

## Planning Council Report Educational Program and Its Effectiveness

### *Educational program planning and assessment*

#### **Standard 2.B**

Educational program planning is based on regular and continuous assessment of programs in light of the needs of the disciplines, the fields or occupations for which programs prepare students, and other constituencies of the institution.

2.B.1 The institution's processes for assessing its educational programs are clearly defined, encompass all of its offerings, are conducted on a regular basis, and are integrated into the overall planning and evaluation plan. These processes are consistent with the institution's assessment plan as required by Policy 2.2 Educational Assessment. While key constituents are involved in the process, the faculty have a central role in planning and evaluating the educational programs. (see policy 2.2 Educational Assessment)

2.B.2 The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. Through regular and systematic assessment, it demonstrates that students who complete their programs, no matter where or how they are offered, have achieved these outcomes.

2.B.3 The institution provides evidence that its assessment activities lead to the improvement of teaching and learning.

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#### *Overview of Program Offerings at TMCC*

*TMCC provides a wide variety of offerings to the community including associates degrees, certificates of achievement, classes, training, and workshops. For a list of these offerings, see [TMCC Certificates, Degrees, Classes, Training, and Workshops in the TMCC Catalog](#) available at:*

*[http://www.tmcc.edu/admissions/catalog/pdf/sections/degrees\\_certs\\_ar.pdf](http://www.tmcc.edu/admissions/catalog/pdf/sections/degrees_certs_ar.pdf).*

#### *Historical Perspective on Assessment at TMCC*

*In September of 1999 TMCC hired a coordinator of outcomes assessment. This position was established in response to the accreditation evaluation that TMCC needed to focus more attention on assessment. At that time the coordinator position existed within the Office of Institutional Research and Assessment. This effort resulted in a synopsis of campus assessment activities in an informative conceptual framework. Basically the Assessment Coordinator identified various assessment activities happening on campus*

and summarized them in a three-tiered organizational scheme. According to the Assessment Report, October 2002 at [http://www.tmcc.edu/inst\\_research/assessment/AssessmentReport\\_October02.pdf](http://www.tmcc.edu/inst_research/assessment/AssessmentReport_October02.pdf), *assessment could be considered at three levels: the Institutional level, the Program/Departmental level, and the Course/Unit level.*

*The primary goal at the Institutional level is the assessment of institutional effectiveness. Campus-wide level evaluations take place to determine how well, and in what ways, the College is accomplishing its mission and goals. There were five on-going assessment components identified at this level:*

- *Local Performance Indicators*
- *Satisfaction & Climate Surveys*
- *Student Follow-up Research*
- *Perkins III Performance Indicators*
- *Operations Research (organizational operations)*

*The Program/Departmental level evaluates the effectiveness of instructional programs and services provided to TMCC students and there were five on-going assessment components/activities that fit within this level:*

- *Program Outcomes Assessment*
- *Program Review*
- *General Education Outcomes Assessment*
- *Matriculation Evaluation & Research*
- *Placement Test Local Validation.*

*The Course/Unit level focuses on individual courses, their content, as well as their relevance to students' objectives and College goals and there were two formal assessment components identified at this level:*

- *Course Outcomes Assessment*
- *Course Prerequisites*

The standards committee felt this report provided a valuable conceptual framework for on-going assessment activities. Although this framework is not official policy, it shows how assessment has been occurring at many levels through many activities and that TMCC has progressed with respect to assessment.

In July 2004 Assessment split from Institutional Research. The current Institutional Research Office continues to collect, analyze and distribute data relevant to program assessment and other measures of institutional effectiveness. This office submits over 25 yearly reports to various agencies based on institutional data. These reports provide the institution with information regarding remedial education, enrollment, graduation rates, etc. The following lists 11 periodic reports that are related to instruction:

Insert the table from Elena.

title	agency	date	description
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Enrollment Report	UCCSN	Twice per semester	Monitors enrolment trends in FTE and headcount
Course Taxonomy Report	UCCSN	Every semester	Provides data used to determine high/medium/low funding levels
IPEDS Completions Report	National Center for Educational Statistics	Annual	Contains data on number and types of degrees awarded by TMCC
IPEDS Graduation Rates Report	National Center for Educational Statistics	Annual	Contains data on graduation rate of first-time, full-time, degree-seeking students in 150% of the allotted time for graduation (i.e. how many students graduate with a degree in 3 yrs or certificate in 2 yrs)
Remedial Enrollment Report	UCCSN	Annual	Contains data on the number of recent Nevada HS graduates enrolling at TMCC immediately following their graduation. Reported also is the number of those students enrolling in remedial (below college level) math and English at TMCC
Faculty Workload Report	UCCSN	Biennial	Collects data on faculty's instructional workload and out-of-classroom activities
Occupational Education Accountability Report: Performance Indicators	State Department of Education	Annual	Reports characteristics and academic success of first-time, degree-seeking students enrolled in occupational courses. Data are reported on demographics, economic and educational barriers, non-traditional enrollments, tech prep and job/education placements
Occupational Education Enrollment Report	State Department of Education	Annual	Reports characteristics of first-time, degree-seeking students enrolled in occupational courses in the fall of each year
Occupational Education Completers	State Department of Education	Annual	Reports characteristics of first-time, degree-seeking occupational students and their graduation rates
Washoe K-16 Data Profile	Education Collaborative of Washoe County	Annual	Examines capture rate of WCSD graduates, their persistence at TMCC and percent enrolled in remedial English and math
**Program Evaluation	Chancellor	Annual	Summary of results of program evaluation.

Summary			
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These data are invaluable for educational program assessment. In 1999 a faculty committee formed to evaluate operations at the college, including scheduling issues, and overall institutional effectiveness. This committee was known as the Institutional Assessment Committee and it accomplished important work, including the adoption of logical class scheduling procedures. The momentum of this committee led to the formation of a separate committee in 1999, the Student Learning Outcomes and Assessment (SLOA) Committee, which focused on evaluating what students learn, how well they learn it, and how can specific courses and programs be improved. This committee developed the official Student Learning Outcomes Assessment procedure. The SLOA committee united with a subcommittee of Academic Standards focused on curricular issues and became the General Education Committee (or Gen Ed-SLOA). This new committee developed the General Education Assessment procedure.

The current official campus assessment strategy focuses on these two components, Student Learning Outcomes Assessment and General Education (see TMCC Handbook of General Education & Student Learning Outcomes Assessment, Spring 2005). Assessment activities are now housed within the Office of the Vice President for Academic Affairs.

### [Overview of Educational Program Assessments at TMCC](#)

#### Assessment Mandated by the Board of Regents

Title 4 of the Board of Regents Handbook is a Codification of Board Policy Statements. Chapter 14 of Title 4 titled “University and Community College System of Nevada Planning, Program Review, Articulation and Enrollment Policies” provides the initial authorization and direction for assessment at TMCC. Title 4, Chapter 14 can be found at:

[http://system.nevada.edu/Board-of-R/Handbook/Title-4/T4-CH14.doc\\_cvt.htm#t4c14s4](http://system.nevada.edu/Board-of-R/Handbook/Title-4/T4-CH14.doc_cvt.htm#t4c14s4)

The following two sections are particularly relevant to the assessment process at TMCC:

- Section 4: Calendar for the Review of Existing Programs This section establishes a ten-year review cycle for existing programs. In addition, it requires an annual report on the results of program evaluation to be forwarded to the Chancellor’s office and the Board of Regents annually.
- Section 10: UCCSN Policy on Student Assessment In this section “the Board of Regents requires that an appropriate plan of regular student educational assessment be developed by each institution.”

The required program reviews and student assessments are addressed below.

#### Program and Discipline Review (PDR)

Based on the Board of Regents mandate TMCC conducts a review of its programs at least every 10 years. *In fact, the current review cycle is five years however, depending on circumstances a program may be monitored even more frequently. A program review is like a mini-self study and is to be data driven. A program review should use the results of on-going assessment (see Program Outcomes Assessment below) to produce a report that will be used to decide if the program is meeting its mission, has adequate resources, and whether or not it should be continued, modified, or deleted. The guiding principle for the process is that “reviewing a program, as assessing a program, should be done for the real benefit of the program, its students and its audience.” The process and the schedule of programs/disciplines to be reviewed are described, in detail, in [TMCC Program, Review, and Discipline Review 06/29/04 at http://www.tmcc.edu/facultysenate/pdf/ProgramDisciplineReviewProcess.pdf](http://www.tmcc.edu/facultysenate/pdf/ProgramDisciplineReviewProcess.pdf)*

*The review process is characterized by the following: Study-Review and Validate-Recommend-Act.*

*The Program and Discipline Review (PDR) process is divided into the following steps:*

- *Departmental review through a self-study committee*
- *Community presentation and input through the Academic Standards Committee*
- *Institutional review through the Program and Discipline Review Committee (PDRC) representing the institution*
- *Co-chairs of the PDRC review the committee’s findings with the self-study chair*
- *Self-study committee may prepare a written response to the recommendations of the PDRC as an attachment to the original report.*
- *Approval by the appropriate Dean and inclusion in division’s plan*
- *Approval by the Vice President for Academic Affairs to prioritize within the institutional-academic context*
- *Approval by College President for institution-wide context*
- *Submission to System office as part of compliance*

*At each step recommendations are made that are accepted, rejected or modified at the next level.*

*The major participants in the review process are:*

- *Self- study Committee*
- *Program and Discipline Review Committee (PDRC)*
- *The Academic Standards Committee*
- *Instructional Dean*
- *Vice President of Academic Affairs*
- *College President*

*The Program and Discipline Review process itself is divided into the following components:*

- *Description*
- *Demographics and enrollment*
- *Curriculum*

- *Student success*
- *Resources and development*

*Those components serve as guidelines and a template for the final report. Each section of the report includes an area for recommendations along with a final conclusion at the end of the report. Various reporting forms have been developed to assist with data gathering and interim analysis before the final report is prepared.*

### **Examples of TMCC Program and Discipline Reviews**

*Need to reference examples of reviews. Dental Hygiene and Radiologic Technology were reviewed during the 2001-2002 academic year and those reviews should be made available.*

### **Analysis of TMCC Program and Discipline Review Process**

***Strengths:*** *The process is thorough and ensures input from different perspectives, and constituencies. The reviews are conducted on a regular basis, but the process allows for more frequent reviews if necessary. In fact, TMCC is conducting Program Reviews more frequently than is mandated by the Board of Regents. The roles and responsibilities of the participants are clearly set forth which lessens the confusion sometimes found in a review process. The process includes, where appropriate, outside expertise and at least one faculty member from outside the program or discipline being reviewed. As noted in Standard 2.B.1 it is clear that the faculty has a central role in the program review process.*

*The five major components of the Program Review Process are consistent with Standard 2 and Policy 2.2 Educational Assessment. Each of these components is briefly analyzed below.*

*Description: Among other things, the description of the program specifically requires a discussion of “the relationship of the program’s/discipline’s mission to the overall college mission.” Keeping a focus on the overall college mission is consistent with the expectation in Policy 2.2 that each institution adopt an assessment plan that is responsive to its mission and its needs.*

*Demographics and Enrollment: Consistent with Policy 2.2a Student Information this part of the review process requires demographic information to be gathered and analyzed.*

*Curriculum: This part of the review process does not evaluate the curriculum itself, but instead focuses on whether measures are taken to ensure the effectiveness of the program.*

*Student Success: This part of the process requires the participants to analyze student success within the program. Significantly, the process requires a variety of different measurements. Student success permeates all of Standard 2.B and Policy 2.2.*

*The Program and Discipline Review (PDR) process is being used by the campus community to make decisions. Although the process is mandated and considered somewhat separate from the overall campus assessment strategy, it is the vehicle by which program discontinuance or elimination is decided.*

***Weaknesses:** Within the program review process the terms, “program”, and “degree”, “discipline”, and “areas of study” are not clearly defined or explained. The lack of definitions or explanations creates the possibility that some offerings will not be reviewed while others might be unnecessarily reviewed multiple times. In addition, it makes it difficult to precisely identify what is subject to review by the process.*

Significantly, the administration is already aware of the problems encountered by not having clear definitions or explanations of key terms used in the overall assessment process. In particular, the standards committee understands that the Vice President of Academic Affairs is attempting to resolve this problem. In the current draft of the TMCC Program Discontinuance or Elimination guidelines (dated October 24, 2004) a Discipline is defined as “an individual area of study within a program (i.e., History, English, Math for transfer or associates degrees; American Sign Language, Office Administration, or Nutrition for certificate programs). Each discipline consists of all the courses in the Master Course file that make up the discipline.” In some respects, a discipline is a prefix, like BIOL (for Biology), in the class schedule.

While the Program and Discipline Review (PDR) process is currently valued and used for constructive purposes at TMCC, it is viewed somewhat separate from the overall campus assessment strategy, seemingly because it is mandated by the Board of Regents and was not internally derived. For example, the recently drafted “TMCC Handbook or General Education & Student Learning Outcomes Assessment” (Spring 2005) describes the two major assessment processes on campus, but does not specifically include or integrate the PDR process. The standards assessment committee feels that PDR could be better integrated into the overall campus assessment strategy.

Another weakness is the inability to determine precisely who is responsible for what. For example, it is unclear who is responsible for the annual report on program evaluation required by Board of Regents policy. The committee believes this is a temporary weakness caused primarily in the restructuring of institutional research and assessment.

***Recommendations:***

- 1. The terms “program”, “degree”, “discipline”, and “areas of study” should continue to be more clearly defined.*
- 2. The Program and Discipline Review schedule should be based on the catalog of course offerings to ensure inclusion of all offerings in the process*

3. *PDR should be appreciated as an integral part of assessment at TMCC and better integrated with General Education and Student Learning Outcomes Assessment, the two higher profile assessment pieces on campus.*

### *Description of TMCC Program Outcomes Assessment Process*

*The first component of the assessment plan at the Program/Departmental level is Program Outcomes Assessment. This is the systematic gathering and use of information about student learning for the purposes of improvement of all TMCC programs. Among other things, this process meets the Board of Regents policy that requires regular student assessment.*

*“Program” is defined as a sequence of courses leading to a degree. Programs are expected to make explicit expectations and engage in the systematic gathering of evidence on how well performance matches these expectations. Programs are encouraged to develop the assessment process in a way that is most responsive to the needs of their program. Any proposal for a new or revised program, degree, or certificate must be accompanied by an outcomes assessment plan to be reviewed by the Institutional Research and Assessment Office.*

*The review cycle is three years, however, on circumstances a program may be monitored more frequently. For the current reporting calendar see the [Program Outcomes Assessment Reporting Calendar \(updated 01/23/04\)](#) at*

*[http://www.tmcc.edu/inst\\_research/Assessment/ProgramOutcomes/PlansReports/Reporting%20Calendar.pdf](http://www.tmcc.edu/inst_research/Assessment/ProgramOutcomes/PlansReports/Reporting%20Calendar.pdf)*

*The Outcomes Assessment process requires an Assessment Plan including:*

- *Description of Program*
- *Program Mission*
- *Specific Program Goals (usually fewer than 6 specific goals)*
- *Expected Program Outcomes related to each goal*
- *Assessment measures and criteria to be used to evaluate each outcome*

*See the [Program Outcomes Assessment Plan Template \(2001-2002\)](#) at*

*[http://www.tmcc.edu/inst\\_research/Assessment/ProgramOutcomes/PlansReports/Plan\\_Format.pdf](http://www.tmcc.edu/inst_research/Assessment/ProgramOutcomes/PlansReports/Plan_Format.pdf)*

*Program Outcomes Assessment data are collected on an annual basis and stored by either the department or the Office of Institutional Research and Assessment. Based on these data an Assessment Report is prepared. This report follows a very similar template to the Assessment Plan, but additionally requires:*

- *Results of the data collection and analysis pertaining to each assessment measure*
- *Actions to be taken to improve program or change monitoring*

*See the [Program Outcomes Assessment Report Template \(2001-2002\)](#) at*

*[http://www.tmcc.edu/inst\\_research/Assessment/ProgramOutcomes/PlansReports/Report\\_Format.pdf](http://www.tmcc.edu/inst_research/Assessment/ProgramOutcomes/PlansReports/Report_Format.pdf)*

The major participants in the Outcomes Assessment Process are:

- Individual programs and their directors
- Institutional Research and Assessment Office

**Examples of TMCC Program Outcomes Assessments**

There are plans and/or reports available for 33 TMCC programs. See Program Outcomes Assessment Plans and Reports at [http://www.tmcc.edu/inst\\_research/Assessment/ProgramOutcomes/PlansReports/index.asp](http://www.tmcc.edu/inst_research/Assessment/ProgramOutcomes/PlansReports/index.asp)

**Analysis of TMCC Program Outcomes Assessment Process**

**Strengths:** The Assessment Plan and Report templates help make the process clear and concise. The assessments usually include quantifiable data and multiple assessment methods are used (both direct and indirect). The outcomes are expressed in terms of skills, knowledge, and/or changes in attitude that a program expects of students as a result of successful completion. Some assessments, such as the Nursing Report 2002-2003, include data on the length of time it takes for students to complete the program, percentage of graduates passing board exams, and alumni job placement data.

Example from the Assessment Report from the Nursing Program 2002-2003:

<b>Goal</b>	<b>Program Outcomes</b>	<b>Assessment Measures and Criteria</b>	<b>Results of Data Collection and Analysis</b>
Goal 2: Nursing graduates will be prepared for NCLEX-RN examination	90% of graduates will pass exam on the 1 <sup>st</sup> attempt	Collect results from NCLEX-RN	2003 - 94%
Goal 3: Graduates will be employed as registered nurses within six to nine months after graduation	90% of graduates will be employed as registered nurses within six to nine months after graduation	Collect results from Graduate Survey administered annual one year after graduation	2002 – 96.7% 2003 – 100%

**Weaknesses:** There is a Program Outcomes Assessment Reporting Calendar for Fall 2002, Fall 2003, and Fall 2004 listing which programs were to submit reports in each of those periods. This list does not include all programs and shows many reports as incomplete. It appears most of the programs that offer associates degrees are included in the calendar. However, some appear to be missing such as Anthropology, Environmental Science, and Law Enforcement. This may be attributable to how a “program” is defined. Some programs are following a regular schedule (reporting in 2002 and then again in

2004), but the schedule beyond 2004 is not available so it is difficult to assess the overall pattern.

*The Program Outcomes Assessment reports are variable. Some programs can readily collect quantifiable data from board exams or certificate tests, while other programs have more difficulty finding quantifiable measures.*

The most currently available information published on the TMCC website shows that the Program Assessment Plans and reports are submitted to the Institutional Research and Assessment Office. See:

[http://www.tmcc.edu/inst\\_research/assessment/AssessmentReport\\_October02.pdf](http://www.tmcc.edu/inst_research/assessment/AssessmentReport_October02.pdf).

However, the Institutional Research and Assessment Office is now the Institutional Research Office. The assessment and evaluation functions have been or are being transferred to the Vice President of Academic Affairs and a newly created Professional Development manager position. It remains to be seen how the plans and reports will be evaluated and how feedback will be given. *The plans and reports are currently available on the web, but as part of the accreditation database, not within program-related sites. Although the plans and learning outcomes are available to participants, it is not clear how the feedback, if any, is actually incorporated into any plan of action. There could be more faculty involvement in the process. The only faculty involved are those who are an integral part of the program.*

***Recommendations:***

- 1. The schedule of reporting needs to be more clearly defined*
- 2. The term “program” needs to be explicitly defined and better understood throughout the institution*
- 3. Consider including a faculty-based evaluation process*

**Description and Analysis of TMCC General Education Outcomes Assessment**

*The third component of the assessment plan at the Program/ Departmental level is the General Education Outcomes Assessment. All students receiving degrees at TMCC are required to complete a set of general education courses from ten general education areas: Communications, English, Diversity, Fine Arts, Human Relations, Science, Constitution, Humanities, Mathematics, and Social Science.*

*The college has recently focused a great deal of attention on General Education. Subcommittees from two Faculty Senate Committees joined together to form a new committee charged with developing a General Education mission statement, goals, and abilities, as well as developing a coherent matrix of courses and a comprehensive schedule of assessment.*

*The major participants in the general education assessment process are:*

- Joint subcommittee from Curriculum and Academic Standards standing committees called Student Learning Outcomes and Assessment (SLOA)*

- *General Education Assessment Committee*
- *New SLOA/Gen. Ed Committee with representatives from throughout campus*
- *Faculty Senate*
- *Vice President of Academic Affairs*

*Major accomplishments towards the goal of formalizing General Education Assessment:*

- *SLOA/Gen Ed. Committee members attended the AAC&U General Education and Assessment Conference*
- *Developed the following items:*
  - *General Education Mission Statement*
  - *General Education Goals*
  - *General Education Abilities that will form the basis for assessing general education*
  - *General Education Assessment schedule*
- *Held campus forums to present and collect feed back*

*The powerpoint presentation made by the VP of Academic Affairs at the Town Hall meeting at the beginning of the semester could be made available on the web (Division Gened Presentation 080904.ppt)..*

***Recommendations:***

- 1. The college should continue developing a matrix of general education courses defining which goals and abilities specific courses address.*
- 2. The college should continue collecting feedback from faculty across campus.*

*Below are Assessment activities that are being conducted at TMCC, but do not specifically fit into the processes of Student Learning Outcomes Assessment or General Education Assessment.*

***Description of Matriculation Evaluation & Research***

*In the Fall of 2001 a new program was developed called QUEST, Quality Education Starts at TMCC. The program is an effort to expose first time students to a variety of student services to maximize the students' success.*

*The program is voluntary. Any first time student enrolled in 12 or more credits is encouraged to participate. Students are required to enroll in a math, English, and study skills course allowing an elective of their choice during the first semester.*

*At the time of the assessment plan report of 2002, Quest was in its third semester. Enrollment increased from 99 students in Fall 2001 to 162 in Fall 2002. According to the assessment report follow-up research indicated that students Quest participants persisted at a higher rate than first year, degree seeking students who did not participate in the program. Studies regarding the Quest program are available under the heading "QUEST Program Data at the following website.*

*[http://www.tmcc.edu/inst\\_research/selfstudy/Standard3/index.asp](http://www.tmcc.edu/inst_research/selfstudy/Standard3/index.asp)*

### **Analysis of Matriculation Evaluation and Research**

***Strengths:** The Quest program appears to be strong and effective.*

***Weaknesses:** The matriculation evaluation and research program refers to a new matriculation policy but does not describe a policy, per se, or provide a reference to any information about the policy. Matriculation Evaluation and Research refers only to the Quest program. There appears to be a number of retention, graduation, persistence and graduate satisfaction surveys and studies (see [http://www.tmcc.edu/inst\\_research/selfstudy/Standard3/index.asp](http://www.tmcc.edu/inst_research/selfstudy/Standard3/index.asp)) but it is unclear how, if at all they relate, to overall matriculation evaluation and research.*

*Recommendations:*

- 1. The concept of “matriculation evaluation” should be clarified and possibly integrated into a larger scheme of campus assessment. Exactly what is being evaluated?*
- 2. If the idea is to study retention, graduation, persistence and graduate satisfaction then the data beyond quest should be included.*

### **Description and Analysis of TMCC Placement Test Validation**

*The local validation of the College’s placement test (ACCUPLACER) must occur on an ongoing basis. Validation research entails establishing a relationship between a criterion measure (e.g., final grades) and the placement test scores. Validation efforts are essential for ensuring that placement test scores possess an acceptable level of predictive validity and connection to TMCC’s curriculum.*

*Several validation studies have taken place that correlate the placement of students based on ACCUPLACER scores with their success in the course of placement and subsequent courses. These studies are also used to evaluate the effectiveness of individual courses (see Course Outcomes Assessment below) and they are conducted by faculty members in conjunction with the Office of Institutional Research and Assessment. One study examined the relationship between student success in Math 096 (Intermediate Algebra) and subsequent success in Math 120 (College Level Math), see Effectiveness of Developmental Education (Math) at [http://www.tmcc.edu/inst\\_research/selfstudy/Standard2/Math096Success3yrs.pdf](http://www.tmcc.edu/inst_research/selfstudy/Standard2/Math096Success3yrs.pdf). Another study examined the relationship between student success in English 090 (Basic Writing) and subsequent success in English 101 (College Composition ), see Effectiveness of Developmental Education (English) at [http://www.tmcc.edu/inst\\_research/selfstudy/Standard2/Eng090Success3yrs.pdf](http://www.tmcc.edu/inst_research/selfstudy/Standard2/Eng090Success3yrs.pdf).*

### **Course and Unit Level Assessment**

*There are two main components of assessment on the course and unit level. First, is the Course Outcomes Assessment and second, Course Prerequisites. Each of these is described and analyzed below.*

**Description and Assessment of TMCC Course Outcomes Assessment Process**

See Student Learning Outcomes Assessment, Draft Spring 2005

**Description and Assessment of TMCC Course Prerequisites Process**

*As stated in the Assessment Report, “[t]he primary goal of this assessment activity is to streamline the process of assigning, enforcing and tracking course prerequisites, as well as monitoring their effectiveness on an ongoing basis.”*

*According to the Assessment Report, a database of prerequisites has been compiled and a number of studies have been conducted. The studies did not appear to be readily available on the website.*

**Analysis of Assessment of TMCC Course Prerequisites Process**

***Weaknesses:** The assessment report notes that many vocational and occupational programs have external forces which drive their prerequisite policies which are monitored through the outcomes assessment process by individual program. However, for purposes of outcome assessments a program is defined as a sequence of courses leading to a degree. [http://www.tmcc.edu/inst\\_research/assessment/](http://www.tmcc.edu/inst_research/assessment/). It is likely that many vocational and occupational programs do not lead to degrees. Monitoring prerequisites in such programs is probably not necessary, but we should not claim we are monitoring them.*

**Overall Evaluation of Educational Program Assessment at TMCC**

***Strengths:** The overall plan requires assessment on a variety of levels, from a variety of perspectives, related to a wide range of offerings.*

***Weaknesses:** The individual components of the assessment plan do not appear to be very well integrated with the overall assessment plan.*

**Recommendations:**

- 1. One source should be responsible for ensuring consistency of the individual components of the plan with the overall plan.*