



## **Mid Cycle Self-Evaluation Report**

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Prepared for  
**The Northwest Commission on Colleges and Universities**

Truckee Meadows Community College  
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## Part I: Overview of Institutional Assessment Plan

### MISSION

Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community. Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community.

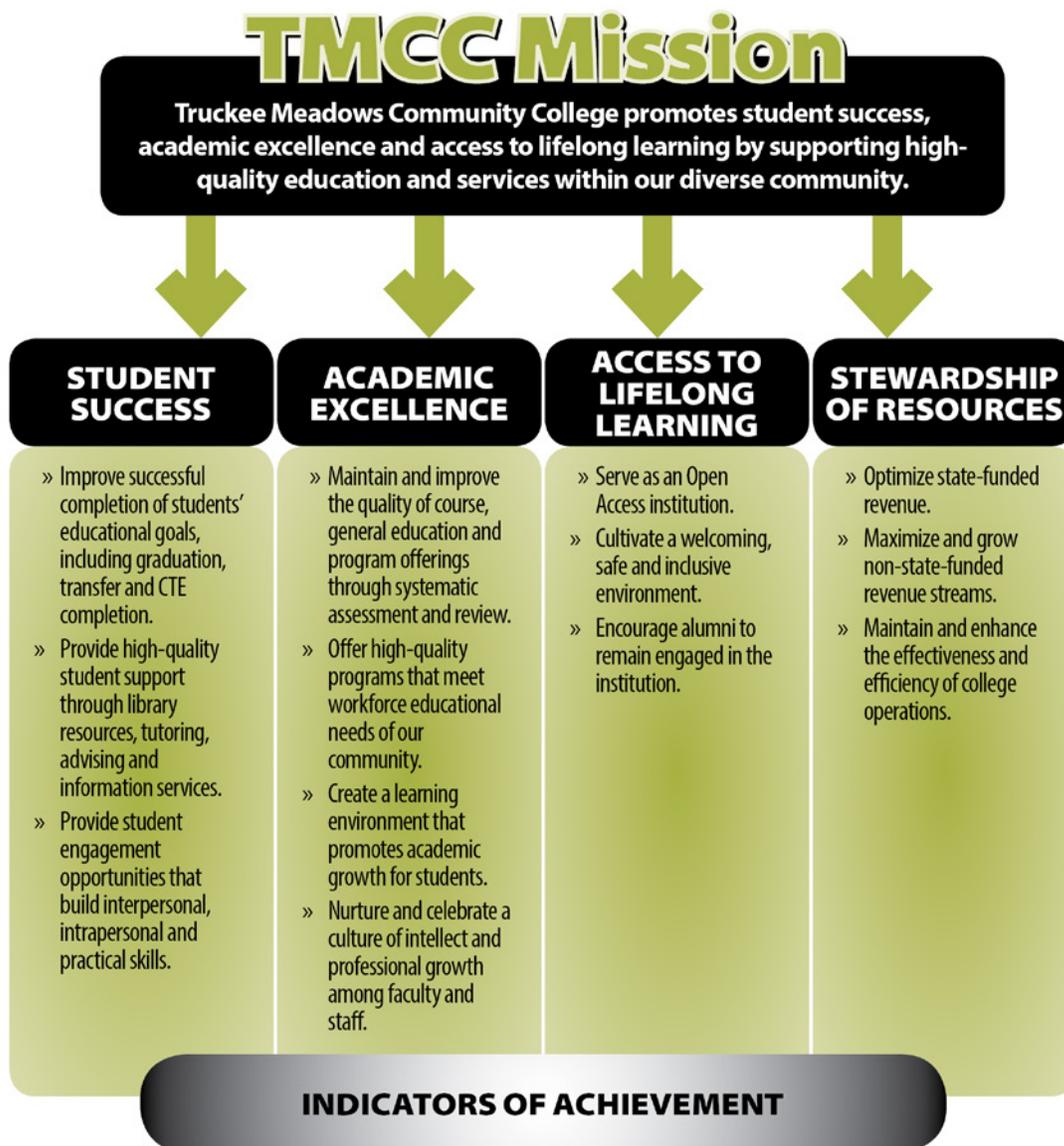
### CORE THEMES

- I. Student Success
- II. Academic Excellence
- III. Access to Lifelong Learning
- IV. Stewardship of Resources

### Assessing Mission Fulfillment through TMCC's Strategic Master Plan

Truckee Meadows Community College (TMCC) developed and adopted its mission and core themes in its previous accreditation cycle through a collaborative process that involved faculty, staff, administration, students, and external community advisors. In preparing college's 2016 Year One Self-Evaluation report, the Accreditation Committee affirmed the relevance of the TMCC's mission and first three core themes. Following a series of Planning Council discussions, a managers retreat, and two campus open forums, a fourth core theme was added: Stewardship of Resources. This fourth core theme was approved by the Nevada System of Higher Education (NSHE) Board of Regents at its June 2017 meeting. Stewardship of Resources integrates support services with physical, technological, and financial infrastructures as further means of mission fulfillment.

TMCC assesses mission fulfillment by determining whether the college is meeting a number of core theme objectives. Objectives reflect the breadth of our campus operations, including Academic Affairs, Student Services, Administration, Budget and Finance, Facilities, Information Technology, Marketing, and Equity and Inclusion. Objectives are measured by a series of accompanying indicators. Core theme objectives and indicators form the framework for the college's Strategic Master Plan (SMP). As the college carries out its SMP, it moves towards mission fulfillment. Nevertheless, mission fulfillment continually evolves as core theme objectives and indicators change or as target values are reset at higher levels following systematic review. *See Figure 1.*



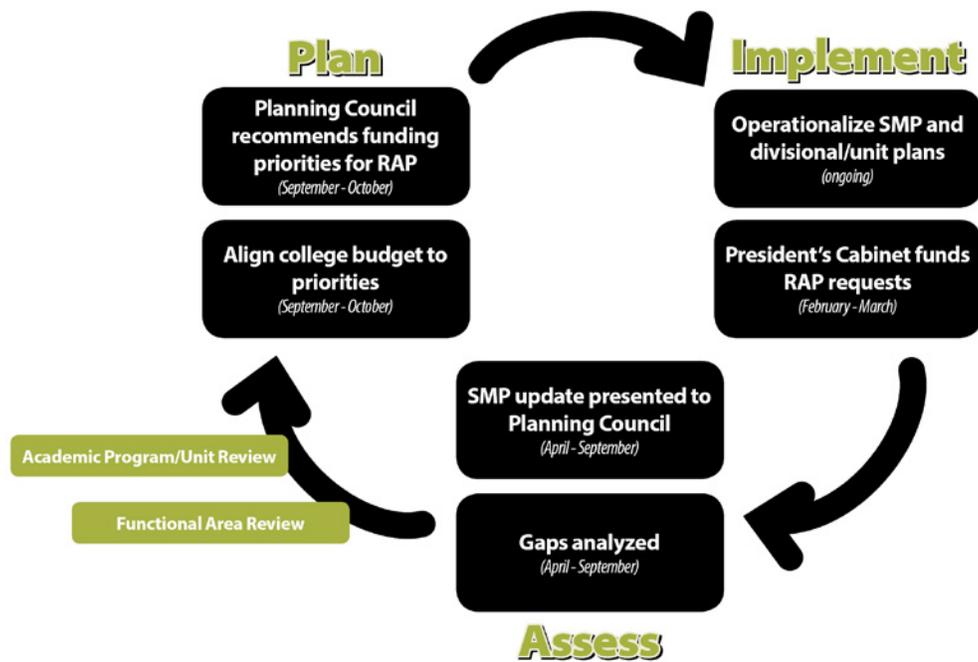
*Figure 1. Relationship of Core Themes, Objectives, and Indicators to the College Mission.*

All operational areas establish baselines and performance targets with direct consideration of the college's Strategic Master Plan. Progress towards each indicator is scored according to the following criteria:

	<b>Not Achieved</b> – Progress data are below 5% of the target value or below baseline.
	<b>Approaching Achievement</b> – Progress data is within 5% of the target value.
	<b>Achieved</b> – Progress data are within 2% of the target value, or the target value has been met.

These scoring criteria reflect a slight deviation from what was proposed in [TMCC’s Year One Self-Evaluation Report](http://www.tmcc.edu/media/tmcc/departments/accreditation/documents/reports/2016/accreditation-year1-selfeval-2016.pdf) <<http://www.tmcc.edu/media/tmcc/departments/accreditation/documents/reports/2016/accreditation-year1-selfeval-2016.pdf>>, which included a level of “Exemplary Achievement.” After revisiting these scoring criteria, the Accreditation Committee rationalized that exemplary achievement would still be analyzed as achievement during a progress review and recommended simplification to three levels.

Indicator scoring informs the college’s planning and resource allocation practices by allowing us to focus on areas needing improvement, determine strategies to address these gaps, implement those strategies, and establish new phases of short and longer-term planning. This ensures that the college is continuously steered towards its strategic plan and mission fulfillment (*See Figure 2*). In order to demonstrate mission fulfillment, TMCC must attain a score of “Achieved” for at least 80% of its core theme indicators.



*Figure 2. Cycle of Continuous Improvement and Mission Fulfillment through the College’s Strategic Master Plan.*

TMCC’s recently-formed [Planning Council](http://www.tmcc.edu/president/planning-council/) <<http://www.tmcc.edu/president/planning-council/>>, a restructuring of the President’s Advisory Council which had been formed in response to an NWCCU recommendation to consolidate college planning, serves as the custodian of the Strategic Master Plan and conducts an annual assessment of the college’s progress on indicator targets, reviewing the SMP core theme objectives and indicators for continued applicability during its April and May meetings. Planning Council membership is broad-based and represents the academic and operational interests of the college, including full-time and part-time faculty, academic deans, tutoring and library services, distance education, executive leadership, student services, equity and inclusion, human resources, facilities, information technology, and classified staff. Planning Council members are responsible for reviewing SMP progress with their constituents and aligning their own unit-level strategic plans to the SMP. SMP progress reports are shared as informational items at Board of Regents meetings and with the TMCC’s Institutional Advisory Council, an external advisory body that ensures linkage of the college and the community we serve. The council advises the president on a variety of topics and recommends action items when warranted. Reports are publicly posted on TMCC’s [Strategic Master Plan website](http://www.tmcc.edu/accreditation/strategic-master-plan/) <<http://www.tmcc.edu/accreditation/strategic-master-plan/>>, and notices of postings are sent to faculty and staff.

This level of oversight, SMP review, and deliberate alignment of unit-level plans to the SMP is a positive culture shift for TMCC.

## Assessing Core Themes

### Core Theme I: Student Success

TMCC recognizes that students come to our college with diverse academic aspirations. We define student success as progress towards and attainment of our students’ individual educational goals. Whatever their educational goals, in order to achieve them our students need wide and varied support with a continuing sense of connection to the college. Our objectives reflect a diversity of educational goals, comprehensive support services, and opportunities for student engagement. We measure persistence, goal completion, the impact of support services on completion rates, number of engagements and engagement opportunities, as well as student satisfaction.

Currently, TMCC has scored itself as “Achieved” in 15 of 23 (65%) indicators for its three objectives under our first core theme of Student Success. *See Appendix A—SMP Progress Update 2017-18.*

Core Theme I: Student Success		Number of Indicators, (%)
	Not Achieved	4 (17.3%)
	Approaching Achievement	4 (17.3%)
	Achieved	15 (65.2%)

This first 2017-18 progress update indicates that we need to especially improve in successful college-level math completion, persistence from fall to spring and fall to fall, and providing students support to develop or apply interpersonal, intrapersonal, and practical skills. We also need to take further steps toward gathering employer feedback on the professionalism and skill sets of our graduates by establishing an employer satisfaction survey.

### Core Theme II: Academic Excellence

TMCC defines academic excellence in terms of preparing students to achieve their educational goals. Our objectives under this core theme reflect a commitment to excellence via offerings of high quality curricula, ensures through a dedicated and systematic process of assessment and program review. We recognize that academic excellence is a communal effort and does not occur in the classroom alone. Our objectives reflect not only what we deliver but how we deliver education, including an environment that fosters learning for a diverse student body and engaging in ongoing faculty professional development. We aim to ensure the quality of our programs through regular and ongoing general education, course, and program assessment. We measure enrollments and completions relevant to workforce needs within our community. We measure our ability to provide a quality physical or online learning environment, with high impact curricular practices, diverse faculty and staff that reflect our diverse student body, professional development opportunities, and recognition of professional accomplishments.

Currently, TMCC has scored itself as “Achieved” in 14 of 30 (46.7%) indicators for its four core theme objectives under Academic Excellence. *See Appendix A—SMP Progress Update 2017-18.*

Core Theme II: Academic Excellence		Number of Indicators, (%)
	Not Achieved	4 (13.3%)
	Approaching Achievement	12 (40.0%)
	Achieved	14 (46.7%)

It is important to note that one of our key indicators of academic excellence, our reporting of course student learning outcomes assessment, was scored as “approaching achievement” because it is ongoing. Still, our early attempts at quantifying general education student learning outcomes achievement suggest that we should focus on improving information literacy and quantitative reasoning skills. Continued or additional efforts towards diversifying our faculty, assuring consistent online course delivery through Quality Matters, and offering high impact learning practices could also help the College move from “approaching achievement” to “achieving” our objective of creating a learning environment that promotes academic growth for a diverse student population.

### Core Theme III: Access to Lifelong Learning

Our Access to Lifelong Learning objectives ensure that TMCC maintains its focus on welcoming and serving students who may not yet be prepared to take college-level courses or who may not wish to pursue a traditional degree or certificate. We strive to create an environment that is welcoming,

safe, and inclusive. We extend learning opportunities to the broad northern Nevada community, and we encourage our alumni to remain connected to the college.

Under this core theme, we measure the number and progress of students in developmental Math or English, students seeking opportunities through our non-credit Workforce Development and Community Education, students in Adult Basic Education, veterans and active service men and women who may have gained comparable and relevant experiential learning in the military, student scholarships and cultural enrichment opportunities, and instructional materials and mechanisms in regard to accessibility. We also evaluate our safety plans to ensure currency, and we monitor and publish campus crime statistics.

Currently, TMCC has scored itself as “Achieved” in 9 of 15 (60%) indicators for its three core theme objectives under Access to Lifelong Learning. *See Appendix A—SMP Progress Update 2017-18.*

<b>Core Theme III:</b>		
<b>Access to Lifelong Learning</b>		<b>Number of Indicators, (%)</b>
	<b>Not Achieved</b>	<b>2 (13.3%)</b>
	<b>Approaching Achievement</b>	<b>4 (26.7%)</b>
	<b>Achieved</b>	<b>9 (60.0%)</b>

Our first 2017-18 progress update suggests that we could improve in accessibility of instructional materials and some aspects of student satisfaction with our welcoming environment, although we are within 2% of our extremely high standard of at least 90% satisfaction. The number of annual crime incidents on campus is extremely low at six (6) incidents, less than the previous year which had eight (8) incidents. Student and campus safety continues to be a top priority at TMCC.

### **Core Theme IV: Stewardship of Resources**

TMCC utilizes its resources strategically, efficiently, and effectively, as we seek new revenue streams to support our mission. Our objectives reflect our responsibility to optimize our primary financial support, state-funding, to maximize and grow our non-state-funded sources, and to operate the college in the most effective and efficient ways possible.

Under this core theme, we measure student headcount and FTE, capture rate for our proximal counties’ high school graduates, campus fill-rates and classroom utilization rates, our ability to meet performance-based funding standards set by our Board of Regents, revenue from self-supporting operations, private donations, grants, employee giving, compliance with fund balance and financial reserve policies, student feedback on their experiences with college service departments, and our efforts to promote campus sustainability on campus.

Currently, TMCC has scored itself as “Achieved” in 9 of 12 indicators (50%) of its three core theme objectives under Stewardship of Resources. *See Appendix A—SMP Progress Update 2017-18.*

Core Theme IV:		
Stewardship of Resources		Number of Indicators, (%)
	Not Achieved	3 (13.3%)
	Approaching Achievement	3 (26.7%)
	Achieved	6 (50.0%)

Our data from the first 2017-18 progress update shows that we need to continue to strive for higher enrollment, even amidst a regional economic upswing, as FTE-based funding from the state is our largest source of revenue.

## Validity of Core Themes and Core Theme Objectives

TMCC engaged in an in-depth exploration of the validity of our core themes and objectives in preparation for our Year One Self-Evaluation and in response to a Recommendation made in our [Year Seven Peer-Evaluation](http://www.tmcc.edu/media/tmcc/departments/accreditation/documents/reports/2015/accreditation-nmccu-year7-eval-2015.pdf) <<http://www.tmcc.edu/media/tmcc/departments/accreditation/documents/reports/2015/accreditation-nmccu-year7-eval-2015.pdf>> report, which recommended that “Truckee Meadows Community College engage in renewed dialogue regarding gaps or exclusions that may exist in core themes and corresponding objectives to ensure that all aspects of the mission of the College are adequately and appropriately represented.” The report specified that “it is not clear that sufficient discussion has occurred regarding what elements of college operations might be missing from the framework. For example, physical, technological and financial infrastructures are generally accepted as critical components of student success. However, these infrastructure elements are not a component of the existing core themes and objectives.” In response and following much discussion among the Accreditation Committee, Planning Council, a summer managers retreat, and campus open forums, TMCC adopted a fourth core theme, Stewardship of Resources, as well as a number of new objectives and indicators that directly incorporated the various college operations and support services that are critical to student success and academic instruction and learning:

Objective 1.2 – Provide high-quality student support through library resources, tutoring, advising, and information services.

Objective 1.3 – Provide student engagement opportunities that build interpersonal, intrapersonal, and practical skills.

Objective 2.3 – Create a learning environment that promotes academic growth for a diverse student population.

Indicator 2.3.1 – Establish a classroom upgrade process.

Objective 4.1 – Optimize state-funded revenue.

Objective 4.2 – Maximize and grow non-state-funded revenue streams.

Objective 4.3 – Maintain and enhance the effectiveness and efficiency of College operations.

The NSHE Board of Regents approved our fourth core theme, Stewardship of Resources, and accompanying objectives in June 2017, rounding out the board’s approval of TMCC’s entire set of core themes and objectives.

The college’s Planning Council once again addressed the validity of our core themes and objectives at its March, April, and May 2018 meetings. The council noted that the current mission statement incorporates Student Success, Academic Excellence, and Access to Lifelong Learning but does not explicitly include Stewardship of Resources. Council members also noted that TMCC’s core themes are broad and overlapping, and pointed to examples at other institutions that spoke more to students’ educational goals, such as “Transfer Education” and “Workforce Education” at Salt Lake Community College. The Council decided, however, to postpone changing the college mission and considering different core themes until the next review and possibly the next accreditation cycle, when institutions once again establish core themes and objectives towards Standards 1.A and 1.B in their Year One Self-Evaluation reports. In addition, the Nevada System of Higher Education Board of Regents had recently revealed its five strategic goals and metrics, which align well with TMCC’s core themes (*see Table 1*), so there is compelling reason to maintain our existing core themes.

**Table 1. Alignment between NSHE’s strategic goals/metrics and TMCC’s core themes**

NSHE		TMCC
Goal	Metric	Core Themes
Access	<i>Increase participation in post-secondary education</i>	Access to Lifelong Learning
Success	<i>Increase student success</i>	Student Success
Close the Achievement Gap	<i>Close the Achievement Gap among underserved populations</i>	Student Success
Workforce	<i>Collaboratively address the challenges of the workforce and industry education needs of Nevada</i>	Academic Excellence
Research	<i>Co-develop solutions to the critical issues facing the 21<sup>st</sup> century Nevada and raise the overall research profile</i>	<i>No direct core theme alignment. Applies primarily to universities.</i>

The Planning Council recommended few changes to objectives beyond subtle clarifications of diction at its April 27, 2018 meeting:

Objective 2.4 – Nurture and celebrate a culture of intellectual and professional growth among faculty and staff.

Objective 3.1 – ~~Function~~ **Serve** as an open access institution.

Objective 4.2 – ~~Maintain and grow~~ **Maximize** non-state-funded revenue streams.

Objective 4.3 – ~~Maintain or improve~~ **and enhance** the effectiveness and efficiency of College operations.

Overall, TMCC’s core themes and objectives are still valid and increasingly interwoven through multiple campus processes, such as the Resource Allocation Process and Program/Unit Reviews. Requiring departments and programs to align operations to specific objectives tied to a core theme provides a framework for annual evaluation. While the framework is now in place, a process must be finalized to annually evaluate core themes and indicators in a meaningful way that ultimately leads to continuous improvements.

## Satisfaction with Core Themes, Objective, and Indicators as Measures of Mission Fulfillment

While TMCC’s core themes and objectives are still valid, the Institutional Research (IR) Office and other areas of the College noted that many of the indicators were more difficult to measure than previously thought or did not include a clear indicator of the objective as intended. After a comprehensive review and per the recommendations of IR and various areas across the College, the Planning Council reviewed and approved the following changes to core theme indicators at its March and April meetings. *See Table 2 below. See Appendix B—Planning Council Meeting Minutes.*

**Table 2. Summary of Strategic Master Plan Changes following 3/26/18 and 4/16/18 Planning Council Review**

Indicator Number and Change
1.1.3 and 1.1.6 – Eliminated indicators and replaced with 1.1.4 “Percentage of students indicating an educational goal of ‘Transfer’ who transferred within 2 semesters of completing coursework at TMCC.”
1.2.3 – Limited indicator to Math and English courses.
1.3.4 – Reduced indicator to CCSSE Benchmark scores for “Student-Faculty Interaction” and “Support for Learners.”
1.3.5 – Retained and assigned Employer Satisfaction Survey to the Career Center Manager, who will work with IR.
2.2.3 – Eliminated Indicator, as this is already reflected in Core Theme 1, Objective 1.
2.2.4 (now renumbered as 2.2.3) – Changed indicator to “Number of students completing self-supporting workforce programs.” Re-established baseline and target values.
2.3.5 (now renumbered as 2.3.1) – Changed indicator to “Establishing a process and schedule for updating classrooms.”
2.3.7 – Utilized “The instructor was available and helpful when asked” from student course evaluations in lieu of CCSSEE 11b and eliminated CCSSE Item 11c. Eliminated CCSSE items 13.2h and 12, as these are also being asked in the annual Graduate Outcomes Survey.
3.1.2 – Changed to “Number of non-credit enrichment opportunities in WDCE, Safety Center, and ABE as well as other standalone programs (Emissions, LTAP, Custom Training, CPR, Firefighting).” Reestablished baseline and target values.
3.2.2 – Changed to “Number of cultural enrichment opportunities afforded by TMCC offerings of programs, speakers, workshops, theatre, and art events” to match National Community College Benchmark Project standards.
3.2.5 – Reestablished baseline values to match how book titles are being measured as compliant or non-compliant with WCAG 2.0 and Section 508 accessibility.

Following the Planning Council's initial indicator review, there is still a sense that the number of indicators within the SMP is large and could be streamlined to fewer key measures. As this was the Planning Council's first SMP review, and in light of NWCCU's Recommendation "to ensure that all aspects of the mission of the College are adequately and appropriately represented," TMCC has decided to retain the majority of indicators at this time. As the review process becomes more institutionalized and familiar to both the Planning Council members and to the external constituents who contribute data and align their planning efforts to the SMP, the college may choose to reduce the number of indicators.

## Part II: Representative Examples

TMCC will highlight 1) its academic program/unit review (PUR) process and 2) its general education assessment as examples of operationalizing our mission and core themes and assessing student learning. These two processes differ in their maturity.

The PUR was established in 2010 as an improved consolidation of two previous review programs: the program-discipline review and the program, discipline, and course assessment review. The PUR itself has undergone several adjustments to its self-study template in regard to requested analyses requested and committee reviewers. In 2016, for example, PUR was housed under the faculty senate's Academic Standards and Assessment (ASA) committee in collaboration with the administration's Assessment and Planning Office. *See Appendix C—2017-2018-PUR Self-Study Template.*

TMCC more recently institutionalized direct assessment of general education competencies following a recommendation in our Year Seven Peer Evaluation. NWCCU requested an ad hoc report to address the recommendation, which we completed to the commission's satisfaction in September 2017. NWCCU's positive response was received in February 2018. *See Appendix D—General Education Rubrics.*

### Example 1 - Academic Program/Unit Review (PUR)

Every instructional program or unit within TMCC undergoes review on a five-year cycle. Programs refer to those areas of study which culminate in degrees and certificates, while units constitute academic areas that may not have degrees or certificates but nonetheless offer courses that satisfy general education requirements—for example, Core Humanities—or areas that collectively impact large numbers of students, such as Physical Education. During the PUR process, the program/unit group (comprised of faculty members within the discipline as well as at least one faculty member from another department) compiles a self-study report summarizing student demographics and enrollment trends, resource utilization, assessment activities, and strategies to maintain or improve the program moving forward. *See Appendix C—2017-2018-PUR Self-Study Template.* The self-study is reviewed by the academic dean, a faculty senate committee, and the Vice President of Academic Affairs (VPAA), who either validates or offers recommendations for revision. The VPAA notifies the President and the Board of Regents of programs reviewed in a given academic year.

- PUR recommendations provide a framework for program/unit action plans, including resource allocation requests. Program/units complete annual progress reports (APRs) to measure progress on the fulfillment of recommendations leading into the next PUR cycle. *See Figure 3 below.* The process facilitates ongoing development and improvement. A copy of each program or unit’s self-study, findings, and progress reports are currently published on the [Assessment and Planning website](http://www.tmcc.edu/assessment/) <<http://www.tmcc.edu/assessment/>> per academic division; however, we anticipate moving these documents to a new electronic assessment platform, eLumen, in Fall 2018.



**Figure 3. Program/unit review (PUR) process.** Other acronyms: Academic Standards and Assessment (ASA), Vice President of Academic Affairs (VPAA).

The PUR ties directly to the core theme of Academic Excellence and Objective 2.1 – *Maintain and improve the quality of course, general education, and program offerings through systematic assessment and review.* The PUR findings and recommendations, along with the annual progress reports, represent indicators 2.1.2 and 2.2.3 within this objective. Programs that have undergone a successful review process in the previous academic year are listed in the progress column of our Strategic Master Plan progress report, and those currently scheduled for review are listed in the baseline column. *See Appendix A—SMP Progress.* Hence, institutionally, we remain aware of programs/units as they proceed in the PUR assessment cycle.

Among many descriptive elements, there are several indicators of student learning assessment, student success, and program vitality within the Curriculum, Demographics and Enrollment, and Resources sections of the PUR self-study template. *See Appendix C—2017-2018-PUR Self-Study Template.* Programs evaluate their own overall progress on recommendations from the prior PUR. Annual progress reports describe program changes implemented as a result of the findings and

recommendations in the PUR report. Each course within the program summarizes its most significant assessment-driven findings and describes how faculty sought to “close the loop” by explaining the most significant modifications they made to curriculum, methods, or procedures. Programs establish course assessment cycles on a five year cycle, indicating which specific course(s) will be assessed each semester. Programs also address program-level outcomes assessment. As with course-level assessment, these reviews summarize the most significant results regarding assessment-driven modifications made to the program curriculum, method, or procedures.

To assess student success, programs are asked to analyze course sequences to determine whether students can complete the degree or certificate in a timely manner. Programs also analyze course retention, graduation, and transfer rates. To assess program vitality, programs analyze enrollment trends, full- to part-time instructor workload ratios, and available resources.

As a recent illustrative example, the Dental Hygiene program underwent PUR in 2016-17. Reviewers found that all courses have been assessed recently as evidenced by up-to-date course assessment reports (CARs). Furthermore, the program appears to be adjusting curriculum and pedagogy in response to assessment results. The Associate of Science in Dental Hygiene program consists of 109 credits, almost that of a 120-credit bachelor’s degree, yet there was no opportunity for students to earn a bachelor of science in dental hygiene. The program’s active advisory board supported a move to the BS degree. Job outlook for dental hygienists is proposed to increase 19%, according to the Bureau of Labor Statistics. The program completion rate is 100%, and 100% of graduates find employment within six months of graduation. However, the dental equipment is 16 years old. Differential tuition fees currently fund the dental clinic manager position, but this is not the intended purpose of these fees. PUR recommendations included the implementation of a BS in Dental Hygiene program. The department undertook the effort, and the Board of Regents on approved the new program on December 1, 2017. NWCCU offered approval on June 6, 2018.

### **What have we learned?**

#### *Meaningfulness of Indicators and Proposed Changes*

While the findings and recommendations of individual programs or units that have been reviewed are unique, the faculty senate ASA committee reviewed the PUR template this past 2017-18 academic year and concluded that the template is in places too descriptive and needs to solicit stronger evidence of program-level student learning outcomes along with the course-level SLOs. In addition, the document could be simplified to fewer but more significant indicators of program vitality and quality which must then tie into the college’s resource allocation process.

The PUR template will be revised according to these faculty senate recommendations. A revised template will be more geared to show evidence of student-centered learning. The template’s Curriculum section will be subdivided into “Curriculum” and “Program Assessment” sections. The Curriculum section asks transfer programs to demonstrate evidence of a course sequence that allows efficient student completion and that 2+2 transfer agreements within NSHE, mandated by the Board of Regents, do not lead to loss of credits or a substantial amount of courses transferring as general electives only. Workforce programs will be asked to more clearly show a regional need and that curriculum is meeting the latest industry trends. The Program Assessment section will place more emphasis on assessing degree and certificate learning outcomes rather than simply course

learning outcomes and ask programs to show clear evidence of mapping between course learning outcomes, GE learning outcomes, and program learning outcomes.

Rather than only describe quantitative data, the “Demographics and Enrollment” section will ask programs to analyze course offerings, unsuccessful enrollment attempts, and fill rates in an effort to explain how their scheduling practices best serve or could be improved to better serve students.

Finally, programs will be asked to develop a more specific five year plan that improves student learning, course completions, and degree/certificate completions. Programs will be asked to explicitly connect their five year plan to the college SMP, including resource requests. In addition to a budget, programs will be asked to identify specific SMP core theme objectives and indicators that align with their plans, along with measurable outcomes, as part of a rationale to indicate how student learning and/or completion will be improved as a result of the requested funding.

## **Example 2 – General Education Assessment**

TMCC has five general education competencies: Communications, Critical Thinking, Information Literacy, People & Cultural Awareness, and Quantitative Reasoning. To assess these competencies, a General Education (GE) Task Force consisting of cross-disciplinary faculty, the Dean of Liberal Arts, the Associate Dean of Assessment & Planning, and a Student Services Retention & Support Specialist developed campus-wide GE rubrics with student learning outcomes (SLOs) and evaluation criteria that categorize student work as “unacceptable,” “marginal,” “proficient,” or “exemplary.”

These rubrics were modeled, in part, after the American Association of Colleges and Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics as well as those of other colleges and universities. *See Appendix D—General Education Rubrics.*

The college assessed GE courses with these rubrics starting in Spring 2017. Departments were asked to assess at least one learning outcome per competency mapping to a GE competency. Per the recommendation of the senate Academic Standards and Assessment committee, TMCC established a goal of 70% of students scoring at the level of “proficient” or “exemplary.”

### **Institutional Level Assessment of General Education**

A total of 661 students were assessed across all academic divisions for Communications SLOs. Of these, 67.6% scored as “proficient” or above. Faculty assessed four (4) of the six (6) Communications SLOs across 16 separate courses. The most frequently assessed Communications SLO was “Audience Analysis” (43.8%) followed by “Listening Behaviors” (25.0%). The “Thesis Development” and “Group Participation” SLOs were not assessed in this cycle. *See Appendix E—Institutional General Education Data.*

A total of 2,108 students were assessed across all academic divisions for the Critical Thinking competency. Of these, 82.0% scored at a level of “proficient” or above. Faculty assessed six (6) of the seven (7) Critical Thinking SLOs across 42 separate courses. The most frequently assessed

Critical Thinking SLO was “Draw Valid Conclusions” (40.5%) followed by “State Position” (21.4%). The “Evaluate Evidence” SLO was not assessed in this cycle. *See Appendix E—Institutional General Education Data.*

A total of 460 students were assessed across all academic divisions for Information Literacy SLOs. Only 56.7% of students scored as “proficient” or above, which represents the lowest percentage in the five GE competencies. Faculty assessed four (4) of the six (6) SLOs across six (6) different courses. The most frequently assessed Information Literacy SLO was “Use of Sources” (50%) followed by “Cite Sources Properly” (33.3%) and “Evaluate Sources” (16.7%). The “Identify Sources” and “Accurately Represent Sources” SLOs were not assessed in this cycle. *See Appendix E—Institutional General Education Data.*

TMCC faculty assessed 926 students across all academic divisions for People and Cultural Awareness SLOs. Of these, 72.3% of students scored at or above the “proficient” level. Faculty assessed five (5) of the six (6) People and Cultural Awareness SLOs across 22 different courses. The most frequently assessed People and Cultural Awareness SLO was “Critique Processes/Products” (42.8%) followed by “Influence Society” (27.3%) and “Compare Dynamics” (22.7%). The “Describe Members” SLO was not assessed in this cycle. *See Appendix E—Institutional General Education Data.*

TMCC faculty assessed 899 students across all academic divisions for Quantitative SLOs. Of these, 57.4% scored “proficient” or above. Faculty assessed seven (7) of the nine (9) Quantitative Reasoning SLOs designed across 14 different courses. The most frequently assessed Quantitative Reasoning SLO was “Perform Calculations” (35.7%) followed by “Deduce Consequences” (21.4%) and “Solve Problems” (14.3%). The “Translate Model Parameters” and “Modify Models” SLOs were not assessed in this cycle. *See Appendix E—Institutional General Education Data.*

### **Closing the Loop and Communication of Findings**

A specific example of how assessment results were used to improve teaching and student learning in Quantitative Reasoning and Critical Thinking competencies is seen in BIOL 191. Using a lab report as the assessment vehicle, faculty applied the Quantitative Reasoning GE rubric for the SLO “Students will represent the relevant details of a system in terms of the appropriate scientific or mathematical model.” In the lab report, students first developed a hypothesis about differences in the contents of owl pellets, tested it by examining and quantifying the pellet contents (types of bones), graphed their results, and drew conclusions about the results of those contents. GE assessment found that 72% of students were scoring at “proficient” or “exemplary” levels for this SLO in their ability to create a graph from raw data that was easily interpreted and relevant to their hypothesis. Faculty therefore opted to maintain their pedagogical approach for this SLO. However, faculty applied the Critical Thinking GE rubric for the SLO “Students will draw valid conclusions” to the same assignment and found that most students, 64%, were scoring at “marginal” levels for this SLO. Most students were able to discuss if they supported or disproved their hypothesis, but many of them had minor errors in their interpretation. There was also a trend for students that did not support their hypothesis to only suggest that they must have done something wrong in the experiment. While this was not necessarily a wrong interpretation, it did not reflect other valid

reasons that could have explained the results of the experiment. Faculty decided that students needed more practice with the process of evaluating their own results and relating it to other research. They decided to use the owl pellet assignment as practice and then pursue a second lab report, where they will assess gains in the ability to draw valid conclusions.

To report their findings, faculty completed a General Education Assessment Report (GEAR) developed by the GE Task Force. See *Appendix F—General Education Assessment Report Template 2017-18*.

GEARs are published on the Assessment and Planning website by academic division:

- [Business and Social Sciences](http://www.tmcc.edu/assessment/car/car-reports/business-and-social-sciences-division/) <<http://www.tmcc.edu/assessment/car/car-reports/business-and-social-sciences-division/>>
- [Liberal Arts](http://www.tmcc.edu/assessment/car/car-reports/liberal-arts-division/) <<http://www.tmcc.edu/assessment/car/car-reports/liberal-arts-division/>>
- [Sciences](http://www.tmcc.edu/assessment/car/car-reports/sciences-division/) <<http://www.tmcc.edu/assessment/car/car-reports/sciences-division/>>
- [Technical Sciences](http://www.tmcc.edu/assessment/car/car-reports/technical-sciences-division/) <<http://www.tmcc.edu/assessment/car/car-reports/technical-sciences-division/>>

*Nota bene:* We remove the assignment prompts before posting in order to protect the intellectual property and validity of the instrument but maintain a copy in the Assessment and Planning Office.

At the institutional level, TMCC implemented an Assessment/“Closing the Loop” Day for all academic divisions in Spring 2017 and has continued to hold this event at the end of each semester. A specific time is set aside for academic departments, including part-time faculty, to hold mandatory discussions on assessment results, with priority given to GE assessment where applicable. Faculty present and discuss assessment findings, formulate improvement plans where needed, and document their discussions in meeting minutes, which are subsequently attached to GEARs. (We remove meeting minutes before posting to the Assessment and Planning website but maintain a copy in the Office). Following department-level discussions in the spring semester, we hold a college-wide celebration lunch. Institutional level general education assessment results were shared during a Spring 2018 “Assesstival” themed Closing the Loop Day luncheon.

General education competencies are recognized and valued across the college. The Student Services Division formed a working group to develop a division-wide assessment process that included creating Student Development Outcomes linked to the GE learning outcomes. The Student Development Outcomes for the Student Services and Diversity Division are:

- Interpersonal skills: *Students will develop healthy, respectful, and collaborative relationships with others. Interpersonal skills are an important contributing factor for the General Education competencies of Communication, Critical Thinking, and Personal/Cultural Awareness.*
- Intrapersonal skills: *Students will develop an integrated sense of personal identity, a positive sense of self, and a personal code of ethics. Intrapersonal skills are an important contributing factor for the General Education competencies of Communication, Critical Thinking, and Personal/Cultural Awareness.*

- Practical skills: *Students will acquire and use cognitive and practical skills that will enable them to live healthy, productive, and purposeful lives. Practical skills are an important contributing factor for the General Education Objectives of Communication, Information Literacy, Personal/Cultural Awareness, and Quantitative Reasoning.*

The Student Services and Diversity working group is currently finalizing rubrics for each Student Development Outcome and will use them to evaluate student development of interpersonal, intrapersonal, and practical skills across the division starting in Fall 2018.

### **What have we learned?**

#### *Meaningfulness of Indicators and Proposed Changes*

As an institution, we have not reached our initially proposed benchmark of having  $\geq 70\%$  of students scoring “proficient” or above for any of our five GE competencies except for critical thinking. See *Appendix E—Institutional General Education Data*. While we are still relatively young in our data gathering, our data would suggest that we need to focus more on improving the information literacy and quantitative reasoning competencies. Faculty and library staff have already begun collaborating to address the information literacy competency. Librarians are currently pursuing an assessment partnership with the English Department in order to identify high-impact tasks that relate directly to critical thinking and information literacy. Furthermore, librarians have partnered with faculty to offer professional development sessions about teaching information literacy called “Information Literacy in an Age of Information Confusion.” Library faculty and staff will continue to collaborate with teaching faculty to implement initiatives in order to improve assessment results, engaging in the continuous quality improvement cycle. In addition, because our GE rubrics were based in part on the AAC&U VALUE rubrics, students are expected to be in the developmental stages for some of these competencies during the first two years of study. Longer periods of data collection will help us to determine whether our 70% benchmark for adequacy is appropriate and which competencies have greatest need of improvement.

Our first three semesters of GE assessment would also suggest that we need improvement on analysis of assessment results. Many GEARS addressed how assessment tools need to be changed but not necessarily how students performed on the SLOs themselves. Future GEARS will include more guided questions on how the students performed and how the department plans to change curriculum rather than the assessment instruments. As TMCC has recently hired a large number of tenure track faculty in the past two years, the Assessment and Planning Office and/or the Academic Standards and Assessment Committee will need to conduct additional assessment practices and reporting workshops or perhaps sponsor external assessment consultants. It is also valid to note that some assessment instruments may need to be revised. For example, many disciplines developed pre/post tests for prior assessment of content-specific course SLOs. While these instruments could identify gaps in student learning of specific content areas, they did not align well to the GE competencies which were being assessed. Further professional development is needed in designing assessment tools.

It is difficult at this time to determine whether there are too many or too few indicators for general education assessment. At the macro level, we see that the college is assessing certain GE learning

outcomes more than others. *See Appendix E—Institutional General Education Data.* With only three semesters worth of data, two of which saw a smaller number of GE courses assessed than the initial push in Spring 2017, there has not yet been enough time to evaluate whether certain learning outcomes developed by the GE Task Force are invalid and should be eliminated or whether, alternatively, the college must renew its commitment to these outcomes and encourage their assessment. We will maintain the current level of indicators for the time being. At the micro level, it is difficult to state whether too many or too few indicators are being used because the amount will vary by course.

## **Part III: Moving Forward to TMCC’s Year Seven Self-Evaluation**

Since TMCC’s last Year Seven Peer Evaluation in October 2015, the college has made significant advances in establishing a systematic, integrated, and comprehensive approach to planning in order to guide and support mission fulfillment. We have established the Planning Council as custodian of the college’s strategic master plan, bringing greater visibility to our global strategies and guiding both academic and student support units in developing their own plans to align with the SMP.

Our examples of academic program/unit review and general education assessment illustrate the college’s efforts to close the loop on student learning assessment and to operationalize overall mission fulfillment in accordance with core theme indicators. The Planning Council’s dedicated annual review of indicators progress provides a framework for annual evaluation of mission fulfillment. Requiring departments and programs to align operations to specific core theme objectives or indicators and to regularly report outcomes provides an ongoing annual evaluation structure across all college areas and faculty/administrative levels. While the initial institutional-level progress review piece is in place, a next-step planning process must be finalized in a way that more clearly directs resource allocation, tying together cyclical improvement efforts with budgeting and funding. The following will assist in these efforts:

### **Broaden Engagement in Presenting and Evaluating Core Theme Indicators**

While TMCC’s Institutional Research Office and other areas across the campus gathered data to establish baselines and to set targets, and then gathered follow-up data to assess progress toward mission fulfillment, information shepherding and reporting ultimately fell to a single individual.

The Planning Council has discussed the possibility of restructuring existing working committees into core theme committees; however, the overlapping nature of TMCC’s core themes makes it difficult to establish mutually exclusive committee memberships. So the council decided to retain its existing structure wherein working committees primarily reflect operational aspects of the college. The college must now establish a framework to support a more formal, more broad engagement with core themes assessment, results presentation, and proposals based on those results.

### **Engage all Areas in Program Review**

TMCC has a strong history of program review on the academic side. Program review of student services and administrative units does not share this same history. TMCC's Vice President of Finance and Administration (VPFA) has taken the first step in developing a Functional Area Review (FAR) process analogous to the academic program/unit review. *See Appendix G—VPFA's PowerPoint on FAR.* Since administrative units are generally more varied than academic units, the FAR template will not be as uniform as the PUR self-study template; nonetheless, administrative units will be asked to define and show evidence of assessing outcomes that link to the SMP when making resource requests.

The Finance and Administrative Services Division has developed a general outline for the Functional Area Review which will require administrative and service departments to identify goals and indicators from the college's Strategic Master Plan that are directly supported by their operations and through which they can measure performance. Additionally, each department is in the process of identifying and joining an associated professional organization with established industry standards in order to provide national or regional metrics against which the department can compare its performance. One department out of the finance division's five will conduct a self-study each year resulting in a five year cycle. Every department will submit annual reports detailing progress toward fulfilling recommendations generated from the self-studies. The annual progress reports provide departments with an opportunity to update goals and to identify issues that may have emerged since the last self-study. All self-studies and progress reports will be submitted to the Vice President of Finance and Administrative services for review, validation, and approval of recommendations before submission to the Planning Council. The first self-study is scheduled to be completed in the 2018-19 academic year.

The Student Services and Diversity Division established a division wide strategic master plan tied to the institutional strategic master plan and the state system strategic plan. The division established baseline measures and targets for strategic initiatives. The division engages in a yearly assessment process to determine progress toward division goals, strategies for implementing initiatives, and priorities for resource allocation requests. Each department and program within Student Services and Diversity contributes to the annual evaluation process for the division.

### **Strengthen Integration of Planning, Assessment, and Resource Allocation Processes**

Despite a well-established process of academic program/unit review (PUR) and follow-up, stronger, more transparent ties to the following phase of planning and resource allocation is not as evident. This past academic year (2017-18) the senate Academic Standards and Assessment Committee took steps to better integrate resource requests arising from program reviews in order to clearly align such requests with SMP core themes, objectives, and indicators. Although this is a positive first step, the action was a somewhat after-the-fact effort since the PUR self-study template had already been implemented and utilized in the review cycle. Next steps involve explicitly aligning requests to the SMP both before and after self-review, so that these requests may proceed to decision-making bodies for resource allocation. The Planning Council's Budget Committee is now working within the PUR process to develop procedures to ensure that all resource recommendations arising from a program review are submitted to the Budget Committee annually. These SMP-aligned requests will

form the basis for prioritizing resources and personnel requests each fiscal year. This process must become more transparent. TMCC has taken steps to initiate this transparency by implementing eLumen assessment and planning software which provides a visual workflow to demonstrate alignment between resource requests and the SMP.

Within the Student Services and Diversity Division, resource allocation requests are submitted by programs and departments based on priorities identified in the annual assessment process and relevance to the division's strategic initiatives (which are tied to the institutional strategic master plan). Requests are reviewed by the Student Services and Diversity leadership which then moves the agree-upon requests forward through the formal Resource Allocation Request process. Similarly, resource allocation requests from the Finance and Administrative Services division must be supported by recommendations generated by the self-studies and annual progress reports of the functional area review process. The Resource Allocation Process (RAP) also requires departments to define an expected outcome which supports a core theme and objective when submitting a resource request. Departments whose requests are approved submit a brief assessment of the actual outcome at the conclusion of the funded project for one-time requests, or at the end of the subsequent year following funding of on-going requests. Results are reported to the Budget Committee and Planning Council annually and incorporated into deliberations to modify planning and funding processes.

### **Continue Professional Development in Assessment Practices**

Continued professional development in assessment practices is needed across all areas and at various steps in the assessment cycle: in developing SLOs, assessing SLOs, analyzing results, and formulating improvement plans. This must be accompanied by a culture shift in viewing assessment as a means of continuous improvement rather than an accreditation requirement. On the academic side, it is evident from GEARs and course assessment reports that more instruction is needed on assessing outcomes and analyzing results. For example, we can improve the interrater reliability and validity of our GE assessment efforts by offering faculty professional development training on how to conduct a norming session on our GE rubrics. Composition courses Anthropology faculty and the Associate Dean of Assessment and Planning conducted a TMCC Professional Development Days workshop on rubric norming, but it was not well attended. We will need to continue to offer this and other assessment workshops more frequently and encourage attendance. The English department has been engaged in norming sessions for nearly a decade, and having more seasoned departments like English serve as mentors to other departments who are not yet familiar with norming might be an alternative and even more viable approach. Additionally, we will want to build a cultural norm of assessment-driven improvement among newly-hired tenure-track faculty. TMCC has begun this approach by offering the Association of College and University Educators (ACUE) effective teaching practices curriculum, which includes an outcomes assessment module. TMCC's academic departments must also shift focus to assessing program (degree and certificate) SLOs in addition to individual course assessment. While allied health programs have a history of program level assessment via end-of-program credentialing exams, program SLO assessment can alternatively be accomplished by deliberate mapping of course SLOs to program SLOs. TMCC faculty will likely need instruction on how to map course SLOs to program SLOs.

On the non-academic side, various administrative units are at different stages of experience with outcomes assessment. Outcomes assessment workshops will need to accompany implementation of the Functional Area Review. The Student Services and Diversity Division identified student development outcomes that correspond with the General Education Student Learning Outcomes and are based on the Council for the Advancement of Standards in Higher Education (CAS) guidelines. The student development outcomes are included in both the division and institutional strategic master plans. Administrative faculty from across the division developed rubrics for assessing student development in three areas: interpersonal development, intrapersonal development and practical skills. Academic Advising will be the first to pilot the student development outcome rubrics in Fall 2018. Professional development regarding outcome assessment is an ongoing need as the consistent assessment of student level learning is a newer component of the Student Services and Diversity program assessment process.

In addition to aligning goals, outcomes, and resource requests with the college's Strategic Master Plan, Finance and Administrative Services Division departments will join professional and industry organizations that conduct regularly-scheduled surveys and studies in order to establish national and/or regional standards. Department managers will participate in conferences and other training opportunities provided by these organizations to learn how to establish goals based on these standards and assess results.

## **Appendix A**

### **TMCC Strategic Master Plan Progress Update 2017-18**



TMCC

# STRATEGIC MASTER PLAN

*Progress Report 2017-2018*



## PREAMBLE

Speaking on behalf of campus leadership, faculty, and staff, I am delighted to share the 2017-2022 Truckee Meadows Community College (TMCC) Strategic Master Plan. This plan is a result of much collaboration, and a “can do” campus culture that engages in continuous quality improvement. We are proud of our strategic directions, some old and some new. We are equally proud of the initiatives that are in various stages of implementation that breathe real life into the TMCC Strategic Master Plan. Ultimately this plan also provides the framework that helps us conduct institutional assessment to determine how well we are doing toward fulfilling the TMCC mission.

Each year the TMCC Planning Council will revisit the plan for two purposes. One, to verify that we are making progress toward meeting or exceeding our benchmarks and aspirational targets that measure various endeavors related to student success. Two, to modify the plan as needed based upon what we learn from new strategies and adjusting these strategies accordingly. I am grateful to the TMCC Planning Council, a council comprised of faculty, staff, management, and student leaders, for overseeing this work in the spirit of shared governance. I am also grateful for the direction and support that TMCC receives from our Institutional Advisory Council (IAC). Current membership on the Planning Council and the IAC can be accessed at the TMCC website.

In closing, I recall the famous words of scholar and semanticist Alfred Korzybski, “The map is not the territory.” The TMCC Strategic Master Plan is our aspirational map. The territory is the important daily work that is fraught with challenges and opportunity, including pedagogies of risk that build our capacity for improvement. TMCC is an extraordinary college, and I for one, am very proud to be part of mapping and shaping a territory that is nothing less than excellent.

*Karin M. Hilgersom*

## VISION

| Truckee Meadows Community College creates the future by changing lives.

## MISSION

| Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community.

## VALUES

| The values upon which Truckee Meadows Community College bases its mission and vision statements are the principles, standards and qualities the College considers worthwhile and desirable.

### **Truckee Meadows Community College is committed to:**

- ★ Student access and success
- ★ Excellence in teaching and learning
- ★ Evidence of student progress through assessment of student outcomes
- ★ Nurturing a climate of innovative and creative thought
- ★ Collaborative decision making
- ★ Community development through partnerships and services
- ★ Ethical practices and integrity
- ★ Respect, compassion, and equality for all persons
- ★ Responsible and sustainable use of resources
- ★ Fostering attitudes that exemplify responsible participation in a democratic society
- ★ A healthy environment and a healthy college community



# CORE THEME 1: STUDENT SUCCESS

Objective 1: Improve successful completion of students' educational goals, including graduation, transfer, and CTE completion.

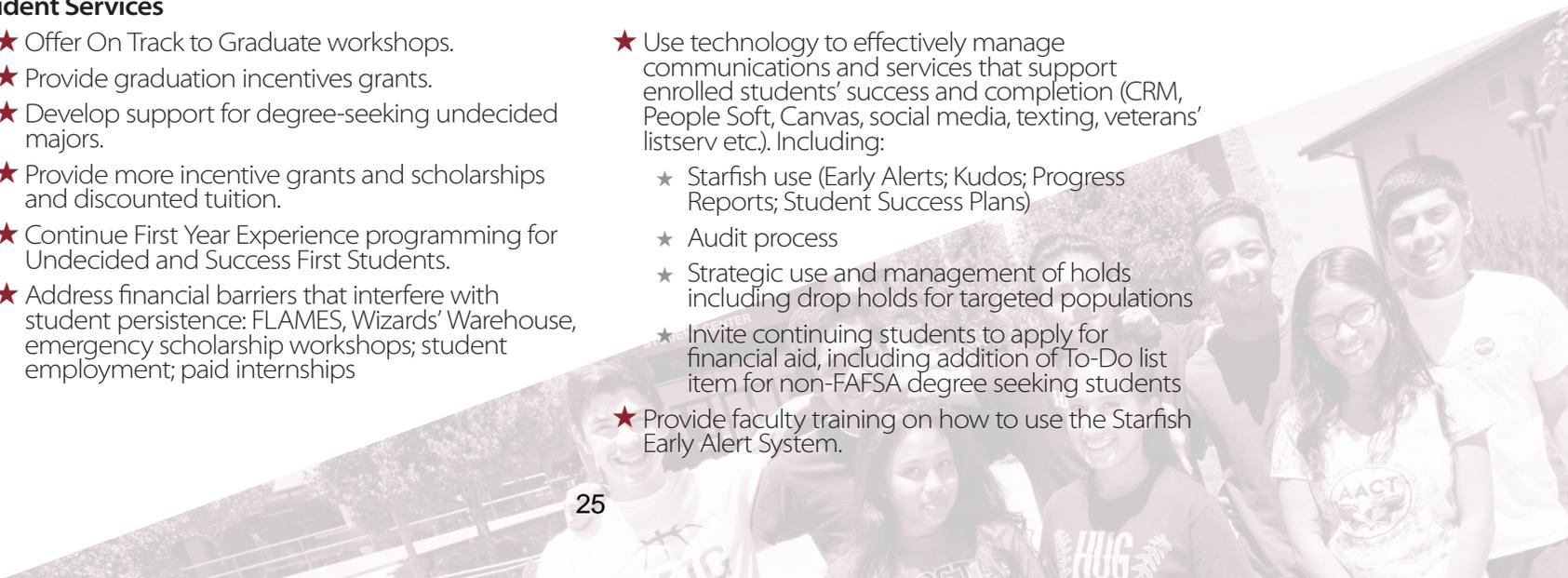
## STRATEGIES

### Academics

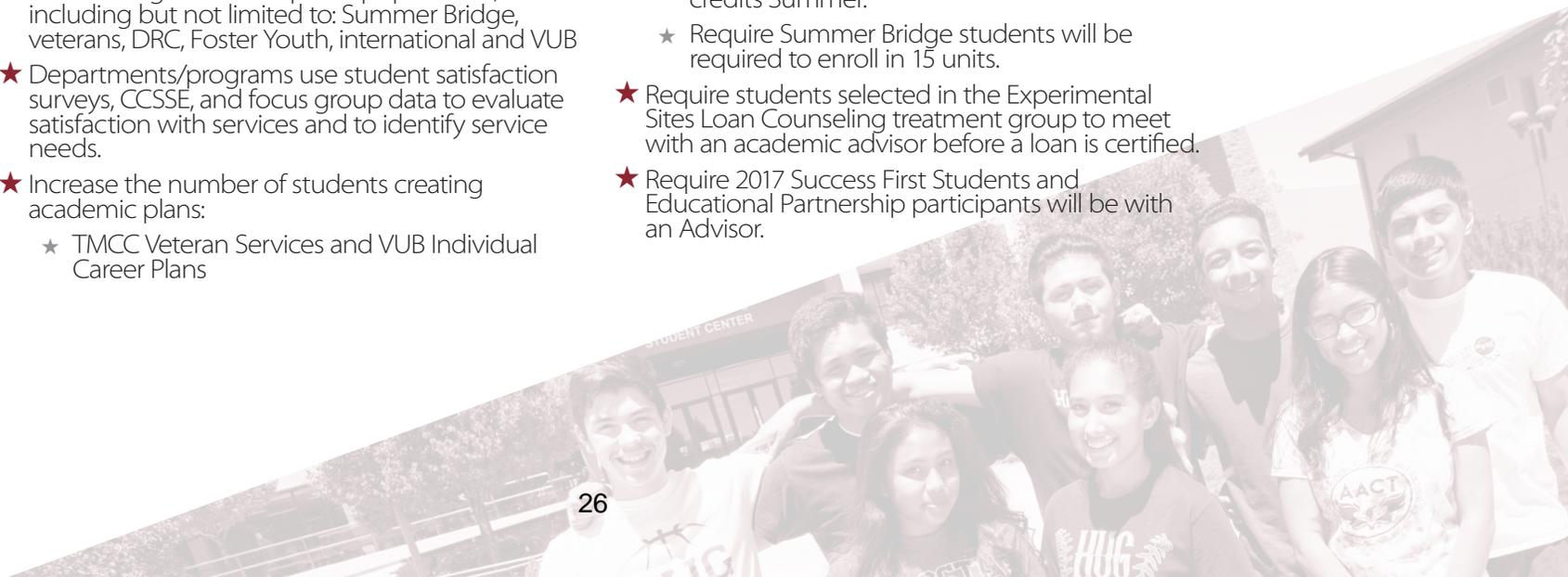
- ★ Increase the fall-to-fall persistence rate to match the fall-to-spring persistence rate.
- ★ Conduct a Gateway course completion campaign.
- ★ Implement a part-time faculty mentor program for Gateway students.
- ★ Implement registration and drop holds on Gateway cohort.
- ★ Increase faculty professional development and training.
- ★ Enhance embedded tutoring and supplemental instruction programs.
- ★ Modify Skills Center requirements and math courses.
- ★ Provide additional training for Developmental Math Instructors.
- ★ Hold a registration promotion event each semester.
- ★ Implement Learning Commons model to increase utilization of academic support services.
- ★ Offer stackable certificates and degrees.
- ★ Provide and market clear articulation agreements, especially with UNR.
- ★ Schedule courses in an effective, student-centered, and completion-oriented manner
- ★ Ensure that a full complement of GE courses is available each semester.

### Student Services

- ★ Offer On Track to Graduate workshops.
- ★ Provide graduation incentives grants.
- ★ Develop support for degree-seeking undecided majors.
- ★ Provide more incentive grants and scholarships and discounted tuition.
- ★ Continue First Year Experience programming for Undecided and Success First Students.
- ★ Address financial barriers that interfere with student persistence: FLAMES, Wizards' Warehouse, emergency scholarship workshops; student employment; paid internships
- ★ Use technology to effectively manage communications and services that support enrolled students' success and completion (CRM, People Soft, Canvas, social media, texting, veterans' listserv etc.). Including:
  - ★ Starfish use (Early Alerts; Kudos; Progress Reports; Student Success Plans)
  - ★ Audit process
  - ★ Strategic use and management of holds including drop holds for targeted populations
  - ★ Invite continuing students to apply for financial aid, including addition of To-Do list item for non-FAFSA degree seeking students
- ★ Provide faculty training on how to use the Starfish Early Alert System.

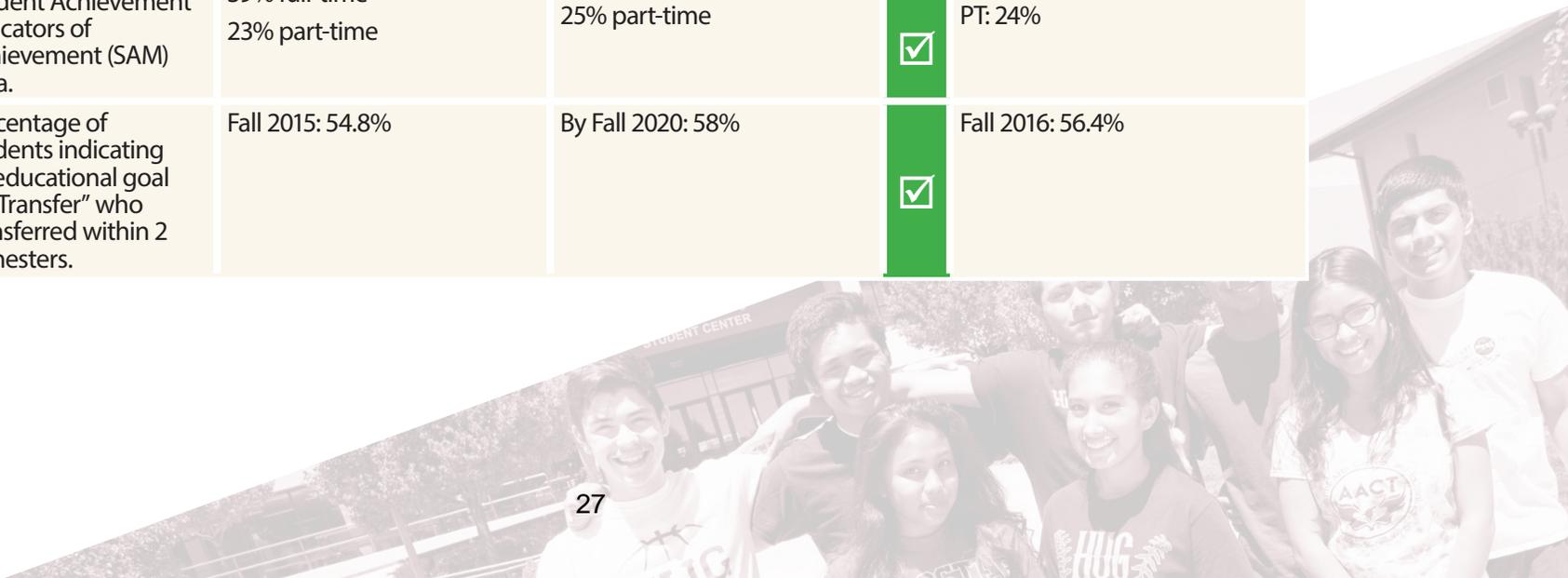


- ★ Require participants in specific programs to meet regularly with their support team: Peer and Faculty Mentors/Advisors, Specialists, Counselors, and Success Coaches.
- ★ Utilize the Veteran Services Pre-Admission Associate, Student Veteran Mentor Program, and Veteran Leadership Academy (VLA) to provide one on one service to our veterans.
- ★ Continue VUB pre-college academic support and referrals to other student services.
- ★ Continue to review GRS cohort to identify eligible students for Freshmen Incentive Grants and TMCC Incentive Grants
- ★ Allow eligible students who received financial aid in Spring and enroll in summer classes to receive a summer grant if funding is available.
- ★ Continue workshops and events to promote use of services e.g.: Student Success Fair, On Track, ASK, Transfer Fair, Fastober, Veteran focused outreach.
- ★ Promote Freshman Incentive Grants and TMCC Incentive Grants.
- ★ All students: A&R final semester contact and automatic degree awarding
- ★ Case Management for special populations, including but not limited to: Summer Bridge, veterans, DRC, Foster Youth, international and VUB
- ★ Departments/programs use student satisfaction surveys, CCSSE, and focus group data to evaluate satisfaction with services and to identify service needs.
- ★ Increase the number of students creating academic plans:
  - ★ TMCC Veteran Services and VUB Individual Career Plans
  - ★ Academic plans in On Track workshops
  - ★ Services for special populations
- ★ Incorporate FLAME\$ peer mentors into program participation for special populations
- ★ Require new international students to complete international workshop series
- ★ Continue with SOAR 1 & 2.
- ★ Continue advising holds on Summer Bridge, GRS cohort and International students.
- ★ Continue required advising for targeted populations (CareerConnect, Re-Entry, students on Academic Probation, VUB participants, Veterans).
- ★ Continue to offer Quick Advisement.
- ★ Continue to have Advising department liaisons to academic departments.
- ★ Promote 15-to-Finish:
  - ★ Create and distribute 15 to Finish promotional materials in SOAR and On-Track.
  - ★ Offer additional grant funding for students receiving Freshman Incentive Grant, TMCC Incentive Grant, and Graduation Incentive Grant, if they enroll in 15 credits Fall/Spring or 6 credits Summer.
  - ★ Require Summer Bridge students will be required to enroll in 15 units.
- ★ Require students selected in the Experimental Sites Loan Counseling treatment group to meet with an academic advisor before a loan is certified.
- ★ Require 2017 Success First Students and Educational Partnership participants will be with an Advisor.



**Objective 1: Improve successful completion of students' educational goals, including graduation, transfer, and CTE completion.**

Indicator	Baseline	Target		Progress
1.1.1 Successful (C or better) completion rate in gateway math (MATH 120, 126) and English (ENG 101, 113) courses.	Average of Fall 2012-15 English: 71% Math: 54%	English: 74% by Fall 2019 Math: 57% by Fall 2019	↗	Fall 2016 English: 71%
			✘	Math: 48%
1.1.2 Student persistence from fall to spring and fall to fall.	Enrollment Management Plan Fall 15 to Spring 16 = 69% Fall 14 to Fall 15 = 54%	5% increase by 2020	✘	Fall 2016 - Spring 17: 69%
			✘	Fall 2016 - Fall 2017: 53%
1.1.3 Graduation rates of degree/certificate-seeking students according to Integrated Postsecondary Education Data System (IPEDS) and Student Achievement Indicators of Achievement (SAM) data.	IPEDS Fall 2012 Cohort: 30%  SAM (starting Fall 2010; within 6 years): 39% full-time 23% part-time	IPEDS Fall 2016 Cohort: 35% (by 2019)  SAM for Fall 2016 cohort (by 2022): 41% full-time 25% part-time	↗	IPEDS Fall 2013 Cohort: 31%
			✓	SAM Fall 2011 FT: 39%
			✓	PT: 24%
1.1.4 Percentage of students indicating an educational goal of "Transfer" who transferred within 2 semesters.	Fall 2015: 54.8%	By Fall 2020: 58%	✓	Fall 2016: 56.4%



Indicator	Baseline	Target		Progress
1.1.5 Course completion rate of students who declare "upgrade current job skills."	Percent of Courses Passed in "job upgrade" vs. degree-seekers (Fall): 2016: 86% vs. 75% 2015: 91% vs. 79% 2014: 86% vs. 76% 2013: 83% vs. 77% 2012: 85% vs. 75% Average: 86% vs. 76%	Maintain at > 10% higher than degree-seekers.	✓	2017: 87% vs. 76%
1.1.6 Student satisfaction rates of educational goal completion and expectations according to the Graduate Outcomes Survey and Community College Survey of Student Engagement (CCSSE).	AY 2015-16 Graduate Outcomes Survey: "TMCC has helped me meet the goals I expected to achieve." 96% agree	Maintain 96% "agree" on Graduate Outcomes Survey	✓	AY16-17: 96%
	2013 CCSSE: "How much does this college emphasize each of the following?" 9b. Providing the support you need to help you succeed at this college. "quite a bit or very much" 74%	76%	✓	2017 CCSSE: 76%



**Objective 2: Provide high-quality student support through library resources, tutoring, advising, and information services.**

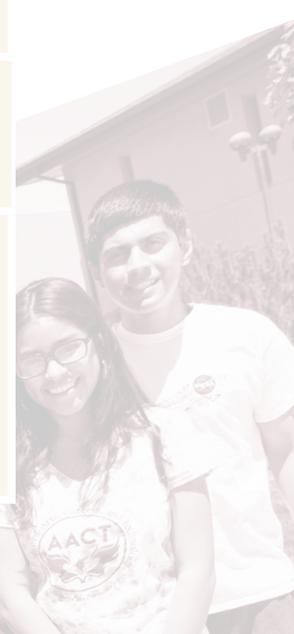
**STRATEGIES**

**Academics**

★ Implement a Learning Commons model to increase utilization of academic support services.

★ Increase faculty mentoring of students.

Indicator	Baseline	Target	Progress
1.2.1 Number of library database accesses and book loans per FTE.	AY 2016-17 as of June 7, 2017 Database Accesses: 223,261 accesses 19.2 accesses per FTE  eBooks & Videos: 14,551 accesses 1.3 accesses per FTE  Hard Copy Circulation: 6,819 accesses 0.6 accesses per FTE  Total electronic & hard copy: 244,631 accesses 21.1 accesses per FTE	2% increase	As of end-of-term Fall 2017 Database Accesses: 80,556 accesses 13.5 accesses per FTE  eBooks & Videos: 5,616 accesses 0.9 accesses per FTE  Hard Copy Circulation: 3045 accesses 0.51 accesses per FTE  Total electronic & hard copy: 89,217 accesses 14.9 accesses per FTE
1.2.2 Graduation rate of students with at least 1 Tutoring & Learning Center (TLC) visit.	Graduation rate (2013 GRS cohort) At least 1 TLC visit: 41.4% No TLC visits: 24.2%	Maintain a graduation rate that is 15% higher than students without a TLC visit	Graduation rate (2014 GRS cohort) At least 1 TLC visit: 40.8% No TLC visits: 19.6%
1.2.3 Course completion rate of students not utilizing the TLC compared to completion rate of students utilizing the TLC in matched courses.	AY 2015-16: ENG 098: 73% vs. 89% ENG 101: 73% vs. 88% ENG 102: 75% vs. 85% ENG 113: 91% vs. 100% ENG 114: 94% vs. 85% MATH 096: 67% vs. 60% MATH 126: 59% vs. 61%	2% improvement in 2 years in each course with less than 85% retention with tutoring. Maintain retention in other courses with tutoring.	AY 2016-17: ENG 098: 73% vs. 90% ENG 101: 73% vs. 93% ENG 102: 73% vs. 92% ENG 113: 89% vs. 97% ENG 114: 85% vs. 100% MATH 096: 63% vs. 65% MATH 126: 60% vs. 66%



Indicator	Baseline	Target		Progress
1.2.4 Course retention and persistence of students who have at least one Academic Advising session.	Fall 2016 Course Retention: Advised 83% (vs. 77% Unadvised) Persistence to Fall 2016: Advised: 58% (vs. 34% Unadvised)	Maintain course retention and persistence rates of advised students at 83% and 58%, respectively.	✓	Fall 2017 Course Retention 82% (v. 76%)
			✓	Persistence to Fall 2017 60% (v. 33%)
1.2.5 Percent achievement of Information Technology (IT) computer lifecycle target (including projectors, etc.).	Applicable classroom equipment is being refreshed on a 4-5 year life cycle replacement	Maintain 95% within scheduled 4-5 year life cycle replacement.	✓	100%



**Objective 3: Provide student engagement opportunities that build interpersonal, intrapersonal, and practical skills.**

**STRATEGIES**

**Academics**

★ Increase the number of trained peer mentors.

★ Promote out-of-class learning opportunities such as work experiences, volunteer opportunities, and student leadership.

Indicator	Baseline	Target	Progress
1.3.1 Number of: Career Center workshops Counseling Center workshops FLAMES workshops Financial Aid workshops SGA events/activities SGA-recognized clubs	AY 2015-16: Career Center workshops: 93 Counseling workshops: 36 FLAMES workshops: 53 Financial Aid workshops: 27 SGA events/activities: 55 SGA-recognized clubs: 22	Maintain quantity through 2019	AY 2016-17: Career Center workshops: 96 Counseling workshops: 96 FLAMES workshops: 133 Financial Aid workshops: 62 SGA events/activities: 75 SGA-recognized clubs: 27
1.3.2 Total Graduated, Transferred or Still Enrolled for students participating in engagement activities	AY 2015-16: All Students 65% Students engaged in: Advising 72% Career Center 74% Counseling 68% SGA 76%	By 2019: All Students 67% Students engaged in: Advising 74% Career Center 76% Counseling 70% SGA 78%	AY 2016-17 All Students 65% Students engaged in: Advising 72% Career Center 74% Counseling 66% SGA 78%
1.3.3 Rate of student satisfaction with co-curricular activities, extracurricular activities, and resources according to the Graduate Outcomes Survey.	AY 2015-16 Graduate Outcomes Survey: "While attending TMCC were you satisfied with the following: 2m. Campus social & cultural activities AY 2015-16 "yes" 92%	By 2019 94%	2016-17 95%



Indicator	Baseline	Target		Progress
1.3.4 Percentile of students indicating they participated in activities that developed or reflect application of interpersonal, intrapersonal or practical skills.	CCSSE 2013 Benchmark Scores Student/Faculty interaction: 47.9 Support for learners: 46.5	CCSSE 2021 Benchmark Scores Student/Faculty interaction: 50 Support for learners: 50	✓	CCSSE 2017 Benchmark Scores Student/Faculty interaction: 48.1
			✗	Support for learners: 45.5
1.3.5 Employer satisfaction with student professionalism in the workplace via Employer Satisfaction Surveys.	Need to develop Employer Satisfaction Survey	Dependent on Employer Satisfaction Survey	➔	Initial planning stages for survey are underway.



# CORE THEME 2: ACADEMIC EXCELLENCE

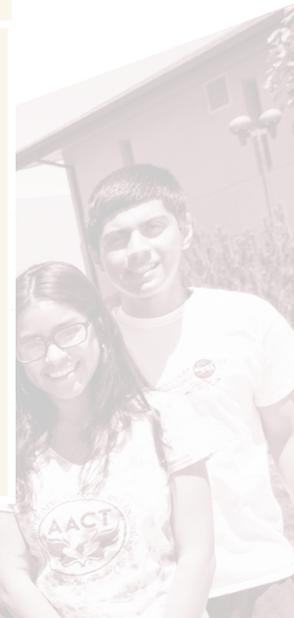
Objective 1: Maintain and improve the quality of course, general education, and program offerings through systematic assessment and review.

## STRATEGIES

### Academics

- ★ Hold regular assessment trainings
- ★ Host Assessment Day to “close the loop.”
- ★ Encourage continued dialog about assessment results at each department meeting.
- ★ Create and display visual communications/reminders of when courses are scheduled for assessment.
- ★ Revamp the assessment website to make more of a resource.
- ★ Establish closer ties between PUR/APR recommendations and budget/resource allocation.
- ★ Implement a comprehensive and annual assessment process linking assessment to planning and evaluating student development/learning outcomes.

Indicator	Baseline	Target		Progress
2.1.1 Course assessment reports (CARs) with action plans for improving teaching and learning	(Qualitative Measure)	Suggested recommendations are being acted upon	➔	(Qualitative Measure)
2.1.2 General Education Assessment Reports (GEARs) showing percentage of students scoring “Proficient” or above each of the on General Education Competency rubrics for Communications, Critical Thinking, Information Literacy, People & Cultural Awareness, and Quantitative Reasoning.	Spring 2017: Communications: 67.6% Critical Thinking: 66.1% Information Literacy: 57.4% People & Cultural Awareness: 70.7% Quantitative Reasoning: 61.2%	70% for all competency areas	➔	Fall 2017: Communications: 67.6%
			➔	Critical Thinking: 66.3%
			✘	Information Literacy: 57.4%
			✔	People & Cultural Awareness: 70.6%
			✘	Quantitative Reasoning: 61.2%



Indicator	Baseline	Target		Progress
2.1.3 Program/unit reviews (PUR) findings and recommendations.	Programs reviewed 2016-17: Culinary Arts Dental Hygiene Entrepreneurship Sociology Veterinary Technology	Suggested recommendations are being acted upon	☑	Programs reviewed 2017-18: Foreign Languages & Communications Radiologic Technology Computer Technology Construction Technologies Psychology Logistics Management
2.1.4 Annual progress reports (APRs) on program/unit review findings and recommendations.	(Qualitative Measure)	Suggested recommendations are being acted upon	☑	(Qualitative Measure)



## Objective 2: Offer high-quality programs that meet the workforce educational needs of our community.

### STRATEGIES

#### Academics

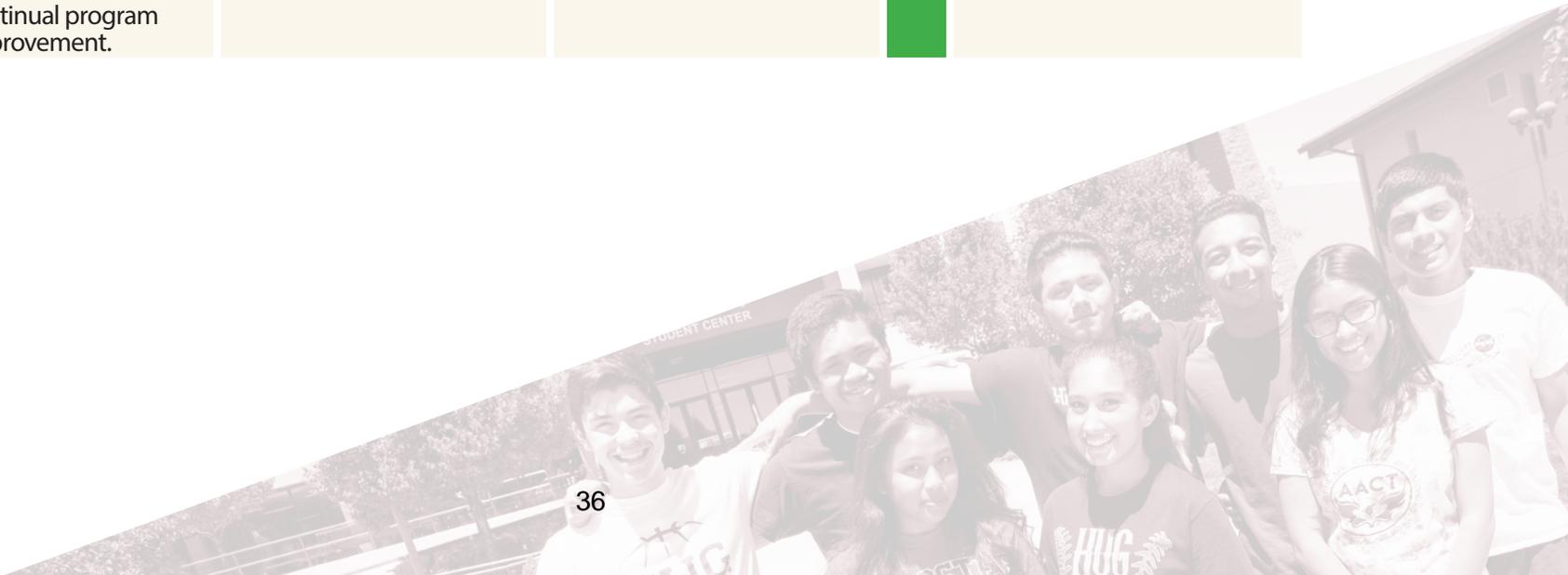
- ★ Work with TMCC Foundation scholarships to students who are minorities in particular programs.
- ★ Increase faculty diversity in workforce-related programs.
- ★ Work with marketing and recruitment on career messaging targeting different populations.
- ★ Explore Health Science Center and allied health facilities expansion options.
- ★ Ensure degrees and certificates to meet employer needs.
- ★ Develop employer-defined pathways:
  - ★ P3
  - ★ T3
  - ★ CNA apprenticeship project
  - ★ LEAP
- ★ Continue to work closely with employers and advisory boards to identify new opportunities for student training
- ★ State and federal support for programs
- ★ Seek grants and continue partnerships with agencies that have educational funding.
- ★ Continue environmental scanning to identify opportunities for new trainings.
- ★ Schedule programs efficiently to accommodate working students.

#### Marketing

- ★ Promote Bachelor of Applied Science Programs.

Indicator	Baseline	Target	Progress
2.2.1 Students enrolled in workforce programs that reflect the diverse demographics of our enrolled students.	AY 2014-15 Perkins cell 1P1 % minority in CTE programs: 32.6% % minority all TMCC students: 37.0%	By 2019 % minority in CTE programs: 35.0% % minority all TMCC students: 39.0%	AY 2015-16 % minority in CTE programs: 33.2% % minority all TMCC students: 39.0%

Indicator	Baseline	Target		Progress
2.2.2 Number of BAS, AAS, Certificate, Skills Certificate and Allied Health graduates.	AY 2014-15 (duplicate) BAS: 0 (implemented 2017-2018) AAS: 273 CT: 277 SkCt: 904 Allied Health: 744 Total: 2198	Aggregate 6% increase in the number of graduates in these areas by 2022 (132) Total: 2330	✘	AY 2015-16 BAS: 0 AAS: 257 CT: 199 SkCt: 899 Allied Health: 752 Total: 2107
2.2.3 Number of students completing self-supporting workforce programs.	FY 2016: 3077	10% increase by 2019	✔	FY 2017: 3800
2.2.4 Documented evidence (minutes) of AAS/CTE programs incorporating advice from the programmatic advisory boards and programmatic accreditors for continual program improvement.	Timely minutes posted to website: <a href="http://cte.tmcc.edu">cte.tmcc.edu</a>	(Qualitative measure – maintain updated website)	✔	(Qualitative measure – maintain updated website)



## Objective 3: Create a learning environment that promotes academic growth for a diverse student population.

### STRATEGIES

#### Academics

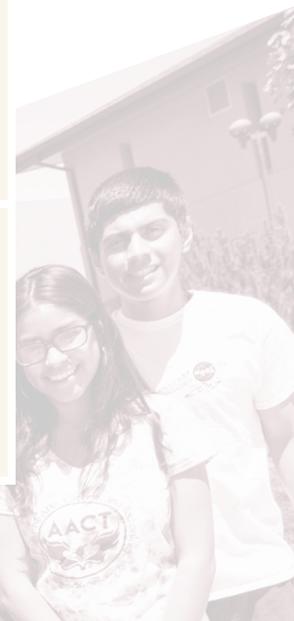
- ★ Develop and implement faculty diversity and bias awareness training.
- ★ Develop hiring committee and hiring committee chair training to support the recruitment of diverse faculty.
- ★ Modify job announcements to be more welcoming to diverse faculty.
- ★ Incentivize training by offering stipends to faculty.
- ★ Create a Canvas course template with starting features of Quality Matters.
- ★ Include new classroom technology options during planning stages.
- ★ Provide professional development opportunities to encourage the use of innovative pedagogies and teaching spaces.
- ★ Maintain paid internships with industry partners.
- ★ Implement a Learning Commons model to increase utilization of academic support services.

#### Student Services

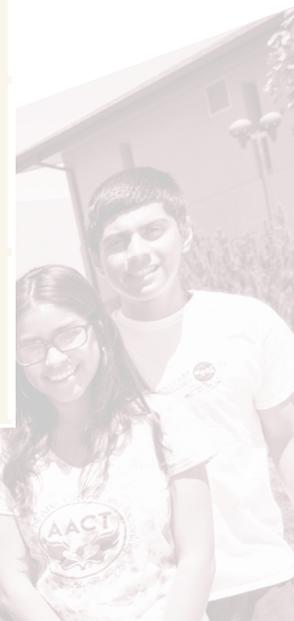
- ★ Expand events on campus to attract specific demographic groups: Over age 24, international students, and underrepresented student populations.

Indicator	Baseline	Target		Progress
2.3.1 Establish a classroom upgrade process.	Need to define a classroom standard and upgrade schedule.	Process and schedule clearly defined.	↗	Commitment from leadership for an upgrade process
2.3.2 Percentage of minority students enrolled by term.	AY 2016-17 40.7%	Maintain or exceed 40.7%	✓	AY 2017-18 42.2%

Indicator	Baseline	Target		Progress
2.3.3 Number of degrees and certificates of achievement awarded to minority and Pell-eligible students.	AY 2014-15 Minority students Associate degrees: 404 Certificates of achievement: 121	Maintain or exceed baseline values	↗	AY 2017-18 Minority students Associate degrees: 482 Certificates of achievement: 63
	Pell-eligible (non-minority) students Associate degrees: 423 Certificates of achievement: 93			↗ Pell-eligible (non-minority) students Associate degrees: 448 Certificates of achievement: 71
2.3.4 Percent of ethnically diverse faculty and staff (5-year average).	Fall 2011-15 (2016 FactBook, CR-3): African American: 1% (n=6) Asian: 4% (n=17) Hawaiian/PI: 0.5% (n=2) Hispanic: 11% (n=50) Native American: 2% (n=7) Two or More Races: 1% (n=6) Total: 20% n=83	22% via new hires by 2020	↗	Fall 2012-2016 African American: 2% (n=7) Asian: 4% (n=17) Hawaiian/PI: 0.5% (n=2) Hispanic: 12% (n=52) Native American: 1% (n=5) Two or More Races: 1% (n=5) Total: 20% n=88
2.3.5 Number of instructors completing the Quality Matters "Applying the QM Rubric" training and number of online courses and Quality Matters certified.	2014-16 91 instructors have completed "Applying the QM Rubric" training 15 QM certified course sections since 2013 out of 1089 assist and web hybrid sections	111 instructors completing "Applying the QM Rubric" training by 2019 25 courses QM certified by 2019	↗	111 instructors have completed "Applying the QM Rubric" training by February 2018 21 courses QM certified by February 2018
2.3.6 Percentage of students involved in project-based learning, student research projects, service learning projects or internships, supported by qualitative interviews.	2013 CCSSE 8a. Which of the following have you done or are doing while attending this college? 15.9%	2021 CCSSE Large College Cohort 8a. 16%	↗	2017 CCSSE Large College Cohort 8a. 15%

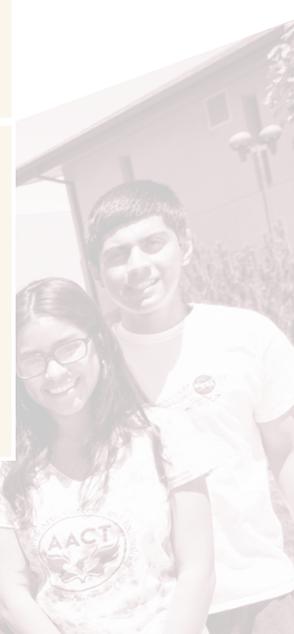


Indicator	Baseline	Target		Progress
2.3.7 Student satisfaction rate with the learning environment, teacher/student interaction, and use of technology.	<b>2013 CCSSE Benchmark Scores Report</b>	<b>By 2021</b>		<b>2017 CCSSE</b>
	Student/Faculty Interaction Score: 47.9	Student/Faculty Interaction Score: 50.0	✓	Student/Faculty Interaction Score: 48.1
	Active and Collaborative Learning Score: 48.8	Active and Collaborative Learning Score: 50.0	✓	Active and Collaborative Learning Score: 50.1
	Academic Challenge Score: 52.1	Academic Challenge Learning Score: 54.0	↗	Academic Challenge Learning Score: 52.0
	<b>Course Evaluations</b>			
	Percent of students who say that instructors at TMCC are "Available and helpful." 91% (Fall 2016)	Maintain >= 90%	✓	Fall 2017 91%
	<b>Learning environment: (2015-16 Grad Outcomes Survey)</b>			<b>2016-17 Grad Outcomes Survey</b>
	2i. While attending TMCC were you satisfied with the following: Computer Labs? Percent who answered "Yes." 89%	2i. 90% by 2021	✗	2i. 86%
3c. I found the courses to be intellectually stimulating. Percent of students who answered "Yes." 97%	3c. Maintain or exceed 97% through 2021	✓	3c. 97%	
3e. I was satisfied with the quality of instruction. Percentage of students who answered "Yes." 96%	3e. Maintain or exceed 96% through 2021	✓	3e. 97%	



**Objective 4: Nurture and celebrate a culture of intellectual and professional growth among faculty and staff.**

Indicator	Baseline	Target		Progress
2.4.1 Number of professional development and other training opportunities dedicated to improving student success, teaching, and learning.	AY 2015-16: 61 (duplicated) workshops with 463 participants.	Maintain or exceed 61 workshops with 463 participants through 2019	↗	55 workshops with 980 attendees
2.4.2 Amount of travel funds awarded to attend disciplinary conferences or conferences focused on improving student success, teaching and learning.	FY 2016 \$94,855.19 awarded in travel funds to attend 229 seminars or conferences	2% increase for FY 2019 Funds: \$97,000.00 Seminars: 233	✓	FY 2017 \$97,569 awarded for 215 conferences
2.4.3 Dollar amount of Innovation grants awarded to support new classroom or program innovations.	AY 2016 \$17,000 worth of Innovation Grants funded	AY 2017: \$17,850 AY 2018: \$18,743 AY 2019: \$19,680	✓	\$18,686
2.4.4 Recognition of faculty and staff research, publications, and community involvement via Marketing & Communications articles, in-house presentations and recognition at Convocation.	AY 2015-16: 68 recognitions of faculty and staff research, publications, and community involvement activities	Maintain or exceed 68 through 2022	↗	From July 2017-Feb 2018: 35 recognitions of faculty and staff research, publications, and community involvement activities



# CORE THEME 3: ACCESS TO LIFELONG LEARNING

## I Objective 1: Serve as an Open Access institution.

### ■ STRATEGIES

#### Academics

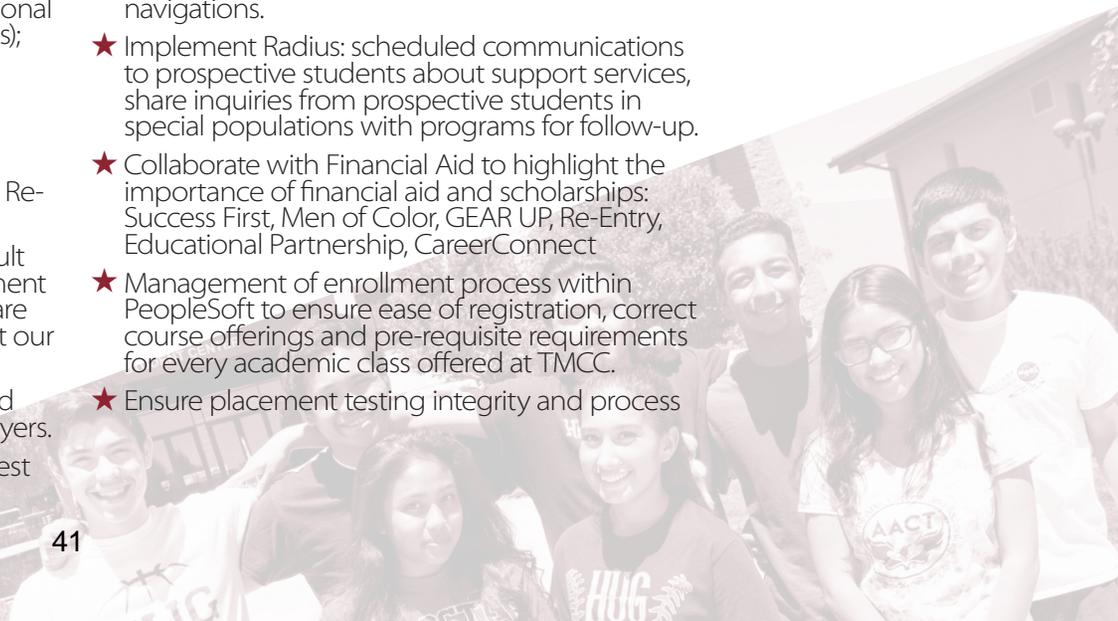
- ★ Redesign developmental English, Reading, and ESL curricula and sequencing.
- ★ Redesign the Math Skills Center curriculum.
- ★ Implement at part-time faculty mentoring program for part-time Gateway students.
- ★ Increase the number of late-start math and English courses.

#### Foundation

- ★ With the addition of a Development Officer position, we will be soliciting more donations, including funding for scholarships. In addition, the Foundation has increased efforts toward further cultivating existing scholarship donors and identifying additional donors.

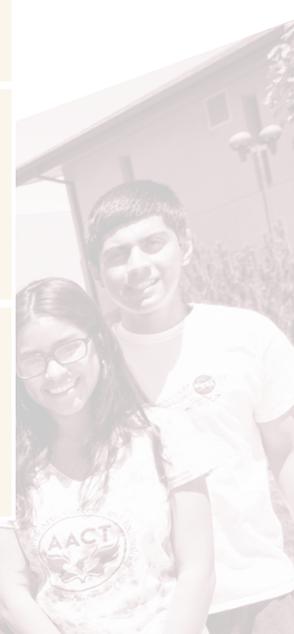
#### Student Services

- ★ Hire a recruiter for the College to focus on non-traditional populations and adults (25+)
- ★ Coordination of adult (age 25+) recruitment efforts:
  - ★ College to Career presentations and other recruitment/outreach efforts to nontraditional settings (e.g. community centers, churches); include families of prospective students
  - ★ Dedicated AOR staff
  - ★ Outreach to community organizations/agencies serving veterans and other populations by Veteran Services, VUB and Re-Entry
  - ★ Provide transition assistance for TMCC Adult Basic Education and Workforce Development and Continuing Education students that are interested in continuing their education at our institution.
  - ★ Career Services to provide networking and career-building opportunities with employers.
- ★ Welcome Center calls to new applicants, interest cards to appropriate programs for follow-up
- ★ Summer Transition Programs (Bridge, DRC)
- ★ Diversity and International Student Center space and programming
- ★ A&R updates and manages admissions application to ensure accurate program offerings and ease of navigations.
- ★ Implement Radius: scheduled communications to prospective students about support services, share inquiries from prospective students in special populations with programs for follow-up.
- ★ Collaborate with Financial Aid to highlight the importance of financial aid and scholarships: Success First, Men of Color, GEAR UP, Re-Entry, Educational Partnership, CareerConnect
- ★ Management of enrollment process within PeopleSoft to ensure ease of registration, correct course offerings and pre-requisite requirements for every academic class offered at TMCC.
- ★ Ensure placement testing integrity and process



## I Objective 1: Serve as an Open Access institution.

Indicator	Baseline	Target		Progress
3.1.1 Successful enrollment in developmental math and English Courses and subsequent enrollment in Gateway courses within 3 semesters for degree-seeking students.	Fall 2015 new student, degree-seeking cohort: 166/442 = 37.6% of the cohort needed English remediation, took and passed ENG 098 and enrolled in college ENG within their first 3 semesters  182/939 = 19.4% needed math remediation, took and passed MATH 096 and enrolled in college MATH within their first 3 semesters.	2% annual increase in number of students needing remediation, taking and passing ENG 098, and enrolling in college ENG within their first 3 semesters  2% annual increase in number of students needing remediation, taking and passing MATH 096, and enrolling in college ENG within their first 3 semesters	✓	Fall 2016 ENG 166/413 = 40.2% MATH 163/722 = 22.6%
3.1.2 Number of non-credit enrichment opportunities in WDCE, Safety Center, and ABE as well as other standalone programs (Emissions, LTAP, Custom Training, CPR, Firefighting):	FY 2016 15,636	7% increase by FY 2019	✓	FY 2017 17,195
3.1.3 Annual number of Joint Services Transcript (JST) and Community College of the Air Force (CCAF) courses accepted for credit.	31 JST and 5 CCAF courses approved in AY 2016-17	Maintain or exceed number of approved courses by 2019	✓	AY 2016-17 50 Military Courses 173 Credits 53 Courses per degree requirements
3.1.4 Dollar amount and number of students awarded scholarships	AY 2015-16: \$533,965 to 461 students AY 2016-17: \$636,191 to 464 students	AY 2017-18: \$668,000 to 487 students AY 2018-19: \$701,400 to 511 students AY 2019-20: \$736,470 to 536 students	✓	AY 2017-18 \$734,886 to 556 students



## I Objective 2: Cultivate a welcoming, safe, and inclusive environment.

### ■ STRATEGIES

★ Increase the amount of space dedicated for student use

★ Ensure information and communications technology are accessible

Indicator	Baseline	Target		Progress
3.2.1 Rate of student satisfaction with the welcoming environment using the CCSSE and Graduate Outcomes Survey.	2013 CCSSE item 27 "How would you rate your entire educational experience at this college?" Percentage of students who answered "Excellent." 32.9%	Maintain or exceed through 2021: 33%	✓	2016-17 35.7%
	<b>2015-16 Graduate Outcomes Survey</b>			<b>2016-17 Graduate Outcomes Survey</b>
	4e. TMCC is equally supportive of men and women. Percentage who answered "Agree." 95%	4e. 97% by 2020	↗	4e. 95%
	4f. TMCC is equally supportive of all racial/ethnic groups. Percentage who answered "Agree." 93%	4f. 95% by 2020	↗	4f. 93%
	4g. TMCC welcomes and uses feedback from students to improve the College. Percentage who answered "Agree." 88%	4g. 90% by 2020	↗	4g. 89%
	<b>2013 CCSSE Benchmark Score:</b>			
	Support for Learners score: 46.5	By 2021 49.0	✗	2017 CCSSE: 45.5

Indicator	Baseline	Target		Progress
3.2.2 Number of cultural enrichment opportunities afforded by TMCC offerings (programs, speakers, workshops, theater and art events)	AY 2015-16 16,244	Maintain or exceed programming by 2019	✓	AY 2016-17 18,718
3.2.3 Maintenance and updating of safety measures in plans: <ul style="list-style-type: none"> <li>• Facilities</li> <li>• Environmental Health and Safety</li> <li>• Active Shooter Response Training</li> </ul>	(Qualitative measure)	(Qualitative measure)	✓	(Qualitative measure) <a href="http://ehs.tmcc.edu">ehs.tmcc.edu</a>
3.2.4 Crime statistics reported in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.	Number of on-campus criminal offenses, arrests and disciplinary actions reported at any campus/site (Clery Crime Stats): 2013: 1 2014: 4 2015: 8	0	✗	2016: 6
3.2.5 Percentage of procured instructional materials that is accessible as defined by WCAG 2.0 and section 508 criteria/standards.	% of third-party learning management systems used in AY 2016-17 that were WCAG 2.0 and section 508 compliant: AY 2016-17 511 Books requested 42% (n=203) compliant	10% gain in procured information and communication technology that is accessible as defined by WCAG 2.0 and Section 508 52% compliant	➔	AY 2017-18 637 Books requested 47% (n=301) compliant



**Objective 3: Encourage alumni to be persistent in their engagement with the institution.**

Indicator	Baseline	Target		Progress
<p>3.3.1 Annual amount of College revenues from alumni donations.</p>	<p>FY 2012: \$20,935 from 48 donors FY 2013: \$15,259 from 51 donors FY 2014: \$64,206 from 33 donors FY 2015: \$31,942 from 32 donors FY 2016: \$11,048 from 30 donors 5-year averages: \$28,678 from 39 donors</p>	<p>Maintain a 5-year average of \$21,000 from 33 donors</p>	<p>✓</p>	<p>FY 2018: \$14,538 from 37 donors 5-year average: \$27,399 from 37 donors</p>
<p>3.3.2 Number of programmatic advisory boards with at least 1 alumna or alumnus serving.</p>	<p>21 programmatic advisory boards with at least 1 alumna or alumnus serving</p>	<p>Maintain standard that all programmatic advisory boards have at least 1 alumna or alumnus serving through 2019</p>	<p>✓</p>	<p>21 programmatic advisory boards with at least 1 alumna or alumnus serving</p>



# CORE THEME 4: STEWARDSHIP OF RESOURCES

## I Objective 1: Optimize state-funded revenue.

### ■ STRATEGIES

#### Academics

- ★ Schedule classes based on data and with students in mind.
- ★ Expand Jump Start Dual Credit offerings at high schools.
- ★ Hold a registration promotion event each semester.

#### Student Services

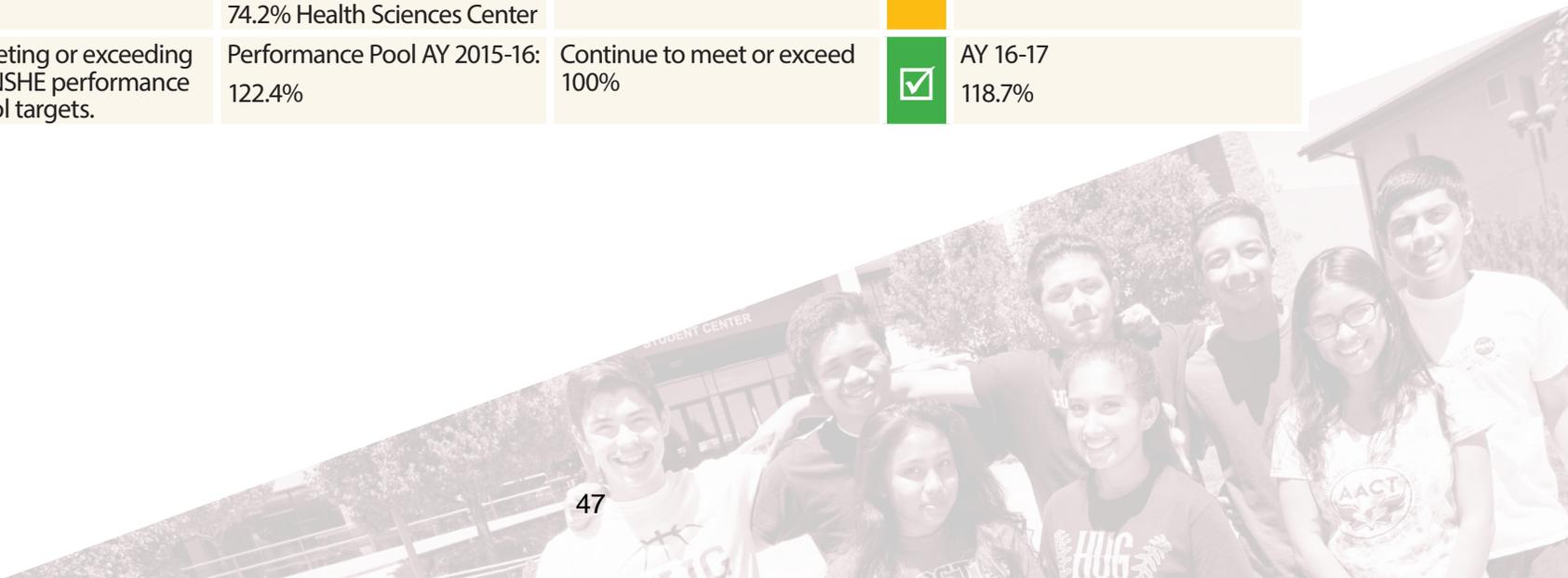
- ★ Implement TMCC's Nevada Promise Scholarship.
- ★ Develop comprehensive 'Call to Action' follow up plan.
- ★ Conduct a minimum of four workshops and presentations at each WCSD high school.
- ★ Hold on-campus events to attract WCSD students such as Spring Open House.
- ★ Increase the number of international recruitment fairs.
- ★ Work with 100 agents to recruit worldwide to increase international enrollment.
- ★ Add HomeStay options.

#### Web Services/Marketing and Communications

- ★ Design and maintain a virtual tour that includes all TMCC educational sites.
- ★ Align marketing initiatives to key audiences identified.

Indicator	Baseline	Target	Progress
4.1.1 Fall and Spring FTE and headcount.	FTE Fall 2015: 6,360 Spring 2016: 6,032  Headcount Fall 2015: 11,584 Spring 2016: 11,267	FTE Fall 2020: 6,487 Spring 2020: 6,153  Headcount Fall 2020: 11,816 Spring 2020: 11,492	<div style="text-align: center;">✘</div> FTE Fall 2016: 6,103 Spring 2017: 5,589  Headcount Fall 2016: 11,325 Spring 2017: 10,676
4.1.2 Capture rate of Washoe County School District (WCSD) students.	AY 2015-16 TMCC Capture rate: 23.8%	TMCC Capture Rate: Fall 2020 25.3%	<div style="text-align: center;">✘</div> AY 2016-17 TMCC Capture Rate: 22.4%

Indicator	Baseline	Target		Progress
4.1.3 Annual headcount and FTE of Jump Start Dual Enrollment students.	Fall 2016 Headcount: 429 FTE: 148	Fall 2020 Headcount: 800 FTE: 300	↗	FA 2017 Headcount: 501 FTE: 168
4.1.4 Fill rates of classrooms at each campus or site during prime-time periods.	Fall 2016 All general classrooms average class seat utilization during prime time: 62.7% Dandini campus 66.1% Meadowood 43.7% Applied Technology Center 43.3% Health Sciences Center	Fall 2019: 63.7% Dandini 77.5% Meadowood 45.7% Applied Technology Center <del>XX.X%</del> Health Sciences Center	✓	Fall 2017: 63.5% Dandini 82.9% Meadowood 87.4% Applied Technology Center 41.3% Health Sciences Center
4.1.5 Classroom utilization rates at each campus or site during prime time periods.	Fall 2016 All general classrooms average time utilization during prime time: 61.6% Dandini campus 49.8% Meadowood 49.9% Applied Technology Center 74.2% Health Sciences Center	Fall 2019: 63.6% Dandini 65.0% Meadowood 51.9% Applied Technology Center <del>XX.X%</del> Health Sciences Center	↗	Fall 2017: 67.7% Dandini 56.9% Meadowood 80.2% Applied Technology Center 65.5% Health Sciences Center
4.1.6 Meeting or exceeding of NSHE performance pool targets.	Performance Pool AY 2015-16: 122.4%	Continue to meet or exceed 100%	✓	AY 16-17 118.7%



## I Objective 2: Maximize and grow non-state-funded revenue streams.

### ■ STRATEGIES

#### Student Services

- ★ Ensure units are student-centered, sustainable, and operate at maximum efficiency with collaboration and little duplication of functional units.

#### Foundation

- ★ Increase employee giving through a campaign to increase payroll deduction and giving from current faculty and staff.
- ★ Increase the number of employee donors as well as the amount that is donated for faculty and staff grants.
- ★ Hire a Development Officer to focus efforts on employee giving that will allow for additional contributions in 2018, 2019 and beyond.

Indicator	Baseline	Target	Progress	
4.2.1 Revenue from self-supporting programs.	FY 2017: \$2,509,579 WDCE Professional Programming: \$499,486 Community Education Programs: \$865,733 CPR Workshop: \$68,044 Paramedic Program: \$63,520 Welding Workshop: \$25,500 Emission Workshop: \$55,765 Customized Training: \$46,693 Safety Programs: \$206,807 Wildland Fire: \$95,318 Room Rental: \$46,301 Child Care Center: \$832,878 Vending Services: \$295,276	FY 2018: \$2,683,453 (3%+) WDCE Professional Programming: \$660,000 Community Education Programs: \$612,300 CPR Workshop: \$66,000 Paramedic Program: \$68,200 Welding Workshop: \$15,700 Emission Workshop: \$55,920 Customized Training: \$25,000 Safety Programs: \$196,000 Wildland Fire: \$70,000 Room Rental: \$45,000 Child Care Center: \$540,513 Vending Services: \$250,000		FY 2018: \$2,488,537 WDCE Professional Programming: \$530,123 Community Education Programs: \$551,985 CPR Workshop: \$84,415 Paramedic Program: \$67,480 Welding Workshop: \$16,437 Emission Workshop: \$37,818 Customized Training: \$10,768 Safety Programs: \$178,013 Wildland Fire: \$88,528 Room Rental: \$46,975 Child Care Center: \$546,939 Vending Services: \$329,056
4.2.2 Number and dollar amount of private donations.	FY 2013: \$883K FY 2014: \$2.3M FY 2015: \$2.3M FY 2016: \$6.6M FY 2017: \$3.2M	FY 2018: \$2.5M FY 2019: \$2.8M FY 2020: \$3.1M FY 2021: \$3.4M FY 2022: \$3.7M		FY 2018: \$2.6M

Indicator	Baseline	Target		Progress
4.2.3 Dollar amount of grant-based expenses.	FY 2014 \$3.7M FY 2015 \$4.6M FY 2016 \$6.4M FY 2017 \$5.4M	FY 2018: \$5.9M FY 2019: \$6.5M FY 2020: \$7.2M FY 2021: \$7.9M FY 2022: \$8.7M	✓	FY 2018: \$6.1M
4.2.4 Number of TMCC employees who contribute to the Foundation.	FY 2014: 153 donors FY 2015: 160 donors FY 2016: 151 donors	FY 2017: 159 employees FY 2018: 174 employees FY 2019: 183 employees FY 2020: 201 employees FY 2021: 211 employees	✗	FY2018: 144 employee donors



## I Objective 3: Maintain and enhance the effectiveness and efficiency of College operations.

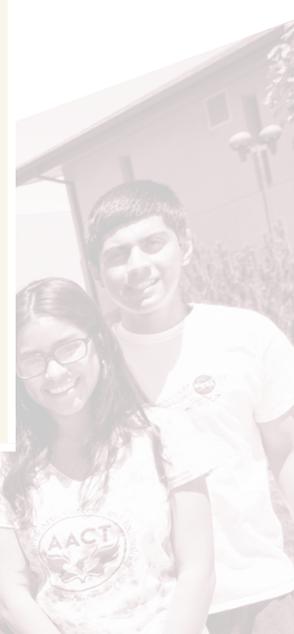
### ■ STRATEGIES

#### Student Services

★ Ensure units are student-centered, sustainable, and operate at maximum efficiency with collaboration and little duplication of functional units.

★ Streamline intake and registration processes.

Indicator	Baseline	Target	Progress
4.3.1 CCSSE focus groups on entering students' experiences with: Admissions Process Advising and Planning Financial Aid Academic Experiences Support Services and other College Services	(Qualitative Measure)	(Qualitative Measure)	AY 2017-18 <ul style="list-style-type: none"> <li>4 Focus Groups</li> <li>Resulting Actions: <ul style="list-style-type: none"> <li>Fall 2018 Professional Development Days presentation of common themes.</li> <li>Financial Aid process video produced.</li> <li>Cross-sharing of student services resources.</li> </ul> </li> </ul>
4.3.2 Successful efforts to maintain or exceed TMCC's Policy (1799) on fund balances and reserves. <ul style="list-style-type: none"> <li>Ancillary and Auxiliary Reserves: 15% of each funds operating revenues</li> <li>Capital Reserves: have one</li> <li>Contingency Fund: 3% of operating revenues</li> <li>Operating Reserves: 15% of operating revenues</li> </ul>	FY 2017 Ancillary & Auxiliary: \$84,000 Capital Reserves: \$1,000,000 Contingency Fund: \$1,338,673 Operating Reserves: \$6,693,364 Total Reserves: \$9,032,037	FY 2018 Ancillary & Auxiliary: \$86,827 Capital Reserves: \$1,000,000 Contingency Fund: \$1,452,903 Operating Reserves: \$7,264,516 Total Reserves: \$9,717,419	FY 2019 Ancillary & Auxiliary: \$TBD Capital Reserves: \$1,000,000 Contingency Fund: \$1,600,000 Operating Reserves: \$8,000,000 Total Reserves: \$10,600,000 (estimated)



Indicator	Baseline	Target	Progress
4.3.3 Successful efforts to promote sustainability initiatives on campus.	(Qualitative Measures) <ul style="list-style-type: none"> <li>• Second Nature Resilience Commitment</li> <li>• TMCC Sustainability</li> </ul>	(Qualitative Measures) <ul style="list-style-type: none"> <li>• Second Nature Resilience Commitment</li> <li>• TMCC Sustainability</li> </ul>	<div style="background-color: #2e8b57; color: white; padding: 5px; text-align: center;"> <input checked="" type="checkbox"/> </div> <p>Maintained Second Nature Signatory Status and completed 2018 Resilience Assessment.</p> <p>Maintained TMCC Faculty Sustainability Advocate and Sustainability Champions Committee</p>



**Appendix B**  
**Planning Council Meeting Minutes from March 26, April 16, and**  
**April 30, 2018**

# MEETING MINUTES

Monday, March 26, 2018

## TMCC Tobacco Free Committee Resolution

Hallie Madole, TMCC Tobacco Free Committee Chair, presented the Resolution to Support a Smoke and Tobacco-Free Campus to the Council. The Council held discussion regarding designated smoking areas and phase-out plans. The Council decided to table the discussion until the tobacco-free campus survey results can be reviewed. The survey will close Friday, March 30. Results will be provided to Planning Council at a future meeting.

## “Guide to the Strategic Master Plan” Introduction

Associate Dean of Assessment and Planning, Dr. Melissa Deadmond, presented the Guide to the Strategic Master Plan document to the Council and provided an overview of work completed by the Accreditation Committee. The Council discussed proposed changes to Objective 1 of the Strategic Master Plan related to items 1.1.4, 1.2.3 and 1.3.4. The next Planning Council meeting, April 16, will be fully dedicated to additional review and revisions of the SMP.

## Planning Council Committee Updates

- **Academic and Student Services Committee**

Dr. Jill Channing, Dean of Liberal Arts, reported to the Council of a proposal to utilize Deans & Directors as a problem solving group. Initially, the group would be small and would grow as needed depending on the project. The group would take on 1-2 issues per sequence. Results would be shared with Vice Presidents and reported to the Planning Council.

- **Accreditation Committee**

The committee reported that Brad Summerhill will serve as editor to Fall reports.

- **Budget Committee**

Craig Scott, Director of Budget and Planning, reported that the committee is currently going through FY19 Resource Allocation Process (RAP) requests. The committee has received 64 requests totaling \$1.2 million.

- **Diversity Committee**

YeVonne Allen, Program Manager of Equity and Inclusion, reported the committee is working on the Faculty Diversity initiative. There will be a diversity tree planting April 26.

- **Enrollment Management Committee**

Associate Vice President, Elena Bubnova, reported that the committee has wrapped up reviewing enrollment steps and recommended changes including ensuring enrollment steps online are accurate and consistent.

- **Facilities Committee**

Dave Roberts, Executive Director of Facilities Operations and Capital Planning, provided updates on projects including Applied Tech Phase III, Vista boiler replacements, Learning Commons Phase II and upgrades to the Sierra Lobby.

- **Technology Committee**

Thomas Dobbert, Director of Information Technology, reported that committee will be meeting the following day and the topic will be lifecycle replacements.

## **TMCC Bylaws, Policies and Procedures**

### **Policy: Student Publication Definition**

A first draft of the Student Publication definition was provided to the Council. Kimberly Tran, Student Government Association President, and Randall Hudson, Student Government Association Vice President, will take back for discussion at a regular SGA meeting and bring back feedback to a future Planning Council meeting.

### **NSHE Government Affairs Reporting Requirements**

For awareness and coordination of activities related to government relations by NSHE and its institutions, the Chancellor's Office has requested the following from each institution:

All meetings with elected officials (local, state, federal) must be reported to the system office monthly. All trips to Washington, D.C. that may include meetings with elected officials and/or their staff members must be reported in advance of the trip.

The system has provided a mechanism for monthly reporting that the President's Office will facilitate. Please communicate meetings/visits/trips to Dr. Kyle Dalpe and/or the President's Office for inclusion in the report. Information should include: date of visit, attendees, and topics discussed. You may submit this by email.

### **Update on use of Host Funds**

Craig Scott, Director of Budget and Planning, reported to the Council an adhoc committee has been working on improving our host processes and procedures in response to audit violations. Efforts include removing lengthy procedures from the TMCC website which were not in compliance with NSHE requirements. New guidelines have been created and a new online host approval form will assist with understanding what qualifies as a valid host charge.

### **New Business / Future Agenda Items**

- Enrollment Management Committee report on changes to enrollment steps
- Student Government Associate to report back on Student Publication definition
- Campus Utilization



## **Truckee Meadows Community College**

### **Resolution to Support a Smoke and Tobacco-Free Campus**

The Nevada Clean Indoor Air Act (NRS 202.2483) prohibits smoking in government buildings and public places, and permits organizations to voluntarily create non-smoking areas.

TMCC is committed to promoting a healthy campus community by supporting a smoke-free and tobacco-free environment to protect the health and safety of students, faculty, staff, and visitors.

TMCC acknowledges the established risks associated with tobacco use, smoking and secondhand smoke exposure. It is our goal to promote a productive environment, and encourage health and wellness for our entire constituency.

Students, staff, faculty, and visitors are asked not to use tobacco products including cigarettes, cigars, pipes, hookah, e-cigarettes, and smokeless tobacco products at any of TMCC's sites.

## Guide to Strategic Master Plan Review

### Why Review the Strategic Master Plan (SMP)?

The Strategic Master Plan should align to our mission and serve as the College's guiding document. It's a compendium of goals and strategies that the College sets for itself and against which it measures its progress. Reviewing our progress periodically informs how we might re-strategize and direct resources to fulfill our mission. This process of self-assessment addresses NWCCU Standards 4 (Effectiveness and Improvement) and 5 (Mission Fulfillment, Adaptation, and Sustainability).

### General Guiding Questions

- The SMP cycle indicated on the cover page is 2017-2022, which is primarily based on TMCC's 7-year accreditation cycle. Do we want to use a shorter cycle?
- Which indicators most directly apply to your department/area? Please review these through your specialty lenses and be prepared to give the Council your insight.
- Compared to SMPs at other campuses, ours is rather "comprehensive." Do we want to remove some indicators and streamline? Is a particular indicator still important or appropriate?
- Are there cases where we may want to eliminate or modify an Objective, not just the indicators?
- The number of strategies in our SMP is also rather "comprehensive" in some areas, yet nonexistent in other areas. Do we want to limit to a finite number of "key strategies" from each of the appropriate departments/areas? Do we want to require that departments/areas submit key strategies where appropriate?
- According to the Year 1 Report that we submitted to NWCCU, we indicated that we would score our progress on indicators as: "Not Achieved, Approaching Achievement, Achieved, or Exemplary Achievement." The Accreditation Committee agreed that the last category was unnecessary and recommended the color-coded symbols to represent the first three categories of progress. How do we want to distinguish "Not Achieved" from "Approaching Achievement," and "Approaching Achievement" from "Achieved"? How close is close enough? Is there a range we want to adopt?
- Are target values still appropriate? What new targets should we set if targets have already been achieved? Are there legitimate circumstances where we would lower a target?
- Format – Check boxes instead of stars for strategies? Boxes checked when a strategy is complete?

### Changes since the plan was first published in October 2017 (a few executive decisions made by Melissa Deadmond after consulting with IR and/or appropriate constituencies)

- Tentatively set plan cycle from 2017-2022.
- Added TMCC's Vision, Mission, and Values per the request of the President's Office (and because we should have done so from the beginning).
- Indicators were numbered for easier tracking of updated data. E.g. 1.1.1 for the first indicator under Objective 1 of Core Theme I: Student Success.
- Indicator language was changed to clarify or simplify reporting, but the indicator meaning essentially remained the same:
  - 1.2.4 – Removed "compared to students who do not have an advising session" and reported values as (vs. % unadvised).
  - 2.3.1 – Changed from "Percentage of *underrepresented* . . ." to "Percentage of *minority* students enrolled by term." because "underrepresented" is a complex term and can have a number of meanings.

- 2.3.2 - Changed Number of degrees and certificates of achievement awarded to *minority* and Pell-eligible students.” In order to match performance pool benchmarks.
- 4.1.4 and 4.1.5 – Added other sites besides Dandini campus in baseline data.
- Baseline data were revised for accuracy if IR was unable to replicate previous values or sustain the indicator:
  - 1.1.1 – Original baseline data could not be replicated.
  - 1.2.3 – Changed from “at least 20” to “at least 15 unduplicated students” in order to include ANTH and NURS courses.
  - 1.3.3 – Recalculated baseline values after non-respondents were removed from the calculation.
  - 1.3.4 – Recalculated baseline values to exclude student 2013 CCSSE responses of “sometimes” and “plan to” because “sometimes” and “plan to” were not part of the 2017 CCSSE response choices. Targets adjusted accordingly.
  - 1.3.4 (10c) – Changed to “% participating” instead of “% reporting none” to simplify interpretation. Target adjusted accordingly.
  - 2.3.2 – Recalculated baseline values after adjusting to how Pell-eligible data are reported.
  - 2.3.3 – Added “2 or more races” to baseline after confirming that these were unduplicated.
  - 4.1.3 – Recalculated baseline values after indicator definition was clarified to 1) exclude TMCC HS, and 2) include high school students taking college classes, not just college classes taught at high schools. Target adjusted accordingly.
  - 4.2.1 – Baseline data updated to reflect appropriate self-supporting programs identified by Craig Scott in Budgeting (excludes self-support like lab fees).
- A shorter version of the plan without the indicators and data is being created as a communication piece for community stakeholders per the request of the President’s Office.

**Proposed Changes for Consideration by the Planning Council (shown in gray on the SMP .pdf)**

The following changes are being proposed for consideration by the Planning Council as a result of updating data for the SMP review:

Core Theme I – Student Success, Objective 1: Improve successful completion of students’ educational goals, including graduation, transfer, and CTE completion.	
<b>Proposed Indicator Change</b>	<b>Rationale</b>
Eliminate 1.1.4. IPEDS transfer out rate – students transitioning to another institution (did not graduate) without persisting or earning degree and subsequent enrollment at another institution.	No commitment was ever made to a target. If IPEDS transfer increases, completion decreases, which is not what we want. May not reflect “students’ educational goals” for the Objective.
Eliminate 1.1.5. Number of transfer students to UNR/UNLV with $\geq 24$ credits and a GPA of $\geq 2.5$ .	No commitment was ever made to a target. May not reflect “students’ educational goals” for the Objective.
Replace 1.1.4 and 1.1.5 with the following indicator: Percent of students who indicated an educational goal of “transfer” and who transferred to another college or university within 2 semesters.	Measurable by IR and reflects “students’ educational goal” of “transfer” for the Objective.
Core Theme I – Student Success, Objective 2: Provide high-quality support through library resources, tutoring, advising, and information services.	
<b>Proposed Indicator Change</b>	<b>Rationale</b>

<p>Revise 1.2.3 to include only Math and English Courses. Course completion rate of students utilizing the Tutoring &amp; Learning Center compared to completion rate of students not utilizing tutoring services in matched courses.</p> <p>Use “at least 20 unduplicated students” instead of “at least 15 unduplicated students” in baseline/updated values.</p>	<p>The criterion of a course having at least 20 unduplicated students was already changed to 15 to capture HUM, ANTH, and NURS courses for AY 2015-16, but these courses did not have at least 15 unduplicated students in AY 2016-17. The only classes with sustainable numbers of tutored students are in Math and English.</p>
<p><b>Core Theme I – Student Success, Objective 3: Provide student engagement opportunities that build interpersonal, intrapersonal, and practical skills.</b></p>	
<p><b>Proposed Indicator Change</b></p>	<p><b>Rationale</b></p>
<p>Eliminate 1.3.4 (4t.) or incorporate into Graduate Outcomes Survey and continue to follow – Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.</p>	<p>Baseline is from 2013 CCSSSE. Question not asked in 2017 CCSSSE so cannot follow longitudinally.</p>
<p>Eliminate 1.3.4 (12j. – 12m.) or incorporate into Graduate Outcomes Survey and continue to follow. % of students reporting “Quite a bit” or “very much” to “How much has your experience at TMCC contributed to our knowledge, skills, and personal development in the following areas? 12j. Understanding yourself 12k. Understanding people of other racial and ethnic backgrounds 12l. Developing a personal code of values and ethics. 12m. Contributing to the welfare of your community.</p>	<p>Baseline is from 2013 CCSSSE. Question not asked in 2017 CCSSSE so cannot follow longitudinally.</p> <p>Note: “intrapersonal” in the Objective would not be addressed if these were eliminated.</p>
<p>Eliminate 1.3.5 or establish someone to oversee. Employer satisfaction with student professionalism in the workplace via Employer Satisfaction Surveys.</p>	<p>No commitment was made to develop a plan for collecting employers names and addresses. IR has indicated they would help develop the survey if we still want this indicator.</p>
<p><b>Core Theme II – Academic Excellence, Objective 2: Offer high-quality programs that meet the workforce educational needs of our community.</b></p>	
<p><b>Proposed Indicator Change</b></p>	<p><b>Rationale</b></p>
<p>Eliminate 2.2.3. Number of students completing classes to upgrade current job skills, maintain certification and/or credentials, or improve job prospects through their identified educational goal(s).</p>	<p>Baseline is from 2013 CCSSSE. Question not asked in 2017 CCSSSE so cannot follow longitudinally. Also does not address “programs” in the Objective.</p>
<p><b>Core Theme II - Academic Excellence, Objective 3: Create a learning environment that promotes academic growth for a diverse student population.</b></p>	
<p><b>Proposed Indicator Change</b></p>	<p><b>Rationale</b></p>

Eliminate 2.3.5. Percentage of classrooms that provide white board walls, modular furniture, and technology to encourage active learning.	No response or commitment to this indicator.
Revise 2.3.6 or utilize a tool different from CCSSE. Percentage of students involved in project-based learning, student research projects, or internships, supported by qualitative interviews.	2017 CCSSE question differs from 2013 version and only defines internships, field experiences, co-op experiences, and clinical assignments. No commitment to tracking qualitative interviews.
Eliminate 2.3.7 (11b. – 11c. and 12g.). 11b. Percent of students who say that instructors at TMCC are “Available, helpful, sympathetic.” 11c. Percent of students who say administrative personnel and offices are “Helpful, considerate, flexible.” 12g. Percent of students who answered “Quite a bit” or “Very Much” to whether their experience at TMCC contributed to the knowledge, skills, or personal development with computing technology.	Baseline values are from 2013 CCSSE. Questions not asked in 2017 CCSSE so cannot follow longitudinally.
Eliminate 2.3.7 (13.2h). Percent of students who were “very” satisfied with Computer Lab services.	Also asked in Graduate Outcomes survey, so redundant.
<b>Core Theme III - Access to Lifelong Learning, Objective 1: Function as an Open Access institution.</b>	
<b>Proposed Indicator Change</b>	<b>Rationale</b>
Revise 3.1.2. to the following:  Number of non-credit enrichment opportunities in WDCE, Safety Center, and ABE, as well as other stand-alone programs (emissions, LTAP, custom training, CPR, fire fighting).  Baseline 2016: 18,544 Update 2017: 18, 436	IR has worked with stakeholders to define programs and standardize reporting.
<b>Core Theme III - Access to Lifelong Learning, Objective 2: Cultivate a welcoming, safe, and inclusive environment.</b>	
<b>Proposed Indicator Change</b>	<b>Rationale</b>
Revise 3.2.2. to the following:  Duplicated headcount of individuals served by TMCC cultural activities (includes performing arts, Art Gallery, Distinguished Speaker Series, Equity and Inclusion Speakers and events, and Constitution Day Forum)  Baseline AY 2015-16: 16,244 Update AY 2016-17: 18,718	Utilize similar NCCBP metric of “Market Penetration: Community Participation,” which is already being reported for another purpose.
<b>Core Theme IV – Stewardship of Resources, Objective 1: Optimize state-funded revenues.</b>	
<b>Proposed Indicator Change</b>	<b>Rationale</b>

Revise 4.1.2. Capture rate of WCSD students that matches graduation growth rates to just "Capture rate of WCSD students."	Simplification of measure. Capture rate should still reflect a targeted percentage of graduating WCSD seniors regardless of their graduation rates.
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# MEETING MINUTES

Monday, April 30<sup>th</sup> 2018

**Call to Order:** 9:01 a.m.

**In Attendance:** YeVonne Allen, Cheryl Cardoza, Dr. Jill Channing, Dr. Melissa Deadmond, Elena Bubnova, Gwendolyn Clancy, Dr. Kyle Dalpe, Catherine Edlebeck, Dr. Julie Ellsworth, Julia Hammett, Dr. Karin Hilgersom, Mike Holmes, Randall Hudson, Michelle Montoya, Julie Muhle, Marie Murgolo-Poore, Jim New, Brandy Scarneti, Neil Segal, Amy Williams, Sharon Wurm

## Strategic Master Plan Review

The entirety of the April 16<sup>th</sup> Planning Council meeting was dedicated to review, discussion and applicable changes to the Strategic Master Plan and its themes, targets, benchmarks and objectives that previously begun at the March 26<sup>th</sup> meeting. Dr. Melissa Deadmond provided the Council with a shared Guide to Strategic Master Plan Review (see attached) which outlined proposed changes or eliminations. The Council reviewed the guide line-by-line. The following summarizes the changes made by the Council:

### Core Theme 1: Student Success

- Eliminate 1.3.5 or establish someone to oversee. Employer satisfaction with student professionalism in the workplace via Employer Satisfaction Surveys. The Accreditation Committee will revisit after speaking with Sydney Sullivan or Marcie Iannacchione to work with existing employer database.

### Core Theme 2: Academic Excellence

- Eliminate 2.2.3 – Number of students completing classes to upgrade current job skills, maintain certification and/or credentials, or improve job prospects through their identified educational goal(s). Not asked anymore on CCSSE so cannot be tracked.
  - The council agreed to eliminate.
- Eliminate 2.3.5 – Percentage of classrooms that provide white board walls, modular furniture, and technology to encourage active learning.
  - The council agreed to eliminate and add a new indicator for continuing improvements.
- Revise 2.3.6 or utilize a tool different from CCSSE. Percentage of students involved in project-based learning, student research projects, or internships, supported by qualitative interviews.
  - The council agreed to keep the indicator. The Vice President of Academic Affairs Office will measure and look at processes.
- Eliminate 2.3.7 (11b.) Percent of students who say that instructors at TMCC are “Available, helpful, sympathetic.” (11c.) Percent of students who say administrative personnel and offices are “Helpful, considerate, flexible.” (12g.) Percent of students who answered “Quite a bit” or “Very Much” to whether their experience at TMCC contributed to the knowledge, skills, or personal development with computing technology.
  - The Council discussed that this could be obtained through course evaluations which will be modified to fit the indicator.
- Eliminate 2.3.7 (13.2h) Percent of students who were “very” satisfied with Computer Lab services.
  - The Council discussed that the graduation survey could be used and agreed to keep data but change the question.

## Core Theme 3: Access to Lifelong Learning

- Revise 3.1.2 – Number of non-credit enrichment opportunities and headcount in ABE, ASE, ESL, Silver College, and Workforce Development and Community Education.
  - To be revisited: IR working with stakeholders to define programs and standardize reporting. Will propose a recommendation shortly thereafter.
- Revise 3.2.2 Number of community enrichment opportunities, presentations, programs, speakers, workshops, and events, supported by qualitative surveys and interviews with event attendees.
  - The Council agreed to Replace with NCCBP metric of “Market Penetration: Community Participation,” which is already being reported for another purpose.

## Core Theme 4: Stewardship of Resources

- Revise 4.1.2 - Capture rate of WCSD students that matches graduation growth rates to just “Capture rate of WCSD students.”
  - The Council agreed to the revision.

## Objectives Review

### Core Theme 1: Student Success

- Objective 1 - No change.
- Objective 2 - No change.
- Objective 3 - No change.

### Core Theme 2: Academic Excellence

- Objective 1 – No change.
- Objective 2 – No change.
- Objective 3 – No change.
- Objective 4: Nurture and celebrate a culture of intellect and professional growth among faculty and staff. Change “intellect” to “intellectual”.

### Core Theme 3: Access to Lifelong Learning

- Objective 1 – Function as an Open Access institution. Change to “serve” instead of “function”.
- Objective 2 – No change.
- Objective 3 – No change.

### Core Theme 4: Stewardship of Resources

- Objective 1 – No change.
- Objective 2 – Change to Maximize non-state-funded revenue streams.
- Objective 3 – Maintain or improve / change to maintain and enhance

## Vision

- Proposed revision: TMCC creates the future by changing lives though affordable education.

## Mission

- Add Core Theme 4 (Stewardship of resrouces)– Dr. Deadmond will check to see if we can change at this time.

At this time the Council will hold off on changes to the Vision and Mission until next year to coordinate with cycle

Please see attached Guide to the Strategic Master Plan for additional details.

**Meeting Adjourned: 10:48 AM**

# MEETING MINUTES

Monday, April 30<sup>th</sup> 2018

**Call to Order:** 9:01 a.m.

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### Core Theme 1: Student Success

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- Eliminate 2.2.3 – Number of students completing classes to upgrade current job skills, maintain certification and/or credentials, or improve job prospects through their identified educational goal(s). Not asked anymore on CCSSE so cannot be tracked.
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- Revise 2.3.6 or utilize a tool different from CCSSE. Percentage of students involved in project-based learning, student research projects, or internships, supported by qualitative interviews.
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  - The Council discussed that the graduation survey could be used and agreed to keep data but change the question.

## Core Theme 3: Access to Lifelong Learning

- Revise 3.1.2 – Number of non-credit enrichment opportunities and headcount in ABE, ASE, ESL, Silver College, and Workforce Development and Community Education.
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## Core Theme 4: Stewardship of Resources

- Revise 4.1.2 - Capture rate of WCSD students that matches graduation growth rates to just “Capture rate of WCSD students.”
  - The Council agreed to the revision.

## Objectives Review

### Core Theme 1: Student Success

- Objective 1 - No change.
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- Objective 3 - No change.

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- Objective 3 – No change.
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- Objective 1 – No change.
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- Proposed revision: TMCC creates the future by changing lives though affordable education.

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Please see attached Guide to the Strategic Master Plan for additional details.

**Meeting Adjourned: 10:48 AM**

**Appendix C**  
**2017-18 Program/Unit Review Self-study Template**

[Year]



TRUCKEE MEADOWS  
COMMUNITY COLLEGE

[Name] Division

PROGRAM/UNIT REVIEW  
SELF STUDY

## Table of Contents

Sections are designed to expand. Please enter the page number for where each section begins. This can also serve as a checklist to ensure that you have completed each section of the self-study.

Section	Page Number
<b>Self-study Summary (inserted into pdf after signatures obtained)</b>	
<b>Program/Unit Overview</b>	
Program Description	
Program Mission Statement	
Degrees, Certificates and/or Non-credit Courses Offered	
Program/Unit Goals and Objectives	
Factors Expected to Affect the Future	
<b>Curriculum</b>	
Summary of Previous PDR, PUR and APR Findings and Resulting Changes	
Post-completion Objectives (transfer, job placement, etc.)	
Non-credit Training or Services Offered	
High School Partnerships and High School Student Preparation	Enter page number
External Review	
Faculty Qualifications	
Course Assessment Report Summaries	
Program/Unit Degree Outcomes and Program/Unit Assessment	
Curriculum Strategies and Future Directions	
Summary and Analysis of Assessment-driven Findings	
Summary and Analysis of External Review	
Factors Anticipated to Affect Program Curriculum	
Course Offerings and Time to Completion	
Student Learning Outcome (SLO) Evaluation	
Future Course Assessment Cycle	
<b>Demographics, Enrollment Trends and Student Success</b>	
Student Demographic and Educational Profile: Age, Gender, Ethnicity and Educational Goal	
Enrollment Trends: Full-time Equivalency (FTE), Headcount and Sections Offered	
Student Recruitment Activities	
Student Success: Credit Earning, Retention, Graduation and Transfer	
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Student Success Strategies and Future Directions	
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Faculty and Staff	
Faculty Credentials and FTE	
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Support Staff	
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Funding Sources and Institutional Expenditures	



Section		Page Number
	Resource Strategies	
	Staffing Needs and Strategies	
	Capital Improvement Needs and Strategies	
	Technology or Specialized Instructional Resource Needs and Strategies	
Appendices		
	Appendix A	
	Appendix B	



## **I. PROGRAM/UNIT OVERVIEW**

- A. Program Description**
- B. Program Mission Statement**
- C. Degrees, Certificates and/or Non-credit Courses Offered**
- D. Program/unit Goals and Objectives**
- E. Factors Expected to Affect the Future**

## II. CURRICULUM

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

Title(s) of past Program/Unit Reviews; include programs (degrees, emphases, and certificates) and disciplines	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014

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

### C. Non-credit Training or Services Offered

### D. High School Partnerships and High School Student Preparation

### E. External Review

### F. Faculty Qualifications

### G. Course Assessment Report (CAR) Summaries

#### Course Assessment Report Summaries

Prefix	Number	Title	Last Term Course had Enrollments	Most Recent Date of Approved CAR	Established CAR Assessment Cycle Date(s)	Last recorded SLO Update
<i>Course Modifications (if course was revised as a result of assessment, provide a brief summary of the results and the modifications)</i>						
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**H. Program/Unit Degree Outcomes and Program/Unit Assessment**

**I. Curriculum Strategies and Future Directions**

- 1. Summary and Analysis of Assessment-driven Findings**
- 2. Summary and Analysis of External Review**
- 3. Course Offerings and Timeline to Completion**
- 4. Factors Anticipated to Affect Program Curriculum**

**5. Student Learning Outcome (SLO) Evaluation**

**Course SLO Review**



Effectiveness Office. Please contact this office for additional data if you would like to conduct other analyses. You may delete these instructions once you have read and understood them so that they do not appear in your report.

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

**K. Student Recruitment Activities**

**L. Enrollment Trends: Full-time Equivalency (FTE), Headcount and Sections Offered**

**M. Student Success: Credit Earning, Retention, Graduation and Transfer**

**N. Enrollment Strategies and Future Directions**

**O. Student Success Strategies and Future Directions**

**IV. Resources**

**1. Faculty and Staff**

**A. Faculty Credentials and FTE**

Name	FTE	Degree(s) or Professional Certifications awarded, Discipline and Awarding Institution	Number of Years Teaching at TMCC and Total years in Academia	Courses Taught and Significant Activities or Contributions to TMCC

- 
- B. Full-time v. Part-time Workload**
    - C. Support Staff**
  - 2. Facilities and Technology**
  - 3. Funding and Instructional Expenditures**
  
  - 4. Resource Strategies and Future Directions**
    - A. Staffing Needs and Strategies**
    - B. Capital Improvement (Facilities) Needs and Strategies**
    - C. Technology or Specialized Instructional Resource Needs and Strategies**



**Appendix:**

**Appendix D**  
**General Education Evaluation Rubrics**

	Exemplary	Proficient	Marginal	Unacceptable
For normalized learning gains (Hake gains) following pre/post- test assessment	High normalized learning gain.	Medium normalized learning gain.	No significant gain nor loss.	Any significant normalized loss.

Learning Outcome	Exemplary	Proficient	Marginal	Unacceptable
<b>1. Students will examine messages from print, electronic, and/or visual sources. Students will interpret meaning and credibility of the message.</b>	Examination of message is insightful. Interpretation of meaning and credibility correlates to a high level of understanding regarding subtleties or nuances	Examination of message is acceptable. The interpretation of meaning and credibility includes some subtleties or nuances.	Examination of message lacks insight. The interpretation of meaning reveals a basic understanding that misses subtlety or nuances.	Examination of message is incorrect or misinterpreted. Interpretation of the message reveals a lack of understanding.
<b>2. Students will use effective verbal or written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and non-verbal cues.</b>	All delivery techniques display structure, content, and language. The techniques include a clear and comprehensive delivery.	Delivery techniques include an acceptable or relatively good display of structure, content, language, execution, technology, and non-verbal techniques.	Delivery techniques display an uneven use of structure, content, language, execution, technology or nonverbal cues. One or more of the elements are missing and/or poorly presented.	Delivery techniques are ineffective or fail to display structure, content, language, execution, technology, and/or non-verbal techniques.
<b>3. Students will develop and express a thesis through an appropriate use of evidence/ logic/data.</b>	Presentation of thesis is especially clear and well developed. Thesis is fully supported by multiple lines of evidence/logic/data.	Presentation of thesis is clear and developed. Thesis is appropriately supported by an adequate amount of evidence/logic/data.	Presentation of thesis is vague or partially developed. Message is not fully supported by evidence/ logic/data.	Presentation of thesis did not take place or is confusing. No support for thesis is provided.
<b>4. Students will display appropriate listening behaviors. This includes the attention to messages, the clarification of shared meaning, and the nonverbal confirmation of comprehension.</b>	Student displays a fully-integrated listening behavior. The student is attentive, seeks clarification during the message exchange, and provides clear nonverbal signals of comprehension.	Student displays most of the appropriate listening behaviors, but may show signs of distraction. At least one listening behavior requires more development or attention.	Student displays a limited number of appropriate listening behaviors. Student fails to show attentiveness, clarification behaviors, or nonverbal confirmations. Student shows signs of distraction or inattentiveness.	Student displays distracted behavior, fails to clarify the message, and/or fails to display nonverbal confirmation. Student may also fail to establish and/or maintain eye contact.
<b>5. Students will utilize audience analysis in the development of the communication message.</b>	Student's message is expertly designed to communicate with the audience. It displays remarkable use of vocabulary, purpose, and audience engagement.	Student's message communicates with the audience. Message displays proper application of vocabulary, purpose, and audience engagement.	Student's message is moderately effective. Vocabulary, purpose, and/or audience engagement lack sophistication or full understanding.	Student's message is ineffective due to the poor use of vocabulary, a vague purpose, or a lack of audience engagement techniques.
<b>6. Students will display effective group participation through the application of group discussion, group interaction, and/or public group presentation.</b>	Shares own skills/ knowledge with the group substantially, and uses others' attributes to the betterment of the group. Shares power and recognizes, respects, and celebrates differences in the group. Intentionally meets the needs of others. Contributes high quality work and effectively facilitates conflicts to ensure a successful project result.	Intentional effort and clear understanding of inter-personal communications and the role within the group. Understands the group vision. Recognizes and respects other's differences and needs in the group. Identifies a role within the group and actively takes initiative.	Moderate effort in taking initiative as an active group member. Displays effort and a growing degree in skill in communication with others. Begins to understand and respect others' differences and needs. Can describe effective communication techniques and identify at least one concept of group dynamics.	Minimal understanding of interpersonal communication, concepts or roles within the group. Displays minimal communication with others and is, at times, ineffective in communicating. Minimal awareness or respect of others' needs or differences. Minimal understanding of concept and/or practice of group dynamics.

	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
For normalized learning gains (Hake gains) following pre/post- test assessment	High normalized learning gain.	Medium normalized learning gain.	No significant gain nor loss.	Any significant normalized loss.

<b>Learning Outcome</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
<b>1. Students will identify and summarize, or explain the main question(s), problem(s), issue(s), points and/or argument(s).</b>	Comprehensively and accurately identifies and summarizes, interprets or explains the main question(s), problem(s), issue(s), point(s), and/or argument(s) as well as secondary or implicit aspects.	Clearly and accurately identifies and summarizes, interprets or explains the main question(s), problem(s), issue(s), point(s), and/or argument(s) but does not explore secondary or implicit aspects.	Minimally identifies and summarizes key aspects of the main question(s), problem(s), issue(s), point(s), and/or argument(s); or, identifies them with some inaccuracies or confusion.	Does not identify nor interpret, summarize, or explain the main question(s), problem(s), issue(s), point(s), and/or argument(s); is confused or identifies a different or inappropriate problem(s); or represents the issue(s) inaccurately.
<b>2. Students will evaluate the quality of supporting data or evidence.</b>	Clearly distinguishes between facts and opinions, and provides additional data/evidence related to the issue. Demonstrates a comprehensive ability to evaluate relevant information sources. Evaluates information thoroughly and effectively for reliability, validity, accuracy, authority, timeliness, point of view and/ or bias.	Distinguishes facts from opinions. Adequately evaluates information sufficiently for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Looks at the credibility and relevance of information sources.	Confuses facts and opinions. Inconsistently evaluates information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Needs to evaluate relevance and credibility.	Considers all information as factual and does not distinguish it from opinion. Does not evaluate information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias.
<b>3. Students will analyze and evaluate the context, assumptions, and/or bias regarding the main problem, issue, or arguments.</b>	Identifies and questions the validity of the assumptions and bias. Analyzes the issue with a clear sense of scope and context, including the audience.	Identifies the relevant contexts, assumptions, and/or bias but may not fully question or analyze beyond their personal perspective.	Presents a singular, often personal perspective that is simplistic or obvious and has little acknowledgement of context, assumptions, and/or bias.	Does not identify any contexts nor show awareness of assumptions or bias.
<b>4. Students will state a position, perspective, thesis, hypothesis, argument, or findings, based on a line of reasoning and/or evidence.</b>	Specific position, perspective, thesis or hypothesis is clearly stated and takes into account the complexities of an issue. Connections to reasoning or evidence are astute.	Specific position, perspective, thesis or hypothesis is clear but may not take into account the complexities of an issue. Connections to reasoning or evidence are present.	Position, perspective, thesis, hypothesis, or argument is stated, but is simplistic and obvious. Connections to reasoning or evidence are inconsistent.	Position, perspective, thesis, hypothesis, or argument is incomplete or incoherent. Does not show connections to reasoning or evidence.

TMCC is an EEO/AA institution. See <http://eoeo.tmc.edu> for more information.

## CRITICAL THINKING - GENERAL EDUCATION COMPETENCY RUBRIC

<p><b>5. Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies.</b></p>	<p>Identifies salient points of view. Meaningfully evaluates the relevance and validity of other points of view and frames their interpretation within that context.</p>	<p>Identifies other points of view. Successfully evaluates the relevance and validity of those other viewpoints.</p>	<p>Identifies other points of view but is limited to majority/popular points of view or reflects a superficial evaluation that takes into account either relevance or validity, but not both.</p>	<p>Does not identify other points of view.</p>
<p><b>6. Students will draw valid conclusions.</b></p>	<p>Formulates conclusions that are clear, complete, and show logical reasoning that is consistent with data or evidence and addresses the nuances or deeper implications.</p>	<p>Formulates conclusions that are clear and mostly consistent but misses some of the nuances or deeper implications of the data or evidence.</p>	<p>Formulates conclusions that are simplistic or stated as an absolute and show little logical reasoning, or are inconsistent with data or evidence.</p>	<p>Fails to identify valid conclusions; or conclusions are completely illogical and inconsistent with data or evidence.</p>
<p><b>7. Students will discuss the implications and consequences of their own work, including conclusions, findings, projects, or products.</b></p>	<p>Thoroughly discusses the implications and consequences of their work, including both advantages and disadvantages.</p>	<p>Discusses the majority of implications or consequences of their work; mostly focuses on the advantages and may not address disadvantages.</p>	<p>Suggests a few implications or consequences but without a clear tie to their work.</p>	<p>Fails to discuss or misidentifies implications or consequences of their work.</p>
<p><b>8. Students will develop a logical conclusion based on a solution to a problem or an outcome of an experiment.</b></p>	<p>Uses well-reasoned logic that is consistent with the problem or outcome of an experiment and explains the conclusion in context of the problem or experiment.</p>	<p>Formulates a general conclusion but does not explain the conclusion in context, or does not clearly communicate or demonstrate the conclusion and the problem or experiment.</p>	<p>Oversimplifies the conclusion which may include inconsistent solutions to the problem or experiment, or unclear explanations and/or descriptions. Fails to identify the valid conclusion or the conclusion is not logical and lacks reasoning.</p>	<p>Does not develop a logical conclusion based on a solution to a problem or an outcome of an experiment.</p>

	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
For normalized learning gains (Hake gains) following pre/post- test assessment	High normalized learning gain.	Medium normalized learning gain.	No significant gain nor loss.	Any significant normalized loss.

<b>Learning Outcome</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
<b>1. Students will identify the nature and extent of the information sources needed to complete the task.</b>	Conducts research with a sophisticated and focused research question, thesis, or hypothesis. Identifies highly suitable and aptly diverse information sources to complete the task.	Conducts research with a sufficient research question, thesis, or hypothesis. Identifies appropriate numbers and types of information sources to complete the task.	Has some difficulty conducting research. The research question, thesis, or hypothesis is not fully or clearly developed. Identifies a limited number and types of information sources to complete the task.	Does not define and articulate research needs. The research question, thesis, or hypothesis are unclear or are not present. Does not identify information sources with any proficiency to complete the task.
<b>2. Students will critically evaluate information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias.</b>	Demonstrates a comprehensive ability to evaluate relevant information sources. Evaluates information thoroughly and effectively for reliability, validity, accuracy, authority, timeliness, point of view and/ or bias.	Adequately evaluates information sufficiently for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Looks at the credibility and relevance of information sources.	Inconsistently evaluates information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias. Needs to evaluate relevance and credibility.	Does not evaluate information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias.
<b>3. Students will use information sources to accomplish a specific task or to achieve a specific purpose.</b>	Uses a wide variety of information sources to clearly accomplish the purpose of the research.	Uses an adequate number of information sources to accomplish the purpose of the research.	Uses a limited number of information sources which usually, but not always support the purpose of the research.	Does not use information sources to support the purpose of the research.
<b>4. Students will accurately represent information sources with an understanding of scope and context.</b>	Expertly represents and interprets the scope and context of the source.	Adequately represents and interprets the scope and context of the source.	Unevenly interprets and/or represents the scope and context of the source.	Misrepresents or misinterprets the scope and context of the source.
<b>5. Students will properly cite sources of information.</b>	Acknowledges sources through careful incorporation of appropriate citation methods for the discipline. Avoids plagiarism.	Generally acknowledges sources using the appropriate citation method for the discipline but may make some errors. Avoids plagiarism.	Inconsistently acknowledges sources. Has issues using the appropriate citation method for the discipline. Avoids plagiarism.	Plagiarizes. Does not acknowledge sources. Engages in serious misapplication of citation methods for the discipline.

	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
For normalized learning gains (Hake gains) following pre/post- test assessment	High normalized learning gain.	Medium normalized learning gain.	No significant gain nor loss.	Any significant normalized loss.

<b>Learning Outcomes</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
<b>1. Students will use evidence and/or explain responsibilities of ethical contributing members living in diverse societies.</b>	Explains, using sophisticated examples and evidence, what it means to be a responsible, ethical, contributing member of a diverse society. Clearly and substantially articulates ethical principles applicable in various contexts.	Provides adequate explanations and examples, describing what it means to be a responsible, ethical, contributing member of a diverse society. Adequately articulates ethical principles applicable in various contexts.	Provides limited, or few appropriate, explanations and examples, describing what it means to be a responsible, ethical, contributing member of a diverse society. Articulates few ethical principles applicable in various contexts.	Provides no or inappropriate explanations and examples, describing what it means to be a responsible, ethical, contributing member of a diverse society. Does not articulate ethical principles applicable in various contexts
<b>2. Students will analyze and articulate the ways in which individuals, groups, and institutions influence society.</b>	Analyzes and explains, using substantial details and supporting evidence, the ways in which individuals, groups, and institutions influence society.	Analyzes and explains, using adequate details and supporting evidence, the ways in which individuals, groups, and institutions influence society.	Analyzes and explains, using limited details and supporting evidence, ways in which individuals, groups, and institutions influence society.	Does not identify or explain, does not use supporting details or evidence, and/or does not explain clearly the ways in which individuals, groups, and institutions influence society.
<b>3. Students will analyze and/or explain the impact of culture and experience on one’s worldview and behavior, including assumptions, biases, prejudices, and stereotypes.</b>	Extensively analyzes and/or explains the impact of culture and experience on one’s worldview and behavior, including assumptions, biases, prejudices, and stereotypes. Uses substantial support and/or clear explanations for assertions. Discusses in detail how the global environment shapes one’s own opinions.	Adequately analyzes and/or explains the impact of culture and experience on one’s worldview and behavior, including assumptions, biases, prejudices, and stereotypes. Uses adequate support and/or some strong explanations for assertions. Provides adequate details regarding how the global environment shapes one’s own opinions.	Provides limited analysis and/or explanation of the impact of culture and experience on one’s worldview and behavior, including assumptions, biases, prejudices, and stereotypes. Does not consistently use adequate support and/or explanations for assertions. Provides limited details regarding how the global environment shapes one’s own opinions.	Does not analyze and/or explain the impact of culture and experience on one’s worldview and behavior, including assumptions, biases, prejudices, and stereotypes. Does not use support and/or explanations for assertions. Does not provide specific details, discussing how the global environment shapes one’s own opinions.
<b>4. Students will explain ethical positions and/or culturally-situated</b>	Fairly and accurately explains ethical positions and/or ideologies that may differ from the student’s own.	Uses mostly fair and accurate explanations of ethical positions	Demonstrates limited understanding of ethical positions	Does not fairly and accurately state understanding of ethical positions

## PEOPLE & CULTURAL AWARENESS - GENERAL EDUCATION COMPETENCY RUBRIC

ideologies that may differ from their own.		and/or ideologies that may differ from the student's own.	and/or ideologies that may differ from the student's own.	and/or ideologies that may differ from the student's own.
<b>5. Students will compare economic, historical, political, cultural, and/or social dynamics of diverse world cultures.</b>	Compares economic, historical, political, cultural, and/or social dynamics of diverse world cultures Clearly and sophisticatedly. Uses effective, substantive, and specific examples and evidence.	Adequately compares economic, historical, political, cultural, and/or social dynamics of diverse world cultures. Uses some appropriate examples and evidence.	Seldomly compares economic, historical, political, cultural, and/or social dynamics of diverse world cultures. Uses limited examples and little appropriate evidence.	Unclear comparison of economic, historical, political, cultural, and/or social dynamics of diverse world cultures. Uses no specific examples or uses inappropriate examples. Evidence is absent or unclear.
<b>6. Students will critique the aesthetic and creative processes/products represented in particular cultural contexts constructively and respectfully.</b>	Response to the assignment demonstrates a clear respect for aesthetic and creative processes/product. Uses complex vocabulary and knowledge of techniques, clearly critiques the aesthetic and creative process. Sophisticatedly compares and evaluates the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).	Demonstrates some respect for aesthetic and creative process(es)/ product(s). Uses appropriate vocabulary and knowledge of techniques, critiques the aesthetic and creative processes/products. Adequately compares and evaluates the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).	Demonstrates little respect for the aesthetic and creative process(es)/ product(s). Uses limited vocabulary terms and little knowledge of techniques in a simplistic critique the aesthetic and creative process. Provides limited comparisons and evaluations of the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).	Does not demonstrate respect for aesthetic and creative process(es)/ product(s). Does not use appropriate vocabulary and knowledge of techniques. Struggles to critique the aesthetic and creative process. Comparisons and evaluations do not adequately describe the form, cultural context, and aesthetic qualities of artistic genre, process, artifact, and/or movement(s).

	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
For normalized learning gains (Hake gains) following pre/post- test assessment	High normalized learning gain.	Medium normalized learning gain.	No significant gain nor loss.	Any significant normalized loss.

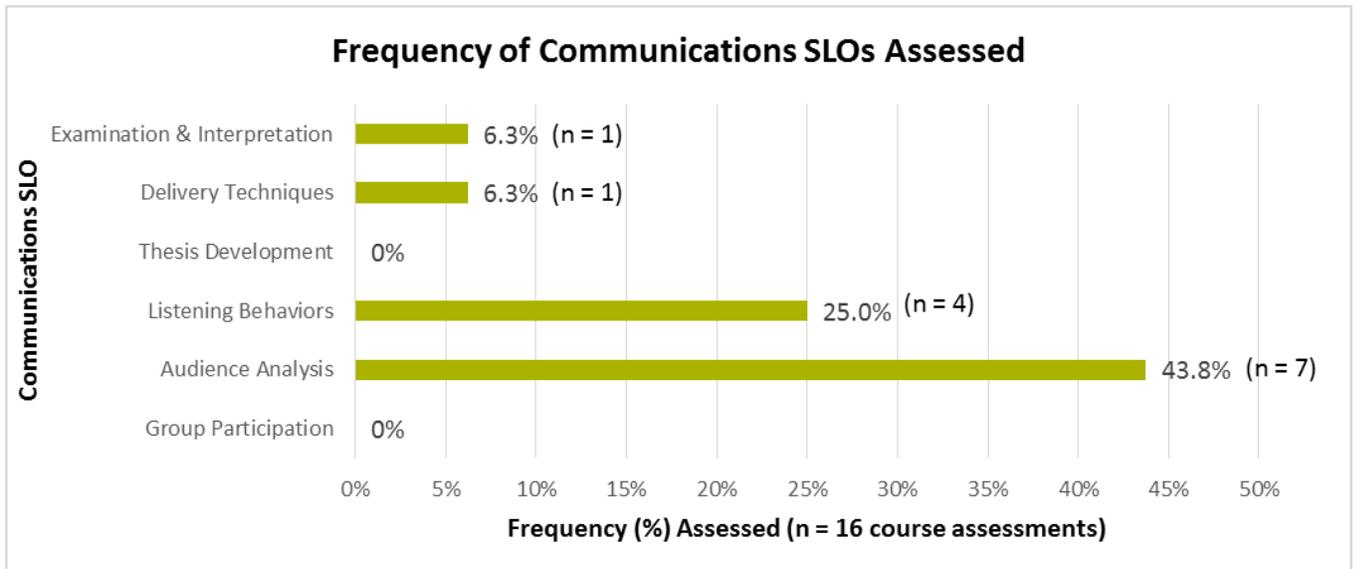
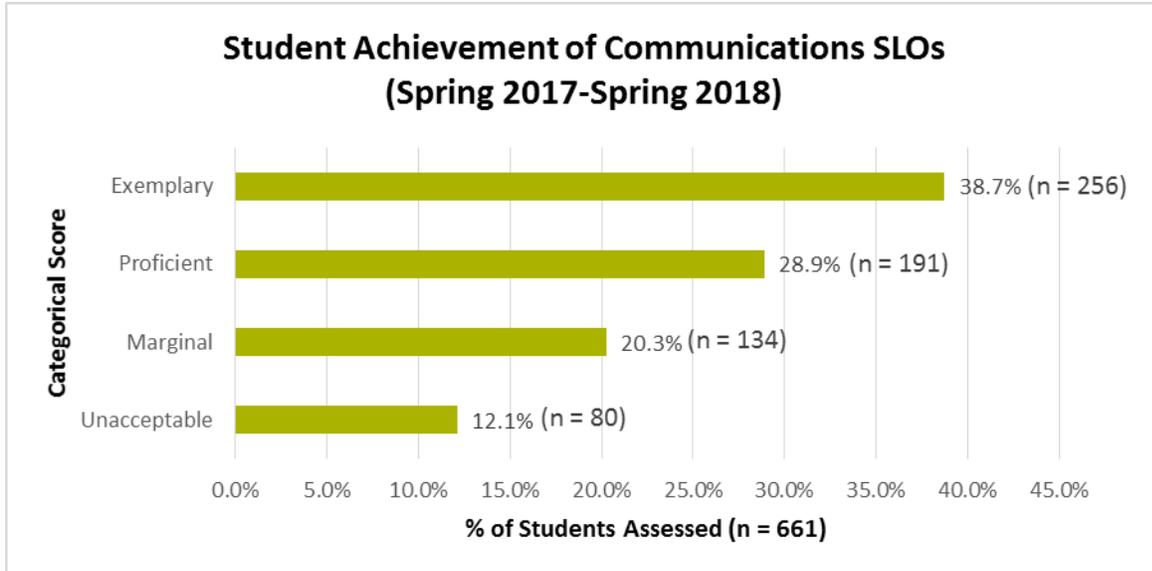
<b>Learning Outcome</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Marginal</b>	<b>Unacceptable</b>
<b>1. Students will use appropriate calculations to solve an application and/or particular problem to obtain a correct solution.</b>	Calculations are without error and comprehensive to solve an application or obtain a correct solution. Calculations are also presented elegantly (clear and concise)	Calculations have minor errors and are sufficiently comprehensive to obtain the correct solutions.	Calculations may contain major errors or represent only a portion of the calculations required to comprehensively solve the problem..	The student either does not use the appropriate calculations or uses them incorrectly. As a result, the student is unable to solve the application or problem.
<b>2. Students will represent the relevant details of a system in terms of the appropriate scientific and/or mathematical model.</b>	The student successfully represents the system in terms of the appropriate scientific and/or mathematical model. The representation is both correct and complete.	The student represents the system in terms of the appropriate scientific and/or mathematical model, but the representation is partly incomplete and/or includes minor errors.	The student represents the system in terms of the appropriate scientific and/or mathematical model, but the representation is missing key parts and/or there are significant errors.	The student is unable to represent the system in terms of the appropriate scientific and/or mathematical model.
<b>3. Students will translate the parameters of a scientific and/or mathematical model into the details of the system being modeled.</b>	The student makes a complete and correct translation from the parameters of the model to the phenomenon being modeled.	The student translates from the parameters of the model to the phenomenon being modeled, but the translation is partly incomplete and/or includes minor errors.	The student translates from the parameters of the model to the phenomenon being modeled, but the translation is missing key parts and/or there are significant errors.	The student is unable to correctly translate the parameters of the model to the phenomenon being modeled.
<b>4. Students will deduce the consequences of a particular model under different contexts, scenarios and/or constraints.</b>	The student arrives at deductions by a correct and consistent use of the model, and the deductions are correct.	The student use of the model is mostly correct and/or consistent and lead to correct deductions.	The student use of the model is partly incorrect and/or inconsistent and the student deductions are incorrect and/or incomplete.	The student use of the model is incorrect and/or inconsistent. As a result, the student is unable to arrive at deductions for how the model will respond under different contexts, scenarios and/or constraints and/or the deductions are incorrect.

<p><b>5. Students will construct a generalized model based on the specifics of a system being investigated.</b></p>	<p>Constructs a valid generalization and clearly articulates the logic of this generalization based on the specifics that have been identified.</p>	<p>Constructs a valid generalization but does not clearly articulate the logic underlying that generalization.</p>	<p>Constructs a generalization that has some relationship to the specifics that have been identified; however, the specifics do not totally support the generalization.</p>	<p>Constructs a generalization that is not at all supported by the specifics or does not construct a generalization.</p>
<p><b>6. Students will evaluate mathematical and/or logical results for issues of validity, accuracy and/or relevance to the real world.</b></p>	<p>The student evaluates the results and correctly confirms or rejects the conclusion based on validity, accuracy and/or relevance to the real world.</p>	<p>The student evaluates the results and makes mostly correct conclusions about the validity, accuracy and/or relevancy of the results.</p>	<p>The student evaluates the results but makes incorrect conclusions about the validity, accuracy and/or relevancy of the results.</p>	<p>The student does not evaluate the results, and/or makes incorrect conclusions about the validity, accuracy and/or relevancy of the results.</p>
<p><b>7. Students will make hypotheses and/or predictions.</b></p>	<p>The student proposes hypotheses and/or predictions that are relevant to the model and testable.</p>	<p>The student proposes hypotheses and/or predictions that are mostly relevant to the model and the hypotheses and/or predictions are testable.</p>	<p>The student proposes hypotheses and/or predictions that are somewhat relevant but the relevance is tenuous and/or the hypotheses and/or predictions may not be testable.</p>	<p>The student proposes hypotheses and/or predictions that are neither relevant to the model nor testable.</p>
<p><b>8. Students will modify models based on new information.</b></p>	<p>The student recognizes a discrepancy between the model/reasoning and new information, and successfully revises the model and/or their reasoning in a manner that is both consistent and complete.</p>	<p>The student recognizes a discrepancy between the model/reasoning and new information, but makes revisions that are inconsistent and/or incomplete.</p>	<p>The student recognizes a discrepancy between the model/reasoning and new information, but incorrectly dismisses the significance of the discrepancy.</p>	<p>The student does not recognize any discrepancy between the model/reasoning and new information.</p>

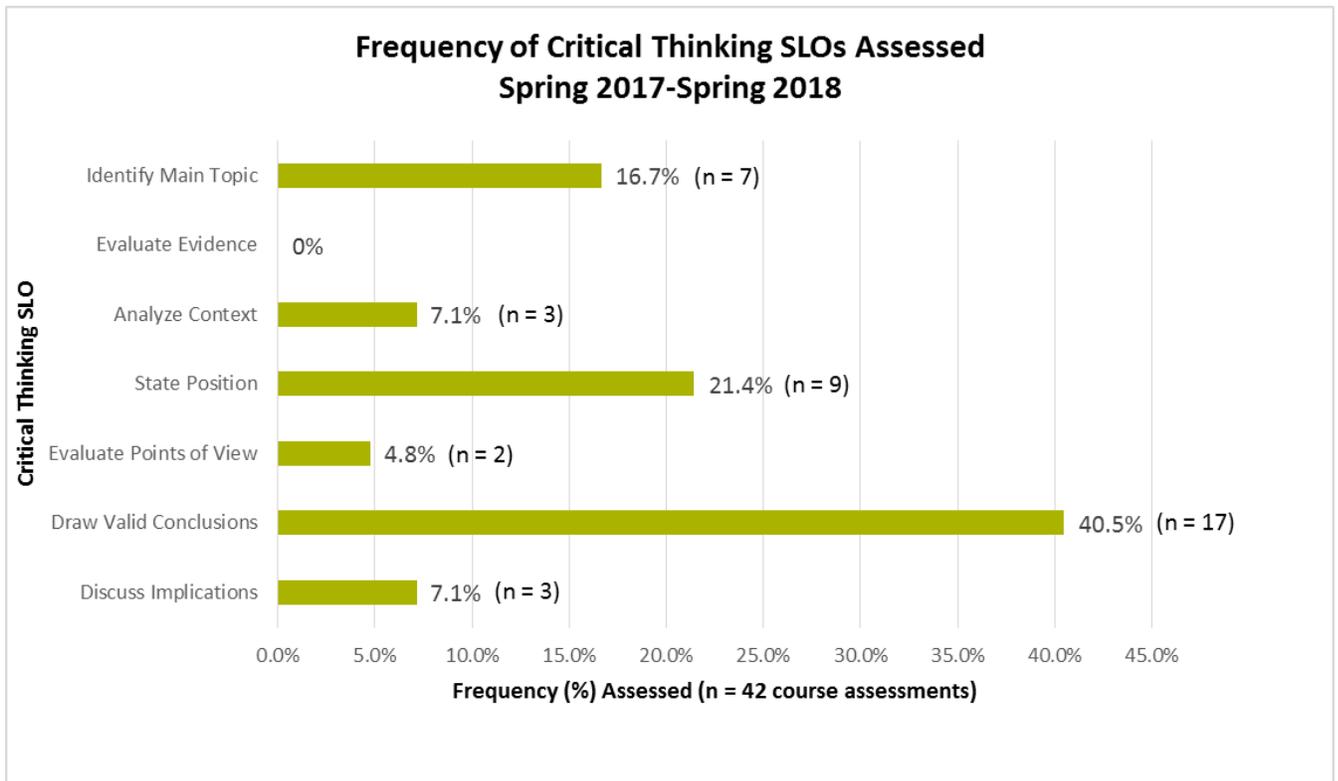
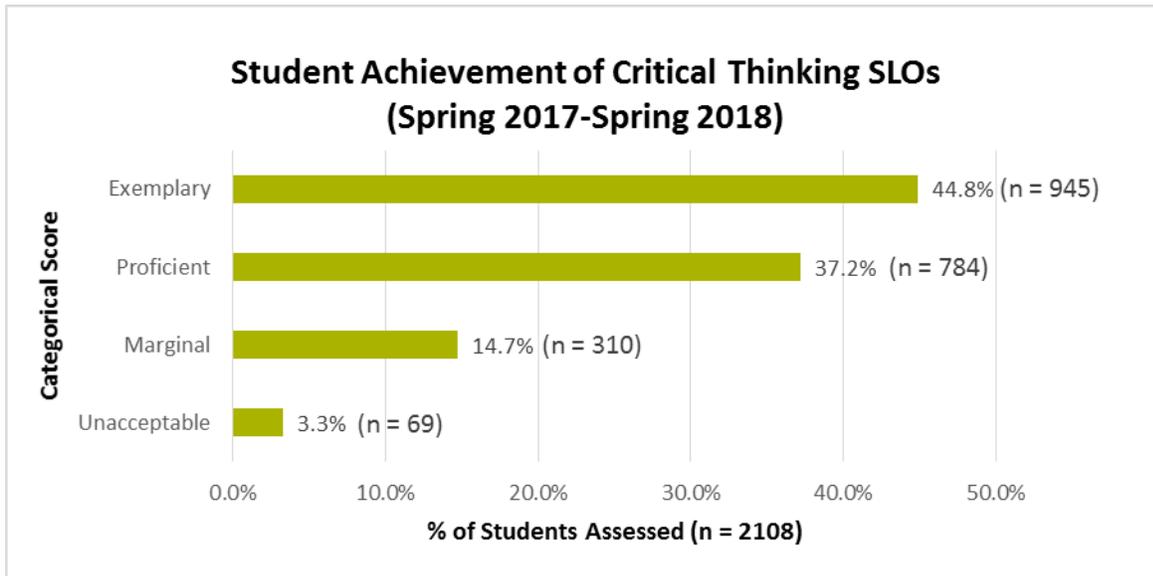
**Appendix E**  
**Institutional-level General Education Data**

## Appendix E – Institutional General Education Assessment Data

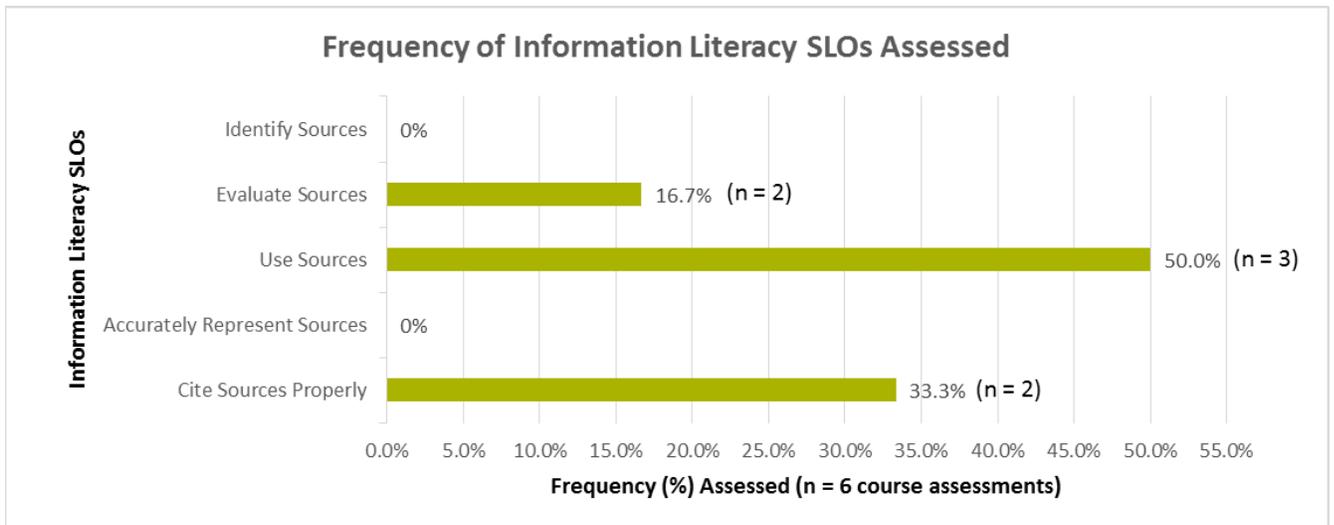
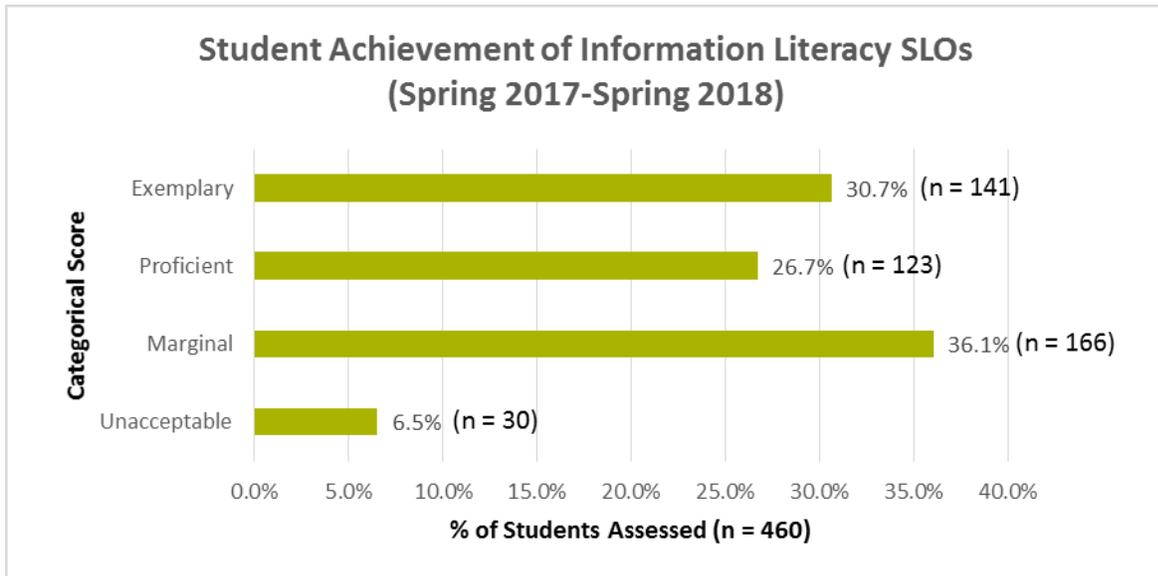
### Communications



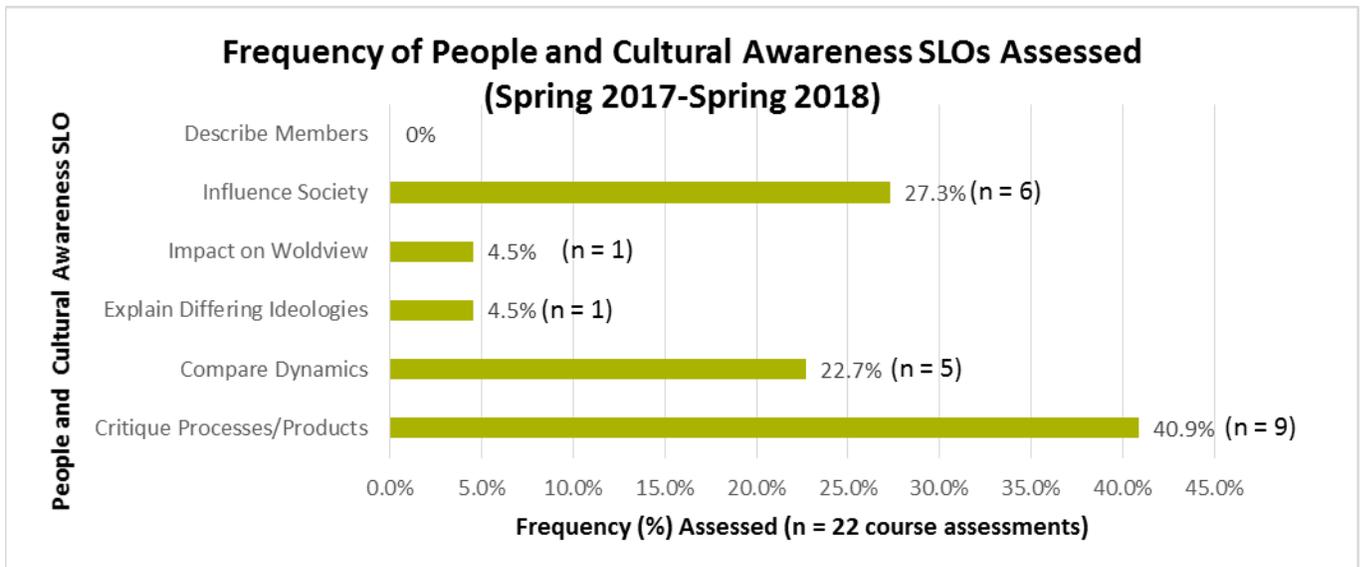
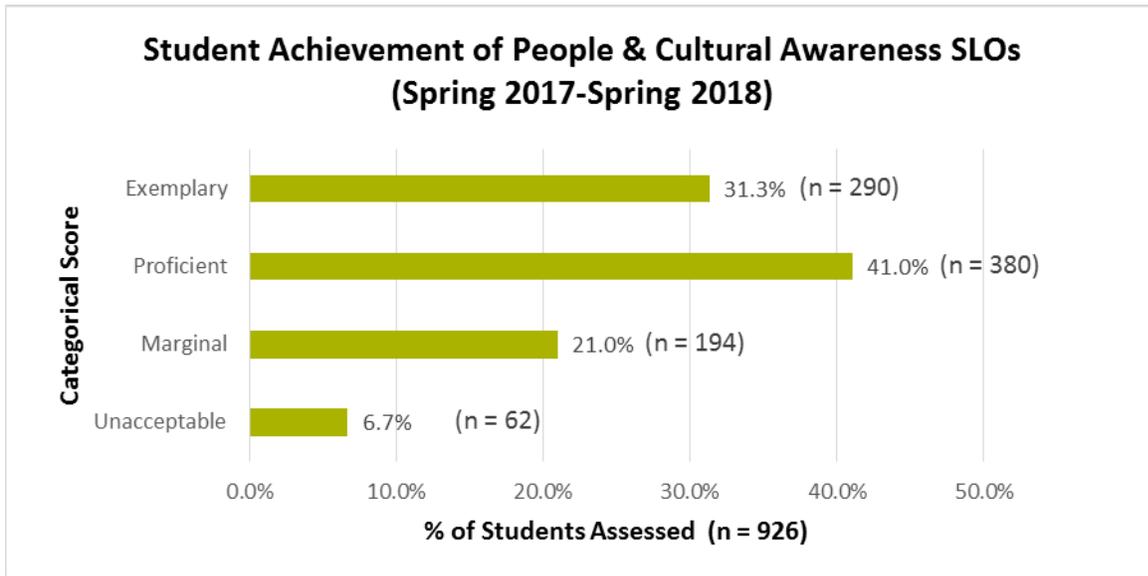
## Critical Thinking



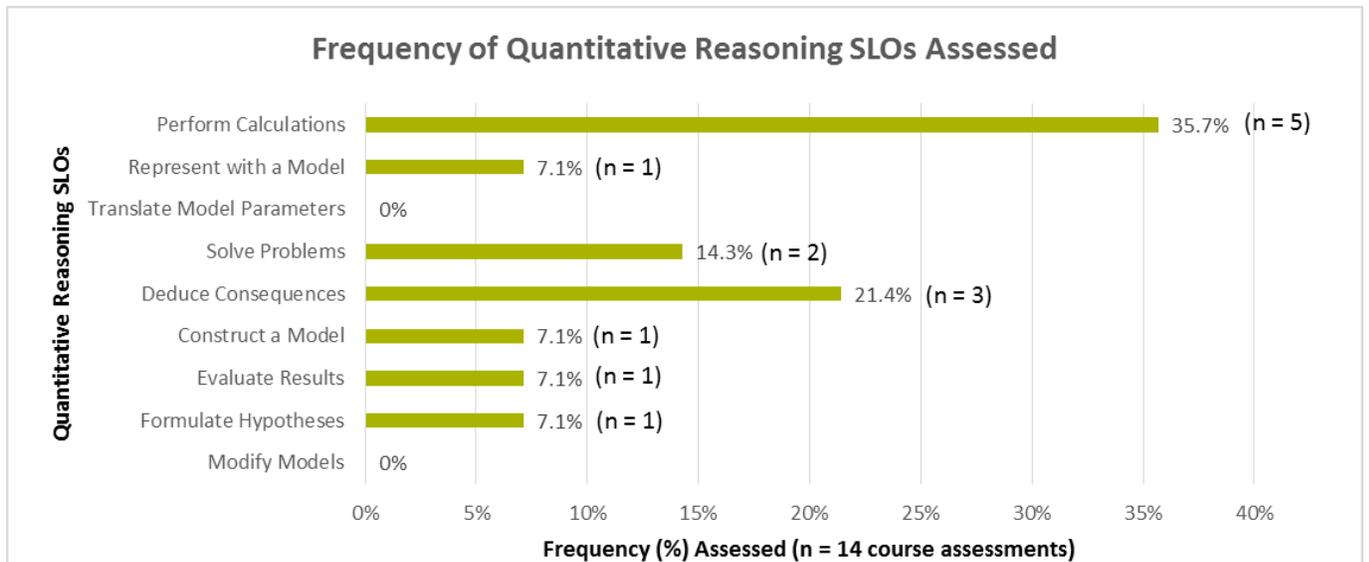
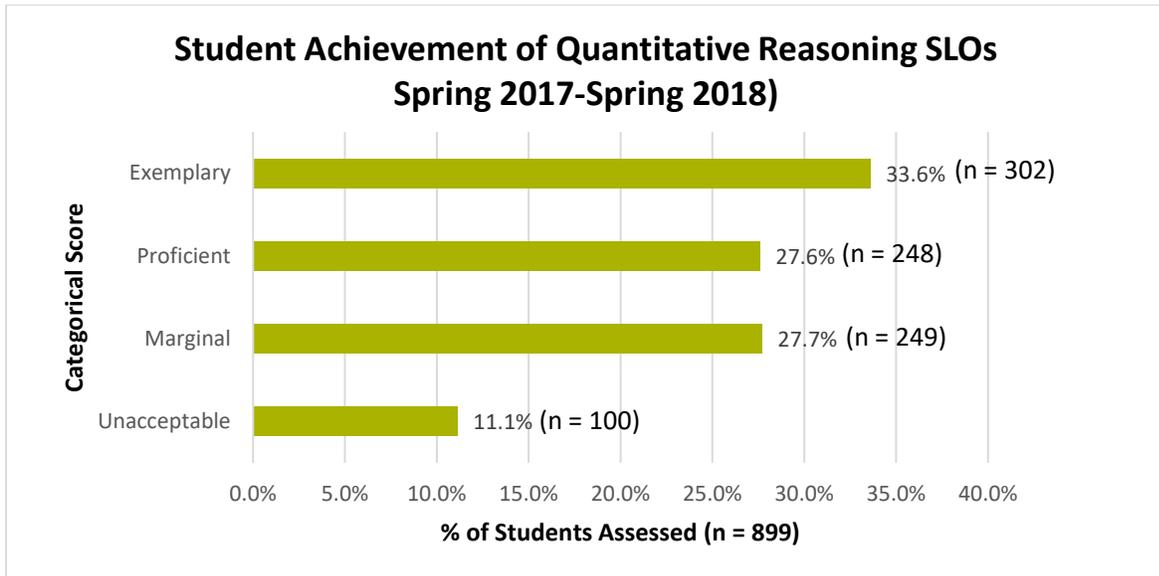
## Information Literacy



## People and Cultural Awareness



## Quantitative Reasoning



**Appendix F**  
**General Education Assessment Report (GEAR) Template**

**Course Prefix, Number, Title:**

**Division, Department/Unit:**

**Submitted By:**

**Contributing Faculty:**

**General Education Area: (English, Math, Fine Arts, Humanities, Social Science or Science)**

When **(Add course)** was approved by the Curriculum Review Committee for **(General Education Area)** General Education status, the submitter indicated that it mapped to the **(Add General Education Competencies)** General Education competencies. The faculty-lead General Education Task Force has devised a standard set evaluation rubrics with student learning outcomes (SLOs) for these competencies. When assessing student work as part of your regular course assessment, please select **at least one** of these General Education competency SLOs (pre-populated below) in **each of the** competency areas by completing the following General Education Assessment Report. Keep in mind that you're looking at your course activities through a General Education lens, not necessarily devising new activities to meet General Education assessment.

For each of the chosen Student Learning Outcomes assessed, you will be asked to address the following:

- **Assessment Measures:** Please describe the assignment/pre-posttest/report(s)/etc. that you used to assess this competency, as well as the method that you used to select student work for assessment: Did you assess all students in all course sections, take a random sample across all course sections, etc. Please attach a copy of the assignment/ report(s)/etc. prompt, or indicate the national/state/industry-recognized exam that you used as an assessment tool for this measure.
- **Assessment Results:** Please summarize the results of your Communications SLO assessment by indicating the total number of students assess, and number and % of students meeting the "Exemplary," "Proficient," "Marginal," and "Unacceptable" criteria. Please include any additional descriptive narrative as necessary.
- **Closing the Loop: Use of Results to Improve Student Learning:** please summarize how you plan to use the results to improve student learning, and how you have communicated these assessment findings with full-time and part-time faculty. Please attach a copy of the meeting minutes taken during this discussion. A template for these minutes is found in your GEAR packet.
- **Closing the Loop: Re-assessing After the Improvement Plan:** Is this the first time you have assessed this learning outcome? Comment on the last time you assessed this learning outcome. Based on the results of your follow-up assessment, will you revise course outcomes? If so, please summarize how in why in the boxes below.

**Include only the General Education Competencies/SLOs that apply to the course being assessed.**

**General Education Competency: Communication**

Please select **at least one** of the Communication SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

**1. Students will examine messages from print, electronic, and/or visual sources. Students will interpret meaning and credibility of the message.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**2. Students will use effective verbal or written delivery techniques. These include the appropriate use of structure, content, language, execution, technology, and non-verbal cues.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**3. Students will develop and express a thesis through an appropriate use of evidence/logic/data.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**4. Students will display appropriate listening behaviors. This includes the attention to messages, the clarification of shared meaning, and the non-verbal confirmation of comprehension.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
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TMCC is an EEO/AA institution. See <http://eeo.tmcc.edu> for more information.

#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**5. Students will utilize audience analysis in the development of the communication message.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**6. Students will display effective group participation through the application of group discussion, group interaction, and/or public group presentation.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

### General Education Competency: Critical Thinking

Please select **at least one** of the Critical Thinking SLOs below to assess. ***You may delete the remaining SLOs that you chose not to utilize.***

**1. Students will identify and summarize, or explain the main question(s), problem(s), issue(s), points and/or argument(s).**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**2. Students will evaluate the quality of supporting data or evidence.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**3. Students will analyze and evaluate the context, assumptions, and/or biases regarding the main problem, issue, or arguments.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**4. Students will state a position, perspective, thesis, hypothesis, argument, or findings based on a line of reasoning and/or evidence.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**5. Students will identify and evaluate relevant and valid points of view, including cultural values, conceptual models, theoretical frameworks, or different methodologies.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%

# Students Scored as Unacceptable      %

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**6. Students will draw valid conclusions.**

Assessment Measures:

Assessment Results:

<u>    </u> #	Total Students Assessed	<u>  100  </u> %
<u>    </u> #	Students Scored as Exemplary:	<u>    </u> %
<u>    </u> #	Students Scored as Proficient:	<u>    </u> %
<u>    </u> #	Students Scored as Marginal:	<u>    </u> %
<u>    </u> #	Students Scored as Unacceptable	<u>    </u> %

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**7. Students will discuss the implications and consequences of their own work, including conclusions, findings, projects, or products.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	<u>      </u>	%
#	Students Scored as Proficient:	<u>      </u>	%
#	Students Scored as Marginal:	<u>      </u>	%
#	Students Scored as Unacceptable	<u>      </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**8. Students will develop a logical conclusion based on a solution to a problem or an outcome of an experiment.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	<u>      </u>	%
#	Students Scored as Proficient:	<u>      </u>	%
#	Students Scored as Marginal:	<u>      </u>	%
#	Students Scored as Unacceptable	<u>      </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**General Education Competency: Information Literacy**

Please select **at least one** of the Competency Information Literacy SLOs below to assess. ***You may delete the remaining SLOs that you chose not to utilize.***

**1. Students will identify the nature and context of the information sources needed to complete the task.**

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

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**2. Students will critically evaluate information sources for reliability, validity, accuracy, authority, timeliness, point of view, and/or bias.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**3. Students will use information sources to accomplish a specific task or achieve a specific purpose.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**4. Students will accurately represent information sources with an understanding of scope and context.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**5. Students will properly cite sources of information.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**General Education Competency: People and Cultural Awareness**

Please select **at least one** of the People and Cultural Awareness SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

**1. Students will describe and/or explain responsibilities of ethical, contributing members living in diverse societies.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**2. Students will analyze and articulate the ways in which individuals, groups, and institutions influence society.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**3. Students will analyze and/or explain the impact of culture and experience on one’s worldview and behavior, including assumptions, biases, prejudices, and stereotypes.**

Assessment Measures:

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

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**4. Students will explain ethical positions and/or culturally-situated ideologies that may differ from their own.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**5. Students will compare economic, historical, political, cultural, and/or social dynamics of diverse world cultures.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**6. Students will critique the aesthetic and creative process/products represented in particular cultural contexts constructively and respectfully.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**General Education Competency: Quantitative Reasoning**

Please select **at least one** of the Quantitative Reasoning SLOs below to assess. *You may delete the remaining SLOs that you chose not to utilize.*

**1. Students will use appropriate calculations to solve an application and/or particular problem to obtain a correct solution.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	<u>      </u>	%
#	Students Scored as Proficient:	<u>      </u>	%
#	Students Scored as Marginal:	<u>      </u>	%
#	Students Scored as Unacceptable	<u>      </u>	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**2. Students will represent the relevant details of a system in terms of the appropriate scientific and/or mathematical model.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	<u>      </u>	%

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

#	Students Scored as Proficient:		%
#	Students Scored as Marginal:		%
#	Students Scored as Unacceptable		%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**3. Students will translate the parameters of a scientific and/or mathematical model into the details of the system being modeled.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:		%
#	Students Scored as Proficient:		%
#	Students Scored as Marginal:		%
#	Students Scored as Unacceptable		%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**4. Students will deduce the consequences of a particular model under the different contexts, scenarios and/or constraints.**

Assessment Measures:

Assessment Results:

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

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**5. Students will construct a generalized model based on the specifics of a system being investigated.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**6. Students will evaluate mathematical and/or logical results for issues of validity, accuracy and/or relevance to the real world.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**7. Students will make hypotheses and/or predictions.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	<u>100</u>	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:

**8. Students will modify models based on new information.**

Assessment Measures:

Assessment Results:

#	Total Students Assessed	100	%
#	Students Scored as Exemplary:	_____	%
#	Students Scored as Proficient:	_____	%
#	Students Scored as Marginal:	_____	%
#	Students Scored as Unacceptable	_____	%

(Include additional descriptive narrative as necessary.)

Closing the Loop - Use of Results to Improve Student Learning:

Closing the Loop – Reassessing After the Improvement Plan:



## GENERAL EDUCATION ASSESSMENT REPORT (GEAR)

### Additional Comments on the Assessment Process:

The faculty submitter has reviewed the GEAR with their Department Chair/Coordinator/Director:

Name of Department Chair/Coordinator/Director (type): \_\_\_\_\_ Date: \_\_\_\_\_

The faculty submitter or Department Chair/Coordinator/Director has reviewed the GEAR with their Dean:

Name of Dean (type): \_\_\_\_\_ Date: \_\_\_\_\_

### Dean's comments (required):

Received by the Assessment and Planning Office Date: \_\_\_\_\_

\_\_\_\_\_  
Vice President of Academic Affairs Signature Date: \_\_\_\_\_

**Appendix G**  
**VPFA's Presentation on Functional Area Review**

# Resource Allocation and Program Review

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## Academic Program Unit Review

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- Process established nearly 20 years ago
- Modified over time
- Robust and comprehensive
- Deficiencies
  - No linkage to Resource Allocation Process
  - Does not directly contribute to Strategic Master Plan

## Administrative Unit Review

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- Inconsistent implementation
- Variability of unit functions as compared to academic reviews
  - No single set of metrics fits all units
- Lack of coordinated oversight

## Functional Area Review (FAR) Proposal

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- Functional Areas defined within each administrative division
  - Academic Affairs
  - Finance and Administrative Services
  - President's Office
  - Student Services and Diversity

## Administrative Division Roles

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- Each administrative division defines its own criteria and process
  - Establish Division Functional Area Review (DFAR) Committee
  - Schedule FAR self-studies on 5-year cycles
  - Coordinate with Planning Council calendar
  - May include process reviews, i.e. Student Intake
- Division Executive
  - Final review of self-study
  - Compiles goals, strategies, indicators for submission to Planning Council

## FAR Self-Study

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- Institutional analysis
  - Functional Area alignment with Institutional Mission
  - Staffing, facilities, and budget analysis based on objective criteria
  - Objective(s) from SMP and other planning documents directly controlled by functional area.
- Division analysis
  - Defined by division
- Functional Area analysis
  - Defined by Functional Area
  - Comparison to objective criteria such as professional/industrial standards

## Annual Progress Report

- Brief summary of progress toward goals established in self-study
- Revise goals, evaluation criteria, prior requests, if necessary
- Opportunity to update for new circumstances
  - Request new resources, if necessary

## DFAR Committee

- One committee for each Administrative Division
- Oversee submission of division self-studies
- Evaluate self-study accuracy and validity
  - Request corrections and/or revisions as necessary
  - Confirm alignment of requests with Core Themes and Objectives
  - Validate proposed outcomes of resource requests
  - Establish deadlines for completion of requests
  - Identify additions, modifications, deletions of appropriate master plans
- Submit results to Planning Council / Resource Committee

## Resource Committee

- Works with Leadership to establish spending limits for specific categories
  - Personnel
  - Operations
  - Equipment
  - Capital Projects
- Compiles all validated requests from ASA and DFAR committees
- Prioritizes requests based on strategic priorities defined by Leadership and Planning Council
- Creates Annual Report templates and coordinates submissions
- Compiles results of outcomes assessments for submission to Planning Council

## Planning Council

- Works with Leadership to set strategic goals to meet SMP objectives
- Aligns resource requests to objectives in SMP or other master plans
  - Modifies master plans as necessary based on emerging trends
- Updates strategies and indicators in master plans based on results of outcomes assessments
- Completes annual report of strategic progress???

## Roles

Self Study Committee	DFAR Committee	Resource Committee	Planning Council	Leadership
Establish functional area evaluative criteria	Establish division level evaluative criteria		Establish institutional level evaluative criteria	
Conduct self-study & annual progress report	Evaluate self-study & annual progress report			
Develop goals and resource requests with outcomes	Validate and advance goals, resource requests, and outcomes	Compile and prioritize requests based on spending priorities	Align goals and resource requests with planning documents	Establish spending priorities and criteria. Validate and fund compiled priorities
Conduct outcomes assessment	Validate outcomes assessment	Compile outcomes assessment	Update planning documents / annual report	

## Self Study and Annual Report

FAR Committee	DFAR Committee	Resource Committee	Planning Council	Leadership
<ul style="list-style-type: none"> <li>• Conduct self-study</li> <li>• Submit requests</li> <li>• Assess outcomes</li> <li>• File annual reports</li> </ul>	<ul style="list-style-type: none"> <li>• Review self-study and annual reports</li> <li>• Validate requests</li> </ul>	<ul style="list-style-type: none"> <li>• Compile and prioritize requests</li> <li>• Compile outcomes assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Validate alignment with planning documents</li> <li>• Update planning documents</li> </ul>	<ul style="list-style-type: none"> <li>• Set spending priorities and criteria</li> </ul>

