Truckee Meadows Community College

Ad Hoc Report to Address Recommendation 4 of the

Fall 2015 Year Seven Peer-Evaluation Report

Submitted to the Northwest Commission on Colleges and Universities

September 15, 2016

Table of Contents

Introduction

On October 14-16, 2015, Truckee Meadows Community College (TMCC) underwent its Year Seven Site Visit following submission of its Year Seven Comprehensive Self-Evaluation Report to the Northwest Commission on Colleges and Universities in September. In their Year Seven Peer-Evaluation Report, the Evaluation Committee, chaired by Dr. Tana Hastert, President Emeritus, Pierce College Puyallup, gave TMCC seven recommendations. While appearing before the Commission on January 8, 2016, Acting President, Dr. Kyle Dalpe initially addressed each of these recommendations by articulating why TMCC was substantially in compliance with the eligibility requirements associated with the recommendations as well as how the College planned to improve going forward. TMCC received its letter reaffirming its accreditation, dated January 29, 2016, from NWCCU President Dr. Sandra Elman. In this letter, Dr. Elman wrote that the Commission found TMCC to be substantially in compliance but in need of improvement for six of the seven recommendations received in the Fall 2015 Year Seven Peer Evaluation Report; however, the Commission determined that TMCC still did not meet its criteria for accreditation with respect to Recommendation 4, which outlined the need for measuring student acquisition of general education outcomes. As such, the Commission requested that TMCC submit an ad hoc report without a site visit in Fall 2016, separate from its Fall 2016 Year One Self-Evaluation Report, to address Recommendation 4. This report addresses the Commission's request.

Recommendation 4 (Fall 2015 Year Seven Peer-Evaluation Report)

College faculty have taken steps to clearly define the general education components of all certificates and degrees. The development of an appropriate means for measuring student acquisition of general education outcomes needs to be developed. The committee recommends that this work be identified as a major priority given the recurring nature of general education development and assessment concerns (Eligibility Requirement 12 and Standard 2.C.9).

Response

Following receipt of the Commission's letter reaffirming TMCC's accreditation on February 2, 2016, the Associate Dean of Assessment and Planning and new Accreditation Liaison Officer, Dr. Melissa Deadmond, shared the findings with various faculty committees in addition to various campus constituencies. In particular, the Associate Dean/ALO discussed the need for "effective, systematic, periodic, and comprehensive" (Year Seven Peer Evaluation Report, 2015) assessment of general education with the Faculty Senate Student Learning Outcomes and Assessment (SLOA) standing committee at their February 12, 2016, meeting (Appendix A – Minutes from Spring, 2016 SLOA meetings, February, 2016).

Meanwhile, the Faculty Senate ad hoc Bylaws Committee was formed to examine the bylaws and charges of each of the Faculty Senate standing committees. This was fortuitous timing, as in light of the Commission's Recommendation 4, the committee took special interest in distinguishing the responsibilities of SLOA and the Curriculum, Assessment, and Programs (CAP) committees, both of which had "assessment" in their names, and clearly identified general education assessment as a faculty committee responsibility. Ultimately, CAP was renamed to the Curriculum Review Committee (CRC), while SLOA was renamed to the Academic Standards and Assessment (ASA) Committee to better articulate each group's purpose and function. Among the ASA Committee's charges is to "Establish processes for the assessment of general education and diversity courses, and conduct regular assessments" (Appendix B – Faculty Senate Bylaws). These changes also ensured the continued protection and direction of faculty involvement in student outcomes and General Education assessment by the Faculty Senate Bylaws.

The SLOA Committee (now ASA as of the 2016-2017 academic year) continued to work on the issue of General Education assessment in the remaining meetings of the Spring 2016 semester. There was some initial dialog as to why the existing course assessment reports (CARs) for General Education courses, which summarize assessment of course-level student learning outcomes and have been in place for years, were not already adequate for General Education assessment. To provide historical context, the SLOA committee had previously developed General Education criteria for each of the General Education objectives (competencies)

adopted by the College faculty: Communications, Critical Thinking, Information Literacy, Personal/Cultural Awareness, and Quantitative Reasoning. These criteria were incorporated into forms used by the CAP committee to review courses seeking General Education status. During Spring and Fall of 2014, all General Education courses for the Associate of Science and Associate of Arts degrees were required to be re-evaluated under the new criteria, which mapped to the NWCCU General Education categories of humanities, fine arts, mathematics, natural sciences, and social sciences (Appendix C – General Education forms used to review General Education courses). However, it was determined that not all course outcomes aligned well to the General Education criteria, and assessing course learning outcomes did not necessarily mean assessing the General Education competencies simultaneously. Consequently, a more direct means of assessing the General Education competencies was likely needed in order to report institutional-level progress.

As a starting point, the SLOA Committee examined the nationally-vetted Value rubrics from the Association of American Colleges and Universities (AACU) that were best matched to TMCC's General Education objectives of Communications, Critical Thinking, and Information Literacy (Appendix A – Minutes from Spring, 2016 SLOA meetings, April 8). The committee found these rubrics to be too particular and not flexible enough to accommodate different disciplines mapping to the same General Education objectives. An attempt to assess a random sample of English student essays by an English faculty and SLOA member according to the critical thinking rubric was unsuccessful. Conversely, one of the ART faculty and SLOA members presented how her department had used the language from the General Education objectives and review forms more or less as learning outcomes to assess critical thinking in ART 100, which had been approved for fine arts (Appendix D – Example of General Education assessment for critical thinking in ART 100). In this example, the Art Department used a common rubric to evaluate how students had critiqued a piece of art and then came together to discuss discrepancies seen as a result of the assessment and to make plans to improve upon these discrepancies, effectively closing the loop.

As a result of the Art Department's initial success, a pilot effort to more directly assess General Education was conducted by incorporating the General Objective objectives into rubrics, which were sent to department faculty in May, 2016, by the Assessment and Planning Office, along with CAR templates for those General Education courses scheduled to be assessed in the 2015-2016 academic year (Appendix E – Memo and example of CAR template). Of the 34 General Education courses scheduled for assessment, 20 CARs were turned in prior to the start of the Fall 2016 semester. At their first meeting in August, 2016, the Academic Standards and Assessment Committee (formerly SLOA), reviewed samples of CARs that were turned in (Appendix F – Samples of completed pilot CARs) in order to provide feedback on the pilot and plan the next steps going forward. In addition to discussing the need for better communication, more training, and clarifying adjustments to the CAR itself, the Committee noted that measures and rubrics were unclear and vague about what was measured, what instrument was used and the effect of the evaluation on the course. They concluded that

there might be need for a separate General Education assessment reporting process and suggested the GEAR – General Education Assessment Report—with rubrics that would "make the process clearer, more defined, and easier to follow" (Appendix G – Minutes from Fall, 2016 ASA meetings, August 19). The meeting concluded with the ASA Committee Chair and Associate Dean of Assessment and Planning/ALO agreeing to provide the Committee with a template to help them start the process of defining rubrics for the potential GEAR (Appendix H – Draft General Education competency rubrics for GEAR).

The concept of the GEAR was not without controversy, however. At the following ASA meeting on September 9, 2016, some faculty who had not attended the previous meeting were opposed to the use of a separate rubric to address General Education and called for a procedural letter to be sent to departments explaining what steps can be taken to pull General Education data from existing course assessments. While the ASA Chair and Associate Dean agreed to collaborate on such a letter, the College has budgeted for support to assist with the implementation of assessment management and reporting tools that lends themselves more to institutional-level assessment of General Education outcomes (Appendix I – Resource Allocation Process request and notification of funding). This will help ensure that the GEAR or a related process of General Education assessment can be reported most effectively.

Conclusion

As noted in the Evaluation Committee's Fall 2015 Year Seven Peer Evaluation Report with respect to Eligibility Requirement 12, "A great deal of progress is evident related to the adoption of a substantial and coherent body of general education. What has not occurred is the identification, adoption, and implementation of General Education assessment indicators that demonstrate student acquisition of learning related to each General Education element." Through the appropriate committee, College faculty have taken steps to adopt General Education assessment indicators by developing rubrics and a General Education Assessment Report (GEAR). The ASA Committee will continue to develop General Education assessment measures in the upcoming semester. College leadership also recognizes the gravity of the recommendation and has pledged significant financial support towards the purchase of an assessment management and reporting software. A Request for Proposals (RFP) for this software is scheduled to be sent out in September, 2016. Overall, this is a work in progress, and there is much yet to be accomplished, but TMCC is committed to full implementation of General Education assessment to measure student acquisition of the competencies and that leads to improved teaching and learning.

Student Learning Outcomes & Assessment Meeting Minutes

February 12th, 2016
In Attendance: Anne Flesher, Cheryl Cardoza, Christine Boston, Dan Bouweraerts, Elena Bubnova, Eric Bullis, Julia Hammett, Kreg Mebust, Lisa Buehler, Meeghan Gray, Melanie Purdy, Michelle Montoya, Sameer Bhattarai,
Absent: Armida Fruzzetti, Bill Gallegos, Candace Garlock, Lori McDonald,
Guests: Julia Bledsoe, Melissa Deadmond

Meeting called to order at 2:04 pm.

1. As there were no minutes from the 12/4/2015 meeting, no motion for approval was made.

2. Chair Ruf turned the floor over to Cheryl Cardoza who gave a presentation on the recommended changes from the bylaws committee on the proposed charges for the SLOA / ASA committee. There were several suggested changes and additions to these proposed charges. Cheryl said she would take the suggestions back to the bylaws committee for review.

3. Cheryl Cardoza turned the floor over to Melissa Deadmond who gave a presentation covering the PUR review process and where the SLOA /ASA committee would/could fit into the process of review. Melissa also talked about the accreditation findings dealing with Gen Ed assessment and what needs to be covered.

4. Chair Ruf asked for the changes to be sent to him as soon as possible so review can be started on the proposals by the committee before sending them to the CAP committee.

5. Old Business
    - None

6. New Business
    - None

7. The meeting adjourned at 3:12 p.m.

Student Learning Outcomes & Assessment Meeting Minutes

March 4th, 2016
In Attendance: Anne Flesher, Bill Gallegos, Candace Garlock,Cheryl Cardoza, Christine Boston, Dan Bouweraerts, Julia Hammett, Kreg Mebust, Lori McDonald, Meeghan Gray, Michelle Montoya, Sameer Bhattarai,
Absent: Armida Fruzzetti, Elena Bubnova, Eric Bullis, Lisa Buehler, Melanie Purdy,
Guests: Julia Bledsoe, Melissa Deadmond, Ron Marston

Meeting called to order at 2:00 pm.

1. Minutes from the 2/12/2016 meeting were approved.

2. Chair Ruf turned the floor over to Melissa Deadmond who led a discussion on the possibilities for the implementation of General Education assessment. Recommendations came from the committee members which were taken into consideration for implementation. It was recommended not to create additional forms, but to include the General Education assessment criteria into the existing CAR paperwork. Another was to create a rubric for the evaluation process.

3. Melissa Deadmond turned the floor over to Cheryl Cardoza who gave the final presentation on the recommended changes from the bylaws committee for SLOA / ASA. The committee agreed to accept the charges as written. There was concern about the amount of unknown time commitment with the revised charges. Cheryl Cardoza agreed that until the charges are finalized and implemented, the amount of work the committee would handle is unknown. With this information, the SLOA committee asked that a review of the work being done by the committee be performed in the next AY, and if needed, the charges be revised. Cheryl Cardoza agreed that the review would be done.

4. Old Business
   - None

5. New Business
   - None

6. The meeting adjourned at 2:57 p.m.

Student Learning Outcomes & Assessment Meeting Minutes

April 8th, 2016
In Attendance: Anne Flesher, Bill Gallegos, Candace Garlock, Cheryl Cardoza, Christine Boston, Dan Bouweraerts, Julia Hammett, Kreg Mebust, Lisa Buehler, Lori McDonald, Meeghan Gray, Melanie Purdy, Michelle Montoya
Absent: Armida Fruzzetti, Elena Bubnova, Eric Bullis, Sameer Bhattarai,
Guests: Melissa Deadmond

Meeting called to order at 2:00 pm.

1. Minutes from the 3/4/2016 meeting were approved.

2. Chair Ruf turned the floor over to Melissa Deadmond who led a discussion on the possibilities for the implementation of General Education assessment. Dr Deadmond brought several rubrics from the AACU (Association of American Colleges & Universities) which she felt would be a good starting point as they have been veted nationally. Dr Deadmond presented rubrics that were matched to the TMCC General Education sections such as "Written / Oral communication, Critical Thinking, Informational Literacy," There was discussion about the process and the benefits of the presented rubrics. The committee agreed to bring a random sample of student work from English and Art to measure against an example rubric at our next meeting to see how General Education qualified courses can best be evaluated.

3. Old Business
   - None

4. New Business
   - None

5. Our next meeting will be May 6th, 2016 in SIER 209 2-3 pm.

6. The meeting adjourned at 2:57 p.m.

Faculty Senate

Student Learning Outcomes & Assessment Meeting Minutes

May 6th, 2016
In Attendance: Anne Flesher, Bill Gallegos, Candace Garlock, Cheryl Cardoza, Dan Bouweraerts, Eric Bullis, Julia Hammett, Kreg Mebust, Meeghan Gray, Melanie Purdy, Michelle Montoya, Sameer Bhattarai
Absent: Armida Fruzzetti, Christine Boston, Elena Bubnova, Lisa Buehler, Lori McDonald
Guests: Melissa Deadmond

Meeting called to order at 2:00 pm.

1. Minutes from the 4/8/2016 meeting were approved. Motion: M Purdy, 2nd: C Garlock

2. The committee did a final review for the proposed charges for the new ASA committee before the vote in Faculty Senate on May 13th, 2016.

3. Cheryl Cardoza explained the proposed changes that were brought forth at the last Faculty Senate meeting by Ron Marston. These changes would only affect the chairs of each standing Faculty Senate committee. The first proposal deals with ex-Officio member voting rights. The second proposal deals with the published agenda and when it should be sent out before committee meetings.

4. The proposed PUR and CAR review process was discussed. It is proposed that the committee would be broken into two sub-committees that would meet and review the PUR and CAR submissions as they were turned in. The sub-committee meeting schedule outside of committee meetings would be designed so the submissions could be reviewed in a timely manner, so that feedback can be given quickly. Each group would present the findings of each review to the ASA committee at each monthly meeting.
    (The ASA committee will be looking for additional members from all areas of the college)

5. SLOA chair election results revealed. Brian Ruf was reelected for another 2 years as chair of the committee.

6. Chair Ruf turned the floor over to Melissa Deadmond who wanted to take one of the general education objectives that spans multiple disciplines to see if there was a rubric that could be used across disciplines to evaluate student work. Using common elements from different reviewed rubrics, Melissa pieced together a rubric and sent it to Candice Garlock and Cheryl Cardoza to apply to existing student work. It is common to see the columns broken into "Exceeds the standard, Meets the standard, Approaches the standard, and Missing the standard" for each statement. After a discussion about learning outcomes and measures, Candace Garlock gave her presentation on how she was charged by Dan B to take ART 100 back through General Education and update the MCO to meet the General Education objectives. She explained all the instructors teaching ART100 came together and developed a rubric that would work with all the instructors. They checked that the rubric contained Description, Analyses, Interpretation, and Evaluation. After the classes had finished, eight classes participated in the assessment. The rubric data was then evaluated and the objective outcomes were then discussed with the instructors to improve the course. All the instructors were then polled on what needed to be revised in the curriculum. This discussion is designed to help the department improve the curriculum for the course, and improve assessment for the class.

7. Old Business
- None

8. New Business
- None

9. The meeting adjourned at 3:23 p.m.

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FACULTY SENATE BYLAWS

ARTICLE I: NAME

The Faculty Senate of Truckee Meadows Community College, a unit of the Nevada System of Higher Education, hereinafter referred to as the Senate.

ARTICLE II: PHILOSOPHY

The purpose of the Faculty Senate is to represent the faculty and to assure faculty participation in the formulation and evaluation of institutional policies and goals.

ARTICLE III: ELIGIBILITY

3.1   All College Professional Staff, as authorized by the Board of Regents, will be represented by the Faculty Senate.

3.2   For the purposes of these Bylaws, ex officio members shall not have voting rights.

3.3   One representative chosen from Part-time Faculty, one representative chosen from Classified Council, and one representative chosen from Associated Students of Truckee Meadows are eligible to hold ex officio status on the Faculty Senate.

3.4   Any TMCC position whose direct supervisor is the TMCC President, per the current organizational chart of the college, shall be considered ex officio in all matters relating to the Faculty Senate and its subcommittees. The Faculty Senate Executive Committee leadership shall be exempt from this paragraph.

ARTICLE IV: SENATORS

4.1   Apportionment:

A.   Two Senators shall be elected from each major instructional unit as defined in the current organization structure. Smaller instructional units may elect only one Senator.

B.   Faculty members, not members of an instructional unit, shall constitute an **"At-Large"** department for the purposes of representation and shall elect four Senators. In the absence of election, the Chair will appoint the Senators.

C.   Any unit represented by two Senators must be represented by at least one Tenured Faculty Member.

4.2   Election of Senators:

A.   Elections within each unit will occur prior to the first announced Senate meeting in May. The Senators shall take office on June 1 of each year.

B.   Election shall be determined by majority vote of those voting within each unit.

4.3   Term of Office:

A. Each Senator shall serve a two-year term commencing on June 1 of the year in which elected. Terms of office shall be staggered so that each year only half of the Senate positions shall be open for election.

B. Senators can only serve two consecutive terms.

4.4 Recall of Senators:

A. If a petition with the signatures of at least 30% of the eligible members of a Faculty Unit is submitted to the Senate Chair requesting the recall of a Senator representing the unit, a ballot shall be held within 30 days of receiving the petition. A majority vote, of those voting, of the Faculty Unit shall be required to remove a Senator from office.

B. Two unexcused absences without a proxy will result in the Chair initiating removal proceedings before the Faculty Senate. A two-thirds majority vote of those Senators present is required to remove the Senator.

4.5 Vacancies:

A. In the event a Senate position is vacated prior to the expiration of the term, the appropriate unit shall hold an election within 30 days to fill the unexpired term.

B. If a Senatorial position is vacant because no faculty member comes forward to fill this position, the Chair will appoint the Senator.

4.6 Duties of Senators:

A. To ensure greater accountability on the part of the individual Senator, it shall be the responsibility of each Senator to regularly attend Senate meetings or to arrange a proxy.

B. Any Senator who is unable to attend the regularly scheduled or special meeting must designate a proxy for that meeting.

1. **A proxy must be a faculty member from the absent Senator's area.**
2. A proxy can serve as the proxy for only one Senator per meeting.
3. A proxy must be designated and be communicated in writing, by hard copy or electronically to the Senate Chair at least one day prior to the meeting.
4. Failure to notify the Chair will result in a null vote for the proxy.

C. Senators shall be expected to keep their consituents informed of Senate proceedings.

D. In questions of voting, it is the responsibility of each Senator to act in the best interests of his/her constituents.

ARTICLE V: OFFICERS

5.1 The Faculty Senate Chair duties consist of the following:

A. Officially representing the Faculty Senate before the following groups:

- Board of Regents
- Council of Senate Chairs
- College Foundation Board
- College Advisory Committees as is beneficial to the Faculty of TMCC.

B. Chair the Senate Executive Board.

C. Schedule Faculty Senate meetings: conduct Faculty Senate meetings, schedule Senate Executive Board meetings, conduct Senate Executive Board meetings.

D. Oversee all business of the Faculty Senate.

E. Supervise the recording of minutes of Faculty Senate meetings.

F. Proofread the draft of the minutes of the Faculty Senate meetings and supervise the distribution of minutes.

G. Supervise the preparation and distribution of the agenda: gather information and accompanying documents from the Committee Chairs, determine information and action items.

H. Supervise the classified position designated for Faculty Senate.

I. Make appointments to represent Faculty Senate as needed.

J. Administer a tracking system to ensure accountability of motions passed by the Senate.

5.2 The Faculty Senate Chair-Elect duties consist of the following:

A. Assume the duties of the Chair in case of absence or incapacity of the Chair and become Chair on the death, resignation, or permanent incapacity of the Chair.

B. Serve as the official liaison between the Deans and the Faculty Senate. Serve on the Senate Executive Board and College Advisory Committees, officially represent Faculty Senate at Classified Council meetings, and attend Board of Regents meetings that are held in Reno.

C. Supervise Ad Hoc Committees. The Chair-Elect will either serve as chair or delegate a chair, and solicit and confirm membership for those committees.

D. Identify and report conflicts between the TMCC Faculty Senate Bylaws and superseding NSHE and NFA documents such as, but not limited to, the NSHE Code, the NSHE Procedures and Guidelines Manual, the TMCC Institutional Bylaws, and the NFA Contract. Update bylaws.

E. **Monitor the Senate's adherence to the parliamentary rules set forth in** <u>Article VII</u> and serve as Senate Parliamentarian.

F. Maintain a list of current Faculty Senators and Chairs of Standing and Ad Hoc Committees.

G. Nominate the next Chair-elect and the Standing Committee Chairs at the time of Chair transitions.

5.3 Election of Officers:

A. Election of Faculty Senate Chair-Elect:

1. Nominations for the Chair-Elect of the Senate shall be opened at the March Faculty Senate meeting every other year. Nominations will be closed one week before and announced at the April meeting. Elections will be completed one week before and announced at the May meeting. The Officers shall take office on June 1 of each year.
2. If the Chair-Elect office becomes vacant during the named term, nominations for replacement will be opened at the next regularly scheduled meeting. Nominations will be closed one week before and announced at the next meeting. Elections will be completed one week before and announced at the following meeting.
3. The elections shall be supervised by the Ad Hoc Committee on Elections in accordance with the following principles:

    a. Nomination and elections shall be on forms and ballots designated by the Ad Hoc Committees on Elections.
    b. Elections shall either be by secret ballot through a two envelope system or conducted online. If by secret ballot, the voter shall place the ballot in a blank envelope. The blank envelope shall be placed in an **envelope with the voter's** name affixed to it, which shall be used to verify who has voted. The Ad Hoc Committee on Elections shall separate the two envelopes in a manner which assures the secrecy of this vote. If conducted online, the voter shall verify identity at logon and vote. The Ad Hoc Committee on Elections will use a system designed by the Truckee Meadows Community College Applications and Development Department to ensure voter secrecy.

c. All candidates for Senate Office shall be members of the represented unit as defined in Article III.
d. Candidates for Senate Office shall be nominated by individuals eligible for membership in the Senate.
e. Each nominator can nominate only one person for each Senate office.
f. Eligibility of all candidates and certification of all nominations and elections shall be determined by the Ad Hoc Committee on elections, subject to appeal to the Senate.
g. The candidate with the majority number of votes received shall be elected. Should no candidate receive a majority of votes, a runoff election of the top two candidates shall be held immediately.
h. Certification of election results by the Ad Hoc Committee on election shall be presented to the Senate.
i. The Faculty Senate Chair-Elect will become the Faculty Senate Chair when the current Chair leaves office.

5.4 Recall of Officers:
If a petition with the signatures of at least 30% of the eligible members, as stated in Article III, is submitted to the Senate Executive Board requesting the recall of an officer, a ballot shall be held within 30 days of receipt of the petition. A two-thirds vote of those Faculty Senators present shall be required to remove the Chair, or the Chair-Elect.

5.5 Terms of Service:
Officers will serve a term of two years.

ARTICLE VI: SENATE EXECUTIVE BOARD

6.1 The Executive Board of the Senate shall consist of the following members of the Senate: the Faculty Senate Chair; the Faculty Senate Chair-Elect; the Chair of Academic Standards and Assessment; the Chair of Curriculum Review; the Chair of Salary, Benefits, and Budgetary Concerns; and the Chair of Professional Standards.

A. The Senate Executive Board shall meet at least once prior to each Faculty Senate meeting.

B. The Senate Executive Board shall advise the Senate Chair.

C. The Senate Executive Board shall establish Ad Hoc Committees as needed or as directed by the Senate Chair, the Senate Chair-Elect, or the Senate Body.

D. The Senate Executive Board shall determine issues to be placed on the Senate Agenda.

E. The Senate Executive Board is responsible for selecting the Faculty Senate administrative assistant.

F. Failure to attend more than two consecutive meetings or to send a proxy may result in the Board Member being removed from the Senate Executive Board at the discretion of the Executive Board.

G. The Senate Executive Board members, including the Faculty Senate Chair; the Faculty Senate Chair-Elect; the Chair of Academic Standards and Assessment; the Chair of Curriculum Review; the Chair of Salary, Benefits, and Budgetary Concerns; and the Chair of Professional Standards, may receive a reduced load for the Faculty Senate duties. A reduced load, arranged between the member and either the appropriate school Associate Dean/Dean or the President, can be taken as either a reduced load, stipend, or overload (compensated at the current part-time rate) at the sole discretion of the faculty member.

ARTICLE VII: SENATE MEETINGS

7.1 Regular meetings shall be held a minimum of eight times during the academic calendar year.

7.2 An annual schedule listing the date, time, and place of regular meetings shall be posted in August of each year.

7.3 A formal agenda shall be posted to the total membership a minimum of three days in advance of meeting.

   A. The formal agenda will include a consent agenda.

   B. The consent agenda shall be considered at the beginning of each Faculty Senate meeting, after **approval of the prior meeting's minutes.**

   C. Any Senator may place an item on the consent agenda by notifying the Faculty Senate administrative assistant 5 (five) business days or more in advance of a meeting.

   D. A Senator may remove items from the consent agenda at such time between when the meeting agenda is posted to when the Senate Chair calls upon the Senate during a meeting to identify items for removal.

   E. Items removed from the consent agenda will become part of the regular meeting agenda.

   F. The consent agenda in its entirety is voted on by the Senate as a single item and requires only a simple majority in order to pass.

   G. The Executive Committee may designate items that shall commonly be part of the consent agenda, such as committee reports that do not include action items. Such a designation shall in no way prevent an item from being removed from the consent agenda and moved to the regular agenda.

   H. An item need not be removed from the consent agenda merely because questions of clarification arise.

7.4 Special meetings of the Senate may be called by the Chair with the approval of the Senate Executive Board.

7.5 All Senate recommendations shall be made directly to the President of Truckee Meadow Community College or to the appropriate administrator.

7.6 Faculty Senate meetings shall be open. All interested persons are encouraged to attend.

7.7 The rules contained in the latest edition of *Robert's Rules of Order* shall govern the Senate in all areas where they are not in **conflict with these "Faculty Senate Bylaws."**

ARTICLE VIII: VOTING

8.1 A simple majority of the Senators shall constitute a quorum. Any action taken by the Faculty Senate without a quorum shall be deemed invalid.

8.2 Any voting member of the Senate or authorized proxy may introduce motions, second motions, or call for a vote.

8.3 Each duly elected Senator or authorized proxy may cast one vote per question. In the case where a proxy is also a Senator, that person may vote as Senator and Proxy for each question. A proxy can only serve as proxy for one Senator per meeting.

8.4 Any voting member of the Senate or authorized proxy has the right to abstain from voting on a question.

8.5 Votes are counted as simple majority votes unless these bylaws define a vote more specifically. When counting simple majority votes, abstentions are not included in the total.

8.6 The Faculty Senate Chair-Elect may make motions, second motions, call for votes and vote on all questions.

8.7 The Faculty Senate Chair will vote to break an otherwise tie vote.

ARTICLE IX: COMMITTEES

9.1 The Standing Committees of the Senate:

- Academic Standards and Assessment   (9.3)
- Curriculum Review   (9.4)
- Library   (9.5)
- Part-time Faculty Issues   (9.6)
- Professional Standards   (9.7)
- Recognition and Activities   (9.8)
- Salary, Benefits, and Budgetary Concerns   (9.9)

9.2 Committee Governance

A. Meetings, Motions, and Voting

1. Faculty Standing Committees shall be open to all interested persons and meet at least three times per semester.
2. Recommendations of any Faculty Senate Standing Committee shall be presented to the Senate for approval. A simple majority vote approves the recommendation.
3. All Standing Committee members except ex officio members shall have voting privileges in Committee actions.
4. Each individual Standing Committee shall use the current *Robert's Rules of Order* as a governing guide.
5. In addition to their specific charges, Standing Committees will also review and make other recommendations on topics as assigned by the Faculty Senate Chair, the Executive Board, or the Faculty Senate body.

B. Committee Membership

1. All Standing Committee members shall be confirmed by the Faculty Senate Chair, and subject to confirmation by the Faculty Senate Body.
2. All Standing Committee members are subject to removal from the Committee. The Chairs of Faculty Senate committees will immediately remove from membership any committee member who is not present for two consecutive committee meetings and recalculate quorum. The Committee Chair will forward these name(s) to the Faculty Senate Chair.
3. The Faculty Senate Chair will announce as an informational matter the removal of members at the next Faculty Senate meeting.
4. Committee Members who are removed can be reconfirmed by the Faculty Senate Chair and subject to confirmation by the Faculty Senate Body.

C. Standing Committee Chairs

1. The Chair of each Standing Committee shall be elected by a majority of the members of that Committee for a two-year term from among the Committee members, confirmed by the Faculty Senate Chair, and subject to Senate confirmation. Elections shall be held during the last meeting of the fall semester of the current **Chair's second year. If the Committee** does not elect a Chair, then the Senate Chair will appoint a Chair.
2. Standing Committee Chair Duties:

    a. Schedule all meetings dates and rooms at he beginning of the school year.
    b. Ensure that meeting agendas are created at least 24 hours in advance of the meeting, and that meeting minutes are taken for all meetings and published appropriately for the public.
    c. Conduct the scheduled meetings.
    d. Report on Committee activities at the regularly scheduled Faculty Senate meetings.
    e. Record attendance of all Standing Committee members and report this to the Faculty Senate Administrative Assistant.
    f. Submit to the Faculty Senate Administrative Assistant recommendations to be presented to the Senate one week prior to the regularly scheduled Senate meeting for distribution to Senators and Officers.

3. Standing Committee Chair Terms: Chairs serve a two-year term, and may serve up to two consecutive terms. Once two consecutive terms have been served a new chair shall be elected from among the membership of the committee.
4. Appointment of Interim Chairs: If a Standing Committee Chair resigns, is recalled, is removed, or leaves the position for any reason, the Faculty Senate Chair shall appoint an Interim Standing Committee Chair. Interim Chairs will serve until a new chair is voted in by the committee members at a special election.
5. Recall of Standing Committee Chairs: If a petition with the signatures of at least 30% of the committee members is submitted to the Senate Executive Board requesting the recall of a Chair, a vote will be held within 30 days of receipt of the petition. A majority vote of the committee membership will be required to remove a Chair from office. If the Chair is a member of the Faculty Senate Executive Board, removal as Chair will result in removal from the Board.

9.3   Academic Standards and Assessment Committee

A. Chair Duties:

1. Perform the regular Chair Duties as defined in section 9.2.C.
2. Attend Senate Executive Board meetings.
3. Attend designated College Advisory Committees.
4. Meet regularly with the offices of Academic Affairs, Student Services, and the Associate Dean of Assessment and Planning.

B. Committee Composition: Faculty representation should come from a broad spectrum of disciplines on campus. Ex officio members should include representatives from the Academic Affairs Office, Student Services, Institutional Research, the Associate Dean of Assessment and Planning, and representatives from Administration, Student Government, and Classified Staff.

C. Charges:

1. Review and/or recommend policies on academic standards such as, grading, course or semester forgiveness, academic dishonesty, student retention, persistence, and completion.
2. Review and/or recommend the academic and summer school calendars.
3. Support and represent faculty with assessing existing courses, disciplines, and programs.
4. Provide policy guidance on course, discipline, and program level student learning outcomes and assessment issues.
5. Establish and/or review the evaluation process for the Program Unit Review in conjunction with the Associate Dean of Assessment.
6. Evaluate Program Unit Reviews in conjunction with the Associate Dean of Assessment.
7. Evaluate course, discipline, and program level assessment processes, and make recommendations as needed.
8. Establish processes for the assessment of general education and diversity courses, and conduct regular assessments.
9. Communicate with the Associate Dean of Assessment and Planning in order to coordinate assessment issues.
10. Review and make recommendations on other topics as assigned by the Faculty Senate Chair, the Faculty Senate Executive Board, or the Faculty Senate Body.

9.4   Curriculum Review Committee

A. Chair Duties:

1. Perform the regular Chair Duties as defined in section 9.2.C.
2. Attend Senate Executive Board meetings.
3. Attend designated College Advisory Committees.
4. Meet regularly with the office of Academic Affairs and Student Services.

B. Committee Composition: Faculty representation should come from a broad spectrum of disciplines on campus. Ex officio members from the Academic Affairs Office, Student Services, Admissions and Records, Financial Services, and others shall serve the committee as needed.

C. Charges:

1. Support and advise faculty on all course, program, degree, and certificate submissions, including approval for diversity and general education.
2. Establish criteria and review requirements for all courses, certificates, degrees, and programs, including approval for diversity and general education.
3. Recommend changes to existing certificates, degrees, programs, and courses for approval.
4. Recommend new certificates, degrees, programs, and courses for approval.
5. Recommend certificates, degrees, programs, and courses for deletion.
6. Review existing certificates, degrees, programs, and courses when directed.
7. Communicate with the articulation officer of the College and the offices of the Vice Presidents of Academic Affairs and Student Services in order to coordinate curricula.
8 Review and make recommendations on other topics as assigned by the Faculty Senate Chair, the Faculty Senate Executive Board, or the Faculty Senate Body.

9.5 Library Committee

A. Chair Duties: Perform the regular Chair duties as defined in section 9.2.C.

B. Composition: Faculty representation should come from a broad spectrum of disciplines on campus. Ex officio members should include the director of the Elizabeth Sturm Library and representatives from Administration, Student Government, and Classified Staff.

C. Charges:
1. Inform faculty about the many services and resources that all of the library sites offer their users.
2. Advise the library staff with regard to publicizing the many services and resources to library patrons as requested.
3. Recommend policies, policy changes, services, resources such as acquisitions and subscriptions, and the implementation of programs and events.
4. Research, recommend, and organize guest lectures, performances, and other events under the auspices of the library, often making use of library spaces.
5. Facilitate effective communication ~~problems~~ between TMCC faculty and the library staff.
6. Review and make recommendation on other topics assigned by the Faculty Senate Chair, the Faculty Senate Executive Board, or the Faculty Senate Body.

9.6 Part-time Faculty Issues Committee

A. Chair Duties: Perform the regular Chair duties as defined in section 9.2.C.

B. Committee Composition: Faculty representation should come from a broad spectrum of disciplines on campus, particularly from the part-time faculty ranks. Representatives from Administration, Student Government, and Classified Staff can serve as ex officio members.

C. Charges:

1. Recommend policies on part-time faculty issues including, but not limited to, compensation, benefits, support services, retention, hiring practices, and training.
2. Facilitate communication and integration with the existing full-time academic faculty.
3. Work with the Senate Committee on Salary, Benefits, and Budgetary Concerns, in any issues regarding compensation that affect the part-time faculty.
4. Assist the Academic Support Center, individual departments, and other institutional entities in communicating with, and providing support for the part-time faculty.
5. Review and make recommendation on other topics as assigned by the Faculty Senate Chair, the Faculty Senate Executive Board, or the Faculty Senate Body.

9.7 Professional Standards Committee

A. Chair Duties:

1. Perform the regular Chair duties as defined in section 9.2.C.
2. Attend Senate Executive Board meetings.
3. Attend designated College Advisory Committees.

21

B. Committee Composition: Faculty representation should come from a broad spectrum of disciplines on campus. Ex officio members should include the representatives from Academic Affairs or their designees and representatives from Administration, Student Government, and Classified Staff.

C. Charges:

1. Recommend the criteria included in instruction and course evaluations, the processes by which they are administered, and the uses of those evaluations for all full-time and part-time faculty.
2. Address policy regarding code, bylaw, or contract violations that affect faculty and administration.
3. Recommend minimum criteria for use in the evaluation of new tenure-track faculty.
4. Recommend and revise criteria for evaluation of administration.
5. Recommend and review activities for Professional Development of faculty both part-time and full-time.
6. Review and make recommendations of other topics as assigned by the Faculty Senate Chair, the Faculty Senate Executive Board, of the Faculty Senate Body.

9.8 Recognition and Activities Committee

A. Chair Duties: Perform the regular Chair duties as defined in section 9.2.C.

B. Committee Composition: Faculty representation should come from a broad spectrum of disciplines on campus, including faculty from the part-time ranks. Ex officio members should representatives from Administration, Student Government, and Classified Staff.

C. Charges:

1. Organize activities for faculty and staff for the purpose of promoting morale, and creating circumstances whereby faculty and staff can interact.
2. Recognize professional achievements of academic and administrative faculty.
3. For the Distinguished Faculty Service Award and the Distinguished Faculty Teaching Award: solicit submissions, establish criteria for submission and evaluation of candidates for the awards. Submit final recommendations to the Offices of the Vice President of Academic Affairs and the College President.
4. For the Professional of the Month Award: solicit nominations, review candidates and select finalists, arrange the presentation of the award for the winners.
5. Maintain a list of winners of yearly and monthly awards on the website.
6. Review and make recommendations of other topics as assigned by the Faculty Senate Chair, the Faculty Senate Executive Board, of the Faculty Senate Body.

9.9 Salary, Benefits, and Budgetary Concerns Committee

A. Chair Duties

1. Perform the regular Chair duties as defined in section 9.2.C.
2. Attend Senate Executive Board meetings.
3. Attend designated College Advisory Committees.
4. Represent TMCC in designated NSHE Advisory Committees.

B. Committee Composition Faculty representation should come from a broad spectrum of disciplines on campus. Ex officio members should include representatives from Administration, Student Government, and classified staff, especially the TMCC Human Resources Director and the TMCC Budget Officer or their designees.

C. Charges:

1. Make recommendations concerning budgetary changes in the event of a financial exigency or other financial issue.
2. Provide recommendations for the preparation of the college biennium budget including ~~both~~ operating, capital, and enhancement budgets.

3. Monitor the part-time salary funds accounts and report disbursements to Senate comparing budgeted to actual figures.
4. Survey the faculty and research issues with salary and benefits such as workload equity, health care benefits, retirement, funding for merit increases, increasing the salary schedules top end ranges as appropriate, and maintaining national and regional salary competitiveness.
5. Recommend salary proposals for biennial budget requests in order to promote parity with appropriate merit increases and cost of living adjustments (COLAs) within the salary schedules.
6. Work with the appropriate College-wide committees or personnel to prepare budget requests for COLA and merit increases, retirement, and medical benefits and coordinate these proposals with other colleges of ~~the~~ NSHE.
7. Recommend policy and procedure for granting travel funds and process all requests for travel.
8. Review the travel budget and report its current state to the Senate.
9. Oversee the Sabbatical Subcommittee

    a. The Faculty Senate Chair will accept nominations for the Sabbatical Leave Subcommittee Chair up to ten (10) days before the May meeting of the Faculty Senate.
    b. At the May meeting of the Faculty Senate, the Faculty Senate will confirm a Sabbatical Leave Subcommittee Chair. If no one is nominated, the Faculty Senate Chair will appoint a Chair.
    c. The Salary, Benefits, and Budgetary Concerns Committee will constitute a diverse Sabbatical Leave Subcommittee with representation from each division. The composition of the Sabbatical Leave Subcommittee is determined by a vote of the Salary, Benefits, and Budgetary Concerns Committee at the first meeting in the Fall. A simple majority approves the composition.
    d. The Sabbatical Leave Subcommittee Chair will: make announcements about sabbatical leave and create deadlines; call for proposals for sabbatical leave; call and preside over the committee meetings; submit recommended changes to the sabbatical leave application to the Sabbatical Leave Subcommittee for their confirmation; work with the Faculty Senate Administrative Assistant to collect sabbatical applications for evaluation.
    e. The Sabbatical Leave Subcommittee will: evaluate submitted proposals based upon established criteria, and forward their recommendations directly to the President of TMCC. All members of the Sabbatical Subcommittee (including the Chair) shall keep the deliberations of their meetings confidential.

10. Review and make recommendations of other topics as assigned by the Faculty Senate Chair, the Faculty Senate Executive Board, of the Faculty Senate Body.

ARTICLE X: AMENDMENT PROCEDURES

10.1 These Bylaws may be amended at any time in accordance with the following:

A. Introduction of the proposed amendment at a regular meeting of the Senate by distribution of a copy in writing to each eligible member of the Senate.

B. Voting on the proposed amendment at the next regular meeting of the Senate following the introduction of the proposal.
C. Approval of the proposed amendment required a two-thirds vote of the full Senate.

D. All amendments require the approval of the President of the College as stated in the TMCC Bylaws.

Search...

Faculty Senate (/facultysenate/)

AA/AS General Education Objective Areas

- If you are:
  - Applying as a *new* General Education course, or
  - Revising an existing General Education course to meet the General Education objectives
- You will need to choose one General Education category below, and choose two or three objective areas.
  - **Note**: To meet General Education requirements, you will be required to map your outcome(s) to the objective(s) you choose.

Category	Objective Areas

English	1. **Communication**: Includes the ability to listen, speak, and write competently so as to gain skills to interact effectively with others; and to read with comprehension. 2. **Critical Thinking:** Includes the ability to grasp complexities, relationships, similarities and differences; to draw inferences and conclusions; to identify and trouble shoot problems; to formulate and test solutions ; and to identify how individual values and perceptions influence decision making. 3. **Information Literacy:** Includes the ability to understand information technology; use applications as tools; and to evaluate the applicability and validity of information.
Mathematics	1. **Quantitative Reasoning:** Includes ability to use scientific reasoning skills including induction and deduction; to discern bias and subjectivity; to perform appropriate calculations; and to understand, evaluate, model and effectively use data 2. **Critical Thinking:** Includes the ability to grasp complexities, relationships, similarities and differences; to draw inferences and conclusions; to identify and trouble shoot problems; to formulate and test solutions ; and to identify how individual values and perceptions influence decision making.< 3. **Information Literacy:** Includes the ability to understand information technology; use applications as tools; and to evaluate the applicability and validity of information.
Natural Science	1. **Quantitative Reasoning:** Includes ability to use scientific reasoning skills including induction and deduction; to discern bias and subjectivity; to perform appropriate calculations; and to understand, evaluate, model and effectively use data. 2. **Critical Thinking:** Includes the ability to grasp complexities, relationships, similarities and differences; to draw inferences and conclusions; to identify and trouble shoot problems; to formulate and test solutions ; and to identify how individual values and perceptions influence decision making. 3. **Information Literacy:** Includes the ability to understand information technology; use applications as tools; and to evaluate the applicability and validity of information.
Social Science	1. **People and Cultural Awareness:** Includes the ability to develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems; to attain skills to function effectively as responsible, ethical community members; and to learn to value, respect and critique the aesthetic and creative process. 2. **Critical Thinking:** Includes the ability to grasp complexities, relationships, similarities and differences; to draw inferences and

	conclusions; to identify and trouble shoot problems; to formulate and test solutions ; and to identify how individual values and perceptions influence decision making. 3. **Information Literacy:** Includes the ability to understand information technology; use applications as tools; and to evaluate the applicability and validity of information.
Humanities	1. **People and Cultural Awareness:** Includes the ability to develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems; to attain skills to function effectively as responsible, ethical community members; and to learn to value, respect and critique the aesthetic and creative process. 2. **Critical Thinking:** Includes the ability to grasp complexities, relationships, similarities and differences; to draw inferences and conclusions; to identify and trouble shoot problems; to formulate and test solutions ; and to identify how individual values and perceptions influence decision making. 3. **Communication:** Includes the ability to listen, speak, and write competently so as to gain skills to interact effectively with others and to read with comprehension.
Fine Arts	1. **People and Cultural Awareness:** Includes the ability to develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems; to attain skills to function effectively as responsible, ethical community members; and to learn to value, respect and critique the aesthetic and creative process. 2. **Critical Thinking:** Includes the ability to grasp complexities, relationships, similarities and differences; to draw inferences and conclusions; to identify and trouble shoot problems; to formulate and test solutions ; and to identify how individual values and perceptions influence decision making. 3. **Communication:** Includes the ability to listen, speak, and write competently so as to gain skills to interact effectively with others and to read with comprehension.

FINE ARTS/HUMANITIES GEN ED FOR AA/AS DEGREE

Note: To meet General Education requirements, you will be required to map your outcome(s) to the objective(s) you choose. This form must be completed and attached in your course MCO and submitted electronically to the Chair of the Curriculum, Assessment & Programs Committee.

Submitters Name *(please print)*:	Current Date:
	Click here to enter a date.

Course Prefix #: | **Course Title:**

Course Objectives: (Matches what is in your MCO and reflects the categories you choose below)

Course Description: (Matches what is in your MCO)

☐ Fine Arts   ☐ Humanities (mark all that apply).

GenEd objective areas: Submitters MUST choose the People and Cultural Awareness Objective and one or two of the others objectives.	Mark which areas you choose
1. People and Cultural Awareness Includes the ability to develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems; to attain skills to function effectively as responsible, ethical community members; and to learn to value, respect and critique the aesthetic and creative process.	☒ Required
2. Critical Thinking Includes the ability to grasp complexities, relationships, similarities and differences; to draw inferences and conclusions; to identify and trouble shoot problems; to formulate and test solutions; and to identify how individual values and perceptions influence decision making.	☐
3. Communication Includes the ability to listen, speak, and write competently so as to gain skills to interact effectively with others and to read with comprehension.	☐

1. People & Cultural Awareness Objective: Includes the ability to develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems; to attain skills to function effectively as responsible, ethical community members; and to learn to value, respect and critique the aesthetic and creative process.		
The submission must meet all of the following criteria:	Evaluator Guidelines	
	Yes	No
This is an introductory course or broad in scope or survey in nature and it exhibits the following:	☐	☐
• The course must emphasize general principles and concepts having a broad range of applications and not be structured around specialized topics.	☐	☐
• Instruction in the understanding of the diversity of human expression and/or lived experience.	☐	☐
• Instruction in the understanding of an ability to describe the differences and similarities between peoples and cultures within the context of a specific disciplinary approach.	☐	☐
For a course to be considered for this category, the course must also fulfill at least one of the following:		
• Humanities – Develop an understanding of the ideas and values of a human culture of a human culture as expressed in literature, philosophies, religions or other modes of cultural expression.	☐	☐
• Fine Arts – Develop an understanding and appreciation of the production, analysis, and/or history of an art form.	☐	☐
2. Critical Thinking Objective: Includes the ability to grasp complexities, relationships, similarities, and differences; to draw inferences and conclusions; to identify and trouble shoot problems; to formulate and test solutions; and to identify how individual values and perceptions influence decision making.		
The submission must meet all of the following criteria:	Evaluator Guidelines	
	Yes	No
This is an introductory course or broad in scope or survey in nature.	☐	☐
It exhibits theoretical and practical aspects of critical thinking applicable to any discipline.	☐	☐
It exhibits instruction in the relationship of language to logic, which may include the following: Instruction in: • Analyze ideas • Criticize ideas • Advocate ideas • Reason inductively	☐	☐

3. Communication Objective: Includes the ability to listen, speak, and write competently so as to gain skills to interact effectively with others; and to read with comprehension.		

The submission must meet all of the following criteria:	Evaluator Guidelines	
	Yes	No
This is an introductory course or broad in scope or survey in nature.	☐	☐
And the course must fulfill all of the criteria under one of the following sub-categories:		
Or		
Oral Communication		
• Analysis of oral communication focusing on rhetorical perspective, including reasoning and advocacy, organization and accuracy, style and structure of oral expression.	☐	☐
• Evaluation and instruction in discovery and selection, critical evaluation, and oral report of specific content as well as effective listening techniques.	☐	☐
• Theoretical and practical aspects of public speaking or group discussion, involving each student in a minimum of three in-class presentations of increasing complexity, development, and duration. **Presentations must be followed by classroom feedback explaining the speaker's performance in relation to applicable theories of oral communication.**	☐	☐
Or		
WRITTEN COMMUNICATION:		
• Analysis of written communication focusing on rhetorical perspective, including reasoning and advocacy, organization and accuracy, style and structure of written expression.	☐	☐
• Evaluation and instruction in effective reading techniques as well as the discovery and selection, critical evaluation, and written report of specific content.	☐	☐

OUTCOMES & MEASURES:

Copy and paste from your MCO, or click here to adopt the General Education outcome statement listed below.

OUTCOME #1	MEASURE #1
OUTCOME #2	MEASURE #2
OUTCOME #3	MEASURE #3
OUTCOME #4	MEASURE #4

ENDORSEMENT TRACKING / APPROVALS

Date	Curriculum, Assessment & Programs Chair (print)	Signature
Date	Vice President of Academic Affairs (print)	Signature

Note: This form must be uploaded into your course MCO. The submitter of this packet is not obligated to obtain signatures on this form; however, signatures must be obtained on the Master Course Outline before submitting it to the Chair of the Curriculum, Assessment & Programs Committee.

ART 100 (All sections) Curriculum Assessment Report Spring 2015

Rubric for assessing written art criticism
Art 100 Current Course Objective 2: Respond critically (in writing) to the artistic quality of visual forms
General Education: Critical Thinking: Outcome 1: Students will evaluate ideas, estimate and predict outcomes
based on underlying principles relative to a particular discipline, verify the reasonableness of conclusions,
explore alternatives, and adapt ideas and methods to new situations.

Learning Outcome:
Students will participate in critiques in which student projects are examined and analyzed by faculty and fellow
students.
Learning Measure:
Evaluation will be based on written peer review. In writing, students will evaluate each other's work based on
criteria and analysis of design principles.

(instructor can set up points or percentage)	4 – Exceeds the standard	3 – Meets the standard	2 – Partially meets the standard	1 – Does not meet the standard
Description	Gives a DETAILED account of what the art depicts including concepts and techniques used. Uses appropriate art terms to describe the work.	Accurately describes the artwork but not in detail. Uses appropriate art terms to describe the work.	Attempted to describe but did not address the concepts or techniques. Did not use appropriate art terms to describe the work.	Did not have a description of the work. The writing was more of an interpretation. Lacked proper art terms.
Analysis	All elements of art and principles of design (based on the assignment criteria) are addressed. Student used examples from the work to support his/her analysis.	Most of the elements of art and principles of design are addressed. For the most part, student used examples from the work to support his/her analysis.	Analysis is clear but not complete. Too few elements of art and principles of design are addressed. Some examples from the work were used to support his/her analysis.	Analysis is confusing. Student did not use examples from the work to support his/her ideas. Student did not address elements of art or principles of design.
Interpretation and Evaluation	There is a solid attempt to discover what the artist is trying to communicate. Writing is CLEAR and thoughtful. Evaluation of the art is based on the criteria set for the assignment. Examples from the work have been used to support writer's statements.	The evaluation is well articulated and student did attempt to explain the meaning behind the work. Examples from the work have been used to support writer's statements.	An attempt at evaluation has been made. Some examples from the work have been used to support writer's statements.	Evaluation missing or not articulated clearly. No examples were used to support writer's statements.

TMCC

Course Prefix, Number and Title: Art 100 Foundations in Art)
Division/Unit: Division of Liberal Arts/Visual and Performing Arts
Submitted by: Candace Garlock
Contributing Faculty: Candace (Nicol) Garlock, Nicole Miller, Peter Whittenberger, Paris Almond, Joshua Weinberg, Wes Lee
Academic Year: Spring 2015

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise your outcomes? If so, please summarize how and why in the boxes below:
Outcome #1 Using the principles of design, students will construct an artistic work about their individual identity as it is interpreted through social norms and stereotypes.	Evaluation will be a criteria-based rubric established and used by all class sections.	Did not assess at this time. Assessment: Spring 2016	Did not assess at this time. Assessment: Spring 2016 .	Did not assess at this time. Assessment: Spring 2016
Outcome # 2 Students will write an artistic statement that reflects and interprets their artistic work produced about identity..	Evaluation will be a criteria-based rubric established and used by all class sections.	Did not assess at this time. Assessment: Spring 2016	Did not assess at this time. Assessment: Spring 2016	Did not assess at this time. Assessment: Spring 2016
Outcome #3 Students will participate in critiques in which student projects are analyzed and evaluated by faculty and fellow students.	Evaluation will be based on written peer review. Students will evaluate each other's work based on the analysis of design principles. A criteria-based rubric will be established and used by all class sections.	8 class sections participated in this assessment: 131 out of 156 students scored 70% or higher on assessment. Total Student Average: 79%	It is a benefit for students to engage in analysis of art. They clearly need more instruction on how to specifically write about art. Instructors agreed that this outcome does reinforce critical thinking.	The outcome is strong and the learning measure works well. Instructors agree that there needs to be more in the curriculum on how to specifically write about art.

Course Prefix, Number and Title:
Division/Unit:
Submitted by:
Contributing Faculty: Candace (Nicol) Garlock, Nicole Miller, Peter Whittenberger, Paris Almond, Joshua Weinberg, Wes Lee
Academic Year:

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course

Rubric for assessing written art criticism
Art 100 Current Course Objective 2: Respond critically (in writing) to the artistic quality of visual forms
General Education: Critical Thinking: Outcome 1: Students will evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, verify the reasonableness of conclusions, explore alternatives, and adapt ideas and methods to new situations.
Learning Outcome: Students will participate in critiques in which student projects are examined and analyzed by faculty and fellow students.
Learning Measure: Evaluation will be based on written peer review. In writing, students will evaluate each other's work based on criteria and analysis of design principles.

(Instructor can set up points or percentage)	4 – Exceeds the standard	3 – Meets the standard	2 – Partially meets the standard	1 – Does not meet the standard
Description	Gives a DETAILED account of what the art depicts including concepts and techniques used. Uses appropriate art terms to describe the work.	Accurately describes the artwork but not in detail. Uses appropriate art terms to describe the work.	Attempted to describe but did not address the concepts or techniques. Did not use appropriate art terms to describe the work.	Did not have a description of the work. The writing was more of an interpretation. Lacked proper art terms.
Analysis	All elements of art and principles of design (based on the assignment criteria) are addressed. Student used examples from the work to support his/her analysis.	Most of the elements of art and principles of design are addressed. For the most part, student used examples from the work to support his/her analysis.	Analysis is clear but not complete. Too few elements of art and principles of design are addressed. Some examples from the work were used to support his/her analysis.	Analysis is confusing. Student did not use examples from the work to support his/her ideas. Student did not address elements of art or principles of design.
Interpretation and Evaluation	There is a solid attempt to discover what the artist is trying to communicate. Writing is CLEAR and thoughtful. Evaluation of the art is based on the criteria set for the assignment. Examples from the work have been used to support writer's statements.	The evaluation is well articulated and student did attempt to explain the meaning behind the work. Examples from the work have been used to support writer's statements.	An attempt at evaluation has been made. Some examples from the work have been used to support writer's statements.	Evaluation missing or not articulated clearly. No examples were used to support writer's statements.

Course Prefix, Number and Title:
Division/Unit:
Submitted by:
Contributing Faculty: Candace (Nicol) Garlock, Nicole Miller, Peter Whittenberger, Paris Almond, Joshua Weinberg, Wes Lee
Academic Year:

Name of Instructor: Nicole Miller

Art 100, Spring 2015 Class Section 1002

Areas in which students did poorly indicate further emphasis in those target areas are needed. Overall it is apparent that writing in an effective, clear manner is a struggle for about a third of the class. Future critiques will focus on improving overall critical insight and ability to respond effectively in both verbal and written form. Several students did not turn in the assessment, which negatively impacted the overall average.

Name of Instructor: Maria Partridge

Art 100, Spring 2015 Class Section 1003

Summarize how you are or how you plan to use the results to improve student learning. Based on the results of this assessment, is there anything you might revise?

I actually assigned critique papers more often based on the first paper - it encouraged critical thinking. The only students who did not do well - didn't participate

Name of Instructor: Peter Whittenberger

ART 100, Spring 2015, Class section: 1005

I have 5 students who are registered for the class but have stopped attending. They did not take the assessment.

I feel students would benefit from instruction on how to specifically write about art. Most of my students have the ability to verbally discuss art in relationship to the principles of design, describe what they are looking at, and use this information to figure out a piece's content. I feel, however, some of their writing skills could use some improvement to write a meaningful essay. I also don't know how to force students to come to class when they don't respond to emails, show up sporadically, or simply fall off the face of the earth.

Instructor: Joshua Weinberg

Art 100, Spring 2015 Class Sections 1006 & 2002

4 students out of 39 failed to turn in anything at all and received a "0"

Generally, students were able to engage with the 3 key areas: Description, Analysis, and Interpretation rather well, though of course some with more accuracy and/or depth of thought than others. By and large however they were all able to at least provide some form of critical engagement with the piece they wrote about and offer some quality personal insights and relatively accurate descriptions with regard to materials and techniques.

Instructor: Candace (Nicol) Garlock

Art 100, Spring 2015 Class Section 3001 (online)

Students have to write a lot more in the online class. All students engaged in the assessment each week. One addition that I am incorporating in next year's curriculum is an actual lesson on writing a good critical essay. This assessment, I only gave them a general guideline with the rubric, but I think they need more.

Instructor: Wes Lee

Art 100, Spring Class Section 1001

I plan to improve students use of vocabulary and critical thinking skills by giving them more practice that goes beyond formal critiques and note-taking of vocabulary. I've done this during the current semester by having more in-class discussions of vocabulary where students participate in slide presentations, practicing application of the concepts to various images/compositions, as well as seeing by example how to do so. And by giving more assigned gallery visit reports which call on them to interpret various artworks and apply vocabulary and concepts to what they see in actual galleries.

Course Prefix, Number and Title:
Division/Unit:
Submitted by:
Contributing Faculty: Candace (Nicol) Garlock, Nicole Miller, Peter Whittenberger, Paris Almond, Joshua Weinberg, Wes Lee
Academic Year:

Please enter your name and date below to confirm you have reviewed this report:

Title	Name	Date
Department Chair/Coordinator/Director		
Dean		
Vice President of Academic Affairs		

Course Prefix, Number and Title: Art 100 Foundations in Art)
Division/Unit: Division of Liberal Arts/Visual and Performing Arts
Submitted by: Candace Garlock
Contributing Faculty: Candace (Nicol) Garlock, Nicole Miller, Peter Whittenberger, Paris Almond, Joshua Weinberg, Wes Lee
Academic Year: Spring 2015

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise your outcomes? If so, please summarize how and why in the boxes below:
Outcome #1 Using the principles of design, students will construct an artistic work about their individual identity as it is interpreted through social norms and stereotypes.	Evaluation will be a criteria-based rubric established and used by all class sections.	Did not assess at this time. Assessment: Spring 2016	Did not assess at this time. Assessment: Spring 2016 .	Did not assess at this time. Assessment: Spring 2016
Outcome # 2 Students will write an artistic statement that reflects and interprets their artistic work produced about identity..	Evaluation will be a criteria-based rubric established and used by all class sections.	Did not assess at this time. Assessment: Spring 2016	Did not assess at this time. Assessment: Spring 2016	Did not assess at this time. Assessment: Spring 2016
Outcome #3 Students will participate in critiques in which student projects are analyzed and evaluated by faculty and fellow students.	Evaluation will be based on written peer review. Students will evaluate each other's work based on the analysis of design principles. A criteria-based rubric will be established and used by all class sections.	8 class sections participated in this assessment: 131 out of 156 students scored 70% or higher on assessment. Total Student Average: 79%	It is a benefit for students to engage in analysis of art. They clearly need more instruction on how to specifically write about art. Instructors agreed that this outcome does reinforce critical thinking.	The outcome is strong and the learning measure works well. Instructors agree that there needs to be more in the curriculum on how to specifically write about art.

Course Prefix, Number and Title:
Division/Unit:
Submitted by:
Contributing Faculty: Candace (Nicol) Garlock, Nicole Miller, Peter Whittenberger, Paris Almond, Joshua Weinberg, Wes Lee
Academic Year:

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course

Rubric for assessing written art criticism
Art 100 Current Course Objective 2: Respond critically (in writing) to the artistic quality of visual forms
General Education: Critical Thinking: Outcome 1: Students will evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, verify the reasonableness of conclusions, explore alternatives, and adapt ideas and methods to new situations.
Learning Outcome: Students will participate in critiques in which student projects are examined and analyzed by faculty and fellow students.
Learning Measure: Evaluation will be based on written peer review. In writing, students will evaluate each other's work based on criteria and analysis of design principles.

(Instructor can set up points or percentage)	4 – Exceeds the standard	3 – Meets the standard	2 – Partially meets the standard	1 – Does not meet the standard
Description	Gives a DETAILED account of what the art depicts including concepts and techniques used. Uses appropriate art terms to describe the work.	Accurately describes the artwork but not in detail. Uses appropriate art terms to describe the work.	Attempted to describe but did not address the concepts or techniques. Did not use appropriate art terms to describe the work.	Did not have a description of the work. The writing was more of an interpretation. Lacked proper art terms.
Analysis	All elements of art and principles of design (based on the assignment criteria) are addressed. Student used examples from the work to support his/her analysis.	Most of the elements of art and principles of design are addressed. For the most part, student used examples from the work to support his/her analysis.	Analysis is clear but not complete. Too few elements of art and principles of design are addressed. Some examples from the work were used to support his/her analysis.	Analysis is confusing. Student did not use examples from the work to support his/her ideas. Student did not address elements of art or principles of design.
Interpretation and Evaluation	There is a solid attempt to discover what the artist is trying to communicate. Writing is CLEAR and thoughtful. Evaluation of the art is based on the criteria set for the assignment. Examples from the work have been used to support writer's statements.	The evaluation is well articulated and student did attempt to explain the meaning behind the work. Examples from the work have been used to support writer's statements.	An attempt at evaluation has been made. Some examples from the work have been used to support writer's statements.	Evaluation missing or not articulated clearly. No examples were used to support writer's statements.

Course Prefix, Number and Title:
Division/Unit:
Submitted by:
Contributing Faculty: Candace (Nicol) Garlock, Nicole Miller, Peter Whittenberger, Paris Almond, Joshua Weinberg, Wes Lee
Academic Year:

Name of Instructor: Nicole Miller

Art 100, Spring 2015 Class Section 1002

Areas in which students did poorly indicate further emphasis in those target areas are needed. Overall it is apparent that writing in an effective, clear manner is a struggle for about a third of the class. Future critiques will focus on improving overall critical insight and ability to respond effectively in both verbal and written form. Several students did not turn in the assessment, which negatively impacted the overall average.

Name of Instructor: Maria Partridge

Art 100, Spring 2015 Class Section 1003

Summarize how you are or how you plan to use the results to improve student learning. Based on the results of this assessment, is there anything you might revise?
I actually assigned critique papers more often based on the first paper - it encouraged critical thinking. The only students who did not do well - didn't participate

Name of Instructor: Peter Whittenberger
ART 100, Spring 2015, Class section: 1005
I have 5 students who are registered for the class but have stopped attending. They did not take the assessment.
I feel students would benefit from instruction on how to specifically write about art. Most of my students have the ability to verbally discuss art in relationship to the principles of design, describe what they are looking at, and use this information to figure out a piece's content. I feel, however, some of their writing skills could use some improvement to write a meaningful essay. I also don't know how to force students to come to class when they don't respond to emails, show up sporadically, or simply fall off the face of the earth.

Instructor: Joshua Weinberg
Art 100, Spring 2015 Class Sections 1006 & 2002
4 students out of 39 failed to turn in anything at all and received a "0"
Generally, students were able to engage with the 3 key areas: Description, Analysis, and Interpretation rather well, though of course some with more accuracy and/or depth of thought than others. By and large however they were all able to at least provide some form of critical engagement with the piece they wrote about and offer some quality personal insights and relatively accurate descriptions with regard to materials and techniques.

Instructor: Candace (Nicol) Garlock
Art 100, Spring 2015 Class Section 3001 (online)
Students have to write a lot more in the online class. All students engaged in the assessment each week. One addition that I am incorporating in next year's curriculum is an actual lesson on writing a good critical essay. This assessment, I only gave them a general guideline with the rubric, but I think they need more.

Instructor: Wes Lee
Art 100, Spring Class Section 1001
I plan to improve students use of vocabulary and critical thinking skills by giving them more practice that goes beyond formal critiques and note-taking of vocabulary. I've done this during the current semester by having more in-class discussions of vocabulary where students participate in slide presentations, practicing application of the concepts to various images/compositions, as well as seeing by example how to do so. And by giving more assigned gallery visit reports which call on them to interpret various artworks and apply vocabulary and concepts to what they see in actual galleries.

Course Prefix, Number and Title:
Division/Unit:
Submitted by:
Contributing Faculty: Candace (Nicol) Garlock, Nicole Miller, Peter Whittenberger, Paris Almond, Joshua Weinberg, Wes Lee
Academic Year:

Please enter your name and date below to confirm you have reviewed this report:

Title	Name	Date
Department Chair/Coordinator/Director		
Dean		
Vice President of Academic Affairs		

ART 100 (All sections) Curriculum Assessment Report Spring 2015

Rubric for assessing written art criticism
Art 100 Current Course Objective 2: Respond critically (in writing) to the artistic quality of visual forms
General Education: Critical Thinking: Outcome 1: Students will evaluate ideas, estimate and predict outcomes
based on underlying principles relative to a particular discipline, verify the reasonableness of conclusions,
explore alternatives, and adapt ideas and methods to new situations.

Learning Outcome:
Students will participate in critiques in which student projects are examined and analyzed by faculty and fellow
students.
Learning Measure:
Evaluation will be based on written peer review. In writing, students will evaluate each other's work based on
criteria and analysis of design principles.

(instructor can set up points or percentage)	4 – Exceeds the standard	3 – Meets the standard	2 – Partially meets the standard	1 – Does not meet the standard
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Analysis	All elements of art and principles of design (based on the assignment criteria) are addressed. Student used examples from the work to support his/her analysis.	Most of the elements of art and principles of design are addressed. For the most part, student used examples from the work to support his/her analysis.	Analysis is clear but not complete. Too few elements of art and principles of design are addressed. Some examples from the work were used to support his/her analysis.	Analysis is confusing. Student did not use examples from the work to support his/her ideas. Student did not address elements of art or principles of design.
Interpretation and Evaluation	There is a solid attempt to discover what the artist is trying to communicate. Writing is CLEAR and thoughtful. Evaluation of the art is based on the criteria set for the assignment. Examples from the work have been used to support writer's statements.	The evaluation is well articulated and student did attempt to explain the meaning behind the work. Examples from the work have been used to support writer's statements.	An attempt at evaluation has been made. Some examples from the work have been used to support writer's statements.	Evaluation missing or not articulated clearly. No examples were used to support writer's statements.

May 2, 2016

To: Program Assessment Chair/ Director/ Coordinator
Re: General Education courses scheduled for assessment in the Academic Year 2015-2016

All scheduled Fall 2015 and Spring 2016 Course Assessment Reports (CARs) are Due by May 20, 2016.

If the course was canceled or not offered this Academic Year 2015-2016, please return the CAR form with **"Canceled"** or **"Not Offered"** in the course header.

You are being provided with the following to complete:
1. Course Assessment Report (CAR), which is pre-populated with the approved student learning outcomes. Measures can be found in the MCO Database at https://webapps.tmcc.edu/acdmcs/mco/.
2. **NEW** – Student learning outcomes for the course's approved **General Education objectives:** Communications, Critical Thinking, Information Literacy, People and Cultural Awareness and/or Quantitative Reasoning. In addition to the course-specific outcomes, please indicate how you assessed for General Education by completing the General Education CAR.

NEW - Please attach the following:
- The assessment instrument used (e.g. pre/post quiz, assignment description and rubric).
- Supporting data.
- Evidence that you have reviewed the assessment findings with your department/unit by way of department meeting minutes, or plans to do so.
- Evidence that you have reviewed the assessment findings with part-time faculty, or plans to do so (e.g. minutes or presentation from a part-time faculty orientation/meeting).

After completing your CAR, please:
- Route the printed form to your Chair for review, signature and date.
- Your Chair should then route the printed signed form to the Dean. The Dean should review the CAR and discuss the findings with the submitter and/or Chair before signing and forwarding the printed form to the Assessment and Planning Office.
- The report will be review by the Assessment and Planning Office, we will contact you if we have any questions prior to forwarding the report to the VPAA for signature.
- The report will then become part of the official assessment efforts and will be published on the VPAA webpage.

Please contact the Assessment and Planning Office if you have any questions about your course assessment process.

Assessment and Planning Office | Vice President Academic Affairs| 775-673-7120 | Sierra 200S

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40

TMCC

0Course Prefix, Number and Title: ANTH 101- Introduction to Cultural Anthropology
Division/Unit: Liberal Arts
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016
General Education: Yes☒ No☐

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Students will apply key anthropological principles by differentiating between the attitudes associated with "cultural relativism" and "ethnocentrism"				
Outcome #2				
Students will deconstruct the concept of "race" by identifying "race" as a sociocultural construction rather than a biological "fact."				
Outcome #3				

Course Prefix, Number and Title:
Division/Unit: Liberal Arts
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
Students will compare two or more cultures in terms of their social institutions (i.e. political, religious, economic, etc.).				

General Education: Critical Thinking

Critical Thinking Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Students will evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, verify the reasonableness of conclusions, explore alternatives and adapt ideas and methods to new situations.				
Outcome #2				

TMCC

Course Prefix, Number and Title:
Division/Unit: Liberal Arts
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

Critical Thinking Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
Students will distinguish between various kinds of evidence by identifying the elements of reliable sources and valid arguments; employ systematic methods to search for, collect, organize, and evaluate information; and formulate conclusions based on their own analysis of the information.				

General Education: People and Cultural Awareness

People and Cultural Awareness Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Students will develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems; to attain skills to function effectively as responsible, ethical community members; and to learn to value,				

Course Prefix, Number and Title:
Division/Unit: Liberal Arts
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

People and Cultural Awareness Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
respect and critique the aesthetic and creative process.				

DEAN COMMENTS:

TMCC

Course Prefix, Number and Title:
Division/Unit: Liberal Arts
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

Department Chair/Coordinator/Director has reviewed the CAR's form with faculty member Yes☐No☐

Please enter your name and date below to confirm you have reviewed this report:

Title	Print Name	Signature	Date
Department Chair/Coordinator/Director			
Dean			
Dr. Barbara Buchanan, Vice President of Academic Affairs			

May 2, 2016

To: Program Assessment Chair/ Director/ Coordinator
Re: General Education courses scheduled for assessment in the Academic Year 2015-2016

All scheduled Fall 2015 and Spring 2016 Course Assessment Reports (CARs) are Due by May 20, 2016.

If the course was canceled or not offered this Academic Year 2015-2016, please return the CAR form with **"Canceled"** or **"Not Offered"** in the course header.

You are being provided with the following to complete:
1. Course Assessment Report (CAR), which is pre-populated with the approved student learning outcomes. Measures can be found in the MCO Database at https://webapps.tmcc.edu/acdmcs/mco/.
2. **NEW** – Student learning outcomes for the course's approved **General Education objectives:** Communications, Critical Thinking, Information Literacy, People and Cultural Awareness and/or Quantitative Reasoning. In addition to the course-specific outcomes, please indicate how you assessed for General Education by completing the General Education CAR.

NEW - Please attach the following:
- The assessment instrument used (e.g. pre/post quiz, assignment description and rubric).
- Supporting data.
- Evidence that you have reviewed the assessment findings with your department/unit by way of department meeting minutes, or plans to do so.
- Evidence that you have reviewed the assessment findings with part-time faculty, or plans to do so (e.g. minutes or presentation from a part-time faculty orientation/meeting).

After completing your CAR, please:
- Route the printed form to your Chair for review, signature and date.
- Your Chair should then route the printed signed form to the Dean. The Dean should review the CAR and discuss the findings with the submitter and/or Chair before signing and forwarding the printed form to the Assessment and Planning Office.
- The report will be review by the Assessment and Planning Office, we will contact you if we have any questions prior to forwarding the report to the VPAA for signature.
- The report will then become part of the official assessment efforts and will be published on the VPAA webpage.

Please contact the Assessment and Planning Office if you have any questions about your course assessment process.

Assessment and Planning Office | Vice President Academic Affairs| 775-673-7120 | Sierra 200S

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46

0Course Prefix, Number and Title: ANTH 101- Introduction to Cultural Anthropology
Division/Unit: Liberal Arts
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016
General Education: Yes☒ No☐

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Students will apply key anthropological principles by differentiating between the attitudes associated with "cultural relativism" and "ethnocentrism"				
Outcome #2				
Students will deconstruct the concept of "race" by identifying "race" as a sociocultural construction rather than a biological "fact."				
Outcome #3				

TMCC

Course Prefix, Number and Title:
Division/Unit: Liberal Arts
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
Students will compare two or more cultures in terms of their social institutions (i.e. political, religious, economic, etc.).				

General Education: Critical Thinking

Critical Thinking Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Students will evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, verify the reasonableness of conclusions, explore alternatives and adapt ideas and methods to new situations.				
Outcome #2				

Course Prefix, Number and Title:
Division/Unit: Liberal Arts
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

Critical Thinking Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
Students will distinguish between various kinds of evidence by identifying the elements of reliable sources and valid arguments; employ systematic methods to search for, collect, organize, and evaluate information; and formulate conclusions based on their own analysis of the information.				

General Education: People and Cultural Awareness

People and Cultural Awareness Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Students will develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems; to attain skills to function effectively as responsible, ethical community members; and to learn to value,				

Course Prefix, Number and Title:
Division/Unit: Liberal Arts
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

People and Cultural Awareness Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
respect and critique the aesthetic and creative process.				

DEAN COMMENTS:

Course Prefix, Number and Title:
Division/Unit: Liberal Arts
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

Department Chair/Coordinator/Director has reviewed the CAR's form with faculty member Yes☐No☐

Please enter your name and date below to confirm you have reviewed this report:

Title	Print Name	Signature	Date
Department Chair/Coordinator/Director			
Dean			
Dr. Barbara Buchanan, Vice President of Academic Affairs			

TMCC

Course Prefix, Number and Title: PHYS 151 - General Physics I
Division/Unit: Science
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016
General Education: Yes☒ No☐

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Students will construct graphs and diagrams to represent phenomena of classical dynamics.				
Outcome #2				
Students will quantitatively solve introductory level problems of classical dynamics.				
Outcome #3				

TMCC

Course Prefix, Number and Title:
Division/Unit: Science
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
Students will choose which conceptual and quantitative techniques are relevant when presented with different applications of classical dynamics.				

General Education: Critical Thinking

Critical Thinking Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Students will evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, verify the reasonableness of conclusions, explore alternatives and adapt ideas and methods to new situations.				
Outcome #2				

Course Prefix, Number and Title:
Division/Unit: Science
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

Students will distinguish between various kinds of evidence by identifying the elements of reliable sources and valid arguments; employ systematic methods to search for, collect, organize, and evaluate information; and formulate conclusions based on their own analysis of the information.				

General Education: Quantitative Reasoning

Quantitative Reasoning Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Students will apply appropriate computational strategies or geographical interpretation to solve application problems.				
Outcome #2				

TMCC

Course Prefix, Number and Title:
Division/Unit: Science
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

Students will apply scientific reasoning to make predications, solve problems, and test hypotheses or to evaluate the validity of mathematical or logical conclusions.			

DEAN COMMENTS:

Department Chair/Coordinator/Director has reviewed the CAR's form with faculty member Yes☐No☐

Please enter your name and date below to confirm you have reviewed this report:

Title	Print Name	Signature	Date
Department Chair/Coordinator/Director			
Dean			
Dr. Barbara Buchanan, Vice President of Academic Affairs			

Course Prefix, Number and Title: PHYS 151 - General Physics I
Division/Unit: Science
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016
General Education: Yes☒ No☐

Complete and electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your course.

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Students will construct graphs and diagrams to represent phenomena of classical dynamics.				
Outcome #2				
Students will quantitatively solve introductory level problems of classical dynamics.				
Outcome #3				

Course Prefix, Number and Title:
Division/Unit: Science
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
Students will choose which conceptual and quantitative techniques are relevant when presented with different applications of classical dynamics.				

General Education: Critical Thinking

Critical Thinking Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Students will evaluate ideas, estimate and predict outcomes based on underlying principles relative to a particular discipline, verify the reasonableness of conclusions, explore alternatives and adapt ideas and methods to new situations.				
Outcome #2				

Course Prefix, Number and Title:
Division/Unit: Science
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

Students will distinguish between various kinds of evidence by identifying the elements of reliable sources and valid arguments; employ systematic methods to search for, collect, organize, and evaluate information; and formulate conclusions based on their own analysis of the information.				

General Education: Quantitative Reasoning

Quantitative Reasoning Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Course
In the boxes below, summarize the outcomes assessed in your course during the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise course curriculum or course outcomes? If so, please summarize how and why in the boxes below:
Outcome #1				
Students will apply appropriate computational strategies or geographical interpretation to solve application problems.				
Outcome #2				

Course Prefix, Number and Title:
Division/Unit: Science
Submitted by:
Contributing Faculty:
Academic Year: 2015-2016

Students will apply scientific reasoning to make predications, solve problems, and test hypotheses or to evaluate the validity of mathematical or logical conclusions.			

DEAN COMMENTS:

Department Chair/Coordinator/Director has reviewed the CAR's form with faculty member Yes☐No☐

Please enter your name and date below to confirm you have reviewed this report:

Title	Print Name	Signature	Date
Department Chair/Coordinator/Director			
Dean			
Dr. Barbara Buchanan, Vice President of Academic Affairs			

COURSE ASSESSMENT REPORT (CAR)

refix, Number and Title: ENV 100 - Humans and the Environment

nit: Physical Sciences

d by: Sameer Bhattarai

ing Faculty: Sameer Bhattarai

Year: 2015-2016 (Spring 2016)

cation: Yes ☑ No ☐

d electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting docu
description of the assessment activities in your course

se Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Cou
below, summarize assessed in your the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results o assessment, will you i course curriculum or a outcomes? If so, pleas summarize how and w boxes below.
use scientific erform experiments ir findings using hodology.	Students prepared 4 written reports of their findings in lab/field experiments or surveys, Reports were evaluated using a pre-determined rubric.	The average score in each lab report was a low A, which is great.	Some students were not clear on some lab methods. I will improve instruction in those methods.	No
	Questions were included in lab handout to examine whether students were able to apply lab knowledge to other situations.	Students did very well in lab reports. They discussed the significance of results and explained the importance of experiments. More than 50% of students were able to apply lab knowledge to other situations.	I will improve my instruction on hypothesis testing.	
	After doing lab 1 on scientific method, students were asked to explain how they would use the scientific method to perform a lab experiment to study the	More than 80% of the students were able to answer the question correctly using the concepts of experimental design, hypothesis testing, data analysis.		

...rse Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Cu...
effects of soil salinity on plant growth.	and interpretation of results. Some students had difficulty in understanding the concept of hypothesis.		Some questions on the concepts of abiotic/biotic factors, ecosystem services, and biological macromolecules did not have appreciable gain so I will improve instruction and/or pre-/post-test questions on these topics	No
2. Classify biotic and ...ponents of the ...t and explain their ...at the levels of the ...ganism, the ...he community, and ...m.	Pre-/Post Assessments were given to students with relevant questions.	Hake Gains of +0.76 overall were achieved and the gains were +0.50, +0.89, +0.43, +0.66, 0.06, 0.28, 0.63, 0.36, 0.51, and 0.55 respectively per question.		
List and explain ...ts of human ...environmental ...	Pre-/Post Assessments were given to students with relevant questions.	Hake Gains of +0.57 overall were achieved and the gains were +0.79, +0.78, +0.94, +0.48, +0.04, +0.43, and +0.19, respectively per question.	Question about global climate change will be modified in pre/post-test. Question about fate of rainfall in landscape did not have appreciable gain so I will improve instruction on this topic.	No
	Student prepared PowerPoint and did oral presentations in a topic relevant to environmental sciences. These were evaluated using rubric.	More than 70% of the students presented on a topic relevant to human interaction with environment	will improve instruction on this topic.	
Identify and assess ...jor environmental ...modern times.		Hake Gains of +0.67 overall were achieved and the gains were +0.78, +0.53, +0.86, +0.48, +0.71, and +0.63, respectively per question.	The Hake Gains were substantial for questions related to this learning outcome. I will continue to use similar teaching methods for this outcome. I will improve instruction on the concept of global climate change which showed lowest Hake Gain.	No

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...king Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Cou...
	Students prepared PowerPoint and oral presentations in a assignment was mid-A which is (one relevant to environmental goal. The oral presentation sciences. These were evaluated generally reflected an in-depth using rubric.	The class average for this		
distinguish ...ous kinds of identifying the reliable sources and ...nts, employ ...ritude to search ...organize, and ...rmation, and ...clusions based on ...lysis of the	Students prepared written report on human population by collecting data from U.S Census Bureau website. They created charts of population structure of five different countries	More than 90% of the students were able to accurately predict future population change (increase, decrease, or remain stable) in five countries that were studied	I will continue to use this exercise with improvement in instructions in lab handout.	No

...rcation-Information Literacy

Reasoning	Assessment Measures	Assessment Results	Use of Results	Effect on Cou...
...slow, summarize ...assessed in your ...the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of assessment, will you re... course curriculum or re... outcomes? If so, please summarize how and w... boxes below.
...brate, evaluate, ...rmation to ...ize, illustrate or ...ation processes or	Students prepared written report on human population by collecting data from U.S Census Bureau website. They created charts of population structure of five different countries	More than 90% of the students were able to accurately predict future population changes (increase, decrease, or remain stable) in five countries that were studied	I will continue to use this exercise with improvement in instructions in lab handout.	No

COURSE ASSESSMENT REPORT (CAR)

Prefix, Number and Title: ENV 100 - Humans and the Environment
Unit: Physical Sciences
Submitted by: Sameer Bhattarai
Reporting Faculty: Sameer Bhattarai
Academic Year: 2015-2016 (Spring 2016)

...e Reasoning	Assessment Measures	Assessment Results	Use of Results	Effect on Co...
...use correct technology ...e a tool for ...arching, ...problem solving, ...resenting, analyze ...ng information and	Students used Geographic Information Systems (GIS) and Google Earth to create and analyze watershed maps	All students submitted lab report with watershed maps created using GIS and Google Earth.	I will continue to use these assignments with improvement in instructions in lab handout.	No
	Students used computer technology to create lab report and student presentations	Lab reports were submitted in WORD and oral presentation were done in PowerPoint. PowerPoint presentation and essay questions in lab report reflected independent online research by students.		

COURSE ASSESSMENT REPORT (CAR)

...efix, Number and Title: ENV 100 - Humans and the Environment

...itle: Physical Sciences

... by: Sameer Bhattarai

...ing Faculty: Sameer Bhattarai

Year: 2015-2016 (Spring 2016)

...ications: Critical Thinking

...king Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Cou...
...below, summarize ... assessed in your ... the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results o... assessment, will you r... course curriculum or c... outcomes? If so, pleas... summarize how and w... boxes below:
...evaluate ideas, predict outcomes ...ifying principles ...rticular discipline) ...asonableness of ...explore alternatives ...ns and methods to ...	Students prepared written lab reports of their findings in lab/field experiments or surveys. Reports were evaluated using a pre-determined rubric.	More than 80% of students were able to draw reasonable conclusion from data collected.	I will improve instruction on the concept of null hypothesis.	No
	Questions were used in lab reports to examine whether students were able to apply lab knowledge in other situations.	More than 80% of students were able to design an experiment to test the effects of soil salinity on plants using the concepts learned in scientific method lab. Several students had difficulty on the concept of null hypothesis.		

Education Quantitative Reasoning

...ve Reasoning	Assessment Measures	Assessment Results	Use of Results	Effect on Co...
...below, summarize ...s assessed in your ...ng the year	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results ... assessment, will you ... course curriculum or ... outcomes? If so, ple... summarize how and ... boxes below.
...apply appropriate ...al strategies or ...nterpretation to ...tion problems.	Students used Geographic Information Systems (GIS) and Google Earth to create and analyze watershed maps.	100% of the students created watershed map of Galena watershed in Reno, NV, and accurately reported the land use pattern in the watershed.	This exercise was well received by students, and I plan to continue using it in the next few semesters.	No
apply scientific ...make predictions, ...ns, and test ...r to evaluate the ...watershed on ...ustion.	Students hypothesized that stream water quality would be worse in urban watershed than in watershed dominated by annual vegetation.	All students analyzed water samples and land use characteristics using ArcGIS, Google Map, and were able to support or reject their hypothesis based on their data.	This exercise was well received by students, and I plan to continue using it in the next few semesters.	Na

...MMENTS:

Page 6
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COURSE ASSESSMENT REPORT (CAR)

refix, Number and Title: ENV 100 - Humans and the Environment
Jnit: Physical Sciences
1 by: Sameer Bhattarai
ing Faculty: Sameer Bhattarai
Year: 2015-2016 (Spring 2016)

Chair/Coordinator/Director has reviewed the CAR's form with faculty member (Yes) No

your name and date below to confirm you have reviewed this report:

	Print Name	Signature	Date
Chair/Coordinator/Director	Daniel Loranz		5/26/
Buchanan, Vice President of Academic			5-20
			6/1/

...e Gains

Question	Pre-Assess Correct	Total Ans	% correct	% Total	Post Assess Correct	Total ans	% correct	% Total
This outcome was assessed using predetermined rubric as mentioned above in page 1.								
1	21	25	84.00		23	25	92.00	
2	6	25	24.00		23	25	92.00	
3	18	25	72.00		21	25	84.00	
5	17	25	68.00		24	25	96.00	
6	13	25	52.00		14	25	56.00	
16	13	25	52.00		17	26	65.38	
12	7	25	28.00		19	26	73.08	
11	13	25	52.00		18	26	69.23	
14	5	25	20.00		22	26	84.62	
15	10	25	40.00	8.40	19	26	73.08	78.43
7	6	25	24.00		21	25	84.00	
8	16	25	64.00		23	25	92.00	
9	9	25	36.00		24	25	96.00	
16	14	25	56.00		20	26	76.92	
17	20	25	80.00		21	26	80.77	
19	14	25	56.00		18	24	75.00	
25	7	25	28.00	49.14	10	24	41.67	78.29
18	6	25	24.00		20	24	83.33	
20	3	25	12.00		14	24	58.33	
21	10	25	40.00		22	24	91.67	
22	14	25	56.00		20	26	76.92	
23	7	25	28.00		19	24	79.17	
24	8	25	32.00	32	18	24	75.00	77.40

Descriptive outcome labels (left margin):
- l use scientific methods experiments and report s using computer technology.
- I classify biotic and abiotic of the environment and nteractions at the levels of the ganism, the population, ry, and the ecosystem.
- list and explain of human nvironmental quality
- identify and assess jor environmental dam tims

TMCC is an EEO/AA institution See http://eeo.tmcc.edu for more information.

COURSE ASSESSMENT REPORT (CAR)

...efix, Number and Title: ANTH 101: Introduction to Cultural Anthropology

...itle: Liberal Arts-Social Sciences

... by:

...ing Faculty: Amodio, Boston, Corey, Farr, Kruplez, Lawrence, Phillips, Procopio,
Year: 2015-2016

...nd electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting docu...

...escription of the assessment activities in your course

...se Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on C...
...elow, summarize the ... assessed in your ...the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the result... assessment, will you... outcomes? If so, ple... summarize how and ... boxes below.
...apply ke... ...of principles by ...between the ...lated with "cultural d "ethnocentric"	Students will take a short answer exam or write an essay that will be evaluated by pre-determined rubric.	Students scoring 70% or better: Measure 1: 2010-2011: 83.83% 2011-2012: 86.53% 2012-2013: 87.96% 2013-2014: 89.71% 2014-2015: 77.85% 2015-2016: 87.84% Benchmark of 75% was met.	Faculty consistently met this outcome, and there was an increase in scores. Faculty noted that students were more successful when the instructions or the questions on the exam were clearly written. Also, frequent discussion of the topic in class increased the likelihood of meeting the measure.	The outcome meas... changed at this time... consistent data that v... both among specific... and over the years th... outcome is well writ... present the outcome... met.
...econstruct the ...ce" by identifying ...ocultural ...ther than a	Students will take a short answer exam or write an essay that will be evaluated by pre-determined rubric.	Students scoring 70% or better: Measure 1: 2010-2011: 80.99% 2011-2012: 75.51% 2012-2013: 77.66% 2013-2014: 85.46% 2014-2015: 73.53% 2015-2016: 85.63% Benchmark of 75% was not met.	The outcome was met based on the 75% benchmark. Instructors incorporated the changes learned from last year and were more successful this year as a result.	The outcome measu... changed at this time... consistent data that v... both among specific... and over the years th... outcome is well writ... several times in the p... outcome has been me...

COURSE ASSESSMENT REPORT (CAR)

Course, Number and Title: ANTH 101: Introduction to Cultural Anthropology
Unit: Liberal Arts-Social Sciences
by:
Reporting Faculty: Arnold, Boston, Carey, Fink, Krupicz, Lawrence, Philips, Procacci,
Year: 2015-2016

Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on C...
...dents will compare ...ns of their social	Outcome/Measure #3: 75% of students will compare social institutions (e.g. politics, religion or economics) between two or more cultures in an essay.	Students scoring 70% or better: Measure 3: 2010-2014: 72.14% 2011-2012: 77.73% 2012-2013: 79.54% 2013-2014: 82.62% 2014-2015: 76.79% 2015-2016: 72.89% Benchmark of 75% was met.	This Outcome was met and there was an increase in scores. The faculty consensus was the lower scores were not due to students failing to understand the concepts but by the measurement tool (essay). Faculty noted students are not adequately prepared to write an essay in that students do not know how to compose an essay, do not know how to properly cite and utilize external sources, and do not understand what plagiarism is and is not.	The outcome measu... be changed at this ti... have consistent dat... demonstrates both a... specific professors a... years that this outco... written and several t... past and present the... been met. The new Social Scie... requisite of ENG1... improve scores if the... correct in their asses... this measure. Time v...
...and Retention		Average Completion Rate: 2013-2014: 84.67% 2014-2015: 83.81% 2015-2016: 83% Average Retention Rate: 2013-2014: 70.06% 2014-2015: 70.81% 2015-2016: 66%	This is the third year of collecting data and the data trends are demonstrating consistency in regards to completion but a decline in retention rate. This may be due in part to the decline enrollment numbers that were consistent across all courses.	Due to a decline in re... protocols should be p... how to improve these...

COURSE ASSESSMENT REPORT (CAR)

fix, Number and Title: ANTH 101: Introduction to Cultural Anthropology

nit: Liberal Arts-Social Sciences

by:

ng Faculty: Amodio, Boston, Carey, Faris, Krupicz, Lawrence, Philips, Procacci,

Year: 2015-2016

tion Assessment Data Summary

tages for Measure 1, 2, and 3 represent the number of students achieving the given percent score during assessment. A new means of c
ecently instituted is % Completers (per NSHE formula) and % Retained (per IT formula).

Measure 1 - 60%	Measure 1 - 70%	Measure 2 - 60%	Measure 2 - 70%	Measure 3 - 60%	Measure 3 - 70%	% Completion	% Ret
94.7	94.70%	100	100	100	100	89%	72
93.1	89.70%	91.7	83.3	95.7	82.6	94%	72
100	100%	100	100	100	100	72%	72
97	97%	100	100	70.6	58.8	90%	69
90.9	90.90%	100	100	93.3	75	95%	87
94.7	85.50%	82.4	82.4	58.8	47.1	80%	76
95.7	82.60%	75	68.8	90.9	90.9	90%	48
93.3	93.30%	100	91.3	100	100	69%	62
73.9	73.90%	28.6	23.6	60.9	30.4	70%	40
78.9	78.90%	73.7	73.7	73.7	55.3	95%	75
85.7	76.20%	85.7	78.6	75	75	93%	48
66.7	66.70%	83.3	83.3	83.3	83.3	86%	71
100	94.30%	96.9	87.5	100	96.7	82%	79
100	100%	100	100	100	100	79%	71
100	82.40%	100	100	69.2	61.5	71%	52
90.9	77.30%	85.7	81	93.3	86.7	83%	63
95.8	93.80%	92.3	92.3	76.9	76.9	67%	62
100	100%	100	100	90.9	81.8	88%	60
91.63	87.84%	88.63	85.63	85.14	77.89	0.83	0.6

COURSE ASSESSMENT REPORT (CAR)

efix, Number and Title: ANTH 101: Introduction to Cultural Anthropology

git: Liberal Arts-Social Sciences

by:

ing Faculty: Amodio, Boston, Carey, Farr, Krupicz, Lawrence, Philips, Procacci

Year: 2015-2016

your name and date below to confirm you have reviewed this report:

	Name	Date
Chair/Coordinator/Director		
nt of Academic Affairs		

COURSE ASSESSMENT REPORT (CAR)

Course, Number and Title: PHYS 151 - General Physics I

Unit: Science
...d by: Daniel Lorenz
...ing Faculty:
...Year: 2015-2016
...uestion Yes[x] No[]

...nd electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting doc... description of the assessment activities in your course.

...se Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Co...
below, summarize ...s assessed in your ...g the year	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results o... assessment, will you ... course curriculum or ... outcomes? If so, plea... summarize how and ... boxes below.
construct graphs ... to represent ...f classical	Specific exam questions will require students to construct graphs and diagrams to represent phenomena of classical dynamics. Exam questions will be evaluated with a pre-defined rubric.	Questions are given in pre-test/ post-test format at start and end of semester. Normalized learning gains are calculated. Please see attachment for details.	Please see attachment for details. Results will be shared with returning part-time instructors.	Tips about how to the active learning strateg... shared with part time... I will also be revising ... assessment measure.
... quantitatively ... ctory level ... classical dynamics	Specific exam questions will require students to quantitatively solve introductory level problems in classical dynamics. Exam questions will be evaluated with a pre-defined rubric.	Questions are given in pre-test/ post-test format at start and end of semester. Normalized learning gains are calculated. Please see attachment for details.	Please See attachment for details. Results will be shared with returning part-time instructors.	Tips about how to inc... active learning strateg... shared with part time ... I will also be revising ... assessment measure.

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COURSE ASSESSMENT REPORT (CAR)

...se, Number and Title:
...it: Science
...by: Daniel Library
...ing Faculty:
Year: 2015-2016

...se Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Cou...
...choose which ...nd quantitative ...re relevant when ...th different ...of classical	Specific exam questions will require students to choose which conceptual and quantitative techniques to use for solving different applications of classical dynamics. Exam questions will be evaluated with a pre-defined rubric.	Questions are given in pre-test / post-test format at start and end of semester. Normalized learning gains are calculated. Please see attachment for details.	Please see attachment for details. Results will be shared with returning part-time instructors.	Tips about how to m... active learning strateg... shared with part-time assessment measure...

...ucation: Critical Thinking

...nking Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Cou...
...below, summarize ...essessed in your ...g the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results... assessment, will you... course curriculum o... outcomes? If so, plea... summarize how and ... boxes below.
...evaluate ideas, ...predict outcomes ...dentifying principles ...particular domains, ...knowledge of ...explore alternatives ...ses and methods to ...s.	Specific exam questions will require students to choose which conceptual and quantitative techniques to use for solving different applications of classical dynamics. Exam questions will be evaluated with a pre-defined rubric.	Questions are given in pre-test/ post-test format at start and end of semester. Normalized learning gains are calculated. Please see attachment for details.	Please see attachment for details. Results will be shared with returning part-time instructors.	Tips about how to in... active learning strateg... shared with part-time... I will also be revising... assessment measure...

COURSE ASSESSMENT REPORT (CAR)

efix, Number and Title:

nit: Science

by: Daniel Lorenz

ing Faculty:

Year: 2015-2016

... assessed questions of identifying the which outcomes are ... single... ... able to insert... organize and ... tion and ... usions based on ... lysis of the		

ucation: Quantitative Reasoning

: Reasoning	Assessment Measures	Assessment Results	Use of Results	Effect on Cou...
below, summarize ... assessed in your ... the last ... the year.	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results o... assessment, will you... course curriculum or o... outcomes? If so, plea... summarize how and ... boxes below.
... apply appropriate al strategies or ... interpretation to ... tion problems.	Specific exam questions will require students to quantitatively solve introductory level problems in classical dynamics. Exam questions will be evaluated with a pre-defined rubric.	Questions are given in pre-test / post-test format at start and end of semester. Normalized learning gains are calculated. Please see attachment for details.	Please see attachment for details. Results will be shared with returning part-time instructors.	I will need to conside... instruction to make fly... will also be revising t... assessment measure.

COURSE ASSESSMENT REPORT (CAR)

...fix, Number and Title:
...nit: Science
...by: Daniel Lorenz
...ng Faculty:
...Year: 2015-2016

...apply scientific
...ake predictions
...s and test
...o evaluate the
...hematical or
...sions

...MMENTS:

Chair/Coordinator/Director has reviewed the CAR's form with faculty member (Yes)No

...your name and date below to confirm you have reviewed this report.

	Print Name	Signature	Date
Chair/Coordinator/Director	Daniel Lorenz		5/26/
Buchanan, Vice President of Academic			

COURSE ASSESSMENT REPORT (CAR)

Assessment for 2015 – 2016

essed:

001 – Fall 2015, Instructor: Cindy Porter (adjunct)
001 – Fall 2015, Instructor: Cindy Porter (adjunct)
001 – Spring 2016, Instructor: Naima Tariq (adjunct)
001 – Spring 2016, Instructor: Naima Tariq (adjunct)

tudents complete a pre-test / post-test diagnostic. Normalized learning gains (Hake gains) are calculated.

Questions used in this assessment.

Q1	Math Fluency	Q14	Math Skills	Q27	Newton's 1st & 2nd Law
Q2	Math Fluency	Q15	Math Skills	Q28	Newton's 1st & 2nd Law
Q3	Math Fluency	Q16	Math Skills	Q29	Freefall
Q4	Math Fluency	Q17	Math Skills	Q30	Newton's 1st & 2nd Law
Q5	Math Fluency	Q18	Math Skills	Q31	Newton's 3rd Law
Q6	Math Fluency	Q19	Math Skills	Q32	Newton's 1st & 2nd Law
Q7	Math Fluency	Q20	Math Skills	Q33	Newton's 1st & 2nd Law
Q8	Math Fluency	Q21	Math Skills	Q34	Newton's 1st & 2nd Law
Q9	Math Fluency	Q22	Math Skills	Q35	Newton's 1st & 2nd Law
Q10	Math Fluency	Q23	Freefall	Q33-2	Newton's 1st & 2nd Law
Q11	Math Fluency	Q24	Freefall	Q34-2	Newton's 1st & 2nd Law
Q12	Math Fluency	Q25	Freefall		
Q13	Math Skills	Q26	Newton's 3rd Law		

TMCC is an EEO/AA institution. Se http://eo.umed...du for more information.

COURSE ASSESSMENT REPORT (CAR)

learning gains are calculated. Normalized learning gain is g = (Post-Test Score - Pre-Test Score) / (100% - Pre-Test Score)

ationally established norms :

ormalized gain of 0.5 or greater is high.
ormalized gain between 0.4 and 0.5 is moderate.
ormalized gain between 0.3 and 0.4 is good.
armalized gain less than 0.3 is low.

Class Average of
Normalized Gain for
PHYS 1 Concepts

PHYS 151 1001 – Fall 2015   0.27   (N = 21)

PHYS 151 2001 – Fall 2015   0.24   (N = 18)

PHYS 151 1001 – Spring 2016   0.18   (N = 12)

PHYS 151 2001 – Spring 2016   0.08   (N = 8)

d gains per question are shown on the following pages.

COURSE ASSESSMENT REPORT (CAR)

Normalized Gain per Question (PHYS 151 - 1001 Fall 2015)

Q	Value	Rating	Q	Value	Rating	Q	Value	Rating
Q16	1.00	High	Q22	0.25	Low	Q13	0.00	Low
Q26	0.87	High	Q27	0.21	Low	Q14	0.00	Low
Q24	0.53	High	Q1	0.20	Low	Q15	0.00	Low
Q6	0.50	High	Q34-2	0.19	Low	Q32	-0.20	Low
Q11	0.50	High	Q33	0.19	Low	Q7	-0.22	Low
Q18	0.50	Good	Q34	0.18	Low	Q3	-0.25	Low
Q25	0.46	Good	Q19	0.17	Low	Q2	-0.33	Low
Q21	0.33	Moderate	Q35	0.17	Low	Q20	-0.93	Low
Q31	0.33	Moderate	Q33-2	0.10	Low	Q10	-0.10	Low
Q30	0.31	Moderate	Q4	0.08	Low	Q5	-0.57	Low
Q23	0.29	Low	Q8	0.08	Low	Q17	-1.00	Low
Q28	0.27	Low	Q9	0.07	Low			
Q29	0.27	Low	Q12	0.00	Low			

Normalized Gain per Question (PHYS 151 - 2001 Fall 2015)

Q	Value	Rating	Q	Value	Rating	Q	Value	Rating
Q14	1.00	High	Q21	0.33	Moderate	Q17	0.00	Low
Q29	0.90	High	Q30	0.33	Moderate	Q34	0.00	Low
Q23	0.73	High	Q31	0.31	Moderate	Q33-2	0.00	Low
Q28	0.70	High	Q3	0.29	Low	Q32	-0.07	Low
Q1	0.67	High	Q8	0.27	Low	Q27	-0.20	Low
Q22	0.60	High	Q19	0.23	Low	Q7	-0.25	Low
Q26	0.56	High	Q12	0.13	Low	Q5	-0.29	Low
Q25	0.54	High	Q10	0.09	Low	Q2	-0.33	Low
Q18	0.50	High	Q35	0.08	Low	Q33	-0.63	Low
Q15	0.50	High	Q34-2	0.06	Low	Q11	-0.80	Low
Q20	0.50	High	Q4	0.00	Low	Q16	-1.00	Low
Q24	0.50	High	Q9	0.00	Low			
Q6	0.33	Moderate	Q13	0.00	Low			

COURSE ASSESSMENT REPORT (CAR)

Normalized Gain per Question (PHYS 151 - 1001 Spring 2016)

Q	Gain	Level	Q	Gain	Level	Q	Gain	Level
Q15	1.00	High	Q31	0.30	Moderate	Q21	0.00	Low
Q16	1.00	High	Q6	0.29	Low	Q23	0.00	Low
Q28	0.75	High	Q3A	0.22	Low	Q25	0.00	Low
Q2	0.67	High	Q5	0.20	Low	Q29	0.00	Low
Q1	0.50	High	Q24	0.14	Low	Q33	0.00	Low
Q4	0.50	High	Q3	0.10	Low	Q34-2	0.00	Low
Q10	0.44	Good	Q33-2	0.00	Low	Q12	-0.11	Low
Q27	0.43	Good	Q13	0.00	Low	Q35	-0.11	Low
Q11	0.40	Good	Q14	0.00	Low	Q9	-0.13	Low
Q7	0.40	Good	Q17	0.00	Low	Q32	-0.13	Low
Q8	0.38	Moderate	Q18	0.00	Low	Q22	-4.00	Low
Q26	0.38	Moderate	Q19	0.00	Low			
Q30	0.33	Moderate	Q20	0.00	Low			

Normalized Gain per Question (PHYS 151 - 2001 Spring 2016)

Q	Gain	Level	Q	Gain	Level	Q	Gain	Level
Q16	1.00	High	Q33-2	0.13	Low	Q23	0.00	Low
Q21	0.75	High	Q1	0.00	Low	Q28	0.00	Low
Q24	0.75	High	Q2	0.00	Low	Q31	0.00	Low
Q7	0.50	High	Q3	0.00	Low	Q32	0.00	Low
Q11	0.50	High	Q4	0.00	Low	Q34-2	0.00	Low
Q29	0.50	High	Q5	0.00	Low	Q33	-0.17	Low
Q19	0.40	Good	Q8	0.00	Low	Q34	-0.17	Low
Q30	0.40	Good	Q13	0.00	Low	Q35	-0.17	Low
Q25	0.33	Moderate	Q14	0.00	Low	Q6	-0.33	Low
Q26	0.33	Moderate	Q15	0.00	Low	Q10	-1.00	Low
Q20	0.25	Low	Q17	0.00	Low	Q9	-5.00	Low
Q27	0.14	Low	Q18	0.00	Low			
Q12	0.13	Low	Q22	0.00	Low			

COURSE ASSESSMENT REPORT (CAR)

results from this assessment suggest that students need additional help with most topics in the course, but especially ...

Math Fluency. The national justification for PHYS 1 is that students develop problem-solving skills.

results from this assessment suggest that practice may need to be more explicit.

Newton's 1st and 2nd laws. Fostering change from an Aristotelian point of view to a Newtonian one is notoriously difficult.

from this assessment also suggest that instructor experience can have a significant impact on both learning gains and student

ately, physics and astronomy has been critically understaffed for many years at TMCC.

from this assessment will be shared with returning part-time instructors in the fall.

COURSE ASSESSMENT REPORT (CAR)

refix, Number and Title: PSC 211, Introduction to Comparative Politics
Unit: WebCollege/Political Science
l by: Brian Fletcher
ting Faculty:
Year: 2015-2016

nd electronically submit your assessment report to your Department Chair/Coordinator/Director. As needed, please attach supporting docu...
description of the assessment activities in your course.

urse Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on C...
s below, summarize es assessed in your ng the year	In the boxes below, summarize the methods used to assess course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the result assessment, will you outcomes? If so, ple summarize how and boxes below.
will identify and le major contours cterize ary comparative through subjected currently these t are not limited to on the emergence pean Union, the f democratization linist and nation-states, the of development nation-states, and	Students were asked to write a series of 2-3 page essays that asked them to identify and examine specific developments in comparative politics related to these contours. Each essay asked students to identify and explain the origins or causes of a development using the textbook. Each student wrote four essays; essays that both identified and explained (even at a "minimal" level) were considered to have demonstrated the skill.	The work of 25 students was evaluated. 24 of the 25 students demonstrated the ability to consistently (on three or more of the essays) identify and examine important issues in comparative politics.	This is the second semester that this outcome was measured and suggest that students acquired this ability.	No changes to the o anticipated.

COURSE ASSESSMENT REPORT (CAR)

Prefix, Number and Title: PSC 211, Introduction to Comparative Politics

/Unit: WebCollege/Political Science

ed by: Brian Fletcher

ting Faculty:

e Year: 2015-2016

ourse Outcomes	Assessment/ Measures	Assessment Results	Use of Results	Effect in
#2 s will critically e the structure and es of governments nd the world. In ic, students will and examine the political, social nomic systems in oped and ing world and and contrast ferences and es in an analytical	Two measures were used for this outcome. Students took seven quizzes that required them to identify and example different economic, social, and political systems. As part of the final exam, students wrote an essay that required comparison and analysis. All student essays for the final were evaluated using a holistic critical thinking scoring rubric developed by Dr. Peter and Dr. Noreen Facione. This rubric is widely used to assess critical thinking.	The average on the quizzes was 85%. 25 student essays were evaluated. The class average was 3.05 out of 4. The results are consistent with student performance in previous semesters.	The results suggest that the majority of students acquired this outcome.	No changes to the anticipated

COURSE ASSESSMENT REPORT (CAR)

refix, Number and Title: PSC 211, Introduction to Comparative Politics

Unit: WebCollege/Political Science

d by: Brian Fletcher

ting Faculty:

e Year: 2015-2016

r your name and date below to confirm you have reviewed this report:

Name	Date
nt Chair/Coordinator/Director		
		5/3/
		6/6
ident of Academic Affairs		7/1/5 7/7/

Holistic
Critical Thinking
Scoring Rubric

Dr. Peter A. Facione
Santa Clara University

Dr. Noreen C. Facione, R.N., FNP
University of California, San Francisco

Instructions for Using the
Holistic Critical Thinking Scoring Rubric

1. Understand the construct.

This four level rubric treats critical thinking as a set of cognitive skills supported by certain personal dispositions. To reach a judicious, purposive judgment a good critical thinker engages in analysis, interpretation, evaluation, inference, explanation, and meta-cognitive self-regulation. The disposition to pursue fair-mindedly and open-mindedly the reasons and evidence wherever they lead is crucial to reaching sound, objective decisions and resolutions to complex, ill-structured problems. So are the other critical thinking dispositions, such as systematicity, reasoning self-confidence, cognitive maturity, analyticity, and inquisitiveness. [For details on the articulation of this concept refer to Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction. ERIC Document Number: ED 315 423.]

2. Differentiate and Focus

Holistic scoring requires focus. In any essay, presentation, or clinical practice setting many elements must come together for overall success: critical thinking, content knowledge, and technical skill (craftsmanship). Deficits or strengths in any of these can draw the attention of the rater. However, in scoring for any one of the three, one must attempt to focus the evaluation on that element to the exclusion of the other two.

3. Practice, Coordinate and Reconcile.

Ideally, in a training session with other raters one will examine sample essays (videotaped presentations, etc.) which are paradigmatic of each of the four levels. Without prior knowledge of their level, raters will be asked to evaluate and assign ratings to these samples. After comparing these preliminary ratings, collaborative analysis with the other raters and the trainer is used to achieve consistency of expectations among those who will be involved in rating the actual cases. Training, practice, and inter-rater reliability are the keys to a high quality assessment.

Usually, two raters will evaluate each essay/assignment/project/performance. If they disagree there are three possible ways that resolution can be achieved: (a) by mutual conversation between the two raters, (b) by using an independent third rater, or (c) by taking the average of the two initial ratings. The averaging strategy is strongly discouraged. Discrepancies between raters of more than one level suggest that detailed conversations about the CT construct and about project expectations are in order. This rubric is a four level scale, half point scoring is inconsistent with its intent and conceptual structure. Further, at this point in its history, the art and science of holistic critical thinking evaluation cannot justify asserting half-level differentiations

If working alone, or without paradigm samples, one can achieve a greater level of internal consistency by not assigning final ratings until a number of essays/projects/performances/assignments have been viewed and given preliminary ratings. Frequently natural clusters or groupings of similar quality soon come to be discernible. At that point one can be more confident in assigning a firmer critical thinking score using this four level rubric. After assigning preliminary ratings, a review of the entire set assures greater internal consistency and fairness in the final ratings.

Holistic Critical Thinking Scoring Rubric

Facione and Facione

4 Consistently does all or almost all of the following:

> Accurately interprets evidence, statements, graphics, questions, etc.
> Identifies the salient arguments (reasons and claims) pro and con.
> Thoughtfully analyzes and evaluates major alternative points of view.
> Draws warranted, judicious, non-fallacious conclusions.
> Justifies key results and procedures, explains assumptions and reasons.
> Fair-mindedly follows where evidence and reasons lead.

3 Does most or many of the following:

> Accurately interprets evidence, statements, graphics, questions, etc.
> Identifies relevant arguments (reasons and claims) pro and con.
> Offers analyses and evaluations of obvious alternative points of view.
> Draws warranted, non-fallacious conclusions.
> Justifies some results or procedures, explains reasons.
> Fair-mindedly follows where evidence and reasons lead.

2 Does most or many of the following:

> Misinterprets evidence, statements, graphics, questions, etc.
> Fails to identify strong, relevant counter-arguments.
> Ignores or superficially evaluates obvious alternative points of view.
> Draws unwarranted or fallacious conclusions.
> Justifies few results or procedures, seldom explains reasons.
> Regardless of the evidence or reasons, maintains or defends views
> based on self-interest or preconceptions.

1 Consistently does all or almost all of the following:

> Offers biased interpretations of evidence, statements, graphics,
> questions, information, or the points of view of others.
> Fails to identify or hastily dismisses strong, relevant counter-arguments.
> Ignores or superficially evaluates obvious alternative points of view.
> Argues using fallacious or irrelevant reasons, and unwarranted claims.
> Does not justify results or procedures, nor explain reasons.
> Regardless of the evidence or reasons, maintains or defends views
> based on self-interest or preconceptions.
> Exhibits close-mindedness or hostility to reason.

86

MEETING MINUTES

August 19, 2016

Attendance: Lisa Buehler, Dan Bouweraerts, Cheryl Cardoza, Wes Evans, Anne Flesher, Meeghan Gray, Lori McDonald, Candace Nicol, Diane Nicolet, Brian Ruf

Absent: Clifford Bartl, Ana Douglass, Bill Gallegos, Melanie Purdy, Paula Peters

Guests: Melissa Deadmond

1. Call to Order: 10:07 a.m.

2. Review of New Committee Charges: Chair Brian Ruf reviewed the changes in the bylaws governing the elimination of the Student Learning Outcomes and Assessment Committee and the creation of the Academic Standards and Assessment Committee. He went over the new charges and asked for any questions. The committee members asked a number of questions about the calendar: dates for semester forgiveness and auditing, why the last day to withdraw on the calendar is the Sunday of a three-day weekend. Cheryl Cardoza promised to ask Barb Painter about this. There were no other questions about the new committee charges.

3. Presentation for Proposed PUR Review Procedure: Brian Ruf showed the committee a PowerPoint presentation on the PUR process and the role of the ASA in that process. There will be six PUR reports this year: CH/HUM/PHIL, Culinary Arts, Dental Hygiene, Entrepreneurship, Vet Tech, and Sociology. There will also be a review of the AS/AA transfer degree with the Deans in that area which may not go through ASA as it is a **pilot and doesn't fit the PUR template. Committee members asked that if we review this document, we do it** after the discipline PURs. The first slide defined the PUR and its components. The PUR consolidates student learning outcome assessment with program review and planning in a self-study. The evidence in this report has to be effective, regular, and comprehensive, according to NWCCU. The PUR should validate resource requests and be an honest self-reflection. The rest of the presentation focused on the process, where the report goes and when it will come to ASA. The PUR progresses from the initiating department/unit and a self-study committee, to the Dean, then to the ASA for review and a meeting. After that, the PUR goes to the VPAA. Recommendations are made to the administration and the report is published. There is also an APR annually for programs to report process. The presentation defined the self-study committee, the resource population from IR, and the timeline for the process. The Dean will take the PUR in around January 9-13 and submit it to ASA after any revisions are finished. Ideally, ASA will review the PURs in February. Brian hopes for two or three 5-8 member groups to review. He emphasized the need for positive constructive feedback as well as recommendations for improvement. From March through April, the subgroups will meet with the ASA chair, the self-study chair for the PUR, and with the Dean of Instruction **to discuss the ASA's recommendations.** Brian assumes that during the month of February, this could entail weekly meetings of the ASA subgroups. The recommendations are due to the VPAA by May 1st. Brian was asked to send the PowerPoint to committee members. We were all given a PUR handbook which had been rewritten to include ASA in the process.

4. Presentation of GE Assessment: **Melissa Deadmond presented on NWCCU's requirements for GE** assessment and the need for a codified review process. They especially want to see a systematic and direct process that gives the institution recommendations about how to improve general education offerings and assessment processes. The idea of assessment for General Education has always revolved around the objectives/competencies that define what courses fit general education: Communications, Critical Thinking, Information Literacy, Personal/Cultural Awareness, and Quantitative Reasoning. Past efforts to assess these have run into trouble. We suggested that we could see these competencies through an assessment of course

MEETING MINUTES

student learning outcomes, but NWCCU did not think we supported that with any real evidence. Last year, **SLOA reviewed some rubrics by AACU but they were too specific. Melissa's office we**nt ahead and ran a pilot asking people with select CARs to go ahead and evaluate the GE objectives as listed on the curriculum forms. The process, while it could have been communicated more clearly, ran into problems and complaints. Pilot participants said they were just repeating themselves and the process seemed irrelevant. Melissa asked the committee to review some of the pilot reports and come to some conclusions. Members noted the following issues:

- Measures and rubrics were unclear and vague about what was measured, what instrument was used and the effect of the evaluation on the mco in pilot responses
- Clearly, Training is needed on how to fill out CARs and Gen. Ed. Sections. Clearer communication of what is expected is needed as well. Training should start with Chairs/Directors, Coordinators, then faculty.
- Rubrics might make this easier and more effective
- Terms needed better definition in measures
- **The column called "effect" got poor responses. Perhaps we need something like "approach for improvement"** or **"how will you improve curriculum to address the results"**
- Lots of cutting and pasting from the course SLO outcomes
- CRC seems to be to focus on wording instead of on whether a course is appropriate
- Outcomes need to be more focused but not too specific
- We may want to consider the limitation on the number of outcomes that was imposed on us in the past.
- **Whatever process we go for needs to honor the differences of different courses and discipline's** assessment needs.
- We should provide sample CARs for every discipline
- Maybe we need a separate form for GE: A General Education Assessment Report: GEAR

After this, we discussed whether or not we should look at one competency per year for all courses claiming that competency for GE or just assess that competency in the CARs submitted for the year. The issue the **committee voiced was that it's possible that** a course with that competency will always be off cycle and never get assessed. This concern made people think that the concept of a GEAR may work better than attaching the competencies to the CAR. The committee also wanted to see rubrics that would make this process clearer, more defined and easier to follow. Brian and Melissa promised to send some homework to the committee to help us start the process of defining rubrics for the GEAR.

5. **Old Business:** None

6. **New Business:** None

7. **Adjournment:** 12:10 pm

MEETING MINUTES

September 9, 2016

Attendance: Sameer Bhattarai, Bridgett Blaque, Natalie Brown, Dan Bouweraerts, Eric Bullis, Melissa Deadmond, Wes Evans, Meeghan Gray, Joylin Namie, Brian Ruf, Arian Katsimbras, Julia Hammett.

Absent: Cheryl Cardoza, Anne Flesher, Candace Garlock, Mark Maynard, Lori McDonald, Diane Nicolet, Cheryl Scott, Karen Wikauder

Guests: None

1. Call to Order: 10:10 a.m.

2. Meeting Location and Time: Chair Brian Ruf reviewed the meeting location and times for the rest of the semester as there was confusion about this. The meetings for the rest of the semester will be held in SIER 209 from 10-12pm. The meeting location for the Spring semester has not been finalized as of yet.

3. Review of ASA "Homework" Rubrics for GEARs: Chair Brian Ruf discussed the first piece of homework assigned to the committee concerning the General Education assessment rubric. This led to Chair Ruf giving the floor over to Eric Bullis who wished to present an idea on a Pyramid structure used at other institutions. The top of the pyramid is capped by an Institutional Learning Outcome (ILO) that is built into the mission statement, while the next level would be Program Learning Outcomes (PLO) where each program would build a set of learning outcomes to suit their specific area. Then the bottom of the pyramid would contain Course Learning Outcomes (CLO) which would contain each course outcome s for assessment. The idea behind this presentation is that TMCC already has existing outcomes similar to the example ILOs. So what would need to be constructed would be the PLO, which are expanded versions of the ILO, and then the CLO would focus on the specific outcomes that could include GE. The discussion turned to how TMCC checks our curriculum and SLOs against the universities as they are a moving target every time they change their GE requirements, and how departments can call for a disciplinary meeting that is facilitated by the system office. Melissa Deadmond then redirected the conversation back to the topic of GE assessment at TMCC and explained that the measures typically map back to course learning outcomes which in many cases are content based but don't truly look through the lens of the GE competencies. The discussion continued about how several programs make sure their SLOs map to GE outcomes, but could not give an example of how the GE was assessed. Melissa Deadmond stressed that GE should be able to be assessed using the current assignments, while no special assignments should need to be produced. If the MCO says the class meets GE, then TMCC needs to be able to simply show how GE assessment is done. In the current course assessment rubric, an expanded narrative could be supplied explaining the tool used to measure GE competencies using the current assignments. It was recommended that there should be some common elements to the criteria for meeting Critical Thinking, as an example, at TMCC. A four point rubric was suggested and almost instantly shot down by some faculty saying they would never use it in their classes. It was also said "how could you measure the GE success level with the outside influences on the TMCC students" even though it was pointed out that we already measure student content success levels in this way. It was recommended that a pilot procedural letter be mailed out to the departments covering GE explaining what steps can be taken to pull GE data from course assessments due at the end of the semester. The ASA chair and the Associate Dean of Assessment and Planning will collaborate on creating the letter.

4. PUR Workshop Members: Melissa Deadmond asked if any ASA members who sat on previous PUR reviews could attend the 3 scheduled PUR workshops to assist PUR chairs in the preparation of

MEETING MINUTES

their documents. The first meeting was scheduled for 9/9/16 at 1pm in SIER 106 covering the curriculum section of the PUR. The next two meeting dates and time will be emailed to ASA members. It was suggested that the ASA members review a previously submitted / reviewed PUR so they could see how it was done. The ASA chair agreed to send either a link or shared document approved by the Associate Dean of Assessment and Planning to committee members to read through before the next meeting. If a current PUR is available for review, we could start at the next meeting and help walk the new members through the process.

5. Presentation of Assessment Software: Melissa Deadmond explained that TMCC was approved for funding through the RAP process and have been approved to go forward with an RFP (Request for Proposal). Some of the software options being reviewed can be used to link up to the discipline level, institution level and see how it can feed into TMCCs master plan through modules. The modules allow for different data collections including student learning outcomes and planning processes to help with institution accreditation. One concern was if the new software would play well with existing software used on campus such as Canvas. Melissa explained that would need to be one of the keys required in the RFP to move forward. Two websites were presented simply to show some of the options, not being recommended. Melissa asked for volunteers to sit on the review committee alongside IT personnel, Finance, Web College, to help possibly select a vendor. No ASA members volunteered at the meeting.

6. Old Business: None

7. New Business: None

8. Adjournment: 12:10 pm

**DRAFT RUBRICS FOR PROPOSED GENERAL EDUCATION
ASSESSMENT REPORT (GEAR)**

Information Literacy: Includes the ability to understand information technology; use applications as tools; and to evaluate the applicability and validity of information.

Information Literacy Student Learning Outcomes:

1. Students will identify and demonstrate understanding of how to use information technology.

2. Students will use applications as tools to produce their assignments.

3. Students will evaluate the applicability and validity of information found through information literacy.

Proposed Rubric for Information Literacy GEAR:

SLO Assessed	Accomplished	Proficient	Developing	Beginning
Identify and understand how to use information technology	Assignments will reflect successful use of information technology to complete a task.	Assignments will reflect adequate use of information technology.	Assignments will reflect some problems with student use of information technology	Assignments reflect major issues with student use of information technology.
Use applications as tools	Assignments will reflect effective use of application(s) in their production.	Assignments will reflect adequate use of application(s) in their production	Assignments reflect some issues with using applications in their production	Assignments reflect major issues with using applications in their production.
Applicability and Validity of Information	Assignments reflect effective use and understanding of materials found through information technology	Assignments reflect adequate use and understanding of materials found through information technology	Assignments reflect problems in using information technology to find materials relevant to their task.	Assignments reflect a poor understanding of how to use information technology to find resources that are relevant and effective.

Communications: Includes the ability to listen, speak, and write competently so as to gain skills to interact effectively with others; and to read with comprehension.

Communications Student Learning Outcomes:

1. Students will use communication skills (listening, speaking, and/or writing) to interact effectively with others in assignments appropriate to the course.
    a. Appropriate attention to audience
    b. Clarity of expression
    c. Effective use of information/arguments

2. Students will demonstrate reading comprehension in assignments appropriate to the course.

Proposed Rubric for Communications GEAR:

SLO Assessed	Accomplished	Proficient	Developing	Beginning
Use Communication Skills effectively	Assignments reflect focused attention to audience, clear expression, and/or effective use of information or arguments	Assignments reflect satisfactory attention to audience, expresses ideas reasonably, and/or uses information or arguments adequately	Assignments reflect a dev- eloping under- standing of how to app- roach an audience, has some issues with expression, and/or needs to use information or arguments more effectively.	Assignments reflect issues with approaching an audience, many issues in how ideas are ex- pressed, and /or a lack of effective presentation of information or arguments.
Demonstrates Reading comprehension	Assignments reflect complete reading comprehension	Assignments reflect adequate reading comprehension	Assignments reflect some issues in reading comprehension	Assignments reflect major issues with reading comprehension
(matches SLO 3 above)	Criteria for being "accomplished" in this SLO.	Criteria for being "proficient" in this SLO.	Criteria for "developing" towards this SLO.	Criteria for "beginning" towards this SLO.

RAP 2310 Assessment & Planning Software
10 messages

Rachel Solemsaas <rsolemsaas@tmcc.edu>   Tue, May 17, 2016 at 3:21 PM
To: Melissa Deadmond <mdeadmond@tmcc.edu>
Cc: Barbara Buchanan <bbuchanan@tmcc.edu>, Craig Scott <cscott@tmcc.edu>, Crista Dixon <cdixon@tmcc.edu>, Ken Breitag <kbreitag@tmcc.edu>

The RAP process resulted in funding your request for amount of $65,545 from state operating and $16,386 with the Invest in the Future/Contingency account effective July 1, 2016.

Please work closely with Crista Dixon and Ken Breitag to set up the account.

If you have any question, please do not hesitate to contact me or Craig Scott.

\--

Rachel Solemsaas, Ed.D
Vice President for Finance and Administrative Services
Truckee Meadow Community College
7000 Dandini Blvd
Reno, NV 89512-3999
Work 775 673 7014
Cell or text at 425 512 3320
rsolemsaas@tmcc.edu
www.tmcc.edu
Register now for Summer and Fall classes at www.tmcc.edu/schedule

\--

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Crista Dixon <cdixon@tmcc.edu>   Thu, May 26, 2016 at 3:41 PM
To: Melissa Deadmond <mdeadmond@tmcc.edu>

Hi Melissa,

What state account would you like the $65,545 to be put in?

Thanks.

[Quoted text hidden]
\--
Crista Dixon
Budget Analyst
Truckee Meadows Community College
7000 Dandini Blvd., RDMT 330C
Reno, NV 89512
775-674-7544
cdixon@tmcc.edu
[Quoted text hidden]

Crista Dixon <cdixon@tmcc.edu>   Wed, Jun 1, 2016 at 3:37 PM
To: Barbara Painter <bpainter@tmcc.edu>, Melissa Deadmond <mdeadmond@tmcc.edu>

Do you think this approved RAP should go in 7104-703-KC04?

Thanks.

On Thu, May 26, 2016 at 3:42 PM, Crista Dixon <cdixon@tmcc.edu> wrote:
> I'm forwarding to you in Melissa's absence, thanks.
> [Quoted text hidden]
[Quoted text hidden]
[Quoted text hidden]

Barbara Painter <bpainter@tmcc.edu>   Thu, Jun 2, 2016 at 2:05 PM
To: Crista Dixon <cdixon@tmcc.edu>
Cc: Melissa Deadmond <mdeadmond@tmcc.edu>

Hi Crista,
Is KC04 Vicky Davis'/Scheduling account? If so, then no, I would not recommend placing it in there.

-barb

Barb Painter | Executive Assistant, Vice President of Academic Affairs | Truckee Meadows Community College | 7000 Dandini Blvd., SIER 200-I, Reno, NV 89512 | Office: 775.673.7090 | Fax: 775.674.7691

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Crista Dixon <cdixon@tmcc.edu>   Thu, Jun 2, 2016 at 2:09 PM
To: Barbara Painter <bpainter@tmcc.edu>
Cc: Melissa Deadmond <mdeadmond@tmcc.edu>

Okay, the only accounts in financial data warehouse that she has signature authority over are 7104-703-KC04, 7104-708-HM03 (Biology lab), and 7263-722-KC01 (non-state room rental acct).
[Quoted text hidden]

Barbara Painter <bpainter@tmcc.edu>   Thu, Jun 2, 2016 at 2:20 PM
To: Crista Dixon <cdixon@tmcc.edu>
Cc: Melissa Deadmond <mdeadmond@tmcc.edu>

hmm would you be able to create a separate line/object code in the KC04 account, so the software money doesn't mix in with Vicky's operating money?

-barb

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mdeadmond@tmcc.edu <mdeadmond@tmcc.edu>   Thu, Jun 2, 2016 at 7:28 PM
To: Barbara Painter <bpainter@tmcc.edu>

Hi Barb,

Can you help with this, please? I'll get right on it when I return.

Sent from my iPhone

Begin forwarded message:

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mdeadmond@tmcc.edu <mdeadmond@tmcc.edu>   Thu, Jun 2, 2016 at 7:30 PM
To: Barbara Painter <bpainter@tmcc.edu>
Cc: Crista Dixon <cdixon@tmcc.edu>

And I should be removed from Biology's HM03 account. Julie Ellsworth is the current Biology chair.

Sent from my iPhone
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Crista Dixon <cdixon@tmcc.edu>   Fri, Jun 3, 2016 at 10:06 AM
To: Melissa Deadmond <mdeadmond@tmcc.edu>
Cc: Barbara Painter <bpainter@tmcc.edu>

Here's the form to remove your signature authority on HM03 which gets turned into Accounting Svcs.

http://www.tmcc.edu/accounting-services/faculty-staff/account-master-input-procedure/

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Crista Dixon <cdixon@tmcc.edu>   Mon, Jun 13, 2016 at 4:47 PM
To: Rachel Solemsaas <rsolemsaas@tmcc.edu>
Cc: Melissa Deadmond <mdeadmond@tmcc.edu>, Barbara Buchanan <bbuchanan@tmcc.edu>, Craig Scott
<cscott@tmcc.edu>, Ken Breitag <kbreitag@tmcc.edu>

This $65,545 (state portion) approved RAP can be found in 7104-703-CA00 Obj. 30 in your FY17 state budget as a one-time approval.

Thanks,
Crista
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–
Crista Dixon
Budget Analyst
Truckee Meadows Community College
7000 Dandini Blvd., RDMT 330C
Reno, NV 89512
775-674-7544
cdixon@tmcc.edu

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