Program Performance

Attachment 0.1

Attachment 0.1

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 9, 2009

Dr. George H. Van Allen
President
Nashville State Technical Community College
120 White Bridge Road
Nashville, TN 37209

Dear Dr. Van Allen:

The following action regarding your institution was taken at the December 2008 meeting of the Commission on Colleges:

> The Commission on Colleges reviewed the institution's First Monitoring Report following reaffirmation of accreditation. No additional report was requested.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW:cp

cc: Dr. Joseph H. Silver

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July 10, 2008

Dr. George H. Van Allen
President
Nashville State Technical Community College
120 White Bridge Road
Nashville, TN 37209

Dear Dr. Van Allen:

The following action regarding your institution was taken at the June 2008 meeting of the Commission on Colleges:

> The Commission on Colleges reaffirmed accreditation with a request for a Monitoring Report due **September 5, 2008**, addressing the visiting committee's recommendation applicable to the following referenced standard of the *Principles*:
>
> **CS 3.7.1 (Faculty Competence), Recommendation 7**
> The institution should provide documentation that it hires qualified faculty. (See attachment for specific faculty members in question.)
>
> The institution must use the Commission's "Faculty Roster Form" (enclosed) and document compliance during the summer and fall 2008 terms. Please follow the instructions on the form.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **August 15, 2008**, and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years after their reaffirmation review. Institutions will be notified one year in advance by the President of the Commission regarding its specific due date.

Guidelines for the additional report are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. If they have questions about the format, contact the Commission staff member assigned to your institution.** When submitting your report, please send four copies to your Commission staff member.

Please note that Federal regulations and Commission policy stipulate that an institution must demonstrate compliance with all requirements and standards of the *Principles of Accreditation* within two years following the Commission's initial action on the institution. At the end of that two-year period, if the institution does not comply with all the standards and requirements of the *Principles*, representatives from the institution may be required to appear before the Commission, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Commission determines good cause at that time, the Commission may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. If the Commission does not determine good cause, the institution must be removed from membership. *(See enclosed Commission policy "Sanctions, Denial of Reaffirmation, and Removal from Membership.")*

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the Commission staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

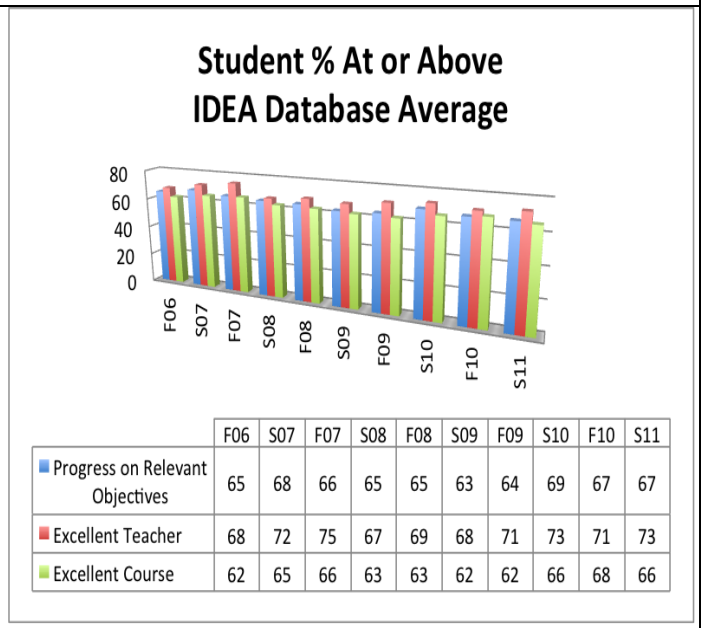
BSW:cp

Enclosures

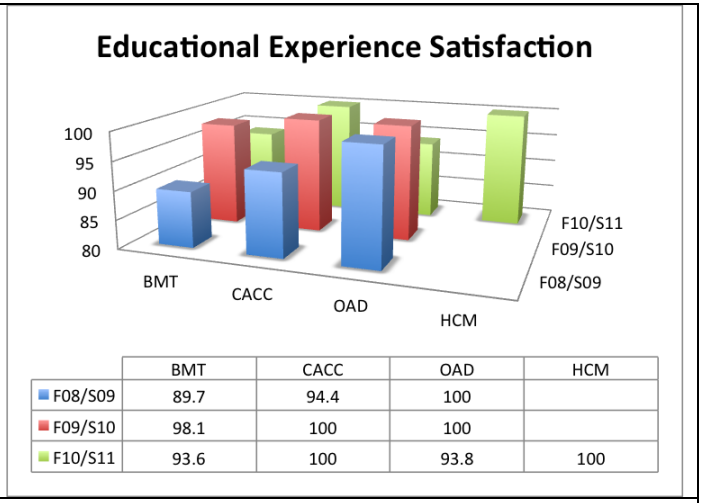
cc: Dr. Joseph H. Silver, Sr.

Attachment 3.4.B
Stakeholder Results

Student- and Stakeholder-Focused Results	Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. *Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.* Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board. Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions. .

		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
All Nashville State Community College (NSCC) faculty members use the IDEA form for student evaluations of instruction. The percent of students rating classes at/above the IDEA average will be greater than 60% on the overall summary scores.	Diagnostic reports prepared by IDEA Center www.edia.ksu.edu.	The percent of NSCC classes that were at/above the IDEA average for fall 2006 through spring 2011 was above the 60% benchmark on "Progress on Relevant Objectives", "Excellent Teacher", and "Excellent Course".	IDEA says when any of these percentages "exceed 60%, the inference is that the group's overall instructional effectiveness was unusually high."	Since the standard was met, no corrective action is needed at this time. NSCC will continue to use the IDEA evaluation instrument and monitor results.	

	F06	S07	F07	S08	F08	S09	F09	S10	F10	S11
Progress on Relevant Objectives	65	68	66	65	65	63	64	69	67	67
Excellent Teacher	68	72	75	67	69	68	71	73	71	73
Excellent Course	62	65	66	63	63	62	62	66	68	66

<table>
<tr>
<td>Seventy-five percent of graduating students will rate their level of satisfaction with their educational experience in their academic program as very satisfied or satisfied.</td>
<td>Internally developed student satisfaction survey administered with the BMT, CACC, and OAD capstone assessment exam.</td>
<td>Survey results: all programs exceeded the benchmark for the past three years. HCM only has one year of data because it is a new program.</td>
<td>Because the level of satisfaction was extremely high and the level of satisfaction was fairly consistent, no corrective action is necessary.</td>
<td>Student satisfaction surveys will be administered each year to monitor satisfaction with the programs.</td>
<td>


<table>
<tr><th></th><th>BMT</th><th>CACC</th><th>OAD</th><th>HCM</th></tr>
<tr><td>F08/S09</td><td>89.7</td><td>94.4</td><td>100</td><td></td></tr>
<tr><td>F09/S10</td><td>98.1</td><td>100</td><td>100</td><td></td></tr>
<tr><td>F10/S11</td><td>93.6</td><td>100</td><td>93.8</td><td>100</td></tr>
</table>
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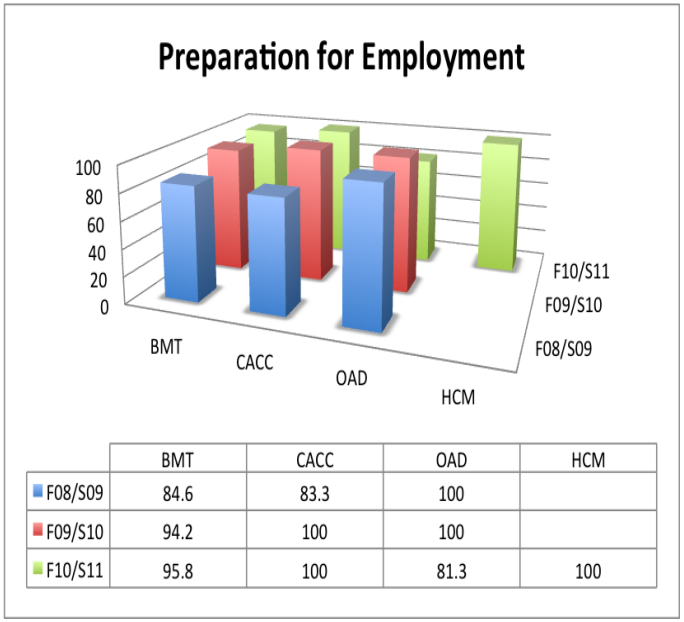
<tr>
<td>Seventy-five percent of graduating students will rate the quality of courses to prepare them for employment as excellent or good.</td>
<td>Internally developed student satisfaction survey administered with the BMT, CACC and OAD capstone assessment exam.</td>
<td>Survey results: all programs exceeded the benchmark for the past three years. HCM only has one year of data because it is a new program.</td>
<td>Because the level of satisfaction was extremely high and the level of satisfaction was fairly consistent, no corrective action is necessary.</td>
<td>Student satisfaction surveys will be administered each year to monitor satisfaction with the programs.</td>
<td>


<table>
<tr><th></th><th>BMT</th><th>CACC</th><th>OAD</th><th>HCM</th></tr>
<tr><td>F08/S09</td><td>84.6</td><td>83.3</td><td>100</td><td></td></tr>
<tr><td>F09/S10</td><td>94.2</td><td>100</td><td>100</td><td></td></tr>
<tr><td>F10/S11</td><td>95.8</td><td>100</td><td>81.3</td><td>100</td></tr>
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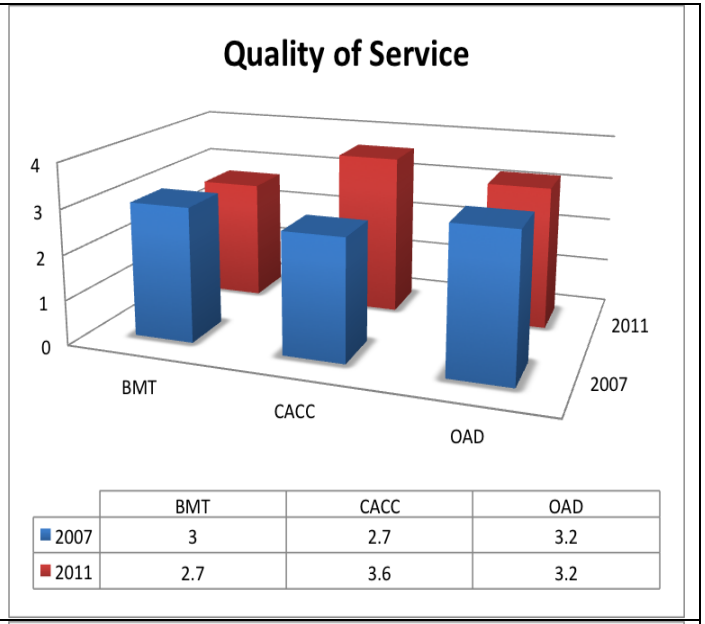
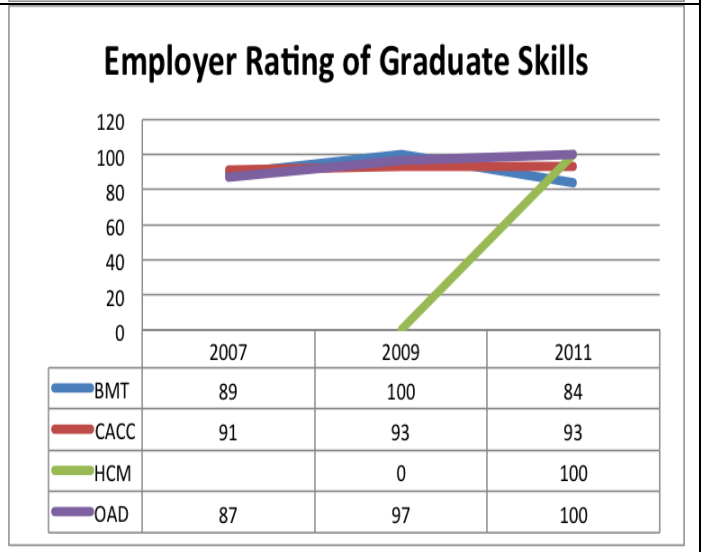
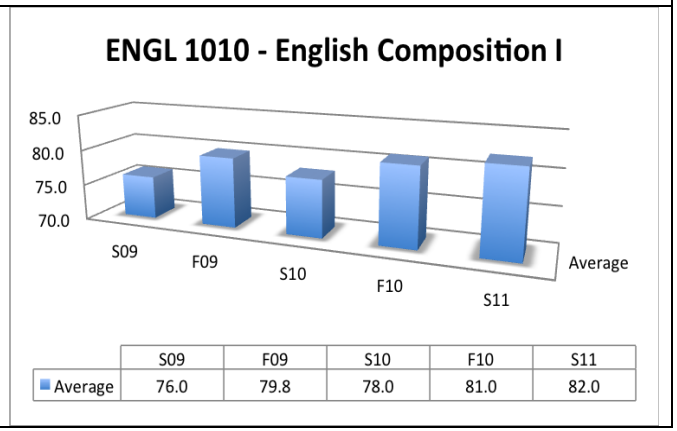
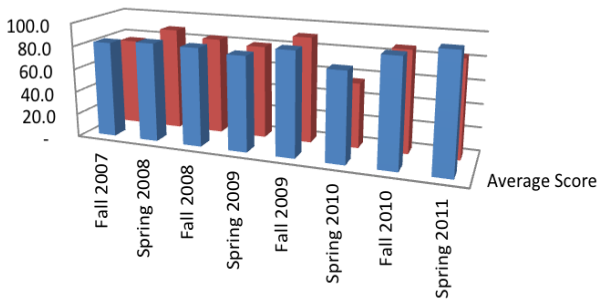
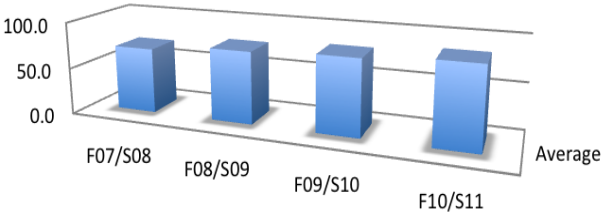
The average alumni rating for 'Quality of Service' will be 3.0 or higher.	Alumni Survey (Major-Related Quality of Service) administered by Office of Institutional Research every five years. Results from the 2007 and 2011 surveys are shown.	Survey results are based on a 4-point scale: 1- Poor, 2-Fair, 3- Good and 4-Excellent. In 2007 CACC rated 2.7 out of 4 and in 2011 BMT rated 2.7 out of 4.	The number of survey responses for CACC (3) was low compared to that of BMT (24) and OAD (12) which could have skewed the results in 2007. In 2011 the number of respondents for BMT was (6) which could have lead to the low result as well.	The institution administers the survey every five years. The programs will continue to monitor the quality of service rates.	
Seventy-five percent of employers surveyed will provide an overall rating of graduates' skills as above average.	Survey of employers of recent BMT, CACC, OAD and HCM graduates conducted by the NSCC Career Employment Center and the program faculty.	Employers rated the students' overall skills as good or excellent. Data includes surveys from 2007, 2009 and 2011.	Because the level of satisfaction was high, no corrective action is necessary. Note: The response rate for the 2011 survey was low. This is a school wide issue and the school is looking at different ways to increase the employer feedback.	The Career Employment Center will continue to conduct periodic employer surveys, and programs will continue to review results to identify areas that may need improvement.	 2007 survey results were for 2006 graduates and 2009 survey results were for 2008 graduates and 2011 survey results were for 2010 graduates.

Attachment 4.1.D
Student Learning Results

Performance Indicator	Definition
Student Learning Results	A student learning outcome is one that measures a specific competency attainment. *Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).* To help students succeed, community colleges must both assess skills and remediate deficiencies before students take more than 25 percent of the credits in business programs. Add these to the description of the measurement instrument in column two: Formative – An assessment conducted during the student's education. Summative – An assessment conducted at the end of the student's education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.

		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument to include.**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
ENGL 1010-English Composition I students will write a research paper with multiple sources using MLA format and 70% will earn a superior or adequate rating.	External general assessment report prepared by Nashville State's English, Humanities, and Arts Division.	The average score for each semester was above 70%.	The benchmark was successfully met; no corrective action is necessary.	The program will continue to monitor the individual question results as well as average results for ENGL 1010.	

CACC students in ACCT 2200-Payroll Accounting will calculate and record payrolls in registers; post to employees' earnings records; journalize payroll and payroll liability transactions; post to the general ledger; prepare end-of-period adjustments; and complete Form 941, Form W2, and other returns.	70% of students will score 75% or higher on this formative comprehensive payroll project in ACCT 2200.	The average score for each semester for the four year reporting period was above 70%. The percentage of students scoring above 75 was also above 70% except for spring 2010 where the score was 55.6%.	The benchmark was successfully met except for one semester; no corrective action needs to be taken at this time.	The program will continue to monitor project scores and percentage of students successfully completing the assigned project.	 Fall 2007 / Spring 2008 / Fall 2008 / Spring 2009 / Fall 2009 / Spring 2010 / Fall 2010 / Spring 2011 Average Score: 82.7 / 85.2 / 84.5 / 81.2 / 88.8 / 76.4 / 91.0 / 98.7 % Success Rate: 76.0 / 88.9 / 83.3 / 80.0 / 90.9 / 55.6 / 87.0 / 83.3
CACC students will demonstrate an understanding of state and federal income tax withholding laws and reporting requirements; compute FIT using percentage and wage bracket methods for various payroll periods; compute FICA taxes and record the payroll and payroll tax expense entries.	Average score on the ACCT 2200 section of the summative capstone assessment exam (CAE) will exceed 70%.	The average score for each semester was above 70% in the ACCT 2200 capstone assessment exam.	The benchmark was successfully met; no corrective action is necessary.	The program will continue to monitor the individual question results as well as average results for all CAE questions.	 F07/S08 / F08/S09 / F09/S10 / F10/S11 Average: 70.0 / 77.2 / 81.0 / 86.2

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<tr>
<td>CACC students in ACCT 2380-Accounting System Applications will use a popular software package to analyze and record purchases, sales, banking, and payroll transactions; generate accounting reports including the income statement, balance sheet, and statement of cash flows; and other pertinent reports used to produce management data.</td>
<td>70% of students will score 70% or higher on this formative comprehensive computer project</td>
<td>The average score for each semester during the five-year reporting period was above 70%. The percentage of students scoring above 70 was also well above 70%.</td>
<td>The benchmark was successfully met; no corrective action needs to be taken.</td>
<td>The program will continue to monitor project scores and percentage of students successfully completing the assigned project.</td>
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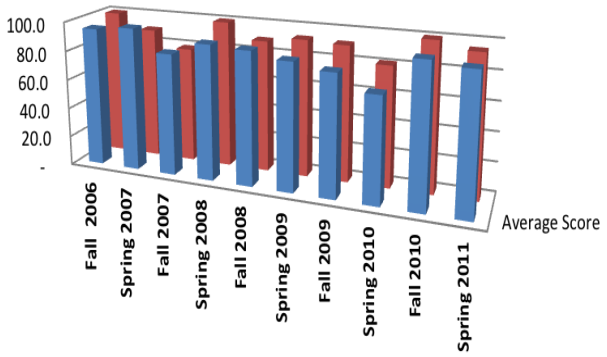

<table>
<tr><td></td><td>Fall 2006</td><td>Spring 2007</td><td>Fall 2007</td><td>Spring 2008</td><td>Fall 2008</td><td>Spring 2009</td><td>Fall 2009</td><td>Spring 2010</td><td>Fall 2010</td><td>Spring 2011</td></tr>
<tr><td>Average Score</td><td>94.8</td><td>97.5</td><td>82.7</td><td>91.6</td><td>90.2</td><td>85.9</td><td>81.8</td><td>70.9</td><td>95.1</td><td>92.2</td></tr>
<tr><td>% Success Rate</td><td>100.0</td><td>90.0</td><td>78.9</td><td>100.0</td><td>89.5</td><td>92.9</td><td>91.7</td><td>81.3</td><td>100.0</td><td>95.0</td></tr>
</table>
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<tr>
<td>CACC students will use a popular computerized accounting software package to analyze and record purchase, sales, banking, and payroll transactions.</td>
<td>Average score on the ACCT 2380 section of the summative CAE will exceed 70%.</td>
<td>The average score for each semester was above 70% in the ACCT 2380 capstone assessment exam.</td>
<td>The benchmark was successfully met; no corrective action is necessary.</td>
<td>The program will continue to monitor the individual question results as well as average results for all CAE questions.</td>
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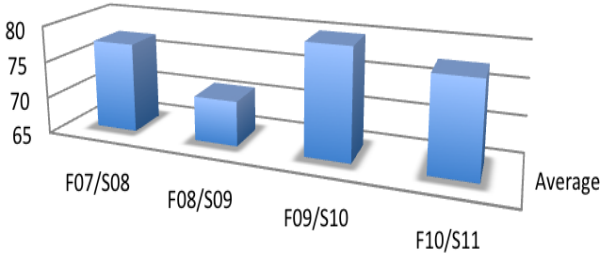

<table>
<tr><td></td><td>F07/S08</td><td>F08/S09</td><td>F09/S10</td><td>F10/S11</td></tr>
<tr><td>Average</td><td>77.3</td><td>71.1</td><td>80</td><td>77.7</td></tr>
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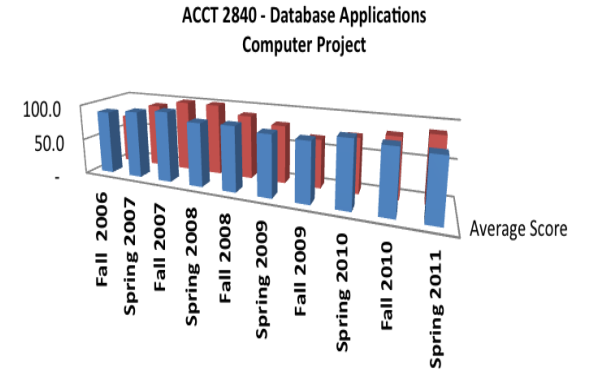
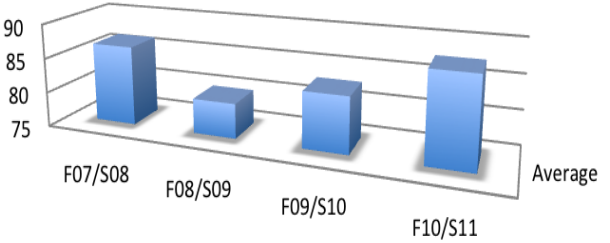
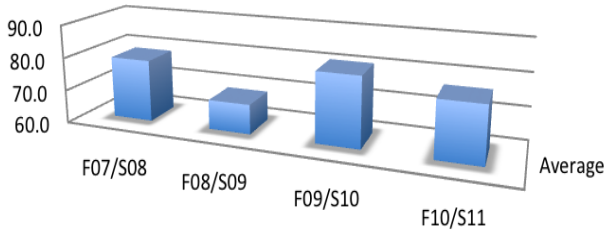
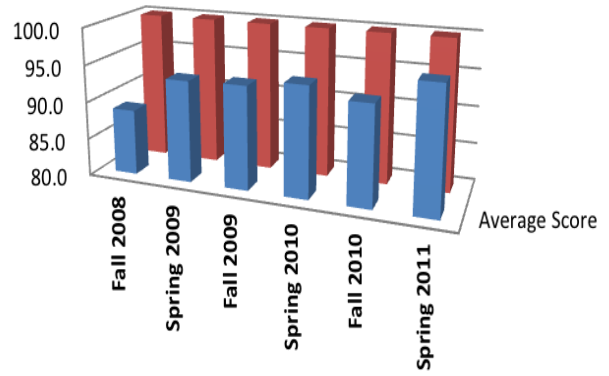
CACC students in ACCT 2840-Database Applications will create tables which enhance user interface and enforce data controls by defining appropriate field names, types and properties; design queries to retrieve specified records applying appropriate criteria; create well-organized reports containing relevant data found in tables or generated from queries; define expressions in queries, forms, or reports to generate numerical data.	70% of students submitting this formative comprehensive database project will score 75% or higher.	The average score for each semester during the five-year reporting period was well above 70%. The percentage of students scoring above 75 was also well above 70% except for fall 2009 and fall 2010.	The benchmark was successfully met except for fall 2009 were the score was 66.7. After the fall of 2009 the scores for the database project have steadily improved.	The program will continue to monitor project scores and percentage of students successfully completing the assigned project.	 Fall 2006 / Spring 2007 / Fall 2007 / Spring 2008 / Fall 2008 / Spring 2009 / Fall 2009 / Spring 2010 / Fall 2010 / Spring 2011 Average Score: 88.9 / 93.5 / 98.0 / 87.7 / 88.9 / 83.5 / 80.7 / 89.5 / 85.8 / 82.0 % Success Rate: 70.0 / 90.9 / 100.0 / 100.0 / 88.9 / 80.0 / 66.7 / 75.0 / 81.8 / 88.9
CACC students will identify the purpose of and components of a database and demonstrate an understanding of the basic terminology and/or concepts associated with database applications.	Average score on the ACCT 2840 section on the summative CAE will exceed 70%.	The average score for each semester was above 70% in the ACCT 2840 capstone assessment exam.	The benchmark was successfully met; no corrective action needs to be taken.	The program will continue to monitor the individual question results as well as average results for all CAE questions.	 F07/S08 / F08/S09 / F09/S10 / F10/S11 Average: 86.5 / 80 / 83 / 87.7

CACC students in ACCT 2350-Taxation and in the taxation section in the CAE will determine the correct tax liability for a taxpayer.	Scores on the summative CAE covering competencies for ACCT 2350 will exceed 70%. 70% of ACCT 2350 students will score 70% or higher on the formative cumulative tax return problem.	The average score for each semester was above 70% in the ACCT 2350 capstone assessment exam except for F08/S09 were the score was 68.9. The percentage of students scoring above 70% on the cumulative tax problem was also well above 70%.	The average score on the CAE taxation section may have decreased in the Fall of 2008 and the Spring of 2009 due to a more comprehensive tax question. Based on the results of the CAE scores, a review of individual taxes will be emphasized in ACCT 2900 Accounting Capstone. Since the Cumulative Tax Problem benchmark was successfully met for the subsequent periods: the Fall of 2009 through the Spring of 2011, no corrective action needs to be taken.	The program will continue to monitor project scores and percentage of students successfully completing the assigned project.	 F07/S08 F08/S09 F09/S10 F10/S11 Average 78.8 68.9 81.0 76.9  Fall 2008 Spring 2009 Fall 2009 Spring 2010 Fall 2010 Spring 2011 Average Score 88.8 93.6 93.8 94.7 93.3 96.6 % Success Rate 100.0 100.0 100.0 100.0 100.0 100.0

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<td>Using a major corporate fraud case, CACC students in ACCT 2740-Auditing will identify ethical issues and apply a value-based reasoning system to ethical questions and identify the roles that corporate governance and ethics play in the production of reliable financial statements.</td>
<td>70% of students will score 70% or higher on a formative analysis of a major corporate fraud case.</td>
<td>The corporate fraud case was introduced in ACCT 2740 starting spring 2008. The average score for each semester on the case analysis was above 70% and the percentage of students scoring above 70 was also well above 70%.</td>
<td>The benchmark was successfully met; no corrective action needs to be taken.</td>
<td>The program will continue to monitor project scores and percentage of students successfully completing the assigned project.</td>
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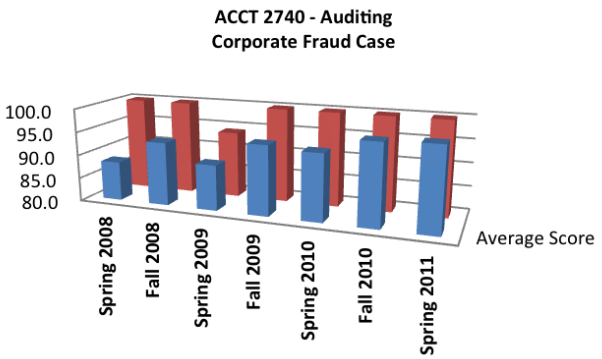

<table>
<tr><td></td><td>Spring 2008</td><td>Fall 2008</td><td>Spring 2009</td><td>Fall 2009</td><td>Spring 2010</td><td>Fall 2010</td><td>Spring 2011</td></tr>
<tr><td>Average Score</td><td>88.3</td><td>93.4</td><td>89.6</td><td>94.8</td><td>94.1</td><td>97.2</td><td>97.6</td></tr>
<tr><td>% Success Rate</td><td>100.0</td><td>100.0</td><td>94.1</td><td>100.0</td><td>100.0</td><td>100.0</td><td>100.0</td></tr>
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<td>CACC students in ACCT 2900-Accounting Capstone will be able to locate, evaluate, and use multiple sources of information to substantiate a decision. The decision will be reported in a clear, well-organized document.</td>
<td>70% of students will score 70% or higher on the formative critical thinking case analysis.</td>
<td>The average score for each semester on the case analysis paper was above 70% and the percentage of students scoring above 70 was also well above 70%.</td>
<td>The benchmark was successfully met; no corrective action needs to be taken.</td>
<td>The program will continue to monitor project scores and percentage of students successfully completing the assigned project.</td>
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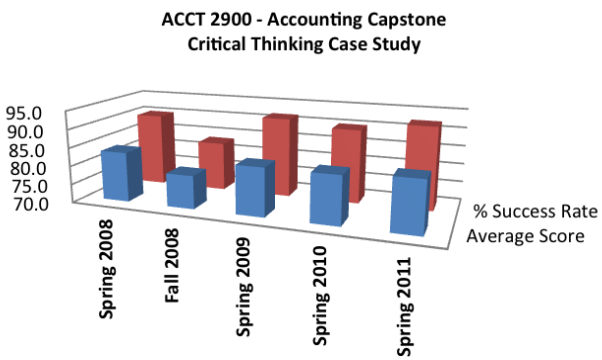

<table>
<tr><td></td><td>Spring 2008</td><td>Fall 2008</td><td>Spring 2009</td><td>Spring 2010</td><td>Spring 2011</td></tr>
<tr><td>Average Score</td><td>83.5</td><td>79.0</td><td>83.1</td><td>83.0</td><td>83.9</td></tr>
<tr><td>% Success Rate</td><td>90.0</td><td>83.3</td><td>91.7</td><td>90.0</td><td>92.3</td></tr>
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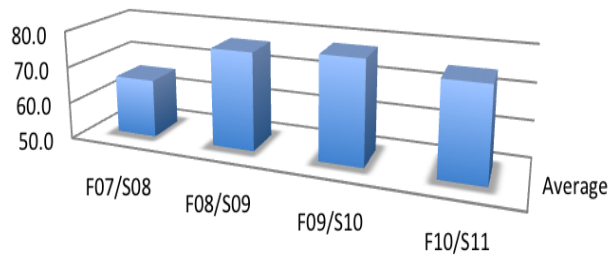
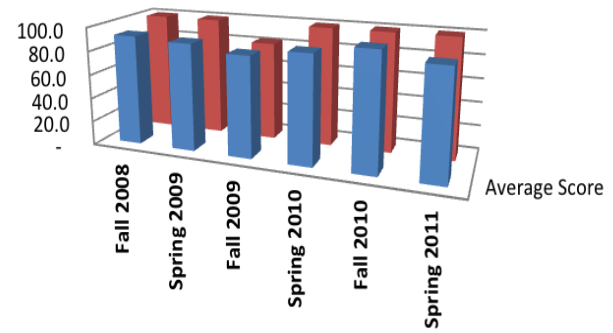
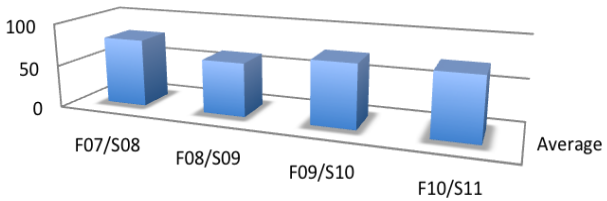
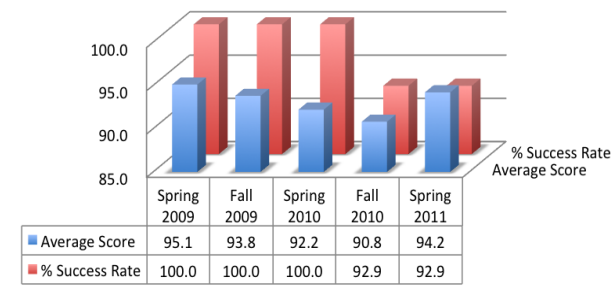
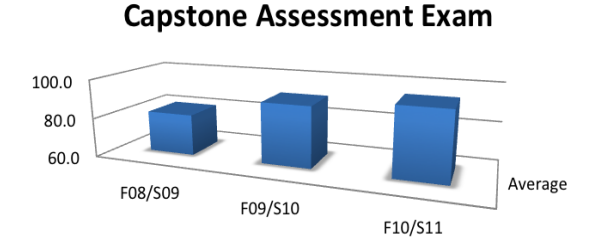
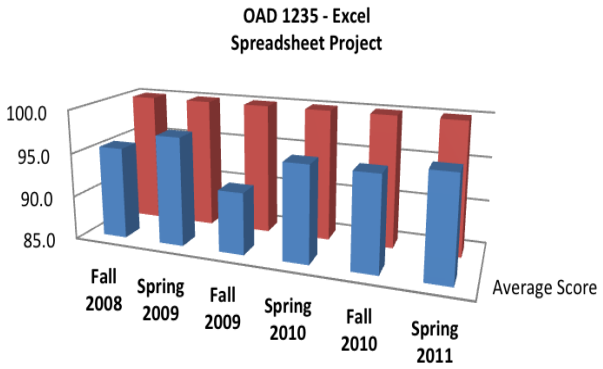
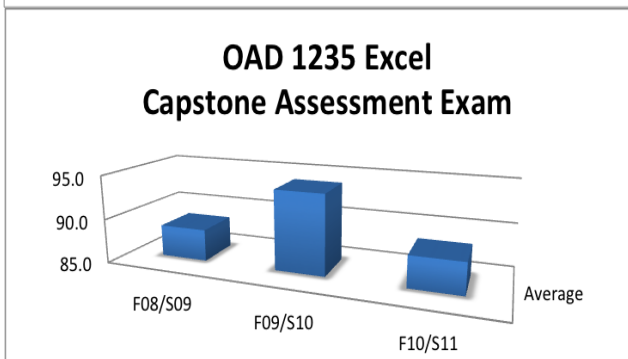
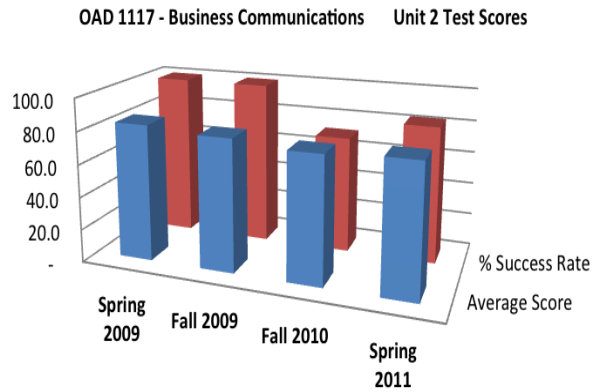
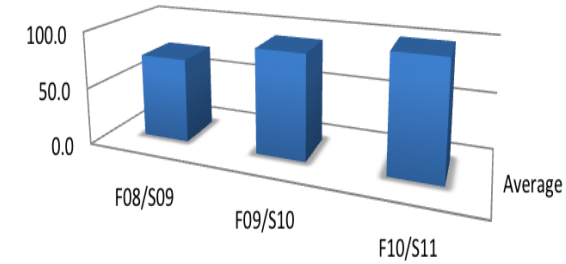
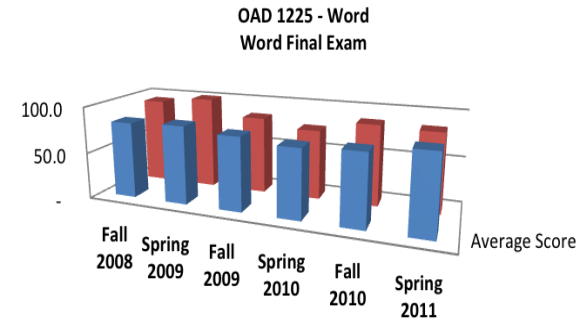
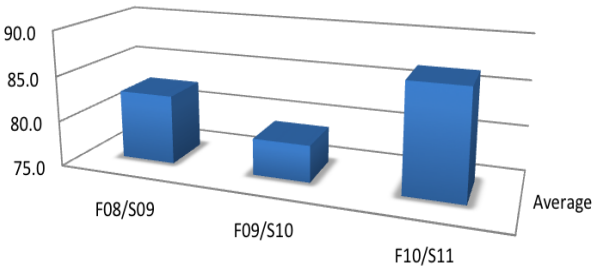
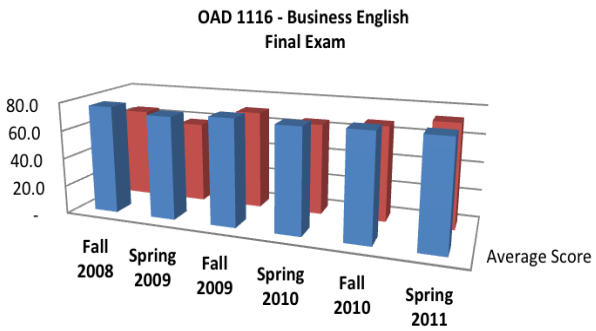
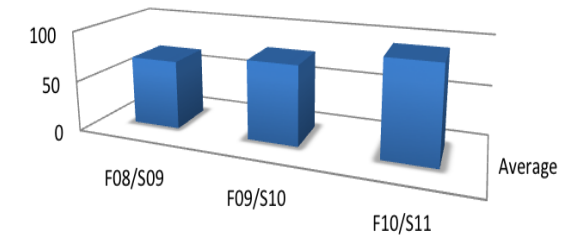
CACC students in ACCT 2154 – Intermediate Accounting will demonstrate an understanding of the inter-relationship of financial statements and be able to prepare a classified balance sheet and a multiple-step income statement.	70% of students will score 70% or higher on the summative CAE section covering competencies in ACCT 2154.	The average score for each semester was above 70% in the ACCT 2154 capstone assessment exam except for F07/S08 were the score was 65.9.	To improve student understanding of the preparation of financial statements, the concepts were reviewed before every exam rather than just before the first exam when the material was first introduced in class.	As a result of the repetition of coverage of the financial statement concepts, scores increased from the 07/08 academic year to the 10/11 academic year as seen in the chart to the right.	 F07/S08 F08/S09 F09/S10 F10/S11 Average 65.9 76.7 78.0 75.0
CACC students in ACCT 2600- Spreadsheet Applications will produce a professional worksheet using appropriate formatting, creating formulas and fill options.	75% or more of all students will score 70% or higher on a formative budget project.	A budget project was introduced starting fall 2008. The average score for each semester was above 70% and the percentage of students scoring above 70 was also well above 75%.	The benchmark was successfully met; no corrective action needs to be taken.	The program will continue to monitor project scores and percentage of students successfully completing the assigned project.	 Fall 2008 Spring 2009 Fall 2009 Spring 2010 Fall 2010 Spring 2011 Average Score 92.2 89.9 84.3 90.3 97.4 89.9 % Success Rate 100.0 100.0 83.0 100.0 100.0 100.0

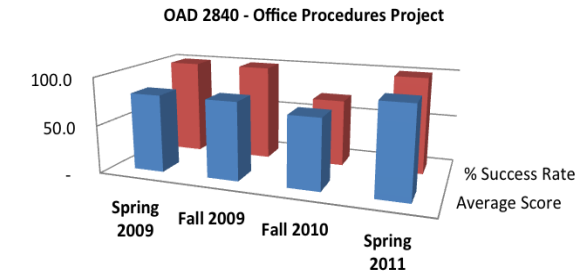
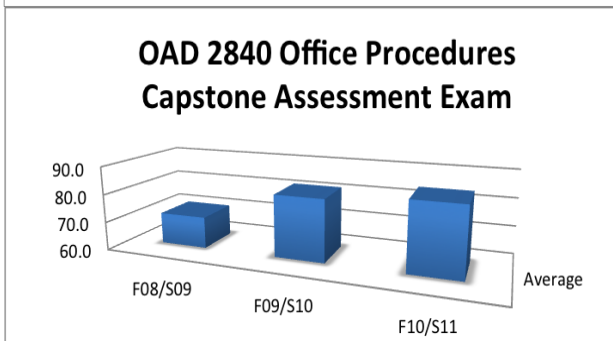
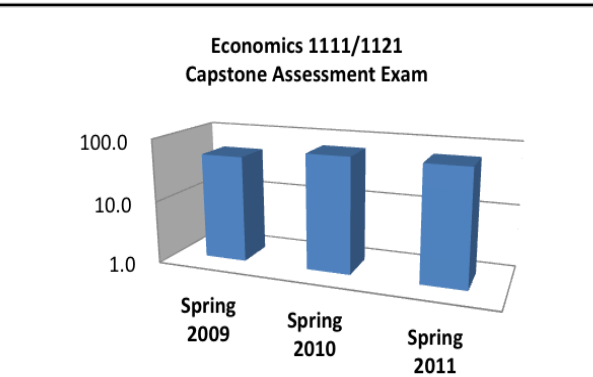
CACC students in ACCT 2600 will create formulas using relative and absolute referencing; date functions, financial functions, and use fill options available for copying formulas and data.	Average scores on the summative CAE covering competencies for ACCT 2600 will exceed 70%.	The average score for each semester was above 70% in the ACCT 2600 capstone assessment exam except for F08/S09 were the score was 62.8.	Each term the CACC faculty participate in diligently monitoring the CAE results. Each individual question is thoroughly reviewed to determine clarity and significance. Questions may be modified in order to improve understanding. Content material can also be stressed more in future class sections in order to improve retention of key material.	The computer accounting program continues an ongoing internal review of each exam question and seeks to improve the quality and performance of each successive class section.	 F07/S08 F08/S09 F09/S10 F10/S11 Average 79.4 62.8 74 73.5
Students in OAD 2125-Access will create and modify a database; formulate and run queries; and design and create database forms and reports.	70% of students completing the formative database project will score 70% or higher. The average score on the summative capstone assessment exam (CAE) covering competencies for OAD 2125 will exceed 70%.	The average score for each semester was above 70% and the percentage of students scoring above 70 was also well above 70%. The average score for each semester was above 70% in the OAD 2125 capstone assessment exam.	Benchmarks for the project and the exam were met; no corrective action needs to be taken.	The program will continue to assign the project, administer the exam, and analyze the results.	 Spring 2009 Fall 2009 Spring 2010 Fall 2010 Spring 2011 Average Score 95.1 93.8 92.2 90.8 94.2 % Success Rate 100.0 100.0 100.0 92.9 92.9  F08/S09 F09/S10 F10/S11 Average 81.1 91.0 94.8

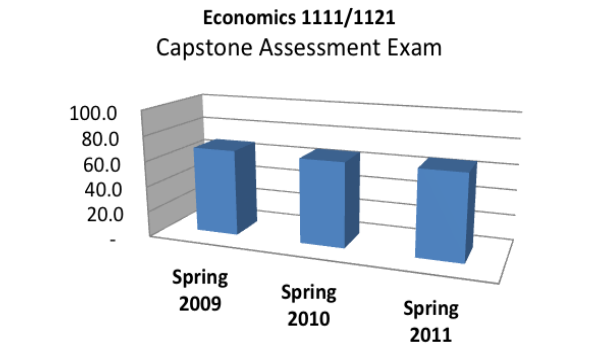
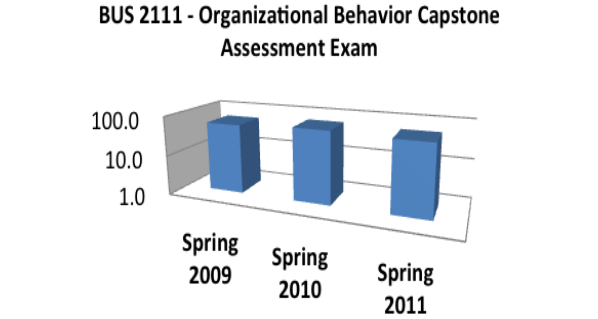
Students in OAD 1235-Excel will be able to insert, edit, and format text and objects on a worksheet and insert and modify formulas.	70% of students will score 70% or higher on this formative spreadsheet project in OAD 1235. Average score on the summative CAE covering competencies for OAD 1235 will exceed 70%.	The average score for each semester was above 70% and the percentage of students scoring above 70 was also well above 70%. The average score for each semester was above 70% in the OAD 1235 capstone assessment exam.	Benchmarks for the project and the exam were met.	The program will continue to assign the project, administer the exam and analyze the results.	 Fall 2008 / Spring 2009 / Fall 2009 / Spring 2010 / Fall 2010 / Spring 2011 Average Score: 95.5 / 97.4 / 92.0 / 95.9 / 95.7 / 96.6 % Success Rate: 100.0 / 100.0 / 100.0 / 100.0 / 100.0 / 100.0  F08/S09 / F09/S10 / F10/S11 Average: 88.6 / 94.0 / 88.5

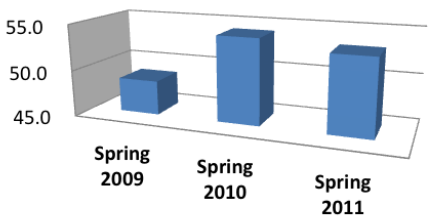
Students in OAD 1117- Business Communications will format documents to meet style requirements of a work situation and will apply the principles of oral and written communications.	70% of students taking the formative Unit 2 test in OAD 1117 will score 70% or higher. 70% of students will score 70% or higher on the summative CAE section covering competencies for OAD 1117.	The average score for each semester was above 70% and the percentage of students scoring above 70 was also well above 70%. The average score for each semester was above 70% in the OAD 1117 capstone assessment exam.	Benchmarks for the project and the exam were met; no corrective action is necessary.	The program will continue to assign the project, administer the exam and analyze the results.	 Spring 2009 / Fall 2009 / Fall 2010 / Spring 2011 Average Score: 83.4 / 80.6 / 77.1 / 79.2 % Success Rate: 100.0 / 100.0 / 71.4 / 83.3  F08/S09 / F09/S10 / F10/S11 Average: 73.8 / 91.0 / 100.0

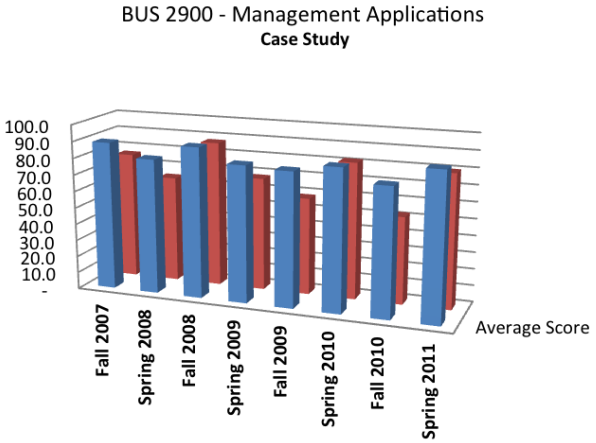
Students in OAD 1225-Word will use Microsoft Office 2007 to create, format, and edit documents.	70% of students completing the summative final exam in OAD 1225 will score 70% or higher. Average score on the summative CAE covering competencies for OAD 1225 will exceed 70%.	The average score for each semester was above 70% and the percentage of students scoring above 70 was also well above 70%. The average score for each semester was above 70% in the OAD 1225 capstone assessment exam.	Benchmarks for the OAD 1225 final exam and the CAE were met.	The program will continue to assign the project, administer the exam and analyze the results.	 Fall 2008 / Spring 2009 / Fall 2009 / Spring 2010 / Fall 2010 / Spring 2011 Average Score: 82.1 / 84.0 / 78.9 / 73.7 / 76.4 / 83.4 % Success Rate: 93.8 / 100.0 / 83.3 / 75.0 / 86.7 / 84.6  F08/S09 / F09/S10 / F10/S11 Average: 82.6 / 79.0 / 86.8

Students in OAD 1116-Business English will identify and correct subject / verb agreement, possessives, plurals, abbreviations, pronoun selection, capitalization, punctuation, and number usage.	70% of students will score 70% or higher on the summative final exam in OAD 1116. Average score on the summative CAE covering competencies for OAD 1116 will exceed 70%.	The average score for each semester was above 70% and the percentage of students scoring above 70 was met for the fall of 2009 and spring of 2011. It was not meet for fall 2008, spring 2009, spring 2010 and fall 2010. The average score for each semester was above 70% in the OAD 1116 capstone assessment exam except for F08/S09 were the score was 68.4.	Increased emphasis has been placed on course competencies, and additional grammar exercises and activities were assigned. The benchmark for the CAE exam questions for OAD 1116 was not met for the spring of 2009. Grammar rules will be emphasized more in Business Communications, Office Procedures, and Office Professional Capstone classes.	The program will continue to assign the project, administer the exam, and analyze the results.	 Fall 2008 / Spring 2009 / Fall 2009 / Spring 2010 / Fall 2010 / Spring 2011 Average Score: 76.6 / 73.0 / 75.3 / 73.5 / 74.5 / 74.7 % Success Rate: 64.5 / 57.9 / 70.0 / 64.9 / 67.4 / 73.2  F08/S09 / F09/S10 / F10/S11 Average: 68.4 / 78 / 93.3

OAD students in OAD 2840-Office Procedures will use administrative support skills and apply computer skills.	70% of students in OAD 2840 will score 70% or higher on the formative filing project. Average score on the summative CAE covering competencies for OAD 2840 will exceed 70%.	The average score for each semester was above 70% and the percentage of students scoring above 70 was also well above 70%. The average score for each semester was above 70% in the OAD 2840 capstone assessment exam.	Benchmark for the project and the exam were met; no correction is necessary.	The program will continue to assign the project, administer the exam and analyze the results.	 Spring 2009 / Fall 2009 / Fall 2010 / Spring 2011 Average Score: 80.8 / 80.8 / 72.5 / 92.7 % Success Rate: 100.0 / 100.0 / 70.0 / 100.0  F08/S09 / F09/S10 / F10/S11 Average: 71.2 / 82.0 / 84.4
Students in ECON 1111- Principles of Macroeconomics or ECON 1121- Principles of Microeconomics will identify the basic principles of economics.	70% of students will score 70% or higher on Questions 35-40 covering competencies for ECON 1111 or ECON 1121 on the summative capstone assessment exam (CAE).	Average score on Questions 35-40 on the exam did not average above 70%.	Since the benchmark was not met, faculty members reviewed questions for clarity and accuracy. Emphasis on this material has been increased as well as adding additional study aids for students.	The program will continue to monitor the individual question results as well as average results for all CAE questions.	 Spring 2009 / Spring 2010 / Spring 2011 Average Score: 50.0 / 68.4 / 66.3

Students in ECON 1111- Principles of Macroeconomics or ECON 1121- Principles of Microeconomics will state the laws of supply and demand and define the concept of equilibrium.	70% of students will score 70% or higher on Questions 21-27 on the summative CAE covering competencies for ECON 1111 or ECON 1121.	Average score on Questions 21-27 on exam did not average above 70%.	Since the benchmark was not met, faculty members reviewed questions for clarity and accuracy. Emphasis on this material has been increased as well as adding additional study aids for students.	The program will continue to monitor the individual question results as well as average results for all CAE questions.	 Spring 2009 / Spring 2010 / Spring 2011 Average Score: 67.8 / 66.4 / 66.6
Students in BUS 2111-Organizational Behavior will define the need for change and stress management in the workplace.	70% of students will score 70% or higher on three questions on the summative CAE covering competencies for BUS 2111.	The average score for each semester was below 70%.	Since the benchmark was not met, faculty members have reviewed the questions each year for clarity and accuracy. A revised exit exam was piloted AY 2008-09 and revised for AY 2009-10. Emphasis on this material has been increased in the course. Effective summer 2011 the program has implemented a multi-phased action plan to resolve this continuing problem.	The program will continue to monitor the individual question results as well as average results for all CAE questions. The results of the changes for the pilot year AY2008-09 were not acceptable. The results of the changes for AY 2009-10 were not acceptable. The results of increased emphasis on the material for AY 2010-11 were unacceptable.	 Spring 2009 / Spring 2010 / Spring 2011 Average Score: 57.3 / 66.7 / 58.9

<table>
<tr>
<td>Students in BUS 2111-Organizational Behavior define the role of leadership in achieving effective organizational performance.</td>
<td>70% of students will score 70% or higher on Questions 88-92 on the summative CAE covering competencies for BUS 2111.</td>
<td>The average score for each semester was below 70%.</td>
<td>Since the benchmark was not met, faculty members have reviewed the questions each year for clarity and accuracy. A revised exit exam was piloted AY 2008-09 and revised for AY 2009-10. Emphasis on this material has been increased in the course. Effective summer 2011 the program has implemented a multi-phased action plan to resolve this continuing problem.</td>
<td>The program will continue to monitor the individual question results as well as average results for all CAE questions. The results of the changes for the pilot year AY2008-09 were not acceptable. The results of the changes for AY 2009-10 were not acceptable. The results of increased emphasis on the material for AY 2010-11 were unacceptable.</td>
<td> 

<table>
<tr><td></td><td>Spring 2009</td><td>Spring 2010</td><td>Spring 2011</td></tr>
<tr><td>Average Score</td><td>48.7</td><td>54.2</td><td>53.2</td></tr>
</table></td>
</tr>
<tr>
<td>BUS 2900-Management Applications students will compare and contrast the basic concepts of customer service & sales, apply the basic principles of marketing, and discuss organizational behavior concepts.</td>
<td>70% of students will score an average of 80% or higher on a formative individual case study for BUS 2900.</td>
<td>Average score for the two-year reporting period was at or above 80% during fall 2008, spring 2010 and spring 2011. The other semesters in the study were below 80%.</td>
<td>The benchmark was met for two semesters but not met for the Fall 2009 and Fall 2010 semesters. Since the benchmark was not met for all semesters, emphasis on course material has been increased.</td>
<td>The program will continue to monitor case study scores and the percentage of students successfully completing the case study.</td>
<td> 

<table>
<tr><td></td><td>Fall 2007</td><td>Spring 2008</td><td>Fall 2008</td><td>Spring 2009</td><td>Fall 2009</td><td>Spring 2010</td><td>Fall 2010</td><td>Spring 2011</td></tr>
<tr><td>Average Score</td><td>89.1</td><td>81.0</td><td>90.3</td><td>81.8</td><td>80.5</td><td>84.9</td><td>76.7</td><td>87.9</td></tr>
<tr><td>% Success Rate</td><td>76.5</td><td>64.0</td><td>87.5</td><td>68.0</td><td>58.3</td><td>81.8</td><td>52.4</td><td>80.0</td></tr>
</table></td>
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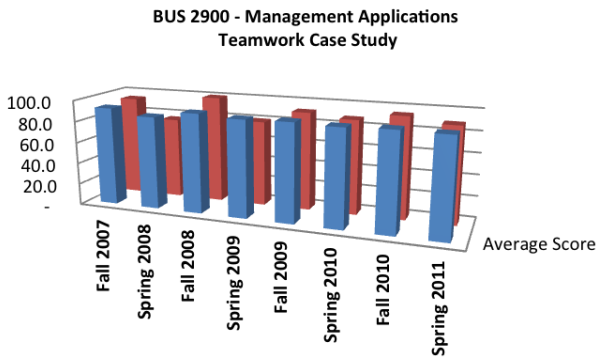
<table>
<tr>
<td>Students in BUS 2900-Management Applications will compare and contrast the fundamental concepts of customer service and sales, apply the basic principles of marketing and discuss various applications of organizational behavior concepts.</td>
<td>70% of students will score an average of 80% or higher on a formative teamwork assessment for BUS 2900.</td>
<td>Average scores for all semesters were above 70%.</td>
<td>The benchmark for the project for all four semesters was met; no corrective action is necessary.</td>
<td>The program will continue to monitor case study scores and percentage of students successfully completing the case study.</td>
<td>


<table>
<tr><th></th><th>Fall 2007</th><th>Spring 2008</th><th>Fall 2008</th><th>Spring 2009</th><th>Fall 2009</th><th>Spring 2010</th><th>Fall 2010</th><th>Spring 2011</th></tr>
<tr><td>Average Score</td><td>92.2</td><td>86.7</td><td>93.0</td><td>90.6</td><td>91.4</td><td>90.1</td><td>91.2</td><td>90.5</td></tr>
<tr><td>% Success Rate</td><td>94.1</td><td>76.0</td><td>100.0</td><td>80.0</td><td>91.7</td><td>88.0</td><td>94.4</td><td>89.3</td></tr>
</table>
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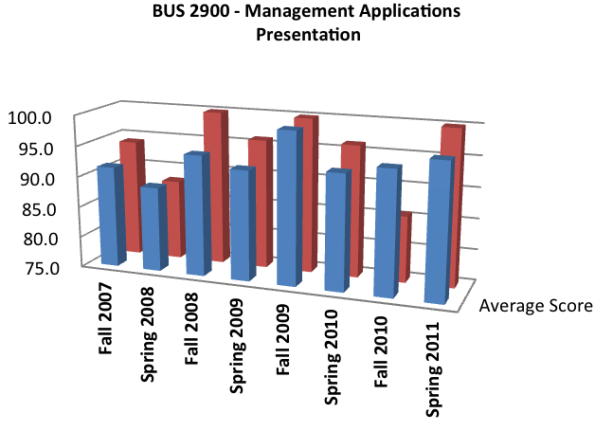
</tr>
<tr>
<td>Students in BUS 2900-Management Applications will conduct and manage information research, analysis, organization, and the presentation of data.</td>
<td>70% of students will score an average of 80% or higher on a formative presentation assignment for BUS 2900.</td>
<td>Average scores for the five semester reporting period were above 70%.</td>
<td>The benchmark for the project for all five semesters was met; no corrective action is necessary.</td>
<td>The program will continue to monitor case study scores and percentage of students successfully completing the case study.</td>
<td>


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<tr><td>Average Score</td><td>91.5</td><td>88.7</td><td>94.6</td><td>92.8</td><td>99.5</td><td>93.6</td><td>94.9</td><td>96.7</td></tr>
<tr><td>% Success Rate</td><td>94.1</td><td>88.0</td><td>100.0</td><td>96.0</td><td>100.0</td><td>96.3</td><td>85.7</td><td>100.0</td></tr>
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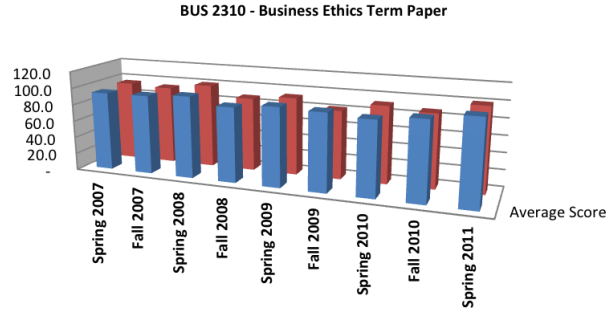
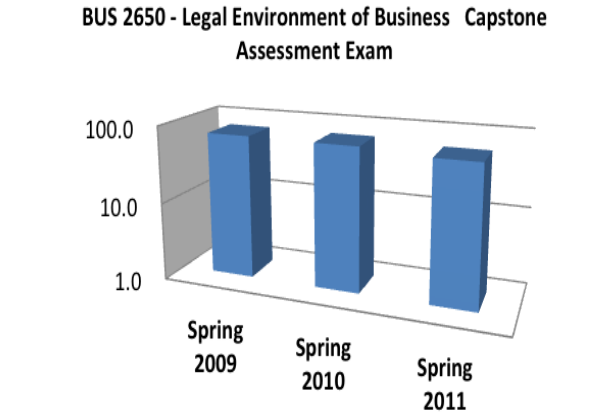
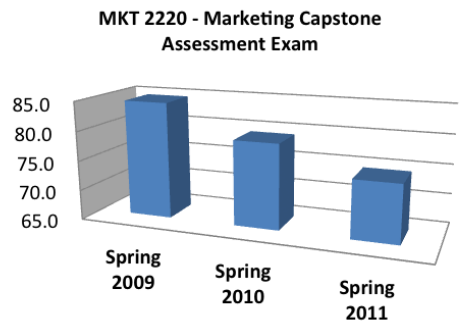
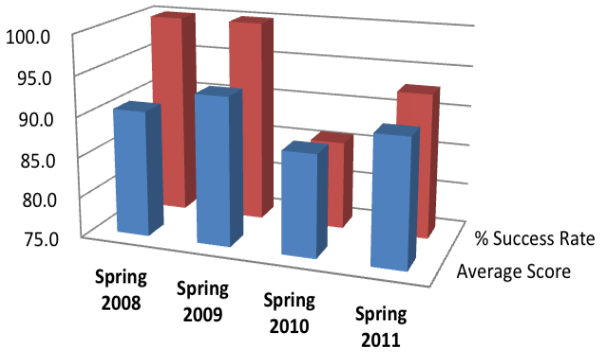
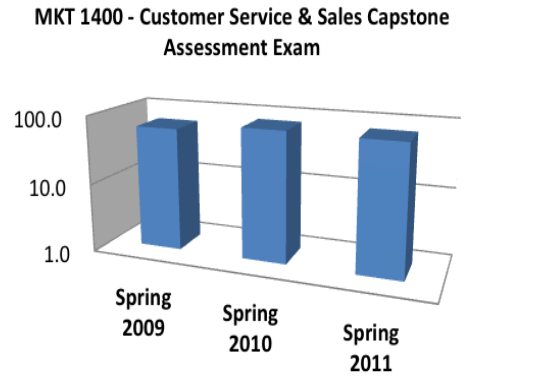
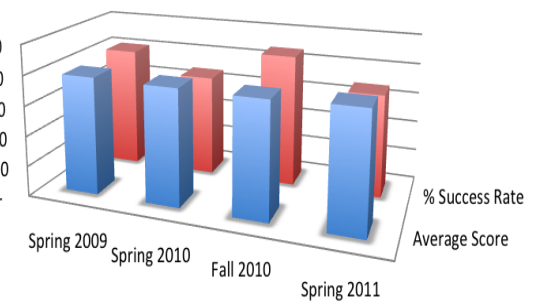
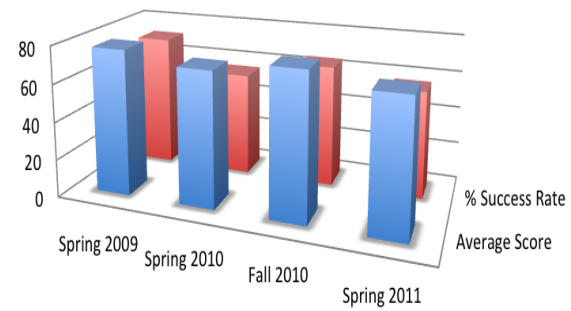
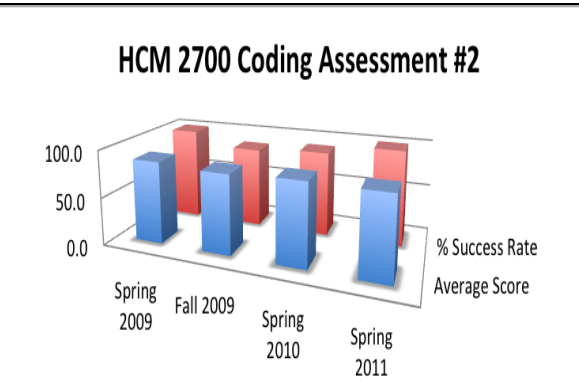
Students in BUS 2310-Business Ethics will analyze the differences between the law and ethics in the business environment.	70% of students will score 70% or higher on a formative business ethics term paper.	The average score for each semester was above 70% and the percentage of students scoring above 70 was also well above 70%.	The benchmark for the project for all five semesters was met; no corrective action is necessary.	The program will continue to monitor term paper scores.	 Spring 2007 / Fall 2007 / Spring 2008 / Fall 2008 / Spring 2009 / Fall 2009 / Spring 2010 / Fall 2010 / Spring 2011 Average Score: 93.6 / 94.1 / 97.4 / 89.0 / 93.6 / 91.8 / 88.3 / 93.4 / 100.4 % Success Rate: 95.7 / 93.3 / 100.0 / 87.9 / 92.6 / 81.8 / 91.7 / 87.5 / 100
Students in BUS 2650-Legal Environment of Business will distinguish the differences between law, order and justice.	Average score on Questions 1-20 on the summative CAE covering competencies for BUS 2650 will exceed 70%.	The average score for each semester was above 70% except for spring 2011.	The benchmark was not met for Spring 2011 semester. Since the benchmark was not met for all semesters, this assessment will continue to be monitored for additional corrective action and is a part of the summer 2011 program action plan.	The program will continue to monitor the individual question results as well as average results for all CAE questions.	 Spring 2009 / Spring 2010 / Spring 2011 Average Score: 71.9 / 70.2 / 61.4

Students in MKT 2220-Marketing will possess basic business knowledge and business management skills.	Average score on Questions 61-80 on the summative CAE covering competencies for MKT 2220 will exceed 70%.	The average score for each semester was above 70%.	The benchmark was met; no corrective action is necessary.	The program will continue to monitor the individual question results as well as average results for all CAE questions.	 Spring 2009 / Spring 2010 / Spring 2011 Average Score: 84.6 / 79.3 / 74.7
Students in BNK 1210-Consumer Lending will evaluate a simple loan application, document findings, and render and defend the decision.	70% of students will score 75% or higher on a formative case study assignment in BNK 1210.	The average score for each semester was above 70% and the percentage of students scoring above 70 was also well above 70%.	The benchmark was met; no corrective action is necessary.	The program will continue to monitor project scores and percentage of students successfully completing the assigned project.	 Spring 2008 / Spring 2009 / Spring 2010 / Spring 2011 Average Score: 90.6 / 93.3 / 87.6 / 90.7 % Success Rate: 100.0 / 100.0 / 85.9 / 92.9

Students in MKT 1400-Customer Service & Sales will define relationship strategy, customer value, and ethical behavior.	Average score will exceed 70% on the seven questions on the summative CAE covering competencies for MKT 1400.	The average score for each semester was above 70% except for spring 2009.	Since the benchmark was not met in Spring 2009, faculty members reviewed and revised the questions. The results have been positive with the benchmark being met spring semester 2010 and spring semester 2011.	The program will continue to monitor the individual question results as well as average results for all CAE questions.	 Spring 2009 / Spring 2010 / Spring 2011 Average Score: 62.3 / 78.0 / 74.2
Students in HCM 2600-Insurance & Reimbursement will be able to analyze a completed 1500 form and identify the errors that result in loss of reimbursement	70% of students will score 70% or higher on this formative reimbursement project in HCM 2600.	The average score for each semester was above 70% and the percentage of students scoring above 70 was also above 70% except for spring 2010 and spring 2011.	The benchmark for the reimbursement project was not met for 2 semesters. Competencies covered will continue to be stressed in the course.	The program will continue to monitor project scores and percentage of students successfully completing the assigned project.	 Spring 2009 / Spring 2010 / Fall 2010 / Spring 2011 Average Score: 78.1 / 77.2 / 76.6 / 78.0 % Success Rate: 81.0 / 67.5 / 87.5 / 68.0

<table>
<tr>
<td>Students in HCM 2600-Insurance & Reimbursement will demonstrate an understanding of basic insurance and reimbursement principles and be able to calculate basic Medicare reimbursement scenarios</td>
<td>70% of students will score 70% or higher on this summative final exam covering competencies for HCM 2600</td>
<td>The average score for each semester was above 70% and the percentage of students scoring above 70 was not above 70% except for spring 2009.</td>
<td>The benchmark for the final exam was not met for 3 semesters. Competencies covered will continue to be stressed in the course.</td>
<td>The program will continue to monitor exam scores and percentage of students successfully completing the exam.

Faculty members will review questions for clarity and accuracy and either revise the questions or increase emphasis on this material in the course.</td>
<td> 

<table>
<tr><th></th><th>Spring 2009</th><th>Spring 2010</th><th>Fall 2010</th><th>Spring 2011</th></tr>
<tr><td>Average Score</td><td>77.3</td><td>71.4</td><td>76.7</td><td>70.1</td></tr>
<tr><td>% Success Rate</td><td>71.4</td><td>55.3</td><td>64.7</td><td>56.7</td></tr>
</table></td>
</tr>
<tr>
<td>Students in HCM 2700-Coding Capstone will be able to accurately code scenarios over the 2nd half of the CPT and ICD-9 CM coding sections.</td>
<td>70% of students will score 70% or higher on this formative comprehensive coding assessment</td>
<td>The average score for each semester during the reporting period was well above 70%. The percentage of students scoring above 70 was also well above 70%.</td>
<td>Since the benchmark was successfully met, the percentage of students scoring above 70 will be increased to 75% for 2009-2010.</td>
<td>The program will continue to monitor exam scores and percentage of students successfully completing the coding assessment.</td>
<td> 

<table>
<tr><th></th><th>Spring 2009</th><th>Fall 2009</th><th>Spring 2010</th><th>Spring 2011</th></tr>
<tr><td>Average Score</td><td>86.7</td><td>83.2</td><td>85.8</td><td>84.8</td></tr>
<tr><td>% Success Rate</td><td>100.0</td><td>85.7</td><td>90.0</td><td>100.0</td></tr>
</table></td>
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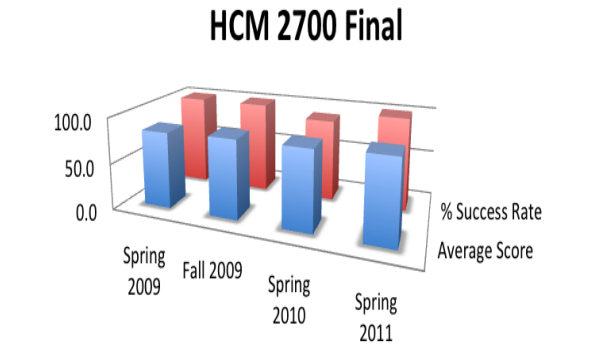
<table>
<tr>
<td>HCM coding students will be able to accurately code advanced coding scenarios and demonstrate understanding of medical terminology, anatomy, and reimbursement principles.</td>
<td>Average score on the HCM 2700 summative capstone assessment exam (CAE) will exceed 70%.</td>
<td>The average score for each semester during the reporting period was well above 70%. The percentage of students scoring above 70 was also well above 70%.</td>
<td>The benchmark was successfully met; no corrective action is necessary.</td>
<td>The program will continue to monitor the individual question results as well as average results for all CAE questions.</td>
<td>


<table>
<tr><th></th><th>Spring 2009</th><th>Fall 2009</th><th>Spring 2010</th><th>Spring 2011</th></tr>
<tr><td>Average Score</td><td>82.8</td><td>84.9</td><td>85.1</td><td>87.8</td></tr>
<tr><td>% Success Rate</td><td>100.0</td><td>100.0</td><td>88.9</td><td>100.0</td></tr>
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</td>
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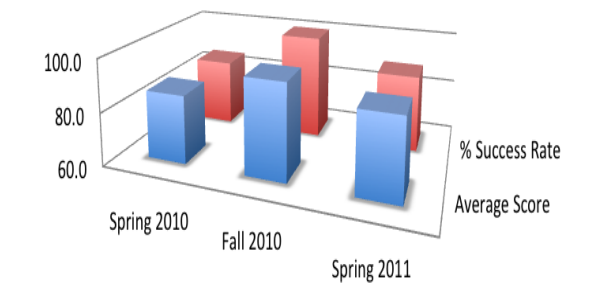
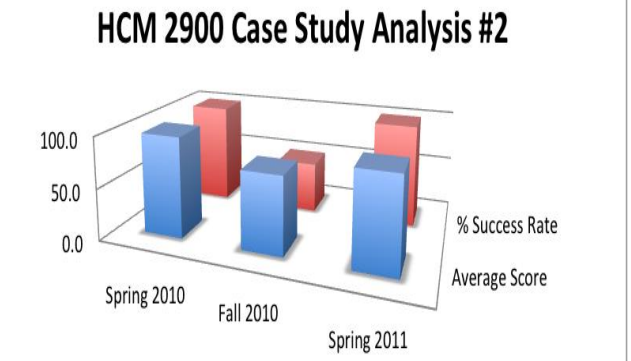
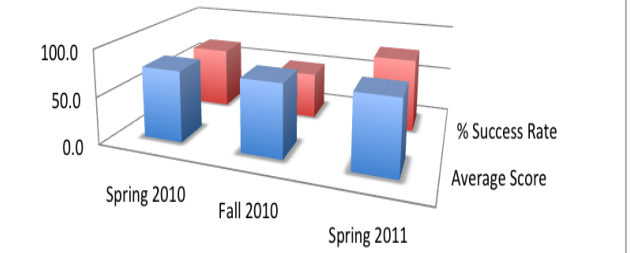
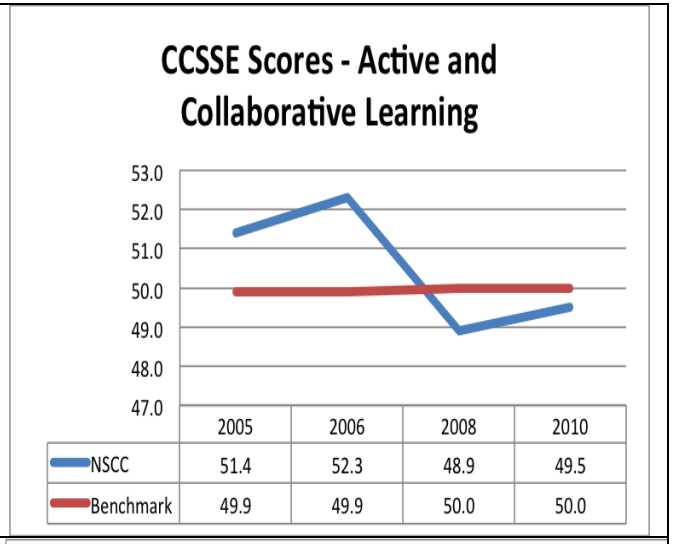
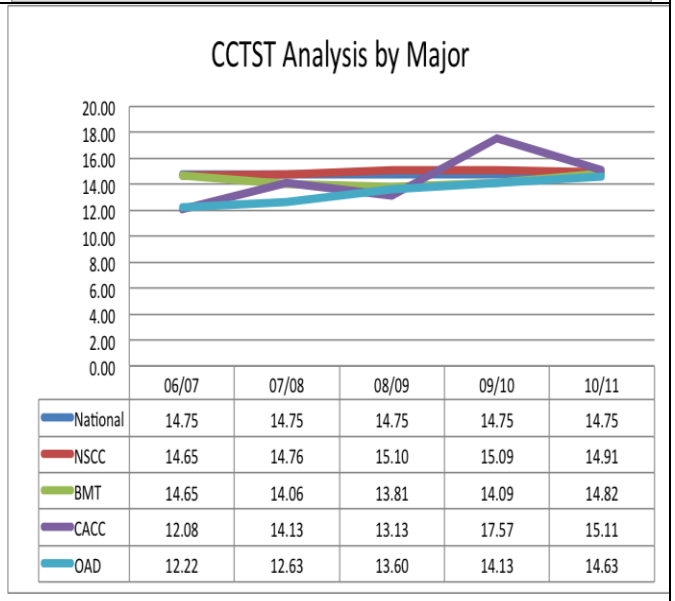
<tr>
<td>Students in HCM 2900-Healthcare Management Capstone will be able to identify issues, offer solutions and support recommendations for a case involving an ethical and legal issue</td>
<td>70% of students will score 70% or higher on a formative analysis of an ethical and legal case.</td>
<td>The average score for each semester was above 70% and the percentage of students scoring above 70 was also well above 70%.</td>
<td>The benchmark was successfully met; no corrective action is necessary.</td>
<td>The program will continue to monitor the individual question results as well as average results for all CAE questions.</td>
<td>


<table>
<tr><th></th><th>Spring 2010</th><th>Fall 2010</th><th>Spring 2011</th></tr>
<tr><td>Average Score</td><td>85.7</td><td>95.8</td><td>90.1</td></tr>
<tr><td>% Success Rate</td><td>85.6</td><td>100.0</td><td>88.9</td></tr>
</table>
</td>
</tr>
</table>

Students in the HCM Capstone course will be able to identify issues, offer alternatives, and support recommendations involving a case that deals with staffing issues	70% of HCM 2900 students will score 70% or higher on the formative case analysis dealing with a staffing problem.	The 70% benchmark was met spring 2010 but not met for fall 2010. Students' average score for fall 2010 was 75% with 50% earning 70% or higher	The benchmark for the case analysis was not met for 1 semester. Competencies covered will continue to be stressed in the course.	The program will continue to monitor project scores and percentage of students successfully completing the assigned project.	 Spring 2010 / Fall 2010 / Spring 2011 Average Score: 98.0 / 75.0 / 90.2 % Success Rate: 100.0 / 50.0 / 100.0
HCM 2900 students will demonstrate basic knowledge of healthcare delivery systems, medical legal issues, and reimbursement policies.	Average score on the HCM 2900 summative capstone assessment exam (CAE) will exceed 70%.	The 70% benchmark was not met; students' average score for spring 2010 was 75.7% and students' earning 70% or higher was 66.7%; average score for fall 2010 was 76.5% and students' earning 70% or higher was 50%.	The benchmark for the final exam was not met for 2 semesters. Competencies covered will continue to be stressed in the course.	The program will continue to monitor the individual question results as well as average results for all CAE questions. Faculty members will review questions for clarity and accuracy and either revise the questions or increase emphasis on this material in the course.	 Spring 2010 / Fall 2010 / Spring 2011 Average Score: 75.7 / 76.5 / 76.9 % Success Rate: 66.7 / 50.0 / 77.8

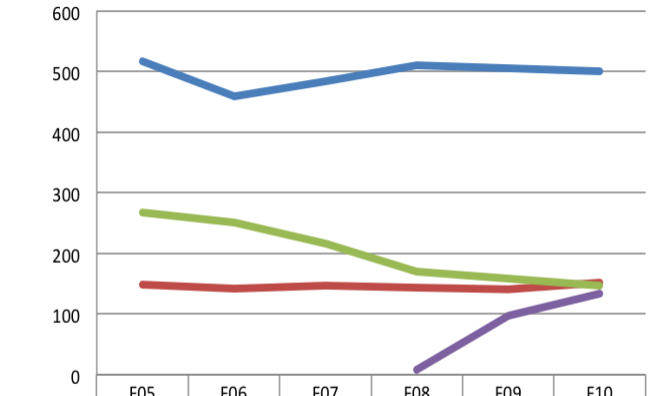
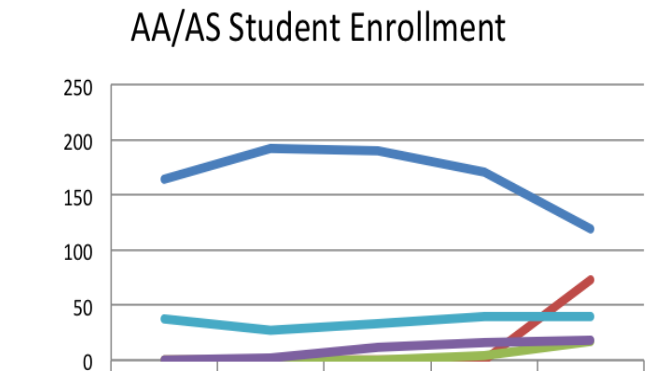
Results on the Community College Survey of Student Engagement (CCSSE) will be in line with other community colleges in providing an active and collaborative learning environment for students.	The Community College Survey of Student Engagement annual reports.	For 2005 and 2006 report periods, NSCC was above the benchmark score for medium colleges for students reporting that they were actively involved in their education. For 2008 and 2010, NSCC was a little below the benchmark.	NSCC's scores were 51.4 for 2005 and 52.3 for 2006 compared to the medium college score of 49.9 for both years. For 2008 and 2010, NSCC's scores were 48.9 and 49.5 compared to a benchmark of 50.	The college will continue to assess student engagement by participating in this survey.	
Graduates' scores on the California Critical Thinking Skills Test (CCTST) in Business Management (BMT), Computer Accounting (CACC), and Office Administration (OAD) programs will be compared to the NSCC and national averages and students will perform at or above the averages.	California Critical Thinking Skills Test published by Insight Assessments. This is an external summative assessment and provides comparative data.	NSCC scores (ranging from 14.65 to 15.1) were equal to or greater than the national mean for all five years of 14.75. Some of the scores for BMT, CACC, and OAD were lower than the national and NSCC averages but they are showing higher trends especially in the last two years.	The benchmark was partially met. In an effort to improve critical thinking, a formal college wide plan emphasizing critical thinking in course work was developed. Critical thinking pilots were implemented in all of the program areas and full implementation is scheduled to be complete spring of 2012.	The program will continue to monitor the CCTST scores.	

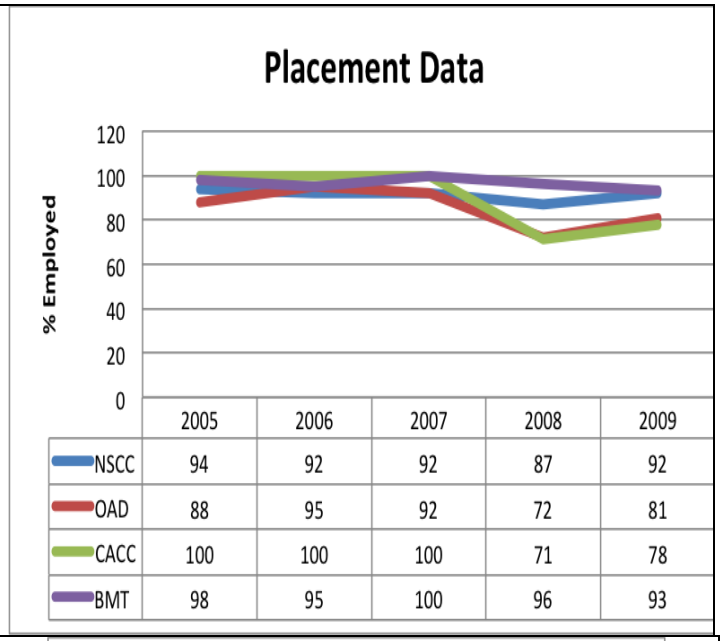
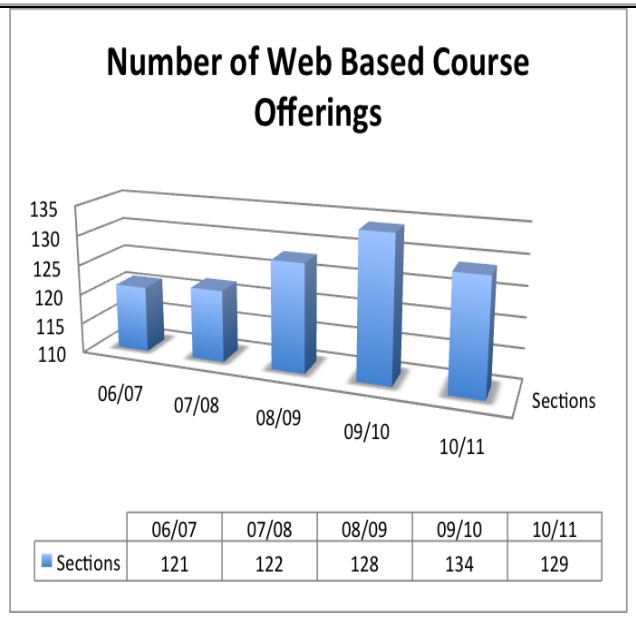
Attachment 4.3.E.1
Organizational Performance Results

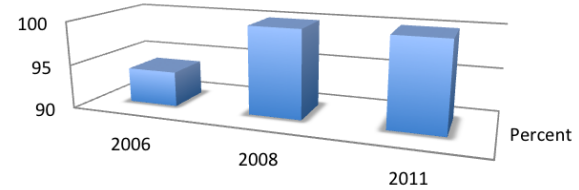
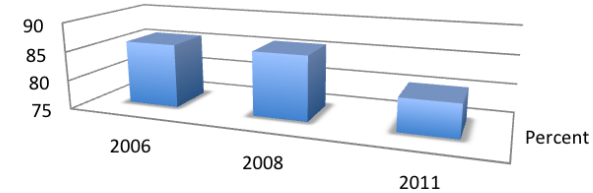
Organizational effectiveness results examine attainment of organizational goals. Each business unit must have a systematic reporting mechanism for each business program that charts enrollment patterns, student retention, student academic success, and other characteristics reflecting student performance. *Key indicators may include: improvement in safety, hiring equity, increased use of web-based technologies, use of facilities by community organizations, contributions to the community, partnerships, graduation and retention rates by program, etc.*

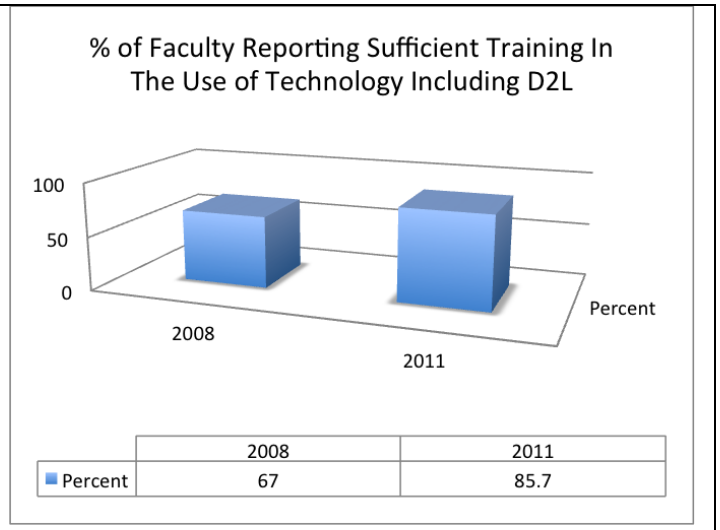
Analysis of Results

Performance Measure (Competency)	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Actions Taken (during the following year)	Insert Graph or Chart of Resulting Trends (graph up to five years of data)
		.	I		

Program majors in BMT, CACC, OAD and HCM will remain at least 100% of current program major levels. Enrollment in AS programs will remain at least 100% of current levels.	Report generated by Office of Institutional Research.	Office Administration has had some slight decreases but part of this decrease is contributed to the startup of the Healthcare Management program. Some of the students in OAD moved to the HCM program when it was created. The numbers of students in the BMT and CACC programs have remained fairly constant.	Enrollment in AAS programs is consistent with small fluctuations from semester to semester. Enrollment in the AA and AS areas of emphasis has remained consistent with fluctuations. Please note that the BIS AS degree was replaced with the BS AS degree and when you look at the combined data the student enrollment has increased slightly for 2010.	Enrollment will continue to be monitored for all programs. Programs will pursue advertising initiatives and other possible methods to improve enrollment.	 F05 F06 F07 F08 F09 F10 BMT 517 459 485 511 506 501 CACC 148 142 147 144 141 152 OAD 267 251 217 171 159 147 HCM 8 97 134  F06 F07 F08 F09 F10 BIS 164 192 190 170 119 BS 0 0 0 0 73 HCM 0 0 0 4 17 HIT 0 2 12 16 18 PLAW 37 27 33 40 40

BMT, CACC, and OAD programs will have a placement rate in related field of 80% or greater.	Employment Report prepared by NSCC Career Employment Center.	The 80% benchmark was met for all programs during 2005-2007. In 2008 the OAD and CACC programs fell below the 80% benchmark and in 2009 only CACC was still below the benchmark but it was increasing.	The current economic environment may be the reason for the decline in the 2008 placement rates for CACC and OAD.	The programs will continue to monitor placement rates for students.	
Web-based and hybrid course offerings in the BMT, CACC, OAD and HCM programs will increase by 5% each year.	Report generated by division office based on number of web courses offered each semester.	Web-based and hybrid course offerings have increased each year with an overall increase in course offerings of 9.5% for the four-year period starting fall 2006 through summer 2010.	As demand for web courses has increased, additional web courses have been added. At this time all of the courses that could be developed for the web have been developed.	We consider this performance measure has been met and will be assessed to see if it could be replaced by another meaningful measurement.	

Seventy-five percent of BMT, CACC, and OAD faculty will require use of technology in their courses.	Internally developed Faculty Technology Survey administered in 2006, 2008 and 2011.	100% of responding NSCC faculty reported requiring students to use technology in completing course assignments in 2008 and 2011.	Technology survey in 2006 was campus-wide while the 2008 and 2011 surveys were only business faculty. Since the benchmark was met; no corrective action is necessary at this time.	The business division will continue to monitor use of technology in courses.	 2006 2008 2011 Percent 94 100 100
Seventy-five percent of business students surveyed will report that the use of technology in their courses has improved learning.	Internally developed Student Technology Survey administered to BMT, CACC, OAD and HCM students.	In 2006 as well as 2008, 86% of students surveyed reported that the use of technology improved their learning and 14% indicated it did not. In 2011the number of students decreased to 80.6%.	Technology survey in 2006 was campus-wide while the 2008 and 2011 surveys were only students in the ACBSP programs. Since the benchmark was met; no corrective action is necessary at this time.	The business division will continue to monitor use of technology in courses.	 2006 2008 2011 Percent 86 86 80.6

Seventy-five percent of business faculty will report that sufficient professional development opportunities are available for training in the use of technology for full and part-time faculty members.	Internally developed Faculty Technology Survey administered in fall 2008 and 2011.	67% of responding business faculty reported there are sufficient professional development opportunities available for training in the use of technology including Desire2Learn. In 2011 the percent of faculty reporting sufficient training increased to 85.7%.	The benchmark was not met in 2008 but was met in 2011.	Faculty satisfaction in this area will be monitored.	 The technology training question changed in 2008; therefore, only 2008 and 2011 survey results are available.

Attachment 4.3.E.2

Advising Postcard

Nashville State
Community College

Nashville State Community College
120 White Bridge Road
Nashville, TN 37209-4515

Please
Place
Stamp
Here

We're excited to have you at Nashville State.

Good luck with your semester, and we look forward to seeing you soon.

Nashville State is a Tennessee Board of Regents College and complies with non-discrimination laws: Title VI, Title IX, Section 504 and the ADA.
NSCC 06-10

Attachment 4.3.E.2
Organizational Performance Results

Student Retention and Graduation
Fall 2005 – Fall 2006

Degree	Major	Fall 2005 Students	Summer 2005, Fall 2005, Spring 2006 Graduates	Fall 2006 Students	Percent Retained
AAS	ARCHITECTURAL, CIVIL & CONSTRUCTION ENGIN TECH	150	10	75	54%
AAS	AUTOMOTIVE TECHNOLOGY	49	8	20	49%
AAS	BUSINESS MANAGEMENT	517	47	234	50%
AAS	COMPUTER ACCOUNTING	148	18	67	52%
AAS	COMPUTER INFORMATION SYSTEMS	189	31	83	53%
AAS	COMPUTER NETWORK TECHNOLOGY	177	39	83	60%
AAS	COMPUTER TECHNOLOGY	133	23	64	58%
AAS	CULINARY SCIENCE	140	11	60	47%
AAS	EARLY CHILDHOOD EDUCATION	146	7	67	48%
AAS	ELECTRICAL ENGINEERING TECH	124	24	60	60%
AAS	GENERAL TECHNOLOGY	364	28	142	42%
AAS	OCCUPATIONAL THERAPY ASSIST	57	24	24	73%
AAS	OFFICE ADMINISTRATION	267	32	115	49%
AAS	POLICE SCIENCE TECHNOLOGY	143	29	68	60%
AAS	SIGN LANGUAGE INTERPRETING	41	4	21	57%
AAS	SOCIAL SERVICES	83	2	45	56%
AAS	VISUAL COMMUNICATIONS	188	19	87	51%
UNPA: AA, AS	UNIVERSITY PARALLEL	2013	84	892	46%
UNPA: BIS, BS HCM, HIT PLAW	BUSINESS EMPAHSIS	184	16	60	36%
	AAS, AA, AS Total	**5113**	**356**	**2267**	**51%**
	Institution Total	**7198**	**652**	**2873**	**44%**

Student Retention and Graduation

Fall 2006 – Fall 2007

Degree	Major	Fall 2006 Students	Summer 2006, Fall 2006, Spring 2007 Graduates	Fall 2007 Students	Percent Retained
AAS	ARCHITECTURAL, CIVIL & CONSTRUCTION ENGIN TECH	142	10	66	50%
AAS	AUTOMOTIVE TECHNOLOGY	40	6	11	32%
AAS	BUSINESS MANAGEMENT	459	56	195	48%
AAS	COMPUTER ACCOUNTING	142	15	66	52%
AAS	COMER INFORMATION SYSTEMS	154	27	68	54%
AAS	COMPUTER NETWORK TECHNOLOGY	162	27	85	63%
AAS	COMPUTER TECHNOLOGY	112	27	49	58%
AAS	CULINARY SCIENCE	123	19	40	38%
AAS	EARLY CHILDHOOD EDUCATION	122	8	45	39%
AAS	ELECTRICAL ENGINEERING TECH	105	21	46	55%
AAS	GENERAL TECHNOLOGY	270	31	103	43%
AAS	OCCUPATIONAL THERAPY ASSIST	70	17	28	53%
AAS	OFFICE ADMINISTRATION	251	32	132	60%
AAS	POLICE SCIENCE TECHNOLOGY	157	22	63	47%
AAS	SIGN LANGUAGE INTERPRETING	40	4	17	47%
AAS	SOCIAL SERVICES	82	13	35	51%
AAS	VISUAL COMMUNICATIONS	176	25	87	58%
UNPA: AA, AS	UNIVERSITY PARALLEL	2529	152	1135	48%
UNPA: BIS, BS HCM, HIT PLAW	BUSINESS EMPHASIS	201	20	87	48%
	AAS, AA, AS Total	**5337**	**532**	**2358**	**49%**
	Institutional Total	**7192**	**625**	**2858**	**44%**

Student Retention and Graduation

Fall 2007 – Fall 2008

Degree	Major	Fall 2007 Students	Summer 2007, Fall 2007, Spring 2008 Graduates	Fall 2008 Students	Percent Retained
AAS	ARCHITECTURAL, CIVIL & CONSTRUCTION ENGIN TECH	122	9	61	54%
AAS	AUTOMOTIVE TECHNOLOGY	37	8	13	45%
AAS	BUSINESS MANAGEMENT	485	34	203	45%
AAS	COMPUTER ACCOUNTING	147	16	64	49%
AAS	COMPUTER INFORMATION SYSTEMS	129	9	65	54%
AAS	COMPUTER NETWORK TECHNOLOGY	148	38	76	69%
AAS	COMPUTER TECHNOLOGY	114	14	56	56%
AAS	CULINARY SCIENCE	103	11	52	57%
AAS	EARLY CHILDHOOD EDUCATION	147	9	71	51%
AAS	ELECTRICAL ENGINEERING TECH	105	12	50	54%
AAS	GENERAL TECHNOLOGY	172	18	77	50%
AAS	OCCUPATIONAL THERAPY ASSIST	68	18	36	72%
AAS	OFFICE ADMINISTRATION	217	38	88	49%
AAS	POLICE SCIENCE TECHNOLOGY	133	37	49	51%
AAS	SIGN LANGUAGE INTERPRETING	37	6	20	65%
AAS	SOCIAL SERVICES	74	7	34	51%
AAS	VISUAL COMMUNICATIONS	191	22	83	49%
UNPA: AA, AS	UNIVERSITY PARALLEL	2666	198	1163	47%
UNPA: BIS, BS HCM, HIT PLAW	BUSINESS EMPHASIS	221	36	103	56%
	AAS, AA, AS Total	**2429**	**306**	**1098**	52%
	Institutional Total	**7077**	**636**	**2857**	44%

Student Retention and Graduation
Fall 2008 – Fall 2009

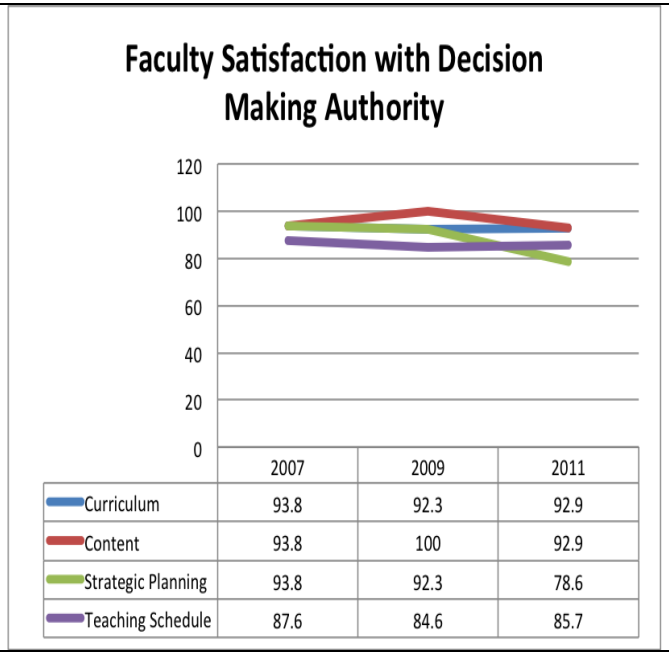
Degree	Major	Fall 2008 Students	Summer 2008, Fall 2008, Spring 2009 Graduates	Fall 2009 Students	Percent Retained
AAS	ARCHITECTURAL, CIVIL & CONSTRUCTION ENGIN TECH	114	14	61	61%
AAS	AUTOMOTIVE TECHNOLOGY	40	2	15	39%
AAS	BUSINESS MANAGEMENT	511	33	243	51%
AAS	COMPUTER ACCOUNTING	144	15	74	57%
AAS	COMPUTER INFORMATION SYSTEMS	140	16	70	56%
AAS	COMPUTER NETWORK TECHNOLOGY	146	28	69	58%
AAS	COMPUTER TECHNOLOGY	100	11	56	63%
AAS	CULINARY SCIENCE	125	6	61	51%
AAS	EARLY CHILDHOOD EDUCATION	200	7	91	47%
AAS	ELECTRICAL ENGINEERING TECH	101	22	47	59%
AAS	GENERAL TECHNOLOGY	187	16	74	43%
AAS	HEALTHCARE MANAGEMENT	8	0	4	50%
AAS	INDUSTRIAL PROCESS CONTROL TECHNOLOGY	36	10	18	69%
AAS	OCCUPATIONAL THERAPY ASSIST	92	18	52	70%
AAS	OFFICE ADMINISTRATION	171	29	96	68%
AAS	POLICE SCIENCE TECHNOLOGY	133	35	63	64%
AAS	SIGN LANGUAGE INTERPRETING	49	6	24	56%
AAS	SOCIAL SERVICES	71	7	32	50%
AAS	VISUAL COMMUNICATIONS	200	28	100	58%
UNPA: AA, AS	UNIVERSITY PARALLEL	2929	238	1343	50%
UNPA: BIS, BS HCM, HIT PLAW	BUSINESS EMPHASIS	235	46	104	55%
	AAS, AA, AS Total	**2568**	**303**	**1230**	54%
	Institution Total	**7716**	**671**	**3197**	45%

Student Retention and Graduation

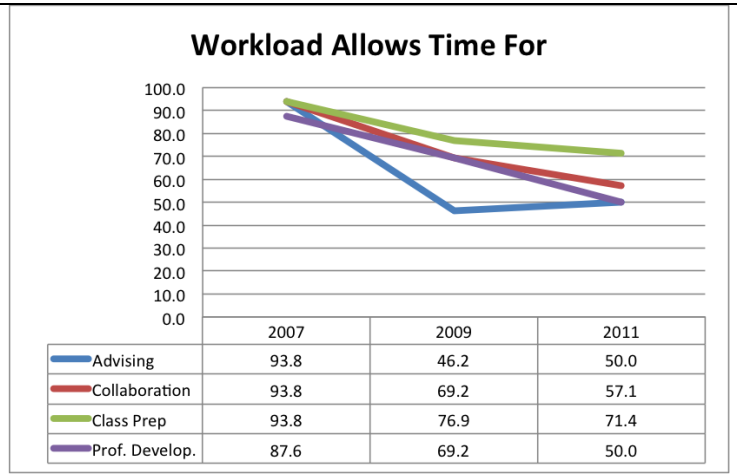
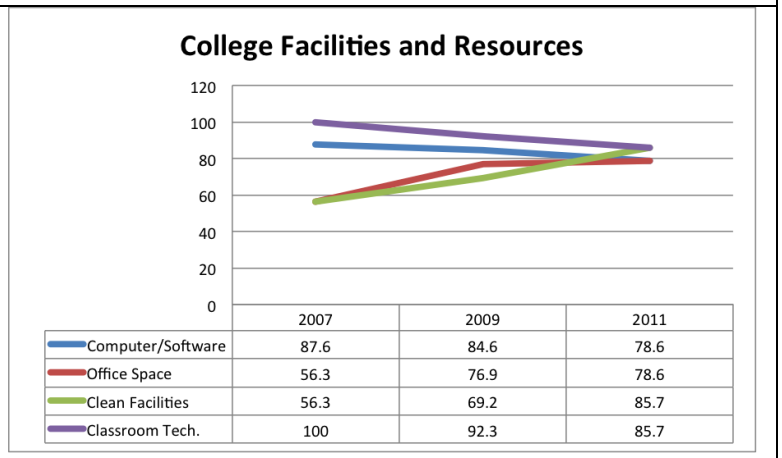
Fall 2009 – Fall 2010

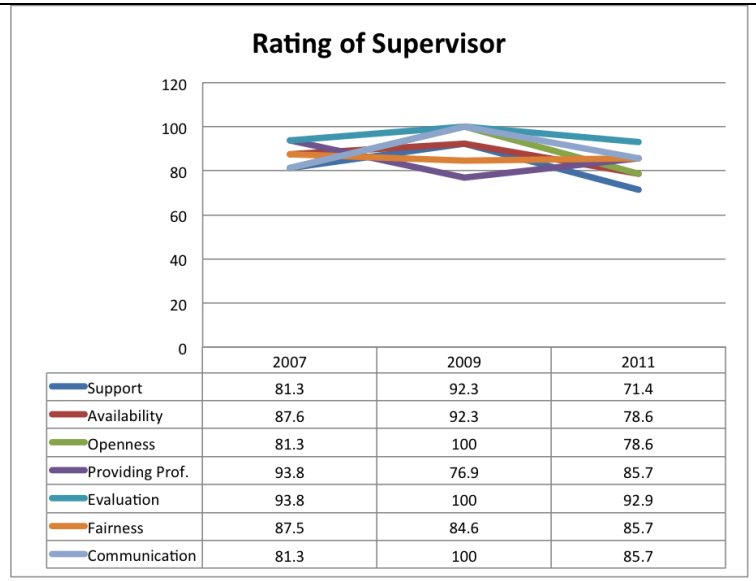
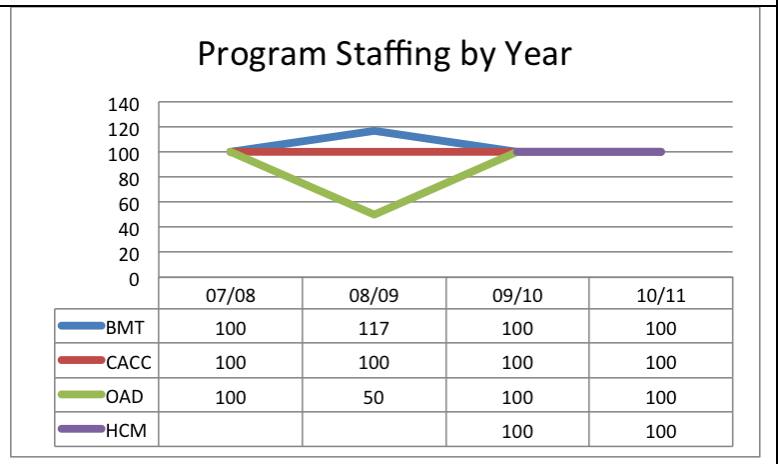
Degree	Major	Fall 2009 Students	Summer 2009, Fall 2009, Spring 2010 Graduates	Fall 2010 Students	Percent Retained
AAS	ARCHITECTURAL, CIVIL & CONSTRUCTION ENGIN TECH	125	7	67	56.78%
AAS	AUTOMOTIVE TECHNOLOGY	43	2	21	51.22%
AAS	BUSINESS MANAGEMENT	506	35	215	45.65%
AAS	COMPUTER ACCOUNTING	141	13	70	54.69%
AAS	COMPUTER INFORMATION SYSTEMS	131	16	58	50.43%
AAS	COMPUTER NETWORK TECHNOLOGY	172	31	90	63.83%
AAS	COMPUTER TECHNOLOGY	105	16	50	56.18%
AAS	CULINARY SCIENCE	141	9	61	46.21%
AAS	EARLY CHILDHOOD EDUCATION	255	14	100	41.49%
AAS	ELECTRICAL ENGINEERING TECH	120	16	63	60.58%
AAS	GENERAL TECHNOLOGY	249	15	107	45.73%
AAS	HEALTHCARE MANAGEMENT	97	3	51	54.26%
AAS	INDUSTRIAL PROCESS CONTROL TECHNOLOGY	55	8	30	63.83%
AAS	OCCUPATIONAL THERAPY ASSIST	133	23	68	61.82%
AAS	OFFICE ADMINISTRATION	159	19	85	60.71%
AAS	PARALEGAL STUDIES	29	0	19	65.52%
AAS	POLICE SCIENCE TECHNOLOGY	164	23	87	61.70%
AAS	SIGN LANGUAGE INTERPRETING	53	3	27	54.00%
AAS	SOCIAL SERVICES	77	3	42	56.76%
AAS	VISUAL COMMUNICATIONS	202	21	97	53.59%
UNPA: AA, AS	UNIVERSITY PARALLEL	3524	206	1684	50.75%
UNPA: BIS, BS HCM, HIT PLAW	BUSINESS EMPHASIS	230	32	106	53.54%
	AAS, AA, AS Total	**2957**	**277**	**1408**	**52.54%**
	Institution Total	**8869**	**661**	**3848**	**46.88%**

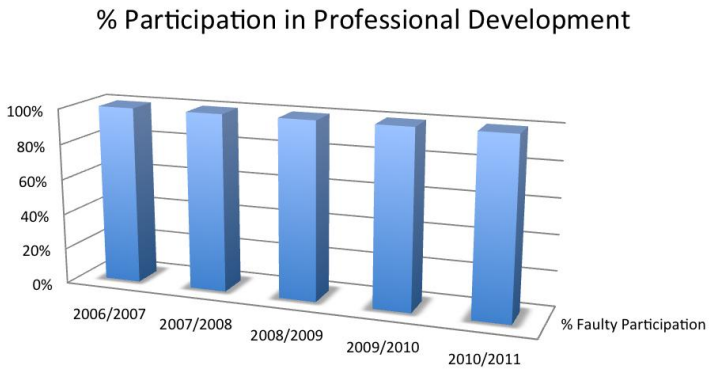
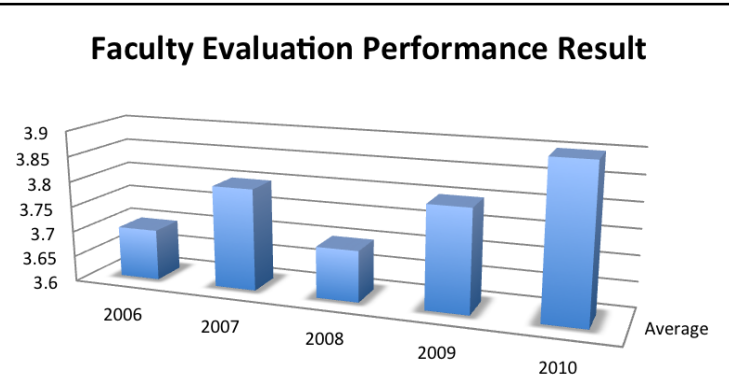
Attachment 5.1.D

4. Faculty and Staff Focused Results		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. *Key indicators may include: satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism turnover, or complaints.*			
		Analysis of Results			
Performance Measure (Competency)	**Description of Measurement Instrument**	**Areas of Success**	**Analysis and Action Taken**	**Results of Action Taken (occurs in the following year)**	**Insert Graph of Resulting Trends for 3-5 Years (please graph all available data up to five years)**
Seventy-five percent of full-time business faculty members responding to a Faculty Satisfaction Survey will rate their level of satisfaction as strongly satisfied or somewhat satisfied in decision-making authority.	Internally developed Faculty Satisfaction Survey.	The majority of faculty members indicated that their level of Curriculum in four areas (curriculum, content, strategic planning, and teaching schedule) was strongly satisfied or somewhat satisfied (averages ranged from 78.6% to 100.0%).	Since the benchmark was met in the four areas related to decision-making, no correction action is necessary.	All areas relating to decision-making will continue to be monitored.	

	2007	2009	2011
Curriculum	93.8	92.3	92.9
Content	93.8	100	92.9
Strategic Planning	93.8	92.3	78.6
Teaching Schedule	87.6	84.6	85.7

Seventy-five percent of full-time business faculty members responding to a Faculty Satisfaction Survey will rate their level of satisfaction as strongly satisfied or somewhat satisfied on time issues.	Internally developed Faculty Satisfaction Survey.	Faculty satisfaction relating to time (advising, collaboration, class prep, and professional development), ranged from 50.0% to 71.4%.	All four areas fell below the benchmark. In the area of advising, the level of faculty satisfaction was well below the benchmark. Faculty time for advising is a campus wide issue. To better utilize faculty members' time, a faculty advising website was recently developed by a campus-wide faculty committee containing many advising resources in one place.	The division dean will continue to review the time requirements for advising, collaboration, class prep, and professional development to determine ways the amount of time required for these activities can be better allocated.	 2007 / 2009 / 2011 Advising: 93.8 / 46.2 / 50.0 Collaboration: 93.8 / 69.2 / 57.1 Class Prep: 93.8 / 76.9 / 71.4 Prof. Develop.: 87.6 / 69.2 / 50.0
Seventy-five percent of full-time business faculty members responding to a Faculty Satisfaction Survey will rate their level of satisfaction as strongly satisfied or somewhat satisfied in college facilities and resources.	Internally developed Faculty Satisfaction Survey.	On the questions relating to college facilities all four areas measured were above the benchmark.	Two of the areas surveyed, office space and clean facilities increased while two areas, computers/software and classroom technology slightly decreased.	All areas relating to college facilities will continue to be monitored.	 2007 / 2009 / 2011 Computer/Software: 87.6 / 84.6 / 78.6 Office Space: 56.3 / 76.9 / 78.6 Clean Facilities: 56.3 / 69.2 / 85.7 Classroom Tech.: 100 / 92.3 / 85.7

Seventy-five percent of full-time business faculty members responding to a Faculty Satisfaction Survey will rate their level of satisfaction as strongly satisfied or somewhat satisfied in leadership.	Internally developed Faculty Satisfaction Survey.	On questions related to leadership (support, availability, openness, providing professional development, employee evaluation, fairness, and communication, satisfaction ranged from 7.4% to 92.9%.	Only one area did not meet the benchmark, support. The Dean will look at different ways to increase the level of support to increase this area. In all of the other areas the benchmark was met.	All areas relating to leadership will continue to be monitored.	 2007 2009 2011 Support 81.3 92.3 71.4 Availability 87.6 92.3 78.6 Openness 81.3 100 78.6 Providing Prof. 93.8 76.9 85.7 Evaluation 93.8 100 92.9 Fairness 87.5 84.6 85.7 Communication 81.3 100 85.7
Faculty staffing trends will be used as a measurement of job satisfaction. Faculty turnover will be "low" due to job dissatisfaction.	Annual review of faculty employment status generated by Human Resources.	Staffing by program has remained fairly constant over the two-year period. BMT increased from six to seven full-time employees with the addition of one new position. CACC has six full-time employees. Due to the addition of the HCM program, the staffing in the OAD program was reduced from four to two full-time faculty members for fall 2009.	Faculty turnover was low. BMT hired a new full-time economics faculty member in fall 2008. For CACC faculty, a full-time temporary position was added to replace one faculty member that was on medical leave in the fall of 2009. Two full-time faculty members retired spring 2010 and their positions were filled. After the OAD curriculum revision, OAD staffing has remained constant at two full-time faculty members.	Since turnover is relatively low and not due to job dissatisfaction, no corrective action is necessary. The division will continue to monitor employee turnover.	 07/08 08/09 09/10 10/11 BMT 100 117 100 100 CACC 100 100 100 100 OAD 100 50 100 100 HCM 100 100

100% of the BMT, CACC, HCM and OAD faculty members will participate in four to five professional development activities each year.	Professional Development in-services	100% of BMT, CACC, HCM and OAD of the full time faculty members participated in four to five professional development in-services for the five-year reporting period. Please see Attachment 5.8.B and C for fall 2010 and spring 2011 in-service schedules.	In addition to the schools in-services and the divisional meetings, a large percentage of the BMT, CACC, and OAD faculty have also participated in other professional development activities including continuing professional education credits for license certification and additional degree courses.	The division dean will continue to schedule professional development activities and monitor attendance. Each individual faculty member also includes professional development activities as part of their annual performance review process.	 2006/2007 2007/2008 2008/2009 2009/2010 2010/2011 % Faulty Participation 100% 100% 100% 100% 100%
90% of the BMT, CACC, OAD and HCM faculty will earn a minimum of "Expected Performance" (3.0 on a 5 point scale) on their individual performance evaluations each year.	Annual faculty performance review document generated through Human Resources.	100% of the BMT, CACC, OAD and HCM faculty earned the minimum rating of "Expected Performance" on their individual performance evaluations for the 2006 through 2010 academic years. The average for all three programs was above the expected performance mark.	Faculty meet with the division dean each year to assess their performance on the annual review and work with the dean and program coordinators for BMT, CACC, OAD and HCM to determine program objectives that are in line with the college's strategic plan and academic audit findings. If necessary, the dean will work with individuals to improve their rating (setting objectives, training, mentoring, etc.)	The revised faculty evaluation form will be used and the benchmark will be 3.0.	 2006 2007 2008 2009 2010 Average 3.7 3.8 3.7 3.8 3.9

Attachment 5.2
Faculty Qualifications Chart

FACULTY NAME (Alphabetically by last name.)	**MAJOR TEACHING FIELD**	**COURSES TAUGHT** (Courses taught fall 2010 and spring 2011. No duplicate listings.)	**ALL EARNED DEGREES** (Degree as documented on transcript. Include major field.)	**OTHER PROFESSIONAL CERTIFICATION CRITERIA** • 18 Graduate Hrs. in Field • 2 Years Work Experience • Teaching Excellence • Publications • Professional Certifications	**ACBSP QUALIFICATION** • Master's or Doctorate • Professional • Exception
Alvarado, Eleonora	Healthcare Management	HCM 2300 – Pharmacology HCM 2600 – Insurance & Reimbursement HCM 2700 – Coding Capstone HCM 2900 – Healthcare Management Capstone	B.A. Political Science M.H.A. Health Administration	Certified Professional Coder	Master's
Bernard, Tiffany	Office Administration	OAD 1100 -Keyboarding/ Formatting	B.S. Accounting M.S. Accounting		Master's
Boling, Jason	Computer Accounting	AIS 1181 – Business Software Applications	B.S. Psychology M.S. Accounting Information Systems		Master's
Burkard, Jim	Business Management	ECON 1111 – Principles of Macroeconomics ECON 1121 – Principles of Microeconomics	Bachelor's in Liberal Arts – English and Economics B.S. – Nutrition and Dietetics M.A. Economics		Master's
Buttrey, Marshall (Waverly)	Business Management	AIS 1180 – Introduction to Micro computing AIS 1181 – Business Software Applications BUS 1113 – Intro to Business BUS 2310 – Business Ethics BUS 2400 – Principles of Management	B.S. Business Administration M.B.A. Systems		Master's

Carr-Brown, Deborah Lee	Healthcare Management	HCM 2400 – ICD-CM Coding HCM 2500 - CPT Coding	A.A.S. Health Information Technology B.S. Sociology	Registered Health Information Administrator Registered Health Information Technician Certified Professional Coder Certified Coding Specialist - Physician Licensed Practical Nurse 12 Years Coding Experience	Exception
Carson, Maria	Marketing	MKT 1400 – Customer Service & Sales	B.S. Business Administration M.B.A. Business Administration		Master's
Collins, Beverly	Office Administration	OAD 1100 Keyboarding/ Formatting OAD 1116 – Business English OAD 2125 – Access	B.B.A. Office Administration M.B.E. Business Education		Master's
Craven, Robert (Cookeville)	Office Administration	OAD 1116 – Business English	B.A. English M.A. English Ph.D. English		Doctorate
Cross, Nanci	Healthcare Management	HCM 2400 – ICD-CM Coding HCM 2500 CPT Coding	A.A.S. Health Information Technology B.A. Management and Human Relations M.Ed. Administration and Supervision	Registered Health Information Administrator Certified Professional Coder 15 Years Industry Experience	Professional
Doty, G. Howard	Business Management	BUS 1050 – Legal Issues for the Web BUS 2310 – Business Ethics BUS 2650 – Legal Environment of Business	B.S. Business Administration J.D. Doctor of Jurisprudence		Doctorate
Eardley, Jared	Office Administration	OAD 1100 Keyboarding/ Formatting	B.S. Business Administration M.B.E Business Education		Master's
Echard, Nancy C. (Cookeville)	Healthcare Management	HCM 2300 – Pharmacology	B.S. Nursing	Registered Nurse 30 Years Work experience	Professional

Ellis, Janice (Cookeville)	Healthcare Management	HCM 2000 – Healthcare Delivery System HCM 2400 – ICD-CM Coding HCM 2500 – CPT Coding HCM 2600 – Insurance & Reimbursement HCM 2700 – Coding Capstone	A.A.S. Nursing		Exception
Elston, Kelvin L.	Business Management	BNK 1215 – Commercial Bank Management BUS 1113 – Intro to Business BUS 2111 – Organizational Behavior BUS 2311 – Leadership BUS 2400 – Principles of Management	A.A.S General Business B.S Management & Marketing M.S. Human Relations		Master's
Feller, Patty	Computer Accounting	ACCT 1104 – Principles of Accounting I ACCT 1105 – Principles of Accounting II ACCT 2350 – Taxation ACCT 2740 – Auditing AIS 1800 – Introduction to Microcomputing	B.A. Accounting & Finance M. Acc. Accounting	Certified Public Accountant Certified Internal Auditor Forensic Certified Public Accountant Certified Fraud Examiner	Master's
Frank, Michael	Business Management	ECON 1111– Principles of Macroeconomics ECON 1121–Principles of Microeconomics	B.A. Economics M.A. Economics		Master's
Geno, Melissa	Computer Accounting	ACCT 1104 – Principles of Accounting I ACCT 1105 – Principles of Accounting II ACCT 1010 – Survey of Accounting	B.S. Accounting M.Ed. Education M.B.A.–Accounting and Information Systems–Information Systems Concentration	Certified Public Accountant	Master's
Gerth, David J.B.	Business Management	BUS 2250 – Human Resource Management BUS 2900 – Management Applications MKT 2220 – Marketing	Bachelor's of Engineering M.B.A. Business Administration		Master's

Godwin, Yvetta	Computer Accounting	ACCT 1105 – Principles of Accounting II	B.B.A. Business Administration M.S. Accounting and Information Systems	Certified Public Accountant	Master's
Gooch, Tenyelle	Office Administration	OAD 2600 – Medical Transcription I OAD 2610 – Medical Transcription II	B.S. Health Information Management	Registered Health Information Administrator 8 years industry experience	Professional
Goolsby, Nolan R (Cookeville)	Business Management	BUS 2650 – Legal Environment of Business HCM 2200 – Medical Legal Issues	B.S. Business Administration J.D. Doctor of Jurisprudence		Doctorate
Gray, Cathy	Computer Accounting	ACCT 1104 – Principles of Accounting I ACCT 2200 – Payroll Accounting ACCT 2740 - Auditing AIS 1181 – Business Software Applications	B.S. Accountancy M.S. Accountancy	Certified Public Accountant	Master's
Harmon, Tom	Computer Accounting	ACCT 1104 – Principles of Accounting I	B.A. Accounting	Certified Public Accountant 20 Years Experience	Professional
Harris, Barbara	Computer Accounting	AIS 1180 – Introduction to Microcomputing	B.B.A. Accounting M.B.A. Accounting		Master's
Harris, John	Business Management	BUS 2400 – Principles of Management	A.A.S. Transportation B.S. Management M.B.A. Business Management		Master's
Hickman, Tammie R (Cookeville)	Computer Accounting	ACT 1104 – Principles of Accounting I ACCT 1105 – Principles of Accounting II	B.S. Business Adm.-Accounting M.B.A. Business Adm. - Accounting		Master's
Holloway, Harold G (Cookeville)	Business Management	BUS 1113 – Intro to Business MKT 1400 – Customer Service & Sales MKT 2220 – Marketing	B.S. Marketing M.B.A. Business Administration		Master's

Holton, Tina (Cookeville)	Business Management	BUS 2250 – Human Resource Management	A.A.S. General Technology A.S. Business and Commerce B.S. Business Management M.S. Management		Master's
Kendrick, Karen	Office Administration	AIS 1181 – Business Software Applications OAD 1117 – Business Communications OAD 1225 – Word OAD 2950 – Office Professional Capstone	B.B.A. Accounting M.B.E. Business Education		Master's
Koulakov, Paul	Computer Accounting	ACCT 1104 – Principles of Accounting I ACCT 2600 – Spreadsheet Applications AIS 1180 – Introduction to Microcomputing	B.B.A. Finance M.B.A. Business Administration	Certified Public Accountant (Inactive)	Master's
Lee, Philip	Computer Accounting	ACCT 2154 – Intermediate Accounting I ACCT 2164 – Intermediate Accounting II ACCT 2900 – Accounting Capstone AIS 1181 – Business Software Application	B.B.A. Accountancy M.S. Accounting and Information Systems	Certified Public Accountant	Master's
Lilly, Lynn (Cookeville)	Office Administration	AIS 1181 – Business Software Applications OAD 1100 – Keyboarding/ Formatting OAD 1117 –Business Communications OAD 1235 – Excel OAD 2125 – Access OAD 2840 – Office Procedures	B.S. Business Management Concentration in MIS M.B.A. Business Administration		Master's
Marshall, Robert	Business Management	BNK 2230 – Investment Basics	B.A. Economics M.B.A. Finance & Banking		Master's

McDonald, Carol	Computer Accounting	AIS 1181 – Business Software Applications	B.S. Business Administration M.S. Accounting and Information Systems		Master's
McGovern, Philip	Computer Accounting	ACCT 1104 – Principles of Accounting I	B.S. Business Administration M. Acc. Accounting	Certified Public Accountant Certified Fraud Examiner	Master's
McNeal, Kelley (Cookeville)	Computer Accounting	AIS 1180 – Introduction to Microcomputing	B.S. Business Administration Major Accounting M.B.A. Accounting		Master's
Nickens, Bryant	Business Management	BUS 2240 – Personal Money Management	B.S. Business Administration M.B.A. Finance		Master's
O'Brien, Robert (Cookeville)	Business Management	ECON 1111 – Principles of Macroeconomics ECON 1121 Principles of Microeconomics	B.B.A. Business Administration: M.B.A. Business Administration		Master's
Pardue, Charles Bill (Cookeville)	Business Management	AIS 1181 – Business Software Applications BNK 2110 – Money and Banking BUS 2111 – Organizational Behavior BUS 2310 - Business Ethics BUS 2400 – Principles of Management	B.S. Electrical Engineering Ed.S. Curriculum and Instruction M.B.A. Business Administration		Master's
Peppers, Johnny	Business Management	BUS 2250 – Human Resource Management BUS 2315 – Business Statistics	B.B.A. Business Administration M.B.A. E-Business		Master's
Pulliam, Quenton	Business Management	BUS 2111 – Organizational Behavior ECON 1111 – Principles of Macroeconomics ECON 1121 Principles of Microeconomics	B.S. Business Education M.B.E. Business Education	26 Graduate Hours in Economics	Master's

Queen, Ronald	Business Management	ECON 1111 – Principles of Macroeconomics ECON 1121 Principles of Microeconomics	B.B.A. Accounting B.B.A. Finance M.A. Economics		Master's
Ridley, Rosetta	Healthcare Management	HCM 2600 – Insurance & Reimbursement	B.S. Health Information Management M.B.A. Business Administration		Master's
Rockstead, Cliff	Business Management	BUS 1113 – Intro to Business BUS 2400 – Principles of Management ECON 111 1– Principles of Macroeconomics ENTR 1800 – Entrepreneurship Marketing ENTR 2200 – Business Plan Fundamentals MKT 1400 –Customer Service & Sales MKT 2221 – Consumer Behavior	B.S. English M.B.A. Business Administration		Master's
Sowards, Mary	Office Administration	OAD 1100 – Keyboarding/ Formatting	B.S. Business Education M.B.E. Business Education		Master's
Stone, Cynthia	Business Management	BUS 2111 – Organizational Behavior	B.B.A. Finance M.B.A. Finance		Master's
Stroop, Valerie	Business Management	BNK 1100 – Principles of Banking BNK 1210 – Consumer Lending BNK 2110 – Money and Banking BUS 1113 – Intro to Business MKT 1400 – Customer Service & Sales	B.S. Business Management M.B.A. Business Administration		Master's
Summers, John	Business Management	BUS 2650 – Legal Environment of Business	B.A. English, Psychology, Sociology M.S. Communications J.D. Doctor of Jurisprudence		Doctorate

Swanson, Laurie	Computer Accounting	ACCT 1104 – Principles of Accounting I ACCT 1105 – Principles of Accounting II ACCT 2380 – Accounting System Applications ACCT 2840 – Database Applications	B.S. Accounting M.B.A. Business Administration	Certified Public Accountant	Master's
Turnley, Ed	Healthcare Management	HCM 2200 – Medical Legal Issues	B.B.A. Business Administration M.B.A. Business Administration J.D. Doctor of Jurisprudence		Doctorate
Walker, Melissa	Business Management	ENTR 1600 – Entrepreneurship ENTR 1700 – Business Financial Management	B.S. Accounting M.B.A. Business Administration		Master's
Walker, Tim	Computer Accounting	ACCT 1105 – Principles of Accounting II	B.S. Economics M.B.A. Business Administration	Certified Public Accountant	Master's
Wasserman, Chad	Computer Accounting	AIS 1181 – Business Software Applications	M.B.A. Business Administration		Master's
Watkins, Tate	Business Management	ECON 1121 – Principles of Microeconomics	B.A. Political Science B.A. Economics M.A. Economics		Master's
Werfel, Karen (Waverly)	Computer Accounting	ACCT 1104 – Principles of Accounting I	B.S. Business Administration M.A. Education	Certified Public Accountant 16 Years Experience	Professional
Woeppel, Jacqueline	Healthcare Management	HCM 2000 – Healthcare Delivery System HCM 2200 – Medical Legal Issues HCM 2400 ICD-CM Coding HCM 2500 – CPT Coding	A.A.S. Secretarial Science - Medical B.A. Economics and Business M.B.A. Business Administration	Registered Health Information Administrator Certified Coding Specialist Certification in Health Information Administration	Master's

Worden, Alison	Office Administration	AIS 1181 – Business Software Applications OAD 1100 – Keyboarding/ Formatting OAD 1235 – Excel OAD 2840 – Office Procedures	B.S. Computer Information Systems M.B.A. Management		Master's

Attachment 5.3.B
Faculty Composition (FTE)

Faculty Name	Qualification Status (Doctorate, Master's, Professional, or Exception)	Total Credit Hours Academic Year Fall 2010/Spring 2011	Doctorate / Master's FTE Academic Year Fall 2010/Spring 2011	Professional FTE Academic Year Fall 2010/Spring 2011	Exceptions FTE Academic Year Fall 2010/Spring 2011
Alvarado, Eleonora	Master's	33	1.10		
Bernard, Tiffany	Master's	3	0.10		
Boling, Jason	Master's	6	0.20		
Burkard, Jim	Master's	6	0.20		
Buttrey, Marshall	Master's	18	0.60		
Carr-Brown, Deborah Lee	Exception	6			0.20
Carson, Maria	Master's	6	0.20		
Collins, Beverly	Master's	36	1.20		
Craven, Robert	Doctorate	3	0.10		
Cross, Nanci	Professional	6	0.20		
Doty, G. Howard	Doctorate	33	1.10		
Eardley, Jared	Master's	3	0.10		
Echard, Nancy C.	Professional	3		0.10	
Ellis, Janice	Exception	15			0.50
Elston, Kelvin L.	Master's	33	1.10		
Feller, Patty	Master's	25	0.83		
Frank, Michael	Master's	27	0.90		
Geno, Melissa	Master's	33	1.10		
Gerth, David J.B.	Master's	30	1.00		
Godwin, Yvetta	Master's	6	0.20		
Gooch, Tenyelle	Professional	6		0.20	
Goolsby, Nolan R	Doctorate	6	0.20		
Gray, Cathy	Master's	31	1.03		
Harmon, Tom	Professional	6	0.20		

Faculty Name	Qualification Status (Doctorate, Master's, Professional, or Exception)	Total Credit Hours Academic Year Fall 2010/Spring 2011	Doctorate / Master's FTE Academic Year Fall 2010/Spring 2011	Professional FTE Academic Year Fall 2010/Spring 2011	Exceptions FTE Academic Year Fall 2010/Spring 2011
Harris, Barbara	Master's	6	0.20		
Harris, John	Master's	6	0.20		
Hickman, Tammie R	Master's	21	0.70		
Holloway, Harold G	Master's	12	0.40		
Holton, Tina	Master's	3	0.10		
Kendrick, Karen	Master's	33	1.10		
Koulakov, Paul	Master's	36	1.20		
Lee, Philip	Master's	32	1.07		
Lilly, Lynn	Master's	21	0.70		
Marshall, Robert	Master's	3	0.10		
McDonald, Carol	Master's	12	0.40		
McGovern, Phillip	Master's	3	0.10		
McNeal, Kelley	Master's	3	0.10		
Nickens, Bryant	Master's	6	0.20		
O'Brien, Robert	Master's	12	0.40		
Pardue, Charles Bill	Master's	21	0.70		
Peppers, Johnny	Master's	12	0.40		
Pulliam, Quenton	Master's	33	1.10		
Queen, Ronald	Master's	9	0.30		
Ridley, Rosetta	Master's	6	0.20		
Rockstead, Cliff	Master's	27	0.90		
Sowards, Mary	Master's	6	0.20		
Stone, Cynthia	Master's	6	0.20		
Stroop, Valerie	Master's	33	1.10		
Summers, John	Doctorate	6	0.20		
Swanson, Laurie	Master's	32	1.07		
Turnley, Ed	Doctorate	12	0.40		

Faculty Name	Qualification Status (Doctorate, Master's, Professional, or Exception)	Total Credit Hours Academic Year Fall 2010/Spring 2011	Doctorate / Master's FTE Academic Year Fall 2010/Spring 2011	Professional FTE Academic Year Fall 2010/Spring 2011	Exceptions FTE Academic Year Fall 2010/Spring 2011
Walker, Melissa	Master's	18	0.60		
Walker, Tim	Master's	3	0.10		
Wasserman, Chad	Master's	6	0.20		
Watkins, Tate	Master's	3	0.10		
Werfel, Karen	Professional	9		0.30	
Woeppel, Jacqueline	Master's	33	1.10		
Worden, Alison	Master's	15	0.50		

Attachment 5.6.C.1

Nashville State Community College

Evaluation of Faculty
Annual Performance Review

Division:_____

Name: _____ **Evaluation Period:** _____

Evaluator: _____ **Date:** _____

Rating Scale

1 = Below Expected Standard	2 = Meets Expected Standards	3 = Above Expected Standards	4 = Outstanding
Performance which is below minimum requirements. (An improvement plan is required. Tenured faculty will have Post-tenure Review.)	Performance which is consistently at acceptable levels. Faculty member understands and employs the basic principles and procedures for efficient and effective job performance.	Performance which frequently exceeds expectations. Faculty member is considered to be doing an above-average job overall.	Performance which consistently exceeds expectations. Performance at this level leaves little, if anything, to be desired.

Instructional deans will inform faculty members about required additional documentation for all categories.

Annual Performance Review Results

	Percentage Weight Selected by Faculty Member	Average Rating	Composite Rating (Weight x Average)
Teaching Effectiveness (45-55%)IDEA Average Contributes 30%	_____	_____	_____
Performance as a Faculty Member (15%)	_____	_____	_____
Service/Outreach (10-30%)	_____	_____	_____
Scholarship/Creative Activities/ Research (10-30%)	_____	_____	_____
TOTAL			_____

Areas for Improvement:

Comments by Evaluator:

Signatures: (Signature indicates that this evaluation has been reviewed by the employee and the evaluator or immediate supervisor. It indicates neither approval nor disapproval of the overall assessment of performance but does indicate information presented is correct.)

Faculty Member	**Date**
Dean	**Date**
Vice President for Academic and Student Affairs	**Date**

I. Teaching Effectiveness (45-55%) Weight Selec

A. Student Evaluation of Instruction

Results of IDEA assessments (See IDEA Summary Sheet) IDEA average contributes 30%

Convert IDEA average from a 5 point scale to a 4 point scale **Average from last page _____ x 0.80 = _____**

B. Course/Classroom Management/Instruction/Teaching Methods

Rating Scale	1	2	3	4
Expected: Faculty members should fulfill all expectations. Failure to meet all expectations will result in a score of "1".*	☐	☐	☐	☐
☐ 1. Syllabus includes: current standard course description and learning outcomes; grading criteria and method of assessment; policies on attendance, tardiness, and academic dishonesty; Zero Tolerance policy; late work and/or missed exams				
☐ 2. Posts syllabus to NSOnline				
☐ 3. Communicates effectively inside and outside of the classroom				
☐ 4. Resolves student conflict professionally				
☐ 5. Works with colleagues to ensure consistently of curriculum				
☐ 6. Gives students comprehensive, written feedback designed to improve performance on subsequent assignments				
☐ 7. Uses current technology appropriate to course outcomes				
☐ 8. Designs assignments that promote competencies in at least three General Education outcomes				
☐ 9. Solicits student feedback and encourages class participation				
☐ 10. Develops, evaluates, and revises curriculum and course documents (tests, assignments, handouts, etc.) annually and makes needed changes				
☐ 11. Shows evidence of student achievement of outcomes and uses feedback to improve instruction				
☐ 12. Analyzes IDEA student evaluation questions (for example, teaching methods, achievement of outcomes, etc.)				
☐ 13. Other:				
Above Expected: (The following items are examples rather than				

requirements.) ☐ Develops extensive materials for NS Online course shells ☐ Conducts study sessions/workshops for students ☐ Conducts and assesses pilot project without release time ☐ Designs a new course ☐ Designs assignments that promote competencies in four or more General Education outcomes ☐ Incorporates multiple teaching methods including, but not limited to, forming discussion groups, creating research or case studies projects, or relating course material to real life situations ☐ Other:				
***Below Expected: Failure to fulfill any of the listed expectations will result in a score of "1" for the category and an improvement plan will be required.**				

Classroom Management/Instruction/ Teaching Methods Score _____

IDEA Rating – Average converted to 4 pt scale	_____ x .30=	_____
Teaching Methods/Instruction /Course Management	_____ x .70=	_____
TEACHING EFFECTIVENESS	**Total**	_____

II. Performance as a Faculty Member (15%) Weight Selected _____

Rating scale	**1**	**2**	**3**	**4**
Expected: Faculty members should fulfill all expectations. Failure to meet all expectations will result in a score of "1".*	☐	☐	☐	☐
☐ 1. Notifies appropriate persons in a timely manner when unable to meet class and makes-up missed class time				
☐ 2. Meets classes as required				
☐ 3. Keeps appointments				
☐ 4. Is available to students/staff during published hours (includes electronic methods)				
☐ 5. Is available for scheduled meetings				
☐ 6. Posts information on office door if revised hours and notifies dean and staff				
☐ 7. Answers student email within one working day				
☐ 8. Demonstrates a familiarity and compliance with institutional and divisional policies and procedures				

☐ 9. Follows policy for absences, leave, classroom management, FERPA, admission policies, etc.				
☐ 10. Knows how to locate information in Public Folders				
☐ 11. Submits timely, accurate, and thorough reports and documents				
☐ 12. Responds promptly to requests for information				
☐ 13. Demonstrates collegiality and resolves conflict professionally				
☐ 14. Consistently follows appropriate channels to resolve differences				
☐ 15. Meets commitments to colleagues, the college, and the community				
☐ 16. Refrains from spreading inaccurate information intended to cause disharmony				
☐ 17. Maintains positive and productive working relationships with colleagues and administrators				
☐ 18. Attends division and program meetings				
☐ 19. Works with colleagues to establish goals and fulfill mission				
☐ 20. Is conscientious and consistent in meeting division/departmental duties				
☐ 21. Other:				
Above Expected: (The following items are examples rather than requirements.)				
☐ Leads program review/audit				
☐ Spends extra hours on-campus				
☐ Assumes responsibility and leadership for division project/ discipline area without compensation or release time				
☐ Works extensively with off-campus faculty and/or adjuncts				
☐ Other:				
***Below Expected: Failure to fulfill any of the listed expectations will result in a score of "1" for the category and an improvement plan will be required.**				

Performance as a Faculty Member Average _____

Comments:

III. Service to the College/Community (10-30%) Weight Selected _____

A. Fulfills student advising/registration duties

Rating scale	1	2	3	4

Expected: Faculty members should fulfill all expectations. Failure to meet all expectations will result in a score of "1".* ☐ 1. Signs up for and shows up for advising assignments ☐ 2. Assists with division needs during peak registration times. (spring, summer, fall) ☐ 3. Makes and keeps appointments with advisees ☐ 4. Attends in-services as necessary to keep current with advising ☐ 5. Advises students accurately ☐ 6. Other: **Above expected: (The following items are examples rather than requirements.)** ☐ Advises off-campus ☐ Volunteers for additional advising sessions ☐ Develops supplemental advising information and distributes to their advisees ☐ Other:	☐	☐	☐	☐
B. Supports divisional and institutional goals and activities				
Expected: Faculty members should fulfill all expectations. Failure to meet all expectations will result in a score of "1".* ☐ 1. Participates in at least two of the following per year: • Major committee service (for example, Promotion, Tenure, Curriculum, Accreditation, Quality Matters Review, QEP Campus committee, FACT, etc.)) • Other committee service (for example, ad hoc, divisional, search, etc.) • Serves on Faculty Senate, Executive Committee, Academic Affairs (attends all meetings, represents contingencies), • Active advisor to student organization (attends all meetings, assists students with elections, helps to organize activities, assists with recruiting, attends ceremonies, etc.) • Primary responsibility for or significant participation in campus activity (for example, Earth Day, Spring Fling, Career Center activities, etc.)	☐	☐	☐	☐

☐ 2. Participates in accreditation/program review/Academic Audit as needed ☐ 3. Other: **Above expected: (The following items are examples rather than requirements.)** ☐ Participates in more than two goals/activities per year ☐ Program Coordinator ☐ Effectively mentors faculty: regularly meet/communicate with assigned instructor, classroom visit, etc. ☐ Prepares materials and participates in adjunct orientation and training ☐ Assumes primary responsibility for accreditation/program review (compiles materials, meets with visiting team, etc.) ☐ Conducts in-service sessions (List titles and dates.) ☐ Creates NSOnline or written materials and makes them available (List of titles and availability.) ☐ Serves the profession (for example, actively works in professional organization, participates in employment activities, etc.) ☐ Other:				
*** Below Expected: Failure to fulfill any of the listed expectations will result in a score of "1" for the category and an improvement plan will be required.**				

Comments:

TOTAL

SERVICE/OUTREACH - _____

IV. Scholarship/Creative Activities/Research (10-30%)		**Weight Selec**		
Rating Scale	**1**	**2**	**3**	**4**
Supports the discipline/teaching profession through scholarly pursuits, research, and creative work	☐	☐	☐	☐
Expected: Faculty members should fulfill all expectations. Failure to meet all expectations will result in a score of "1".* ☐ 1. Attends conferences/training paid for by college				

☐ 2. Individual Study/Research as needed to remain current in field ☐ 3. Completes 14-16 hours of in-service each year ☐ 4. Attends required campus in-service sessions ☐ 5. Other: **Above expected: (The following items are examples rather than requirements.)** ☐ Attends conferences paid for by self ☐ Graduate course ☐ Attends more than 16 hours of in-services each year ☐ Participates with a grant project (Study grant, NSF, etc.) ☐ Written or oral publications/presentations ☐ Scholarly research ☐ Other:				
*** Below Expected: Failure to fulfill any of the listed expectations will result in a score of "1" for the category and an improvement plan will be required.**				

Comments:

TOTAL

SCHOLARSHIP/CREATIVE ACTIVITIES/RESEARCH _____

- Average

Sources of Documentation: Examples	
Student Evaluation of Instruction (IDEA) Course Documents Classroom Observations Assessment/Reporting Documents Grade Distribution Data	Faculty Report of Scholarship/Creative Activities/Research Faculty Report of Service/Outreach Faculty Report of Teaching Effectiveness Institutional Research Other

IDEA STUDENT EVALUATION SUMMARY REPORT

This summary report must be attached to the faculty member's annual performance review form. The figures needed for columns 3-5 are either the raw or adjusted average in the lower left hand portion of page 1 of each IDEA Summary Evaluation.

Course Rubric	Semester	Progress on Relevant Objectives (A)	Excellence of Teacher/Course (D)	Summary Evaluation (Ave of A & D)

Overall Average _ _____*

Add student achievement of core competencies and course competencies

Plan for improvement/Post-tenure Review if needed

Attachment 5.6.C.2

IDEA Student Evaluation Form

SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT! USE NO. 2 PENCIL ONLY

Proper Marks ● ● ● ● ● ●

Improper Marks ⊙ ✓ ⊗ ⊙ ◒ ⊕

Institution: **Instructor:**

Course Number: **Time and Days Class Meets:**

Your thoughtful answers to these questions will provide helpful information to your instructor.

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever 2=Occasionally 3=Sometimes 4=Frequently 5=Almost Always

The Instructor:

1.	①	②	③	④	⑤ Displayed a personal interest in students and their learning
2.	①	②	③	④	⑤ Found ways to help students answer their own questions
3.	①	②	③	④	⑤ Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
4.	①	②	③	④	⑤ Demonstrated the importance and significance of the subject matter
5.	①	②	③	④	⑤ Formed "teams" or "discussion groups" to facilitate learning
6.	①	②	③	④	⑤ Made it clear how each topic fit into the course
7.	①	②	③	④	⑤ Explained the reasons for criticisms of students' academic performance
8.	①	②	③	④	⑤ Stimulated students to intellectual effort beyond that required by most courses
9.	①	②	③	④	⑤ Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
10.	①	②	③	④	⑤ Explained course material clearly and concisely
11.	①	②	③	④	⑤ Related course material to real life situations
12.	①	②	③	④	⑤ Gave tests, projects, etc. that covered the most important points of the course
13.	①	②	③	④	⑤ Introduced stimulating ideas about the subject
14.	①	②	③	④	⑤ Involved students in "hands on" projects such as research, case studies, or "real life" activities
15.	①	②	③	④	⑤ Inspired students to set and achieve goals which really challenged them
16.	①	②	③	④	⑤ Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
17.	①	②	③	④	⑤ Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
18.	①	②	③	④	⑤ Asked students to help each other understand ideas or concepts
19.	①	②	③	④	⑤ Gave projects, tests, or assignments that required original or creative thinking
20.	①	②	③	④	⑤ Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

1-No apparent progress
2-Slight progress; I made small gains on this objective.
3-Moderate progress; I made some gains on this objective.
4-Substantial progress; I made large gains on this objective.
5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

21.	①	②	③	④	⑤ Gaining factual knowledge (terminology, classifications, methods, trends)
22.	①	②	③	④	⑤ Learning fundamental principles, generalizations, or theories
23.	①	②	③	④	⑤ Learning to *apply* course material (to improve thinking, problem solving, and decisions)
24.	①	②	③	④	⑤ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
25.	①	②	③	④	⑤ Acquiring skills in working with others as a member of a team
26.	①	②	③	④	⑤ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
27.	①	②	③	④	⑤ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
28.	①	②	③	④	⑤ Developing skill in expressing myself orally or in writing
29.	①	②	③	④	⑤ Learning how to find and use resources for answering questions or solving problems
30.	①	②	③	④	⑤ Developing a clearer understanding of, and commitment to, personal values
31.	①	②	③	④	⑤ Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
32.	①	②	③	④	⑤ Acquiring an interest in learning more by asking my own questions and seeking answers

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Continued on back page

On the next three items, compare this course with others you have taken at this institution, using the following code:

1=Much Less than Most Courses	2=Less than Most Courses	3=About Average	4=More than Most Courses	5=Much More than Most Courses

The Course:

33.	1	2	3	4	5	Amount of reading
34.	1	2	3	4	5	Amount of work in other (non-reading) assignments
35.	1	2	3	4	5	Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely False	2=More False Than True	3=In Between	4=More True Than False	5=Definitely True

36.	1	2	3	4	5	I had a strong desire to take this course.
37.	1	2	3	4	5	I worked harder on this course than on most courses I have taken.
38.	1	2	3	4	5	I really wanted to take a course from this instructor.
39.	1	2	3	4	5	I really wanted to take this course regardless of who taught it.
40.	1	2	3	4	5	As a result of taking this course, I have more positive feelings toward this field of study.
41.	1	2	3	4	5	Overall, I rate this instructor an excellent teacher.
42.	1	2	3	4	5	Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely False	2=More False Than True	3=In Between	4=More True Than False	5=Definitely True

43.	1	2	3	4	5	As a rule, I put forth more effort than other students on academic work.
44.	1	2	3	4	5	The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
45.	1	2	3	4	5	The instructor expected students to take their share of responsibility for learning.
46.	1	2	3	4	5	The instructor had high achievement standards in this class.
47.	1	2	3	4	5	The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

48.	1	2	3	4	5	58.	1	2	3	4	5
49.	1	2	3	4	5	59.	1	2	3	4	5
50.	1	2	3	4	5	60.	1	2	3	4	5
51.	1	2	3	4	5	61.	1	2	3	4	5
52.	1	2	3	4	5	62.	1	2	3	4	5
53.	1	2	3	4	5	63.	1	2	3	4	5
54.	1	2	3	4	5	64.	1	2	3	4	5
55.	1	2	3	4	5	65.	1	2	3	4	5
56.	1	2	3	4	5	66.	1	2	3	4	5
57.	1	2	3	4	5	67.	1	2	3	4	5

Use the space below for comments (unless otherwise directed).
Note: Your written comments may be returned to the instructor, You may want to PRINT to protect your anonymity.

Comments: _____

TF5903 (08/08) 0 9 8 7 6 5 4 Printed in U.S.A.

Attachment 5.6.C.3

Classroom Observation Form

Business, Applied Arts, and Technology Division
Classroom Visitation

Instructor: _____ Class: _____

Date: _____ Room: _____

Areas Observed:

Teacher Organization and Preparation

Content covered (learning objectives)

Delivery of subject matter

Instructor/Student Interaction

Instructional Materials

Attachment 5.8.B

NASHVILLE STATE COMMUNITY COLLEGE
AUGUST 2010 IN-SERVICE SCHEDULE
As Of August 16, 2010

Here is the inservice schedule for fall 2010**.** All of these programs are presented by NSCC faculty and staff unless indicated otherwise. I thank everyone who is donating their leadership, time, and energy. Please support your colleagues with your presence and appreciation.

Send me a list of the sessions you will attend using the NUMBER that precedes each inservice description. Advance sign-up allows us to have enough handouts and to cancel small inservices. Contact ellen.weed@nscc.edu if you have questions.

Orientation sessions for faculty members who have not gone through the three New Faculty Orientation sessions are shown in **green**. New faculty members do not need to sign up for these since they are expected to attend. The new faculty members for 2010 - 2011 are:

Cathy Gray	Accounting
Jonathan Davis	Biology (Cookeville)
Melissa Geno	Accounting
Teresa Guthrie	Biology
Karen Lucas	Nursing
Michael Moore	Math
Laura Orr	English
Melissa Paty	Nursing
Jason Rohner	Physics
Mary Louise Smith	Speech
Karen Sorenson	Reading
Cindy Waller	Nursing

The Critical Thinking Academy that Michelle Adkerson and the QEP Coordinators have planned is, once again, instructive, informative, and thrilling! We have now completed two full years of the Critical Thinking Initiative and we have a lot of information and results to share. These six sessions are shown in red.

WEDNESDAY, AUGUST 18, 2010

(1)9:00 – 10:00 Get Them In, Get Them Through: Helping Students Succeed (required) S-104
This inservice aims to improve the effectiveness and satisfaction with our academic and career advising, an area in which students do not rank us well. Meet the student support specialists who will provide an overview of how they will work with faculty to improve student retention. Presenting: Carol Martin-Osorio, Aleece Bell and Stephen Hooks

Adkerson, Altstatt, Alvarado, Christensen, Collins, Combow, Corcoran, Cornelius-Thompson, Field, Frank, Frye, Gerth, Harris, Kane, Loftis, Lozier, McWilliams, Mathews, Mendoza, Naff, Nettles, Orr, Overall, Riggs, Paty, Perry, Robertson, Rockstead, Setayesh, Singletary, D.Smith, M.L.Smith, Usoh, Van Wagoner, Weed, Welch, Weston, Williamson

(2)10:00 – 12:00 New Faculty Orientation to Academic Affairs S-116
This session will concentrate on the instructional activities of the college. It will include an overview of the Academic Affairs organization, Faculty Senate, off-campus sites and centers, online instruction, planning and assessment, and Learning Resources (library, testing center, instructional services, learning center). Presenting: Ellen Weed, Howard Doty and Janusz Polanowski, Eileen Crane, Kathy Emery, Ted Washington, and Faye Jones

(3)1:00 – 2:00 It's the Law: Impact of Complete College Tennessee Act of 2010 S-104
In January 2010, the Tennessee Legislature passed the Complete College Tennessee Act of 2010. This law is designed to change our behavior as an institution. It focuses on community colleges and requires a "unified" community college system, a performance-based funding formula, improved transfer opportunities, more "block"

schedule possibilities for students. This inservice provides an overview of the requirements and a status report on the progress of implementing related requirements. It will be repeated Friday, August 27. Presenting: Ellen Weed

Adkerson, Christensen, Holmes, Kane, Langiotti, Lozier, Manier, Martinez, Mathews, Orr, Riggs, Robertson, Rockstead, Sharpe, Singletary, Cynthia Stone, Van Wagoner, Williamson, Weston

(4)1:00 – 2:00 Transforming Developmental Studies Math (required) S-105
There will be a transformation of both the content and teaching methodology of developmental studies math beginning January 2011 and it is essential that all faculty members understand these changes so they can correctly inform and advise students. Presenting: Jennifer Knapp and Redesign Team faculty members

Altstatt, Collins, Fears, Feller, Gerth, Harris, King, Lee, Loftis, McWilliams, Naff, Overall, Phelps, John Shimp, M.L.Smith, Stroop, Welch

THURSDAY, AUGUST 19

(5)9:00 – 10:00 Critical Thinking Academy S-104
What Can We Learn from QEP Data?
NSCC has been focusing on Critical Thinking skills for two full years and we are collecting both campus-wide and course-specific data on students' skills in analysis, evaluation, inference, and deduction. What do the data show? More importantly, how can the data help us improve? Presenting: Ellen Weed, Ted Washington

Adkerson, Collins, Field, Frank, Holmes, Kane, Loftis, Lucas, McWilliams, Overall, Paty, Phelps, Riggs, Rockstead, Sharpe, Singletary, Usoh, Van Wagoner, Weston

(6)10:00-12:00 New Student E-Mail Capabilities S-104
Every NSCC student will have an NSCC email address, beginning this semester. It is the college's responsibility to e-mail important information to students so that students use it. You will be able to set up email groups for multiple purposes and this inservice will show you how to do that. Will be repeated on August 24. Presenting: Paul Kaminsky and Will Plunk

Adkerson, Alvarado, Bush, Collins, Combow, Crane, Emery, Fears, Field, Gerth, Kane, Langiotti, Lozier, Manier, Martinez, Mathews, McWilliams, Naff, Nettles, Overall, Rockstead, Sharpe, D.Smith, Stroop, Weed, Welch, Weston, Williamson

(7)10:00 – 12:00 New Faculty Orientation to College Services S-116
This orientation session will provide information about the Computer Services Department, Workforce Development, Security, and the College Foundation. Presenting: Carl Dury, Richard Wall, Gail Phillips, Derrek Sheucraft, and Brent Young

(8)1:00 – 4:00 Human Resources Orientation for New Faculty W-94
Only faculty who are new to the campus in August 2010 need to attend this session. If you have already signed up for benefits, you do not need to attend. Human Resources will explain all of your benefit options and help you enroll in retirement and health insurance. There are many decisions to make about benefits, so all must attend unless you have been on a full-time faculty contract during 2008-09. Presenting: Lori Maddox, Director of Human Resources

FRIDAY, AUGUST 20

(9)11:00–12:00 Transforming Developmental Studies Math (required) S-104
There will be a transformation of both the content and teaching methodology of developmental studies math beginning January 2011 and it is essential that all faculty members understand these changes so they can correctly inform and advise students. Presenting: Jennifer Knapp and Redesign Team faculty members

Alvarado, Stephanie Brown, Christensen, Corcoran, Field, Janet Fricks, Holmes, Kane, King, Lozier, Manier, Mendoza, Perry, Riggs, Robertson, Rockstead, Setayesh, Sharpe, D.Smith, Pam Stubbs, Usoh, Williamson, Lozier, Christensen, Riggs, Connie White, Williamson

(10)10:00–12:00 New Faculty Orientation to Student Services S-116
The session will focus on Student Services, including admissions, records, financial aid, high school services, services to ESL students, disability services, career employment services, and student life. Presenting: Meghan Oliver, Carol Martin-Osorio, Laura Potter, Lance Woodard, Josh Moran, Elizabeth Stein, Katie Watts, Kimberly Wood, and Evelyn Hadley

(11)1:00 – 2:00 Stimulus Money and Nashville State S-104
How is the college using its one-time Stimulus Money? Those funds must all be expended during this year and the spending is underway. It will keep CSD quite busy and significantly improve the campus. The inservice outlines the major projects on campus and updates faculty about their current status. Presenting: Mary Cross, Jennifer Rector, and Carl Dury

Collins, Frank, Gerth, King, Mathews, Rockstead, Setayesh, Sharpe, Van Wagoner, Weed, D Smith, Riggs, Robertson

8:30 – 4:30 CAT Critical Thinking Test Scoring by 15 Faculty Members

MONDAY, AUGUST 23
LAST DAY OF REGULAR REGISTRATION

(12)9:00–10:00 Get Them In, Get Them Through: Helping Students Succeed (required) S-104
This inservice aims to improve the effectiveness and satisfaction with our academic and career advising, an area in which students do not rank us well. Meet the student support specialists who will provide an overview of how they will work with faculty to improve student retention. Presenting: Carol Martin-Osorio, Aleece Bell, and Stephen Hooks

Adkerson, Bourg, Bush, Pam Claybaker, A.Davis, Emery, Feller, Gobbell, Hayden, House, Jordan, McBride, Neal, Pease, Phelps, Rose, Stroop

10:00 - 12:00 Activities in the Divisions
Information about these divisional meetings during the week will be distributed by the deans. Weed information meeting with Math and Natural Sciences division.

(13)1:00 – 2:00 Transforming Developmental Studies Math (required) S-104
There will be a transformation of both the content and teaching methodology of developmental studies math beginning January 2011 and it is essential that all faculty members understand these changes so they can correctly inform and advise students. Presenting: Jennifer Knapp and Redesign Team faculty members

Bataille, Bourg, Franks, House, Jerles, Ledbetter, Mathews, E.May, McBride, Rose, Singletary

(14)1:00 – 2:00 Critical Thinking Academy S-105
Active Learning – Tips to Effectively Integrate it into Your Classroom.
We understand how active learning can enhance critical thinking, but finding ways to incorporate active learning strategies into our classrooms can be daunting. I'll share suggestions and ideas I learned at this year's Teaching Professor Conference that we can all use. Presenting: Mary Rosenthal

Adkerson, Pam Claybaker, A.Davis, Fears, Field, Frye, Gerth, Gobbell, Guthrie, Holmes, Jordan, King, McWilliams, Neal, Orr, Overall, Pease, Perry, Phelps, Riggs, Robertson, Cynthia Stone, Williamson

(15)1:00 – 4:00 Learning D2L: Essentials for Users C-230
This hands-on session is designed for those who are new to D2L or those who want a refresher. It includes managing news, editing content, creating discussions, choosing settings for quizzes, and releasing grades to students. This session does not address how to develop materials for an online course. Will be repeated Thursday from 5:00 – 8:00 p.m. Space is limited to 15. Presenting: Linda Lyle

A.Bell, Combow, S. Hooks, Phillip Jones, Lucas, Paty, R.O'Brien, Sharpe, Meg Thorstenson, R O'Brien

TUESDAY, AUGUST 24
FIRST DAY OF LATE REGISTRATION
Cookeville, Humphreys County, and Southeast Center faculty members will be here all day.

8:00 – 9:00 Coffee and Doughnuts for Faculty
Coffee and doughnuts will be available in the Student Services Building dining area for all faculty and staff members. This is a time to socialize and indulge in a Krispy Kreme – no meeting involved.

(16)9:00–10:00 Critical Thinking Academy
Your Part in the QEP: Questions and Answers S-104
Similar to last year's Your Part in the QEP inservice, this session explains the background of our SACS-required Quality Enhancement Plan to enhance our students' critical thinking skills and answers your questions about the plan, the rubrics, and the data collection program. Presenting: Michelle Adkerson

Feller, Gobbell, House, Neal, R.O'Brien, Overall, Perry, Phelps, Robertson, D.Smith, Wilbanks

(17)9:00–10:00 College Success Course S-105
Faculty members who will teach this course in fall semester are required to attend if at all possible. This inservice will cover the course content for NSCC 1000, College Success. Topics include the D2L content, the publisher's website, as well as the required College Success Factors Index (CSFI). The course contains some elements which will be consistent across campus, and this session will allow those teaching the course this fall to become acquainted with the material and to ask questions. Will be repeated on Friday. Presenting: Annette McCreedy and Dawn Fears

Altstatt, Alvarado, Bataille, Brazile, Collins, Combow, Emery, Fears, Frye, Gerth, Lozier, Marable, Massengill, Moran, Pardue, Paty, Pease, G. Phillips, Rockstead, Setayesh, Weed, Welch, Williamson

(18)9:00–10:00 Get Them In, Get Them Through: Helping Students Succeed (required) S-112
This inservice aims to improve the effectiveness and satisfaction with our academic and career advising, an area in which students do not rank us well. Meet the student support specialists who will provide an overview of how they will work with faculty to improve student retention. Presenting: Carol Martin-Osorio, Aleece Bell, and Stephen Hooks

Brown, Coffelt, Curtis, Houck, King, Ledbetter, Leonard, E.May, Norman, Pulliam, M. Smith, Turner, Usoh

10:00 - 12:00 Activities in the Divisions
Information about these divisional meetings during the week will be distributed by the deans. Activities especially useful for off-campus faculty members will receive emphasis

(19)1:00 – 2:00 Workshop on the Faculty Promotion Application and Process S-112
This workshop is open to all, but scheduled especially for interested faculty members from the Cookeville and Humphreys County Centers. Similar workshops will be offered soon after fall semester begins for those on the main campus. Please sign up ahead of time so you can receive the materials ahead of time. We will review the policy and the process for applying. Presenting: Ellen Weed and Marla Perry

Brazile, Gobbell, Hayden, Holmes, Jerles, McWilliams, Neal, Rose, Setayesh, Singletary, Wilbanks

(20)1:00 – 2:00 Transforming Developmental Studies Math (required) S-104
There will be a transformation of both the content and teaching methodology of developmental studies math beginning January 2011 and it is essential that all faculty members understand these changes so they can correctly inform and advise students. Presenting: Jennifer Knapp and Redesign Team faculty members

Adkerson, Brown, Guthrie, Houck, House, Jordan, Norman, Pease, M.Smith, Weir

(21)1:00 – 3:00 Using Technology to Provide Monumental Success in Student Retention C-230
This inservice is required for those who will teach NSCC 1000 College Success during fall semester 2010. You must sign up in advance. The session will cover the College Success Factors Index (CSFI) and how the CSFI helps instructor assess students at the beginning of the course, identify at-risk students, provide text-specific remediation, and assess the effectiveness of the course. Participants will explore resources available for engaging students. Presenters: Annette McCreedy, adjunct faculty member Dawn Fears, and Cengage representative Rochelle Beatty

Bell, Brazile, Bush, Fears, Frye, Hooks, Lozier, Massengill, Moran, Overall, Pardue, Rockstead, D Smith

(22)1:00 – 3:00 New Student E-Mail Capabilities S-105
Every NSCC student will have an NSCC email address, beginning this semester. It is the college's responsibility to e-mail important information to students so that students use it. You will be able to set up email groups for multiple purposes and this inservice will show you how to do that. Presenting: Paul Kaminsky and Will Plunk

Christensen, Coffelt, Curtis, A.Davis, Ledbetter, Leonard, Pulliam, Riggs, Turner

(23)3:00 – 4:00 Meeting with Off-Campus Faculty S-116
Smaller group meetings in each division will replace the former all-faculty meeting in order to provide a better forum for discussion and questions. The purpose of this meeting is to convey information and news and discuss major college issues, challenges, and accomplishments. Presenting: Ellen Weed

Adkerson, Bataille, Brown, Coffelt, Crane, Houck, Jerles, Massengill, McBride, Pardue, Phelps, M. Smith

WEDNESDAY, AUGUST 25

(24)9:00–10:00 Get Them In, Get Them Through: Helping Students Succeed (required) S-104
This inservice aims to improve the effectiveness and satisfaction with our academic and career advising, an area in which students do not rank us well. Meet the student support specialists who will provide an overview of how they will work with faculty to improve student retention. Presenting: Carol Martin-Osorio, Aleece Bell, and Stephen Hooks

Balch, Bataille, Crane, Manier, Marable,

(25)9:00–10:00 Critical Thinking Academy S-105
How the Gears Turn: Insights into Students Thinking Process
As part of our QEP, a group of students take the Critical Thinking Assessment Test (CAT) each semester. The test is graded by a group of faculty members, giving them insight into the strengths and weaknesses of our students' thought processes as they approach the questions on the test. Faculty graders will share the insights they have gleaned from the grading experience. Presenting: Phyllis Gobbell and Robert Overall

Adkerson, Frye, House, Jerles, King, Jordan, Neal, Paty, Perry, Phelps, Anita Randolph, Rockstead, Setayesh, Sharpe, Weed

10:00 - 12:00 Activities in the Divisions
Information about these divisional activities during the week will be distributed by the Deans.

(26)1:00 – 2:00 Cyber Security S-104
Technology is used in various aspects in the workplace as well as our personal lives increasing the significance of information security. This inservice will focus on the importance of securing workplace and personal data. It will also include some best practices that can be used to protect valuable data.
Presenting: Kevin Harris

Alvarado, Collins, Combow, Gerth, Manier, McBride, Overall, Setayesh, Sharpe, Van Wagoner, Weir, Lozier, Riggs, Robertson

(27)2:00 – 3:00 Updating D2L for New Textbook Editions K-159 (inside Library)

This hands-on demonstration and discussion session is designed for faculty who are updating courses because of new textbook editions. Often new materials, epacks, test banks and PowerPoints are provided. Faculty are asked to bring a textbook with them that has a publisher web site listed. Participants will go to a publisher site and explore the materials that are available, discuss epack options, determine methods for obtaining tests, and explore options for providing PowerPoint files. Space limited to 15. Presenting: Linda Lyle

Bourg, Collins, Feller, Marable, Overall, Paty, Anita Randolph, Sharpe, Stroop

5:00 – 7:30 Adjunct Faculty Orientation
Refreshments in the Student Services Center Dining Area from 5:00 – 5:45, followed by meetings with adjunct faculty by division and/or program area

THURSDAY, AUGUST 26

(28)9:00–10:00 Critical Thinking Academy S-104
Think About … Your Passion
This August, we roll out our "Think About …" campaign. The first stage is designed to help students arriving on campus this fall begin to think about their academic and career goals and how to succeed at college. Presenting: Michelle Adkerson

Bataille, Collins, Fears, Gobbell, King, McBride, McWilliams, Overall, Setayesh, Sharpe, Singletary, Van Wagoner, Weed

10:00 - 12:00 Activities in the Divisions
Information about these divisional meetings during the week will be distributed by the deans. Meet with Business/Applied Arts and Information and Engineering Technologies divisions at 10:00. Meet with Social/Life Sciences Division at 11:00.

(29)1:00 – 2:00 Transforming Developmental Studies Math (required) S-104
There will be a transformation of both the content and teaching methodology of developmental studies math beginning January 2011 and it is essential that all faculty members understand these changes so they can correctly inform and advise students. Presenting: Jennifer Knapp and Redesign Team faculty members

Wes Baxter, Cornelius-Thompson, A.Davis, Crane, Frye, Hayden, King, Marable, Pulliam, Weed, Woeppel,

(30)1:00 – 2:00 Critical Thinking Academy S-105
Writing and Thinking
We all know that writing stimulates critical thinking. Discussing our values and concerns as writers and teachers, focusing on such topics as invention strategies, coaching the writing process, and revision, we can become more aware of the composing process and of our students' struggles to acquire the ability to produce expressive, well developed, and engaged writing. I will be discussing the writing practices I learned at the Institute for Writing and Thinking at Bard College. This session is for instructors of English and instructors of all subjects who want to understand how writing generates thinking. Presenting: Michele Singletary

Adkerson, Bataille, Fears, Field, Gobbell, Guthrie, Jordan, Neal, Orr, Overall, Pease, Setayesh, Weir

(31)1:00 – 2:30 Opportunities for Student Transfer to TSU and MTSU S-112
Students earning the A.A., A.S. or A.A.S. degree at Nashville State have good opportunities to transfer to both TSU and MTSU. We have dual admissions programs with both universities, plus an abundance of program articulation agreements. At this inservice faculty members can learn about all the opportunities and ask questions. Presenting: Michelle Blackwell from MTSU, Cathy Delametter from the Adult Degree Completion Program at MTSU, and Sharon Peters from TSU

Collins, Frank, Gerth, House, Ledbetter, Mathews, McBride, Nettles, Riggs, Rockstead, D.Smith, Weed, Williamson

(32)5:00 – 8:00 Learning D2L: Essentials for D2L Users K-159 (inside Library)

This hands-on session is designed for those who are new to D2L or those who want a refresher. It includes managing news, editing content, creating discussions, choosing settings for quizzes, and releasing grades to students. This session does not address how to develop materials for an online course. A repeat of Monday's session. Space is limited to 15. Presenting: Linda Lyle

Allyson Johnson

Friday, August 27

(33)9:00–10:00 College Success Course S-104
Faculty members who will teach this course in fall semester are required to attend if at all possible. This inservice will cover the course content for NSCC 1000, College Success. Topics include the D2L content, the publisher's website, as well as the required College Success Factors Index (CSFI). The course contains some elements which will be consistent across campus, and this session will allow those teaching the course this Fall to become acquainted with the material and to ask questions. A repeat of the Tuesday 9:00 session. Presenting: Annette McCreedy and Dawn Fears

Adkerson, Bell, Bush, Pam Claybaker, Gobbell, Hooks, Mathews, Neal, Overall

(34)9:00–10:00 Student Life and Organizations S-105
All are welcome, but advisors for Student Life Clubs and Organizations need to attend this inservice. It will cover policies and procedures for purchasing, charitable solicitation, organization fundraising, deadline dates, submission of activity approval forms, publicizing of activities, Student Life equipment and facilities usage. Navigating the website for forms and information on student life will also be covered and a tentative schedule of activities for fall and spring will be available. There will be a question and answer session. Presenting: Evelyn Hadley

Bataille, Coffelt, A.Davis, Hayden, Loftis, McBride, Setayesh, D Turner, Riggs, Williamson, Cornelius-Thompson, Robertson , Weston

10:00 - 12:00 Activities in the Divisions
Information about these divisional meetings during the week will be distributed by the deans. Meet with English/Humanities/Arts division at 10:00.

(35)1:00 – 2:00 Get Them In, Get Them Through: Helping Students Succeed (required) S-104
This inservice aims to improve the effectiveness and satisfaction with our academic and career advising, an area in which students do not rank us well. Meet the student support specialists who will provide an overview of how they will work with faculty to improve student retention. Presenting: Carol Martin-Osorio, Aleece Bell, and Stephen Hooks

Guthrie, Lee, Martinez, Woeppel

(36)1:00 – 2:00 It's the Law: Impact of Complete College Tennessee Act of 2010 S-105
In January 2010, the Tennessee Legislature passed the Complete College Tennessee Act of 2010. This law is designed to change our behavior as an institution. It focuses on community colleges and requires a "unified" community college system, a performance-based funding formula, improved transfer opportunities, and more "block" schedule possibilities for students. This inservice provides an overview of the requirements and a status report on the progress of implementing related requirements. This is a repeat of the August 18 inservice. Presenting: Ellen Weed

Alvarado, Bataille, Coffelt, Collins, Crane, A. Davis, Field, Gerth, Hayden, King, Ledbetter, Orr, Overall, Pease, Rose, Setayesh

SATURDAY, AUGUST 28: WEEKEND CLASSES BEGIN

MONDAY, AUGUST 30: LAST DAY OF LATE REGISTRATION

MONDAY, AUGUST 30: WEEKDAY CLASSES BEGIN

Attachment 5.8.C

NASHVILLE STATE COMMUNITY COLLEGE
JANUARY 2011 IN-SERVICE SCHEDULE
As of January 3, 2011

Send me a list of the sessions you will attend using the NUMBER that precedes each inservice description. Advance sign-up allows us to have enough handouts and to cancel small sessions. Contact ellen.weed@nscc.edu if you have questions.

Quality Matters Training, consistent with our Title III goals, will receive major emphasis in 2011 and a lot of training will be available for all faculty.

- **Several sessions will be offered by Christian Winters, our new campus Coordinator of Instructional Quality throughout the inservice period.**
- **A consultant from Quality Matters will offer two 4-hour sessions of the *Build Your Online Course* on January 5 and January 6.**

These sessions are listed in blue for easy identification. The Quality Matters rubric has applications for the effectiveness of on-ground and on-line classes and should be of interest to all faculty members. All of these inservices are scheduled in C-226.

Critical Thinking Academy sessions are listed in red so that you can identify them easily. All of these inservices are scheduled in S-104 except for the mini-grading session for CAT on Friday, January 7 at 1:00, which is in K-112B.

During the fall semester, five faculty members attended the national meeting of NACADA (National Academic Advising Association) in order to glean knowledge and ideas that will increase our students' success. They are offering Feedback From NACADA inservices to spread the knowledge and best practices from that conference. These inservices are listed in green for easy identification.

MONDAY, JANUARY 3, 2011

(1)9:00 - 10:00 Feedback from NACADA: NSCC Firsts S-104
First generation college students, how do we define them, who are they, and what is holding them back from graduation? A recent USA Today article states that roughly 30% of entering freshmen in the USA are first-generation college students, and nationally, 89% of low-income first-gens leave college within six years without a degree. How can we use supportive advising to help see our first gen students achieve their goals? This session will be repeated on Wednesday 1/6. Led by Sheri Lozier-Bentley

Elizabeth Anderson, Gabriela Carvalho, A. Davis, Gobbell, Teresa Guthrie, Maguire, Overall, Rockstead, Weilmuenster

(2)11:00 – 12:00 Online Course Design C-226
We will focus on the design of online courses with Quality Matters emphasis. This session will provide an analysis of Quality Matters and provide examples of a good design versus a lesser design; offer an overview of ADA requirements; and allow attendees to participate in a lab to create professional documents. All are welcome; this class is not limited to current online instructors. This session will be repeated on Monday 1/10. Led by Christian Winters

Elizabeth Anderson, Bataille, A. Davis, Frye, Kane, Ledbetter, P. Lee, Overall, Turner, Williamson

(3)1:00 – 2:00 Feedback from NACADA: First Year Advising – How Important Is It? S-104
As a NACADA attendee, we will discuss some concepts related to first-year student advising, including how to engage students during their first and second years. I will present what I learned and also present what NSCC is currently doing that coincides with the various success strategies reviewed at the conference. This session will be repeated on Monday, 1/10. Led by Cliff Rockstead

Elizabeth Anderson, Bataille, Combow, Frye, Geno, Gerth, Teresa Guthrie, Ledbetter, P. Lee, Maguire, Overall, Bryan Thomas, Williamson

TUESDAY, JANUARY 4, 2011

(4)9:00 – 10:00 Introduction to the NSCC Learning Object Repository K-163
This session addresses how to publish learning objects to and retrieve learning objects from the Nashville State Learning Object Repository within Desire2Learn. This is a feature that is available for the first time at Nashville State. This session will be repeated on Monday 1/10. Led by Linda Lyle

Alvarado, Elizabeth Anderson, A. Davis, Gerth, Gobbell, Hayden, Ledbetter, Turner, Weilmuenster, Williamson

(5)10:00 – 11:00 Critical Thinking Academy: So You Think You Can Think Critically… But What About Your Students? S-104
This session will discuss different strategies and assignments to help consciously develop the inner critical thinkers in our students. Presented will be ideas from the Teaching Professors Conference that we can all use. Led by Heidi Evans

Elizabeth Anderson, Bataille, Christensen, Gabriela Carvalho, Frye, Geno, Hu, Carol McDonald, Rockstead, Cynthia Stone, Bryan Thomas, Weilmuenster, Williamson

(6)11:00 – 12:00 Working with Technology in the Online Curriculum I C-226
We will work with free online tools that can dramatically enhance the online environment, focusing on screen video capture and Voicethread "Utilizing the Doodle tool", Virtual Classrooms "Content focused video recordings", free websites, and more. How to incorporate ADA requirements will also be addressed. Attendees will participate in lab-based activities. All are welcome; this class is not limited to current online instructors. This session will be repeated on Tuesday 1/11. Led by Christian Winters

Alvarado, Elizabeth Anderson, A. Davis, Gerth, Hayden, Kane, Ledbetter, P. Lee, Marable, Overall, Rockstead, Smiley, Turner, Weilmuenster, Williamson

(7)1:00 – 2:00 Tennessee Electronic Library (TEL) S-104
This inservice will focus on all of the wonderful and free resources available to all Tennesseans. These are library databases available to students even after they graduate. Led by Sally Robertson

Elizabeth Anderson, Geno, Teresa Guthrie, Carol McDonald

WEDNESDAY, JANUARY 5, 2011

8:30 – 4:30 CAT Test Scoring by Faculty Members K-112B
This session is open to identified CAT-scorers only. Faculty members who are interested in scoring future Critical Thinking Assessment Tests (CAT) should contact Michelle Adkerson.

(8)9:00 – 10:00 Working with Technology in the Online Curriculum II C-226
We will focus on the benefits of Camtasia to enhance student engagement in an online course. Attendees will participate in a lab to learn to create student video tutorials to upload into D2L and free websites; video tutorials to support instruction (content-focused video recordings); and PowerPoint video recordings. How to incorporate ADA requirements will also be addressed. Attendees will participate in lab-based activities. All are welcome; this class is not limited to current online instructors. This session will be repeated on Wednesday 1/12. Led by Christian Winters

Alvarado, Elizabeth Anderson, A. Davis, Gerth, Hayden, Kane, Ledbetter, P. Lee, Marable, Perry, Rockstead, Turner

(9)10:00 - 11:00 Feedback from NACADA: NSCC Firsts S-104
First generation college students, how do we define them, who are they, and what is holding them back from graduation? A recent USA Today article states that roughly 30% of entering freshmen in the USA are first-

generation college students, and nationally, 89% of low-income first-gens leave college within six years without a degree. How can we use supportive advising to help see our first gen students achieve their goals? This is a repeat of Monday's session. Led by Sheri Lozier-Bentley

Pam Claybaker, Combow, Bush, Christensen, Gerth, Bryan Thomas

(10)1:00 – 4:00 D2L for New Faculty K-163
This hands-on session is designed for those who are new to D2L or those who want a refresher. It includes managing news, editing content, creating discussions, choosing settings for quizzes, and releasing grades to students. This session does not address how to develop materials for an online course. Attendance is limited to 15. This session will be repeated on Tuesday evening. Led by Linda Lyle

Elizabeth Anderson, Teresa Guthrie, Carol McDonald

(11)1:00 – 5:00 Build Your Online Course C-226
If you are interested in developing an online or hybrid course, this class is an excellent start. Led by a certified Quality Matters trainer, it includes an overview of the QM Rubric and provides a framework to design an online course plan. You will explore eight key standards of the Rubric, focusing on learning objectives and overall course alignment. Note this is a four-hour session and will be repeated Thursday morning. Space is limited to 20 participants.

Gabriela Carvalho, A. Davis, Hayden, Ledbetter, Lyle, Sharon Malloy, Rockstead, Williamson, Wright

THURSDAY, JANUARY 6, 2011
LAST DAY OF REGULAR REGISTRATION

8:00 – 9:00 Coffee and Doughnuts in Student Services Building Dining Area

(12)9:00 – 1:00 Build Your Online Course C-226
If you are interested in developing an online or hybrid course, this class is an excellent start. Led by a certified Quality Matters trainer, it includes an overview of the QM Rubric and provides a framework to design an online course plan. You will explore eight key standards of the Rubric, focusing on learning objectives and overall course alignment. Note this is a four-hour session; space is limited to 20 participants. This is a repeat of the Wednesday afternoon session.

Corcoran, Jerles, Kitchen, LaValley, Orr, Pelster, Setayesh, N. Sheucraft, Connie Simmons, Tate, Usoh

(13)9:00 – 10:00 So, What's Happening in NSCC 1000? S-104
In this workshop, you will participate in activities found in NSCC 1000, College Success. We will discuss how you can help your advisees complete their two-year college plan. You will learn how this course is aiding students in their personal and professional lives, while helping NSCC improve our commitment to advising and teacher/student interaction. This session will be repeated on 1/12. Led by Annette McCreedy

Bataille, Christensen, A. Davis, Gobbell, Hu, King, Overall, Rockstead, Singletary, Weilmuenster

(14)9:00 – 10:00 Creating and Managing the D2L Grade Book K-163
This hand-on session is designed for faculty members who have not created a grade book in D2L. The focus will be on how to select grade book settings, how to create grade book columns, and how to link the grade items to quizzes and assignments. Attendance is limited to 15. Led by Linda Lyle

Elizabeth Anderson, Teresa Guthrie, S. Jones, Lozier, Carol McDonald, Woeppel

(15)9:00 - 10:00 Feedback from NACADA: Ideas for Leadership S-105
The NACADA conference offered ideas for faculty leaders and administrators to improve campus-wide advising. This inservice will include discussion of some of these ideas and invite faculty input on what will work best and is affordable at Nashville State. Topics include: what are we doing well with Advising? Not so well? Should we implement advisor training teams, advising checklists, more assessment of our

effectiveness, faculty committees? Should we be more intrusive? Give more attention to advising undecided majors? This session will be repeated on 1/11. Led by Endora Feick

Gabriela Carvalho, Combow, Gerth, Kane, Maguire, Perry, McWilliams

(16)9:00 – 10:00 Cultural Differences in the Classroom S-112
NSCC is fortunate to welcome students from dozens of different countries. This diversity is an asset, but it can pose challenges for instructors. This session will give practical advice to instructors in how to best serve students from various cultures, and participants will have an opportunity to share challenges or successes that they have experienced in dealing with NSCC's international populations. Led by Connie Mathews and Devora Manier

Elizabeth Anderson, Combow, Donaldson, Ledbetter, Riggs, M.L. Smith, Cynthia Stone

10:00 - 12:00 Activities in the Divisions
Information about division meetings during the week will be distributed by the deans.

(17)1:00 – 2:00 Feedback From NACADA: Effective Advising S-104
As one of five NSCC faculty members to attend the 2010 NACADA conference, I focused my attention on seminars that dealt with two things in particular: 1) learning how to be a more effective advisor overall and 2) learning how to better serve the unique advising needs of first generation college students. I'll share what I heard from advisors across the country and ask you to begin a discussion on what makes sense for us to try here. This session will be repeated on Tuesday, 1/11. Led by Mary Rosenthal

Alvarado, Elizabeth Anderson, Combow, Gerth, Teresa Guthrie, Maguire, Marable, Overall, D. Smith, Bryan Thomas

(18)1:00 – 2:00 Free Range Research: Allowing Students to Roam Free on the World Wide Web S-105
It's time to cut those apron strings. Let your students roam free on the World Wide Web and learn to critically evaluate resources for their research. This workshop will explore Google Scholar, Google Books, Blekko, Wikipedia and much more! The library databases aren't the only place to find great sources for research papers. Led by Emily Bush

Bataille, A. Davis, Donaldson, Manier, Mendoza, Pease, Setayesh, Singletary, M.L. Smith, Cynthia Stone

FRIDAY, JANUARY 7, 2011
FIRST DAY OF LATE REGISTRATION
Cookeville, Humphreys County, and Southeast Center faculty members will be here today.

(19)9:00 – 10:00 Merlot: Free Resources and Open Textbooks S-104
Learn about free peer-reviewed resources, including open textbooks, that you can use in your classrooms or direct your students to for extra help in your classes. Led by Patty Feller and Sally Robertson

Elizabeth Anderson, Brown, Donaldson, Gerth, Jerles, Manier, Overall, Pease, Setayesh, Turner

10:00 - 12:00 Activities in the Divisions
Information about division meetings during the week will be distributed by the deans. Activities especially useful for off-campus faculty members will receive emphasis in these division meetings.

11:00 – 1:00 Bean Bash Student Services Center Dining Area
This annual event, hosted by the Library staff, begins at 11:00 in the Student Services Center dining area. Start planning for your own contribution to this popular event now.

(20)1:00 – 2:00 Critical Thinking Academy: Insight Gained from Grading CAT Exams K-112B
This inservice is limited to 12 people, and will be repeated if there is sufficient interest. Led by Robert Overall

Dean, Garner, Mantle, Overall, D. Smith

(21)1:00 – 2:00 Writing and Thinking S-104

We all know that writing stimulates critical thinking. Discussing our values and concerns as writers and teachers, focusing on such topics as invention strategies, coaching the writing process, and revision, we can become more aware of the composing process and of our students' struggles to acquire the ability to produce expressive, well developed, and engaged writing. I will be discussing the writing practices I learned at the Institute for Writing and Thinking at Bard College. This session is for instructors of English and instructors of all subjects who want to understand how writing generates thinking. This session is a repeat from August – back by popular demand. Led by Michele Singletary

Brown, Gabriela Carvalho, Geno, Gobbell, Houck, Kitchen, Mendoza, Pease, Setayesh

(22)1:00 – 3:00 Calling All College Success Teachers! C-226

This inservice is required for, and limited to, faculty members who have taught and/or are scheduled to teach NSCC 1000 College Success. The workshop will provide course updates as well as new technology and ideas for use in the College Success classroom. You will receive helpful information to assist in teaching the Advising portion of the course. In addition, we will explore innovative and engaging assignments. Prepare to share those ideas and assignments you found helpful in teaching NSCC 1000. Please send Annette McCreedy your list of favorite sites, most effective assignments, and course suggestions in advance of this session. You will each receive copies as we share ideas in this interactive session. Led by Annette McCreedy

Altstatt, Elizabeth Anderson, Brazile, Bush, Dawn Fears, Massengill, Rockstead

MONDAY, JANUARY 10, 2011

(23)9:00 – 10:00 Introduction to the NSCC Learning Object Repository K-163

This session addresses how to publish learning objects to and retrieve learning objects from the Nashville State Learning Object Repository within Desire2Learn. This is a feature that is available for the first time at Nashville State. This is a repeat of last Tuesday's session. Led by Linda Lyle

Pam Claybaker, King, Orr, M.L. Smith

(24)9:00 – 10:00 First Year Advising – How Important Is It? S-104

As a NACADA attendee, we will discuss some concepts related to first-year student advising, including how to engage students during their first and second years. I will present what I learned and also present what NSCC is currently doing that coincides with the various success strategies reviewed at the conference. This is a repeat of last Monday's session. Led by Cliff Rockstead

Bataille, Bush, Christensen, Gobbell, Jerles, McWilliams, Nettles, Overall, Pease, Perry

11:00 – 12:00 Workshop for Pre-Nursing Advisors S-117

Cindy Waller will hold this workshop for all pre-nursing advisors as well as nursing faculty and student services personnel who wish to attend. The objective is to be sure everyone understands the various options and to develop procedures for solving problems that we are experiencing.

10:00 - 12:00 Activities in the Divisions

Information about division activities during the week will be distributed by the Deans.

(25)1:00 – 2:00 Online Course Design C-226

We will focus on the design of online courses with Quality Matters emphasis. This session will provide an analysis of Quality Matters and provide examples of a good design versus a lesser design; offer an overview of ADA requirements; and allow attendees to participate in a lab to create professional documents. All are welcome; this class is not limited to current online instructors. This is a repeat of last Monday's session. Led by Christian Winters

Corcoran, Jerles, LaValley, McWilliams, Orr, Overall, Pease, Pelster, Perry, Yvonne Simerman, D. Smith, Swanson, Tate

(26)1:00 – 2:00 An English Professor's Guide to Grading College Essays S-104

Ever wonder how English faculty members grade all those essays? Well, we do too! One of the tools we use is a grading rubric. Come see the standard Composition grading rubric, hear about its development, see how it has been adapted and used in Literature classes as well, and discuss how it could be adapted for use in your own classes. This is designed for all non-English faculty members who assign papers in their classes. Led by Michele Singletary and Bridgette Weir

Elizabeth Anderson, Pam Claybaker, Donaldson, Field, Medoza, Riggs, Williamson

TUESDAY, JANUARY 11, 2011

(27)8:00-4:00 Personal Connections: Fostering Gender Equity in the STEM Classroom
C-210
This inservice is sponsored by Perkins funds and **required** for faculty members teaching in A.A.S. STEM programs with men constituting more than 75% of enrollment. Lunch will be provided. The purpose is to help us successfully recruit and graduate more women in these programs. It will include exercises and discussions and will be led by Anne-Claire Anderson of the Center for Occupational Research and Development. **Reservations are required.**

Combow, Dean, Donaldson, Garner, Harris, Kitchen, Maguire, Pelster, Usoh, Welch

(28)9:00 – 10:00 Feedback From NACADA: Effective Advising S-104
As one of five NSCC faculty members to attend the 2010 NACADA conference, I focused my attention on seminars that dealt with two things in particular: 1) learning how to be a more effective advisor overall and 2) learning how to better serve the unique advising needs of first generation college students. I'll share what I heard from advisors across the country and ask you to begin a discussion on what makes sense for us to try here. This is a repeat of Thursday's session. Led by Mary Rosenthal

Corcoran, Fields, Hu, Nettles, Pease, Riggs, Rockstead

(29)9:00 – 10:00 Critical Thinking Academy: Analyze? What's That? S-105
Many students do not understand how to analyze information or even to determine if the information is fact or opinion. This inservice will provide activities and suggestions for helping students be better analyzers. Led by Peggy Sharpe and Brenda Jerles

Adkerson, Elizabeth Anderson, A. Davis, C. Gray, Teresa Guthrie, Marable, Perry, Yvonne Simerman, Singletary, M.L. Smith, Swanson, Tate, Weilmuenster, Williamson

(30)9:00 – 10:00 Test-Taking Tips from the Student's Point of View S-112
This interactive session will help teachers examine test taking from the student's perspective. We will explore strategies of high-scoring students and share strategies for studying and test-taking. In addition, participants will share strategies which aid in student success in various disciplines. Led by Annette McCreedy

Alvarado, Bataille, Gobbell, King, Cynthia Stone

9:00 – 10:00 Initial meeting of College-Wide Promotion Committee S-208

10:00 - 12:00 Activities in the Divisions
Information about these divisional meetings during the week will be distributed by the deans.

(31)1:00 – 2:00 Working with Technology in the Online Curriculum I C-226
We will work with free online tools that can dramatically enhance the online environment, focusing on screen video capture and Voicethread "Utilizing the Doodle tool", Virtual Classrooms "Content focused video recordings", free websites, and more. How to incorporate ADA requirements will also be addressed. Attendees will participate in lab-based activities. All are welcome; this class is not limited to current online instructors. This is a repeat of last Tuesday's session. Led by Christian Winters

Bataille, Field, Gobbell, Kitchen, LaValley, McWilliams, Orr, Pease, Setayesh, Yvonne Simerman, Singletary, D. Smith, Swanson

(32)1:00 – 2:00 Feedback from NACADA: Ideas for Leadership S-104
The NACADA conference offered ideas for faculty leaders and administrators to improve campus-wide advising. This inservice will include discussion of some of these ideas and invite faculty input on what will work best and is affordable at Nashville State. Topics include: what are we doing well with Advising? Not so well? Should we implement advisor training teams, advising checklists, more assessment of our effectiveness, faculty committees? Should we be more intrusive? Give more attention to advising undecided majors? This is a repeat of Thursday's session. Led by Endora Feick

Elizabeth Anderson, King, Mendoza, Nettles, Overall, Rockstead, Bryan Thomas

(33)5:00 – 8:00 D2L for New Faculty K-163
This hands-on session is designed for those who are new to D2L or those who want a refresher. It includes managing news, editing content, creating discussions, choosing settings for quizzes, and releasing grades to students. This session does not address how to develop materials for an online course. Attendance is limited to 15. This is a repeat of last Wednesday's afternoon session. Led by Linda Lyle

Connie Casha, Sandricia Luster, Tish Smedley, D. Smith

WEDNESDAY, JANUARY 12, 2011
LAST DAY OF LATE REGISTRATION

(34)9:00 – 10:00 Critical Thinking Academy: Think About … Your Passion S-104
Last August, we rolled out our "Think About …" campaign and Michelle Adkerson provided this meaningful and motivating inservice. Several people who attended in August have asked that we repeat this session. If you've forgotten how important your job is or If you're having trouble getting excited about spring semester, this inservice may cure your winter doldrums. Michelle Adkerson has agreed to repeat this session from August.

Elizabeth Anderson, Bataille, Field, Gobbell, C. Gray, Manier, Nettles, Orr, Overall, Perry, Williamson

10:00 - 12:00 Activities in the Divisions
Information about division meetings during the week will be distributed by the deans.

(35)1:00 – 2:00 Working with Technology in the Online Curriculum II C-226
We will focus on the benefits of Camtasia to enhance student engagement in an online course. Attendees will participate in a lab to learn to create student video tutorials to upload into D2L and free websites; video tutorials to support instruction (content-focused video recordings); and PowerPoint video recordings. How to incorporate ADA requirements will also be addressed. Attendees will participate in lab-based activities. All are welcome; this class is not limited to current online instructors. This is a repeat of last Wednesday's session. Led by Christian Winters

Bataille, Donaldson, Field, Kitchen, McWilliams, Orr, Pease, Pelster, Smiley, Welch, Williamson

(36)1:00 – 2:00 So, What's Happening in NSCC 1000? S-104
In this workshop, you will participate in activities found in NSCC 1000, College Success. We will discuss how you can help your advisees complete their two-year college plan. You will learn how this course is aiding students in their personal and professional lives, while helping NSCC improve our commitment to advising and teacher/student interaction. This is a repeat of Thursday's session. Led by Annette McCreedy

Adkerson, Pam Claybaker, Combow, Ledbetter, Lozier, Nettles, Overall, M.L. Smith, Bryan Thomas

(37)1:00 – 2:00 What's new in D2L? K-163
Beginning Spring 2011, NSCC will be using D2L, Version 9, an upgrade from the version we currently use. Come join us for a preview of the new features such as equation support, manage dates, comments when grading discussions, multi-level grading rubrics, and some increased functionality with the tools we currently use. D2L has also built in new tools for course design. Led by Linda Lyle

Elizabeth Anderson, Corcoran, A. Davis, Gerth, Gobbell, C. Gray, Riggs, Setayesh, Swanson, Usoh, Woeppel, Williamson

(38)2:00 – 3:00 Feedback From NACADA: Improving NSCC 1000 S-105

Five faculty members from NSCC attended the (NACADA) conference this year as part of our Title III grant. This particular inservice will emphasize information that is relevant to making NSCC 1000 the most effective course possible for our students. Led by Annette McCreedy

Elizabeth Anderson, Combow, Overall, Rockstead

THURSDAY, JANUARY 13, 2011

CLASSES BEGIN

MONDAY, JANUARY 17, 2011

MARTIN LUTHER KING HOLIDAY: NO CLASSES

SAVE THE DATE!! TUESDAY, FEBRUARY 15

On Tuesday, February 15, Mr. Greg Singleton, APSU Dean of Students, will be on our campus to offer an inservice on *Fostering a Community of Student Engagement.* The inservice will include strategies/steps for dealing with disruptive students and research for identifying potentially violent students. Mr. Singleton has developed a *Faculty Resource Guide for Disruptive Students.*

Attachment 6.1

Curriculum Summary			
Name of Major/Program:		**AAS in Business Management**	
Concentration:		**Business Administration**	
Total Number of Hours in Degree:		**60**	
Professional Component			
Course Number and Title		Area of Study	Credit Hours
ACCT 1104	Principles of Accounting I	A	3
ACCT 1105	Principles of Accounting II	A	3
AIS 1181	Business Software Applications	B	3
ECON 1111 or	Principles of Macroeconomics	D	3
ECON 1121	Principles of Microeconomics	D	
BUS 2650	Legal Environment of Business	E	3
		Total Credit Hours	15
		Percent of Total Hours	25
General Education Component			
Course Number and Title		Educational Goal	Credit Hours
ENGL 1010	English Composition I	1	3
SPCH 1010 or	Speech	1	3
SPCH 1112	Fundamentals of Speech Comm	1	
Humanities	Elective	9	3
Math	Elective	6	3
Social Science	Elective	5	3
		Total Credit Hours	15
		Percent of Total Hours	25
Business Major Component			
Course Number and Title			Credit Hours
BNK 2110	Money and Banking		3
BUS 1113	Intro to Business		3
BUS 2111	Organizational Behavior		3
BUS 2250	Human Resource Management		3
BUS 2310	Business Ethics		3
BUS 2400	Principles of Management		3
BUS 2900	Management Applications		3
MKT 1400	Customer Service & Sales		3
MKT 2220	Marketing		3
	Electives		3
		Total Credit Hours	30
		Percent of Total Hours	50

Curriculum Summary			
Name of Major/Program:		**AAS in Business Management**	
Concentration:		**Entrepreneurship**	
Total Number of Hours in Degree:		**60**	
Professional Component			
Course Number and Title		Area of Study	Credit Hours
ACCT 1010 or	Survey of Accounting	A	3
ACCT 1104	Principles of Accounting I	A	
ECON 1111 or	Principles of Macroeconomics	D	3
ECON 1121	Principles of Microeconomics	D	
ENTR 1600	Entrepreneurship	G	3
BUS 2650	Legal Environment of Business	E	3
MKT 1400	Customer Service & Sales	F	3
		Total Credit Hours	15
		Percent of Total Hours	25
General Education Component			
Course Number and Title		Educational Goal	Credit Hours
ENGL 1010	English Composition I	1	3
SPCH 1010 or	Speech	1	3
SPCH 1112	Fundamentals of Speech Comm	1	
Humanities	Elective	9	3
Math	Elective	6	3
Social Science	Elective	5	3
		Total Credit Hours	15
		Percent of Total Hours	25
Business Major Component			
Course Number and Title			Credit Hours
BUS 2111	Organizational Behavior		3
BUS 2900	Management Applications		3
ENTR 1700	Business Financial Management		3
ENTR 1800	Entrepreneurship Marketing		3
ENTR 2200	Business Plan Fundamentals		3
	Electives		15
		Total Credit Hours	30
		Percent of Total Hours	50

Curriculum Summary			
Name of Major/Program:		**AAS in Business Management**	
Concentration:		**Financial Services**	
Total Number of Hours in Degree:		**60**	
Professional Component			
Course Number and Title		Area of Study	Credit Hours
ACCT 1104	Principles of Accounting I	A	3
ACCT 1105	Principles of Accounting II	A	3
AIS 1181	Business Software Applications	B	3
ECON 1111 or	Principles of Macroeconomics	D	3
ECON 1121	Principles of Microeconomics	D	
BUS 2650	Legal Environment of Business	E	3
		Total Credit Hours	15
		Percent of Total Hours	25
General Education Component			
Course Number and Title		Educational Goal	Credit Hours
ENGL 1010	English Composition I	1	3
SPCH 1010 or	Speech	1	3
SPCH 1112	Fundamentals of Speech Comm	1	
Humanities	Elective	9	3
Math	Elective	6	3
Social Science	Elective	5	3
		Total Credit Hours	15
		Percent of Total Hours	25
Business Major Component			
Course Number and Title			Credit Hours
BNK 1110	Principles of Banking		3
BNK 1210	Consumer Lending		3
BNK 1215	Commercial Bank Management		3
BNK 2110	Money and Banking		3
BNK 2230	Investment Basics		3
BUS 2111	Organizational Behavior		3
BUS 2900	Management Applications		3
MKT 1400	Customer Service & Sales		3
MKT 2220	Marketing		3
	Electives		3
		Total Credit Hours	30
		Percent of Total Hours	50

Curriculum Summary	
Name of Major/Program:	**AAS in Business Management**
Concentration:	**Marketing**
Total Number of Hours in Degree:	**60**

Professional Component

Course Number and Title		Area of Study	Credit Hours
ACCT 1104	Principles of Accounting I	A	3
ACCT 1105	Principles of Accounting II	A	3
AIS 1181	Business Software Applications	B	3
ECON 1111 or	Principles of Macroeconomics	D	3
ECON 1121	Principles of Microeconomics	D	
BUS 2650	Legal Environment of Business	E	3
		Total Credit Hours	15
		Percent of Total Hours	25

General Education Component

Course Number and Title		Educational Goal	Credit Hours
ENGL 1010	English Composition I	1	3
SPCH 1010 or	Speech	1	3
SPCH 1112	Fundamentals of Speech Comm	1	
Humanities	Elective	9	3
Math	Elective	6	3
Social Science	Elective	5	3
		Total Credit Hours	15
		Percent of Total Hours	25

Business Major Component

Course Number and Title			Credit Hours
BUS 1113	Intro to Business		3
BUS 2111	Organizational Behavior		3
BUS 2310	Business Ethics		3
BUS 2400	Principles of Management		3
BUS 2900	Management Applications		3
MKT 1400	Customer Service & Sales		3
MKT 2220	Marketing		3
MKT 2221	Consumer Behavior		3
	Electives		6
		Total Credit Hours	30
		Percent of Total Hours	50

Curriculum Summary			
Name of Major/Program:		**Computer Accounting**	
Concentration:			
Total Number of Hours in Degree:		**60**	
Professional Component			
Course Number and Title		Area of Study	Credit Hours
ACCT 1104	Principles of Accounting I	A	3
ACCT 1105	Principles of Accounting II	A	3
ACCT 2200	Payroll Accounting	A	4
AIS 1181	Business Software Applications	B	3
MATH 1630	Finite Mathematics	C	3
ACCT 2740	Auditing	E	4
		Total Credit Hours	20
		Percent of Total Hours	33%
General Education Component			
Course Number and Title		Educational Goal	Credit Hours
ENGL 1010	English Composition I	1	3
SPCH 1010	Speech	1	3
AIS 1180	Introduction to Microcomputing	7	3
	Humanities Elective	3	3
	Social Science Elective	8	3
		Total Credit Hours	15
		Percent of Total Hours	25%
Business Major Component			
Course Number and Title			Credit Hours
ACCT 2154	Intermediate Accounting I		4
ACCT 2164	Intermediate Accounting II		4
ACCT 2350	Taxation		3
ACCT 2380	Accounting System Applications		3
ACCT 2600	Spreadsheet Problems		3
ACCT 2840	Database Applications		4
ACCT 2900	Accounting Capstone		4
		Total Credit Hours	25
		Percent of Total Hours	42%

Curriculum Summary			
Name of Major/Program:		**AAS in Healthcare Management**	
Concentration:		**Medical Coding**	
Total Number of Hours in Degree:		**60**	
Professional Component			
Course Number and Title		Area of Study	Credit Hours
ACCT 1104	Principles of Accounting I	A	3
or			
ACCT 1010	Survey of Accounting	A	3
AIS 1181	Business Software Applications	B	3
HCM 2200	Medical Legal Issues	E	3
ECON 1111	Principles of Macroeconomics	D	3
or			
ECON 1121	Principles of Microeconomics	D	3
	Mathematics Elective	C	3
		Total Credit Hours	15
		Percent of Total Hours	25
General Education Component			
Course Number and Title		Educational Goal	Credit Hours
ENGL 1010	English Composition I	1	3
ENGL 2112	Communication	1	3
OAD 1116	Business English	1	3
SPCH 1010	Speech	1	3
BIOL 1004	Basic Anatomy and Physiology	6	3
PHIL 2300	Ethics in Medicine	4	3
	Humanities Elective	3	3
		Total Credit Hours	21
		Percent of Total Hours	35
Business Major Component			
Course Number and Title			Credit Hours
BIOL 1000	Medical Terminology		3
HCM 2000	Healthcare Delivery Systems		3
HCM 2300	Pharmacology		3
HCM 2400	ICD-CM Coding		3
HCM 2500	CPT Coding		3
HCM 2600	Insurance and Reimbursement		3
HCM 2700	Coding Capstone		3
HCM 2900	Healthcare Management Capstone		3
		Total Credit Hours	24
		Percent of Total Hours	40

Curriculum Summary			
Name of Major/Program:		**AAS in Healthcare Management**	
Concentration:		**Medical Management**	
Total Number of Hours in Degree:		**60**	
Professional Component			
Course Number and Title		Area of Study	Credit Hours
ACCT 1104	Principles of Accounting I	A	3
or			
ACCT 1010	Survey of Accounting	A	3
AIS 1181	Business Software Applications	B	3
BUS 2400	Principles of Management	I	3
HCM 2200	Medical Legal Issues	E	3
ECON 1111	Principles of Macroeconomics	D	3
or			
ECON 1121	Principles of Microeconomics	D	3
	Mathematics Elective	C	3
		Total Credit Hours	18
		Percent of Total Hours	30
General Education Component			
Course Number and Title		Educational Goal	Credit Hours
ENGL 1010	English Composition I	1	3
ENGL 2112	Communication	1	3
OAD 1116	Business English	1	3
SPCH 1010	Speech	1	3
SPCH 2111	Interpersonal Skills	1	3
PHIL 2300	Ethics in Medicine	4	3
CIS 1070	IT Support Skills	7	3
	Humanities Elective	3	3
		Total Credit Hours	24
		Percent of Total Hours	40
Business Major Component			
Course Number and Title			Credit Hours
BIOL 1000	Medical Terminology		3
BUS 2111	Organizational Behavior		3
BUS 2250	Human Resource Management		3
HCM 2000	Healthcare Delivery Systems		3
HCM 2600	Insurance and Reimbursement		3
HCM 2900	Healthcare Management Capstone		3
		Total Credit Hours	18
		Percent of Total Hours	30

Curriculum Summary			
Name of Major/Program:		**AAS in Office Administration**	
Concentration:		**Business Office Professional**	
Total Number of Hours in Degree:		**60**	
Professional Component			
Course Number and Title		Area of Study	Credit Hours
ACCT 1104	Principles of Accounting I	A.	3
AIS 1181	Business Software Applications	B.	3
BUS 2310 or BUS 2650	Business Ethics or Legal Environment of Business	E.	3
BUS 2400	Principles of Management	I.	3
ECON 1111 or ECON 1121	Principles of Macroeconomics or Principles of Microeconomics	D.	3
BUS 2111	Organizational Behavior	I.	3
		Total Credit Hours	18
		Percent of Total Hours	30
General Education Component			
Course Number and Title		Educational Goal	Credit Hours
ENGL 1010	English Composition I	1.	3
	Mathematics Elective	6.	3
	Humanities Elective	3.	3
OAD 1116	Business English	1.	3
OAD 1117	Business Communications	1.	3
SPCH 1010	Speech	1.	3
		Total Credit Hours	18
		Percent of Total Hours	30
Business Major Component			
Course Number and Title			Credit Hours
OAD 1235	Excel		3
OAD 2125	Access		3
BUS 1113	Intro to Business		3
Technical Elective	CIS 1070 IT Support Skills or MKT 1400 Customer Service & Sales		3
OAD 1100	Keyboarding/Formatting		3
OAD 1225	Word		3
OAD 2840	Office Procedures		3
OAD 2950	Office Professional Capstone		3
		Total Credit Hours	24
		Percent of Total Hours	40

Curriculum Summary	
Name of Major/Program:	**AAS in Office Administration**
Concentration:	**Medical Office Professional**
Total Number of Hours in Degree:	**60**

Professional Component

Course Number and Title		Area of Study	Credit Hours
BUS 1113 or OAD 2600	Intro to Business or Medical Transcription I	E. E.	3
ACCT 1104 or OAD 2610	Principles of Accounting I or Medical Transcription II	A. E.	3
AIS 1181	Business Software Applications	B.	3
BUS 2400	Principles of Management	I.	3
ECON 1111 or ECON 1121	Principles of Macroeconomics or Principles of Microeconomics	D.	3
		Total Credit Hours	15
		Percent of Total Hours	25

General Education Component

Course Number and Title		Educational Goal	Credit Hours
BIOL 1004	Basic Anatomy/Physiology	6.	3
	Mathematics Elective	6.	3
ENGL 1010	English Composition	1.	3
OAD 1116	Business English	1.	3
OAD 1117	Business Communications	1.	3
	Humanities Elective	3.	3
SPCH 1010	Speech	1.	3
		Total Credit Hours	21
		Percent of Total Hours	35

Business Major Component

Course Number and Title			Credit Hours
BIOL 1000	Medical Terminology		3
HCM 2300	Pharmacology		3
OAD 1100	Keyboarding/Formatting		3
OAD 1235	Excel		3
OAD 1225	Word		3
OAD 2125	Access		3
OAD 2840	Office Procedures		3
OAD 2950	Office Professional Capstone		3
		Total Credit Hours	24
		Percent of Total Hours	40

Curriculum Summary			
Name of Major/Program:		**AS in Business Studies**	
Concentration:			
Total Number of Hours in Degree:		**60**	
Professional Component			
Course Number and Title		Area of Study	Credit Hours
ACCT 1104	Principles of Accounting I	A	3
ACCT 1105	Principles of Accounting II	A	3
AIS 1181	Business Software Applications	B	3
BUS 2315	Business Statistics		3
ECON 1111	Principles of Macroeconomics	D	3
ECON 1121	Principles of Microeconomics	D	3
MATH 1830	Concepts of Calculus		3
		Total Credit Hours	21
		Percent of Total Hours	35
General Education Component			
Course Number and Title		Educational Goal	Credit Hours
ENGL 1010	English Composition I	1	3
SPCH 1010 or	Speech	1	3
SPCH 1112	Fundamentals of Speech Comm	1	
Humanities	Elective	9	3
Math	Elective	6	3
Social Science	Elective	5	3
		Total Credit Hours	15
		Percent of Total Hours	25
Business Major Component			
Course Number and Title			Credit Hours
ENGL 1020	English Composition II		3
History	Elective		6
Humanities	Elective		6
Science	Elective		8
Social Science	Elective		3
		Total Credit Hours	24
		Percent of Total Hours	40

Curriculum Summary	
Name of Major/Program:	**AS in Pre-Law**
Concentration:	**Note: Association of American Law Schools does not recommend a specific pre-law curriculum.**
Total Number of Hours in Degree:	**60**

Professional Component

Course Number and Title		Area of Study	Credit Hours
ACCT 1104	Principles of Accounting I	A	3
ACCT 1105	Principles of Accounting II	A	3
AIS 1181	Business Software Applications	B	3
BUS 2315	Business Statistics		3
ECON 1111	Principles of Macroeconomics	D	3
ECON 1121	Principles of Microeconomics	D	3
MATH 1830	Concepts of Calculus		3
		Total Credit Hours	21
		Percent of Total Hours	35

General Education Component

Course Number and Title		Educational Goal	Credit Hours
ENGL 1010	English Composition I	1	3
SPCH 1010 or	Speech	1	3
SPCH 1112	Fundamentals of Speech Comm.	1	
Humanities	Elective	9	3
Math	Elective	6	3
Social Science	Elective	5	3
		Total Credit Hours	15
		Percent of Total Hours	25

Business Major Component

Course Number and Title			Credit Hours
ENGL 1020	English Composition II		3
History	Elective		6
Humanities	Elective		6
Science	Elective		8
Social Science	Elective		3
		Total Credit Hours	24
		Percent of Total Hours	40

Curriculum Summary			
Name of Major/Program:		**AS in Healthcare Management**	
Concentration:		**Medical Management**	
Total Number of Hours in Degree:		**60**	
Professional Component			
Course Number and Title		Area of Study	Credit Hours
ACCT 1104	Principles of Accounting I	A	3
ACCT 1105	Principles of Accounting II	A	3
AIS 1181	Business Software Applications	B	3
HCM 2000	Healthcare Delivery Systems	E	3
ECON 1111	Principles of Macroeconomics	D	3
ECON 1121	Principles of Microeconomics	D	3
	Mathematics Elective	C	3
		Total Credit Hours	21
		Percent of Total Hours	35
General Education Component			
Course Number and Title		Educational Goal	Credit Hours
ENGL 1010	English Composition I	1	3
ENGL 1020	English Composition II	1	3
BIOL 2010	Anatomy & Physiology I	6	4
BIOL 2020	Anatomy & Physiology II	6	4
ART 1030	Art Appreciation	3	3
MUS 1030	Music Appreciation	9	3
HIST 2010	American People To 1877	2	3
		Total Credit Hours	23
		Percent of Total Hours	38
Business Major Component			
Course Number and Title			Credit Hours
BIOL 1000	Medical Terminology		3
SPCH 1010	Speech		3
ELECTIVE	ELECTIVE		10
		Total Credit Hours	16
		Percent of Total Hours	27

Curriculum Summary			
Name of Major/Program:		**AS in Health Information Management**	
Concentration:		**Medical Management**	
Total Number of Hours in Degree:		**60**	
Professional Component			
Course Number and Title		Area of Study	Credit Hours
ACCT 1104	Principles of Accounting I	A	3
ACCT 1105	Principles of Accounting II	A	3
AIS 1181	Business Software Applications	B	3
HCM 2000	Healthcare Delivery Systems	E	3
ECON 1111	Principles of Macroeconomics	D	3
ECON 1121	Principles of Microeconomics	D	3
	Mathematics Elective	C	3
		Total Credit Hours	21
		Percent of Total Hours	35
General Education Component			
Course Number and Title		Educational Goal	Credit Hours
ENGL 1010	English Composition I	1	3
ENGL 1020	English Composition II	1	3
BIOL 2010	Anatomy & Physiology I	6	4
BIOL 2020	Anatomy & Physiology II	6	4
ART 1030	Art Appreciation	3	3
HIST 2010	American People To 1877	2	3
HIST 2020	American People Since 1877	2	3
		Total Credit Hours	23
		Percent of Total Hours	38
Business Major Component			
Course Number and Title			Credit Hours
BIOL 1000	Medical Terminology		3
SPCH 1010	Speech		3
ELECTIVE	ELECTIVE		10
		Total Credit Hours	16
		Percent of Total Hours	27

Attachment 6.7.A

NASHVILLE STATE TECHNICAL COMMUNITY COLLEGE
Curriculum Committee

VOTING ITEM SUBMISSION FORM

To complete form, type in the gray boxes. The box will expand as you type. Use the tab key to move from one section to the next. If any section does not apply to your proposal, please mark NA.

Division:

Program:

Proposed Change:

- ☐ Course Revision
  - What is the revised title (Max 30 characters)?
  - What is the current rubric and course number?
  - If changing, what is the proposed rubric and course number?
- ☐ Course Replacement
  - What course will be replaced (include rubric and course number)?
- ☐ New Course
  - New Course Title (Max 30 characters)
  - New Course Rubric and Number
- ☐ Change Title of certificate or degree program
  - What is the old title?
  - What is the new title?
- ☐ New Degree or Certificate
  - What degree or certificate are you proposing?
- ☐ New Concentration
  - What concentration are you proposing?
- ☐ Substantive Curriculum Revision (greater than 17 hours)
- ☐ Program Consolidation
  - What Programs are you proposing to consolidate?
- ☐ Extension of Program to off-site campus
  - What Program are you extending?
  - What off-site campus will you be using?
- ☐ Degree or Certificate Termination
  - What degree or certificate are you proposing to terminate?
- ☐ Course Deletion
  - What course are you proposing to delete from the NSCC course inventory?

Rationale for Proposal:

If this is a New Course, please provide your course description. Description should be formatted according to the example provided.

EXAMPLE COURSE DESCRIPTION

ACCT 1105
Princ of Accting II
4 Credits4 Class Hours
A continuation of ACCT 1104. Topics include plant assets, payroll, corporate and partnership entity accounting, long-term investments and liabilities, statements and cashflows, and financial statement analysis.
Prerequisites; ACCT 1104 with a grade of "C" or higher

New Course Description:

If a new degree, certificate or concentration, please outline your proposal in general terms. (Each new course will need a separate course proposal) :

Course Credit Hours:

If new, degree, certificate or concentration, total credit hours required for completion:
NOTE: Degrees must require a minimum of 60 semester hours (SACS). If more than 60 attach justification for TBR.

Course Class Hours Total:

Lecture Contact Hours:
Lab Contact Hours:
Lecture/Lab Contact Hours:

Identify any prerequisites:

Identify any co-requisites:

Remedial/Developmental Prerequisites (check all that apply)**:**

- ☐ DSPW 0700
- ☐ DSPR 0700
- ☐ DSPM 0700
- ☐ DSPW 0800
- ☐ DSPR 0800
- ☐ DSPM 0800
- ☐ NA: Not applicaple
- ☐ DSPM 0850

Level of instruction:

- ☐ UG = Undergraduate
- ☐ DS = Developmental Studies
- ☐ CE = Continuing Education (CEU's)
- ☐ NA = Not applicable

Instructor Medium: (check all that apply):

- ☐ CON = Conventional methodology
- ☐ CLN = Clinicals
- ☐ IND = Independent Study
- ☐ HYB = Hybrid
- ☐ RD1 = RODP – Undergraduate
- ☐ RD3 = RODP – Developmental Studies
- ☐ PRA = Student Tchng/Field Exp./Co-op
- ☐ VTP = Video
- ☐ WEB = Web-Asynchronous
- ☐ NA = Not applicable

Estimated library costs for this proposal:

☐ Yes, I am requesting library funds in the amount of
☐ There are no library costs for this proposal

Will other Programs be affected?

☐ Yes
☐ No

If yes, what Programs will be effected and how will they be affected?

Will this proposal change any graduation requirements?

☐ Yes
☐ No

If yes, how will this proposal change graduation requirements?
(*Note: If graduation requirements are changed, this change cannot be implemented until the beginning of the fall semester).*

Requested Date of Implementation:

Additional Comments:

APPROVALS:

For approval signature, please type your name in the appropriate box. Please identify the date that you approved this submission. The required approvals are listed in order. Please make sure that the person listed ahead of you has indicated their approval through signature and date before you add your information.

Approval	Signature	Date Approved	CIP CODE
Program Coordinator			NA
Academic Dean			NA
Dean of LRC			NA
AVP Planning and Assessment			
Registrar			NA
Curriculum Committee			NA
Curriculum Committee Chair			NA
Faculty Senate Chair			NA
VP Academic Affairs			NA

Attachment 6.10.C

Nashville State Community College

Request for Evaluation of Transfer Credit

Date: _____ Due to Records Office By: _____

To: _____ From: _____

College: _____

Years: _____ Hours: Semester Quarter

Please evaluate the courses marked on the attached transcript pages for possible transfer credit. Elective credit can be awarded if there is no NSCC equivalent but you want to give the student credit. Please use the following format: ENGL 1999, 3 credits (for example). If the course has no NSCC equivalent and you do not want to award elective credit, write "No NSCC Equivalent" in the "Course Rubric" box.

Transfer Course		NSCC Course	
Course Rubric	Course Credit	Course Rubric	Awarded Credit

Comments:

Dean or Coordinator Signature **Date**

Please return the completed form to the NSCC Records Office. Thank you for your prompt attention!

RECORDS OFFICE USE ONLY

Student Name: _____ Students ID #: _____

Processed By: _____ Date: _____