INTRODUCTION

Truckee Meadow Community College’s Program/unit Review (PUR) is one measure of its commitment to academic excellence. PUR is cyclical opportunity for programs and units to reflect on their contributions to the College and to strategize about future improvement, sustainability and growth. The results of PUR help to guide the College’s academic planning, budgeting and decision making.

The goals of PUR are:

1. Improve teaching and student learning.
2. Assess program or unit quality and currency.
3. Reflect on the alignment of program goals and learning outcomes with institutional mission and Strategic Master Plan.
4. Provide data and evidence to support institutional planning, budgeting and decision-making.

The College’s PUR process in compliance with Board of Regents (BOR) policy as well as the Northwest Commission on College and Universities (NWCCU) regional accreditation Standards. Title 4, Chapter 14, Section 5 of the BOR Handbook states that “a review of existing academic programs shall be conducted by the universities, state college, and community colleges on at least a ten-year cycle to assure academic quality and to determine if need, student demand, and available resources support their continuation.” Furthermore, NWCCU requires that “The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes.

Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.” (Standard 4.A.3), and that “Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.” (Standard 4.B.2).

PURs are conducted on a five-year cycle; however, depending on changes affected a program/unit or numerous other circumstances, a program/unit may be monitored more or less frequently.

During the PUR process, the program/unit compiles a self-study report that summarizes all assessment activities, reviews their program’s student demographics and enrollment trends, evaluates their resource adequacy, and offers strategies to maintain or improve the program moving forward. As such, the self-study provides an integrated, strategic approach to on-going instructional development and improvement.

The self-study is divided into the following components:

I. Program Overview
II. Curriculum
III. Demographics and Enrollment
IV. Resources
Upon completion, the self-study is reviewed by the Academic Standards and Assessment (ASA) Committee, academic dean and Vice President of Academic Affairs (VPAA). Each level of review provides findings and recommendations, which are published on the Assessment and Planning Office website. The VPAA’s summary and review serve as the official findings and recommendations to the President and Board of Regents. Specific resource requests are forwarded through the deans and VPAA to the Planning and Resource Allocation Council for consideration. Approved recommendations may also be incorporated in other planning processes, including enrollment, staffing, facilities, technology, and the College's overall Strategic Master Plan.
ROLES AND RESPONSIBILITIES THROUGHOUT THE PROGRAM/UNIT REVIEW PROCESS

A. Self-study Committee:

1. Membership: Ideally five to ten members
   a. Self-study Chair: department chair, director, coordinator or lead instructor. As noted in the Faculty Annual Plan, in some circumstances, active participation in the PUR may be required of specific faculty members.
   b. No less than one faculty member from a program/unit, in addition to the self-study chair.
   c. One faculty member from outside the Division (may include counseling and library).
   d. One classified staff member.
   e. One student or alumni member.
   f. College and Technical Education (CTE) programs must include at least one member of their advisory committee.
   g. Optional representative from Student Services.
   h. Optional representative from an external organization (articulation committee, trade organization, etc.).

2. Self-study Chair Duties
   a. Work with academic dean to identify committee members.
   b. Attend PUR orientation held in the fall semester Professional Development Days at the beginning of the program review year.
   c. Attend monthly workshops with PUR Committee (PURC) members as necessary to accurately compile and analyze prepared data for self-study.
   d. Schedule and monitor activities necessary for completion of self-study.
   e. Compile the complete self-study from committee member contributions and submit to academic dean by self-study deadline.
   f. Represent the self-study committee by meeting with the PURC and academic dean to provide an overview as well as answer questions related to the self-study findings and development strategies.
   g. Compile or work with department chair to compile and submit annual progress reports (APRs) by established deadline.

3. Self-study Committee Member Duties
   a. Participate actively in researching findings and developing strategies.
   b. Write sections of the self-study report as agreed upon by the committee membership.
   c. Incorporate results of student learning outcomes into the analysis of program/unit’s effectiveness.
   d. Validate findings for accuracy and relevance.
   e. Provide citations for all external data presented in self-study.
   f. Sign preliminary report for submission to appropriate academic dean’s office on or before self-study deadline as approval of the submission. Electronic signatures are OK.
   g. Revise self-study upon discussion and recommendation from the academic dean.
   h. Submit signed, electronic copies of final self-study to dean for subsequent submission to PURC.
   i. Present findings to appropriate stakeholders (advisory committees, accreditation agencies, etc.) as necessary.
B. Program/unit Review:

Program/unit review is one of the duties assumed by the Academic Standards & Assessment Faculty Senate Standing Committee in collaboration with the Associate Dean of Assessment and Planning.

1. Membership
   a. PUR Co-chairs: The Chair of the Academic Standards & Assessment Committee and Associate Dean of Assessment & Planning. The Associate Dean of Assessment & Planning only serves as co-chair of the PUR process and not the Academic Standards & Assessment Committee as a whole.
   b. Members of the Academic Standards & Assessment Committee, which should include:
      i. At least one faculty representative from each academic division.
      ii. One representative from the Institutional Research, Analysis, and Effectiveness Office.
      iii. At least one representative from Student Services.
   c. Optional: One department chair selected by academic deans (not under review).
   d. Optional: One academic dean elected by Deans and Directors Council (preferably from a different unit than department chair representative).
   e. Optional: One representative from Finance Administration or the Budget Subcommittee of the Planning Council.

2. Co-chair Duties
   a. Organize orientation for self-study chairs.
   b. Conduct monthly workshops to assist self-study chairpersons compile and analyze prepared data.
   c. Schedule any meetings outside of regular ASA meetings for program review.
   d. Conduct review meetings with self-study chairs and respective deans.
   e. Compile and submit final ASA Committee recommendations for each self-study to the Vice President of Academic Affairs.
   f. Conduct on-going evaluation of program/unit review process and recommend improvements to Vice President of Academic Affairs.
   g. Maintain communication with the campus community through various media, such as web pages, email, etc.

3. Member Duties
   a. Help organize, as needed, the orientation and workshops for self-study chairpersons.
   b. Participate, as needed, in workshops to assist self-study chairs with compiling and analyzing prepared data.
   c. Conduct thorough reviews of self-studies, conduct constructive discussions with self-study representatives, and formulate appropriate recommendations by established deadlines.
   d. Complete recommendations for submission to the Vice President of Academic Affairs by established deadline.

C. Academic Dean Duties

1. Work with the department chair and self-study chair to establish the committee and help to coordinate orientation sessions as needed prior to the start of the formal process.
2. Provide a 3-5 year summary of program/unit’s funding sources and part-time faculty dollar allocation for the Resources section prior to self-study chair orientation. Assist self-study committee with funding analysis.
3. Confirm accuracy, relevance, and completeness of self-study and supporting documentation by established deadline.
4. Validate self-study analysis and strategies by established deadline.
5. Work with the self-study committee to make necessary revisions prior to submission to the ASA Committee for review.
6. Complete a dean’s review of the self-study and forward findings along with an electronic copy of the final self-study to the ASA Committee by established deadline.
7. Participate with self-study chair in the review and discussion of self-study findings with the ASA Committee.
8. Include appropriate final recommendations in division’s strategic plan.
9. Ensure that final recommendations form the basis of annual plans within the department/program/unit.
10. Review APRs submitted by the department/program/unit and submit comments/findings to the Vice President of Academic Affairs on recommendations until each is implemented or revised.

D. Vice President for Academic Affairs Duties

1. Maintains a master calendar for Program/Unit Reviews on a five (5) year cycle.
2. Notifies deans; Institutional Research, Analysis, and Effectiveness Office; Budget and Planning Office; and scheduled program/units of upcoming self-studies by mid-April of the academic year prior to the self-study deadline.
3. Helps to organize and participate in self-study orientation sessions established by PUR co-chairs.
4. Reviews self-study along with ASA Committee and dean’s findings and recommendations. May reject, revise, or accept report and/or recommendations.
   a. If Vice President of Academic Affairs accepts self-study and recommendations, he/she submits report and recommendations to the College President.
   b. If Vice President of Academic Affairs rejects self-study and/or recommendations:
      i. Notifies self-study chair, dean, and ASA Committee of rejection.
      ii. Enumerates specific deficiencies that must be addressed.
      iii. Establishes with dean and ASA Committee a new deadline for revised self-study.
   c. If Vice President of Academic Affairs revises self-study and/or recommendations:
      i. Notifies self-study chair, dean, and ASA Committee of planned revisions.
      ii. Provides opportunity for discussion and/or input prior to making revisions.
      iii. Once revisions are finalized, follows procedures of accepted recommendations.
5. Provides updates and recommendations as needed to the Budget Subcommittee of the Planning Council.
6. Provides information on finance and budget recommendations by unit.
7. Revises College planning documents upon receipt of President’s approval.
8. Provides annual review of programs to Nevada System of Higher Education and makes presentations as requested.
9. Upon the President’s approval of final recommendation, coordinates APRs.
   a. Prepares and distributes APR templates to appropriate dean, department chair/director/coordinator, and self-study chair.
   b. Gathers APRs from deans for each program until satisfactory responses have been received on all final recommendations.
   c. Summarizes progress report activities for the President annually.

E. College President Duties

1. Reviews self-study and may reject, revise, or accept report and/or recommendations:
   a. If the President accepts self-study and its recommendations, he/she notifies Vice President of Academic Affairs, academic dean, and self-study chair.
   b. If the President rejects self-study and/or recommendations:
i. Notifies Vice President of Academic Affairs of rejection.

ii. Enumerates specific deficiencies that must be addressed.

iii. Establishes with Vice President of Academic Affairs a new deadline for revised self-study.

c. If the President revises self-study and/or recommendations:

i. Notifies Vice President of Academic Affairs of planned revisions.

ii. Provides opportunity for discussion and/or input prior to making revisions.

iii. Once revisions are finalized, follows procedures of accepted recommendations.

d. Receives annual updates from Vice President of Academic Affairs on progress reports.

2. Advocates as necessary for resources to continue, improve, or the approval for elimination of the Instructional Program/Unit if necessary.
## TIMELINE

### A. Preparation timeline

1. **Mid-April, 2016** – Vice President of Academic Affairs notifies deans and the Institutional Research, Analysis, and Effectiveness Office of scheduled self-studies.

2. **Early May, 2016** – Dean identifies self-study chairperson and notifies PURC and the Institutional Research, Analysis, and Effectiveness Office.

3. **Early-Mid May, 2015** – Self-study chairperson and dean select all members of self-study committee.


### B. Self-Study Timeline: Each self-study committee should establish an internal timeline with their department chair and dean.

1. **August 19, 2016** – Templates submitted to self-study chairperson including prepared data from Institutional Research, Analysis, and Effectiveness; Assessment and Planning; and Budget and Planning offices.

2. **August 19, 2016** – Self-study chairperson attends orientation hosted by PURC co-chairs during Professional Development Days.

3. **August 22, 2016** – Self-study committee begins process.

4. **September 9, 2016** – Curriculum Workshop.

5. **September 23, 2016** – Demographics and Enrollment Workshop.


7. **November 1, 2016** – Self-study chair provides the PURC, signed by the dean, with a status report of the committee work to date.

8. **December 1, 2016** – Complete, signed self-study report is submitted to the dean (electronic copy).


10. **January 23, 2017** – Dean submits complete, corrected, and signed self-study report along with signed dean’s findings and recommendations to the ASA Committee (electronic copies, please).

11. **February-March, 2017** – ASA Committee review of self-studies

12. **March 1, 2017** – ASA Committee begins review sessions with self-study chair and dean.

13. **May 1, 2017** – ASA Committee submits self-study with recommendations to Vice President of Academic Affairs.

14. **June 1, 2017** – VPAA submits recommendations to President.

15. **July 6, 2016** – President prioritizes recommendations for inclusion in master plans and advises VPAA, Dean, and self-study chair of acceptance of self-study by letter.
C. Implementation timeline


2. Mid-summer – VPAA/Assessment and Planning Office submits annual review of programs to NSHE.

3. Early Fall, 2017 – VPAA reviews findings and recommendations with dean and self-study chair and mutually establishes action plan and timeline for APR.

4. Fall 2017 – Dean and department chairs/directors/coordinators implement final recommendations into division, department, and faculty annual plans.


6. May 20, 2017 (Last faulty contract date) – Self-study chairperson submits APRs to the dean.

7. Mid-summer – Dean submits Annual Progress Report to the VPAA/Assessment and Planning Office.
PUR Process

1. Faculty and administrators report progress to VPAA through Annual Progress Reports (APRs). VPAA provides summary of APR to the ASA committee.

2. Self-Study completed by program/unit faculty.

3. Dean's review: findings and recommendations.

4. ASA review: findings and recommendations.

5. Self-study Chair and Dean meet with ASA Committee to review findings.

6. ASA Committee submits findings/recommendations to Vice President of Academic Affairs.

7. VPAA reviews his/her findings and recommendations with dean and self-study chair and mutually establishes actions and timeline for APR.

8. President reviews findings and notifies VPAA, ASA, Dean, and self-study chair of decision to accept, modify or reject.

9. VPAA reports his/her summary of findings/recommendations to President.

10. VPAA provides annual review of programs to NSHE and selects examples of programs to present to BOR.

11. Administrators and faculty initiate approved recommendations.

12. Faculty and administrators report progress to VPAA through Annual Progress Reports (APRs); VPAA provides summary of APR to the ASA committee.

13. VPAA reviews his/her findings and recommendations with dean and self-study chair and mutually establishes actions and timeline for APR.
PROGRAM/UNIT REVIEW SELF-STUDY REPORT

Instructions

- Please adhere to all deadlines presented in the Timeline.

- The signature page must be completed and signed by all members of the self-study committee (see Self-Study Committee Membership guidelines). The signature page is a separate document found in your PUR folder. Once members have signed, please scan to .pdf and submit electronically to the dean and ASA Committee along with the completed self-study.

- Please organize all sections of the self-study using the outline below. Please provide all information requested in each of these sections if it applies to your program/unit. If the requested information does not apply, you may respond with “Not Applicable.” On the other hand, the self-study should include any additional information/findings pertinent to the program/unit.

- Accredited programs may provide requested information in this Program/Unit Review by indicating a reference to a specific page in their official accreditation self-study report. The complete accreditation self-study report must be attached to the Program/Unit Review self-study in the Appendices section if referenced.

- Where applicable, the results of prior student learning outcome assessment must be included in analyses.

- Please cite any external sources used in the body of the report, and include a References page in the Appendices.

- Where applicable, please include the following Appendices: a References page for any external references cited in the body of the report, (2) a copy of each program (degree, emphasis or certificate) worksheet from the most recent College Catalog (provided in your PUR Supporting Documents folder), (3) a copy of any transfer agreements between your program and another institution, (4) a copy of any College Technical Education (CTE) agreements between your program and high schools, (5) copies of all advisory board minutes since the last PUR, (6) a copy of the most recent programmatic accreditation report, (7) any other pertinent information.

- Please use the formatting established in the report template. Some sections of the self-study will be copied/pasted directly for required annual reporting to NSHE and for the College’s planning processes.

Self-Study Outline

(This should reflect the self-study report template provided in your PUR folder.)

I. Program/Unit Overview

A. Program Description

Describe the program/unit, including the following: academic division that the program/unit belongs to, the academic areas and degrees offered, average student enrollment, number of full-time faculty, type of curriculum or pedagogical approaches and any other pertinent aspect of the program/unit.

B. Program mission statement

In addition to the official mission statement for the program/unit, include a description of how this mission is related to the department’s mission (if applicable), and its relationship to the overall College mission. If your program doesn’t currently have a mission statement, now is the time to discuss among your colleagues and articulate one.
C. Degrees, certificates and/or non-credit courses offered

List the degrees, certificates and/or non-credit courses offered.

D. Program/unit goals and objectives

Describe the program/unit’s goals and objectives. Describe how these goals and objectives are consistent with the College’s mission and Strategic Master Plan. Specifically, which core theme objective(s) does (do) the program/unit’s goals and objectives best align with?

E. Factors expected to affect the future

Describe both internal and external conditions expected to affect the future of the program/unit. This may include the current economy and projected economic trends, national or regional employment trends, current or projected trends in FTE, current level or projected resources (including faculty), current or projected trends in the program’s curriculum, accreditation requirements, etc.

II. Curriculum

A. Summary of Previous PDR, PUR and APR Findings and Resulting Changes

The table provided in your self-study template recaps the program/unit’s history of Program/Discipline Reports (PDRs), Program/Unit Reviews (PURs), and Annual Progress Reports (APRs). These reports and their findings can be found in your supporting documents folder that was provided at the PUR Self-Study Chair Orientation.

(1) Summarize the findings and recommendations from previous Program/Discipline/Course Assessment Reports (PDCARs), Program/Unit Reviews (PURs), and Annual Progress Reports (APRs) that came from the reviewing committee, academic dean, vice president of academic affairs, and/or the president following the review process.

(2) Describe any changes that the program/unit has undergone as a result of the findings and recommendations. Where does the program/unit stand going into this PUR?

B. Post-completion objectives (transfer, job placement, etc.)

Describe the post-completion objectives of the program/unit and the rationale for these objectives. For example, does the program offer transfer degrees? Prepare students to enter directly into the workforce/provide workforce development? Offer courses intended for personal enrichment? Others? For transfer programs, list any articulation agreements with other colleges or universities, and include a copy of the transfer agreement(s) in the Appendices. For workforce development programs, provide regional labor market data in support of program need. The following are potential resources for labor market data:

U.S. Bureau of Labor Statistics

Nevada Department of Employment, Training and Rehabilitation (DETR)

Economic Development Authority of Western Nevada (EDAWN)

C. Non-credit training offered

Describe any non-credit training offered, if applicable, and its impact on the program/unit. Non-credit training might include community workshops, courses offered through Workforce Development and Continuing Education (WDCE), productions, etc.
D. High School Partnerships and High School Student Preparation

If applicable, describe any partnerships with local high schools or efforts to help high school students enter the program. These might include Career and Technical Education (CTE) agreements, assisting or offering courses for JumpStart, accepting or offering credit by examination, etc.

E. External Review

If applicable, describe any efforts to obtain input from external bodies, such as advisory boards, articulation committees, program accreditors, consultants, etc.

F. Faculty Qualifications

Describe the minimum qualifications that faculty must have to teach in the program/unit, including any regular update or recertification of credentials required.

G. Course Assessment Report (CAR) Summaries

In the table of courses offered by the program/unit that is provided in your self-study template, please provide a brief summary of course assessment results and any assessment-driven course modifications in row below the course information. This information should come from previous CARs. The row should expand to accommodate your response. Please delete these instructions once you have read and understood them so that they do not appear in your report.

H. Program/Unit Degree Outcomes and Program/Unit Assessment

State the program/unit’s outcomes, or the outcomes of any named degrees, emphases, certificates of achievement, and skills certificates offered by the program/unit. These may be found on program pages in the College Catalog. (2) Explain how program, degree, emphasis, certificate of achievement, and/or skills certificate outcomes are assessed. This might include mapping program outcomes to course outcomes, exit examinations, analyzing graduate or employer surveys, and/or evaluating portfolios, capstone courses or internships. (3) Describe any changes that were made to the program/unit’s degrees, certificates of achievement or skills certificates as a result of outcome assessment. Note that this is different from the course level assessment discussed in the previous summary table.

I. Curriculum Strategies and Future Directions

(1) Summary and Analysis of Assessment-driven Findings

(1) With respect to the most significant assessment-driven findings, address to what extent the current curriculum meets current and projected student needs. (2) Discuss strategies to modify program or course curriculum, modify pedagogical approaches, or provide support, as necessary, to address student, workforce and/or community needs. Include an estimated timeline of completion for proposed actions.

(2) Summary and Analysis of External Review

If applicable, discuss strategies to implement the most significant recommendations from external review bodies, such as articulation committees, accreditors and/or advisory boards. Include an estimated timeline of proposed actions.
(3) Course Offerings and Timeline to Completion

If applicable, please review the program’s page(s) and course descriptions, which may include information on the “term typically offered,” in the College Catalog. (1) Identify any potential barriers to completion, such as courses with historically low completion rates, required or recommended courses that are no longer being offered, hidden pre-requisites or planned course offerings that are incongruous with suggested course sequences. (2) Discuss plans for improving time to completion and transferability (if applicable), including academic advising, mentoring, or revising the program, its course offerings or its suggested course sequence. (3) Please include a copy of the program page(s) for each degree, emphasis or certificate offered in the Appendices. A .pdf of those pages is provided in the supporting documents folder provided at orientation.

(4) Factors Anticipated to Affect Program Curriculum

(1) Discuss any internal or external factors anticipated to affect program/unit curriculum. These may include the current economy and projected economic trends, national or regional employment trends, current or projected trends in FTE, current level or projected resources (including faculty), current or projected trends in the program’s curriculum, accreditation requirements, financial aid policies, etc. (2) Discuss strategies to address those factors, including a timeline of proposed actions.

(5) Student Learning Outcome (SLO) Evaluation

The Assessment and Planning Office requests that you review SLOs for the following courses and describe your plans for review by completing the table following table. Please delete these instructions once you have read and understood them so that they do not appear in your report.

(6) Future Course Assessment Cycle

In the table provided in your self-study template, indicate your timeline for when courses will be assessed over the next five academic years by placing an “X” in the appropriate column of the following table. Some “X’s” may already be present as hold-overs from the last 5-year cycle. Please modify as necessary. Every learning outcome in every course must be assessed at least one time within a five-year period. Courses that are not offered regularly, such as internships and special topics, should be assessed “as taught.”

III. Demographics and Enrollment

Provide a detailed analysis in each subsection about the demographics of the student population in this program/unit as provided by the Institutional Research, Analysis, and Effectiveness Office. Please contact this office for additional data if you would like to conduct other analyses.

A. Student Demographic and Educational Profile: Age, Gender, Ethnicity and Educational Goal

Using data from the graphs provided in the self-study template, (1) describe the typical student profile in terms of age, gender, ethnicity and educational goal in your program/unit and (2) compare it to that of the College. (3) If applicable, note any potential underserved student groups or significant changes over time. (4) Discuss how your program/unit aligns to students’ educational goal(s).

B. Student recruitment activities

Describe any recruitment activities in which the program/unit participates. These may include campus events, such as Day on the Hill, external events, or special activities organized by the program/unit.
C. Enrollment Trends: Full-time Equivalency (FTE), Headcount and Sections Offered

Using the graphs provided in the self-study template, (1) describe trends in full-time equivalency (FTE), headcount, number of sections offered and student: faculty ratio (SFR) in the program/unit. (2) Where applicable, compare them to those of the College. What might these trends or shifts mean? (3) Discuss any factors that could have led to significant trends or shifts in enrollment and sections offered.

D. Student Success: Credit Earning, Retention, Graduation and Transfer

Using the graphs provided in the self-study template, (1) describe trends or shifts in attempting v. earning full-time credit load, course retention rates, degrees earned and transfer, and (2) where applicable, compare them to those of the College. What might these trends or shifts mean? (3) Discuss any factors that could have led to significant trends or shifts in student success as indicated by these measures.

E. Enrollment strategies and Future Directions

(1) Regarding the most significant enrollment findings, discuss strategies to enhance enrollment as necessary. These may include improving recruitment efforts, especially to underserved students, more efficient scheduling, streamlining pathways to completion, etc. Include an estimated time to completion of proposed actions. (2) Discuss any internal or external factors anticipated to impact enrollment in the future.

F. Student Success Strategies and Future Directions

(1) With respect to the student success indicators of credits earned (completion), retention, graduates and transfers, discuss strategies to enhance student success. These may include improving advising and mentoring efforts, improving retention efforts, streamlining pathways to completion, etc. Include an estimated time to completion of proposed actions. (2) Discuss any internal or external factors anticipated to impact student success in the future.

IV. Resources

A. Faculty and staff

1. Faculty credentials and FTE

Describe the program/unit’s full-time faculty FTE, credentials, experience, and highlights of significant activities and/or contributions to TMCC by completing the table provided in the self-study template. Following the table, describe any trends or shifts in full-time and/or part-time faculty since the last program/unit review and its impact on the program.

2. Full-time v. Part-time Workload

Describe the trends or shifts in the full-time to part-time instructional workload since the last program/unit review, and its impact on the program.

3. Support Staff

Describe the program/unit’s support staff, including their FTE, major duties and any specialized credentials necessary out their duties.

B. Facilities and Technology

Describe the facilities used by the program/unit, and discuss any unique requirements. These may include labs, studios, off-campus sites, computer classrooms, specialized equipment, etc.
C. Funding and Instructional Expenditures

Academic deans will provide a table or itemized list of: (1) Funding sources for the program/unit, which may include operating budgets, lab fees, grants awarded to the program/unit, etc., and (2) Part-time dollar expenditures over the past few years.

(1) Describe the most significant funding source(s) and its/their impact on the program. Are funding sources adequate to maintain or grow the program? Should enhanced lab fees or differential tuition be explored? (2) Discuss how part-time faculty dollars have been allocated and used in the program, and discuss their impact on the program/unit’s FTE. Was the program/unit able to offer more sections and/or increase FTE? Were part-time faculty hired with student demand in mind?

D. Resource Strategies and Future Directions

1. Staffing Needs and Strategies

Discuss current or anticipated staffing needs, including full-time and part-time faculty and support staff, to effectively maintain or grow the program/unit. Provide a rationale for your need(s) as well as strategies for meeting staffing needs. Include an estimated time to completion of proposed actions.

2. Capital Improvement (Facilities) Needs and Strategies

Discuss any needs for capital improvement. Provide a rationale for your need(s) as well as a projected budget, strategies for obtaining funding, and an estimated time to completion of proposed actions.

3. Technology or Specialized Instruction Resource Needs and Strategies

Discuss any technology or specialized instructional resource needs. Provide a rationale for your need(s) as well as a projected budget, strategies for obtaining funding, and estimated time to completion for proposed actions.
APPENDICES

Where applicable, the Appendices section must include (1) a References page for any external references cited in the body of the report, (2) a copy of each program (degree, emphasis or certificate) worksheet from the most recent College Catalog (provided in your PUR Supporting Documents folder), (3) a copy of any transfer agreements between your program and another institution, (4) a copy of any College Technical Education (CTE) agreements between your program and high schools, (5) copies of all advisory board minutes since the last PUR, (6) a copy of the most recent programmatic accreditation report, (7) any other pertinent information. Copy the Appendix page in the self-study template to add additional appendices as necessary.
GLOSSARY

**APR:** Annual Progress Report. Faculty submit annual updates on the self-study recommendations made by the PURC, Vice President of Academic Affairs, and President for programs/units on the APR document.

**ASA:** Academic Standards and Assessment Committee (formerly the Student Learning Outcomes & Assessment Committee, or SLOA). The Faculty Senate standing committee who, among other duties, assumes the responsibility of program/unit review in collaboration with the Associate Dean of Assessment and planning.

**BOR:** Board of Regents. Much like a corporate board of directors, Nevada’s Board of Regents governs the Nevada System of Higher Education (NSHE). Elected to serve a six-year term, the 13 Regents set policies and approve budgets for Nevada's entire public system of higher education: four community colleges, one state college, two universities and one research institute.

**CAR:** Course Assessment Report. A CAR is developed from course learning outcomes and measures. It describes methods of assessment, results and use of the results for improving student learning. Faculty submit annual CAR documents that describe the results of assessment activities for the current academic year.

**CRC:** Curriculum Review Committee (formerly Curriculum, Assessment & Programs, or CAP). The Faculty Senate Standing Committee, that among other duties, reviews student learning outcomes (SLOs) for submitted courses.

**Credentials:** The formally recognized documentation of a student’s completion of a field of study: Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), Associate of General Studies (AGS), Certificate of Achievement, and Skills Certificate. Credentials also include recognized emphases within individual degrees or certificates.

**DEC:** Degree, emphasis or certificate.

**Department:** A formally recognized academic organization within a division. It will include at least one program or discipline. The Physical Sciences Department, for example, includes the Chemistry, Engineering, Geography, Geology, and Physics disciplines.

**Discipline:** A sequence of related courses using one prefix which do not lead directly to an academic credential in and of themselves. Core Humanities is an example.

**EMP:** Education Master Plan. Planning at TMCC is an ongoing and major component of how the college functions on a daily and annual basis. Specifically, the EMP at TMCC will be utilized to coordinate and integrate the formal planning initiatives related to academic affairs and student services into the overall college planning processes. The EMP serves to illustrate the integration of practice and operations. At the operational level, the College utilizes goals and objectives to support the greater mission of the institution. In effect, all operations at the department and unit level should be linked to the mission statement and strategic initiatives of the College. The EMP serves as a point of reference for all related planning documents.

**Instructional Unit:** Defined by departments or programs or disciplines as constituting a single logical organization of courses and/or credentials. This organization is the subject of the self-study process.

**Program:** An academic organization that offers at least one formal academic credential (AA, AS, AAS, AGS, Certificate of Achievement, Skills Certificate). A program may be part of a larger department, such as the Engineering program in the Physical Sciences department, or operate independently such as Dental Hygiene.

**PUR:** Program Unit Review. The PUR is a central component of the integrated assessment/planning process at TMCC. Every program/unit in the college completes a comprehensive self-study on a five-year cycle. The self-study combines
self-examination and the use of data to produce an integrated, strategic approach to ongoing instructional development and improvement.

**SLO:** Student Learning Outcomes – Identified knowledge, abilities, or skills that we want students to have acquired upon completion of course or program of study. We determine whether students have acquired these outcomes through assessment of SLOs.