

INSTITUTIONAL EFFECTIVENESS PLANNING PROCESS MANUAL



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MISSION

The mission of Mississippi Gulf Coast Community College is to meet the educational and community needs in George, Harrison, Jackson, and Stone counties by providing superior instruction through traditional and technological formats to offer workforce pathways, certificates, diplomas and associate transfer and applied degrees. The college embraces lifelong learning, productive citizenship, service learning, and leadership development in a dynamic and innovative learning environment.

Inspiring Excellence, Accelerating Achievement

STRATEGIC PLANNING MODEL

INSTITUTION



Strategic Planning Model for Institution

About Excelerate 2030

The institutional effectiveness (IE) planning process at MGCCC is a model rooted in assessment that supports the mission and institutional commitments outlined in Strategic Plan 2030, *Excelerate 2030*. *Excelerate 2030* provides the overarching blueprint for institutional effectiveness initiatives at the macro-level and has been vetted through various internal and external stakeholders, including students, employees, community partners, and the board of trustees. The plan outlines the vision for MGCCC through 2030 as well as the institutional mission, values and core institutional commitments.

Mission Statement

- The mission of Mississippi Gulf Coast Community College is to meet the educational and community needs in George, Harrison, Jackson, and Stone counties by providing superior instruction through traditional and technological formats to offer workforce pathways, certificates, diplomas, and associate transfer and applied degrees. The college embraces lifelong learning, productive citizenship, service learning, and leadership development in a dynamic and innovative learning environment.

Values

- Accountability: an acceptance of responsibility for appropriate actions, obligations, and duties.
- Collaboration: a process that facilitates transfer of knowledge, skills and attainment of common goals.
- Excellence: a motivation where the highest standards are viewed as benchmarks to surpass.
- Integrity: a commitment to honesty and ethical behavior in all situations.
- Leadership: a process of directing groups of people toward a common goal.
- Respect: a feeling of esteem or regard for the unique qualities of all individuals.
- Service: an action performed for others without the desire for personal gain. Vision: To anticipate, welcome, and meet future challenges.
- Social Responsibility: An ethical approach to serve and engage with the community.

Core Institutional Commitments

All planning activities at the institution are aligned with the mission statement and must be connected to one of the four core 2030 institutional commitments.



- **Teaching and Learning:** The processes of engagement and communication between teacher and learner around a robust curriculum and strong support system that results in the acquisition of skills and an increase in knowledge.
- **Student Experience:** Cultivating an environment that prepares students to achieve their goals and become productive members of society.
- **Engagement and Partnerships:** An intentional focus on understanding and responding to the current and emerging needs of internal constituents, external partners, and the Gulf Coast region.
- **Institutional Excellence:** Focus on institutional operations and efficiencies, infrastructure, resources and technologies that support and facilitate the advancement of the college's commitments, constituents, and community.

Institutional Effectiveness Model

MGCCC's IE model begins with a planning, budgeting, and assessment process at the macro level with the development of an institution-wide strategic plan, which stems from the mission. The institution-wide plan drives division-level strategic planning, budgeting, and assessment. At the micro level, division-level plans are supported by the annual operational plans and evaluation of academic programs and administrative/educational support units. This approach allows for a stratified structure. That is, the organizational level (macro) provides direction to and assessment of the divisions and departments (micro), and the micro-level units (divisions and departments) inform the macro level.

The planning and evaluation process at MGCCC is integrated throughout the College encompassing all divisions, departments, and educational programs, and includes the element of budget planning. Each college division is responsible for conducting and documenting planning, evaluation, and participation in budget development. Inclusive in this process is the use of research-based components that assist in providing validity to the design of plans, evaluations, and improvement efforts. The diagram below provides a visualization of the integrated IE process.



Overview of the Planning Timeline

The systematic MGCCC IE process is based on a one-year (12 month) cycle. MGCCC's Planning Council oversees strategic planning activities at the institution. The annual IE process addresses the review of institutional and unit

purpose, effectiveness indicators, measurement of expected outcomes, determination of budget needs, and reporting of annual improvement plans. The timeline of the implementation of this process is detailed below.

1. Review of Strategic Plan Excelerate 2030 Institutional Profile Report

- The President's Office initiates the planning process by coordinating a Leadership Retreat with the college leadership team and all members of the Executive Council during each summer. In support of the Leadership Retreat, the Office of Institutional Research & Effectiveness publishes the *Excelerate 2030* Institutional Profile Report. The Planning Council and Executive Council evaluate the progress of the plan, and during the Leadership Retreat, the President and college leadership team realign institutional focus based on the evaluation of the outcomes.

2. Divisional Plans for Upcoming Year

- Stemming from the realigned institutional plan, all educational, administrative, and academic divisions define plans for the current year in the planning system. Division leaders incorporate what they learned in the prior year planning cycle and use that knowledge to drive continual improvement in the current year.

3. Administrative, Student Support & Educational Programs Unit Plans for Upcoming Year

- Following the formulation of division plans, all educational, administrative, and academic support units meet via one of five college planning workshops to set up their planning document for the year: Academic Programs, Career & Technical Education Programs, Health Sciences Programs, Administrative Support Services, and Enrollment Management and Student Success. In order to create the plan for the current year, all planning units must be closed out of the prior year documents. All units incorporate what they learned in the prior year planning cycle and use that knowledge to drive continual improvement in the current year. In addition, the unit plans should coincide with division plans.

4. Functional Councils Fall Meetings

- All the functioning councils of the institution meet during the Fall term to provide updates and review and vote on new business items related to the council. For instance, the Instructional Affairs Council (IAC) reviews and approves recommendations for each educational program to improve effectiveness and efficiency.
- MGCCC's functioning councils include Instructional Affairs Council, Student Services Council, Finance Council, Technology Council, Learning Resources Council, and Executive Council.

5. General Education Committee

- The General Education Committee in the Fall term evaluates the results associated with General Education assessments (ETS Proficiency Profile, General Education Student Learning Outcomes, Graduate Survey, and Employer Survey) from the prior year and reviews the general education rubrics and core.

6. Planning Council Review of Strategic Plan

- The Planning Council meets to reaffirm the mission and vision of *Excelerate 2030* and evaluate the results of the *Excelerate 2030* Institutional Profile Report. The council reviews and approves items that impact the college-wide planning process and approve all changes in the Planning Manual.

7. Annual Program Review

- The college's CTE and Health Sciences programs undergo an annual program review to more closely examine budget needs and other indicators critical to the continued success of each program.

8. Functional Councils Spring Meeting

- The work of the councils continues through the spring term. MGCCC's functioning councils include Instructional Affairs Council, Student Services Council, Finance Council, Technology Council, Learning Resources Council, and Executive Council.

9. Budget Planning Begins

- The President and Executive Council review progress toward the facilities master plan, examine anticipated personnel needs, and consider the annual textbook requests submissions.

10. Department-Level Budget Needs

- All educational, administrative, and academic support units identify and submit estimated budget needs and priorities for the upcoming fiscal year via the online planning system. Each Vice President prioritizes these requests and submits the budget needs to the President for both Capital funds and Education and General (E&G) funds (attached examples are from one campus).

11. Innovator's Awards

- These selected awards provide financial support for all employees to submit forward-thinking ideas that will positively impact and support the mission and *Excelerate 2030*. This opportunity is designed to recognize and support employees' cutting-edge programs and projects, which promote a dynamic and innovated learning environment. MGCCC's QEP was initially submitted by students as part of the Innovator's Awards.

12. Departmental and Divisional Evaluations

- At the end of the planning cycle, the operational units enter results into the planning system and provide an analysis of data, including "use of results and plan for improvement next year." The identified strategies for "improvement" can be used to tweak the budgetary needs requests, and the "improvements" are implemented to drive optimization, effectiveness, and efficiency for the next year.

13. Division-Level Budget Requests and Allocation

- The Executive Council members review all new budgetary requests at the end of the fiscal year, both Capital funds and E&G funds. There is a strong linkage between the annual IE planning process and the budgetary process. In order for units to be considered for new budget item(s), the requests must be linked to an effectiveness indicator in the planning system and tied to the mission and *Excelerate 2030*. The Executive Council Members review all budgetary requests for their respective division and offer recommendations to the President for which items to support.

14. Annual Budget Approved by College Board of Trustees

- During June of each year, the President brings a recommended Capital budget and E&G budget to the Board of Trustees. As a precursor to the official vote from the Board of Trustees, there is a Special Meeting for the Board Building Committee (a subcommittee of the Board of Trustees) to review the Capital budget, and there is a Special Meeting for the entire board to review the proposed E&G budget.

Assessment of Excelerate 2030: A Systematic Review of Institutional Goals and Outcomes

Performance of the *Excelerate 2030* key performance metrics is evaluated annually using a variety of data sources compiled into the [Excelerate 2030 Institutional Profile Report](#) with the goal of driving year-to-year progressive improvement. This report is designed to display the outcomes associated with the institutional strategic plan. The Planning Council and Executive Council evaluate this report.

ORGANIZATION FOR PLANNING

GROUPS, ROLES & PLANNING RESPONSIBILITIES SUMMARY



Strategic Planning Model for Administrative Units, Student Support Units and Educational Programs

Administrative units, student support units and educational programs use the annual planning process to document the outcomes associated with performance indicators, drive continuous year-to-year improvements, and foster an environment that supports exemplary programs, offices, and departments. The planning cycle runs on a 12-month fiscal year, effective from July 1 to June 30th.

Planning and Evaluation Timeline for Operational Units			
Planning Period	Host Planning Workshop – Setup the Plan	Deadline to Finalize the Plan	Deadline to Closeout Plan
2021-2022	July 16 – August 10, 2021	August 15 th , 2021	July 15 th , 2022
2022-2023	July 16 – August 10, 2022	August 15 th , 2022	July 15 th , 2023

The President's Office initiates the planning process by coordinating a Leadership Retreat with the college leadership team and all members of the executive council. The retreat provides an opportunity for the leadership team to introduce college-wide initiatives and discuss divisional goals for the upcoming academic year. The divisional goals are communicated to all IE planning members via one of the scheduled planning workshops. A series of annual planning workshops are scheduled after the Leadership Retreat, from July 16th to August 10th, and the official unit-level plan must be finalized by no later than August 15th. The outcomes associated with the performance metrics from the prior year are reviewed at the planning workshop. These workshops allow planning members an opportunity to receive updates on the IE process, reflect on success stories and areas of opportunity from the prior planning year and listen to an executive council member introduce the divisional goals for the upcoming year. Planning members are asked to collaborate within their unit and work as a team to identify strategic goals for the upcoming year.

Scheduled Planning Workshops at the Beginning of Each Planning Cycle

- Administrative Support Services Planning Workshop
- Student Success & Enrollment Management Planning Workshop
- Career & Technical Education Planning Workshop
- Academic Schools Planning Workshop
- School of Nursing and Health Professions Planning Workshop

At the end of the process, planning members add the results to each KPI, analyze the data that was collected and discuss strategies they can employ in the next planning cycle to improve the effectiveness and/or efficiency of the metric. The core purpose for this structured process is to promote continuous year-to-year improvement. See appendix E for a list of all IE planning units at the institution.

Components of the Unit-Level Planning Document

The annual planning and evaluation document is assessable via an internal online system and each document contains the following elements:

- **MGCCC Mission:** The mission statement of Mississippi Gulf Coast Community College.
- **Unit Purpose:** The unit purpose is a description of the program/department/office and should be in direct alignment with the institutional mission, values and vision.
- **Key Performance Indicator (KPI)** – A statement containing a quantifiable metric that can be measured to demonstrate how effectively the unit is achieving a key objective for performance. The KPI should be clearly written and avoid ambiguous language.
- **Budgetary Explanation:** The justification and reasoning for requesting additional funds. Budgetary requests must be tied to one or more KPIs in the planning system to be considered during the budgetary request process.
- **Budgetary Type:** The budgetary source of the KPI: Current Operating Budget, New E&G and Auxiliary Funds; New Capital Budget Funds; Grant Funds.
- **Accelerate 2030 Institutional Commitment** – Every KPI needs to relate directly to an *Accelerate 2030* Institutional Commitment.
- **Expected Outcomes** – A clearly written statement that outlines the quantifiable threshold by which a KPI has successfully been met or not met. The expected outcome associated with the KPI should be measureable, realistic and attainable.
- **Assessment Instrument** – The specific instrument by which data will be collected during the planning year.
- **Results** – The data/datum associated with the KPI. The results should be written in clear manner so the reader can understand the reported results.
- **Results Dropdown** – One of the following alternatives must be flagged for each effectiveness indicator: 1) Successfully met KPI expected outcome, 2) did not meet the KPI expected outcome, 3.) NA – not able to implement and/or assess. This field of data is used to provide rollup reports by division and the institution as a whole.
- **Use of Results / Plan for Improvement** – The unit must analyze the data collected for the KPI in the results section and discuss how that the information can be used to drive continuous improvement and effectiveness within the unit for the next planning year. This process should promote excellence, drive continuous year-to-year improvements and foster exemplary programs and departments at the institution. Units should be detailed when writing this section.

See Appendix A for a template of the online planning system template.

Integration between IE Planning & Budget Request Process

Budgetary decisions and resource allocation is grounded in this IE planning model. The IE planning process integrates with the budgetary process in that all requests for new funds must tie back to an effectiveness indicator within the strategic planning document in order for that budgetary request to be considered. The President oversees the planning process through resources and recommendations provided by governance councils and planning units.

- **Step 1:** Request for New Funds: The unit must have at least one key performance indicator (KPI) that provides the justification/evidence for why new funds are needed *and* that unit must tie the KPI(s) to one of the following budget type options within the current year planning document:
 - Request for New E&G and Auxiliary Funds
 - Request for New Capital Budget Funds
 - Request for New Grant Funds
- **Step 2:** Completing the E&G and Auxiliary / Capital Budget Request Form: The budget request forms tie directly back to the planning unit and ask individuals how the unit would track the effectiveness of the item in the event that the funds were approved. If the budget item is approved then the KPI, institutional commitment, expected outcome and assessment instrument data within the budget request form will be migrated into their planning document for the upcoming year. The Executive Council Member over the unit is responsible for reviewing and prioritizing all budgetary requests for the division.
- **Step 3:** Approved E&G and Auxiliary and/or Capital Funds: If the college unit received new funds for an item, that unit would be responsible for tracking the effectiveness of that item within the planning system for up to five years. This allows the institution to provide an integrated IE budget report which details the effectiveness of all approved budget items by fiscal year and outlines the return on investment.

The linkage between the IE planning process and budgetary information is presented in an interactive visualization. This Tableau visualization allows those who have direct oversight of the budgetary process to see a linkage between effectiveness indicator data and requests to fund new items. See below for sample screenshots taken from the IE Planning & Budgetary Request Tableau Workbook.

Budgetary Requests by Division in the Planning System

A budgetary request visualization is setup from the planning system database to show all requests for Capital Budget, E&G and Auxiliary Funds, Grant Funds documented in the planning system. Requests for new budget items must be accounted for in the IE planning system - a budget request will not be reviewed if the item does not directly tie back into the IE planning system. All Executive Council Members have access to review budgetary requests, explanations for the request, and the amount of requested money at the divisional-level through this visualization.



MGCCC Strategic Planning System - Budgetary Requests by KPI

--> Define | Measure | Analyze | Improve | Control



Budgetary Requests

<MGCCC IE PLANNING SYSTEM - BUDGET REQUESTS>

Planning Year

1819

Division

(All)

Budget Type

(Multiple values)

				BTYP			
				Capital Budget	E&G and Auxiliary Funds	Operating Budget	Grand Total
Grand Total				\$10,481,453	\$1,969,664	\$174,289	\$12,625,406
1819	9 QEP: Embracing Ess..	QEP Embracing Essential Skills: Planning & Evaluation Document for the 2019 Cohort	Funding to support the implementation and maintenance of the QEP.			\$174,289	\$174,289
	Academic Departments	Fine Arts	funding to replace three pianos	\$15,000			\$15,000
			Funding or software for the MAC lab		\$2,200		\$2,200
		Athletics	Funding to: replace roof on athletic storage shed replace lighting at the baseball stadium add fencing and gate at the golf driving range laser grade the soccer field	\$355,000			\$355,000

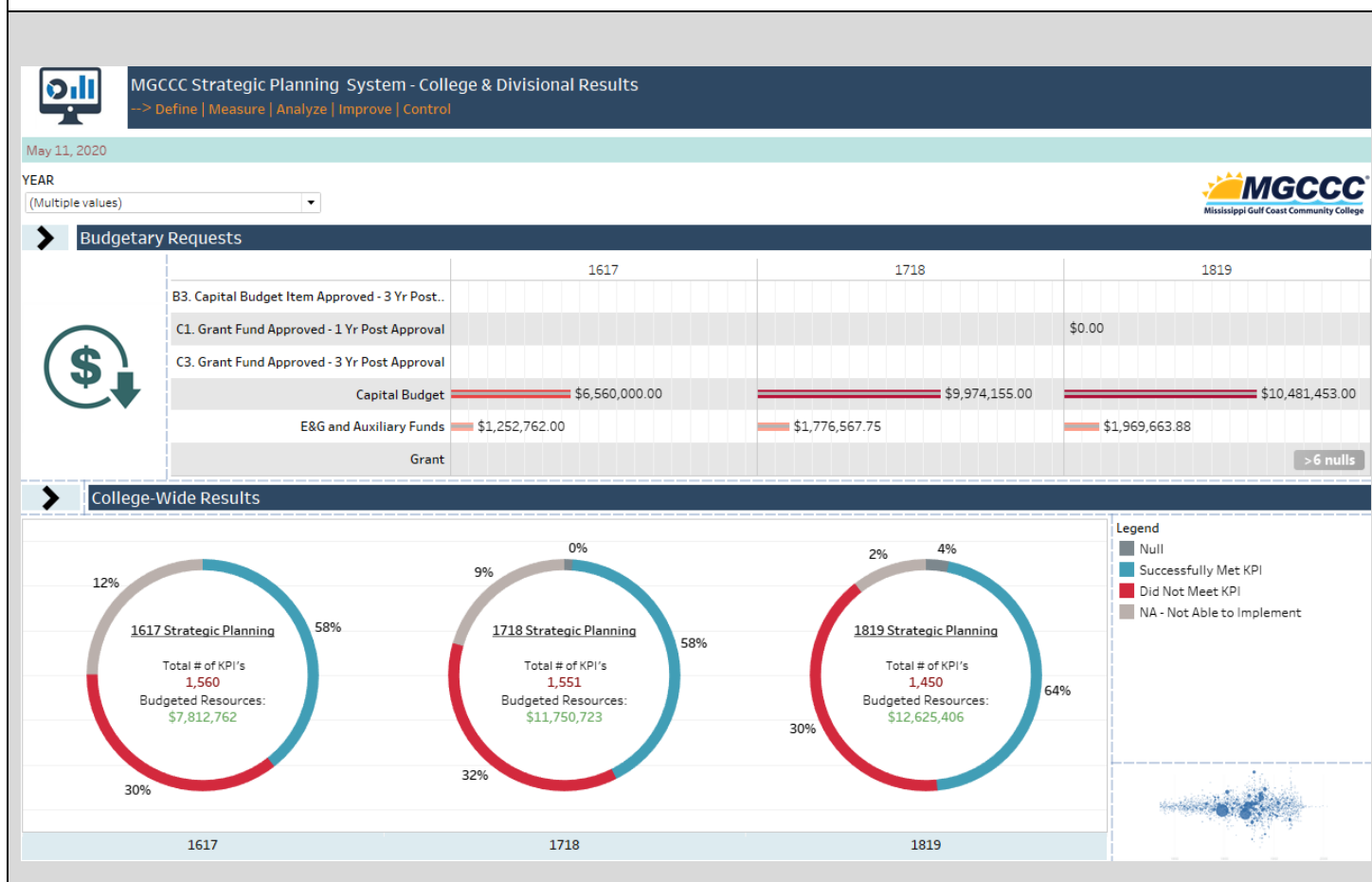


Relationship between Micro and Macro Planning & Evaluation Activities

The overall effectiveness of the institution at-large is a reflection of all of its moving pieces and hinges on the success of its micro-operational units. In an effort to promote alignment of the institutional commitments addressed in *Excelerate 2030*, all key performance indicators in the planning system must directly relate to strategic commitments outlined in *Excelerate 2030*. In an effort to monitor the year-to-year effectiveness by division and MGCCC as a whole within the planning system, the outcomes associated with every effectiveness indicator in the planning system are rolled up by unit, division, and the institution.

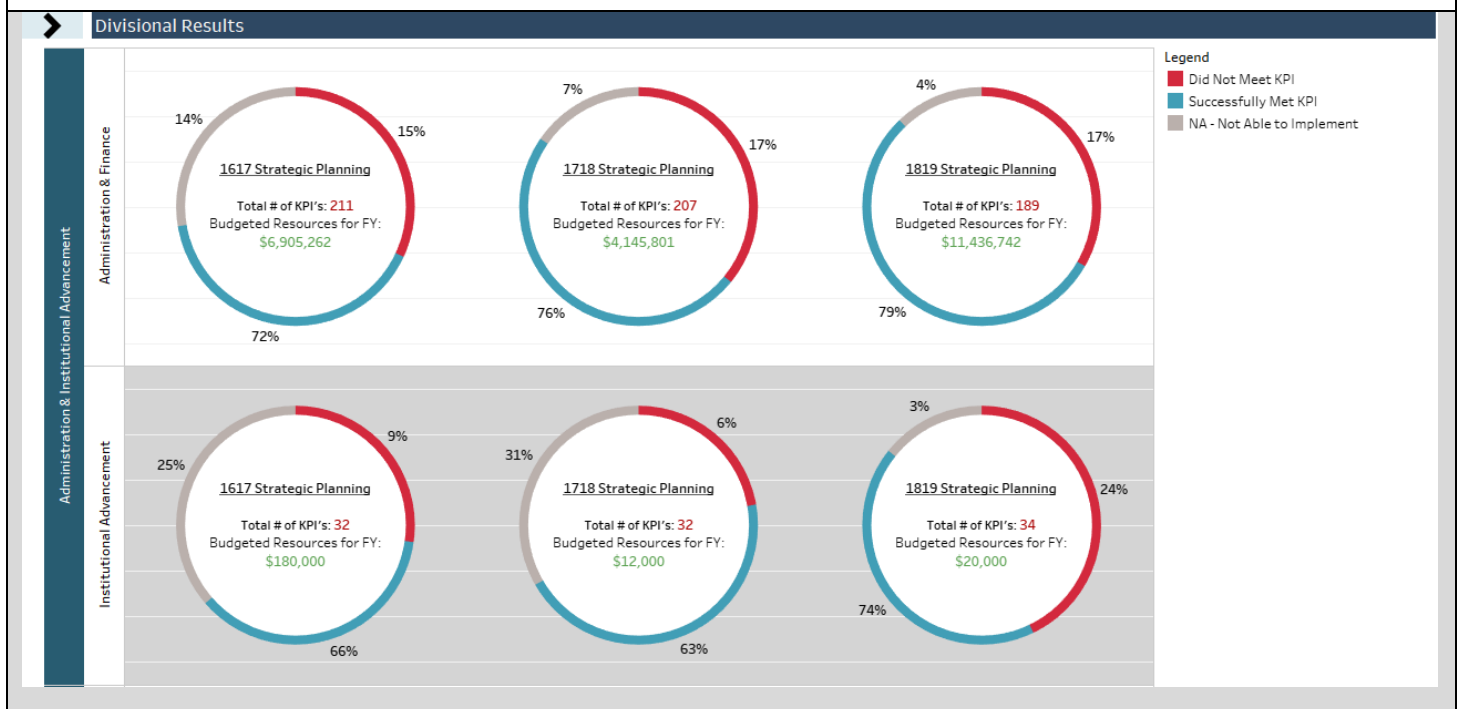
KPI Outcomes Associated with the Excelerate 2030 Institutional Commitments

The outcomes associated with all the KPI's in the online planning system are rolled-up at the institutional-level and are reported for each strategic commitment. The visualization displays planning three years of unit-level planning and evaluation data.



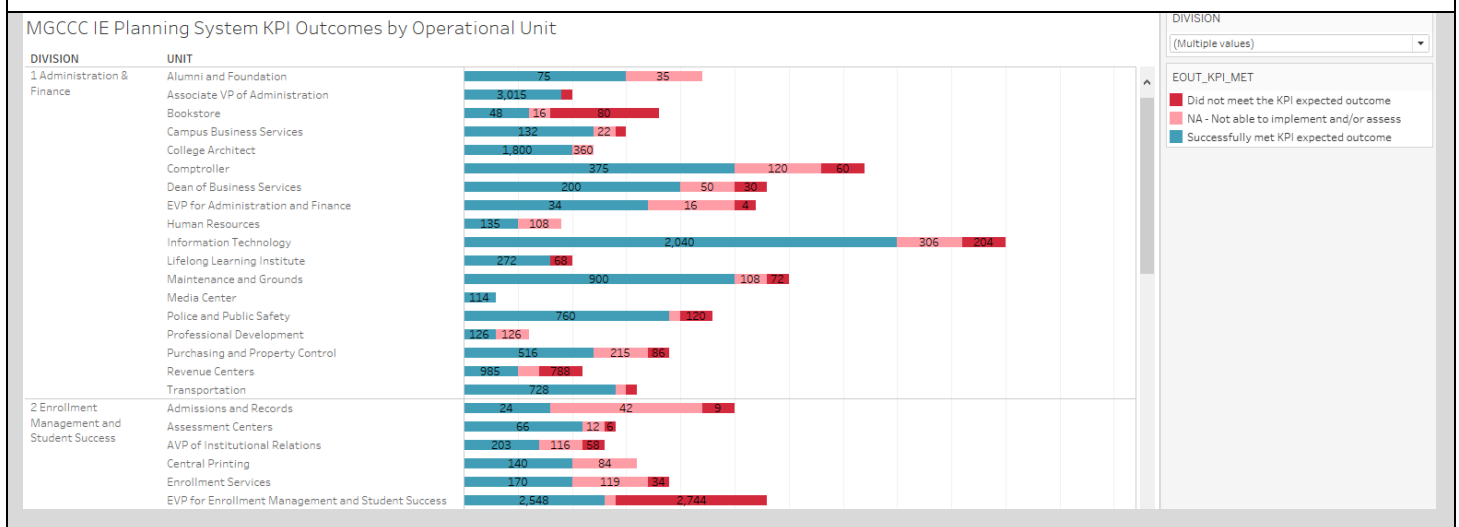
Planning System KPI Outcomes by Division

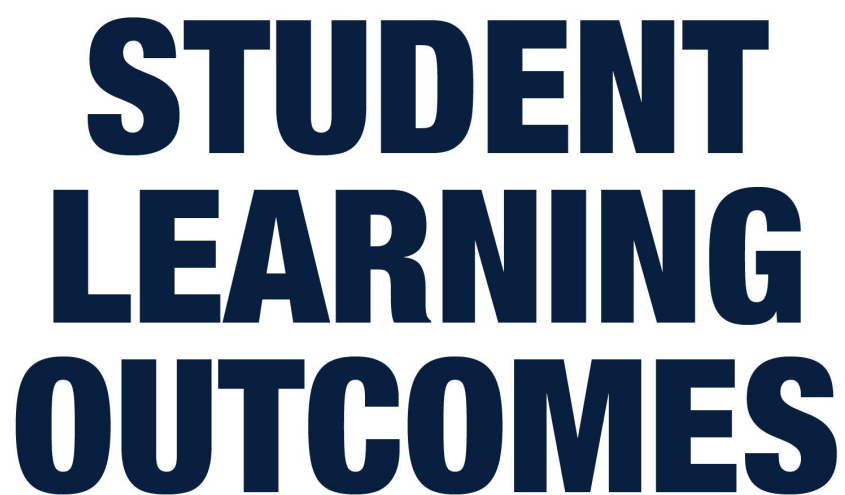
This visualization displays the KPI outcomes associated with each division at the institution for the past three years. For example, the Executive Vice President of Teaching and Learning can see how many Career and Technical Education indicators were assessed in the planning year and the corresponding percentage of indicators that met the targeted outcome, did not meet the targeted outcome, and not implemented or observed.



Planning System KPI Outcomes By Unit

To provide a more granular view, a dashboard was created to display KPI outcomes associated with each operational unit at the college. All visualizations have a live data feed and automatically updated when changes are applied in MGCCC's internal planning system.





General Education

The institution routinely evaluates the collegiate-level general education competencies of its degree programs via the identification, assessment, and results analysis of the College's General Education Student Learning Outcomes (SLOs). Upon close examination of the general education core curriculum for all associate degree programs of MGCCC, the College has identified five competencies that students will be expected to acquire as part of their overall learning experience. These competencies are represented by the aforementioned general education SLOs. As a large, multi-campus institution which embraces a comprehensive mission, the College selected broad-based general education SLOs to clarify and communicate learning priorities easily to faculty, students, and other stakeholders of the institution.

Overview of General Education Student Learning Outcomes

The institution recognizes the general education component as the foundation for all specific programs of study at MGCCC and the College's mission-defined degree offerings, and subsequently, the College has identified five core General Education SLOs that all educational programs are responsible for providing to the student body and assessing in the classroom. MGCCC's General Education Assessment Committee use a number of resources to articulate what all students graduating from the institution are expected to be able to demonstrate, represent, or produce. Reassessment and reaffirmation of the SLOs led to clarified language within evaluation statements, verified the legitimacy of the SLOs among internal and external stakeholders, and demonstrated that a graduate's ability to achieve proficient levels in the five General Education SLOs is essential for continued success as a transfer student to a four-year university or successful entry into today's workforce. These core general education skills are supported by the elements common to the general education core curricula for AA, AS, AAS, AASOE, diploma, and certificate programs. The five General Education SLOs are defined below:

- **Written Communication:** The Institution defines effective written communication as the ability to use the conventions of standard written English in structure, strategy, organization, and style.
- **Mathematical Problem Solving:** The Institution defines mathematical problem solving as the ability to know basic concepts and to apply appropriate mathematical skills to solve problems.
- **Oral Communication:** The Institution defines effective oral communication as the process of creating a central idea and purpose, using an appropriate organizational pattern for the communication purpose, presenting in an appropriate verbal and nonverbal manner, and adapting to the audience and context.
- **Critical Thinking:** The Institution defines critical thinking as consisting of active mental processes that lead to the discernment, analysis, evaluation, interpretation, and application of information in problem solving. The purpose of critical thought can be to reach a solution or to obtain a judgment based on careful reflection.
- **Application of Technology:** The Institution defines application of technology as the expectation that graduates will be able to utilize software that is appropriate for their academic coursework. This includes, but is not limited to, proficiency in file management, use of e-mail, word processing, spreadsheets, and other software applications that have been identified as the core requirements for graduates to be considered technologically competent.

Assessment Measuring General Education Outcomes Achievement

The College's assessment plan for the General Education SLOs consists of four components: 1) administration of the ETS Proficiency Profile, 2) in-course assessments (SLO rubric assessment instruments), 3) administration of a graduate exit survey, and 4) administration of an employer satisfaction survey. The four components assess the General Education SLOs for both online and traditional students.

- **A1 Administration of the ETS Proficiency Profile [Direct]:** The institution began administering the ETS Proficiency Profile in the Fall of 2018 to provide a measurement of students' attainment of the College General Education SLOs. The testing sample is representative of the general student population and included students in academic, career, technical, and health sciences programs as well as both traditional and online students.
 - Expected Outcome: MGCCC aims for its students to exceed the mean score when compared to a nationally comparative cohort, in critical thinking, writing, and mathematics
- **A2 In-Course Assessments (SLO Rubric Assessment Instruments) [Direct]:** Student learning is complex, and students learn in different ways. This implies that the accountability for General Education SLOs is not solely the responsibility of individual faculty members or the required coursework within the general education curriculum. The College believes that students must be given opportunities to apply and build on their learning within the general education core throughout their time at the College. Thus, all College programs are responsible for student learning outcomes and assessments for each identified General Education SLO. Within the context of each program curriculum, faculty collaboratively identify student learning outcomes, assessments, and timing of data collection. To insure data reliability and set consistent expectations for student performance, rubric assessment instruments were created and standardized through a collaborative effort and reaffirmed by the General Education Committee. The College maintains a rubric for each of the five General Education SLOs: Written Communication Rubric, Mathematical Problem Solving Rubric, Oral Communication Rubric, Critical Thinking Rubric, and Application of Technology Rubric.
 - Expected Outcome: MGCCC aims for success rates of each of the five General Education SLOs to be at or above 85% each year as determined by college faculty.
- **A3 Administration of a Graduate Exit Survey [Indirect]:** All MGCCC graduates are invited to voluntarily complete a graduate exit survey. One section of the survey reads, "Mississippi Gulf Coast Community College sets a goal to promote student development in five general education competencies. Please respond whether your experience at Mississippi Gulf Coast Community College substantially contributed to helping you improve in the following areas." Graduates evaluated the following statement: "My program substantially contributed to my development in the following areas: (1) improving written communication, (2) improving mathematical problem solving, (3) improving oral communication skills, (4) improving critical thinking skills, and (5) improving my ability to use and interact with technology." Graduates responded using a Likert scale of one to four, where one represented strongly disagree and four represented strongly agree.
 - Expected Outcome: MGCCC aims for its graduate cohorts to report high levels of satisfaction (90% agree/strongly agree) when responding to the block of general education items in the Graduate Exit Survey.

- **A4 Administration of an Employer Satisfaction Survey [Indirect]:** Employer surveys assess performance ratings of program-level student learning outcomes, the General Education SLOs, and other key areas of student success. Employers are encouraged to provide feedback
 - Expected Outcome: MGCCC aims for its business partners and feeder employers to report high levels of satisfaction (90% agree/strongly agree) when evaluating the block of general education items in the Annual Employer Survey.

Excelerate 2030 Assessment Cycle			
	Year 1	Year 2	Year 3
Sprint #1	2020 – 2021 <ul style="list-style-type: none"> ▪ Noel Levitz SSI & PSOL 	2021 – 2022 <ul style="list-style-type: none"> ▪ Noel Levitz SSI & PSOL ▪ CCSSE ▪ ETS Proficiency Profile 	2022 – 2023 <ul style="list-style-type: none"> ▪ Noel Levitz SSI & PSOL ▪ SENSE
Spring #2	2023 – 2024 <ul style="list-style-type: none"> ▪ Noel Levitz SSI & PSOL 	2024 – 2025 <ul style="list-style-type: none"> ▪ Noel Levitz SSI & PSOL ▪ CCSSE ▪ ETS Proficiency Profile 	2025 – 2026 <ul style="list-style-type: none"> ▪ Noel Levitz SSI & PSOL ▪ SENSE
Sprint #3	2026 – 2027 <ul style="list-style-type: none"> ▪ Noel Levitz SSI & PSOL 	2027 – 2028 <ul style="list-style-type: none"> ▪ Noel Levitz SSI & PSOL ▪ CCSSE ▪ ETS Proficiency Profile 	2028 – 2029 <ul style="list-style-type: none"> ▪ Noel Levitz SSI & PSOL ▪ SENSE
Closeout	2029 – 2030 <ul style="list-style-type: none"> ▪ Noel Levitz SSI & PSOL 		

Components of the Annual Student Learning Outcome Report

MGCCC collects student learning outcome data from traditional and online students on an annual basis by using a standardized electronic student learning outcome form. Student learning outcomes are statements that describe what students should know or be able to do or demonstrate as a result of completing courses within a program. The MGCCC faculty who teach courses in academic, career, technical, and health science programs are responsible for assessing the five core general education skills and program-level student learning outcomes. Student learning outcome objectives should align with the college mission statement and unit purpose, be focused on actual student learning and not on teaching or another aspect of the program, be clearly stated, and be directly observed and measurable.

The components of the online student learning outcome form include:

- Program of Study
- Program Curriculum
- Reporting Period
- Primary SLO Report Writer
- Site(s) that Program is Offered:
- Student Learning Outcome Objective
- Expected Outcome
- Assessment Instrument
- Number of Traditional Students Assessed
- Number of Traditional Students who Successfully Met the Expected Outcome
- Percentage of Traditional Students who Successfully Met the Expected Outcome
- Number of Online Students Assessed
- Number of Online Students who Successfully Met the Expected Outcome
- Percentage of Online Students who Successfully Met the Expected Outcome
- Use of Results / Plan of Improvement

See Appendix C for a template of the Annual Student Learning Outcome template and Appendix D for the Student Learning Outcome Data Source template.

Program-Level Student Learning Outcomes

The MGCCC faculty track program-level student learning outcomes that are tied directly to the curriculum of the program. The results are tracked and reported out separately for online and traditional students because there may be a difference in learning outcomes based on the course format.



COLLEGE PLANNING UNIT & COUNCIL ORGANIZATION

*Executive Council, Planning Council, Instructional Affairs Council,
Student Services, Finance Council, Learning Resources Council,
Technology Council, General Education Committee & Athletic Council*



ORGANIZATION FOR PLANNING: GROUPS, ROLES, AND PLANNING RESPONSIBILITIES SUMMARY

The groups involved in the Planning Process are listed below with a brief outline of the roles/responsibilities of each.

Board of Trustees

- Approves Strategic Plan (Mission, Visions, Values, and Institutional Commitments)
- Approves annual budget
- Monitors advancement of Strategic Plan and financial health of MGCCC

President

- Provides leadership for planning process and monitors overall planning process
- Approves resource allocation and oversees budget implementation
- Makes final recommendations for changes to institutional mission and other strategic plan components to the Board of Trustees
- Presents annual budget to Board of Trustees
- Appoints membership of governance councils

Executive Council

- Monitors financial health
- Monitors continual improvement of institutional quality
- Acts upon recommendations from governance councils
- Oversees implementation of Facilities Master Plan
- Recommends resource allocations based on unit planning process
- Approves statements of purpose for instructional, administrative, and educational support service units
- Approves and monitors plans of improvement for General Education
- Monitors student success indicators
- Reviews recommendations for changes to Strategic Plan and makes final plan recommendations to President

Planning Council

- Reviews Strategic Plan (Mission, Vision, Values, and Institutional Commitments statements) to guide development of effectiveness and accomplishment of mission
- Recommends changes in Strategic Plan to Executive Council
- Provides assessment of planning process (purpose statement, effectiveness indicators, expected outcomes, and improvement plans) for all planning units
- Reviews and approves core effectiveness indicators of student success
- Reviews annual report of core indicators of student success and presents final plan to Executive Council
- Reviews and approves annual report of Strategic Plan and submits final report to Executive Council

Functional Councils

- Review and revise program and service review instruments
- Develop college-wide plans of improvement for general education and student success indicators
- When appropriate, provide action plans needed to implement plans of improvement
- Review and recommend changes in policies, procedures, curriculum, or resources needed for continuous quality improvement to Executive Council

Planning Units - Educational, Administrative, and Service

- Develop unit purpose statements which support the mission and lead to the development of effectiveness indicators and performance outcomes
- Develop annual short- and long-term effectiveness indicators in support of the Strategic Plan
- Develop annual expected outcomes which are based on metrics resulting in continual improvement of quality
- Identify and report priority of budget needs for assessment plan implementation
- Provide plans for improvement based on the results of assessment

Office of Institutional Effectiveness

- Maintains records of all unit planning documents
- Coordinates planning activities associated with the planning process
- Assists units in developing unit statements of purpose, effectiveness indicators, expected outcomes, and plans for improvement
- Provides support for assessment activities

COUNCIL ORGANIZATION AND MEMBERSHIP

EXECUTIVE COUNCIL

The Executive Council advises the President on improvements in policies, procedures, and all budget and operational aspects of the institution. The primary function of the Executive Council is to establish and maintain cohesiveness of policy and operation throughout the college. The Executive Council acts upon recommendations from other governance councils.

The Executive Council is comprised of executive administrative leadership for all educational, service, and administrative units of the institution. As the executive leadership of the institution, members have the authority to carry out the action items and activities resulting from meetings and other duties assigned by the President. Executive Council meetings are chaired by the President, and meeting agenda items are coordinated through the office of the President.

All minutes of the Executive Council are distributed to college employees via the college website. Changes in administrative policy or statements are published to all stakeholders of the institution.

The President appoints members of the Executive Council. The membership of the Executive Council is shown in Table 1.

TABLE 1. Executive Council Membership

Standing Members
President
Executive Vice President for Administration and Finance
Executive Vice President for Teaching & Learning and Community Campus
Executive Vice President for Technology & Research
Executive Vice President for Student Services & Enrollment Management
Executive Vice President of Institutional Advancement
Vice President of Jackson County Campus
Vice President of Harrison County Campus
Vice President of Perkinston Campus

Responsibilities of the Executive Council

1. Monitors and implements strategies to enhance financial health of the College.
2. Monitors institutional quality and ensures continual improvement.
3. Acts upon recommendations from governance councils.
4. Oversees implementation of Master Campus and Facilities Plan.
5. Recommends resource allocations based on the Strategic Plan.

6. Assists the President in preparation of the annual budget.
7. Provide to the President timely information, reports, or studies in both current and prospective developments affecting the institution.
8. Approves statements of purpose for instructional, administrative, and educational support service units.
9. Approves and monitors plans of improvement for General Education.
10. Monitors core effectiveness indicators.
11. Reviews recommendations for changes to Strategic Plan and makes final plan recommendations to Board of Trustees.
12. Recommends events and activities to increase alumni and foundation support.
13. Provides leadership for respective areas of responsibility.

PLANNING COUNCIL

The Planning Council is a college-wide council with representation from all segments of the college. The President appoints members of the Planning Council upon recommendation of the College Associate Vice President of Institutional Research & Effectiveness. Rotating members serve staggered three-year terms. Planning recommendations from the Planning Council require approval of the Executive Council and the President. Council membership is shown in Table 2, and the membership rotation schedule for rotating membership is given in Table 3.

TABLE 2. Planning Council Standing Membership

Standing Members	Three Year Membership Rotations
President (chairperson)	Dean of Student Services and Enrollment Management (1 campus)
Executive Vice President of Technology & Research (co-chairperson)	Dean of Teaching & Learning (1 campus)
Executive Vice President for Administration and Finance	Dean of Business Services (1 campus)
Executive Vice President for Teaching & Learning and Community Campus	Assistant Dean of Learning Resource Center (1 campus)
Executive Vice President for Student Services & Enrollment Management	Supervisor, Buildings and Grounds (1 campus)
Executive Vice President of Institutional Advancement	Chief of Police (1 campus)
Vice President of Jackson County Campus	Faculty, Chair School of Business, Law, Hospitality, & Culinary (1 campus)
Vice President of Harrison County Campus	Faculty, Chair School of Visual and Performing Arts (1 campus)
Vice President of Perkinston Campus	Faculty, Chair School of Sciences & Kinesiology (1 campus)
Associate Vice President of Finance/Comptroller	Faculty, Chair School of Language Arts (1 campus)
Associate Vice President of Nursing & Health Professions	Faculty, Chair School of Engineering, Mathematics, Data Science, & IT (1 campus)
Associate Vice President of Community Campus and Career-Technical Education	Faculty, Chair Human Sciences & Education (1 campus)
Associate Vice President of Teaching & Learning	Faculty, Chair School of Nursing & Health Professions (1 campus)
Compliance Officer	Faculty, Chair School of Manufacturing, Maritime, & Transportation (1 campus)
Coordinator of Administration & Safety Management	Faculty, representative from Center (WH, GC, BC)

TABLE 3. Planning Council Rotating Membership Schedule

Rotating Member	Three Year Membership Rotations		
	Rotation I*	Rotation II	Rotation III
Dean of Student Services and Enrollment Management (1 campus)	JC	PK	HC
Dean of Teaching & Learning I (1 campus)	PK	HC	JC
Dean of Business Services (1 campus)	HC	JC	PK
Assistant Dean of Learning Resource Center (1 campus)	PK	HC	JC
Supervisor, Buildings and Grounds (1 campus)	HC	JC	PK
Chief of Police (1 campus)	JC	PK	HC
Faculty, Chair School of Business, Law, Hospitality, & Culinary (1 campus)	JC	PK	HC
Faculty, Chair School of Visual and Performing Arts (1 campus)	PK	HC	JC
Faculty, Chair School of Sciences & Kinesiology (1 campus)	HC	JC	PK
Faculty, Chair School of Language Arts (1 campus)	PK	HC	JC
Faculty, Chair School of Engineering, Mathematics, Data Science, & IT (1 campus)	HC	JC	PK
Faculty, Honors College (1 campus)	JC	PK	HC
Faculty, Chair Human Sciences & Education (1 campus)	PK	HC	JC
Faculty, Chair School of Nursing & Health Professions (1 campus)	HC	JC	PK
Faculty, Chair School of Manufacturing, Maritime, & Transportation (1 campus)	HC	JC	PK
Faculty, Representative from Center (GC, WH, BC)	GC	WH	BC

* Rotation I 2020-2023; Rotation II 2023-2026; Rotation III: 2026-2029

Responsibilities of the Planning Council

1. Reviews Strategic Plan (Mission, Vision, Values, and Institutional Commitments statements) to guide development of effectiveness and accomplishment of mission
2. Recommends changes in Strategic Plan to Executive Council
3. Provides assessment of unit plans effectiveness indicators, expected outcomes, improvement plans for all educational, administrative, and service units
4. Reviews and approves modifications made to the online planning system.
5. Review and approves core key performance metrics associated with specific units and/or divisions
6. Reviews and approves the Institutional Effectiveness Planning Process Manual.

INSTRUCTIONAL AFFAIRS COUNCIL

The Instructional Affairs Council (IAC) serves as the college-level body for planning and administration of educational programs. Recommendations of the Council require approval of the Executive Council and the President.

The major purpose of this Council is to study and to formulate proposals relating to instructional policies and procedures, curriculum and course changes, and other matters concerning the total educational program of the college. Proposals that have been approved by the Council are subject to approval by other appropriate councils and/or the President prior to implementation.

The President appoints membership of the Instructional Affairs Council. The membership is given in Table 4. The one-year rotating membership schedule is given in Table 5. The rotating membership for Schools' faculty representation is given in Table 6.

TABLE 4. Instructional Affairs Council Membership

Standing Members	One Year Membership Rotations
Executive Vice President for Teaching & Learning and Community Campus (chairperson)	Dean of Student Services and Enrollment Management (1 campus)
Associate Vice President, School of Nursing and Health Professions	Dean of Business Services (1 campus)
Associate Vice President of Community Campus and Career-Technical Education	Assistant Dean of Learning Resource Center (1 campus)
Associate Vice President of Teaching & Learning	Faculty, School of Business, Law, Hospitality, & Culinary
Associate Vice President of Workforce Solutions	Faculty, School of Engineering, Mathematics, Data Science, & IT
College Director of eLearning	Faculty, School of Manufacturing, Maritime, & Transportation
Dean of Teaching & Learning – Jackson County	Faculty, School of Sciences & Kinesiology
Dean of Teaching & Learning – Harrison County	Faculty, School of Nursing & Health Professions
Dean of Teaching & Learning – Perkinston	Faculty, School of Human Sciences & Education
Administrative Dean – George County Center	Faculty, School of Language Arts
Dean of West Harrison County Center & Special Projects	Faculty, Honors College
Faculty Association President from JC	Faculty, Representative from Center (GC, WH, BC)
Faculty Association President from HC	<u>Resource Members*</u>
Faculty Association President from PK	Director of Institutional Effectiveness (IT & Research)
Faculty, School of Nursing & Health Professions, Chair of Nursing	Associate Vice President, Institutional Relations
Faculty, School of Nursing & Health Professions, Chair of Health Professions	

* non-voting member

TABLE 5. Rotating Student Services & Administrative Support Membership Schedule

Rotating Member	One Year Membership Rotations		
	Rotation I*	Rotation II*	Rotation III*
Dean of Student Services and Enrollment Management (1 campus)	PK	HC	JC
Dean of Business Services (1 campus)	JC	PK	HC
Assistant Dean of Learning Resource Center (1 campus)	PK	HC	JC

* Rotation I 2020-2021, 2023-2024, 2026-2027; Rotation II 2021-2022, 2024-2025, 2027-2028; *Rotation III 2022-2023, 2025-2026, 2028-2029

TABLE 6. Rotating School Faculty Representatives Membership Schedule

Rotating Member	One Year Membership Rotations		
	Rotation I*	Rotation II*	Rotation III*
Faculty, School of Business, Law, Hospitality, & Culinary	JC	HC	PK
Faculty, School of Engineering, Mathematics, Data Science, & IT	HC	PK	JC
Faculty, School of Manufacturing, Maritime, & Transportation	PK	JC	HC
Faculty, School of Sciences & Kinesiology	JC	HC	PK
Faculty, School of Nursing & Health Professions	HC	PK	JC
Faculty, School of Human Sciences & Education	PK	JC	HC
Faculty, School of Language Arts	JC	HC	PK
Faculty, Honors College	HC	PK	JC
Faculty, Representative from Center (GC, WH, BC)	GC	WH	BC

* Rotation I 2020-2021, 2023-2024, 2026-2027; Rotation II 2021-2022, 2024-2025, 2027-2028; Rotation III 2022-2023, 2025-2026, 2028-2029

Instructional Affairs Council Responsibilities

1. Monitors and initiates proposals for changes needed in instructional policies and procedures
2. Identifies and initiates proposals for needed changes in instructional courses and programs and recommends development of new curricula
3. Periodically reviews program admissions policies and procedures and program/curricular graduation requirements
4. Systematically studies and coordinates instructional programs with transfer institutions and requirements of business and industry

5. Monitors, evaluates, and formulates proposals relating to such matters as grading practices, faculty loads, teaching methods and techniques, and classification of instructional courses and programs for enrollment and reporting purposes
6. Discusses and resolves college-wide problems concerning the total instructional program of the college
7. Reviews catalog descriptions of courses and recommends corrections
8. Recommends study of the instructional program and reviews implications for curriculum and instruction
9. Transmits recommendations to the Executive Council for action

Procedures for Curriculum Changes/Proposals

1. Proposals for curriculum changes can be submitted by any faculty member to the appropriate school chair or dean of instruction. For university transfer curricula, the counterpart school chairpersons on all three campuses shall act on a proposal.
2. Proposal forms are accessible to all college employees on the college website forms repository. The form name is "Instructional Proposal Form."
3. The Council will strive for consensus on all issues that are presented for action and recommendation.
4. Establishment and change in the curriculum is a function of the faculty, governing board, and the administration.

STUDENT SERVICES COUNCIL

The Student Services Council (SSC) serves as the college-level body for administration of student services policies and procedures. Recommendations of the Council require approval of the Executive Council and the President. The major purpose of this Council is to study and formulate policy proposals relating to all matters of student services and to provide consistency in the operations of student services at all locations of MGCCC. The Student Services Council (SSC) considers matters of student services including enrollment management, admissions and records, student financial aid services, enrollment services, retention, registration, special populations, student activities, assessment center operations, conduct administration, residence life, and graduation.

The College President appoints membership of the Student Services Council. Faculty eligible for appointment to the Student Services Council cannot be a current member of the Instructional Affairs Council or Planning Council. The membership is given in Table 7. The rotating membership schedule is provided in Table 8.

TABLE 7. Student Services Council Membership

Standing Members	Rotating Members – One Year Membership
Executive Vice President for Student Services and Enrollment Management (chairperson)	Director, Financial Aid (1 campus)
Dean of Student Services and Enrollment Management – Perkinson	Director, Admissions (1 campus)
Dean of Student Services and Enrollment Management – Jackson County	Director, Enrollment Services (1 campus)
Dean of Student Services and Enrollment Management – Harrison County	Dean of Teaching & Learning (1 campus)
Dean of Enrollment and Registrar– District Office	Dean, Business Services (1 campus)
Administrative Dean – George County Center	Assistant Dean, Learning Resource Center (1 campus)
Assistant Dean of Instruction over Keesler/Navy Base (HC)	Student Support Coordinator (1 campus)
Director of Residence and Student Life – Perkinson Campus	Chief, Campus Police (1 campus)
Resource Members*	Student, President Student Government (1 campus)
Chief Information Officer	
College Director of eLearning	
AVP of Institutional Relations, District Office	
Director of Institutional Effectiveness	
Faculty Association Representative – PK Campus	
Faculty Association Representative – HC Campus	
Faculty Association Representative – JC Campus	

Faculty Association Representative – GC Campus

Registrar Coordinator

Director of **Recruitment**, Data and Communications

* non-voting member

TABLE 8. Student Services Council Rotating Membership Schedule

Rotating Member	One Year Membership Rotations		
	Rotation I*	Rotation II*	Rotation III*
Director, Financial Aid (1 campus)	HC	PK	JC
Director, Admissions (1 campus)	PK	JC	HC
Director, Enrollment Services (1 campus)	PK	HC	JC
Dean of Teaching & Learning (1 campus)	JC	HC	PK
Dean of Business Services (1 campus)	HC	PK	JC
Assistant Dean of Learning Resource Center (1 campus)	JC	HC	PK
Student Support Coordinator (1 campus)	HC	JC	PK
Chief, Campus Police (1 campus)	PK	HC	JC
Student, President Student Government(1 campus)	JC	PK	HC

* Rotation I, 2023-2024, 2026-2027; 2029-2030 Rotation II 2021-2022, 2024-2025, 2027-2028; Rotation III 2022-2023, 2025-2026, 2028-2029

Student Services Council Responsibilities

1. Monitors and initiates proposals for changes needed in student services policies and procedures.
2. Identifies and initiates proposals for needed changes in student services and recommends the development of new programs and services.
3. Evaluates effectiveness of student services programs.
4. Monitors, evaluates, and formulates proposals relating to such matters as recruitment, admissions, financial aid, enrollment services, special populations, retention, registration, student activities, assessment center, conduct administration, residential life, and graduation for enrollment and reporting purpose.
5. Discuss and resolves college-wide problems concerning the total student services program of the college.
6. Transmits recommendations to the Executive Council for action

FINANCE COUNCIL

The Finance Council serves as the college-wide body for research and administration of financial matters. Recommendations of the Council require approval of the Executive Council and the President.

The major purpose of this Council is to study and to formulate proposals relating to all matters of human resources, buildings and grounds, college ERP (Banner) **financial** operations, administrative technology, and other related financial matters. Additionally, this council outlines procedures necessary for consistent implementation of policies related to finance at all college locations.

The President appoints membership of the Finance Council. The membership is given in Table 9.

TABLE 9. Finance Council Membership

Standing Members	Rotating Members – 2 Year
Executive Vice President for Administration and Finance (chairperson)	Dean of Teaching & Learning (1 Campus)
Dean of Business Services (JC)	Dean of Student Services & Enrollment (1 Campus)
Dean of Business Services (HC)	
Dean of Business Services (PK)	
Dean of Business Services (Community Campus)	
Associate Vice President of Human Resources	
Associate Vice President of Finance/Comptroller	
Coordinator of Administration & Safety Management	
Director of Purchasing & Property Control	
Administrative Dean (GC)	
College Architect	

TABLE 10. Finance Council Rotating Membership Schedule

Rotating Member	Two Year Membership Rotations		
	Rotation I*	Rotation II*	Rotation III*
Dean of Teaching & Learning (1 campus)	HC	JC	PK
Dean of Student Services & Enrollment	JC	PK	HC

*Rotation II: 2019-2021 Rotation III 2021-2023, Rotation I 2023-2025

Finance Council Responsibilities

1. Reviews administrative and financial policies and procedures of the college.

2. Formulates and initiates proposals for policy and/or procedural changes in administrative and financial areas of the college.
3. Ensures consistent implementation of policies and procedures related to administrative and financial matters at all campuses and centers.
4. Develops appropriate measures for monitoring the ongoing effectiveness of the administrative and financial functions of the college.
5. Transmits recommended changes in administrative and financial policies and procedures to the Executive Council for appropriate action.

LEARNING RESOURCES COUNCIL

The major function of the Learning Resources Council (LRC) is to aid Learning Resources Center personnel in carrying out the various functions required to provide learning resources which support and enhance all educational programs of MGCCC. The college President appoints the membership of the Learning Resources Council. The membership is given in Table 11. The LRC's membership rotation schedule is given in Table 12.

TABLE 11. Learning Resources Council Membership

Standing Members	Three Year Membership Rotations
Associate Vice President of Teaching & Learning (chairperson)	Faculty, School of Business, Law, Hospitality, & Culinary
Executive Vice President of Teaching & Learning and Community Campus	Faculty, School of Engineering, Mathematics, Data Science, & IT
Assistant Dean of LRC - Perkinston	Faculty, School of Manufacturing, Maritime, & Transportation
Assistant Dean of LRC – Harrison County	Faculty, School of Sciences & Kinesiology
Assistant Dean of LRC – Jackson County	Faculty, School of Nursing & Health Professions
Technical Services Librarian	Faculty, School of Human Sciences & Education
Dean of Teaching & Learning – Harrison County	Faculty, School of Language Arts
Dean of Teaching & Learning – Jackson County	Faculty, Honors College
Dean of Teaching & Learning – Perkinston Campus	Faculty, Representative from Center (GC, WH, BC)
Faculty, Learning Lab (HC)	** Online teaching experience preferable
Faculty, Learning Lab (JC)	
Faculty, Learning Lab (PK)	
Associate Vice President, Institutional Relations	
<u>Resource Members*</u>	
College Director of Distance Learning	
Chief Information Officer	
Director of Institutional Effectiveness	
* non-voting member	

TABLE 12. Learning Resources Council Rotating Membership Schedule

Rotating Member	Three Year Membership Rotations		
	Rotation I*	Rotation II*	Rotation III*
Faculty, School of Business, Law, Hospitality, & Culinary	HC	PK	JC
Faculty, School of Engineering, Mathematics, Data Science, & IT	PK	JC	HC
Faculty, School of Manufacturing, Maritime, & Transportation	JC	HC	PK
Faculty, School of Sciences & Kinesiology	HC	PK	JC
Faculty, School of Nursing & Health Professions	PK	JC	HC
Faculty, School of Human Sciences & Education	JC	HC	PK
Faculty, School of Language Arts	HC	PK	JC
Faculty, Honors College	PK	JC	HC
Faculty, Representative from Center (GC, WH, BC)	WH	BC	GC

* Rotation I 2020-2023; Rotation II 2023-2026; Rotation III: 2026-2029

Learning Resources Council Responsibilities

1. Monitors and evaluates the LRC function to ensure the services provided support and enhance all educational programs at MGCCC
2. Identifies and initiates proposals for needed changes in LRC services and recommends development of new programs and services
3. Evaluates effectiveness of LRC services college-wide
4. Monitors, evaluates, and formulates proposals relating to such matters as selection and purchase of LRC resources and equipment and shared online resources, student use of services, data collection, and operational procedures
5. Monitors and initiates proposals for needed changes in LRC policies and procedures
6. Discusses and resolves college-wide problems (issues) concerning the LRC services
7. Transmits recommendations to the Executive Council for action

TECHNOLOGY COUNCIL

The Technology Council serves as the college-wide body for research, standardization, governance and recommendations of technology related needs. The major purpose of the Technology Council is to identify and align campus technology related needs with the institutional strategic plan. To accomplish this mission, the Technology Council focuses on six functional areas: Banner ERP, process modernization, teaching and learning technologies, web presence, MGCCC communications, and innovative technology.

The President appoints membership of the Technology Council. The membership is given in Table 13, and the rotating membership schedule is given in Table 14.

TABLE 13. Technology Council Membership

Standing Members	Rotating Members – Two Year
Executive Vice President, Technology & Research	Dean of Business Services (1 campus)
Director of Institutional Effectiveness	Dean of Teaching & Learning (1 campus)
Director of Reporting and Analytics	Dean of Student Services & Enrollment (1 campus)
CIO	Assistant Dean of Learning Resource Center (1 campus)
Director of Application Systems	
Director of Technical Services	
Dean of Workforce Education	
Associate Vice President, Finance/Comptroller	
Athletic Director	
College Director of eLearning	
Associate Vice President of Human Resources	
Associate Vice President of Institutional Relations	
Webmaster/ Content Manager	
Coordinator of Administration & Safety Management	

TABLE 14. Technology Committee Rotating Membership

Rotating Member	Two Year Membership Rotations		
	Rotation I*	Rotation II*	Rotation III*
Dean of Teaching & Learning (1 campus)	PK	HC	JC
Dean of Business Services (1 campus)	JC	PK	HC
Dean of Student Services & Enrollment (1 campus)	HC	JC	PK
Assistant Dean, Learning Resource Center (1 campus)	PK	HC	JC

*Rotation II: 2019-2021, Rotation III 2021-2023, Rotation I 2023-2025

Technology Council Responsibilities

1. Performs research and planning for implementation of proposals for new instructional technologies.
2. Submits recommendations and proposals for new or upgraded technology to the executive council.
3. Defines college-wide standards for technology hardware, software, networking, and other infrastructure requirements in order to meet the technological needs of all education programs.
4. Provides recommendations and resources for professional development needs designed to improve instructional technology and the technology skills for all faculty members.

GENERAL EDUCATION COMMITTEE

The General Education Committee is responsible for the review of the general education components of associate type degree graduation requirements. The Committee is also responsible for identifying expected outcomes within the general education curriculum, providing assessment of general education outcomes, and providing recommendations to the Instructional Affairs Council for the improvement of general education, **such as faculty evaluations to ensure quality.**

A major purpose of this committee is to review proposals submitted for course inclusion or exclusion of credit towards general education requirements. The committee prepares proposals and makes recommendations for changes to general education components for the consideration of the Instructional Affairs Council.

The President appoints the standing membership of the General Education Committee. Committee members are chosen by an interview process from campus, department and/or self-nominations. The process is conducted by the Executive Vice President for Teaching & Learning and Community Campus and the Associate Vice President of Institutional Research and Effectiveness based on outcome and assessment criteria. The criteria will ensure equal representation from the campuses and centers. The membership is given in Table 15.

TABLE 15. General Education Committee Membership

Standing Membership

Executive Vice-President for Teaching & Learning and Community Campus (Chair)

Associate Vice President of Community Campus and Career-Technical Education

Associate Vice President, School of Nursing and Health Professions

Associate Vice President of Workforce Solutions

Dean of Teaching & Learning – Jackson County Campus

Dean of Teaching & Learning – Harrison County Campus

Dean of Teaching & Learning – Perkinston Campus

Associate Vice President of Health Sciences Division

Associate Vice President of Teaching & Learning

Faculty, School of Manufacturing, Maritime, & Transportation – MMT (Career)

Faculty, School of Manufacturing, Maritime, & Transportation – MMT (Technical)

Faculty, Honors College

Faculty, School of Visual & Performing Arts – VPA (Music or Visual Art)

Faculty, School of Sciences & Kinesiology – SCI (Heath and Physical Rec)

Faculty, School of Language Arts – LAN (English)

Faculty, School of Engineering, Mathematics, Data Science, & IT – EMIT (Computer Science)

Faculty, School of Sciences & Kinesiology – SCI (Biological or Physical Science)

Faculty, School of Nursing and Health Professions

Faculty, School of Business, Law, Hospitality & Culinary

Faculty, School of Human Sciences & Education – HUM (Social Science)

Faculty – School of Human Sciences & Education – HUM (Humanities)

Faculty – School of Visual & Performing Arts – VPA (Public Speaking)

Enrollment Specialist

Director of Institutional Effectiveness

General Education Committee Responsibilities

1. Reviews assessment plan for General Education Outcomes on an annual basis.
Makes recommendations for changes to assessment plan to Instructional Affairs Council
2. Reviews assessment data for General Education Outcomes, and makes recommendations to Programs, Departments, Academic Deans, Instructional Affairs Council, and Department of Research and Planning for the improvement of General Education of Mississippi Gulf Coast Community College
3. Reviews general education requirements for all degree levels, and makes recommendations for revisions to Instructional Affairs Council.
4. Reviews applications for course inclusion in any component of the general education requirements.

ATHLETIC COUNCIL

The Athletic Council recommends policies and procedures for all intercollegiate and intramural athletics to the President. The Council assists in the regulation of all athletic programs in accordance with state and national organizations.

The college President appoints membership of the Athletic Council. The membership is given in Table 16, and the rotating membership schedule is given in Table 17.

TABLE 16. Athletic Council Membership

Standing Members	Rotating Members – 1 year
MGCCC President	Faculty, appointed (1 campus)
Vice President of Perkinston Campus (chairperson)	Staff, appointed (1 campus)
Vice President of Administration	
Executive Vice President of Teaching and Learning/Community Campus	
Vice President of Jackson County Campus	
Vice President of Harrison County Campus	
College Dean of Athletics	
Perkinston Campus Student Government President	
Resource Members*	
Executive Vice President, Student Services & Enrollment Management	
Dean of Enrollment	
IT CIO	
Sports Information Director	

* non-voting member

TABLE 17. Athletic Council Rotating Membership Schedule

Rotating Member	One Year Membership Rotations		
	Rotation I*	Rotation II*	Rotation III*
Faculty, appointed (1 campus)	PK	HC	JC
Staff, appointed (1 campus)	JC	PK	HC

*Rotation III: 2022-2023, Rotation I 2023-2024, Rotation II 2021-2022

Athletic Council Responsibilities

1. Recommends policy and procedure changes to ensure all athletic programs conform to the policies and procedures of the National Junior College Athletic Association (NJCAA) and the Mississippi Association of Community Colleges Conference (MACCC)

2. Monitors effectiveness of athletic programs
3. Approves the schedules for all athletic programs



A 3D sphere composed of various business-related terms and phrases. The words are arranged in a way that they appear to be floating around or attached to the surface of the sphere. The most prominent word in the center is 'KPI' in large, bold, blue letters. Other words include 'performance', 'metrics', 'goals', 'achievement', 'business', 'indicators', 'improvement', 'productivity', 'profitability', 'key', 'figure', 'development', 'service', 'quality', 'assessment', 'process', 'departments', 'identification', 'set goals', 'understandable', 'regarding', 'larger', 'selection', 'efficiency', 'what', 'outstanding', 'warehousing', 'quantitative', 'series', 'mean time', 'variances', 'sales', 'growth', 'factors', 'procedures', 'change', 'customers', 'setup', 'cost', 'leading', '10/10', 'new', 'satisfaction', '7/25/20', 'collaboration', 'objectives', 'statistics', 'demographic', 'measures', 'units', 'pre-defined', 'business', 'units', 'key', 'performance', 'indicators', 'assessment', 'process', 'departments', 'identification', 'set goals', 'understandable', 'regarding', 'larger', 'selection', 'efficiency', 'what', 'outstanding', 'warehousing', 'quantitative', 'series', 'mean time', 'variances', 'sales', 'growth', 'factors', 'procedures', 'change', 'customers', 'setup', 'cost', 'leading', '10/10', 'new', 'satisfaction', '7/25/20', 'collaboration'.

COLLEGE PLANNING UNIT/COUNCIL ORGANIZATION

College planning encompasses all educational, administrative, and service units. Each planning unit corresponds to at least one of the eight governance councils:

- Executive
- Planning
- Instructional Affairs
- Finance
- Student Services
- Learning Resources
- Athletic Council

All governance councils are chaired by members of the Executive Council.

TABLE 18. College Planning Units and Direct Council Affiliation

DIRECT COUNCIL AFFILIATION	PLANNING UNIT(S)
EXECUTIVE COUNCIL	<ul style="list-style-type: none"> ▪ Office of the President ▪ Campus Vice President ▪ Executive Vice President, Administration and Finance ▪ Executive Vice President, Teaching & Learning and Community Campus ▪ Executive Vice President, Student Services & Enrollment Management
PLANNING COUNCIL	<ul style="list-style-type: none"> ▪ ALL Educational, Administrative and Planning Units
ATHLETIC COUNCIL	<ul style="list-style-type: none"> ▪ Office of the President ▪ Campus Vice Presidents ▪ Athletics ▪
FINANCE COUNCIL	<ul style="list-style-type: none"> ▪ Executive Vice President Administration and Finance ▪ Bookstore ▪ Campus Business Services ▪ College Architect ▪ Comptroller ▪ Deans of Business Service ▪ Human Resources ▪ Information Technology ▪ Maintenance and Grounds ▪ Media Center ▪ Police and Public Safety ▪ Professional Development ▪ Purchasing and Property Control ▪ Transportation ▪ Revenue Centers
INSTRUCTIONAL AFFAIRS COUNCIL & GENERAL EDUCATION COMMITTEE	<ul style="list-style-type: none"> ▪ Executive Vice President Teaching & Learning and Community Campus <p>Academic</p> <ul style="list-style-type: none"> ▪ Administration for Academic Instruction ▪ Business Administration ▪ Fine Arts ▪ Health and Physical Education ▪ Language Arts ▪ Mathematics and Computer Science ▪ Science ▪ Social Studies

Career & Technical Education

- Administration for Career and Technical Education
- 3D Modeling and Design Technology
- Accounting Technology
- Administrative Office Technology
- Apprentice Electric Lineman
- Automobile Collision Repair Technology
- Automotive Light Duty Diesel Technology
- Automotive Technology
- Baking and Pastry Technology
- Banquet and Catering Service Technology
- Business and Marketing Management Technology
- Business Management Technology
- Commercial and Residential Maintenance
- Commercial Truck Driving
- Computer Networking Technology
- Computer Programming Technology
- Construction Engineering Technology
- Cosmetology
- Criminal Justice Technology
- Culinary Arts Technology
- Database Administration Technology
- Early Childhood Education Technology
- Electrical Technology
- Electronics Technology
- Graphic Design Technology
- Heating, Air Conditioning, and Refrigeration
- Hotel and Restaurant Management Technology
- Human Services Technology
- Instrumentation and Control Technology
- Interpreter Training Technology
- IT Specialist Technology
-
- Massage Therapy
- Medical Office Technology
- Millwright Outside Machinist
- Network Security Technology
- Paralegal Technology
- Precision Manufacturing and Machining Technology
- Process Operations Technology
-
- Travel and Tourism Management Technology
- Welding Technology

School of Nursing & Health Professions

- Administration for Health Science Division
- Emergency Medical Service/Paramedic
- Health Care Assistant
- Health Information Technology
- Medical Assisting Technology
- Medical Laboratory Technology
- Nursing (ADN)
- Nursing (PN)
- Physical Therapist Assisting
- Radiologic Technology
- Respiratory Care Technology
- Surgical Technology
- Healthcare Non-Credit Continuing Education Training
-
- Nursing Allied Health Simulation Center

Teaching & Learning Administration & Support Services

- Administration of Learning Resource Center
- eLearning
- EVP for Teaching & Learning and Community Campus
- Honors College
- Institutional Effectiveness Research and Planning

Workforce & Non-Credit Programs

- Adult Education
- WIOA Career Outreach
- Workforce Development

TECHNOLOGY COUNCIL

- Executive Vice President Administration and Finance
- Information Technology
- Institutional Effectiveness, Research, and Planning
- eLearning
- Administrative for Academic Programs
- Administrative for CTE Programs
- Student Services Administration
- Deans of Business Service
- Associate Vice President of Finance/Comptroller

LEARNING RESOURCES COUNCIL

- Executive Vice President Teaching & Learning and Community Campus
- Dean of Instruction
- Learning Lab / Library

STUDENT SERVICES COUNCIL

- Executive Vice President, Student Services & Enrollment Management
- Admissions and Records
- Assessment Centers
- Enrollment Services
- Financial Aid
- Fitness and Wellness Center
- Housing and Residence Life
- Recruitment
- Military Centers
- Student Activities
- Student Services Administration

APPENDICES



APPENDIX A - ONLINE PLANNING SYSTEM TEMPLATE



UNIT:

Planning Cycle Period:

College Mission: The mission of Mississippi Gulf Coast Community College is to meet the educational and community needs in George, Harrison, Jackson, and Stone counties by providing superior instruction through traditional and technological formats to offer workforce pathways, certificates, diplomas, and associate transfer and applied degrees. The college embraces lifelong learning, productive citizenship, service learning, and leadership development in a dynamic and innovative learning environment.

Unit Purpose:

Unit Lead: Unit

Supervisor:

Division:

Amount Requested: \$

Effectiveness Indicator	Institutional Commitment	Expected Outcome	Assessment Instrument	Assessment Results	Use of Results & Plan for Improvement	Budget Type
Budget Type Key:	COB	Current Operating Budget				
	GRANT	Grant Funded				
	ABR	Additional Budget Request - Acct Number must be included and budget request forms submitted				
	CI	Capital Improvement - Acct Number must be included and budget request forms submitted				

APPENDIX B – MGCCC PLANNING UNITS

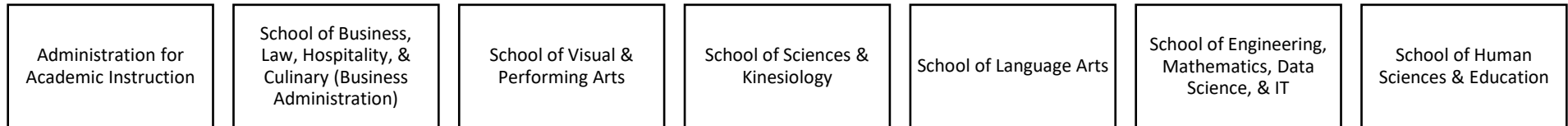
Planning Units for Administration & Finance

Athletics	Bookstore	Campus Business Services	Campus Vice Presidents	College Architect	College President	Comptroller	Dean of Business Services
EVP for Administration and Finance	Human Resources	Information Technology	Maintenance and Grounds	Military Centers	Police and Public Safety	Professional Development	Purchasing and Property Control
			Revenue Centers	Transportation			

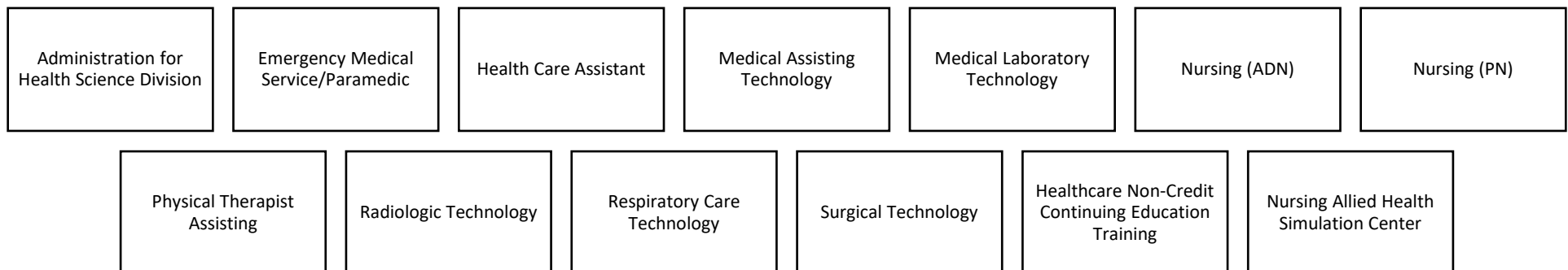
Planning Units for Student Services & Enrollment Management

Admissions and Records	Assessment Centers	EVP for Student Services & Enrollment Management	Enrollment Services	Financial Aid	Fitness and Wellness Center
	Housing and Residence Life	Recruitment	Student Activities	Student Services Administration	

Planning Units for Teaching and Learning - Academic Schools



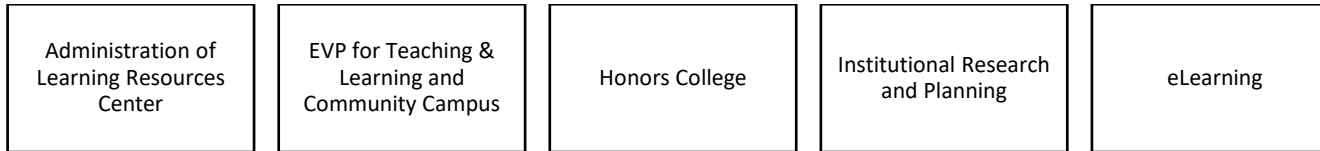
Planning Units for Teaching and Learning – School of Nursing & Health Professions Programs



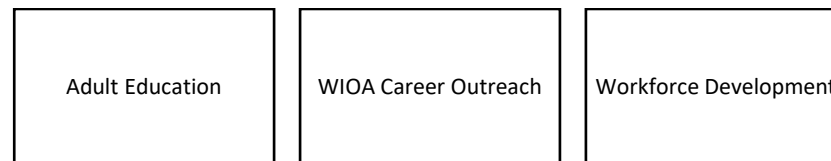
Planning Units for Teaching and Learning – Career & Technical Educational Programs

Administration for Career and Technical Education	3D Modeling and Design Technology	Accounting Technology	Administrative Office Technology	Apprentice Electric Lineman	Automobile Collision Repair Technology	Automotive Light Duty Diesel Technology
Automotive Technology	Baking and Pastry Technology	Banquet and Catering Service Technology	Business Management Technology	Business and Marketing Management Technology	Commercial Truck Driving	Commercial and Residential Maintenance
Computer Networking Technology	Computer Programming Technology	Construction Engineering Technology	Cosmetology	Criminal Justice Technology	Culinary Arts Technology	Database Administration Technology
Early Childhood Education Technology	Electrical Technology	Electronics Technology	Graphic Design Technology	Heating, Air Conditioning, and Refrigeration	Hotel and Restaurant Management Technology	Human Services Technology
IT Specialist Technology	Instrumentation and Control Technology	Interpreter Training Technology	Message Therapy	Medical Office Technology	Millwright Outside Machinist	Network Security Technology
	Paralegal Technology	Precision Manufacturing and Machining Technology	Process Operations Technology	Travel and Tourism Management Technology	Welding Technology	

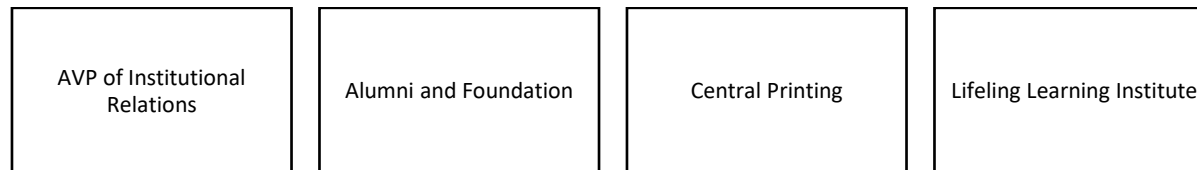
Planning Units for Teaching & Learning Administrative and Support Services



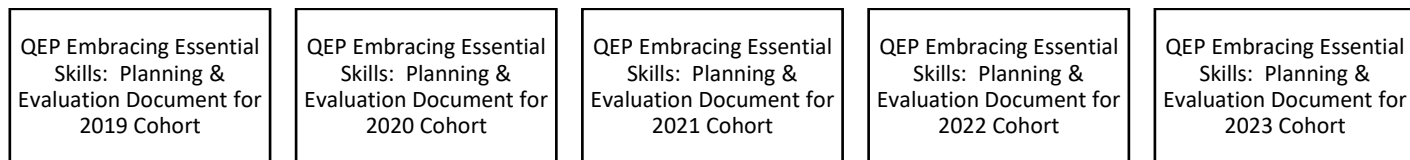
Planning Units for Workforce & Non-Credit Programs



Planning Units for Institutional Advancement



Planning Units for High Impact Initiatives - QEP Embracing Essential Skills



APPENDIX C– CORE EDUCATIONAL METRICS

A project was undertaken to improve upon the IE planning process for educational units and add more value to the process. The project was initiated to address the inconsistencies in the definitions of commonly referenced metrics and the expected outcomes. For example, an analysis of common educational program indicators found that most educational programs tracked and evaluated enrollment within their program but their definitions for enrollment varied from unit-to-unit: (1) Program A stated they wanted to increase enrollment from Fall-to-Fall term by 5%. (2) Program B stated they want to increase enrollment by 1% over the prior academic year. (3) Program C stated they want to be “within 5% of average enrollment growth” of the college. Although many educational programs included an enrollment health metric, from a divisional and institutional perspective, the misalignment in the definitions made it difficult to process all the information at hand and make meaningful interpretations regarding the KPI outcomes.

The project entailed reviewing all educational planning indicators in the system for commonalities and aligning the definitions of the recurring educational metrics. A standardized list of educational metrics, which incorporate both direct and indirect measures of assessment, were drafted for academic instruction and career and technical education programs and vetted through the Dean of Instructions Office, Office of Institutional Research and Effectiveness, Executive Vice President of Teaching and Learning, General Educational Committee, and MGCCC Planning Council. The Deans of Instruction met to establish expected outcomes for each of the core educational program metrics. The faculty received training to accommodate the model, and as an indirect impact, many faculty members commented that the standardization of definitions helped them to better understand and consume their data. Members of the Instructional Affairs Council reviewed and voted to approve core academic and career and technical education institutional metrics on April 17, 2020.

Automation of Results into IE Instructional Planning Documents

To improve upon the accuracy of the data submitted in the results section, the Office of Institutional Research and Effectiveness agreed to query data directly from the student information system database and the survey research database to automate over 120 data elements, unique to each program, into each educational IE planning document on an annual basis. Feeding the data directly from the student information system into the results section in the online planning system database improves data accuracy by controlling for human error and reduces the amount of time instructors and program coordinators spend on interpreting IE tables and manually inputting the results into the planning system. The program coordinators interpret the results and provide strategies to improve up each indicator from year-to-year. Additionally, programs are required to evaluate a minimum of two additional effectiveness metrics that are unique and relevant to the program. This formal process is intended to promote year-to-year continuous improvement for all educational programs and foster exemplary educational programs.

CORE HEALTH METRICS FOR ACADEMIC INSTRUCTION

ONLINE PLANNING SYSTEM: ACADEMIC SCHOOLS

- A1. DISTINCT HEADCOUNT BY DECLARED MAJOR
- A2. FTE BY SUBJECT
- A3. COURSE CAPACITY
- A4. STUDENT PASS AND WITHDRAWAL RATES
- A5. FTE PER FACULTY MEMBER
- A6. FALL-TO-SPRING RETENTION
- A7: COMPLETION RATES AT 150%
- A8. DISTINCT NUMBER OF GRADUATES BY ACADEMIC YEAR

A. Core Performance Indicators
(8 Metrics)



- B1_Acad. TRANSFER OUT RATES FOR MGCCC UNIVERSITY PARALLEL GRADUATES
- B2_Acad. TRANSFER-OUT PERFORMANCE [UNIVERSITY GPA]

B. Academic Specific Metrics
(2 Metrics)



- C1. STUDENT FEEDBACK: ANNUAL STUDENT SATISFACTION SURVEY
- C2. GRADUATE FEEDBACK: GRADUATE EXIT SURVEY
- C3. STUDENT FEEDBACK: STUDENT EVALUATION OF COURSE & FACULTY

C. Indirect Assessment / Survey Research
(3 Metrics)

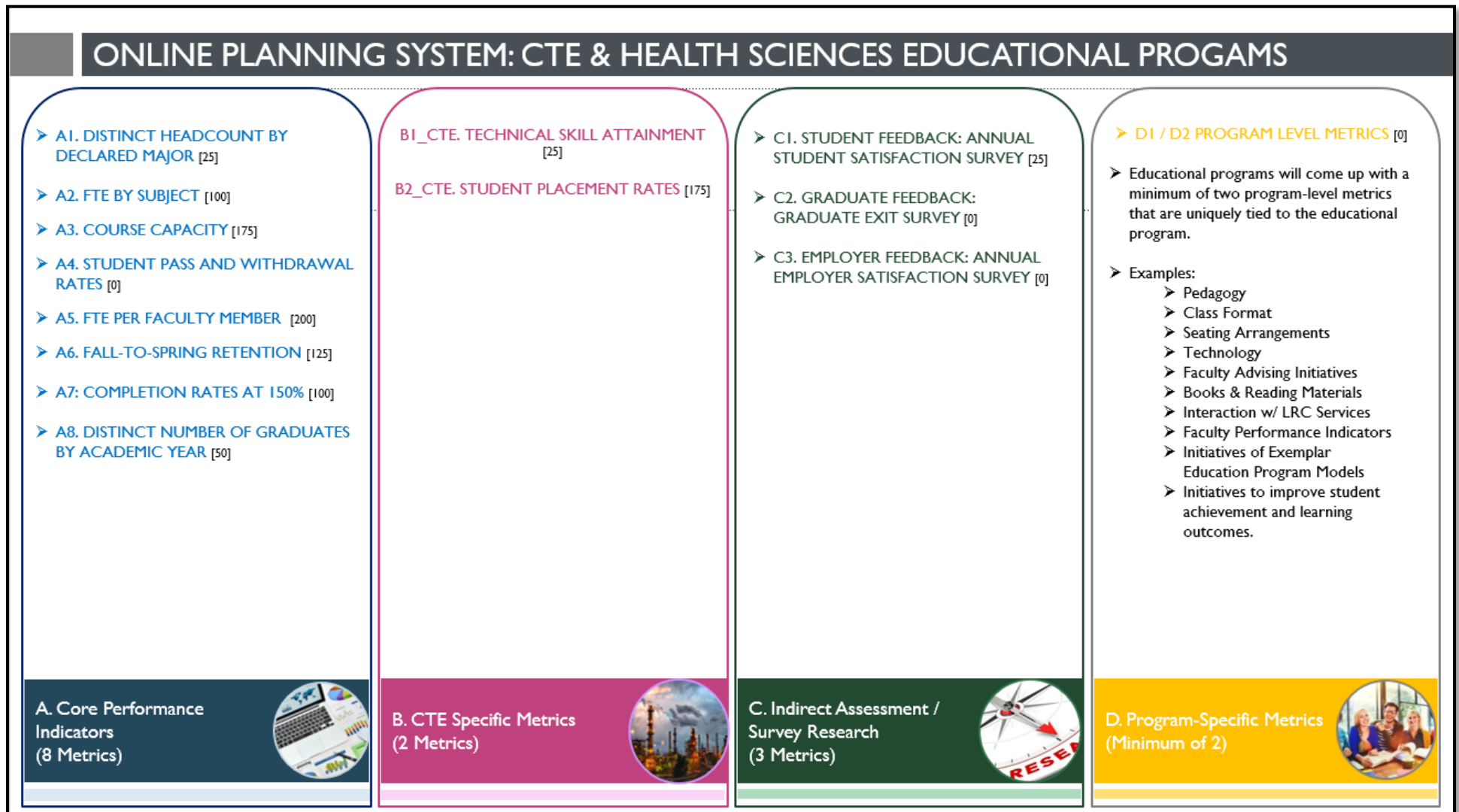


➤ D1 / D2 PROGRAM LEVEL METRICS

- Educational programs will come up with a minimum of two program-level metrics that are uniquely tied to the educational program.
- Examples:
 - Pedagogy
 - Class Format
 - Seating Arrangements
 - Technology
 - Faculty Advising Initiatives
 - Books & Reading Materials
 - Interaction w/ LRC Services
 - Faculty Performance Indicators
 - Initiatives of Exemplar Education Program Models
 - Initiatives to improve student achievement and learning outcomes.

D. Program-Specific Metrics
(Minimum of 2)





APPENDIX D – GENERAL EDUCATION RUBRICS



Written Communication Rubric

Strong writing skills enable students to create and share ideas, investigate and describe values, and record discoveries – all skills that are necessary not only for professional success but also for personal fulfillment in a world where communication increasingly takes place through electronic media. Students must be able to identify areas for inquiry, locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically. They must be able to write correctly, and they must be aware that different audiences and purposes call for different rhetorical responses.

Written Communication Student Learning Objectives:

- **WC1** Students will demonstrate the ability to compose a thesis statement that makes a clear claim about a given topic or issue.
- **WC2** Students will demonstrate the ability to support a claim through the presentation, evaluation, and analysis of evidence, including research if applicable.
- **WC3** Students will demonstrate the ability to organize an argument in a logical and cohesive manner.
- **WC4** Students will demonstrate the ability to clearly articulate ideas in standard English.

Written Communication Objectives	Area of Opportunity		Proficient		SLO Reporting	
	Ineffective (1)	Adequate (2)	Effective (3)	Exemplar (4)	Number of Students Assessed	Number of Students w/ Successfully Demonstrated Competency
WC1 Students will demonstrate the ability to compose a thesis statement that makes a clear claim about a given topic or issue.	Student makes no claim.	Student makes a claim but fails to state reasons for making the claim.	Student makes a claim and states reasons for making the claim. Student demonstrates an awareness of purpose.	Student makes an original claim and states reasons for making the claim in a well-constructed statement. Student demonstrates an awareness of purpose and audience.		
WC2 Students will demonstrate the ability to support a claim through the presentation, evaluation, and analysis of evidence, including research if applicable.	The topic totally lacks support, reflecting an unacceptable level of thought.	The topic is somewhat supported and reflects an acceptable level of thought. Evidence is credible but insufficient. Student cites sources, but the citations contain errors.	Topic is addressed clearly, reflecting a proficient level of thought. Evidence is credible and sufficient. Student cites sources, but the citations contain minor errors.	Topic is addressed clearly, reflecting an advanced level of thought. Evidence is credible, sufficient, typical, accurate, and relevant. Student cites sources correctly.		

Mississippi Gulf Coast Community College, General Education Committee Rubric

WC3 Students will demonstrate the ability to organize an argument in a logical and cohesive manner.	The paper lacks a beginning, a middle, and/or an ending.	The paper lacks a clear principle of organization.	The paper has a principle of organization; i.e., chronological, spatial, thematic.	The paper has a principle of organization that demonstrates a clear awareness of purpose and audience.		
WC4 Students will demonstrate the ability to clearly articulate ideas in standard English.	Grammar, punctuation, spelling, and usage are severely deficient.	Isolated errors in grammar, punctuation, spelling and/or usage reduce clarity and credibility.	Free of major errors in grammar, punctuation, spelling, and usage.	Completely free of errors in grammar, punctuation, spelling, and usage. Student uses appropriate diction and syntax throughout the paper.		

Oral Communication Rubric

Adapted from the National Communication Association, *The Competent Speaker Speech Evaluation Form*, 2nd Edition, 2007

Employers and society demand that college graduates demonstrate competence in oral communication. The National Association of Colleges and Employers, in their 2016 Job Outlook report, rated oral communication as the most important skill needed in the workforce. Also included among the most desirable skills in this report listed teamwork, problem-solving, and the ability to influence others. This assertion suggests that 4 of the top 10 skills demanded by the working world are in direct relation to and demand competence in oral communication (NACE, 2016).

Oral Communication Student Learning Objectives:

- **OC1** Context: Students will demonstrate the ability to narrow a topic appropriately for the audience & occasion.
- **OC2** Content: Students will demonstrate the ability to communicate a central idea/purpose & provide supporting material appropriate for the audience & occasion.
- **OC3** Organization: Students will demonstrate the ability to use an organizational pattern appropriate to the message.
- **OC4** Language: Students will demonstrate the ability to use pronunciation, grammar, and articulation appropriate to the audience and occasion.
- **OC5** Vocal Delivery: Students will demonstrate the ability to use vocal variety to heighten and maintain interest appropriate to the audience and occasion.
- **OC6** Nonverbal Delivery: Students will demonstrate the ability to use physical behaviors that support the verbal message.

Oral Communication	Area of Opportunity		Proficient		SLO Reporting	
	Ineffective (1)	Adequate (2)	Effective (3)	Exemplar (4)	Number of Students Assessed	Number of Students w/ Successfully Demonstrated Competency
OC1 Context: Students will demonstrate the ability to narrow a topic appropriately for the audience & occasion.	Content and/or style are frequently inappropriate to the audience and/or context. Presentation falls well outside time parameters.	Content and/or style are occasionally inappropriate to the audience and/or context. Presentation falls slightly outside time parameters.	Content and/or style are consistently appropriate to the audience, and/or context. Presentation meets set time parameters.	Content and/or style are exceptionally appropriate and targeted to audience and context. Presentation makes effective use of time and stays within time parameters.		
OC2 Content: Students will demonstrate the ability to communicate a central idea/purpose & provide support appropriate for the audience & occasion.	Central idea/purpose is not stated; content is erroneous or irrelevant; support for assertions is largely absent.	Central idea/purpose is stated; content is accurate but not always relevant; support is offered but inadequate for some assertions.	Central idea/purpose is clearly stated; content is accurate and relevant; credible support is provided for each assertion.	Central idea/purpose is vividly stated; content is accurate, thorough and directly on point; strong support is provided for each assertion.		

OC3 Organization: Students will demonstrate the ability to use an organizational pattern appropriate to the message.	Little or no structure present. Presentation is confusing to the audience; no logical sequence or ideas; frequently off topic.	Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic.	Identifiable structure is present and consistently executed with few statements out of place.	Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.		
OC4 Language: Students will demonstrate the ability to use pronunciation, grammar, and articulation appropriate to the audience and occasion.	Grammar, pronunciation, and/or word choice are severely deficient.	Isolated errors in grammar, pronunciation, and/or word choice reduce clarity and credibility.	Presentation is free of serious errors in grammar, pronunciation, and/or word usage.	Presentation is free of errors in grammar and pronunciation; word choice aids clarity and vividness.		
OC5 Vocal Delivery: Students will demonstrate the ability to use vocal variety to heighten and maintain interest appropriate to the audience and occasion.	Vocal delivery is too soft to hear, too fast to understand and/or long unintended silences, & speech disruptions [repetitions; filled pauses, e.g., “um”] frequently distracts audience.	Vocal delivery is audible. Rate, volume, or speech disruptions only occasionally distract from audience comprehension.	Vocal delivery is clear and distinct. Rate, volume, and pitch facilitate audience comprehension.	Vocal delivery is varied and dynamic. Speech rate, volume, and pitch enhance listener interest and understanding.		
OC6 NonVerbal Delivery: Students will demonstrate the ability to use physical behaviors that support the verbal message.	Eye contact, posture, attire, gestures, movement, and/or facial expressions are inappropriate and significantly distracting.	Eye contact, posture, attire, gestures, movement, and facial expressions neither enhance nor hinder effectiveness significantly.	Some, but not all of the following apply: Eye contact, posture, attire, gestures, movement or facial expressions enhance the presentation.	Most or all of the following apply: Eye contact, posture, attire, gestures, movement or facial expressions enhance the presentation.		

Mathematical Problem Solving Rubric

Current trends in education show the ever increasing importance of problem-solving skills in a fast-paced and data driven world. Students should possess the ability to draw information from various data sources and apply quantitative and mathematical skills to formulate problems and draw conclusions. Thus, students need formidable quantitative literacy to be more productive in the workforce and in managing everyday life situations.

Mathematical Problem Solving Student Learning Objectives:

- **MPS1** Students will demonstrate the ability to gather and interpret quantitative data to identify or formulate a problem.
- **MPS2** Students will demonstrate the ability to identify and evaluate key variables in a mathematical model, formula, or equation and apply the results to relevance in the real world.
- **MPS3** Students will demonstrate the ability to use statistical data to judge the soundness and accuracy of conclusions derived from quantitative data.

Mathematical Problem Solving	Area of Opportunity		Proficient		SLO Reporting	
	Ineffective (1)	Adequate (2)	Effective (3)	Exemplar (4)	Number of Students Assessed	Number of Students w/ Successfully Demonstrated Competency
MPS1 Students will demonstrate the ability to gather and interpret quantitative data to identify or formulate a problem.	Formulation of the problem is incorrect or missing; work contains no correct steps towards the solution and/or statement of the problem.	Formulation of the problem is limited; work draws from the original information and contains at least one correct step towards the solution and/or statement of the problem.	Formulation of the problem is adequate; work applies original information and contains multiple correct steps towards the solution and/or statement of the problem.	Formulation of the problem is comprehensive and placed appropriately in a quantitative context; work connects the given information with a correct solution and/or effective statement of the problem showing mastery of mathematical and logical reasoning.		
MPS2 Students will demonstrate the ability to identify and evaluate key variables in a mathematical model, formula, or equation and apply the results to relevance in the real world.	Evaluation of results is missing or incomplete; incorrect conclusions are made of the results and are not relevant to the model, formula, or equation.	Evaluation of the results is present and partially correct; incorrect conclusions are made of the results about the accuracy and relevancy to the model, formula, or equation.	Evaluation of the results is present and correct; several correct conclusions are made that provide some accuracy and relevancy to the model, formula, or equation but may still lack proper language or reasoning.	Evaluation of the results is present and correct; conclusions are made that provide proper language, methods, and support as it applies to the relevancy to the model, formula, or equation.		

MPS3: Students will demonstrate the ability to use statistical data to judge the soundness and accuracy of conclusions derived from quantitative data.	Explanation of the context is missing or incorrect; inappropriate or inadequate explanation of the results obtained from the quantitative data analysis.	Explanation of the context is somewhat incorrect; contains some correct language but statements are not supported or do not follow logically with the results obtained from the quantitative data analysis.	Explanation of the context is mostly correct; uses given data correctly and explanation of the results obtained from the quantitative data analysis is accurate but still contains missing components or incorrect terminology.	Explanation of the context is comprehensive and precise; uses specific data references and proper terminology in the explanation of the results obtained from the quantitative data analysis.		
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Critical Thinking Rubric

In modern society, effective problem solving includes arguments and claims, which often rely on scientific studies and statistical evidence for support. Students should possess the critical thinking skills required to evaluate such evidence. Furthermore, students should possess the skills necessary to both recognize the problem at hand and to provide sound reasoning supported with logical, objective evidence to formulate and present a focused argument and/or solution to the issue. Finally, students need strong critical thinking skills because they are indispensable in managing everyday-life situations.

Critical Thinking Student Learning Objectives:

- **CT1** Students will demonstrate the ability to recognize problems and examine propositions and opinions.
- **CT2** Students will demonstrate the ability to assess the strength, weakness, and soundness of an argument.
- **CT3** Students will demonstrate the ability to synthesize evidence and justify results.

Critical Thinking	Area of Opportunity		Proficient		SLO Reporting	
	Ineffective (1)	Adequate (2)	Effective (3)	Exemplar (4)	Number of Students Assessed	Number of Students w/ Successfully Demonstrated Competency
CT1 Students will demonstrate the ability to recognize problems and examine propositions and opinions.	Little or no evidence of critical thinking application exists. Minimal accuracy, analysis, and thought provided. Exclusively repeating information from the texts or lecture material rather than addressing issues.	Minimal evidence of critical thinking application exists. Some accuracy, but much more analysis and thought needed. Almost exclusively repeating information from the texts or lecture material rather than addressing issues.	Some evidence of critical thinking application. Arguments are generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts or textual information rather than address issues.	Clear evidence of critical thinking application, analysis, synthesis, and evaluation. Arguments are characterized by clarity of argument, depth of insight into issues, originality of treatment, and relevance.		
CT2 Students will demonstrate the ability to assess the strength, weakness, and soundness of an argument.	Provides little or no focus (either stated or implied) to the material. May explore the topic in a holistic manner, but most points are not connected to an overall purpose or unifying idea.	Provides some focus (either stated or implied) to the material, but the overall point or effect is somewhat unclear. May explore the topic in a holistic manner, stating valid points; however, insights are not consistently integrated with a unifying idea.	Focuses the material to convey a generally unified point or effect (either stated or implied). Insights are presented in a generally coherent and effective manner.	Focuses the material to convey a clear, unified point or effect (either stated or implied). Insights are presented in a coherent and effective manner.		

CT3 Students will demonstrate the ability to synthesize evidence and justify results.	The argument employs little to no awareness of the criteria by which knowledge is verified in the selected discipline. Opinions and information summaries are presented as matters of fact. Key claims are not supported with quality, objective evidence.	The argument employs minimal awareness or use of validation criteria in the selected discipline but employs them mechanically or superficially. There may be oversimplifications and misconceptions (e.g., assuming statistics results are true). Some, but not all, key claims are supported with quality, objective evidence.	The argument accurately employs validation criteria for the selected discipline. Relevant and credible information is generally used effectively to support and advance most key claims.	The argument accurately employs validation criteria for the selected discipline. The information used is relevant, credible, and integrated purposefully.		
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Technology is widely used as a resource in the programs of the school. Internet based materials are widely utilized for information/research and communication methods such as email are an integral part of coursework. Typical tools used by the programs involve the use of word processors for papers and essays and presentation software as part of student assignments. Technology is a resource to utilize in support of the education objectives of the college. Spreadsheets and databases are incorporated in computer literacy classes but are not used in enough programs to be included as a general education component.

Application to Technology Student Learning Objectives:

- **Tech1** Research - Students will demonstrate the ability to locate information on a source for this area. It is often internet based but also could be from a variety of media, including traditional sources of books, magazines, newspapers or other materials.
- **Tech2** File Management - Students will demonstrate the ability to save and retrieve a file to/from a location. (locations may include folders on traditional storage and/or web based storage)
- **Tech3** Word Processing - Students will demonstrate the ability to create a MLA style paper by using a word processing software.
- **Tech4** Presentations - Students will demonstrate the ability to develop presentations by using a presentation software (e.g. Powerpoint, Prezi)

Application to Technology	Area of Opportunity		Proficient		SLO Reporting	
	Ineffective (1)	Adequate (2)	Effective (3)	Exemplar (4)	Number of Students Assessed	Number of Students w/ Successfully Demonstrated Competency
Tech1 Research - Students will demonstrate the ability to locate information on a source for this area. It is often internet based but also could be from a variety of media, including traditional sources of books, magazines, newspapers or other materials.	Source is not relevant.	Source is relevant, but very short and lacking in detail or from a questionable source.	Source is relevant, but not detailed.	Source is relevant to the topic and detailed about the topic of paper.		
Tech2 File Management - Students will demonstrate the ability to save and retrieve a file to/from a location. (locations may include folders on traditional storage and/or web based storage)	Student saves file, but cannot find file.	Student saves files, but does not create location.	Student saves file, creates location, but file is not in location.	Student creates location and save and retrieve files in the location.		

<p>Tech3 Word Processing - Students will demonstrate the ability to create a MLA style paper by using a word processing software.</p> <p>Components evaluated: Headers (name and page numbering); Title and class information; Line spacing; Paragraph idents; Footnotes; Tables; Work Cited</p>	Two components or less correctly implemented.	Three to four components correctly implemented.	Four to six components correctly implemented.	All components correctly implemented.		
<p>Tech4 - Presentations - Students will demonstrate the ability to develop presentations by using a presentation software (e.g. Powerpoint, Prezi)</p> <ol style="list-style-type: none"> 1. Use of slide types such as title and content layouts. 2. Insert text as needed. 3. Insert pictures or videos. 4. Apply color through use of templates or customization. 5. Apply transitions (may include timing) to slides. 6. Apply animation to components of slides. 	Insertion of text only in single slide layout format.	One to two other components other than text correctly implemented.	Three to four components other than text correctly implemented.	All components correctly implemented.		

APPENDIX E – STUDENT LEARNING OUTCOME TEMPLATE

Student Learning Outcome Reporting Template

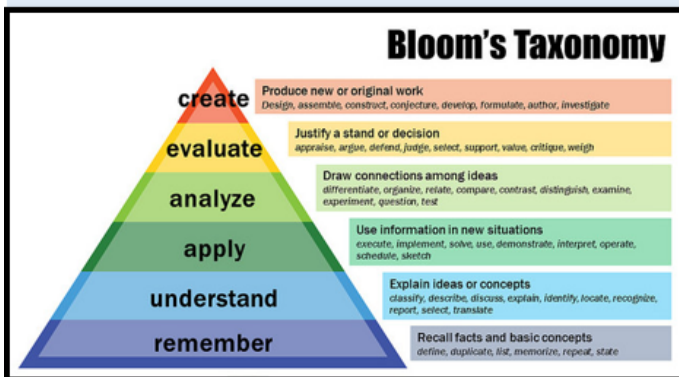


Annual Student Learning Outcome Report Fields

STUDENT LEARNING OUTCOME	EXPECTED OUTCOME	ASSESSMENT INSTRUMENT	RESULTS STUDENT TYPE, NUMBER OF STUDENTS ASSESSED, NUMBER OF STUDENTS WHO SUCCESSFULLY MET OUTCOME	USE OF RESULTS / PLAN OF IMPROVEMENT
<ul style="list-style-type: none"> Student learning outcomes state what students are expected to know or be able to do upon completion of a course or program. At both the course and program level, student learning outcomes should be clear, observable and measurable, and reflect what will be included in the course or program requirements (assignments, quiz, exams, projects, capstone activities etc.). The Student Learning Outcome should to be a well-written statement that clearly articulates what students will be able to demonstrate by the end of the course or program. 	<ul style="list-style-type: none"> The expected outcome represents the threshold by which success is achieved. Example: "At least 85% of students who enroll in ACC 1202 will be able to successfully..." 	<ul style="list-style-type: none"> Educational units should report how they will objectively measure the stated learning objective in the course. Example: <ul style="list-style-type: none"> Instructor John Smith gave a 50 question final examination to ACC 1202 students at the end of the term - 48 questions were multiple choice items relating to common principles of ACC and 2 questions directly related to mathematical problem solving. These two quantitative reasoning questions were scored by using a standardized mathematical problem solving rubric. In this particular example, listing 'ACC 1202 exam' as the assessment instrument would be inaccurate because only 2 of the 50 were evaluated for mathematical problem solving. The following would be a more appropriate entry: 	<ul style="list-style-type: none"> Educational units are responsible for reporting the total number of students assessed and the total number of students who successfully met the objective. Data for online courses and traditional courses will be reported on separate lines. Example: <ul style="list-style-type: none"> Traditional Course - Students Assessed: 314 Traditional Course - Students Who Successfully Met Outcome: 274 Online Course (s) - Students Assessed: 0 Online Course(s) - Students Who Successfully Met Outcome: 0 	<ul style="list-style-type: none"> The 'use of results / plan of improvement' section should show that the educational program is making an analysis of the data and using that data to improve/optimize student learning. Be mindful that this structured process is intended to drive year-to-year improvements within all educational programs. That being said, if one were to print five years' worth of Student Learning Outcome Reports for a particular educational program, one would expect to see that this process has led to positive improvements in student learning outcomes. It is appropriate to reference the prior year Student Learning Outcome Report to offer a more fluid connection from year-to-year. Example: <i>During the prior year, the ACC 1202 course SLO results did not meet the expected outcome for mathematical problem solving and we suggested at the end of the year to introduce a new hands on Activity X to improve student learning in mathematics. We previously were teaching mathematical problem solving skills through lecture format via a PowerPoint and then assigning a homework assignment. Activity X was implemented on the eight week of the ACC 1202 course and the data collected from this year indicate a positive finding. In the prior year 225 of 300 ACC 1202 students successfully demonstrated proficiency in this mathematical problem solving (75% success rate) but in this current year 274 of 314 ACC 1202 successfully demonstrated proficiency (87.2%) which represents a 12.2% increase.</i> This section needs to be detailed and around a paragraph in length. Individuals who submit entries of 'No Action Taken', 'Continue to Monitor' or an inadequate one sentence response will be asked to resubmit their report.

SLO Statement Resources & Tips:

[Student Learning Outcomes Statement Resources](#). National Institute for Learning Outcomes Assessment.



'Two embedded quantitative reasoning questions were scored in the ACC 1202 final exam. Used the college mathematical problem solving rubric to consistently evaluate these embedded items.'

Student Learning Outcome Annual Report Template* * The template mirrors the official online Student Learning Outcome Submission Form and can be updated throughout the year.

GENERAL EDUCATION CORE STUDENT LEARNING OUTCOMES

All educational units are required to

All educational units are required to						
STUDENT LEARNING OUTCOME OBJECTIVE	EXPECTED OUTCOME	ASSESSMENT INSTRUMENT	STUDENT TYPE	# OF STUDENTS ASSESSED	# OF STUDENTS WHO SUCCESSFULLY MET OBJECTIVE	USE OF RESULTS / PLAN OF IMPROVEMENT
WRITTEN COMMUNICATION (SLO #1)						
			Traditional Students			
			Online Students			
CORE ORAL COMMUNICATION (SLO #2)						
			Traditional Students			
			Online Students			
MATHEMATICAL PROBLEM SOLVING (SLO #3)						
			Traditional Students			

			Online Students			
CORE CRITICAL THINKING (SLO #4)						
			Traditional Students			
			Online Students			
CORE APPLICATION OF TECHNOLOGY (SLO #5)						
			Traditional Students			
			Online Students			

PROGRAM-LEVEL STUDENT LEARNING OUTCOMES						
STUDENT LEARNING OUTCOME OBJECTIVE	EXPECTED OUTCOME	ASSESSMENT INSTRUMENT	STUDENT TYPE	# OF STUDENTS ASSESSED	# OF STUDENTS WHO SUCCESSFULLY MET OBJECTIVE	USE OF RESULTS / PLAN OF IMPROVEMENT
PROGRAM-LEVEL STUDENT LEARNING OUTCOME (SLO #6)						
			Traditional Students			
			Online Students			
PROGRAM-LEVEL STUDENT LEARNING OUTCOME (SLO #7)						
			Traditional Students			
			Online Students			
PROGRAM-LEVEL STUDENT LEARNING OUTCOME (SLO #8)						
			Traditional Students			

APPENDIX F – STUDENT LEARNING OUTCOME DATA SOURCE TEMPLATE

Student Learning Outcome Data Source Form

Program Name:



Program Curriculum:

Reporting Period: Academic Year 2021-2022



GENERAL EDUCATION CORE STUDENT LEARNING OUTCOMES

CORE WRITTEN COMMUNICATION

					RESULTS					
					Traditional/Hybrid			Online		
Instructor First	Instructor Last	Campus	Course(s) Assessed Report the Subject Prefix & Course Number Example: ENG 1314	Assessment Instrument	Number Assessed	Number Satisfactory	Percent Satisfactory	Number Assessed	Number Satisfactory	Percent Satisfactory
Total					0	0		0	0	



"In compliance with Title VI of the Civil Rights Act of 1964, Title IX, Education Amendments of 1972 of the Higher Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and other applicable Federal and State Acts, the Board of Trustees of the Mississippi Gulf Coast Community College hereby adopts a policy assuring that no one shall, on the grounds of race, religion, color, national origin, sex, age or qualified disability be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination in any program or activity of the College. The Mississippi Gulf Coast Community College is an Equal Opportunity Employer and welcomes students and employees without regard to race, religion, color, national origin, sex, age or qualified disability."

Compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title II of the Age Discrimination Act and Title IX of the Education Amendments of 1972 is coordinated by the Compliance Officer, Perkinston Campus, P. O. Box 609, Perkinston, Mississippi 39573, telephone number 601-528-8735, email address compliance@mgccc.edu.

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