Sedrick & Melody Edmon
<b>Executive Priority</b>	Develop use of emerging technology platforms to deliver instruction across all domains	<b>Project Status</b>	In progress
<b>Project Purpose</b>	To provide online offerings for all mathematics courses offered at Motlow.		
<b>SMART Goal</b>	Creation of 2120 and 2110 will complete the Mathematics Department goal of having online offerings for all mathematics courses offered at Motlow.		

Approval of the Quality Assurance Survey for Online Courses

## QUALITATIVE ASSESSMENT SECTION

*The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)*

### Challenging Obstacle

Remote learning and campus restrictions created limitations in resource accessibility. The faculty tapped to develop online MATH 2110 was unable to complete the task; this necessitated that a new faculty member be approved as developer. This affected the timeframe for course completion.

# API Final Report



<b>Project Title</b>	Impact of OER on pass rate in selected 1000 level Natural Science courses		
<b>Unit/Department</b>	Natural Science	<b>Strategic Plan</b>	Objective 1.1.1
<b>Academic Year</b>	2020-2021	<b>Executive Sponsor</b>	Dr. Greg Sedrick & AVP Melody Edmonds
<b>Executive Priority</b>	Use of technology to facilitate effective academic delivery models	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	To determine if implementing OER resources increase the pass rate for students in selected 1000 level courses by removing the cost of resources as a barrier to success.		
<b>SMART Goal</b>	Faculty developers will pilot OER sections, provide feedback from students, and submit final grades to be used to determine impact of OER on success rates in courses by the end of AY 2020-2021		

Awaiting data on pass rates in the selected courses. If pass rates are greater than in the sections that did not use OER, we can begin to explore if in fact *access to OER* made the difference. Initial reactions to OER pilots is that they did prompt faculty to redesign their courses which has had positive impact on the students and the faculty. Additionally, if the pass rate are not significantly different, the implementation of OER is still useful in lowering costs for students and providing equitable access to textbooks.

## QUALITATIVE ASSESSMENT SECTION

*The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)*

### Significant Accomplishment

The switch to OER also resulted in course redesigns. The newly designed course features seem to have had a positive impact on the success rates in addition to the use of OER. This also helped us as a department to communicate with each other and share ideas and about course design and best practices. It help to start some much needed conversations.

### Challenging Obstacle

Based on feedback from the faculty the biggest obstacle was making students aware of OER use in the course. Students still did not access the textbooks and resources, despite being free. The other issue was the varying delivery formats. Some pilots courses were 100% asynchronous so communication with students and gathering feedback was more difficult.

# API Final Report



<b>Project Title</b>	Implementation of OER in HIST 2010 courses		
<b>Unit/Department</b>	Social and Behavioral Sciences	<b>Strategic Plan</b>	Objective 1.1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponser</b>	Dr. Edmonds/ Dr. Sedrick
<b>Executive Priority</b>	Use of technology to facilitate effective academic delivery models	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	To determine if removing the cost of textbooks from HIST 2010 courses alleviates a barrier for success and increases the pass rate for HIST 2010 students.		
<b>SMART Goal</b>	Faculty will implement OER textbook in all HIST 2010 sections and will gather data to see if removing the cost of the textbook has any positive effect on the success rate of students (specifically low income students) by the end of AY 2020-2021.		

## Evidence of Achievement

The OER textbook was successfully implemented by the department as a whole. The subject guide was built in conjunction with the library director.

## QUALITATIVE ASSESSMENT SECTION

After a multi-semester process of choosing and piloting the OER book, it was successfully implemented in HIST 2010 sections. It was embedded into the master shell for the online classes. We have had issues with a few adjuncts not using the book but we have increased communications to stop this from happening in the future. We are hopeful that success data for the academic year will show that this benefitted students due to the accessibility of the book and the removal of any costs born by students since they did not have to purchase a textbook.

## Significant Accomplishment

Both the book and the subject guide have been successfully used by students and faculty in HIST 2010 course sections. The subject guide is a growing entity as we add more resources to it.

## Challenging Obstacle

Adjunct faculty members who did not use the correct book. In addition to utilizing lead faculty to stay in contact with the part time faculty as a group, the plan for future semesters is to leverage communication with academic leaders as well as dual enrollment coordinators to ensure that the correct book is used in all sections from this point forward.



# API Final Report



<b>Project Title</b>	Annual Plan for Improvement HIST 2020 Modern United States History		
<b>Unit/Department</b>	Social and Behavioral Sciences	<b>Strategic Plan</b>	Objective 1.1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponser</b>	Dr. Edmonds/ Dr. Sedrick
<b>Executive Priority</b>	Use of technology to facilitate effective academic delivery models	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	To determine if removing the cost of textbooks from HIST 2020 courses alleviates a barrier for success and increases the pass rate for HIST 2020 students.		
<b>SMART Goal</b>	Faculty will implement OER textbook in all HIST 2020 sections and will gather data to see if removing the cost of the textbook has any positive effect on the success rate of students (specifically low income students) by the end of AY 2020-2021.		

## Evidence of Achievement

The OER textbook was successfully implemented by the department as a whole. The subject guide was built in conjunction with the library director.

## QUALITATIVE ASSESSMENT SECTION

After a multi-semester process of choosing and piloting the OER book, it was successfully implemented in HIST 2020 sections. It was embedded into the master shell for the online classes. We have had issues with a few adjuncts not using the book but we have increased communications to stop this from happening in the future. We are hopeful that success data for the academic year will show that this benefitted students due to the accessibility of the book and the removal of any costs born by students since they did not have to purchase a textbook.

## Significant Accomplishment

Both the book and the subject guide have been successfully used by students and faculty in HIST 2020 course sections. The subject guide is a growing entity as we add more resources to it.

## Challenging Obstacle

Adjunct faculty members who did not use the correct book. In addition to utilizing lead faculty to stay in contact with the part time faculty as a group, the plan for future semesters is to leverage communication with academic leaders as well as dual enrollment coordinators to ensure that the correct book is used in all sections from this point forward.


# API Final Report



<b>Project Title</b>	Implementation of OER in HIST 2310 courses		
<b>Unit/Department</b>	Social and Behavioral Sciences	<b>Strategic Plan</b>	Objective 1.1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponser</b>	Dr. Edmonds/ Dr. Sedrick
<b>Executive Priority</b>	Use of technology to facilitate effective academic delivery models	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	To determine if removing the cost of textbooks from HIST 2310 courses alleviates a barrier for success and increases the pass rate for HIST 2310 students.		
<b>SMART Goal</b>	Faculty will implement OER textbook in all HIST 2310 sections and will gather data to see if removing the cost of the textbook has any positive effect on the success rate of students (specifically low income students) by the end of AY 2020-2021 and AY 2021-2022.		

## Evidence of Achievement

OER book was chosen, pilot sections held in F20 and S21, master shell using the OER text created, subject guide has been built.

## QUALITATIVE ASSESSMENT SECTION

An appropriate OER text was determined for both HIST 2310 and HIST 2320 so that students can have continuity between semesters. This book was utilized in five pilot sections with three instructors in F20 and S21. A master shell for online courses has been created and updated to be used in all HIST 2310 sections beginning F21 semester. A subject guide for World History has been created and needs to be updated and have additional material added. We will work with ODL over the next few semesters to see if there is a trend in student success rates, especially in Pell eligible students.

## Significant Accomplishment

The book has successfully been utilized in pilot sections and has been appreciated by students thanks no need to purchase a text. Students have reported that this definitely helped them due to COVID effects on their budgets.

## Challenging Obstacle

We need to do more updates and expansions on the subject guide. It is adequate at this point but could be better. It needs to be split into two distinct guides, one for 2310 and one for 2320.

# API Final Report



<b>Project Title</b>	Implementation of OER in HIST 2320 courses		
<b>Unit/Department</b>	Social and Behavioral Sciences	<b>Strategic Plan</b>	Objective 1.1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponser</b>	Dr. Edmonds/ Dr. Sedrick
<b>Executive Priority</b>	Use of technology to facilitate effective academic delivery models	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	To determine if removing the cost of textbooks from HIST 2320 courses alleviates a barrier for success and increases the pass rate for HIST 2320 students.		
<b>SMART Goal</b>	Faculty will implement OER textbook in all HIST 2310 sections and will gather data to see if removing the cost of the textbook has any positive effect on the success rate of students (specifically low income students) by the end of AY 2020-2021 and AY 2021-2022.		

## Evidence of Achievement

OER book was chosen, pilot sections held in F20 and S21, master shell using the OER text created, subject guide has been built.

## QUALITATIVE ASSESSMENT SECTION

An appropriate OER text was determined for both HIST 2310 and HIST 2320 so that students can have continuity between semesters. This book was utilized in five pilot sections with three instructors in F20 and S21. A master shell for online courses has been created and updated to be used in all HIST 2320 sections beginning F21 semester. More material is being gathered to suplliment the textbook from a diversity perspective. A subject guide for World History has been created and needs to be updated and have additional material added. We will work with ODL over the next few semesters to see if there is a trend in student success rates, especially in Pell eligible students.)

## Significant Accomplishment

The master shell has been created and the OER book is currently being successfully implemented in a pilot section.

## Challenging Obstacle

The chosen book is a much better fit for 2310 and while it is adequate, it is lacking in diversity in more modern historical topics. Therefore additional resources have been gathered to suplliment the textbook material. We need to do more updates and expansions on the subject guide. It is adequate at this point but could be better. It needs to be split into two distinct guides, one for 2310 and one for 2320.


# API Final Report



<b>Project Title</b>	Student Handbook	
<b>Unit/Department</b>	Nursing	<b>Strategic Plan</b>
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>
<b>Executive Priority</b>	Program Development	<b>Project Status</b>
<b>Project Purpose</b>	To have an updated student handbook that clearly outlines policy and p	
<b>SMART Goal</b>	The student handbook will be edited, up-to-date, and posted in D2L fo	

## Evidence of Achievement

The updated student handbook was posted to students on the Learning Management System. Students w

## QUALITATIVE ASSESSMENT SECTION

*The most significant accomplishment was the team working together to review and revise the handbook v person. The biggest hurdle was learning how to use the technology available to make this happen.*

## Significant Accomplishment

The strengthening of the team and working together

## Challenging Obstacle

Having to do the work remotely and asynchronously

# API Final Report



<b>Project Title</b>	Student Recruitment		
<b>Unit/Department</b>	Mechatronics	<b>Strategic Plan</b>	(SP Initiative)
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Melody Edmonds
<b>Executive Priority</b>	(Priority)	<b>Project Status</b>	In progress
<b>Project Purpose</b>	Increase student head count for 2021-22 academic year.		
<b>SMART Goal</b>	Increase AY 2020-2021 recruiting efforts to increase Fall 2021 class to 80 students, including DE students		



See data tab. (not included in final report pdf because of PII)



## QUALITATIVE ASSESSMENT SECTION

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### Challenging Obstacle

Since enrollment and registration are ongoing through the summer, we really will not know accurate final numbers until probably early to mid-August.

# API Final Report



<b>Project Title</b>	Check Disbursement Approvals by Electronic Transmission		
<b>Unit/Department</b>	Business Office	<b>Strategic Plan</b>	4.4 Resourcefulness & Efficiency
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Hilda Tunstill
<b>Executive Priority</b>	Resourcefulness & Efficiency	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Increasing Campus Efficiencies by Electronic Approvals for Check Disbursement Forms		
<b>SMART Goal</b>	The Business Office will streamline the process for submission of check disbursements from paper to electronic transmission for approvals and eliminate routing of paper for appropriate signatures beginning AY 2020-2021.		

Campus staff enter all cash disbursements through Sciquest and we have eliminated routing of paper and we are acquiring appropriate signatures.

## QUALITATIVE ASSESSMENT SECTION

*The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)*

### Significant Accomplishment

This process helped set vision for further plans to create efficiencies while improving both faculty and student experiences with the Business Office.

Since this project was occurring during the COVID-19 pandemic, this goal was needed overnight. Time was of the essence since our campus work environment had went mostly virtual.

# Annual Plan for Improvement



<b>Project Title</b>	Consolidated Financial Index (CFI)		
<b>Unit/Department</b>	Business and Finance	<b>Strategic Plan</b>	4.4 Resourcefulness and Efficiency
<b>Academic Year</b>	FY20	<b>Executive Sponsor</b>	Hilda Tunstill
<b>Team Members (*Indicate Team Lead)</b>	Hilda Tunstill - Team Lead Team Members include Jay Turney, Sheri Hise, and Sandy Schaffer	<b>Executive Priority</b>	Resourcefulness and Efficiency
<b>Projected Completion</b>	November 2020	<b>Project Status</b>	Completed
<b>Project Purpose</b>	To assist in measuring the financial health of Motlow State Community College.		
<b>SMART Goal</b>	Motlow State Community College will meet or exceed the average of the Tennessee Board of Regents's Community College's CFI indexes for FY20.		

## Phase 1: Budget Development

Load 2019-20 Proposed Budget	Jay Turney	2019-20 Proposed Budget loaded	June 2019
Monitor College 2019-20 Budget activity	Hilda Tunstill and Jay Turney	Talk with any departments that are experiencing budget difficulties	Continuous

## Phase 2: Budget Revisions

2019-20 Revised Budget compare Budget to Actual Revenues and Expenditures and make adjustments as needed.	Hilda Tunstill, Jay Turney, and Sheri Hise	Submit 2019-20 Revised Budget to Tennessee Board of Regents	October 2019
Load 2019-20 Revised Budget	Jay Turney	Departments utilize the 2019-20 Revised Budget loa	December 2019
2019-20 Current Estimate compare Budget to Actual	Hilda Tunstill, and Jay Turney	Submit 2019-20 Current Estimate Budget to Tennessee Board of Regents	May 2020

Tasks To Be Accomplished	Owners	Success Indicators	Completion Dates
Year-end closing to compile 2019-20 Financial Statements	Hilda Tunstill, Jay Turney, Sandy Schaffer, and Sheri Hise	Complete and submit Financial Statements to Tennessee Board of Regents	June -October 2020
Compute CFI Index	Hilda Tunstill	Motlow State's CFI of 4.38 exceeded the average Index of 3.96 for the TBR Community Colleges	December 2020

**Additional Notes**

<b>Executive Review By</b>	Hilda Tunstill	<b>Date: 2/26/2021</b>
<b>ODL Review By</b>	Meagan McManus	<b>Date: 2/26/2021</b>
<b>Last Updated By</b>	Hilda Tunstill	<b>Date: 02/26/2021</b>



# API Status Update - April



<b>Project Title</b>	Consolidated Financial Index (CFI)		
<b>Team Members</b>	Hilda Tunstill, Jay Turney, and Sheri Hise	<b>Project Status</b>	Completed
<b>Describe the current progress.</b>	At the completion of the FY20 Financial Statements. The CFI was calculated at 4.38. Motlow exceeded the TBR system average of 3.96		
<b>What problems have occurred?</b>	N/A		
<b>How will problems be addressed?</b>	N/A	<b>Corrective Action Completion</b>	N/A

# API Final Report



<b>Project Title</b>	Consolidated Financial Index (CFI)		
<b>Unit/Department</b>	Business and Finance	<b>Strategic Plan</b>	4.4 Resourcefulness and Efficiency
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Hilda Tunstill
<b>Executive Priority</b>	High	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Tool to assist measuring the financial health of the institution		
<b>SMART Goal</b>	Motlow State Community College will meet or exceed the average of the Tennessee Board of Regents's Community College's CFI indexes for FY20.		

At the completion of the FY20 Financial Statements. The CFI was calculated at 4.38. Motlow exceeded the TBR system average of 3.96

## QUALITATIVE ASSESSMENT SECTION

*The team continued to monitor resources and the budget throughout the year. A challenge is the changing economy that has a direct impact on resources.*

# API Final Report



<b>Project Title</b>	Evaluation of campus work order system to insure system can support preventative maintenance tracking and evaluation for comparative analysis versus routine and responsive maintenance.		
<b>Unit/Department</b>	Facilities/Business & Finance	<b>Strategic Plan</b>	Obj 3.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Hilda Tunstill
<b>Executive Priority</b>	Cost-saving measures	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Evaluate data that is stored by campus's Facilities Management work order system(Dude Solutions) to determine if it will support analysis of preventative maintenance work orders and manhours vs total work orders and manhours to make sure department is performing PM functions in an effort to reduce deferred maintenance costs on the campus.		
<b>SMART Goal</b>	Develop a reporting tool to assess work orders from the Dude Solutions platform in a format that will allow analysis by FY since its implementation date.		

## Evidence of Achievement

Editable data fields extracted from the work order system that are able to be used to evaluate work orders by type for review.

## QUALITATIVE ASSESSMENT SECTION

*The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)*

### Significant Accomplishment

Department was able to confirm that preventative maintenance was confirmed to be trackable and incorporated into work performed at all campuses

### Challenging Obstacle

With the Covid pandemic decreasing people on campus, this year's data did not have a robust amount of end user generated work orders as compared with a normal year.

# API Final Report



<b>Project Title</b>	SOE - Compliance Exception Corrective Action items for Financial Aid		
<b>Unit/Department</b>	Business Affairs/Financial Aid	<b>Strategic Plan</b>	Objectives 1.1.1, 2.1.1, and 3.1.5
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Hilda Tunstill
<b>Executive Priority</b>	(Priority)	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Address the compliance exceptions for the financial aid department identified in the NASFAA SOE review to ensure continued Title IV eligibility for the institution and to prevent audit findings.		
<b>SMART Goal</b>	The Financial Aid department will address compliance items 7, 9, 11, 13, and 14 as identified in Appendix A of the NASFAA SOE review by June 2021.		

Policies and Procedures have been developed for IASG, CFHS, and Drug Violations. These will be incorporated into the internal financial aid documentation. Request have been sent to External Affairs to incorporate these into appropriate locations on the Financial Aid and Consumer Information Web pages. Copies are being emailed to Dr. McManus.

## QUALITATIVE ASSESSMENT SECTION

*The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)*

### Significant Accomplishment

Three areas have been developed and updates sent to incorporate into the website allowing the college to complete key areas identified in the SOE and improving on compliance with required disclosures for the campus community.

### Challenging Obstacle

The challenging obstacle not able to be overcome at this time is dealing with and implementing all of the vast number of requirements, regulations, and changes that impact financial aid and institutional eligibility on a daily basis, many of which are not in the control of the financial aid department.

# API Final Report



<b>Project Title</b>	Facilitating Successful Fundraising Initiatives		
<b>Unit/Department</b>	Foundation	<b>Strategic Plan</b>	Objective 4.1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	EVP Hilda Tunstill
<b>Executive Priority</b>	Fundraising Opportunities	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Facilitate fundraising initiatives that will help to increase external resources by 5% per year by 2025		
<b>SMART Goal</b>	Foundation will assess annual fundraising initiatives by June 2021.		

Increased contributions via online giving page. Increase in net event proceeds. New sponsors committed for golf tournaments and gala. Additional grant proposals submitted. New golf tournament added in Smyrna.

## QUALITATIVE ASSESSMENT SECTION

*The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)*

### Significant Accomplishment

The Foundation team's most significant accomplishment this year was increased event revenues and new sponsors/attendees/donors for the golf tournaments and first-ever virtual gala during a pandemic. We incorporated technology/software options and sponsor promotion via social media and signage to increase engagement and participation.

### Challenging Obstacle

Our most challenging obstacle this year was facilitating events with limited staff and resources and navigating fundraising during a pandemic.

General Online Giving Form:	<a href="https://www.msc.edu/give/donate.html">https://www.msc.edu/give/donate.html</a>			
Lincoln County Golf Registration:	<a href="https://www.msc.edu/give/charles-gleghorn-golf-tournament.html">https://www.msc.edu/give/charles-gleghorn-golf-tournament.html</a>			
Smyrna Golf Registration:	<a href="https://www.msc.edu/give/smyrna-golf-tournament.html">https://www.msc.edu/give/smyrna-golf-tournament.html</a>			
Virtual Gala:	<a href="https://one.bidpal.net/motlowvirtualgala2021/welcome">https://one.bidpal.net/motlowvirtualgala2021/welcome</a>			
Community Foundation of Middle Tennessee grant	<a href="https://www.cfmt.org/grants-scholarships/grants/">https://www.cfmt.org/grants-scholarships/grants/</a>			
Rutherford County Chamber Directory	<a href="https://web.rutherfordchamber.org/search">https://web.rutherfordchamber.org/search</a>			
Rutherford County Industry Directory	<a href="https://rutherfordworks.com/driving-economic-development/existing-industries/industrial-directory2">https://rutherfordworks.com/driving-economic-development/existing-industries/industrial-directory2</a>			
VIP Murfreesboro (publication with community info)	<a href="https://www.vipmurfreesboro.com">https://www.vipmurfreesboro.com</a>			
Smyrna Rotary Club Wings of Freedom Fish Fry	<a href="https://www.wofsmyrna.com">https://www.wofsmyrna.com</a>			
API Final Report - Foundation details	<a href="https://drive.google.com/file/d/1kbx_G5DKsRRQG99sTwXCRBaIKaVm6nrW/view?usp=sharing">https://drive.google.com/file/d/1kbx_G5DKsRRQG99sTwXCRBaIKaVm6nrW/view?usp=sharing</a>			

# API Final Report



<b>Project Title</b>	TBR IT Audit		
<b>Unit/Department</b>	Cindy Logan/Carlos Padilla - Team Lead Team Members include Jeffery Short, William Quinn	<b>Strategic Plan</b>	Obj. 4.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Hilda Tunstill
<b>Executive Priority</b>	Review by Motlow's Internal Auditor	<b>Project Status</b>	In progress
<b>Project Purpose</b>	To comply with information security recommendations from Tennessee Board of Regents (TBR) IT auditors		
<b>SMART Goal</b>	Motlow State Community College will comply with IT audit recommendations by dates agreed upon by Motlow IT and TBR IT auditors		
<b>Evidence of Achievement</b>			
Implement multi-factor authentication for devices requiring remote access	Jeffery Short, William Quinn	Okta MFA has been selected as the product to be used for this item. Go live date is set to July 1st, 2021 for all Motlow users. Email notifications have sent out to all users informing them of this, and instructions on how to setup MFA are now posted on the Motlow HelpDesk website: <a href="https://support.msc.edu/support/solutions/articles/48001182983">https://support.msc.edu/support/solutions/articles/48001182983</a>	Email Notification dates: - 1st email sent 05/12/2021 - 2nd email sent 06/02/2021 - 3rd email to be sent on 06/28/2021
Perform vulnerability scans on both internal and internet-facing networks and systems at least monthly	Jeffery Short, William Quinn, Carlos Padilla	While vulnerability scans are performed regularly on both internal and internet-facing networks, we are making constantly making improvements to how we perform said scans, as security is forever changing. We are currently evaluating a new external scanning tool that will provide better insight into our security posture, and we are also working with vendors to potentially perform a Penetration Test next year (budget allowing).	This is a continuous effort, and will be forever changing as the demand and security breaches adapt.

Since MFA will be mandatory to login to MotlowHub Applications, we estimate that all users will be using MFA by September 1st.

This will become operational rather than a yearly goal, so there is no real completion date.

<p>Improve information security access procedures and practices by actively monitoring and locking Banner accounts after 60 days of inactivity</p>	<p>Cindy Logan, Carlos Padilla</p>	<p>Banner accounts are authenticated and terminated using Active Directory. Access is not granted until hiring manager/supervisor request said access for a new employee. Furthermore, HR informs IT of new hires and employee separations via email. The new CIO is currently developing a plan to gather various departments to discuss the possibility of creating some type of workflow for new hires, changes in position/duties, and employee separations, so that this becomes more of an automated process rather than relying on manual email notifications.</p>	<p>As of now, there is a monthly report that is sent to department heads which includes a list of active Banner users. Department heads review this report and reply if any users need to have access revoked.</p>	<p>This will become operational rather than a yearly goal, so there is no real completion date.</p>
<p>Utilize online security awareness tools</p>	<p>Jeffery Short, William Quinn</p>	<p>Wizer has been implemented since March 11, 2021, and is currently being used for all Motlow employees. There are actively two training campaigns: 1- 2021 Security Awareness Training (This is 41% completed by employees as of June 15, 2021) 2- 2021 GLBA Training (This is 58% completed by employees as of June 15, 2021)</p>	<p>We are currently working on a phishing campaign that will cover some specific items mentioned in the 2021 Security Awareness Training.</p>	<p>This will become operational rather than a yearly goal, so there is no real completion date.</p>
<p>Cyber Incident Response Plan should be reviewed, tested, and approved by management annually</p>	<p>Cindy Logan, Jeffery Short, William Quinn, Carlos Padilla</p>	<p>MSCC IT staff, with cooperation and input from other MSCC departments, will implement and document annual table-top exercises on all critical network infrastructure and applications. In addition, the Cyber Incident Response Plan will be updated to include an insider threat section, which will outline a formal disciplinary process agreed to by MSCC Leadership.</p>	<p>We have selected a couple of different table top scenarios for the IT department to perform. These exercises will take place after the Fall semester start as to not deviate from a successful semester start. The goal is to conduct at least two table top exercises each year, one would be internal to IT only, and the second would be campus wide. The reason behind this is because certain protocols may only apply to IT.</p>	<p>A completion date for this is October 31, 2021. After this date, this will become an annual practice; therefore, becoming operational.</p>

<p><b>QUALITATIVE ASSESSMENT SECTION</b></p>				
<p><i>The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)</i></p>				
<p><b>Significant Accomplishment</b></p>				

Use the space provided to describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)



The IT team has managed to significantly improve the security posture and overall infrastructure performance throughout all campuses, with that said, said improvements have facilitated the plan, implementation, and development of all the recommendations made by the TBR audit team. Generally, actions taken on recommendations from an audit can take up to a year or more to be successful, but Motlow IT has already accomplished this in just six months.


**Challenging Obstacle**

The most challenging obstacle that IT has faced is the change in staffing, and especially the change in leadership (CIO). Some recommendation items were placed on hold for the new CIO to determine the direction of said recommendation, and while decisions are and have been made, it is very difficult for a new CIO to gauge the big picture in less than 60 days; therefore some items will take longer than expected simply to provide enough time for the new CIO to fully understand the context and make data/fact driven decisions.

# API Final Report



<b>Project Title</b>	Campus Crime Rates		
<b>Unit/Department</b>	Public Safety Department	<b>Strategic Plan</b>	SACSCOC Standard 13.8
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Hilda Tunstill
<b>Executive Priority</b>	Public Safety	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Actively reduce criminal activity on all Motlow campuses to promote a safe and secure environment for all faculty, staff, students, and visitors		
<b>SMART Goal</b>	Maintain a crime rate lower than each campuses' service county crime rate		

The 2020 TBI Annual Crime Overview Report showed that only one Motlow State Community College campus had a reportable criminal incident. It also revealed that there was only one (1) reportable criminal incident for the entire 2020 reporting year.

## QUALITATIVE ASSESSMENT SECTION

*The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)*

### Significant Accomplishment

Only one (1) Motlow State Community College campus had a reportable criminal incident occur on it during 2020. This is a significant reduction in the number of reportable criminal incidents from the previous year. In 2019 there were five (5) reportable criminal incidents on three (3) different Motlow campuses.


# API Final Report



<b>Project Title</b>	Student Information System Support		
<b>Unit/Department</b>	Administrative Computing	<b>Strategic Plan</b>	Obj. 3.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Sid Hill
<b>Executive Priority</b>	(Priority)	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Support the college employees with the Student Information System and related software		
<b>SMART Goal</b>	(SMART Goal)		

We work with our users daily and complete dynamic form requests, troubleshoot issues, process improvement projects, and new initiatives. The only outstanding tasks or projects we have are either new or waiting on the user.

## QUALITATIVE ASSESSMENT SECTION

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# API Final Report



<b>Project Title</b>	Revising the Institutional Effectiveness Process for Annual Plans for Improvement		
<b>Unit/Department</b>	ODL	<b>Strategic Plan</b>	3.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Dr. Sid Hill
<b>Executive Priority</b>	Continuous Improvement Plans	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	To revise the process for institutional effectiveness procedures and implement a new strategy for continuous improvement plans		
<b>SMART Goal</b>	ODL will develop and implement a college-wide continuous improvement process by the end of the spring 2021 term.		

## Evidence of Achievement

Collaborating with departments across the college, ODL oversaw the development of APIs for all divisions of the college. Each of these plans included the SMART goals within the planning template, action steps, and success indicators.

## QUALITATIVE ASSESSMENT SECTION

*The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)*

### Significant Accomplishment

ODL spent significant time providing training to units across the institution to ensure institutional understanding of SMART goals and the continuous improvement process. Over 60 APIs were developed and implemented during the 2020-2021 academic year, and additional plans have identified new API needs for the upcoming academic year to ensure quality, data-informed decision-making, and continuous improvement.

### Challenging Obstacle

Implementation timelines were somewhat challenging, particularly during a global pandemic. Adjustments were made to accommodate a late start on plan implementation, and not all status updates were completed because of this adjusted timeline. ODL was able to revise the process timeline for following years and identify other areas of need for API development in subsequent cycle years.

# API Final Report



<b>Project Title</b>			
<b>Unit/Department</b>	Human Resources	<b>Strategic Plan</b>	Resourcefulness & Efficiency
<b>Academic Year</b>	2020-2021	<b>Executive Sponsor</b>	Sid Hill
<b>Executive Priority</b>	Efficiency Review Process	<b>Project Status</b>	In progress
<b>Project Purpose</b>	To address Internal Audit finding that access was not removed from separated employees in a timely manner		
<b>SMART Goal</b>	By June 30, 2021 HR will implement a process and controls including an employee separation form, HR separation checklist including review by EDHR and /or ADHR and separation policy revision to ensure that employee access is removed within 24 hours last day worked or notification of LDW and separations are accurately coded in the system.		

The Notice of employee Resignation dynamic form is in use and facilitating the timely notification of all stakeholders to ensure access removal is scheduled to be removed no later than COB on the LDW. The HR Analyst separation checklist is in production and being used to verify that separation processes are completed correctly. The audit finding has been resolved. Update of the Separation policy is ongoing.

## QUALITATIVE ASSESSMENT SECTION

This initiative has allowed the separation process to be standardized and streamlined. The Notice of Employee Resignation is allowing for advance notice of the separation of an employee to be given to all stakeholders charged with removing access and receiving acknowledgement of their awareness of the separation through their signature on the form. The separation checklist is supporting the use of proper procedures by the HR Analyst. The use of these two controls is allowing for the HR Analysts to be trained to correctly execute this transaction type and the access to be cut in a timely manner.

# API Final Report



<b>Project Title</b>	Assessing and addressing MSCC policy		
<b>Unit/Department</b>	ODL	<b>Strategic Plan</b>	Obj. 3.1.5
<b>Academic Year</b>	2020-2021	<b>Executive Sponsor</b>	Dr. Sid Hill
<b>Team Members (*Indicate Team Lead)</b>	Rob Keel* Sid Hill Lisa Lee Meagan McManus	<b>Executive Priority</b>	Departmental Processes and Functions
<b>Projected Completion</b>	May 2021	<b>Project Status</b>	On track
<b>Project Purpose</b>	Assess baseline data and status of all MSCC policies and policy-related practices to inform the institution addressing the current backlog of necessary policy revisions and transitioning to an Institutional Policy Review Matrix by July 2023		
<b>SMART Goal</b>	ODL will assess all MSCC policies and prepare a report including the following by May 1, 2021: institutional criteria and procedure for policy review; internal policy revision process; status report of institutional policies; plan to address institutional policy backlog; and transition plan to maintenance phase of Institutional Policy Review Matrix.		
See data tab.			
<b>Significant Accomplishment</b>			
Over the past year, we have revised our policy on policies and our procedure for shared governance throughout the policy revision process. We have handled several direct-link policies and updated Motlow State policies to align with TBR Compliance policies. There has been an implementation of google drive for collaboration and all policies have been migrated to the software in preparation of future collaboration. We have also implemented a dynamic for for initial policy review. All of these steps have helped with documenting our continuous improvement efforts on policy.			
<b>Challenging Obstacle</b>			
In addition to facing a pandemic and unique working circumstances, policy leadership has experienced multiple transitions over the past year. Additionally, the turnover in high-level professionals and the existing policy backlog has presented a large task we must continue to chip away at as an institution. Much of this year was fixing the processes and the next year will be facing using those processes to reduce the institutional policy backlog.			

# API Final Report



<b>Project Title</b>	Ensuring Institutional Readiness for the SACSCOC 5th Year Interim Report		
<b>Unit/Department</b>	ODL	<b>Strategic Plan</b>	3.1.5
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Dr. Sid Hill
<b>Executive Priority</b>	SACSCOC Readiness	<b>Project Status</b>	In progress
<b>Project Purpose</b>	Ensure alignment with SACSCOC standards and prepare the college for the 5th Year Interim Report due in 2023		
<b>SMART Goal</b>	ODL will assess the college's readiness for the 5th Year Interim Report by May 2021.		

See data tab for current review of compliance self-assessments.

## QUALITATIVE ASSESSMENT SECTION

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### Significant Accomplishment

ODL administered 4 mini perception surveys and received a response rate of 10% or higher on each one. Key findings were identified from those results. Additional evidence was collected in self-assessments for compliance. Areas of need were identified for improvement efforts moving forward.

### Challenging Obstacle

The collection of the self-assessments from different areas proved more difficult than expected, which has delayed the completion of ODL's report review for SACSCOC readiness. However, the delay is due to the identification of compliance issues that are to be addressed to ensure that Motlow meets all SACSCOC expectations. This thorough analysis has delayed the final internal report, but the work is beneficial to ensuring compliance.

# API Final Report



<b>Project Title</b>	Office of Internal Audit - API-1		
<b>Unit/Department</b>	Internal Audit	<b>Strategic Plan</b>	3.1
<b>Academic Year</b>	FY 2020 - 2021	<b>Executive Sponsor</b>	TBR/President
<b>Executive Priority</b>		<b>Project Status</b>	In progress
<b>Project Purpose</b>	3.1 Monitor and improve the effectiveness of educational programs and services		
<b>SMART Goal</b>	The Office of Internal Audit will satisfactorily perform audits required by the Tennessee Board of Regents for the fiscal year 2020 - 2021.		

## Evidence of Achievement

Issuance of audit report

## QUALITATIVE ASSESSMENT SECTION

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## Significant Accomplishment

## Challenging Obstacle

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# API Final Report

<b>Project Title</b>	Office of Internal Audit - API-2		
<b>Unit/Department</b>	Internal Audit	<b>Strategic Plan</b>	3.1
<b>Academic Year</b>	FY 2020 - 2021	<b>Executive Sponsor</b>	TBR/President
<b>Executive Priority</b>		<b>Project Status</b>	Achieved
<b>Project Purpose</b>	3.1 Monitor and improve the effectiveness of educational programs and services		
<b>SMART Goal</b>	The Office of Internal Audit will review the required annual Management's Risk Assessment on risks to the achievement of strategic initiatives as identified by the Tennessee Board of Regents by the deadline established by the TBR System-wide Internal Audit Office.		

## Evidence of Achievement



Submission of Internal Auditor review letter for Management's Risk Assessment

**QUALITATIVE ASSESSMENT SECTION**

*The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)*

## API Final Report

<b>Project Title</b>	Office of Internal Audit - API-3		
<b>Unit/Department</b>	Internal Audit	<b>Strategic Plan</b>	3.1
<b>Academic Year</b>	FY 2020 - 2021	<b>Executive Sponsor</b>	TBR/President
<b>Executive Priority</b>		<b>Project Status</b>	In progress
<b>Project Purpose</b>	3.1 Monitor and improve the effectiveness of educational programs and services		
<b>SMART Goal</b>	The Office of Internal Audit will conduct an internal Quality Review Assessment (QAR) by June 30, 2021.		

Issuance of report

**QUALITATIVE ASSESSMENT SECTION**

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# API Final Report



<b>Project Title</b>	NJCAA Eligibility		
<b>Unit/Department</b>	Athletics	<b>Strategic Plan</b>	Obj. 3.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Greg Sedrick and Melody Edmond
<b>Executive Priority</b>	Academic Success	<b>Project Status</b>	Not achieved
<b>Project Purpose</b>	Ensure Student Athlete Success		
<b>SMART Goal</b>	100% of student athletes will be eligible to participate in NJCAA athletics		

The goal was written with a desired outcome of all student athletes being eligible to participate. However, with the many COVID restrictions, we saw a larger than normal number of student athletes that decided not to play their sport any more and left the institution. We always have a few student athletes that do not stay with their teams for the entire semester. Unfortunately, most of those students end up stopping any school work completely if they do not withdraw completely. This year, that number of students was larger. Out of 91 athletes that began the fall, 16 student athletes did not return for the second semester. Out of those 16, only 4 did not return due to being ineligible. We should look at restating the objective to be that 95% of student athletes that choose to continue to play will be eligible.

## QUALITATIVE ASSESSMENT SECTION

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### Significant Accomplishment

For the fall semester, we had 12 student athletes to be on the Honor Roll while 13 were on the Dean's list. During the spring, those numbers were 19 Honor Roll and 12 Dean's list. 9 student athletes will receive NJCAA All Academic Awards and 30 student athletes will receive TCCAA academic awards. For the academic year (only counting collegiate work), soccer led all sports with a team GPA of 3.25. Men's basketball had a 2.95, softball was 2.81, Women's basketball was 2.71, and baseball was 2.58. These team GPAs are based only on student athletes that were certified for eligibility and competed for their sport.

### Challenging Obstacle

The biggest challenging obstacle for us was the lack of access to study hall rooms and computer labs. For some sports, study hall was not even an option due to team size and lack of adequate study hall locations.

# API Final Report



<b>Project Title</b>	Streamline/ digitize Admissions and Records Forms		
<b>Unit/Department</b>	Admissions and Records	<b>Strategic Plan</b>	Obj. 1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Sidney McPhee
<b>Executive Priority</b>	Integrate technology to support department efforts	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Streamline/ digitize Admissions and Records Forms		
<b>SMART Goal</b>	Turn 100% of Admissions and Records forms into dynamic forms by the end of AY 2020-2021		

The links are live in the student mymotlow accounts and being utilized by students daily to be admitted to the college.

## QUALITATIVE ASSESSMENT SECTION

*The qualitative assessment is an opportunity for you to evaluate the effectiveness of your team's efforts to improve. Please describe one significant accomplishment and one challenging obstacle that you were unable to overcome. Your response for each assessment is limited to 750 characters (approximately 100 words or less.)*

### Significant Accomplishment

A underrated significant accomplishment is the willingness amongst personnel to implement such a drastic change in a short period of time after they've performed processes a certain way for over a decade. It's also a significant accomplishment that students are able to fully submit items that come from them electronically all through their MyMotlow account. This new process has put the onus and empowerment on the student to locate their requirements and upload themselves. It also streamlines to receive documents in a singular way so items don't get "lost" in an email inbox, courier, or standard mail.

### Challenging Obstacle

Implementing this during a global pandemic was a huge challenging obstacle with the varying levels of technology savvy within the admissions personnel. Multiple training sessions were held with Administrative Computing and we also decided to have one person move items from Download folder to processed folder for other admissions personnel to actively update/ "process" the action on the student record.

# API Final Report



<b>Project Title</b>	Measuring readiness and efficiency of services during a pandemic or other unexpected circumstances		
<b>Unit/Department</b>	Student Success	<b>Strategic Plan</b>	Objective 2.1.1 and 3.1.4
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Dr. Sidney McPhee
<b>Executive Priority</b>	Readiness to provide services	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Ensure provision of effective services is in line with student need during a pandemic or other unexpected circumstances		
<b>SMART Goal</b>	Counseling Services will measure readiness to serve students during a pandemic or any circumstances by December 2020		

Students connected with counseling staff through email and telephone contact to request telehealth appointments for services during a pandemic that resulted in all services being remote. Students participated in virtual sessions with licensed therapists using virtual options such as Microsoft Teams and Zoom technology.

## QUALITATIVE ASSESSMENT SECTION

Because the pandemic significantly impacted service provision this year, the movement to virtual sessions in a short period of time was an accomplishment in our efforts to continue providing services to students. Although logistics of transitioning to virtual telehealth did not come without a few technical issues, students still took advantage of the opportunity to connect with a licensed therapist throughout the year.

## Significant Accomplishment

Offering virtual counseling services while adhering to confidentiality standards is a significant accomplishment. Staff were able to communicate informed consent and student rights as well as intake documents through electronic means.

## Challenging Obstacle

Because students were accessing virtual sessions with multiple types of devices, at times there were technical issues with internet connection and students struggled at times finding a private location for the session. Counseling staff worked with these students in flexible scheduling as much as possible to offer the best time for the students to establish a private location for sessions.

# API Final Report



<b>Project Title</b>	Converting service application to dynamic form to improve student access.		
<b>Unit/Department</b>	Disability Services	<b>Strategic Plan</b>	Objective 2.1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Dr. Sidney McPhee
<b>Executive Priority</b>	Improve student access	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Improve student access to apply for disability services		
<b>SMART Goal</b>	Disability Services will develop a dynamic form that can be accessed remotely to apply for disability services for initial implementation in AY 2020-2021.		

Students have been able to successfully complete the electronic application and consent form in MyMotlow. We provided information about how to apply on our webpage as well as through email response when inquiries are received. We then were able to see applications were completed by those students who inquired per completed dynamic forms in MyMotlow.

## QUALITATIVE ASSESSMENT SECTION

The dynamic forms allowed us to offer the opportunity for students to provide documentation of the disability and complete the application process electronically to support a smoother process with reduced paperwork. Although there were a few technical issues to work out with electronic accommodation notices, programming staff quickly worked with us to resolve those issues.

## Significant Accomplishment

The electronic application process creates a path of access for students to applying for services anywhere and anytime. This has brought much improved access to disability services and contacting staff to initiate the process to obtain an accommodation plan.

## Challenging Obstacle

Although the challenge wasn't significant, we experienced a few initial applications getting stuck in the system and accommodation notices not being delivered timely to students. However with programming staff working on improvements, the issues were corrected quickly. We also had the challenge of updating existing students to deliver accommodation notices to their instructors but this was corrected quickly.

# API Final Report



<b>Project Title</b>			
<b>Unit/Department</b>		<b>Strategic Plan</b>	
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Dr. Sidney McPhee
<b>Executive Priority</b>	Provide impactful student engagement initiatives online and onground.	<b>Project Status</b>	Achieved
<b>Project Purpose</b>			
<b>SMART Goal</b>	Identify online activities that are appealing to students through online Student Activities Survey 2021, as well as those activities that are not appealing to students in our service area.		

The Dean of Students office conducted a Student Activities Survey in the spring of 2021. The survey involved 264 participants. 75% indicated that they were interested in participating in virtual events. Additionally, we surveyed the students to see what incentivized them to attend the virtual events. 53% indicated that prize incentives were the preferred reward system. The feedback these 264 students provided was much needed since students were virtual during the pandemic.

## QUALITATIVE ASSESSMENT SECTION

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### Significant Accomplishment

The team's most significant accomplishment was providing effective and engaging activities with the student body guiding the event schedule. For example, Movies and films were the most popular choice. We provided those films through a vendor and offered them in D2L.

### Challenging Obstacle

The only challenge that we were unable to overcome is time. We ran out of time to do all of the things we wanted to do for the spring semester, but the result is that we have great ideas that are student-driven for the fall of 2021.

# API Final Report



<b>Project Title</b>	Intrusive Advisement for At Risk Students		
<b>Unit/Department</b>	(Completion Coaches, Student Success)	<b>Strategic Plan</b>	Objective 2.1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Dr. Sidney McPhee
<b>Executive Priority</b>	Identify strategies which drive outcomes for all students	<b>Project Status</b>	In progress
<b>Project Purpose</b>	Ensure alignment with the Motlow strategic to meet goals by 2025.		
<b>SMART Goal</b>	The Student Success Center will improve retention by 5% through outreach and advisement of At-Risk Students by May 2021.		

Sufficient data not yet available.

## QUALITATIVE ASSESSMENT SECTION

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# API Final Report



<b>Project Title</b>	Develop remote testing options to enhance services to students		
<b>Unit/Department</b>	Testing Services	<b>Strategic Plan</b>	Objective 2.1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Dr. Sidney McPhee
<b>Executive Priority</b>	Enhance testing options	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	Ensure remote testing is available to students as an option to enhance services towards meeting student needs.		
<b>SMART Goal</b>	Testing Services will provide remote testing options to support student needs for AY 2020-2021.		

Students have successfully completed tests such as the ACCUPLACER, ETS Exit Exam and HESI Entrance Exams using remote proctoring services.

## QUALITATIVE ASSESSMENT SECTION

Converting to remote testing options in a short period of time was a significant accomplishment. Although some customer service with one proctoring company was not up to the best standards, we consulted with company management to determine the best solutions. to improving service.

## Significant Accomplishment

Creating a process to request an online proctored exam, provide instructions to support student needs and offer support to students during their testing experience became the most significant accomplishment

## Challenging Obstacle

Working with vendors to supply the online proctoring service was initially not an obstacle but because a challenge as we began offering more testing options for remote proctoring. Working closely with technical support within these proctoring companies allowed us to overcome the challenges and specifically improve the testing experience for most students.



# API Final Report



<b>Project Title</b>	Third Party TN Promise Data Sharing Initiative to Encourage Timely Enrollment		
<b>Unit/Department</b>	Tennessee Promise	<b>Strategic Plan</b>	Objective 1.1.1
<b>Academic Year</b>	(AY 2021-2022)	<b>Executive Sponsor</b>	Jonathan Graham
<b>Executive Priority</b>	Integrate technology to support department efforts	<b>Project Status</b>	Choose One
<b>Project Purpose</b>	To partner and share data with tnAchieves to nudge students to apply to Motlow in a timely manner		
<b>SMART Goal</b>	From March 2021 to August 30th, 2021, Tennessee Promise Dept. will retrieve files, run files through BANNER, and send files back to tnAchieves to provide nudges to incoming TN Promise students encouraging them to apply to Motlow State in a timely manner.		

## Evidence of Achievement

Data sharing with tnAchieves has been taking place since March 20th 2021. Final data sharing for this project will take place the week of 8/16/21 - 8/20/21, which is when the project will conclude. Attached to the data portion of this API is the communication schedule. This schedule shows the dates that tnAchieves uploads files to Motlow State, the dates that Motlow returns the data files back to tnAchieves, and the dates that tnAchieves sends email/text communications to target student groups. This communication schedule also shows the number of students reached by text and email. To date (5/19/21) four communications have been sent to the incoming TNP class of 2021. From 4/1/21 to 5/13/21, an additional 216 incoming class of 2021 TNP students have completed their Admissions Application.

## QUALITATIVE ASSESSMENT SECTION

This project has been fruitful. Incoming TNP class of 2021 students and parents are receiving nudges via email and text encouraging them to apply to Motlow ASAP. I have received phone calls from students and parents referencing a text/email that they have received from tnAchieves encouraging them to apply. So, I personally believe that these nudges have been impactful. One challenge that we encountered at the beginning of this project was making sure that data from BANNER was pulling correctly. Since our admissions processed changed this past Fall 2020, this caused data to not pull properly from BANNER, which caused ARGOS reports to display incorrect data. This issue has since been fixed.

## Significant Accomplishment

An additional 216 students have completed their admissions application since nudges began on 4/1/21.

## Challenging Obstacle

Ensuring that ARGOS reports are pulling correct data from BANNER

# API Final Report



<b>Project Title</b>	Redesign Motlow Website to Support Student Success		
<b>Unit/Department</b>	External Affairs	<b>Strategic Plan</b>	Obj. 1.1
<b>Academic Year</b>	(AY 2020-2021)	<b>Executive Sponsor</b>	Tony Millican
<b>Executive Priority</b>	Design New Accessible Website	<b>Project Status</b>	Achieved
<b>Project Purpose</b>	To support Motlow's student success mission by designing a website that is student-centric, de-siloes services, speaks in a more welcoming, accessible voice and tone, is written at an appropriate academic level		
<b>SMART Goal</b>	External Affairs will produce a student-centric, graphic-rich, accessible website that is device agnostic (mobile friendly), written to target an 8th grade reading level (not to exceed at a 10th-grade reading level), and allows for review before publishing.		

The final ANNUAL WEBSITE OBLIGATIONS COMPLIANCE (AWOC) Report Template serves as the evidence of achievement for the API. To EA's knowledge, Motlow is the first college in the TBR system to pursue and effort to develop annual reporting plan for this critical communication role.

## QUALITATIVE ASSESSMENT SECTION

The collaborative work leading up to the development of the AWOC (Annual Website Obligations Compliance Report) serves as the accomplishment of this API. The vision for this initiative was informed and amended based on collaboration with ODL. The annual reporting of website compliance regarding a variety of communications obligations will now be approached interdepartmentally (engaging multiple departments) as opposed to cross-departmental (between EA and ODL).

## Significant Accomplishment

The development of a well-planned annual reporting process, tool, and documentation plan that demonstrates Motlow's collaborative effort to achieve all known website compliance obligations.