



TRINITY VALLEY
COMMUNITY COLLEGE

Follow-up Report

Submitted to the Commission on Colleges,
Southern Association of Colleges and Schools
March 30, 2007



Trinity Valley Community College
Response Report
March 30, 2007



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Submitted to:

The Southern Association of Colleges and Schools Commission on Colleges in
Response to the Report of the Reaffirmation Committee by the On-Site
Committee (Visit Dates, October 24-26, 2006)

**Submitted to the Southern Association of Colleges and Schools
Commission on Colleges in Response to the
Report of the Reaffirmation Committee**

SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

Trinity Valley Community College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information in the following responses to the *Quality Enhancement Plan Report* regarding compliance with Core Requirement 2.12 of the Southern Association of Colleges and Schools, Commission on Colleges.

Accreditation Liaison: Jeremy McMillen, Assistant Vice President of Instruction for Academic Education & Institutional Planning

Signature:



Date: March 30, 2007

Chief Executive Officer: Ron Baugh, President

Signature:



Date: March 30, 2007



Trinity Valley Community College SACS Leadership Team

The Commission on Colleges requires that institutions establish a Leadership Team to manage and validate the internal institutional assessment of compliance with all Core Requirements and Comprehensive Standards.

The responsibilities of the Leadership Team include, but are not limited to:

- Coordinating and managing the internal review process, including developing the structure and timelines for ensuring the timely completion of all tasks and attending the orientation session conducted by the Commission on Colleges.
- Overseeing the institutional review of the extent of compliance with the *Principles of Accreditation* and the documentation of evidence supporting the extent of compliance.
- Developing the Focused Report, if the institution so chooses.
- Overseeing the development of the QEP.
- Ensuring that the institutional community is engaged in the review process and is informed of the progress of the review.
- Overseeing arrangements for the on-site visit.
- Ensuring that the appropriate follow-up activities are in place to address compliance issues and to monitor the progress of the QEP.

Members of the Trinity Valley Community College SACS Leadership Team include:

Ron Baugh, Chair

President

Dr. Jeremy McMillen

Assistant VP of Instruction for Academic Education & Institutional Planning;
SACS Accreditation Liaison;
QEP, Co-Chair;
Compliance Certification Team, Chair

Ray Williams

Vice President of Instruction

Cherre Watson

Vice President of Business Administration

Dr. Rip Drumgoole

Vice President of Student Services

Kay Pulley

Director of the Learning Initiative
(QEP) QEP, Co-Chair

Dr. Jerry King

Assistant VP of Instruction for
Workforce Education & Business
Relations

Robert “Rob” Risko

Professor of History
Past Faculty Association President

David Hubbard

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Recommendation 1: Core Requirement 2.12, Quality Enhancement Plan

The committee recommends that the institution identify and track assessment measures for engagement and reading objectives and embed these efforts in the college's strategic and annual plans.

Off-Site Committee Comments:

Inclusion in the college's strategic and annual plans will clarify and inform all constituents as well as assure the timely achievement of the expectations and desired outcomes over the next five years.

The resources assigned to the project are adequate and with the delineation of activities and timelines for faculty and staff added to carry out the plan, the goals appear to be achievable.

TVCC Response:

Trinity Valley Community College has identified and will track assessment measures for student engagement and reading comprehension outcomes identified in the QEP (hereafter also referred to as the Learning Initiative). The assessment and tracking of outcomes will occur at the level of individual projects and individual programs (academic and administrative) as well as at the institutional level. Learning Initiative outcomes and documented changes resulting from evaluation will be reported on an annual basis as a component of the *Learning Initiative Annual Report*. This new report will include three sections: (a) a report of the results of projects being tracked by the Office of the Learning Initiative, (b) a report of learning outcomes (LEAPs) results with linkages to the Learning Initiative, and (c) a report of administrative outcomes with linkages to the

Learning Initiative. The last two (items 'b' and 'c') are systematically collected as part of the CARDS Database through the annual planning process. The *Learning Initiative Annual Report* will be completed no later than July 30th of each year.

The remainder of this response will address three areas of activity, including (1) tracking learning initiative projects, (2) embedding QEP outcomes in the TVCC Strategic Plan, and (3) embedding QEP outcomes in TVCC Annual Plans.

Tracking Learning Initiative Projects

Trinity Valley Community College's Quality Enhancement Plan Report, *Engaged Learning: Pathways to Success*, identifies six projects to be implemented as a part of the QEP, including: (a) the Open Learning Lab, (b) Student Networking Groups, (c) the Learning Academy Scholars Project, (d) Discipline-Specific Reading Tests, (e) Professionals Offering Departmental Study Sessions (PODS), and (f) Great Explanations.

To specifically address the concerns of the on-site committee, TVCC has delineated assessment measures for each of these. See Follow-Up Appendix A, pp. A1—A8 for measures for each of the six projects.

The tracking, measurement, and reporting of results from each specific project identified in the QEP is the responsibility of the Office of the Learning Initiative. The Office of the Learning Initiative has a full-time director and appropriate support staff devoted to overseeing the administration of the six activities to be tracked at the institutional level. Such tracking will be a part of the annual plans of the Office of the Learning Initiative, which will be linked to the TVCC Strategic Plan.

Embedding QEP Outcomes into the TVCC Strategic Plan.

Strategic planning at TVCC emerges from the desire of the College's constituents to understand and construct meaning from the activities of the College. As such, the strategic plan is a living document. The latest revision of TVCC's Strategic Plan (March 30, 2007) reflects extensive discussions regarding modifications of the strategic plan over the course of this year. The identification, tracking, and assessment of engagement and reading outcomes have been added so that the goals of the Learning Initiative are now integrated into the institution's Strategic Plan. To accomplish this, strategic planning goal #1, "Learning," which states "*Trinity Valley Community College will place student learning as the primary design principle in every college policy, procedure, plan, and action,*" was modified.

The addition and further clarification of critical success factors (CSF), for this strategic planning goal specifically address the SACS On-Site Team's first recommendation.

Critical success factors and associated strategies that are relevant include:

- Become a more learning-centered institution [critical success factor {CSF} 1.1];
- Increase student engagement in collegiate life [CSF 1.2];
- Increase reading comprehension skills among TVCC students [CSF 1.6]; and,
- Increase faculty and staff involvement in learning-centered initiatives [CSF 1.7].

For details of the critical success factors, overall strategies, assessment methods, timelines, and targets for each of these critical success factors see Response Report Appendix B (pp. A9-A14). Each of these includes well defined relationships of the TVCC Strategic Plan to Learning Initiative (QEP).

Embedding QEP Outcomes in TVCC Annual Plans

Trinity Valley Community College identifies intended outcomes and assesses and reports the achievement of these outcomes. This process provides evidence of improvements in a number of ways. Annual plans (LEAPs and Administrative Outcomes) are related to the TVCC Strategic Plan. Distinctive changes have been made to the annual planning and reporting of learning outcomes (LEAPs) and administrative outcomes so that the direction of the Learning Initiative is embedded in the College's culture. This is accomplished by systematically linking the annual plans of all planning units to the outcomes of the Learning Initiative. An overview of each annual planning and reporting requirement is provided below, followed by a description of modifications to this reporting system.

Learning Enhancement Annual Plans (LEAPs)

Each academic program identifies and measures student learning outcomes that support the overall general educational goals of TVCC. Prior to beginning each academic year, faculty members submit LEAPs for the upcoming academic year to the appropriate division chair. All academic programs create three to five LEAPs for a given year, with each LEAP including a statement of the desired outcome, outcome description, implementation strategies, assessment methods, assessment criteria, and relationship to the TVCC general education goals. Evaluation and assessment of LEAPs occurs at the end of the academic year to identify what progress was made toward achieving the stated goals. Using feedback from results of the LEAPs, program and curriculum changes are recommended and implemented for the next academic year.

LEAPs were implemented into TVCC's institutional effectiveness processes in FY06 (2005-2006), with the results of the assessment from the first round of program LEAPs

reported July 15, 2006. Currently, academic planning units are implementing FY07 plans and documenting FY07 results (due June 1, 2007). Simultaneously, planning units are beginning to discuss FY08 LEAPs Plans. **Beginning with FY08, at least one LEAP for each academic program will be required to be related to the Learning Initiative. LEAPs may be related to the following aspects of the Learning Initiative:** (a) reading comprehension only, (b) student engagement only, (c) both student engagement and reading comprehension. The linkages between LEAPs and the Learning Initiative will be tracked in the CARDS Database, which will allow the director of the Learning Initiative to compile the results into the *Learning Initiative Annual Report*. This report will describe the overall impact of the Learning Initiative on student learning outcomes.

Administrative Outcomes

Administrative outcomes are similar to LEAPs but address the goals of administrative units of TVCC instead of instructional units. Each outcome includes a detailed description of the desired outcome, implementation strategies, assessment methods, assessment criteria, budgetary implications, and relationship to the TVCC Strategic Plan. The evaluation and assessment of administrative outcomes occurs at the end of the academic year to determine the progress toward achieving the stated goals. Using feedback from the results of administrative outcomes, programmatic changes are recommended and implemented for the new academic year. The process steps to develop administrative outcomes are repeated annually.

As mentioned, linkages are established between the strategic plan and administrative outcomes. **Beginning with FY08, all administrative planning units will be required to specifically address, through a narrative, what is being done to accomplish the goals of the Learning Initiative (QEP). Additionally, at least one Administrative**

Outcome (annual plan) for each planning unit will be required to be related to the Learning Initiative and the related critical success factors of the College's strategic planning goals that are related to the Learning Initiative. The linkages between administrative outcomes and the Learning Initiative will be tracked in the CARDS Database, which will allow the director of the Learning Initiative to compile the results into the *Learning Initiative Annual Report*. This report will describe the overall impact of the Learning Initiative on administrative outcomes.

Samples of FY07 LEAPs and Administrative Outcomes are included in the Response Report Appendix C. Instructions regarding these changes for FY08 have been disseminated so that administrators and faculty are aware of the changes as they construct their FY08 plans. A complete detailing of all planning units' Administrative Outcomes and Learning Enhancement Annual Plans (LEAPs) that have been reported to date are available on the *TVCC Administrative and Learning Outcomes Website* (<http://www.tvcc.edu/opie/CARDS/AdminOutcomesIndex.aspx>).

Recommendation 2: Core Requirement 2.12, Quality Enhancement Plan

The Committee recommends that measures be taken to ensure involvement by all programs, and specifically the library units, in the implementation phases of the QEP.

Off-Site Committee Comments:

The full-time staffing of the new Learning Lab will help to ensure outcomes are achieved in the area of reading. Inclusion of more faculty members early on in the Learning Academy should gain faculty momentum on the front end of the QEP. In addition to continuing to maintain active involvement by all TVCC campuses in the Learning Initiative, it is also recommended that measures be taken to ensure involvement of all programs, and specifically the library units, in the implementation phases of the QEP.

TVCC Response:

The Learning Initiative Council has been fully integrated into the culture of the College by becoming a full-time standing committee. Since the SACS On-Site visit, membership on the Council has changed due to one retirement as well as the desire to add another member to more fully integrate other aspects of the College. New members of the Council include the director of testing, who is now chairing the Learning Initiative Assessment Team, and the director of the learning resource centers (libraries). The Council has always included members from each of the TVCC campuses.

The remainder of this response will be organized into the following areas: (a) a discussion of the involvement of the library, (b) a discussion of the expansion of involvement in the short-term, and (c) a discussion of the structure that has been put in place to ensure long-term involvement by all programs.

Integration of the Library Unit

The director of the learning resource center has worked to incorporate the goals of the Learning Initiative into the functions of the library planning unit. A focus group composed of library employees from three of the College's four campuses was conducted to explore various ways in which the library may contribute to the implementation of the Learning Initiative. As a result of this, the library has already started working toward assisting with implementation by:

- Conducting research into participation in the McNaughton Adult Leasing Plan. This service allows the library to lease current book titles aimed at pleasure reading.
- Developing plans to rearrange the physical aspects of the College's learning resource centers in order to provide more student comfort areas and group work areas;
- Ordering the new monograph entitled "The Role of the Library in the First College Year." The publication discusses ways in which the library unit can be utilized to encourage student engagement during the first months in college.
- Expanding library hours on a trial basis during Spring 2007 final exams.

The library staff has expressed a commitment to continue development of methods to improve the learning resource centers' involvement in the Learning Initiative. Ideas which have been discussed include:

- Enhanced use of audio books.
- The purchase of additional furniture in order to encourage students to use library space more frequently.
- The purchase of videos on engaged learning from the National Resource Center for the First-Year Experience and Students in Transition. The center's videos focus on supporting improved student learning and facilitating transitions into higher education. A screening of the video is planned, with a discussion to follow.
- The extension of library hours of operation during final exams.
- The creation of posters designed to encourage students to read. Those posters would feature TVCC students and faculty.

Short-Term Involvement

Improvement of the Learning Academy

The Learning Academy was established during the FY06 in order to encourage the exchange of ideas between TVCC employees in order to enhance engagement between employees and students. TVCC employees in the academy dedicate a year to learning new ways to engage students. The second cohort of TVCC employees participating in this program is currently in session. Although the program is designed to take a cohort of employees through professional development activities over the course of a single year, the current cohort of Learning Academy Scholars has requested the expansion of the academy to two years for their group. This "sophomore" cohort's excitement has

been embraced, and programming is being developed for the second year of professional development for this group. The creation of a “sophomore” cohort will occur in addition to the creation of a new cohort for FY08. This is evidence that the activities of the Learning Academy assists TVCC in improving student learning. The office of the learning initiative will track employee involvement in the Learning Academy as a part of its *Learning Initiative Annual Report*.

Expansion of Learning Labs

A central part of the Learning Initiative planning is the on-campus Learning Labs. The labs are designed to give students who have difficulty with reading objectives additional tutorial help. Not only has the LI Council continued to include every campus in terms of representation, but the Terrell and Palestine campuses have joined the Athens effort to create permanent open Learning Labs at their facilities following the pilot efforts in the fall. Many faculty at the respective campuses have volunteered an hour of their office time to the lab, which has increased multi-campus awareness and involvement. The Learning Lab on the Athens campus has been relocated to a larger space in the newly opened Baugh Technology Center. Additionally, a request for a full-time coordinator of the Learning Lab has been submitted as a part of FY08 budget requests. The Office of the Learning Initiative will track faculty involvement in the Open Learning Lab as a part of its *Learning Initiative Annual Report*.

Communicating Responsibility to Student Learning Beyond SACS

After the on-site visit, the spring 2007 In-Service program was a celebration of the successes of the Learning Initiative (QEP) to date, and a public challenge to follow through on what was promised in the plan. All faculty and staff were encouraged to participate in implementing the QEP, but they were also asked to select commit to being

involved in one of the major projects developed by the Learning Initiative. It was made clear that the Learning Initiative is a TVCC priority, not just an activity conducted for the purposes of a SACS Report. Employees will be asked to complete an Activity Log based on semester activities from this point forward. For a copy of the activity log, see Follow-Up Appendix D.

Student Networking Groups

Networking Workshops were continued on all campuses through the spring semester. This concept was to teach and train faculty in new group or team techniques and allow them to experiment before attempting to make major changes in course design.

Learning Day

An in-house in-service was such a success in fall 2006 that a Learning Day has been added as a permanently scheduled college event. General and breakout sessions are conducted by our own faculty and staff, and this allows for a day of sharing of ideas and increased interaction.

Long Term Involvement

Embedding Involvement Expectations in Strategic and Annual Plans

The structural changes to the strategic and annual planning processes described in response to Recommendation 1 will also help to ensure involvement by all programs from FY08 forward.

- For learning outcomes, each academic program will be required to relate at least one Learning Enhancement Annual Plans (LEAPs) to the Learning Initiative (QEP).

- For administrative outcomes, all administrative planning units will be required to specifically address, through a narrative, what is being done to accomplish the goals of the Learning Initiative (QEP).
- Additionally, at least one Administrative Outcome (annual plan) for each planning unit will be required to be related to the Learning Initiative and the associated critical success factors of the College's strategic planning goals that correspond to the Learning Initiative.

Additionally, critical success factor 1.7 states that a part of our Strategic Plan is to “Increase faculty and staff involvement in learning-centered initiatives.” Specific tracking of involvement in Learning Initiative projects is a measurement that will be conducted on an annual basis. The addition of these aspects to TVCC's strategic and annual plans will ensure that the institution is very aware of its progress towards expanding involvement in the Learning Initiative as the project is implemented.

Embedding Involvement Expectations in Learning Initiative Plans

The Office of the Learning Initiative will track involvement of employees as a part of its requirement to submit the *Learning Initiative Annual Report*. A description of the specific requirements of this entire report is available in the Follow-Up Appendix A (pp. A1-A8)

The defined measures for involvement are delineated in the following areas:

- Student Networking Groups Section, Methodology F, Measure 1 (p. A1)
- Learning Academy Section, Methodology A, Measure 1 (p. A4)
- Open Learning Lab Section, Methodology A, Measure 1 (p. A6)
- Professionals Offering Departmental Student Sessions (PODS) Section, Methodology A, Measure 1 (p. A7)

- Great Explanations Section, Methodology A, Measure 1 (p. A8)

In many cases, the tracking of involvement will rely upon the Learning Initiative Activity Log (see Response Report Appendix D). This log is designed to document the College's collective efforts toward accomplishing the desired outcomes of the Learning Initiative.

Appendix A – Learning Initiative Project Outcomes Tracking: Assessment Measures for Student Engagement and Reading

Descriptions of how Learning Initiative projects will be assessed and the targets that will be expected on an annual basis are contained within this appendix. It is the primary responsibility of the Office of the Learning Initiative to track institutional-level results and to report those results in the *Learning Initiative Annual Report*. Additionally, it is the responsibility of the director of the Learning Initiative, in consultation with the Learning Initiative Council, to make modifications to these projects at the institutional level based upon knowledge gained from assessment activities.

Student Networking Groups

For a detailed project description, see pp. 41-44 of the QEP.

An experimental research design will be used to assess this project. Experimental and control groups will be compared in order to determine the amount of change in student engagement between the start and end of a given semester. The experimental group consists of students enrolled in courses that utilize Student Networking Group techniques; the control group includes students from another section of the same course taught by the same instructor that does not use networking techniques. Measures include an evaluation of (a) gains in student engagement, (b) gains on discipline-specific reading tests, (c) performance on grades on a specific assignment that is measured in a standard manner across multiple sections of a course [such as a research project], (d) overall grades in a course, (e) course completion. Data on each of these will be collected from both groups in order to determine how much variance exists due to Student Networking Group activities. Specific measures for each aspect listed above are delineated below.

Methodology A:

Student engagement gains will be measured using a locally developed engagement instrument at the start of the course (asking about expected behaviors in the course) and at the end of the course (asking about actual practices in the course). See p. of the Response Report Appendix E for copies of the instrument. Student attendance will be evaluated as a co-variate of student engagement.

Measure 1:

In FY07, engagement assessments will be administered to establish baseline data on student engagement gains from which to compare future performance. For FY08, and each year thereafter, student engagement gains within the semester will increase by at least 2% over prior year gains in courses using student networking group techniques.

Note: Data collection and analyses of FY07 for local engagement assessments are ongoing; therefore stating specific gains at this point is not possible. Additionally, the SACS On-Site Team suggested that the College further validate the locally developed engagement instrument; therefore, the College will evaluate correlations between engagement instruments, performance results, and the IDEA Faculty Evaluation

results in Student Networking Courses and an appropriate comparison course. This will allow us to anchor local engagement results with nationally recognized instruments that measure other elements of student learning. Additionally, the College will conduct an exploratory study to determine whether there are correlations between our local instrument and the CLASSE (a nationally-normed student engagement instrument designed specifically for courses). This instrument would provide the added value of being able to benchmark against student engagement in classrooms at other institutions.

Methodology B:

Gains in reading comprehension will be measured using locally developed discipline-specific reading tests at the start of the course (asking about expected behaviors in the course) and at the end of the course (asking about actual practices in the course). See Response Report Appendix F for a sample of one discipline-specific reading instrument.

Measure 1:

In FY07, discipline-specific reading tests will be administered to establish baseline data on reading comprehension gains from which to compare future performance. For FY08, and each year thereafter, student engagement gains within the semester will increase by at least 2% over prior year gains.

Note: Data collection and analyses of FY07 for discipline-specific reading assessments are ongoing; therefore stating specific gains at this point is not possible.

Methodology C:

Student performance on a specific assignment or assignments in courses that are networked and non-networked will be compared to determine if there are differences between instructional techniques.

Measure 1:

In FY08, and each year thereafter, student's performance on specific assignments or a short series of assignments will be at least 10% higher in courses using student networking group techniques (experimental group) than in those courses not using such techniques (control group).

Note: Data collection and analyses of FY07 for this aspect of student networking groups has not occurred. This measure is in direct response to a suggestion by the SACS On-Site Team.

Methodology D:

Student performance in the entire course will be evaluated by aggregating the performance of an entire class and calculating a course grade point average (GPA). Performance in networked and non-networked courses will be compared to determine if there are differences between instructional techniques.

Measure 1:

For FY07, and each year thereafter, the *course GPA* of courses using student networking group techniques (experimental group) will be at least 5% higher than the *course GPA* in courses not using such techniques (control group).

Note: The QEP Evaluator on our SACS On-Site Team mentioned that overall grades in a course may mask the effect of innovative instructional

techniques; therefore, the performance gains for grades overall is less than that expected for specific assignments.

Methodology E:

Completion rates will be calculated by evaluating the proportion of students who successfully complete the course by receiving a grade that contributes to satisfactory academic progress. Comparisons of performance in networked and non-networked courses will be compared to determine if there are differences between instructional techniques.

Measure 1:

For FY07, and each year thereafter, a grade of D, F, withdrew, or incomplete (*DFWI*) rate of courses using student networking group techniques (experimental group) will be at least 5% lower than the *DFWI* rate in courses not using such techniques (control group).

Exploratory Data Analysis:

Multiple regression analyses will be conducted by the Office of Institutional Research to determine the effectiveness of Student Networking Groups using each of the measures listed above, as well as demographic data available from our student information system (performance on placement tests, high school GPA, and other independent variables). Special attention will be given to correlations between engagement and reading comprehension outcomes to investigate whether engaged students are more likely to enhance their reading abilities. It is hoped that this analysis will reveal which interventions are likely to contribute to enhanced learning when considered in conjunction with other factors. Practices, procedures, and instructional methods that render the largest gains will be systematically expanded upon. Ineffective practices will be strategically abandoned. Results will be distributed to the entire campus community.

Methodology F:

Faculty and staff involvement in Student Networking Groups will be monitored by counting (a) the number of people involved in trainings and (b) the number of people who redesign a course on the 'difficult course listing' using student networking techniques within one year after completing the training.

Measure 1:

In FY06, four faculty were involved in a pilot project for Student Networking Groups. For FY07, twenty-five faculty and/or staff have been involved in student networking group trainings, with four agreeing to participate more extensively by redesigning courses in FY08. For FY08, and each year thereafter, at least ten additional faculty and/or staff will participate in the student networking trainings on a continual basis throughout the year, with at least five of those redesigning a course on the 'difficult course listing' using student networking techniques within one year after completing the training.

Learning Academy

Faculty and staff involvement in the activities of the Learning Academy, which include the Learning Academy Scholars Project and Learning Day, will be tracked by calculating the number of faculty involved in each project over the course of the year. A description of the Learning Academy Scholars Project is contained in the QEP Report, pp. 44-47. Learning Day is described on p. 48 of the QEP Report.

Specific growth targets for each project are delineated below.

Methodology A:

A count of the number of faculty involved in the Learning Academy Scholars Project will occur on an annual basis. Participation will be compared across the years.

Measure 1:

FY06 included involvement of 12 employees in the Learning Academy Scholars Project (11 completed). Seven faculty are participating in the Learning Academy Scholars Project in FY07. For FY08, and each year thereafter through FY11, eight to twelve employees will participate in the Learning Academy Scholars Project.

Note: If annual targets are met, approximately half of our full-time faculty will have participated by FY11.

Methodology B:

A count of the number of faculty involved in the Learning Day will occur on an annual basis. Participation will be compared across the years.

Measure 1:

FY07 included involvement of 162 full-time faculty and staff, and of those, twenty-eight faculty and/or staff presented general or break-out sessions. By FY08, participation will increase to at least 180 full-time faculty and staff. For each year thereafter, TVCC will at least maintain 180 participants in Learning Day activities.

Discipline-Specific Reading

For a project description, see pp. 56-58 of the QEP Report.

Methodology A:

Discipline-specific reading tests will be developed and validated in a test-development process facilitated by the Learning Initiative Assessment Team. Tests will be targeted at gathering students' reading comprehension at the beginning of the semester and the amount of gain accomplished by the end of the term. The number of successfully developed tests will be counted on an annual basis.

Measure 1:

In FY07, discipline-specific tests will be developed, validated, and administered in all sections of at least eight courses from the 'difficult course listing.' For FY08, and each year thereafter, at least two additional discipline-specific reading tests will be developed for courses on the 'difficult course listing.'

Note: The targeted expansion of discipline-specific tests has been revised from five per semester to two per year at the suggestion of the SACS On-Site Team. Revisions are a result of (a) the amount of coverage that the existing eight courses is already providing us (10% of enrollments) and the requisite work that must be managed to effectively evaluate this data, and (b) the length of time required to validate the instruments.

Methodology B:

Reading comprehension tests will be administered at the start and the end of the semester. This pre-post test research design will allow TVCC to determine student gains in reading comprehension. Reading comprehension will be measured using locally developed discipline-specific reading tests using a pre-post test model. All sections of selected courses on the 'difficult course listing' will be included. See QEP Appendix (p. A-13) for listing. In developmental reading courses, reading comprehension will be evaluated using the pre-post test model by administering two comparable versions of the *Pre-TASP* test (versions 01 and 02). *Pre-TASP* is a validated reading assessment instrument from National Evaluation Systems Incorporated. For more information on the *Pre-TASP*, see QEP Appendix (p. A-12). In all cases, pre-tests are to be administered no later than the third week of the semester and post-tests are not to be administered sooner than the thirteenth week of the semester.

Measure 1:

In FY07, discipline-specific tests will be administered to establish baseline reading comprehension gain data. For FY08, and each year thereafter, student reading comprehension gains within the semester will increase by at least 2% over prior year gains.

Note: Data collection and analyses of FY07 discipline-specific reading test results are ongoing; therefore stating specific gains at this point is not possible.

Additional Analyses:

Faculty administering discipline-specific reading tests in a given course will also administer the student engagement pre- and post-assessment in that same course. This will allow for a correlation between engagement and reading comprehension. This will allow analysis and evaluation of which interventions are likely to contribute to enhanced learning. This was described in the "Student Networking Group" Section above.

Practices, procedures, and instructional methods that render the largest gains will be systematically expanded upon. Ineffective practices will be strategically abandoned. Results will be distributed to the entire campus community.

Methodology C:

The Collegiate Assessment of Academic Proficiency (CAAP) Reading test will be administered among all Associate of Arts (AA) graduates according to the General Education Assessment Cycle (FY07, FY09, and FY11). CAAP will be administered to students during the semester in which they apply for graduation with an associate of arts degree.

Measure 1:

In FY07, baseline results indicate students scored 59.5 overall on reading, with a score of 14.7 on the Arts/Literature reading portion and 14.7 on the Social Science/Science reading portion of the CAAP Test. For FY09, CAAP Reading test results will improve to the following: Overall, 60.0; Arts/Literature, 15.0; and Social Science/Science, 15.0. For FY11, CAAP Reading test results will improve to the following: Overall, 60.5; Arts/Literature, 15.5; and Social Science/Science, 15.5.

Open Learning Lab

For project description of the Learning Lab, see pp. 58-59 of the QEP.

Methodology A:

Faculty and staff involvement in the Learning Lab will be tracked using the Learning Initiative Activity Logs. A count will be conducted of the number of distinct faculty involved in providing tutoring or other support services in the lab during the course of the year.

Measure 1:

In FY07, at least 15 distinct faculty will be involved in providing tutoring or other support services in the Learning Lab during the course of the year. For FY08, and each year thereafter, at least 20 distinct faculty will provide tutoring or other support services in the Learning Lab during the course of the year.

Methodology B:

Student involvement in the Learning Lab will be tracked using the Learning Initiative Activity Logs. A count will be conducted of the number of distinct students involved in receiving tutoring or other support services in the lab during the course of the year.

Measure 1:

In FY07, at least 250 distinct students will be involved in receiving tutoring or other support services in the Learning Lab during the course of the year. For FY08, and each year thereafter, at least 500 distinct students will receive tutoring or other support services in the Learning Lab during the course of the year.

Methodology C:

Learning Lab participants' grades in courses for which they receive tutoring, or other support services, will be tracked. Course grade point averages (GPAs) will be calculated for all courses for which students received support in the Learning Lab. Course GPAs of lab participants will be compared against course GPAs of those in the course that did not seek Learning Lab services.

Measure 1:

In FY07, and each year thereafter, the mean course GPAs of courses for which Learning Lab participants sought support will be at least equal to the mean course GPA of those who did not seek Learning Lab services during the same semester.

Methodology D:

Learning Lab participants' ratings of the effectiveness of lab services will be collected from students after each visit to the Learning Lab. A 5-point Likert scale (1=Strongly Disagree; 5=Strongly Agree) will be used. Ratings will be compiled for the lab overall, and will be disaggregated where possible.

Measure 1:

In FY07, the mean ratings of overall effectiveness of the lab will be at least 4.0. For FY08, and each year thereafter, overall ratings of effectiveness will be at least 4.2.

Professionals Offering Departmental Study Sessions (PODS)

For a project description of PODS, see pp. 59-60 of the QEP.

Methodology A:

Faculty and staff involvement in PODS will be tracked using the Learning Initiative Activity Logs. A count will be conducted of the number of distinct faculty involved in providing support services in PODS during the course of the year.

Measure 1:

In FY07, and each year thereafter, at least five distinct faculty will be involved in providing PODS during the course of the year.

Note: Demand for PODS may diminish as the Learning Lab expands operations at each campus location.

Methodology B:

Student involvement in PODS will be tracked using the Learning Initiative Activity Logs. A count will be conducted of the number of distinct students involved in PODS during the course of the year.

Measure 1:

In FY07, at least 150 distinct students will be involved in receiving support services in PODS during the course of the year. For FY08, and each year thereafter, at least 300 distinct students will receive support services in PODS during the course of the year.

Methodology C:

Participants' grades in courses for which they attend PODS will be tracked. Course grade point averages (GPAs) will be calculated for all courses for which PODS are offered. Course GPAs of PODS participants will be compared against course GPAs of those in the course that did not seek support in PODS. Data will be aggregated for the entire year for comparisons.

Measure 1:

In FY07, and each year thereafter, the mean course GPAs of courses for which PODS participants sought support will be at least equal to the mean course GPA of those who did not participate in PODS.

Methodology D:

PODS participant's ratings of the effectiveness of PODS services will be collected from students after each PODS meeting. A 5-point Likert scale (1=Strongly Disagree; 5=Strongly Agree) will be used. Ratings will be compiled for each course and for PODS overall.

Measure 1:

In FY07, the mean ratings of overall effectiveness of PODS will be at least 4.0. For FY08, and each year thereafter, overall ratings of effectiveness of PODS will be at least 4.2.

Measure 2:

In FY07, the mean ratings of overall effectiveness of PODS for each course will be at least 4.0. For FY08, and each year thereafter, overall ratings of effectiveness of PODS for each course will be at least 4.2.

Great Explanations

For a further description of Great Explanations, see p.60 of the QEP.

Methodology A:

A count of the number of Great Explanations that have been newly developed and/or significantly revised during a given year will be conducted.

Measure 1:

In FY07, at least five Great Explanations will be developed and made available to students. For FY08, and each year thereafter, at least five new Great Explanations will be developed and/or significantly revised.

Note: Great Explanations, as tools that will help to support both Learning Labs and PODS, may be developed and deployed in a number of ways which may make tracking difficult. Insofar as these are utilized in the Learning Lab or PODS, use of these will be tracked in those systems. Otherwise, there is no intent to track use of these.

Learning Enhancement Annual Plans and Administrative Outcomes

While it is the responsibility of the director of the learning initiative to disaggregate and disseminate results to individual academic and administrative programs that participate in these activities, the respective administrators of those programs are to make appropriate changes to their activities related to the Learning Initiative. If individual academic and administrative programs track results in a manner different from those methods mentioned below, the results will be monitored by the learning initiative staff and will be included in the *Learning Initiative Annual Report*.

Appendix B

Strategic Learning Plan 2007-2010 (Draft Revisions 3.30.2007)

Excerpts from the Plan Related to the Learning Initiative

MISSION STATEMENT

Trinity Valley Community College is a *learning-centered college* that provides quality academic, workforce, and community service programs to meet the educational needs of our students and the citizens of our service area.

GOAL #1: LEARNING

Trinity Valley Community College will place student learning as the primary design principle in every College policy, procedure, plan, and action.

The following critical success factors have been identified as specifically linked to the Learning Initiative:

- Become a more learning-centered college.
- Increase student engagement in collegiate life.
- Increase reading comprehension skills among TVCC students.
- Increase faculty and staff involvement in learning-centered initiatives.

Each critical success factor has one or more strategies, measure(s), timeline(s), and target(s). An expanded description of each is included below.

Critical Success Factor 1.1

Become a more learning-centered college.

Overall Strategy or Strategies:

Support innovations that enhance learning inside and outside the classroom by implementing a number of projects designed to enhance student learning outcomes

- The Learning Initiative provides several examples, including:
 1. Learning Academy Scholars Project
 2. Open Learning Lab
 3. Student Networking Groups
 4. Professionals Offering Developmental Study Sessions (PODS)
 5. Discipline-Specific Reading Tests
 6. Great Explanations

Communicate with all Stakeholders

- Another project designed to support innovation includes Learning Day, an annual program devoted to faculty and staff professional development that encourages the exchange of learning-centered ideas designed to increase knowledge of how TVCC can continue to pursue becoming a learning-centered college.

Develop Structure that Reinforces a Learning-Centered Focus on a Regular Basis

- Evaluate and enhance the institutional effectiveness processes so that an increasing number of annual plans (LEAPs and Administrative Outcomes) authentically reflect the College's mission as a learning-centered college.

*Assessment Method(s), Timeline(s), and Target(s)**Assessment Method A:*

The percentage of annual plans (Learning Enhancement Annual Plans [LEAPs] and Administrative Outcomes) rated as authentically learning-centered plans in both the planning and outcome reporting stages will be evaluated on an annual basis.

Timeline and Target A:

- FY07—Measure the proportion of departmental action plans that are rated as authentically learning-centered plans to establish a baseline from which to compare in future years.
- For FY08 through FY10, all planning units will successfully implement an increasing proportion of action plans rated as authentically learning-centered, when compared to the prior year.

Critical Success Factor 1.2***Increase student engagement in collegiate life.****Overall Strategy or Strategies:**Develop and Support Programming to Enhance Student Engagement*

- Examples of student engagement strategies provided by the Learning Initiative include: disseminating study strategy techniques, compiling information on learning styles, and providing one-on-one tutoring to students in the Open Learning Lab on each campus.
- The Learning Academy Scholars Project will allow faculty and staff to share innovative strategies for encouraging student engagement in the learning environment.
- Faculty will be trained how to provide instruction utilizing the techniques advocated in the College's Student Networking Group workshops.
- Supplemental instruction will be provided to allow students to experience deep learning. Sessions will be called "Professionals Offering Developmental Study Sessions (PODS)."
- Information packets on course content that is considered a "sticking point" for students will be compiled in order to provide students with the ability to overcome these hurdles in their learning. Packets, called Great Explanations, will be disseminated via hard copy, the internet, or other medium that is appropriate to encourage student engagement.

**Development of other programming to enhance student engagement is also encouraged.*

<i>Assessment Methods(s), Timeline(s), and Target(s)</i>
--

Assessment Method A:

The Community College Survey of Student Engagement (CCSSE) will be administered to enrolled students during the spring terms of, 2007, 2009, and 2011 (Baseline CCSSE 2005).

Timeline and Target A:

- FY07— Increase student engagement scores (CCSSE) by one decile for each of the following benchmark areas – Academic Challenge, Active and Collaborative Learning, Student Effort, and Student-Faculty Interaction.
- For FY09, and FY11, provide documentation of gains of at least one decile in each benchmark area when compared to the previous administration of the CCSSE.

Assessment Method B:

Local engagement instruments will be administered to students in various learning environments to measure gains from a pre-test at the start of the semester to a post-test at the end of the semester.

Timeline and Target B:

- FY07—Collect benchmark data on student engagement gains in collegiate life as reported on the local engagement instrument.
- For FY08 through FY11, document increased gains in student engagement in collegiate life when compared to the prior year using the local engagement instrument.

Assessment Method C:

The Community College Faculty Survey of Student Engagement (CCFSSE) will be administered to faculty during the spring terms of 2007, 2009, and 2011 (Baseline CCFSSE 2005).

Timeline and Target C:

- FY07—Increase reports among faculty that they utilized instructional techniques that support student engagement, and that the administration provides the support needed for them to accomplish this.
- For FY09, and FY11, provide documentation of gains in CCFSSE results of at least 5% for both (a) instructor utilization of student engagement techniques, and (b) administrative support of student engagement.

Assessment Method D:

The Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE) will be administered to students and faculty during the spring terms of 2007, 2009, and 2011 (Baseline 2005).

Timeline and Target D:

- FY07—Collect benchmark data on student engagement gaps between student and faculty perceptions of student engagement levels as reported on the CCSSE and the CCFSSSE instruments.
- For FY09, and FY11, provide documentation of narrowing gaps between student to faculty perceptions of student engagement levels.

Assessment Method E:

Calculate the proportion of LEAPs and Administrative Outcomes that are judged to *positively contribute* to the enhancement of student engagement when compared to the number of such outcomes that are related to student engagement.

Timeline and Target E:

- FY07—Calculate baseline data on the proportion of LEAPs and Administrative Outcomes that are judged to positively contribute to the enhancement of student engagement when compared to the number of such outcomes that are related to student engagement.
- For FY08, and each subsequent year, the proportion of LEAPs and Administrative Outcomes that are judged to positively contribute to the enhancement of student engagement will increase by at least 5% until at least 85% of such outcomes positively contribute to student engagement outcomes.

Critical Success Factor 1.6***Increase reading comprehension skills among TVCC students.***

<i>Overall Strategy or Strategies:</i>
--

Develop and Support Innovations Designed to Enhance Reading Comprehension

- The Learning Initiative provides an example of these innovations in The Learning Academy Scholars Project, which allows faculty and staff to share innovative strategies for encouraging greater reading comprehension among students.
- Reading comprehension assistance will be provided to students in the Open Learning Lab on each campus.
- Discipline-specific reading tests will be administered in courses using “Student Networking Group” techniques to determine which engagement techniques are the most effective in enhancing student reading.
- Supplemental instruction will be provided to allow students to experience deep learning in sessions called “Professionals Offering Developmental Study Sessions (PODS).”
- Discipline-specific reading tests administered in high risk courses to identify students who have reading needs and to determine what techniques lead to the greatest improvement in student reading comprehension in a given discipline (e.g. Sociology, Psychology, Government, History, Computer Science, Biology, etc.).
- The number of discipline-specific reading tests being utilized will expand to other high need courses as TVCC masters effective assessment techniques

in courses already utilizing discipline specific tests. This will expand our focus to more students, and should increase the overall performance of students in our institution-wide assessment measures of reading comprehension.

**Development of other programming to enhance reading comprehension is also encouraged.*

Assessment Methods(s), Timeline(s), and Target(s)

Assessment Method A:

The Collegiate Assessment of Academic Proficiency (CAAP) Reading test will be administered among all Associate of Arts graduates according to the General Education Assessment Cycle (FY07, FY09, FY11). CAAP will be administered to students during the semester in which they apply for graduation with an associate of arts degree.

Timeline and Target A:

- In FY07, baseline results indicate students scored 59.5 overall on reading, with a score of 14.7 on the Arts/Literature reading portion and 14.7 on the Social Science/Science reading portion of the CAAP Test.
- For FY09, CAAP Reading test results will improve to the following: Overall, 60.0; Arts/Literature, 15.0; and Social Science/Science, 15.0. For FY11, CAAP Reading test results will improve to the following: Overall, 60.5; Arts/Literature, 15.5; and Social Science/Science, 15.5.

Assessment Method B:

Locally developed and validated discipline-specific reading tests will be administered using a pre-post test design. Gains in reading comprehension from the start of the semester to the end of the semester will be evaluated.

Timeline and Target B:

- FY07—Using discipline-specific reading tests, gather baseline data on student gains in reading comprehension in difficult courses identified by the Learning Initiative.
- For FY08 through FY10, provide documentation of gains of at least 2% in reading comprehension as measured by locally developed discipline-specific reading tests when compared to gains from the prior year in those courses.

Assessment Method C:

Calculate the proportion of LEAPs and Administrative Outcomes that are judged to *positively contribute* to the enhancement of reading comprehension when compared to the number of such outcomes that are related to reading comprehension.

Timeline and Target C:

- FY07—Calculate baseline data on the proportion of LEAPs and Administrative Outcomes that are judged to positively contribute to the enhancement of reading comprehension when compared to the number of such outcomes that are related to reading comprehension.

- For FY08, and each subsequent year, the proportion of LEAPs and Administrative Outcomes that are judged to positively contribute to the enhancement of reading comprehension will increase by at least 5% until at least 85% of such outcomes positively contribute to reading comprehension.

Critical Success Factor 1.7

Increase faculty and staff involvement in learning-centered initiatives.

Overall Strategy or Strategies:

Provide Opportunities for employee involvement in learning-centered initiatives.

- Examples provided by the Learning Initiative to enhance employee involvement include Learning Day, Student Networking Groups, and In-Service activities.

Communicate that being a learning-centered college is a shared responsibility.

- Examples include encouraging faculty to volunteer one hour per week in order to support the activities of the Learning Initiative.

Note: Track participation in learning-centered activities and compile an annual report on involvement levels for each planning unit, especially the Learning Initiative.

Assessment Method(s), Timeline(s), and Target(s)

Assessment Method A:

Track the percent of employees involved in Learning Initiative Activities as documented on Learning Initiative Logs.

Timeline and Target A:

- For FY07, gather baseline data on employee involvement in learning-centered initiatives, including projects coordinated by the Office of the Learning Initiative.
- For FY08, and each year thereafter, increase the percent of participation by employees from each planning unit during each subsequent year until participation for each planning unit reaches at least 85%.

Note: Increased faculty and staff involvement in each of the activities of the Learning Initiative will be tracked for each of the following projects, including the Learning Lab, Student Networking Groups, Learning Academy Scholars Project, Discipline-Specific Reading Tests, PODS, and Great Explanations.

Only portions of the Strategic Plan that are directly related to the Learning Initiative are included in this appendix for the purposes of this report. Visit http://www.tvcc.edu/strategicplan/march_30_2007.doc for a full draft of the Strategic Plan Draft as modified on March 30, 2007.

Appendix C: Samples of LEAPs and Administrative Outcomes

Trinity Valley Community College Learning Enhancement Annual Plans (LEAPs) Report by Department, Planning Unit, and Fiscal Year

FY06 (Mathematics)

Outcome 1

Desired Outcome:

College Algebra students will demonstrate their ability to solve third degree (and higher degree) equations using the Rational Zeros Theorem and synthetic division.

Implementation Strategy:

Lectures, class discussions, and homework assignments will be used to teach students and let them practice using the Rational Zeros Theorem and synthetic division.

Assessment Method:

All College Algebra instructors will include on their College Algebra Final Exam a question (or questions) asking students to solve equation(s) using the Rational Zeros Theorem and synthetic division. Each College Algebra instructor will record each student's percent correct on the Rational Zeros Theorem and synthetic division section of their Final Exam and report results to the Division Chairperson for Mathematics and Science. Students will be deemed to have mastered this topic if they earn 70% of the points allotted for this topic on a Final Exam.

Criteria:

70% of a sampling of College Algebra students chosen from each TVCC campus which offers College Algebra will demonstrate mastery of the Rational Zeros Theorem and synthetic division by scoring 70% or higher on that section of their College Algebra Final Exam.

Relationship to General Education Outcome:

This outcome relates to the mathematics TVCC General Education Outcome because it demonstrates mastery of a mathematics skill that is always included in College Algebra courses. Also, since this is a multi-step problem it relates to gauging student's critical thinking ability.

Data and Analysis:

Fall 2005

288 students from 18 college algebra sections (including some from each of the three main campuses and from each of three prison units) were evaluated. 66.3% of students tested were successful at the 70% or higher level required by above criteria (see the attached worksheet). Our goal was 70%. Therefore, we did not meet the goal. This was a comprehensive evaluation and instructor response was excellent.

Spring 2006

298 students were tested from 17 sections chosen from all three main campuses and from two prison units. Only 55.0% of students tested met the 70% criteria for success. We were not successful in meeting our goal. We were successful in involving nearly all instructors in the evaluation of their students' success.

Changes Made as a Result of Plan:

**Trinity Valley Community College
Learning Enhancement Annual Plans (LEAPs) Report
by Department, Planning Unit, and Fiscal Year**

Fall 2005

One instructor, who routinely exempts many students from the final exam, will use a different test to evaluate students. We plan to re-evaluate this same topic in Spring 2006. Teaching methods vary widely among this large group of instructors and campuses, and it would be difficult to list all the teaching initiatives which will be applied to this problem. Some methods include emphasis on communication with students, increased student peer mentoring, and encouraging individualized student involvement.

Spring 2006

This topic still needs to be retested next year. One instructor with four large sections may have misinterpreted the instructions for evaluating students' success. All mathematics instructors will be encouraged to participate and correctly interpret the instructions. The instructions may need to be made clearer. Many different instructional methods will be employed to improve students' success rate. Some methods include emphasis on communication between students, increased student peer mentoring, and encouraging individualized student involvement.

**Trinity Valley Community College
Administrative Outcomes Report
by Strategic Planning Goal, Program, and Fiscal Year**

FY06 (Dean of Planning and Institutional Effectiveness)

Outcome 5

Goal:

A focus on learning outcomes assessment plans for all academic programs.

Desired Outcome:

All administrators for academic programs will undergo learning outcomes assessment training resulting in all academic programs having learning outcomes assessment in place for FY06.

Implementation Strategy:

The Dean of Planning and Institutional Effectiveness will meet with each Division Chair and Dean on this topic.

All academic program administrators will be trained on the CARDS Database.

Assessment Method:

Sign-in sheets will be evaluated to determine if all academic administrators have undergone learning outcomes assessment training by December 31, 2005. FY 06 year-end Learning Outcomes Reports (compiled September 15, 2006) will be evaluated to determine the proportion of academic units successfully completing LEAPs.

Criteria:

100% of all persons responsible for academic planning units will undergo training on learning outcomes assessment, and all identified academic programs will complete LEAPs for FY06.

Relationship to Strategic Planning Goal:

Relates to the overall new mission of the institution, which is to create a learning-centered college for our students and the citizens of our service area. Relates to goal #1 of the improvement of instruction, and is in line with the overall philosophy institutional effectiveness that encourages the periodic review, modification, and improvement of all TVCC goals.

Operating Budget Costs:

No operating budget implications.

Equipment Budget Costs:

No equipment budget implications.

Personnel Budget Costs:

No personnel budget implications beyond normal staff time and effort.

Data and Analysis:

Trinity Valley Community College Administrative Outcomes Report by Strategic Planning Goal, Program, and Fiscal Year

All administrators for academic programs have received learning outcomes assessment training, and many of the faculty in their respective departments have been exposed to the LEAPs process. As a result, ALL academic programs had learning outcomes assessment in place for FY06.

The success of the training and the resultant "plans" being in place is a positive indication of TVCC's responsiveness; however, many of the shortcomings of the training were not apparent until the end of the academic year when it came time to report "results" of LEAPs. At this time it was observed that there was misunderstanding regarding the focus of LEAPs. Additionally, Division Chairs and Deans expressed that they were learning the significance of what they indicated as an outcome, the assessment method and criteria -- especially as this relates to the amount of time necessary to carry out the plan.

Additional training/consultations were provided leading up to the July 15, 2006 deadline for submitting LEAPs results for FY06, and LEAPs plans for FY07. This training resulted in the construction of improved LEAPs (learning outcomes), as well as an enhanced understanding of the need to systematically coordinate this process amongst all faculty.

*While not a part of the outcome, the "implementation strategy" for this outcome mentioned training in the use of the CARDS Database. The training provided for this database was minimal, and use was limited to persons who were selected to assist with piloting the use of the database.

Changes Made as a Result of Plan:

While positive change has been realized through a year's worth of experiences with the LEAPs process, it is clear that additional support/training is necessary to deepen the degree to which the processes for the measurement and improvement of student learning outcomes is embedded within the culture. Therefore, the following efforts will be suggested/spearheaded by the Office of Institutional Effectiveness: (a) additional training sessions are planned for Division Chairs, (b) additional training sessions for faculty, (c) support of the Learning Academy (faculty professional development activities focused on the enhancement of student learning), (d) exposure to a faculty-led Learning Day that will discuss the need for measuring learning outcomes and taking action on the results for learning outcomes enhancement.

*The CARDS Database will be fully deployed, and ALL planning units will be trained in the use of this interface by December 15, 2006. All plans from 2005-06 forward will be in this relational database system, which should reduce the amount of confusion about the "technical" part of reporting LEAPs and should allow Division Chairs, Deans, and Faculty to focus more fully on the important content questions of learning outcomes enhancement.

Appendix D Learning Initiative Activity Log

TVCC Faculty / Staff Learning Initiative Activity Log

Spring 2007

Page 1 of 2

Name: _____

Campus: _____

Department: _____

Office Phone: _____

Email: _____

This log is designed to document our collective efforts towards accomplishing the desired outcomes of the Learning Initiative. The table below provides a simple way to accomplish this. Please include and describe any experimentation in any of the areas listed. Please attach additional sheets if you require more space. It is not too late to get started if you have not already agreed to do one of the activities listed below.

Please call Kay Pulley [ext: 376] with any questions you may have.

Date	Hours Spent	Activity Code	Description & Impact
Example: 10/12/2006	1.25	5	Tutored 10 students on the quadratic equation
Week 1, Jan 15			
Week 2, Jan 22			
Week 3, Jan 29			
Week 4, Feb. 5			
Week 5, Feb. 12			
Week 6, Feb. 19			
Week 7, Feb. 26			
Week 8, Mar. 5			

**TVCC Faculty / Staff
Learning Initiative Activity Log**

Spring 2007

Page 2 of 2

Week 9, Mar. 12

SPRING-BREAK

Week 10, Mar. 19

Week 11, Mar. 26

Week 12, Apr 2

Week 13, Apr. 9

Week 14, Apr. 16

Week 15, Apr. 23

Week 16, Apr. 30

Activity Codes:

- | | |
|---|---|
| 1. Discipline Specific Reading Tests | 6. Great Explanations (list any websites/
resources discovered) |
| 2. Conducting "Student Networking
Groups" in Classes | 7. PODS (Professionals Offering Departmental
Study Sessions). Maintain student tracking
information |
| 3. Attending "Student Networking Groups"
workshops | 8. New Innovation (please explain) |
| 4. Learning Academy Scholars Project | |
| 5. Learning Lab Tutoring | |

Comments/Questions:

Signature: _____ Date: _____

Appendix E

Local Student Engagement Instrument



Trinity Valley Community College
Learning Initiative
Engagement Assessment

Please answer the following as honestly as possible. Do not worry about what your instructor or your fellow students might think about your answers. This information is being collected so that TVCC may know what types of programs may be helpful for assisting students in their learning.

Based upon your previous educational experiences, how likely is it that you will do each of the following in this class:

- A. Ask questions in class or contribute to class discussions.
A. Very Likely B. Likely C. Unlikely D. Very Unlikely
- B. Make a class presentation.
A. Very Likely B. Likely C. Unlikely D. Very Unlikely
- C. Work with other students on projects during class.
A. Very Likely B. Likely C. Unlikely D. Very Unlikely
- D. Work with classmates outside of class to prepare class assignments.
A. Very Likely B. Likely C. Unlikely D. Very Unlikely
- E. Tutor or teach other students inside or outside the classroom.
A. Very Likely B. Likely C. Unlikely D. Very Unlikely
- F. Discuss ideas from your class readings, lecture or discussion with others outside of class (students, family members, co-workers, etc.).
A. Very Likely B. Likely C. Unlikely D. Very Unlikely
- G. Come to class without completing readings or assignments.
A. Very Likely B. Likely C. Unlikely D. Very Unlikely
- H. Use email to communicate with an instructor and/or fellow students.
A. Very Likely B. Likely C. Unlikely D. Very Unlikely
- I. Discuss ideas from your readings or class with instructors outside of class.
A. Very Likely B. Likely C. Unlikely D. Very Unlikely
- J. Receive encouragement from others to spend a significant amount of time studying.
A. Very Likely B. Likely C. Unlikely D. Very Unlikely
- K. Discuss grades or assignments with the instructor.
A. Very Likely B. Likely C. Unlikely D. Very Unlikely
- L. Work harder than you think you can to meet the instructor's standards or expectations.
A. Very Likely B. Likely C. Unlikely D. Very Unlikely

Based upon your previous educational experiences, how much do you anticipate doing the following in this class:

M. Memorizing facts.

A. Very Much

B. Quite a bit

C. Some

D. Very Little

N. Analyzing ideas.

A. Very Much

B. Quite a bit

C. Some

D. Very Little

O. Connecting ideas in new ways.

A. Very Much

B. Quite a bit

C. Some

D. Very Little

P. Applying ideas to different situations.

A. Very Much

B. Quite a bit

C. Some

D. Very Little



Trinity Valley Community College
Learning Initiative
Engagement Assessment-Post

Please answer the following as honestly as possible. Do not worry about what your instructor or your fellow students might think about your answers. This information is being collected so that TVCC can know what types of programs may be helpful for assisting students in their learning.

How often did you do each of the following in this class:

- A. Asked questions in class or contributed to class discussions.
A. Very Often B. Often C. Sometimes D. Never
- B. Made a class presentation.
A. Very Often B. Often C. Sometimes D. Never
- C. Worked with other students on projects during class.
A. Very Often B. Often C. Sometimes D. Never
- D. Worked with classmates outside of class to prepare class assignments.
A. Very Often B. Often C. Sometimes D. Never
- E. Tutored or taught other students inside or outside the classroom.
A. Very Often B. Often C. Sometimes D. Never
- F. Discussed ideas from your class readings, lecture or discussion with others outside of class (students, family members, co-workers, etc.).
A. Very Often B. Often C. Sometimes D. Never
- G. Came to class without completing readings or assignments.
A. Very Often B. Often C. Sometimes D. Never
- H. Used email to communicate with an instructor and/or fellow students.
A. Very Often B. Often C. Sometimes D. Never
- I. Discussed ideas from your readings or class with instructors outside of class.
A. Very Often B. Often C. Sometimes D. Never
- J. Received encouragement from others to spend a significant amount of time studying.
A. Very Often B. Often C. Sometimes D. Never
- K. Discussed grades or assignments with the instructor.
A. Very Often B. Often C. Sometimes D. Never
- L. Worked harder than you thought you could to meet the instructor's standards or expectations.
A. Very Often B. Often C. Sometimes D. Never

How much did you do the following in this class:

- M. Memorized facts.
A. Very Much B. Quite a bit C. Some D. Very Little
- N. Analyzed ideas.
A. Very Much B. Quite a bit C. Some D. Very Little
- O. Connected ideas in new ways.
A. Very Much B. Quite a bit C. Some D. Very Little
- P. Applied ideas to different situations.
A. Very Much B. Quite a bit C. Some D. Very Little

Appendix F

Discipline Specific Example

Read the selection below. Then answer the questions that follow.

Conversing via Newsgroups and Internet Chat

Two other forms of Internet messages are newsgroups and chat or instant messaging. A **newsgroup** is an electronic "bulletin board" for people with similar interests, and **Internet chat** and **instant messaging** are online interactive message exchanges. In newsgroups you post articles and people post responses. In a chat room typed responses appear instantly on all participants' computer screens. Internet messages are exchanged between two people in real time. Thus chat rooms and instant messaging approximate face-to-face conversation because feedback is relatively instantaneous.

Several of the recommendations for email conversations are equally important in newsgroups and chat rooms. Still, both newsgroups and chat rooms are significantly different from email. For instance, once you have subscribed to a newsgroup, you can spend your time "listening," posting articles, and responding to articles.

Listening without participating is called **lurking**, which gives you a kind of pseudo-interaction with others. For instance, suppose you join a sports newsgroup that is formed to discuss golfing. You will find that various people will have posted and responded to newsgroup articles or "threads" on issues related to golf. These may range from threads that discuss a particular pro golfer (such as Tiger Woods, Phil Michelson, Julie Inkster, or Sri Pak) to those that focus on improving your game (driving, putting, chipping), and so forth. You can "lurk" by reading the threads, but you need not respond yourself. In this way, you get to learn a little about the personalities of posters and repliers.

You may post a response or start a new thread. A posted article may generate little if any response. But it may touch a nerve and receive many replies, some of which may take the form of **flaming**, a hostile or negative response to what has been written. Some of these result in "flame wars" where rude and hostile messages are alternately posted. Some people enjoy anonymous verbal combat, but flame wars can

undermine the purpose of a newsgroup or chat room.

In newsgroups (as well as in some chat rooms) you are expected to observe newsgroup **netiquette** (Internet etiquette). "Not observing etiquette in a Newsgroup will result in almost instant criticism and reprimand, usually by more than one participant." Many newsgroups post **FAQs** (frequently asked questions) that list the rules followed by a list of participants in that particular newsgroup.

In chat rooms everything that is typed by any participant appears on the screen. And just like any gathering, several conversations are likely to be occurring at once. So it is sometimes difficult to follow what is being said to whom. With instant messaging you are able to exchange messages with another person – usually someone you know. But as with other forms of Web-based interaction, instant messaging restricts the information we receive because the nonverbal parts of the message are missed. To learn more about the pros and cons of instant messaging, read "Instant Messaging, Pressuring Teens, Spreading Good and Bad Information" available through InfoTrac College Edition.

In addition, in chat rooms the real identity of people is usually masked by using nicknames rather than real names. You can be whomever you want – so can everyone else. As a result, you really have no idea whether a person you are talking with is male or female, young or old, rich or poor.

Reading Pre-Test for Speech

1. A(n) _____ is an electronic bulletin board for posting articles and responses for people with similar interests.
 - a. Chat room
 - b. Instant messenger
 - c. Newsgroup
 - d. E-mail
2. _____ is listening in on a conversation in a chat room or newsgroup without participating in the conversation.
 - a. Flaming
 - b. Lurking
 - c. Netiquette
 - d. Conversing
3. _____ refers to the "rules" for participating in the online conversations of that group.
 - a. Flaming
 - b. Lurking
 - c. Netiquette
 - d. Conversing
4. Online interactive message exchanges are known as
 - a. Internet lurking.
 - b. Internet flaming.
 - c. Internet etiquette.
 - d. Internet messaging.
5. Chat rooms and instant messaging are similar to face-to-face conversations in that
 - a. Responses are usually honest.
 - b. Feedback is relatively instantaneous.
 - c. All messages receive a response.
 - d. Nonverbal feedback is important to understanding the message.
6. A flame war may result when
 - a. Hostile messages are posted by two or more participants.
 - b. A participant attempts to hack through a computer's firewall.
 - c. No one responds to a particular thread.
 - d. An e-mail goes unanswered.
7. A thread is
 - a. A rule that must be followed.
 - b. Someone who listens without participating.
 - c. A hostile message.
 - d. An article on a particular topic.
8. It is sometimes difficult to follow the flow of conversation in a chat room because
 - a. Most of the topics discussed are technical and complicated.
 - b. Nicknames are used so identities are hidden.
 - c. Several different conversations may be occurring at one time.
 - d. Sometimes participants get angry and flame other participants.
9. Misunderstanding may occur when using Web-based communication because
 - a. Nonverbal communication is practically nonexistent.
 - b. Most people are not good typists.
 - c. Participants may be young, old, male, or female.
 - d. Some people have small vocabularies.
10. Communication can be problematic when communicating online because
 - a. Participants may not agree with each other.
 - b. Norms and rules may be broken.
 - c. Participants may never really know with whom they are communicating.
 - d. Many participants lurk for a long time before participating.