



Truckee Meadows Community College
Year One Self-Evaluation Report
Northwest Commission on Colleges and Universities
September 15, 2011



TMCC creates the future by changing lives.

Year One Self-Evaluation Report

Submitted September 2011

to the

Northwest Commission on Colleges and Universities

Truckee Meadows Community College
7000 Dandini Boulevard
Reno, Nevada 89512
(775) 673-7000

President

Dr. Maria Sheehan
(775) 673-7026
msheehan@tmcc.edu

Accreditation Liaison Officer

Dr. John Tuthill
Vice President Academic Affairs and Student Services
(775) 673-7090
jtuthill@tmcc.edu

Coordination Committee

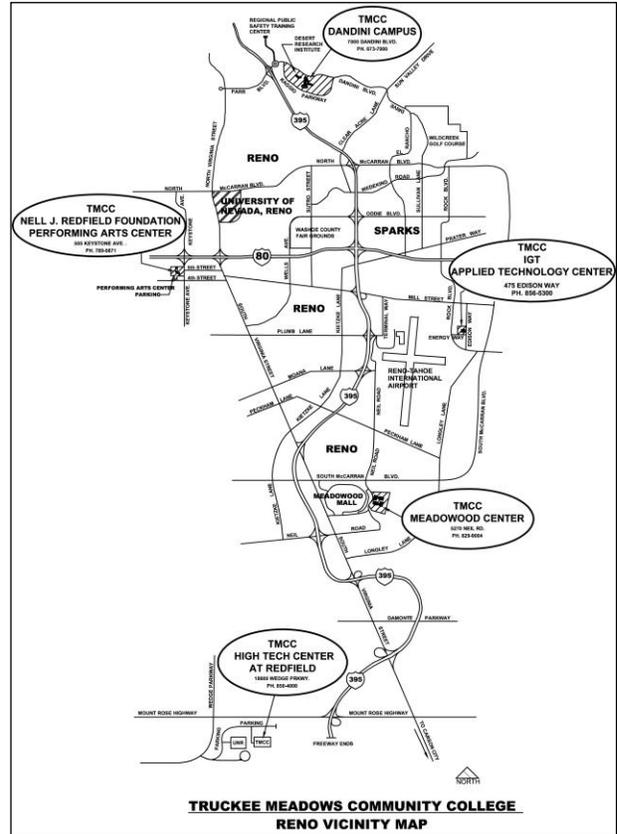
Ted Plaggemeyer, Dean School of Sciences
Bridgett Blaque, Professor of English and Learning and Outcomes Assessment Coordinator
Dr. Ana Douglass, Professor of English
Elena Bubnova, Director of Institutional Research
Pam Hawkins, Program Officer for Academic Affairs and Student Services
Michelle Noel, Library Director
Pat Slavin, Associate Dean, President's Office

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Institutional Overview

In 1969, the community college system was established by the Nevada State Legislature. In 1971, Governor Mike O'Callaghan dedicated Western Nevada Community College as one of three community colleges in the University and Community College System of Nevada (UCCSN). In its infancy, TMCC operated under the name of Western Nevada Community College. The parent campus was located in Carson City. Stead Air Base housed a secondary campus serving predominantly the greater Reno-Sparks area. Both campuses had their own student organizations, faculty senates, and administrative organizations. In addition to Stead Air Base, space for registration and classrooms was provided by the Washoe County School District. The first of the multi-phases of construction for a campus on Dandini Boulevard in Reno was completed in 1976. The Dandini Campus became the central hub for the staff, programs, and students.



In 1979, the Board of Regents split Western Nevada Community College and established Truckee Meadows Community College. TMCC became the fourth community college within the UCCSN. Starting in the 1980s, the student demand for courses and programs created a need for more facilities. In addition to expanding the Dandini Campus, the college established the IGT Applied Technology Center (March 1999), Meadowood Center (February 2003), the Nell J. Redfield Foundation Performing Arts Center (September 2003), and the TMCC High Tech Center at Redfield (September 2005). In 2005, the UCCSN was renamed the Nevada System of Higher Education (NSHE) to reflect the diverse and multiple institutions in the state.

The Northwest Commission on Colleges and Universities first accredited Truckee Meadows Community College in 1980. The Commission's most recent comprehensive evaluation occurred in 2005 followed by a Focused Interim Report in 2007 and a Regular Interim Report in 2010. Responses to recommendations from the Interim Report are included in Appendix A.

Recent Planning Efforts and Accreditation Preparation

In fall 2008, President Sheehan charged the Planning and Budget Council (PBC), TMCC's primary planning body, with the tasks of simplifying the mission statement, reducing the number of initiatives in the Strategic Plan to a more manageable number, and creating vision and values statements. The resulting process involved faculty, staff, administration, students, and external community advisory groups. The vision, mission, and values statements were finalized in March 2009 and approved by the Nevada System of Higher Education Board of Regents in April 2009.

The college's strategic initiatives were updated and finalized in September 2009 (PBC Committee Minutes, Appendix B).

In March 2011, a subgroup of the current Accreditation Coordination Committee attended NWCCU training. The subgroup recommended to President Sheehan that TMCC select the following core themes—Student Success, Academic Excellence, and Access to Lifelong Learning—to reflect the strongest articulation of the essential elements of TMCC's stated mission. This recommendation was then taken to the Planning and Budget Council and to the President's Advisory Group for consideration. Both groups concurred with the recommendation. In August 2011, the themes were formally presented at a campus-wide forum.

Preface

Institutional Changes Since the Last Report

Truckee Meadows Community College submitted its Accreditation Regular Interim Report in September 2010 and hosted an evaluation visit in October 2010. Prior to 2010 the college had embarked on a significant process of reevaluating its mission and strategic initiatives, in addition to scripting new vision and values statements. Since the academic year 2010-2011, the Nevada System of Higher Education, and by extension TMCC, has undergone substantial changes, in some ways expected and anticipated through the college's planning and budgetary efforts, in other ways, unexpected and beyond the scope of any reasonable planning efforts.

After experiencing an enrollment growth of 25% between 2005 and 2010, TMCC's annualized enrollment dropped by 2% in 2010-2011. As of the writing of this report, the fall 2011 enrollment numbers reflect an 8-12% drop in enrollment from the previous fall. At a time when community colleges around the country are asked to do more with less, NSHE found itself, after absorbing five consecutive years of budget cuts, at a fiscal tipping point with no other option but to rethink its open admissions policies at the community colleges. During the last legislative session, legislators and the Board of Regents engaged in an open discussion about the possibility of merging two of the three northern community colleges, and even considered closing at least one northern college. While the worst case scenarios of closures and mergers did not materialize, at the conclusion of the 2011 legislative session, the Nevada State Legislature reduced the appropriation for the higher education system, and as a result, the Board of Regents cut TMCC's appropriation by another 15%, or approximately \$5.1 million. In FY 2011, the appropriation was \$35.7 million, reduced to \$30.6 million each year of the 2011-2013 biennium.

During this same period, Nevada experienced the highest unemployment rate in the nation with TMCC's service area covering the third highest rate of unemployment within the state. TMCC's downward trend enrollment since 2010 is at least partly the result of the economic hardship in Northern Nevada. However, national trends during the current recession also tend to show record growth and enrollments at community colleges as the demand for job retraining increases with unemployment rates. In light of this national trend, TMCC's recent downward drop in enrollment and the expectation that the coming biennium will manifest flat if not further contraction in enrollment needs to be understood as a reflection of a constellation of issues specific to the region and to NSHE.

In response to the NSHE mandate to reevaluate open admission practices, with the academic year 2011-2012, TMCC instituted a number of admission, enrollment, and curricular policies designed to maximize the access and success of returning, full-time students. For example, new admissions to the college were frozen a month prior to the start of the semester and tighter registration policies, including a restricted add/drop period, were designed to increase the success of an admittedly smaller cohort of students. In response to NSHE-driven initiatives to reduce the number of students needing pre-developmental and developmental coursework, TMCC developed the TMCC Skills Center to provide foundation-level math instruction for students, and TMCC, UNR, and Washoe County School District (WCSD) formed a joint resolution team to address the options for students testing into pre-developmental and developmental math and

English courses. Multiple efforts have been put in place to maximize access and facilitate student success under the weight of this economic downturn, but in the face of unprecedented budget cuts, the 2011 fall semester section offerings were reduced 19% college wide and high-demand degree programs such as nursing, dental hygiene, and dental assisting have been mandated to decrease enrollment by as much as one-third to one-half despite the fact that graduates of these programs have a nearly 100% pass rate on national exams.

In terms of institutional organization and personnel, expenses have been reduced using several methods. For the past several years, each vacant position has been analyzed to determine whether the college can leave the position vacant or replace the employee at a lower cost. A total of 37 vacated positions remain unfilled; an additional 28 positions have been filled with temporary, rather than permanent, replacements. Mandatory unpaid leaves, or furloughs, and a 2.5% pay reduction are in effect for all full-time employees in fiscal years 2012 and 2013, a change from last year, when tenured faculty members were exempt. Benefits have been reduced for all full-time employees.

Operating expenses have been reduced in selected administrative and academic departments, based on voluntary recommendations from departments throughout the college. Additionally, a Curricular Review Committee was formed with college-wide representation in spring 2011 to review department budgets in anticipation of program cuts; while program cuts were minimized, the process established criteria for future budgetary decisions.

In addition to reducing expenses at the institutional level, TMCC participated in NSHE efforts to increase revenues, albeit with significant impact on students. The Board of Regents authorized a 13% increase in tuition and fees effective with the 2011-2012 academic year. NSHE is also eliminating its “good neighbor” reduced tuition policy and its policy of free tuition for senior citizens. The Millennium Scholarship program continues to shrink as fees increase and the value of the scholarship remains flat. Fewer students are activating their scholarship. While the Board of Regents has stated its commitment to providing access to low-income students, there is no statewide need-based financial aid program for Nevada students.

In an effort to increase revenues, TMCC secured \$5,571,469 in grant monies during the 2010-2011 fiscal year. Approximately 23.5% of these funds were in the area of Career and Technical Education (CTE) with another 21.4% dedicated to Student Support Services. Academic Preparation work, other than CTE and Student Support Services, brought in approximately 54.5% of the grant total with the balance providing support to miscellaneous programs in the college.

In 2010, the TMCC Foundation completed a feasibility study that tested seven strategic initiatives, totaling \$69 million. Four initiatives—health science programs, IGT Applied Technology Center and programs, instructional equipment, and the Success First program—received very strong and broad community support. In December 2010, the TMCC Foundation launched a Major Gifts Campaign to raise funds to support the four initiatives with a 25 million dollar goal. To date, the program has raised \$2.6 million in cash, pledges, planned gifts, and grants, and appears on track to meet and exceed its goals.

In terms of institutional infrastructure, as one of the two lead institutions in the system-wide iNtegrate project, TMCC went live with the PeopleSoft student information system in fall 2010 and has now completed a full year using this system. The implementation and integration processes were complex and time-consuming, affecting every area of the college. A significant amount of staff time is still devoted to the project, both in refining processes and addressing issues as they arise. In addition, TMCC continues to assist four other NSHE institutions with their implementation by providing documentation and answering questions related to setup and business processes.

Significant administrative changes have also taken place. In the summer of 2011, TMCC welcomed a new Vice President for Academic Affairs and Student Services. Dr. John Tuthill, who replaces Interim Vice President Jesus Carreon, has previously served as Chief Academic Officer at the College of the Marshall Islands, Iisagvik College, and Northwest Arkansas Community College. Vice President of Finance and Administration, Delores Sanford, announced her resignation effective August 2011. An internal interim Vice President of Finance and Administration has been appointed, and the college is currently conducting a nationwide search for the position.

Response to Recommendation/Issues Requested by the Commission

The Northwest Commission on Colleges and Universities conducted an interim evaluation visit in October 2010. On the basis of the evaluation, NWCCU reaffirmed accreditation in January 2011. The evaluation produced four commendations and two recommendations. Both recommendations focused on course, discipline, and program outcomes. A complete response on the progress made by TMCC in response to the recommendations is included in Appendix A.

Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Authority

TMCC is authorized to operate and award degrees by the Constitution of the State of Nevada and the authority it grants the Nevada System of Higher Education Board of Regents.

Section I: Standard 1.A

Mission Statement

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

TMCC's mission statement embodies three core themes: Student Success, Academic Excellence, and Access to Lifelong Learning.

Interpretation of Fulfillment of the Institution's Mission

Mission statements, by their very nature, inspire. TMCC's mission statement, which was scripted in 2008 and affirmed by the Board of Regents in March 2009, is no exception. Central to its message are the three core themes of Student Success, Academic Excellence, and Access to Lifelong Learning. On one level, the three core themes can be tethered to clear quantifiable goals and measureable outcomes. In this way each core theme stands on its own with clear objectives and indicators of achievement. On another level, that which is meant to be "inspirational" is often hard to quantify, but that which is hard to quantify is no less significant or relevant to the importance of the messages contain within the statement. In this respect, the three core themes need to be seen outside of the silo of their own articulation and instead as ideals that are inextricably intertwined, their meaning read next to and through one another. In this relational reading of the themes, TMCC's mission statement demonstrates its commitment to student success within the context of academic excellence, for statistical success means little in the absence of academic rigor. Such a commitment to the relational nature of the themes is foundational to an institutional culture that values lifelong learning.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

TMCC has established a series of benchmark goals in key performance areas. We define acceptable progress as meeting, maintaining, or exceeding these benchmarks by the date indicated, with the understanding that whenever one goal is achieved, a higher standard will be set as our next goal.

Section II: Standard 1.B

Core Theme I: Student Success

Description of Student Success

TMCC recognizes that students come to our college with varying goals; consequently, no single definition of “success” can be all-inclusive. All students come to college with a purpose, however, and that purpose usually requires progress and movement towards a particular goal as set by the student. We have chosen, therefore, to measure student success by looking at indications of substantial progress towards specific goals: movement from developmental to college-level instruction, successful course completion, persistence from one semester to the next, graduation rates, and successful transfer.

Objectives and Indicators for Student Success

Objective 1: Provide services for students to achieve college readiness and increase student retention, persistence, graduation, and transfer rates.		
<u>Indicators of Achievement:</u>	Baseline 2010	Benchmark 2015
a. Successful transition – Developmental to Collegiate Math.*	58%	68%
b. Successful transition – Developmental to Collegiate English.*	67%	77%
c. Retention (course completion rate).*		
i. College-wide	72%	78%
ii. Developmental English	68%	78%
iii. Developmental Math	53%	72%
iv. Online	66%	75%
d. Persistence Fall to Spring.*	71%	77%
e. Persistence Fall to Fall.*	52%	65%
f. New FT freshman 3-year graduation rate.^	17%	40%
g. New FT freshman 4-year graduation rate.^	20%	43%
h. Transfer– subsequent enrollment at another institution.^	21%	27%
*fall 09 cohort		
^fall 07 cohort		

Rationale as to Why the Indicators Are Assessable and Meaningful Measures

TMCC has consistently held to the principle of student success via student readiness, measured in part by indicators “a” and “b” above. Students who enter college needing remediation in English and math will fail if their needs are not met; conversely, students who successfully transition from developmental to collegiate level courses are more likely to succeed, whether their goals are academic or career. Transition rates are critical markers for our most vulnerable students.

Retention, persistence, graduation, and transfer rates are linked and function as both local and global indicators of the overall success of our students and our college. Retention rates track the number of students retained on the course and program level—that is, the number of students who complete and thereby succeed. These rates identify not only the success of students, our courses, and programs but also areas that may need support. Persistence rates indicate the number of students who return from one semester to the next and provide both short- and long-term indicators of academic progression. Retention and persistence rates, when used in conjunction with graduation rates, inform the college regarding course, program, and college level services. The goal, of course, is to have students earn certificates and degrees that will prepare them for further academic work or for careers. Transfer rates further illustrate the success of TMCC’s programs and its students as they progress to the next level.

At the fall 2008 Convocation, the campus community reached consensus regarding the indicators of achievement. Follow-up meetings to review and clarify indicators “a” through “h” were held throughout the 2008-2009 academic year, and the indicators have been carefully tracked since then.

Core Theme II: Academic Excellence

Description of Academic Excellence

TMCC understands academic excellence in terms of preparing students for further academic work and workforce preparedness. Academic excellence makes student achievement meaningful; in the absence of strong academics, student success indicators only measure a hollow shell. TMCC recognizes that academic excellence is a communal effort and does not occur in the classroom alone. To achieve academic excellence, all units of the college must work in concert. Through difficult budgetary times and extraordinary pressures, TMCC has worked hard to maintain the percentage of funds committed to direct instruction, for that is ultimately why students come to us. To ensure academic excellence, TMCC’s Planning and Budget Council identified three key objectives for achieving academic excellence.

Objectives and Indicators for Academic Excellence

Objective 1: Implement a comprehensive process to assess student learning outcomes and use the results to consistently improve curricula and the delivery of instructional programs and services.		
<u>Indicators of Achievement:</u>	Baseline 2010	Benchmark 2015
a. Department assessment cycles will be approved and posted.	80%	100%
b. Departments will maintain submission schedule of Course Assessment Reports (CAR) as indicated in each department's cycle.	50%	100%
c. Continue 5-year Program Unit Review (PUR) process.	6 programs per year	Maintain cycle
d. Professional development activities of the Student Learning Outcome and Assessment (SLOA) committee.	Spring and fall workshops and training	Maintain
Objective 2: Establish and implement college-wide processes that include regular assessment of all college programs and services delivered in support of academic programs.		
<u>Indicators of Achievement:</u>	Baseline 2010	Benchmark 2015
a. Develop and implement assessment cycle for Student Services programs.	Established	Maintain
b. Develop and implement assessment cycle for Administrative Unit Review (AUR).	Under development	TBD-fall 2012
Objective 3: Regularly assess the skills needed to meet workforce needs in the service area.		
<u>Indicators of Achievement:</u>	Baseline 2010	Benchmark 2015
a. Implement Advisory Board recommendations for continual program improvement.	Advisory committees for 100% of AAS/CTE programs	80% of AAS/CTE programs will integrate advisory board recommendations into Program/Unit Review process

Rationale as to Why the Indicators Are Assessable and Meaningful Measures

Excellence is grounded, first and foremost, in quality—whether a course, program, or college unit. Assessment drives the measurement of quality and is an integral part of defining success, with the ultimate goal of improving the quality of programs and services delivered in support of academic, career, and workforce training and the programs themselves.

Student success begins at the course level; similarly, a comprehensive student learning outcomes assessment program starts at the course level. TMCC has developed a two-tier assessment model, with an annual Course Assessment Report (CAR), based on 5-year department assessment cycles. The CAR cycle feeds into the Program/Unit Review (PUR), also on a 5-year cycle, and together, they provide the means for faculty to review, revise, and implement curricular changes with a focus on student success. These processes are in place for both the academic and career instructional areas. This comprehensive assessment process provides meaningful data that improves courses and programs and provides TMCC with the opportunity to realign itself where necessary to meet the needs of our community.

However, assessment cannot be limited to only what we teach. A comprehensive assessment program regularly and systematically assesses all college programs and services, which facilitates the synergy necessary to achieve institutional excellence. While TMCC is required by the Nevada System of Higher Education to assess only its course and program offerings, the college endeavors to assess its student services and administrative units through similar assessment processes, affirming its goal of institutional excellence in support of student success.

Core Theme III: Access to Lifelong Learning

Description of Access to Lifelong Learning

While TMCC remains dedicated to access to lifelong learning for all members of our community, we recognize that, especially in our current economic and financial environment, we can no longer serve every segment of the population within our service area. Instead, we are aggressively identifying partnership opportunities so that we can leverage the resources of different entities within our community and work together, rather than competing against one another, to provide access to education across the lifespan.

Principal partners include:

- Washoe County School District
- University of Nevada, Reno
- Western Apprenticeship Coordinators Association (WACA)-Washoe County apprenticeship chapter
- Nevada State College
- Local businesses and industries

Objectives and Indicators for Access to Lifelong Learning

Objective 1: Create, expand, and/or strengthen partnerships with civic, community, educational, and business/industry organizations to provide lifelong learning opportunities.

<u>Indicators of Achievement:</u>	Baseline 2010	Benchmark 2015
a. Washoe County School District.		
i. Pre-developmental and developmental collaborative efforts	97% of WCSD HS grads place into pre-college level courses	60%
ii. Total student enrollments in dual credit	123	10%
iii. TMCC High School	192 total students; 54 matriculated to TMCC	Add 10 th grade level
iv. Number of students receiving Tech Prep placement credits who were enrolled in one or more occupational/career technical courses	416 (fall 10)	Maintain
v. WCSD High School capture rate	27% (fall 10)	32%
b. University of Nevada, Reno.		
i. Pre-developmental and developmental collaborative efforts	In progress	Implemented
ii. Shared Redfield facility and program use	1	Expand Redfield/geothermal partnership
c. WACA agreements.	8	Maintain
d. Nevada State College.		
i. Fast-track degree program	In progress	Implement 2 fast-track degree programs
e. Business and Industry Partnerships in:		
i. Workforce development	6 grants	TBD by fall 2012
ii. Contract training	110	TBD by fall 2012
iii. Emerging industries	6 (geothermal,	TBD by fall 2012

	Baseline 2010 solar, wind energy, energy efficiency, manufacturing, logistics)	Benchmark 2015
Objective 2: Serve as a resource for the community by providing a variety of opportunities for cultural and educational enrichment.		
<u>Indicators of Achievement:</u>	Baseline 2010	Benchmark 2015
f. Offer community enrichment opportunities.		
i. Music and Theatre Productions	12 events	Maintain
ii. Distinguished Speaker Series and other speakers	2 events	Maintain
iii. Campus Sponsored Events (ex. Legacy Scholarship Reception, AIA Lecture Series, Business Plan Competition)	5 events	Maintain

Rationale as to Why the Indicators Are Assessable and Meaningful Measures

The multiple business and economic partnerships that TMCC has forged work together to strengthen TMCC’s position in the community and to enhance its contribution to regional economic growth. TMCC thus supports and benefits from the economic diversity of the local area. TMCC’s partnerships have historically been driven by shared goals; now they are driven by severe economic pressures. For any of us to meet our constituents’ needs, all of us must collaborate to maximize our resources. Simply put, partnerships enable TMCC to maintain a focus on lifelong learning.

Conclusion

Truckee Meadows Community College’s Year One Report demonstrates the college’s ongoing commitment to improvement and engagement with the new NWCCU standards. Our core themes are a direct outgrowth of our recently updated mission statement and clearly establish the foundation upon which student and institutional success rests. Working together, the college’s mission, core themes, and objectives are concrete manifestations of mission fulfillment, focusing on the primary drivers for student success.

This Year One Report provided the opportunity to reflect on our many successes and identify areas for improvement. For example, while the indicators of achievement were relatively easy to identify, we recognize that we must develop a qualitative assessment process that measures their value rather than relying exclusively on quantitative assessment that merely tabulates the number of activities.

Additionally, the process of establishing objectives and indicators reinforced the need to fully integrate assessment and planning activities in every area of the college, not just instruction. While instructional areas have undertaken assessment and report demonstrable improvements (PDCARs, Appendix C), assessment in administrative and support areas is sporadic. A comprehensive, institution-wide assessment and planning process must be implemented. Activities undertaken during the 2010-2011 academic year in response to NWCCU's Recommendations solidified the infrastructure, refined the relationships between processes, and increased faculty buy-in. As the process evolves and the integration of data analysis becomes more sophisticated, our planning matrices will be modified; as we attain our benchmarks, they will be modified.

With strong administrative support, TMCC is committed to realize its core themes and fulfill its mission. We are equally committed to the process of continuous improvement demanded by NWCCU, for it benefits all of us. And we are convinced that our plans and processes will enable us not only to survive our challenging fiscal environment, but also to improve in the core areas of student success, academic excellence, and supporting lifelong learning.

Appendix A

**Truckee Meadows Community College
Reno, Nevada
Response to Recommendations
Northwest Commission on Colleges and Universities**

In its Regular Interim Report of October 11-12, 2010, the Northwest Commission on Colleges and Universities made the following recommendations to Truckee Meadows Community College:

Recommendations

1. The committee did not find evidence that program learning outcomes are accessible to students and the public, or that through regular and systematic assessment the college demonstrates that graduates of all programs have achieved these outcomes. It is recommended that the college consistently identify and publish the expected learning outcomes for each of its certificate and degree programs (2.B.2).
2. While faculty have made significant gains in course, discipline, and program assessment, the institutional processes for assessing its educational programs continues to be in a state of review (PDR) in 2010. The multiple efforts to create master course outlines and assessment review processes in courses, disciplines, and programs are not consistently defined or integrated into the overall planning and evaluation plan. It is recommended that the college finalize and implement a system of assessment that encompasses all of its offerings and is conducted on a regular basis (2.B.1).

Response

In response to the recommendations from NWCCU's Regular Interim Report of October 11-12, 2010, Truckee Meadows Community College developed and implemented a five-part plan for the spring 2011 semester. On January 13, 2011, an Administrators' Assessment Meeting took place and an overview of the five-part plan was presented, including the charges, a calendar, and information on processes and deadlines.

The Student Learning Outcomes and Assessment Coordinator was charged with coordinating and leading the effort and received a full release from teaching; the Student Learning Outcomes and Assessment committee; the Faculty Senate Curriculum, Assessment and Programs committee; department chairs; associate deans; directors; deans; and administrative and classified staff, as well as faculty (full-time and part-time), participated in the efforts. The five-part plan includes the following:

1. Develop and publish outcomes and measures for TMCC’s four degrees: the Associate of Arts degree, the Associate of Science degree, the Associate of Applied Science degree, and the Associate of General Studies degree.

On January 18, 2011, during Professional Development Days, a workshop was held on Developing Outcomes and Assessment Measures for TMCC degrees. Approximately forty administrators, faculty, and staff from across the college attended and participated. Given TMCC’s unique degree structure, including not only the Associate of Arts, Science, Applied Science, and General Studies but also “stand-alone” degrees such as the Associate of Science Environmental degree, and with the numerous emphases and certificates, the group decided to develop outcomes for the four “umbrella” degrees: the AA, AS, AAS, and AGS degrees.

The group developed similar outcomes for each degree while still reflecting each degree’s particular focus. The goal was to create outcomes for each “umbrella” degree that can be traced, literally, through degree, emphasis, certificate, and course outcomes to demonstrate the clear connection between the components. In this manner, all outcomes will work in congruent and reciprocal manners.

Working in teams, the groups identified 4-5 outcomes for each degree. These outcomes define what each degree will “do” for students, on both an institutional level (all five outcomes) and on a student learning level, as reflected in outcomes 4 and 5 for the AA, AS, and AAS degrees and outcome 4 for the AGS degree. Thus the outcomes provide standards to establish, validate, and assess both institutional and student achievement. Over the course of the semester, work continued on the outcomes via email and small and large group meetings to establish the measurements and the criteria for the results, the comparison data, and the improvement measures. The original working group, primarily composed of faculty, approved the final four degree outcomes; they then were reviewed and passed by the Curriculum, Assessment and Programs committee and Faculty Senate, approved by the Vice President of Academic Affairs and Student Services, and published in the 2011-2012 course catalog.

2. Develop and publish learning outcomes and measures for all degree, emphasis, and certificate courses of study.

At the January 13, 2011 Administrators’ Assessment Meeting, a calendar was established to review and revise, if necessary, the outcomes for every TMCC degree, emphasis, and certificate. While all degrees, emphases, and certificates have approved outcomes, there were three significant issues. First, the relationship between TMCC’s four “umbrella” degrees and the “stand-alone” degrees, emphases, and certificates neither was clearly defined nor understood by the majority of the participants; second, the original institutional forms that reflected the outcomes were absent or housed in different areas; and third, most of the outcomes were institutional, or administrative, rather than student learning outcomes that identified the knowledge, skills, and abilities students would gain after completing a particular course of study.

Identifying and distributing information about the relationships between degrees, emphases, and certificates was the first priority. After the hierarchy of “umbrella” degrees, stand-alone degrees,

emphases, and certificates was established, the current outcomes were distributed to an appointed representative for each degree, emphasis, and certificate.

Six sessions were organized by the Student Learning Outcomes and Assessment Committee, which is under faculty leadership, and is representative of all college areas. One hundred and twenty-four degrees, emphases, and certificates were systematically reviewed and revised. Using a standardized template that would be reflected in the course catalog, representatives (and faculty and administrators in their areas) identified the content and skills that students would gain as a result of completing a certificate, emphasis, or degree. These outcomes were considered and passed by the Faculty Senate Curriculum, Assessment, and Programs committee, approved by the Vice President of Academic Affairs and Student Services, and published in the 2011-1012 course catalog. As a result of the review, two degrees and seven certificates of achievement were deleted; the deletions have been accepted by the Nevada System of Higher Education's Academic Affairs Council and are on the September Board of Regents meeting agenda for final approval. Additionally, five emphases (which do not require Board of Regents' approval) were deleted.

3. Refine the relationships between course, certificate, emphasis, and degree assessment with annual and periodic assessment; solidify connection between assessment of offerings and planning and evaluation processes.

TMCC has two institutional assessment processes in place for its instructional offerings: the annual Program, Discipline, Course Assessment Report and the periodic Program/Unit Review.

The schedule for the annual Program, Discipline, and Course Assessment Report is published on the Vice President for Academic Affairs and Student Services' website, along with the approved reporting template. Confusion regarding the most current version of the reporting template and lack of communication and enforcement has led to inconsistent participation and discrepancies between the template and reported results. In spring 2011, better communication between the deans and department chairs, coupled with a generally higher level of awareness regarding assessment, resulted in the largest submission of course level Program, Discipline and Course Assessment Reports since 2005. The department chair, dean, and Vice President of Academic Affairs and Student Services sign the form to acknowledge review; posting to the VP's site constitutes approval. There is solid evidence that assessment is used to improve the teaching and learning process. Examples of Program, Discipline, and Course Assessment reports are included in this report and indicate reflection, review, and revision of teaching practices.

The periodic Program/Unit Review responds to the Nevada System of Higher Education's reporting mandates. While the Nevada System of Higher Education requires a ten-year reporting cycle, TMCC established a five-year cycle. Additionally, TMCC expanded the Nevada System of Higher Education's mandate to include not only degrees and certificates but also emphases and disciplines in an effort to systematically assess all its offerings. The schedule for the Program Unit Review is posted on the Vice President for Academic Affairs and Student Services' website. Through the process, the program/unit compiles and analyzes assessment activities and program/unit data for a five-year period. Deans provide additional analysis, and the Vice President of Academic Affairs and Student Services provides summaries and

recommendations to the Planning and Budget Council related to specific resource requests generated by the self study. Approved recommendations may be incorporated into the Educational Master Plan and other strategic plans, including enrollment, staffing, facilities, technology, or the overall college plan (contingent upon need and resources), thus integrating assessment into institutional planning and effectiveness efforts.

The two program review systems, admittedly, overlap. Historically, TMCC has included program, discipline, and course assessment in both its annual and periodic reports. Based on feedback from the programs and units that completed the fall 2010-spring 2011 cycle, beginning in academic year 201102012, program and discipline outcomes will be transferred from the annual Program, Discipline, Course Assessment Report cycle to the five-year PUR cycle. Thus, TMCC will have a clearly delineated periodic assessment process that incorporates annual course assessments into the periodic program and discipline assessment and review. These revisions clarify the relationships between annual and periodic assessment activities and eliminate duplication.

The Program Unit Review (PUR) was realigned in spring 2010; the units under review for the fall 2010-spring 2011 period participated in the revised process, which emphasizes better integration of degree, emphasis, certificate, and course assessment, particularly in the Curriculum section. Additionally, data templates are revised, and new budget and assessment templates are incorporated into the next cycle, providing specific data for deeper analysis. An overview of assessment processes at TMCC, including a the changes to the annual and periodic reports, as well as a panel discussion, is scheduled for the fall 2011 Assessment Day, a college-wide event open to all faculty and staff.

4. Create and implement an assessment process for TMCC's general education program for the transfer degrees.

TMCC courses that fulfill general education requirements are classified by categories and abilities. The process by which courses achieved general education status has been uneven, both institutionally and within the Nevada System of Higher Education System. In fall 2010, the college finalized a list of general education courses for the Associate of Arts and Associate of Science degrees that matches the University of Nevada, Reno's general education requirements. Effective fall 2012, the Nevada System of Higher Education will reconfigure the general education requirements for all institutions, and every degree program at TMCC will undergo revision for compliance; additionally, the Nevada System of Higher Education has set a standard of no more than 60 credits of baccalaureate level courses for most Associate of Arts and Associate of Science degrees and no more than 30 credits for Certificates of Achievement. TMCC's efforts to align its general education course offerings are converging with the Nevada System of Higher Education's efforts to provide smoother transfer opportunities for community college students.

While the courses that comprise TMCC's general education component undergo discipline-specific assessment, the courses have not been assessed as a general education program that identifies students' content knowledge and the level of achievement in relation to the identified abilities for each course and the general education program. Following the fall 2010 effort to

finalize the list of courses that fulfill TMCC's and UNR's general education requirements, a general education matrix of courses was created, indicating the categories, abilities, and degree classifications for each course. This matrix will be used in the 2011-2012 academic year, in conjunction with newly established department assessment cycles, to create and implement a comprehensive general education program assessment cycle. The first general education assessment cycle will occur in spring 2012.

5. Establish the spring 2011 semester as a benchmark semester for assessment.

While the full-scale 2005 and interim 2010 NWCCU evaluations indicate that TMCC has established a culture of assessment, implementation of assessment activities has been uneven, compounded by a number of internal and external factors. Following the 2010 interim evaluation, the spring 2011 semester was designated as a "benchmark" semester for assessment; the four efforts outlined above create a comprehensive, integrated assessment effort that incorporates the multiple assessment activities already occurring on a regular basis.

The following activities and processes also establish spring 2011 as a benchmark semester:

- The Program/Unit Review's five-year cycle will establish TMCC's instructional assessment cycle.
- Departments have established or are in the process of establishing assessment cycles to ensure that every course will be assessed over a five-year period. Those course-level assessment results will be included in the Program/Unit Reviews. Courses that are offered every semester are assessed more frequently—every semester or once a year—and courses that are offered on an intermittent basis are assessed on a periodic basis. However, every course will undergo assessment over a five-year period and the results will be reflected in the annual assessment report and periodic Program/Unit Review report cycles.
- The Faculty Senate Curriculum, Assessment, and Programs committee, in conjunction with Information Technologies, created two electronic "dashboards" to facilitate curriculum, assessment, and program activities. These dashboards are expected to be fully functional by the beginning of the fall 2011 semester.
 - The Master Course Outline dashboard will house all master course outlines, which include course descriptions, course objectives, and student learning outcomes and measures. These elements have been generated by departments and approved by CAP/Faculty Senate and the VPAA/SS. Any TMCC faculty or staff member with a log-in will have the ability to access this information for instructional planning.
 - The Degree, Emphasis, and Certificate dashboard similarly will house all approved degree, emphasis, and certificate student learning outcomes and measures. In the spring 2011 semester, these elements were generated by departments and approved by CAP/Faculty Senate and the VPAA/SS; they too will be accessible by any TMCC faculty or staff member with a log-in.

- TMCC is examining the feasibility of making the Master Course Outline dashboard accessible in a read-only format that will allow students to view the student learning outcomes and measures for every course. TMCC is also exploring the creation of links in the electronic catalog that will connect any user—TMCC personnel, students, or the public—to the student learning outcomes for individual courses. In the interim, to ensure that every student has access to the student learning outcomes for a particular course, the Vice President of Academic Affairs and Student Services has required every instructor to incorporate the student learning outcomes for his/her course on the syllabus.

Conclusion

- In response to the recommendations of the Regular Interim Report, Truckee Meadows Community College established benchmarks in 2011 that clarify and solidify multiple assessment efforts. While the 2010 Regular Interim Report noted, “faculty are using assessment to improve teaching and learning processes in a regular and systematic manner,” the assessment infrastructure still needs organization, cohesion, and implementation. To that end, the following goals have been met and demonstrate TMCC’s commitment to not only create, but also to imbed and develop, a culture of assessment.

Recommendation One:

- Degree outcomes and measures are established for the Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies degrees. These are published in the 2011-2012 catalog.
- Student learning outcomes and measures are established for every degree, emphasis, and certificate program. These are published in the 2011-2012 catalog.

Recommendation Two:

- The relationship between the annual Program, Discipline, Course Assessment process and the periodic Program/Unit Review process has been clarified, resulting in a progressive assessment cycle from courses to degrees, emphases, and certificates.
- A general education assessment cycle has been established and will coincide with the department assessment cycles; the first cycle of general education assessment will occur in the 2011-2012 academic year.

Additionally, in spring 2011 TMCC’s interim Vice President of Academic Affairs and Student Services was replaced with a permanent Vice President with extensive assessment experience. The VPAA/SS is actively participating in the review and revision of outcomes in preparation for the implementation of the outlined assessment activities. The college is also committed to recruiting a permanent, full-time Assessment Coordinator in the 2011-2012 academic year.

TMCC has made tremendous progress in solidifying its assessment infrastructure while facing historic budget, workload, and administrative challenges. By establishing and communicating

course, degree, emphasis, and certificate student learning outcomes to students, faculty, staff, and the public through catalog publication, online accessibility to dashboards, and syllabus distribution, TMCC's assessment policies and processes are transparent.

Appendix B

TMCC Planning and Budget Council Notes Friday, February 20, 2009 9:30 - 11:00 a.m. RDMT 256

Members Present: Ted Plaggemeyer, Jim New, Delores Sanford, Robert Hernandez, Michelle Noel, Wes Evans, Scott Huber, Lee Anderson, Dan Coppa, Mike Rainey, Warren Hejny, Paul Marsala, Tony Williams, Christine Hernandez, Barbara Sanders, Julia Hammett, Lance Bowen, Craig Scott, Michele Meador, James Stokley, Juanita Chrysanthou, Elena Bubnova, Jim Winston, Rob Lively, Julie Muhle, Beth Baines, Dr. Maria Sheehan, Dr. Jowel Laguerre.

Excused: Kyle Dalpe, Steve Bale, Dave Roberts, Steve Zideck, Fred Lokken, Marie Murgo-Poore, Ty Moore.

Meeting called to order at: 9:32 a.m.

Welcome and Announcements

Ted Plaggemeyer welcomed everyone and informed that Kyle Dalpe would not be attending the meeting due to a project deadline for the legislature.

Planning and Budget Council membership changes:

Christine Hernandez replacing Greta Siegel

Barbara Sanders replacing Analinda Camacho

Mike Rainey replacing Barbara Sanders

Ted Plaggemeyer replacing Susan Hornshaw

Upcoming meeting appointments were sent via e-mail to all members of the committee. Ted thanked everyone for their quick responses.

Approval of Minutes

Changes to the Planning and Budget Council Minutes, December 12, 2008: move Robert Hernandez to *Members Present*. Name spelling correction for Michele Meador. Change the word where to were under *Mission Statement Update*.

Scott Huber motioned to approve the minutes with changes, Michelle Noel seconded, none opposed, motion passed.

Issues for Policy/Strategy Determination

During Professional Development Days individuals broke out into groups to discuss strategies on issues proposed. The three top major issues selected involved developmental courses. Elena Bubnova stated that 70% of TMCC students are testing into developmental courses. The committee will adopt these issues as action items and start working on them. The goal is to implement something that will require students to take these courses to provide them with the skills and resources they need to help them succeed. Ted suggested members of the committee submit proposals in the mean time to continue to move forward with this.

Northwest Commission on Colleges and Universities - New Accreditation Standards

Ted informed the committee that the ten year accreditation cycle has been changed to a seven year accreditation cycle, starting in 2011. Due to this change, TMCC has to complete accreditation in 5 years. Accreditation is moving from nine standards to five standards. The new accreditation standards are based on themes that need to be related to the colleges' mission. This committee is currently working on the Mission/Vision Statements and therefore, year one/theme one of the accreditation standards will be completed once we have this done.

Dr. Jowel Laguerre and Ted Plaggemeyer will be presenting this information to different groups on campus. Planning council can be an option to oversee accreditation.

Vision, Mission and Values Statements and Strategic Initiatives

Kyle Dalpe presented the proposed Vision, Mission and Values Statements and Strategic Initiatives during Professional Development Days. Changes to the Vision, Mission and Values Statements and Strategic Initiatives were suggested by members of the planning council and were made on screen by Jim New.

Jim New motioned to approve the Vision Statement, James Stokley seconded, one abstained, motion passed.

Barbara Sanders motioned to approve the Values Statement, Julie Hammett seconded, none opposed, motion passed.

Barbara Sanders motioned to approve the Strategic Initiatives, Lance Bowen seconded, none opposed, motion passed.

Dr. Sheehan will have consultant Jesus (Jess) Carreon review items approved and will submit to the Board of Regents on March 3, 2009.

Other Business

None

Lance Bowen motioned to adjourn and Elena Bubnova seconded. Meeting adjourned at 11:48 a.m.

Notes by Nancy Quintero

Appendix C

Program/Discipline/Course Assessment Report

Discipline: Biology

Course Number: BIOL 190

School/Unit: SOS

Submitted by: Melissa A. Deadmond

Contributing Faculty (data): Melissa Deadmond, Julie Ellsworth, Yvonne Geary, Scott Huber, Veronica Kirchoff, Theresa Nordquist,

Jeff Weinert, Beate Wone, Bernard Wone

Academic Year: 2010-2011

Program, Discipline or Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Program, Discipline or Course
In the boxes below, summarize the outcomes assessed in your program or discipline during the last year.	In the boxes below, summarize the methods used to assess program, discipline, or course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise your outcomes? If so, please summarize how and why in the boxes below.
Outcome #1: Students will understand fundamental concepts associated with atomic structure, chemical bonding, water chemistry, and pH, and relate these concepts to the functioning of biological systems.	All course sections administered a 12-question, multiple-choice knowledge and analysis-based assessment survey to students at the beginning of the first day of class and at the end of the last class meeting before the final exam. This assessment tool addresses all learning outcomes for BIOL 190.	We observed a range of 12.7-42.2% improvement on the post-assessment survey, which is down from last academic year. Students averaged 32.5% and 32.0% improvements for fall and spring semesters, respectively. Hake gains for ranged from 0.32 – 0.57 throughout the academic year, with average <g> values of 0.46 and 0.43 for the fall and spring semesters, respectively. This is a slight decline from the respective fall and spring semester values of 0.47 and 0.45 observed in the previous	Certain content areas have continued to be identified as areas needing improvement within the past 3-5 assessment cycles. While this may be a reflection of how the questions in these areas are written, most likely they really are difficult for students. To date we have done a poor job on “closing the loop,” namely because the majority of sections are taught by part-time instructors, with whom we often fail to share our assessment results. We therefore plan to hold a series of planning sessions with full-time and part-time instructors, where the assessment results are first	Outcomes were revised this year to indicate the content areas that we wanted students to “acquire a basic knowledge of in cellular and molecular biology” (language of the previous learning outcome statement). In other words, we made the outcomes more specific. While our assessment tool contains questions in each of these content areas, these questions may not necessarily assess the main ideas that we would like our students to come away with from these areas. For example, our mitosis/cell cycle question asks which of

		<p>year. These values still fall in the medium gain category for hake gain, which is acceptable; however, it is disconcerting that students are still scoring averages of 60.0 and 58.6% on the post test, which would be considered near failing or failing by most instructors' regular exam standards. Macromolecules, mitosis/cell cycle, gene regulation and Mendelian genetics were identified as areas that students performed poorly on. Macromolecules and Mendelian genetics continue to be observed as areas that students do poorly in on the post assessment.</p>	<p>shared, and then specific strategies developed among all 190 faculty to address deficient areas in the classroom.</p>	<p>the following events do not occur in mitosis (synthesis of DNA); however, the main idea with respect to mitosis is that genetically-identical daughter cells that conserve the number of parental chromosomes are produced as a result. Therefore, we plan to more clearly define the main ideas in each content area and revise the assessment questionnaire to reflect these ideas.</p>
<p>Outcome #2: Students will know the basic structures and understand the functions of biological macromolecules and cellular components, including eukaryotic organelles and membranes.</p>	<p>See above measures for Outcome #1.</p>	<p>See above results for Outcome #1.</p>	<p>See above plan for Outcome #1.</p>	<p>See above plan for Outcome #1.</p>
<p>Outcome #3 Students will be able to explain the processes of cellular transport, signaling, metabolism, photosynthesis, cell division (mitosis and meiosis), heredity, gene expression and gene regulation and understand their significance to the</p>	<p>See above measures for Outcome #1.</p>	<p>See above results for Outcome #1.</p>	<p>See above plan for Outcome #1.</p>	<p>See above plan for Outcome #1.</p>

functions of biological systems.				
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For Program, Discipline or Course Assessment Reports:

I have reviewed this report:

Melissa A. Deadmond
Department Chair

Date: June 3, 2011

John Tuthill
Vice President of Academic Affairs and Student Services

Date August 23, 2011

Ted Plaggemeyer
Dean

Date: June 3, 2011

Supplementary Data:

Table 1. Biology 190 Lecture Assessment: Fall 2010 (including Summer 2010). The table represents unpaired data for individual students (n) who took the pre-assessment and post-assessment survey in each course section for % Increase. Hake Gain is based on paired data (n = # students who took the post-assessment). Content areas where improvement is needed reflect questions that > 50% of students answered incorrectly on the post-assessment. Overall analysis reflects totals for n, averages for percentages and Hake Gain, and content areas where improvement is needed in at least 50% of the participating sections.

Section	Pre-Assessment		Post-Assessment		% Difference	Hake	Improvement Needed
	n	% Correct	n	% Correct			
D01 (summer)	26	40.4	21	60.3	12.7	0.46	Macromolecules, Gene regulation
D02 (summer)	26	22.4	22	63.0	40.2	0.51	pH, Macromolecules, Mendelian Genetics
D03 (summer)	26	28.5	17	69.1	40.2	0.57	Macromolecules, Gene regulation, Mitosis/cell cycle
1002	26	27.2	21	67.4	42.1	0.56	Cell structure, Cellular Respiration, Gene Expression (coding), Mendelian Genetics
1005	28	23.2	24	59.0	34.1	0.45	Macromolecules, Cellular Respiration, Gene Regulation
1006	21	23.8	21	53.6	29.8	0.39	(Instructor did not assess)
1007	28	23.5	23	52.5	28.1	0.35	pH, Macromolecules, Cellular Respiration, Cell Signaling, Gene Regulation
1009	18	25.9	18	64.8	38.9	0.53	Macromolecules, Cell Signaling, Gene Regulation
1010	23	23.2	23	50.0	26.8	0.33	(Instructor did not assess)
Overall Averages or Total n	222	26.5	190	60.0	32.5	0.46	Macromolecules, Gene Regulation

Table 2. Biology 190 Lecture Assessment: Spring 2011. The table represents unpaired data for individual students (n) who took the pre-assessment and post-assessment survey in each course section for % Increase. Hake Gain is based on paired data (n = # students who took the post-assessment). Troublesome content areas reflect questions that > 50% of students answered incorrectly on the post-assessment. Overall analysis reflects totals for n, averages for percentages and Hake Gain, and content areas where improvement is needed in at least 50% of the participating sections.

Section	Pre-assessment		Post Assessment		% Difference	Hake	Improvement Needed
	n	% Correct	n	% Correct			
1001	31	23.1	24	55.9	31.9	0.41	pH, Macromolecules, Cell Signaling, Gene Regulation, Mitosis/cell cycle, Mendelian Genetics
1002	20	22.5	20	56.3	33.8	0.43	(Instructor did not assess)
1003	24	23.3	22	48.1	25.4	0.32	Cell Structure, Gene Expression (coding)
1005	21	28.2	21	67.5	39.3	0.54	Macromolecules, Cell Signaling
1006	25	28	22	55.3	30.3	0.36	Macromolecules, Osmosis, Cellular Respiration, Mitosis/cell cycle, Mendelian Genetics
1007	21	38.5	20	70.4	31.3	0.52	Gene Regulation
1091							
1092	23	24.2	19	50.4	24.6	0.32	(Instructor did not assess)
2001	23	22.8	23	62.0	39.1	0.50	(Instructor did not assess)
2002	26	20.5	17	53.4	32.8	0.41	pH, Macromolecules, Cellular Respiration, Gene Regulation, Mitosis/cell cycle, Mendelian Genetics
Overall Averages or Total n	157	26.8	147	58.6	32.0	0.43	Macromolecules, Mitosis/Cell Cycle, Mendelian Genetics

Program/Discipline/Course Assessment Report

Discipline: Communications

Course Number: COM 215

School/Unit: SOLA

Submitted by: Olivia Biondi

Contributing Faculty: Amy Mendel

Academic Year: 2010-2011

Program, Discipline or Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Program, Discipline or Course
In the boxes below, summarize the outcomes assessed in your program or discipline during the last year.	In the boxes below, summarize the methods used to assess program, discipline, or course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise your outcomes? If so, please summarize how and why in the boxes below.
Outcome #1: Students will be able to define small group communication.	Students will accurately respond to an essay question pertaining to primary and secondary groups.			
Outcome #2: Students will be better prepared to manage conflict.	Students in each class will participate in an in class exercise where they can describe and/or implement the four conflict-management principles and be able to apply at least one technique for achieving consensus.	33 students completed the assessment in the 2 sections of COM 215 offered at TMCC. Five (5) questions were responded to that assessed their understanding of consensus, the differences between the various conflict management strategies, and behaviors that would be effective in achieving consensus. The students collectively passed 4 of the 5 questions. They scored 84%, 91%, 94% and 100% on the passed items that dealt with the definition of consensus, and behaviors of/differences between the various conflict	One of the questions in the assessment asked for the definition of consensus. 91% of the students were able to identify this correctly. This is of note because the 1 question the students did not pass – on which they scored a collective 67% - dealt with identifying behaviors that would produce a consensus oriented outcome in the case scenario (question #2). The students <i>were</i> able to accurately identify behaviors that constituted the other conflict styles. This suggests that there may have been a lack of understanding of the question since 91% of the	Yes, the results of this assessment will prompt a revision of how this unit is taught. Currently, the focus is on teaching an understanding of each of the conflict management strategies equally as well as on the benefits of adopting a collaborative/integrating conflict style when working with small groups. In the future, additional attention will be paid (through the use of discussion, activity or both) to the types of

		<p>management strategies. The item they did not pass – on which they scored a collective 67% - was the question that dealt with identifying behaviors that would achieve consensus in this hypothetical case scenario.</p>	<p>students were able to correctly identify that consensus is “a decision that every group member agrees upon” and not a “majority rules” decision, and yet, over 1/3 of students who were unable to identify a consensus type behavior suggested that consensus would best be achieved by a vote and another 1/3 of the students felt giving up their own opinion and giving in to the majority was the best way to achieve consensus (so, 2/3 of the students who missed this question identified “majority rules” behaviors despite knowing consensus is not a “majority rules” decision). Alternatively, it could also mean that the students fully understood the question, but lacked an understanding of the types of behaviors that will best achieve consensus.</p>	<p>behaviors that lead to a consensus oriented outcome. Per the assessment results, the students have a solid understanding of behaviors that constitute the rest of these styles so that instruction will remain the same.</p>
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For Program, Discipline or Course Assessment Reports:

I have reviewed this report:

Nancy Faires (signed electronically)
Department Chair

Date May 27, 2011

Armida Fruzzetti
Dean

Date: May 27, 2011

JohnTuthill
Vice President of Academic Affairs and Student Services

Date August 23, 2011

Program/Discipline/Course Assessment Report

Program: Manufacturing Technologies

Course Number: MTT 230

School/Unit: SOSC

Submitted by: Kelly Oswald

Academic Year: 2010-2011

Program, Discipline or Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Program, Discipline or Course
In the boxes below, summarize the outcomes assessed in your program or discipline during the last year.	In the boxes below, summarize the methods used to assess program, discipline, or course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise your outcomes? If so, please summarize how and why in the boxes below.
Outcome #1: Students will demonstrate the ability to write CNC lathe G-code programs utilizing proper program commands and format.	This outcome was measured by evaluating student's final project program against the MTT 230 assessment rubric.	Students completed this outcome with an overall average score of 4.125 on a scale of 1-5, 1 being lowest and 5 being highest. The lowest individual score was 3.625 and the highest individual score was 4.5.	The overall average score of 4.125 indicates that this outcome has been successfully met. No action appears warranted at this time.	There is no need to revise this outcome.
Outcome #2: Students will demonstrate an ability to discuss and employ machine management principals governing CNC turning operations.	This outcome was measured by direct instructor observation of student performance during production of student final project and scored against the MTT 230 assessment rubric.	Students completed this outcome with an overall average score of 3.917 on a scale of 1-5, 1 being lowest and 5 being highest. The lowest individual score was 3.0 and the highest individual score was 4.5.	The overall average score of 3.917 indicates that this outcome has been satisfactorily met, however the score leaves room for improvement. This outcome can be improved by assigning additional simulation assignments which will add repetition required to reinforce key concepts.	There is no need to revise this outcome.

<p>Outcome #3 Students will demonstrate an ability to set-up and operate a CNC turning machine to facilitate completion of student projects.</p>	<p>This outcome was measured by direct instructor observation of student performance during production of student final project and scored against the MTT 230 assessment rubric.</p>	<p>Students completed this outcome with an overall average score of 4.083 on a scale of 1-5, 1 being lowest and 5 being highest. The lowest individual score was 3.5 and the highest individual score was 4.667.</p>	<p>The overall average score of 4.083 indicates that this outcome has been successfully met. No action appears warranted at this time. However, actions taken to improve outcome #2 should also improve this outcome as well.</p>	<p>There is no need to revise this outcome.</p>
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For Program, Discipline or Course Assessment Reports:

I have reviewed this report:

Kelly Oswald
Coordinator

Date: June 7, 2011

Ted Plaggemeyer
Dean

Date: June 7, 2011

John Tuthill
Vice President of Academic Affairs and Student Services

Date August 23, 2011

Program/Discipline/Course Assessment Report

Program: Nursing

Course Number: NURS 209

School/Unit: SOSC

Submitted by: Rosemary Rinaldi, MSN, RN, ACNS-BC, CNE

Academic Year: Fall 2010

Program, Discipline or Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Program, Discipline or Course
<p>In the boxes below, summarize the outcomes assessed in your program or discipline during the last year.</p>	<p>In the boxes below, summarize the methods used to assess program, discipline, or course outcomes during the last year.</p>	<p>In the boxes below, summarize the results of your assessment activities during the last year.</p>	<p>In the boxes below, summarize how you are or how you plan to use the results to improve student learning.</p>	<p>Based on the results of this assessment, will you revise your outcomes? If so, please summarize how and why in the boxes below.</p>
<p>NURS 209: The student will begin to analyze the integration of the pathophysiology three or more disease processes.</p>	<p>Student's ability will be measured by student-produced pathophysiology integration map evaluated by a predetermined rubric.</p>	<p>NURS 209 (Fall 2011): Students are evaluated on their ability to begin to analyze the integration of the pathophysiology three assigned TMCC exemplars, on the Pathophysiology Integration Concept Map.</p> <p>32 students completed the concept map. Grades ranged from 98.75% to 75%. 100% of students received a passing grade of 75% or greater.</p> <ul style="list-style-type: none"> • Class average was 87.7% 	<p>Students are meeting the integration measure in this second semester course.</p>	<p>Student learning outcome will be revised to reflect the TMCC Nursing Program Outcomes. Faculty will rewrite the SLO prior to Spring 2011 semester.</p>
<p>Outcome #2: NURS 209: The student will gain a working understanding of the pathophysiology of each of the TMCC Nursing Program exemplar diseases.</p>	<p>Student's ability will be measured by unit exams and a comprehensive final exam evaluated against predetermined standards.</p>	<p>NURS 209: Students are evaluated on unit's exams and a comprehensive final course exam.</p> <p>31 out of 31 enrolled students completed the final exam. Grades</p>	<p>Students are meeting the assessment measure in this second semester course.</p>	<p>Student learning outcome will be revised to reflect the TMCC Nursing Program Outcomes. Faculty will rewrite the SLO prior to Spring 2011 semester.</p>

		<p>ranged from 95.65% to 56.52%; class average was 77.88%. 96.77% of students received a grade of 75% or greater on the final exam.</p> <ul style="list-style-type: none"> • 34 students were enrolled at the start of the semester • 2 students were auditing • 1 student was withdrawn during the semester r/t NURS 170 clinical withdrawal • 5 students overall NURS 209 course grade was below 75% • 26 students successfully completed NURS 209; 83.87% (26/31) achieved a cumulative NURS 209 grade 75% or greater. 		
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For Program, Discipline or Course Assessment Reports:

I have reviewed this report:

Karen Fontaine
Director

Date: June 3, 2011

Ted Plaggemeyer
Dean

Date: June 3, 2011

John Tuthill
Vice President of Academic Affairs and Student Services

Date August 23, 2011

Program/Discipline/Course Assessment Report

Discipline: Psychology

Course Number: PSY 101

School/Unit: SOLA

Submitted by: Paula Frioli-Peters

Contributing Faculty: Paula Frioli-Peters, John Coles, Kevin Dugan, Bob Fletcher, Sue Turbow

Academic Year: 2010-2011

Program, Discipline or Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on the Program, Discipline or Course
In the boxes below, summarize the outcomes assessed in your program or discipline during the last year.	In the boxes below, summarize the methods used to assess program, discipline, or course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this year, will you revise your outcomes? If so, please summarize how and why in the boxes below.
New Psychology Program Outcomes Statements and Measures were presented to curriculum committee and approved according to TMCC and/or NSHE guidelines.	Concomitant with the development of program outcomes, full-time faculty developed assessment tools and methodology to collect data with PSY 101 students.		Assessment results obtained during Fall 2010 provided insight for full-time faculty to improve assessment methodology adopted in Spring 2011.	See below.
Outcome Statement # 1: 1. Students completing the Associate of Arts Degree: Psychology Emphasis will demonstrate familiarity with the major concepts, theoretical perspectives and empirical findings in psychology.	During the scholar year of 2010-2011 the Psychology Discipline assessed PSY 101 students' outcomes in areas of Personality, Development and Emotion/Stress and Health.	Partial data analysis showed that on sections analyzed, in terms of numbers, 3% of students exceeded expectations, 67% met expectations and 31% failed to meet expectations. Combined full-time faculty data will be analyzed using SPSS.	Results obtained in the school year of 2010-2011 will be used to improve assessment instruments and methodology in fall 2011, before all part-time faculty is included in assessment cycle in Spring 2012.	Once part-time faculty are included in assessment cycle, results will be used to revise assessment plan as needed.

Outcome Statement #2: Students completing the Associate of Arts Degree: Psychology Emphasis will understand and apply basic academic research methods in psychology including research design, data analysis and interpretation.	This assessment measure will be developed in Spring 2012.		Assessment data will provide feedback for faculty to make changes as needed.	Same as above.
Outcome Statement # 3: Students completing the Associate of Arts Degree: Psychology Emphasis will apply psychological principles to understand human behavior.	This assessment measure will be developed in the third year of assessment cycle, Spring 2013.		Same as above.	Same as above.

For Program, Discipline or Course Assessment Reports:

I have reviewed this report:

Sue Turbow
Department Chair

Date _____

Armida Fruzzetti
Dean

Date: July 14, 2011

JohnTuthill
Vice President of Academic Affairs and Student Services

Date August 23, 2011