

Turtle Mountain Community College Institutional Effectiveness and Assessment

2010-2011

Introduction

The purpose of this report is to provide data for the analysis of Turtle Mountain Community College (TMCC) activities, instruction, services, and facilities as it relates to student learning. This report provides current information for Staff, Faculty, Program Officers, Department Heads, Deans, President, and College Boards to use in developing departmental assessment plans leading to institutional effectiveness and a process of continuous improvement. In addition, this report creates a good basis for strategic planning.

One of the most important ways TMCC measures its success is through the assessment of Student learning. “Assessment of student learning at Turtle Mountain Community College is an ongoing process of measuring student learning to generate feedback that is evaluated to determine the best way to modify educational practices. This review process enhances student learning and thus continuously improves the college’s ability to fulfill its mission of service to the Turtle Mountain Band of Chippewa. The educational philosophy of the college flows from the institutional mission and goals to each programmatic goal; and from there to each course objective. Student learning and the assessment of learning at TMCC are closely aligned with institutional mission and goals.”

Another way TMCC measures its success is by assessing graduation rates, retention rates, and transfer/employment rates of its students. As shown in the data, TMCC is below other two-year institutions in graduation rates. TMCC has taken steps through the strategic plan to address the graduation and retention rate issues, but no marketable changes have been made. TMCC is currently looking at different strategies for tracking its students after graduation; currently we have little data available that allows TMCC staff to track the student. The Career and Technical education program does track their students after graduation but this does not address all the students who attend TMCC.

In addition, you will find the results from a number of surveys administered to students, faculty, and staff. In the future additional data will be collected to enhance the information provided in this report.

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Institutional Effectiveness and Assessment

Purpose

High quality assessment programs should be robust and capable of providing the right information at the right time in the right format to meet ever-changing needs of all the organization's important assessment user groups (Miller, B., 2007).

There are two groups of assessment users in higher education: external and internal. Some members of TMCC's external user group are the Tribe, Governing Boards, Government Agencies such as the Bureau of Indian Affairs and Department of Education, potential students, donors, future employers, organizations that affirm, and our academic peers. Based on their evaluation of our assessment process and findings, these groups make important decisions that can greatly affect many organizational aspects such as:

- Operating and capital resources
- Research grants and contracts
- Student Financial Aid
- Sanctions and noncompliance
- Accreditation
- Eligibility for certain programs
- Future enrollments
- Future workforce
- Donations and Gifts
- Access to contractors

Internal users are based on three groups: senior leaders, administrators and directors, and faculty and staff. Internal user groups' use assessment for the following purposes:

- To account to others
- To manage strategy
- To allocate resources
- To manage and control quality of processes and organizational culture
- To improve programs and services
- To support personnel decisions
- To advocate for a cause

The information contained in this report provides TMCC assessment users with a data that can be used to help assess the organization.

TMCC Student Enrollment

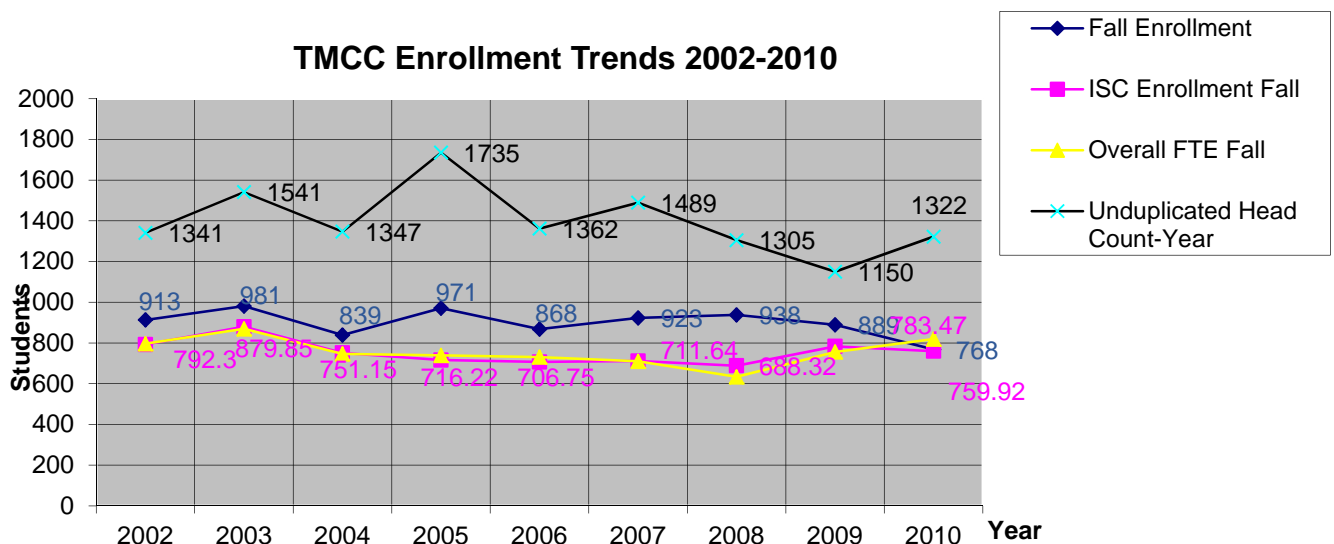
The table-1 below shows the total student enrollment.

- The first row (Year) is the academic year,
- The second row (Fall Enrollment Head Count) is the actual number of individual students counted once,
- The next row (Full-Time Equivalent) is the total number of all credits attempted by Full-time students + total number of all credits attempted by Part-time students/(divided)by 12,
- The fourth row (Indian Student Count) is the total number of credits generated by all students who are identified as having a CIB (Certificate of Indian Blood) on record in the admissions office/(divided) by 12,
- The last row (Unduplicated Head Count for the academic year is the number of individual students TMCC served in that academic year (summer, fall, & spring terms included).

Table-1

| Year | Fall Enrollment Head Count Includes CEU | Full-Time Equivalent | Indian Student Count (year) | Unduplicated Head Count for the academic year w/CEU |
|-----------|--|----------------------|-----------------------------|---|
| 2002-2003 | 913 | 796.40 | 792.30 | 1341 |
| 2003-2004 | 981 | 869.54 | 879.85 | 1541 |
| 2004-2005 | 839 | 746.49 | 751.15 | 1347 |
| 2005-2006 | 971 | 739.04 | 716.22 | 1735 |
| 2006-2007 | 868 | 730.72 | 706.75 | 1362 |
| 2007-2008 | 923 | 710.14 | 711.64 | 1489 |
| 2008-2009 | 938 | 633.82 | 688.32 | 1305 |
| 2009-2010 | 889 | 755.75 | 783.47 | 1150 |
| 2010-2011 | 768 | 759.92 | 819.00 | 1322 |
| Average | 898 | 754.40 | 755.66 | 1399 |

Chart-1





Student Enrollment

It is important to all institutions of higher education to track student enrollment over a period of time. Tracking enrollment over a period of time provides the institution with a snapshot in the fluctuations of enrollment. This can assist administration in designing strategies to maintain current enrollment counts or increase enrollment in the future.

Data Analysis:

The fall 2010 enrollment is down by 121 students from the fall of 2009, although the actual headcount enrollment is down the Full Time Equivalent enrollment is up considerably. What does this mean for TMCC? This means that the actual amount of students on campus is lower but they are taking on average more credits than the students from the previous year. In addition our Indian Student Count (ISC) calculation is higher than the previous year.

The benefit of enrolling fewer students who generate more FTE is that we serve less individual students, and generate more dollars, which leads to less spending per student. The disadvantage is that we have to offer additional sections of some courses, which may require more adjunct faculty, or current faculty will need to offer more sections of the same course which may limit the diversity of our course offerings for the year. As an institution we need maintain a high level of educational standards, while keeping our cost to educate a student consistent. In FY 2010 TMCC spent \$8,715 per student in Institutional Support which is roughly about \$500 more than other TCU's. In the same year TMCC spent \$1,750 less on Instruction, \$2,000 less on Academic Support, and \$2,400 less on Student Services. The ultimate scenario that TMCC wants to see is that we are spending equal amounts on our students in academic support, institutional support, and instruction as our peers/other TCU's.

TMCC Institutional Characteristics

Understanding the characteristics of the student population is an important part of assessing TMCC as an institution of higher learning. Often performance indicators for the institution are established based on these numbers. TMCC needs to strive to increase the first-time first-year degree enrollment counts each year, as Chart 2 indicates, TMCC has done a great job of this in the 2009 school year. Now TMCC needs to create new performance indicators for the next 3 years such as “increasing the first-year student head count by 3% over the next three years”. This will help TMCC increase enrollment over time.

In addition to knowing our first-time first-year student population TMCC also needs to be knowledgeable about our overall student population. This information is important in designing academic programs, support programs, and co-curricular activities for our students. Table-2 provides a snapshot of our student populations over a period of time and Table 3 provide a snapshot of our student population for the fall 2010 semester.

Chart 2

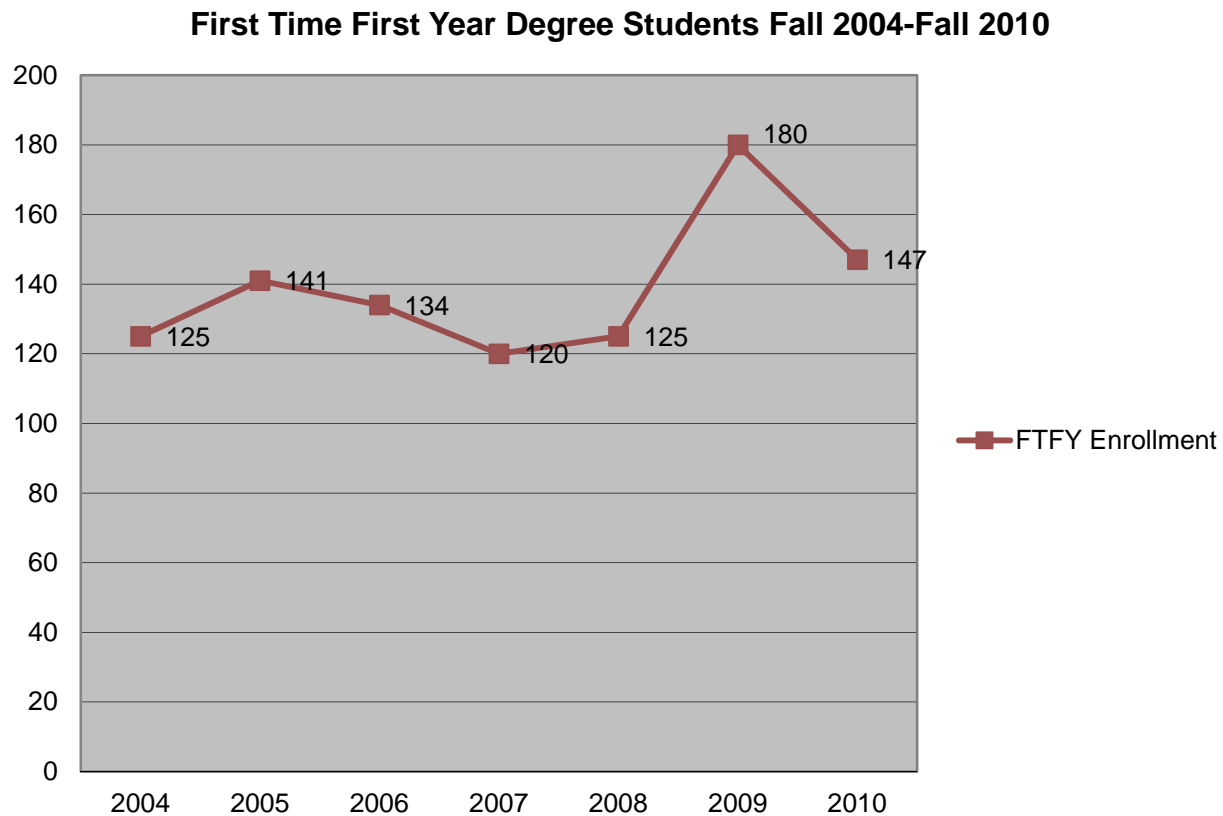


Table-2***Enrollment by Race, Gender, and Full time/Part time status (IPEDS Data)***

| Fall 2002 | Indian Students | | | Non Indian Students | | | Total Students | | |
|------------------|------------------------|---------------|--------------|----------------------------|---------------|--------------|-----------------------|---------------|--------------|
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Full Time | 169 | 360 | 529 | 16 | 29 | 45 | 185 | 389 | 574 |
| Part Time | 63 | 241 | 304 | 3 | 16 | 19 | 66 | 257 | 323 |
| Total | 232 | 601 | 833 | 19 | 45 | 64 | 251 | 646 | 897 |
| Fall 2003 | Indian Students | | | Non Indian Students | | | Total Students | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Full Time | 182 | 341 | 523 | 7 | 26 | 33 | 189 | 367 | 556 |
| Part Time | 104 | 269 | 373 | 8 | 22 | 30 | 112 | 291 | 403 |
| Total | 286 | 610 | 896 | 15 | 48 | 63 | 301 | 658 | 959 |
| Fall 2004 | Indian Students | | | Non Indian Students | | | Total Students | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Full Time | 182 | 313 | 495 | 13 | 21 | 34 | 195 | 334 | 529 |
| Part Time | 51 | 174 | 225 | 8 | 25 | 33 | 59 | 199 | 258 |
| Total | 233 | 487 | 720 | 21 | 46 | 67 | 254 | 533 | 787 |
| Fall 2005 | Indian Students | | | Non Indian Students | | | Total Students | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Full Time | 182 | 277 | 459 | 10 | 19 | 29 | 192 | 296 | 488 |
| Part Time | 39 | 68 | 107 | 7 | 13 | 20 | 46 | 81 | 127 |
| Total | 221 | 345 | 566 | 16 | 32 | 49 | 237 | 377 | 615 |
| Fall 2006 | Indian Students | | | Non Indian Students | | | Total Students | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Full Time | 187 | 304 | 491 | 8 | 10 | 18 | 195 | 314 | 509 |
| Part Time | 83 | 165 | 248 | 9 | 22 | 31 | 92 | 187 | 279 |
| Total | 270 | 469 | 739 | 17 | 32 | 49 | 297 | 510 | 788 |
| Fall 2007 | Indian Students | | | Non Indian Students | | | Total Students | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Full Time | 126 | 215 | 341 | 10 | 13 | 23 | 136 | 228 | 364 |
| Part Time | 83 | 178 | 261 | 5 | 15 | 20 | 88 | 193 | 281 |
| Total | 209 | 393 | 602 | 15 | 28 | 43 | 224 | 421 | 645 |
| Fall 2008 | Indian Students | | | Non Indian Students | | | Total Students | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Full Time | 182 | 277 | 459 | 10 | 19 | 29 | 192 | 296 | 488 |
| Part Time | 39 | 68 | 107 | 7 | 13 | 20 | 46 | 81 | 127 |
| Total | 221 | 345 | 566 | 16 | 32 | 49 | 237 | 377 | 615 |
| Fall 2009 | Indian Students | | | Non Indian Students | | | Total Students | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Full Time | 187 | 304 | 491 | 8 | 10 | 18 | 195 | 314 | 509 |
| Part Time | 83 | 165 | 248 | 9 | 22 | 31 | 92 | 187 | 279 |
| Total | 270 | 469 | 739 | 17 | 32 | 49 | 297 | 510 | 788 |
| Fall 2010 | Indian Students | | | Non Indian Students | | | Total Students | | |
| | Male | Female | Total | Male | Female | Total | Male | Female | Total |
| Full Time | 149 | 205 | 354 | 8 | 16 | 24 | 157 | 221 | 378 |
| Part Time | 113 | 237 | 350 | 16 | 24 | 40 | 129 | 261 | 390 |
| Total | 262 | 442 | 704 | 24 | 40 | 64 | 286 | 482 | 768 |

Table-3

7/14/2011 Anita Frederick

Student Characteristics Report-No CEU

Term 10 = Summer

Term 11 = CEJ Summer

Term 20 = Fall

Term 21 = CEJ Fall

Term 30 = Spring

Term 31 = CEJ Spring

2010 20

| | Total | Male | | Female | |
|--------------------------------|-------|------|-----|--------|-----|
| Total Enrolled Students | 766 | 284 | 37% | 482 | 63% |
| Average Age | 27.12 | | | | |
| Single | 655 | 251 | 33% | 404 | 53% |
| Married | 111 | 33 | 4% | 78 | 10% |
| Marital Status Unknown | 0 | 0 | 0% | 0 | 0% |
| Age 24 and Under | 415 | 165 | 22% | 250 | 33% |
| Age 24 and Older | 350 | 119 | 16% | 231 | 30% |
| 1st Generation student | 356 | 121 | 16% | 235 | 31% |
| Not 1st Generation | 399 | 160 | 21% | 239 | 31% |
| 1st Generation unknown | 11 | 3 | 0% | 8 | 1% |
| GED Grad | 182 | 67 | 9% | 113 | 15% |
| HS Grad | 584 | 213 | 28% | 366 | 48% |
| ATB | 0 | 0 | 0% | 0 | 0% |
| Missing Grad Type | 0 | | | | |
| Freshman | 436 | 168 | 22% | 268 | 35% |
| Sophomore | 304 | 109 | 14% | 195 | 25% |
| Junior | 6 | 6 | 1% | 5 | 1% |
| Senior | 20 | 6 | 1% | 14 | 2% |
| Missing Class Code | 0 | 0 | 0% | 0 | 0% |

Indian Student Count

| | | | | | |
|---------------------------------------|---------|-----|-----|---------|-----|
| Native American | 728 | 272 | 36% | 456 | 60% |
| Non-Native American | 38 | 12 | 2% | 26 | 3% |
| Native American | 3821.00 | | | 5633.00 | |
| Non-Native American | 106.00 | | | 268.00 | |
| Total Credits Generated | 3927.00 | | | 5901.00 | |
| Indian Student Count by Gender | 318.42 | | | 469.42 | |

Total Indian Student Count 787.83

Total Non-Indian Student Count 31.17

Total Full Time Equivalent 819.00

Part Time/Full Time Enrollment

| Part Time Students | | Full Time Students | |
|---------------------------------------|------------|---------------------------------------|------------|
| Total PT Male American Indian | 119 | Total FT Male American Indian | 153 |
| Total PT Female American Indian | 243 | Total FT Female American Indian | 213 |
| Total PT Male Not Enrolled in Tribe | 8 | Total FT Male Not Enrolled in Tribe | 4 |
| Total PT Female Not Enrolled in Tribe | 19 | Total FT Female Not Enrolled in Tribe | 7 |
| Total Part Time Students | 389 | Total Full Time Students | 377 |

Total Students 766



Enrollment By Program of Study

| Career and Technical Education Programs | | Associate Degree Programs | |
|--|------------|---|------------|
| 9M Building Trades | 12 | Associate of Arts General Education | 107 |
| 9M Child Day Care Provider | 3 | Associate of Science General Education | 49 |
| 9M Entrepreneurship | 3 | BASIC | 109 |
| 9M Health Information Management | 1 | Bachelors of Science Elementary Ed | 15 |
| 9M Office Administration | 1 | Bachelors of Science Secondary Ed | 12 |
| 9M Pharmacy Technician | 1 | Art | 2 |
| 9M Phlebotomy Technician | 10 | Biology | 2 |
| 9M Process Power Plant Tech | 4 | Business | 13 |
| 9M Residential Electricity Tech | 3 | Criminal Justice | 2 |
| 9M Tribal Advocate-Paralegal | 0 | Computer Science | 3 |
| 9M Ccomputer Support Specialist | 1 | Pre Dentistry | 2 |
| 9M Welding | 10 | Early Childhood | 0 |
| Total Students Enrolled in a 9-M Majors | 49 | Elementary Education | 26 |
| 18M Adminisitrative Office Assistant | 12 | Engineering | 2 |
| 18M Building Contruction Tech | 26 | English | 0 |
| 18M Computer Support Specialist | 20 | Envircnmental Science | 0 |
| 18M Early Childhood | 2 | History | 0 |
| 18M Health Information Mangement | 12 | Journalism | 2 |
| 18M Heating, Ventilation, Air Conditioning | 11 | Pre Law | 2 |
| 18M Management | 0 | Math | 3 |
| 18M Medical Lab Technician | 10 | Pre Medical | 9 |
| 18M Office Administration | 25 | Medical Lab Technician | 0 |
| 18M Paraprofessional Early Childhood | 23 | Music | 3 |
| 18M Pharmacy Technician | 12 | Natural Resource Management | 0 |
| 18M Process Plant Technician | 11 | Pre Nursing | 50 |
| 18M Paraprofessional Pre K-12 Ed | 7 | Optometry | 1 |
| 18M Residential Electrical Technology | 7 | Paraprofessional | 0 |
| 18M Small Business Mngt-Entrepreneurship | 34 | Pharmacy | 5 |
| 18M Tribal Advocate-Paralegal | 6 | Physical Therapy | 5 |
| | | AA-Secondary Education | 10 |
| | | Sociology | 1 |
| | | Social Work | 5 |
| | | Pre Veterinarian | 3 |
| Total Students Enrolled in a AAS Majors | 218 | Total Students Enrolled in AA or AS Majors | 443 |
| Non Degree Seeking Students | 35 | Dual Credit | 2 |
| Total Certificate/Degree Seeking Students | 710 | | |
| Total Non-Degree Seeking Students | 37 | | |
| No Degree Listed | 0 | | |
| Total All Students | 765 | | |

Turtle Mountain Community College Institutional Effectiveness and Assessment



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Student Characteristics Report-No CEU 2010 30

Term 10 = Summer
Term 20 = Fall
Term 30 = Spring
Term 11 = CEU Summer
Term 21 = CEU Fall
Term 31 = CEU Spring

| | Total | Male | | Female | |
|--------------------------------|-------|------|-----|--------|-----|
| Total Enrolled Students | 678 | 242 | 36% | 436 | 64% |
| Average Age | 27.21 | | | | |
| Single | 579 | 215 | 32% | 364 | 54% |
| Married | 99 | 27 | 4% | 72 | 11% |
| Marital Status Unknown | 0 | 0 | 0% | 0 | 0% |
| Age 24 and Under | 350 | 127 | 19% | 223 | 33% |
| Age 24 and Older | 327 | 114 | 17% | 213 | 31% |
| 1st Generation student | 337 | 117 | 17% | 220 | 32% |
| Not 1st Generation | 330 | 121 | 18% | 209 | 31% |
| 1st Generation unknown | 11 | 4 | 1% | 7 | 1% |
| GED Grad | 159 | 54 | 8% | 103 | 15% |
| HS Grad | 514 | 184 | 27% | 325 | 48% |
| ATB | 0 | 0 | 0% | 0 | 0% |
| Missing Grad Type | 5 | | | | |
| Freshman | 362 | 136 | 20% | 226 | 33% |
| Sophomore | 294 | 101 | 15% | 193 | 28% |
| Junior | 5 | 4 | 1% | 4 | 1% |
| Senior | 17 | 4 | 1% | 13 | 2% |
| Missing Class Code | 0 | 0 | 0% | 0 | 0% |

Indian Student Count

| | | | | | |
|---------------------------------------|---------|-----|-----|---------|-----|
| Native American | 631 | 231 | 34% | 400 | 59% |
| Non-Native American | 47 | 11 | 2% | 36 | 5% |
| Native American | 3163.00 | | | 5054.00 | |
| Non-Native American | 105.00 | | | 304.00 | |
| Total Credits Generated | 3268.00 | | | 5358.00 | |
| Indian Student Count by Gender | 263.58 | | | 421.17 | |

Total Indian Student Count 884.75

Total Non-Indian Student Count 34.08

Total Full Time Equivalent 718.83

Part Time/Full Time Enrollment

| Part Time Students | | Full Time Students | |
|---------------------------------------|------------|---------------------------------------|------------|
| Total PT Male American Indian | 77 | Total FT Male American Indian | 154 |
| Total PT Female American Indian | 193 | Total FT Female American Indian | 207 |
| Total PT Male Not Enrolled in Tribe | 7 | Total FT Male Not Enrolled in Tribe | 4 |
| Total PT Female Not Enrolled in Tribe | 27 | Total FT Female Not Enrolled in Tribe | 9 |
| Total Part Time Students | 304 | Total Full Time Students | 374 |

Total Students 678



Enrollment By Program of Study

| Career and Technical Education Programs | | Associate Degree Programs | |
|--|------------|---|------------|
| 9M Building Trades | 14 | Associate of Arts General Education | 99 |
| 9M Child Day Care Provider | 15 | Associate of Science General Education | 42 |
| 9M Entrepreneurship | 5 | BASIC | 124 |
| 9M Health Information Management | 2 | Bachelors of Science Elementary Ed | 16 |
| 9M Office Administration | 3 | Bachelors of Science Secondary Ed | 8 |
| 9M Pharmacy Technician | 2 | Art | 2 |
| 9M Phlebotomy Technician | 11 | Biology | 2 |
| 9M Process Power Plant Tech | 4 | Business | 13 |
| 9M Residential Electricity Tech | 6 | Criminal Justice | 4 |
| 9M Tribal Advocate-Paralegal | 1 | Computer Science | 4 |
| 9M Computer Support Specialist | 2 | Pre Dentistry | 2 |
| 9M Welding | 11 | Early Childhood | 0 |
| Total Students Enrolled in a 9-M Majors | 76 | Elementary Education | 31 |
| 18M Administrative Office Assistant | 13 | Engineering | 1 |
| 18M Building Construction Tech | 27 | English | 0 |
| 18M Computer Support Specialist | 20 | Environmental Science | 0 |
| 18M Early Childhood | 3 | History | 0 |
| 18M Health Information Management | 16 | Journalism | 2 |
| 18M Heating, Ventilation, Air Conditioning | 8 | Pre Law | 3 |
| 18M Management | 0 | Math | 2 |
| 18M Medical Lab Technician | 10 | Pre Medical | 10 |
| 18M Office Administration | 17 | Medical Lab Technician | 0 |
| 18M Paraprofessional Early Childhood | 20 | Music | 3 |
| 18M Pharmacy Technician | 12 | Natural Resource Management | 0 |
| 18M Process Plant Technician | 13 | Pre Nursing | 54 |
| 18M Paraprofessional Pre K-12 Ed | 6 | Optometry | 1 |
| 18M Residential Electrical Technology | 3 | Paraprofessional | 1 |
| 18M Small Business Mngt-Entrepreneurship | 28 | Pharmacy | 6 |
| 18M Tribal Advocate-Paralegal | 4 | Physical Therapy | 5 |
| | | AA-Secondary Education | 10 |
| | | Sociology | 1 |
| | | Social Work | 5 |
| | | Pre Veterinarian | 3 |
| Total Students Enrolled in a AAS Majors | 200 | Total Students Enrolled in AA or AS Majors | 454 |
| Non Degree Seeking Students | 33 | Dual Credit | 5 |
| Total Certificate/Degree Seeking Students | 730 | | |
| Total Non-Degree Seeking Students | 38 | | |
| No Degree Listed | 0 | | |
| Total All Students | 768 | | |

TMCC Retention Rates

Tracking student retention is a measure of the number of students who enroll in a degree or certificate program and successfully make progress toward that degree or certificate. The rate is based on those students who first enroll in degree seeking program in the fall semester and return in the next academic year fall semester. TMCC assigns each First-Time First-Year student to a cohort at the beginning of every fall semester. These students are then tracked until degree completion. There are several factors to consider when computing a retention rate; this process is not always simple. Factors like transfer out students, those students who never intended to earn a degree but have declared a major, and morbidity, all these factors need to be considered when calculating retention statistics. The National Center for Education Statistics has developed a common process that all institutions of higher education who receive Title IV funding must follow when calculating retention rates. The following table (Table-5) is a summary of TMCC's retention statistics for the last six years.

Table-5

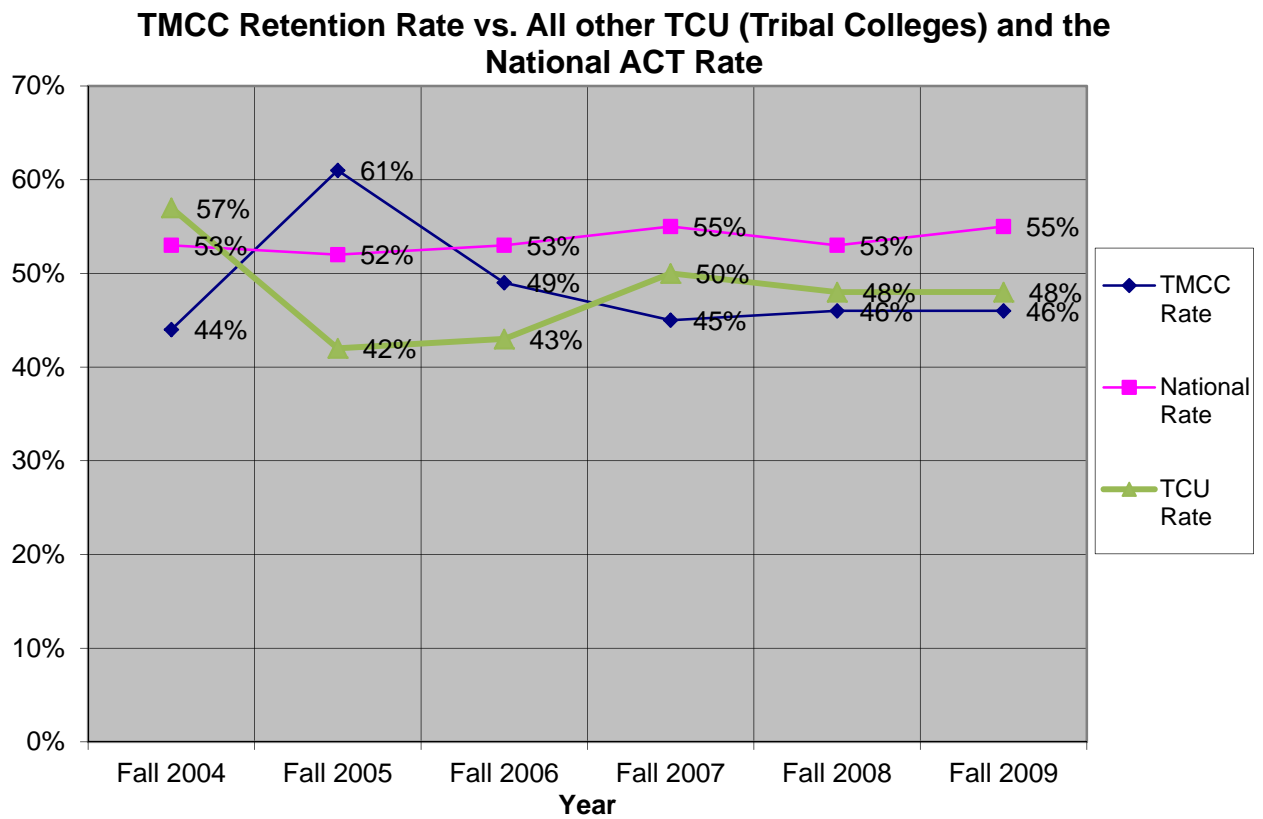
TMCC Student Retention Fall-to Fall Retention Rates

| | TMCC Rates | TCU Rates | National Rates |
|--|---------------|--------------|-------------------|
| Total first time, degree seeking students enrolled in fall 2004 | 125 | | |
| Total of Fall 2004 first time, degree seeking students returning Fall 2005 | 55 | | |
| Retention Rate: Fall 2004 to Fall 2005 | 44% | 57% | 53% |
| | | | |
| Total first time, degree seeking students enrolled in fall 2005 | 141 | | |
| Total of Fall 2005 first time, degree seeking students returning Fall 2006 | 86 | | |
| Retention Rate: Fall 2005 to Fall 2006 | 61% | 42% | 52% |
| | | | |
| Total first time, degree seeking students enrolled in fall 2006 | 134 | | |
| Total of Fall 2006 first time, degree seeking students returning Fall 2007 | 66 | | |
| Retention Rate: Fall 2006 to Fall 2007 | 49% | 43% | 53% |
| | | | |
| Total first time, degree seeking students enrolled in fall 2007 | 120 | | |
| Total of Fall 2007 first time, degree seeking students returning Fall 2008 | 54 | | |
| Retention Rate: Fall 2007 to Fall 2008 | 45% | 50% | 55% |
| | | | |
| Total first time, degree seeking students enrolled in fall 2008 | 125 | | |
| Total of Fall 2008 first time, degree seeking students returning Fall 2009 | 58 | | |
| Retention Rate: Fall 2008 to Fall 2009 | 46% | 48% | 53% |
| | | | |
| Total first time, degree seeking students enrolled in fall 2009 | 180 | | |
| Total of Fall 2009 first time, degree seeking students returning Fall 2010 | 83 | | |
| Retention Rate: Fall 2009 to Fall 2010 | 46% | 48% | 53% |

National Rate based on the Department of Education Statistics retrieved from:

<http://www.higheredinfo.org/dbrowser/?level=nation&mode=map&state=0&submeasure=228>

Chart-3



TMCC Graduation Rates

TMCC continues to be below the national average in its graduation rates. Low or slow graduation rates are not unusual for institutions who serve minorities especially those who serve Native American Students. Studies show that Native Americans typically have a far lower graduation rate than any other population. One way of analyzing graduation rates for TMCC is to look at these rates longitudinally or over a longer period. The following table (Table-6) shows these rates over a five-year period. The data indicates that 21.4 percent of TMCC students take 5 or more years to complete a 2-year degree. This is 2 years longer than the allocated time indicated by the Department of Education. TMCC needs to address this issue.

Table-6

TMCC Graduation Rates Fall 2004-Fall 2008

| 2004 | | | | TMCC | TCU | National |
|--|-------------|-------------|----------------|-------------|------------|-----------------|
| First Time First Year Full Time Enrollment fall 2004 | | | | 125 | | |
| 100% Normal | Within 150% | Over Normal | Still Enrolled | | | |
| 4.76 | 2.38 | 10.32 | | 7% | 13% | 30.00% |
| 2005 | | | | TMCC | TCU | National |
| First Time First Year Full Time Enrollment fall 2005 | | | | 141 | | |
| 100% Normal | Within 150% | Over Normal | Still Enrolled | | | |
| 10.64 | 4.96% | 3.55% | | 15.6% | 14% | 29.31% |
| 2006 | | | | TMCC | TCU | National |
| First Time First Year Full Time Enrollment fall 2006 | | | | 134 | | |
| 100% Normal | Within 150% | Over Normal | Still Enrolled | | | |
| 12.03 | 6.02% | 9.77% | | 18% | 16% | 29.10% |
| 2007 | | | | TMCC | TCU | National |
| First Time First Year Full Time Enrollment fall 2007 | | | | 118 | | |
| 100% Normal | Within 150% | Over Normal | Still Enrolled | | | |
| 11.86 | 7.63 | 1.69 | 9.32 | 19.49% | 17% | 27.80% |
| 2008 | | | | TMCC | TCU | National |
| First Time First Year Full Time Enrollment fall 2008 | | | | | | |
| 100% Normal | Within 150% | Over Normal | Still Enrolled | | | |
| 9.84 | .82 | 1.64 | 19.7 | 10.6% | 17 | 27.50% |

Graduation rates based on the Department of Education statistics, retrieved from:

<http://www.higheredinfo.org/dbrowser/?year=2004&level=nation&mode=graph&state=0&submeasure=24>

TMCC Placement Data

The information contained in Table-7 is data collected from the date TMCC began mandatory placement for incoming freshman. This table shows close to 70% of all incoming freshman are entering TMCC below college level coursework in both Math and English. This is a huge burden on TMCC's human resources, and student services. Although this is not a reflection of TMCC and its process, TMCC needs to develop partnerships with area schools to ensure student success.

Table-7

**Fall 2005 to Fall 2010
Mandatory Placement in English & Math**

| Math Placement | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 |
|---|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Math 100 Basic Math | 34 Students 36% | 34 Students 40% | 33 students 31% | 49 students 50% | 62 Students 34% | 73 Students 44% |
| Math 102 Intermediate Algebra | 31 Students 33% | 22 Students 26% | 31 Students 29% | 19 students 20% | 50 Students 27% | 48% 29% |
| Math 111 College Algebra | 23 Students 24% | 23 Students 27% | 29 Students 27% | 18 students 19% | 45 Students 25% | 33 Students 20% |
| Math 103 University Algebra | 7 Students 7 % | 6 Students 7% | 14 Students 13% | 11 students 11% | 14 Students 8% | 10 Students 6% |
| Math 105 or 107 Trigonometry or Pre-Calculus | | | | | 11 Students 8% | 3 Students 1% |

| English Placement | Fall 2005 | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 |
|-----------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| ASC 086 Writing Basic I | 30 Students 29% | 36 34% | 15 Students 16% | 21 students 22% | 52 Students 34% | 24 Students 16% |
| *ASC 087 Writing Basic II | 31 Students 30% | 37 35% | 38 Students 40% | 51 students 53% | 57 Students 38% | 56 Students 38% |
| English 110 Freshman English I | 41 Students 41% | 33 Students 31% | 42 Students 44% | 24 students 25% | 40 Students 27% | 69 Students 46% |

*ASC 087 Writing basics II was added in 2006, previously the students took ENGL 110 with a writing lab.

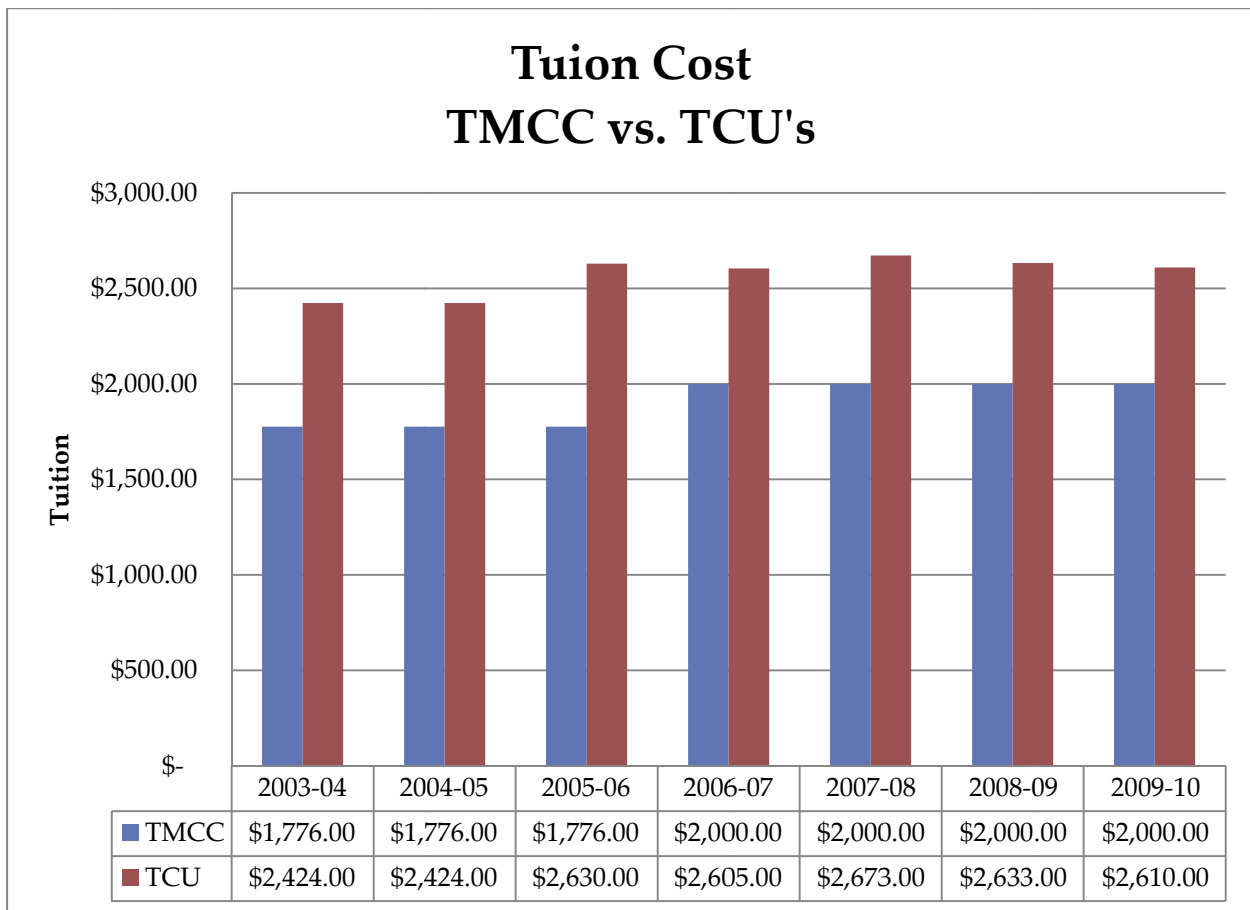
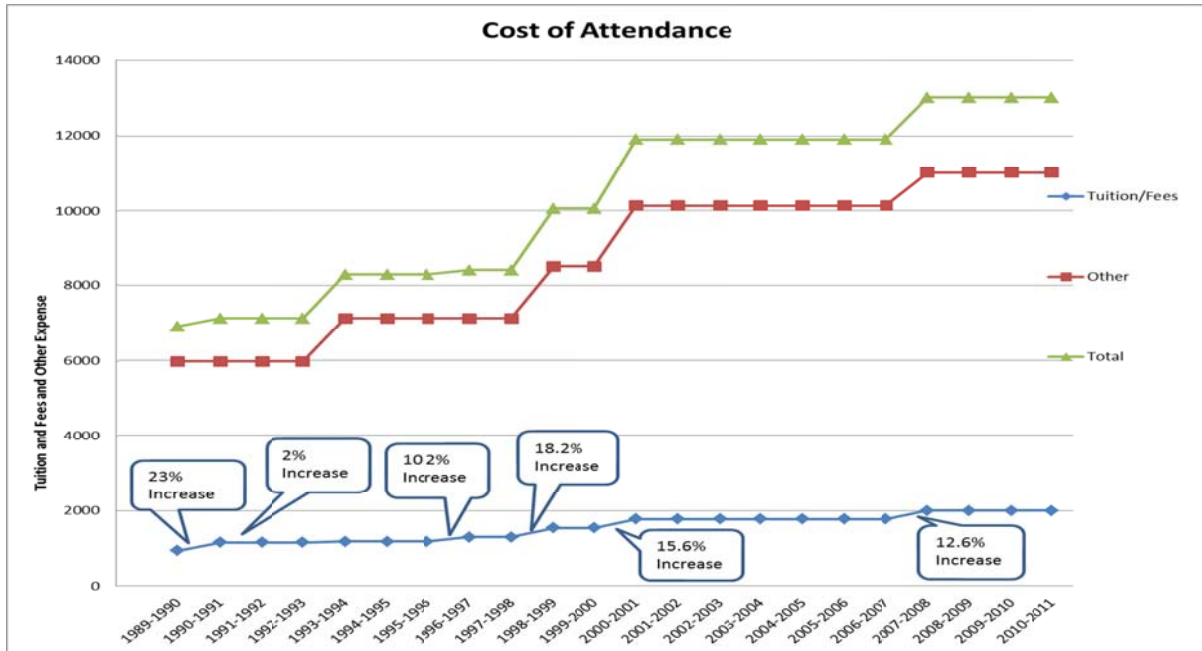


TMCC Cost of Attendance

This section includes the cost of attendance for a student to attend TMCC. The tuition rate is considerable low compared to other TCU's and Community Colleges. TMCC also has not raised its tuition for the last 5 years. Since 1989 the average tuition increase was 13.3% this is a very low rate considering the national tuition increase rate per year is between 6-9%. TMCC has maintained about a \$600 difference in the average tuition of other TCU's.

Cost of Attendance

| Academic Year | Tuition/Fees | Other | Total | Percent Increase |
|---------------|--------------|-------|-------|------------------|
| 1989-1990 | 936 | 5970 | 6906 | |
| 1990-1991 | 1152 | 5970 | 7122 | 23.0% |
| 1991-1992 | 1152 | 5970 | 7122 | |
| 1992-1993 | 1152 | 5970 | 7122 | |
| 1993-1994 | 1176 | 7120 | 8296 | 2.0% |
| 1994-1995 | 1176 | 7120 | 8296 | |
| 1995-1996 | 1176 | 7120 | 8296 | |
| 1996-1997 | 1296 | 7120 | 8416 | 10.2% |
| 1997-1998 | 1296 | 7120 | 8416 | |
| 1998-1999 | 1536 | 8516 | 10052 | 18.5% |
| 1999-2000 | 1536 | 8516 | 10052 | |
| 2000-2001 | 1776 | 10126 | 11902 | 15.6% |
| 2001-2002 | 1776 | 10126 | 11902 | |
| 2002-2003 | 1776 | 10126 | 11902 | |
| 2003-2004 | 1776 | 10126 | 11902 | |
| 2004-2005 | 1776 | 10126 | 11902 | |
| 2005-2006 | 1776 | 10126 | 11902 | |
| 2006-2007 | 1776 | 10126 | 11902 | |
| 2007-2008 | 2000 | 11016 | 13016 | 12.6% |
| 2008-2009 | 2000 | 11016 | 13016 | |
| 2009-2010 | 2000 | 11016 | 13016 | |
| 2010-2011 | 2000 | 11016 | 13016 | |

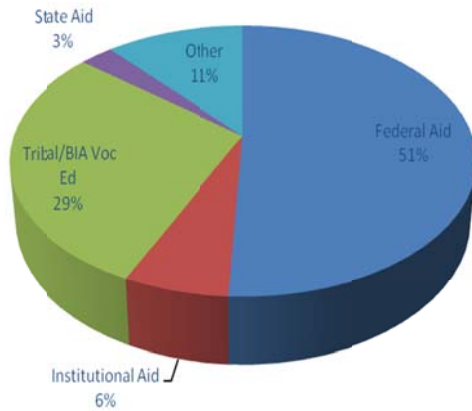


TMCC Financial Aid Data

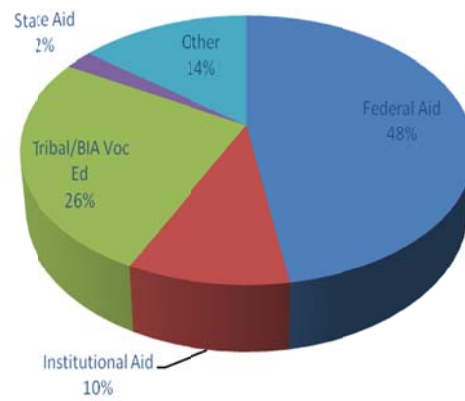
Total Financial Aid Disbursed

| Year | Federal Aid | Institutional Aid | Tribal/ BIA Voc Ed | State Aid | Other | All Aid |
|-----------|-------------|-------------------|-----------------------|-----------|-----------|-------------|
| 2005-2006 | \$1,101,556 | \$133,531 | \$627,932 | \$58,792 | \$247,363 | \$2,169,174 |
| 2006-2007 | \$1,155,773 | \$237,023 | \$634,410 | \$55,950 | \$352,074 | \$2,435,230 |
| 2007-2008 | \$1,183,881 | \$170,869 | \$649,104 | \$94,342 | \$399,272 | \$2,497,468 |

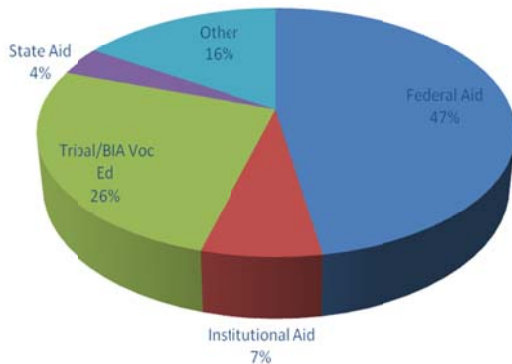
2005-2006 Financial Aid Received
by Type



2006-2007 Financial Aid Received
by Type



2007-2008 Financial Aid Received
by Type



Student Satisfaction Survey- Fall 2009

The Student Satisfaction Survey focuses upon understanding the perceptions of students who are currently attending TMCC. The survey assists organizational leadership by providing information about student issues that impact the quality of service ultimately delivered to all customers. The data provides information about students' perceptions of the effectiveness of the organization, and their satisfaction with the services provided to them from various departments throughout the organization. It is important that TMCC utilize these perceptions to enhance retention issues by creating an actively engaging environment for students at TMCC. In addition, reviewing and understanding the needs of the students is imperative for future recruitment efforts of the organization. The Student Satisfaction Survey is conducted on a Bi-Annual Basis.

There were ten core areas where students were asked questions; they were facilities, technology, business office, bookstore, admissions, financial aid, record/registration, student support services, faculty and library. In addition to department specific questions, twelve additional questions were general in nature. There were 67 participants in this survey.

Scoring- The questions were rated on a scale of 1(Very Dissatisfied), 2 (Dissatisfied), 3 (Satisfied), to 4(Very Satisfied).

Table-8

Facilities

| | Fall '09 |
|---|----------------|
| Facilities/Parking Lots | |
| a. Maintenance of buildings | 3.19- H |
| b. Maintenance of grounds | 3.20- H |
| c. Campus Café | 2.78 |
| d. Classrooms | 3.18 |
| e. Labs | 2.94 |
| f. Parking availability | 2.49- L |
| g. Parking lot lighting in evenings | 2.72 |
| h. Parking enforcement policies | 2.67- L |
| i. Signs in parking lot and on campus | 2.95 |
| j. Friendliness and courtesy of staff | 3.17 |
| k. Overall satisfaction of campus facilities and parking lots | 3.09 |

Technology

| | Fall '09 |
|--------------------------------------|----------------|
| Technology Services/Computer Labs | |
| a. Convenience of hours open | 3.00 |
| b. Up-to-date hardware (computers) | 3.00 |
| c. Up-to-date software (programs) | 3.01 |
| d. Availability of Computers | 2.97- L |
| e. Availability of staff assistance | 3.03 |
| f. Overall atmosphere of labs | 2.88- L |
| g. Knowledge and competence of staff | 3.12 |



| | |
|---------------------------------------|----------------|
| h. Friendliness and courtesy of staff | 3.17- H |
| i. Ease of use of campus web page | 3.13- H |
| j. Ease of use of campus mail | 3.09 |

Business Office

| | |
|--|----------|
| | Fall '09 |
| Business Office | |
| a. Convenience of hours open | 3.13 |
| b. Friendliness and courtesy of staff | 3.19 |
| c. Knowledge and competence of staff | 3.19 |
| d. Convenience of pay for add/drop & transcript requests | 3.12 |

Bookstore

| | |
|--|----------------|
| | Fall '09 |
| Bookstore | |
| a. Availability of needed textbooks | 3.07- L |
| b. Availability of other materials | 3.10 |
| c. Convenience of hours open | 3.17 |
| d. Response time to concerns/questions | 3.19 |
| e. Knowledge and competence of staff | 3.24- H |
| f. Friendliness and courtesy of staff | 3.27- H |

Admissions

| | |
|---|----------------|
| | Fall '09 |
| Admissions | |
| a. Convenience of hours open | 3.19 |
| b. Response time to concerns/questions | 3.19 |
| c. Availability of information before enrolling | 3.15- L |
| d. Easy application process | 3.18 |
| e. Easy to understand materials | 3.21 |
| f. Availability of staff | 3.18 |
| g. Timing of admissions correspondence | 3.19 |
| h. Friendliness and courtesy of staff | 3.27- H |
| i. Knowledge and competence of staff | 3.25- H |

Financial Aid

| | |
|--|----------------|
| | Fall '09 |
| Financial Aid | |
| a. Convenience of hours open | 3.13- H |
| b. Timing of financial aid awards | 2.91- L |
| c. Availability of information on financial aid and scholarships | 2.97 |
| d. Accuracy of financial aid information | 3.00 |
| e. Response time to concerns/questions | 2.97 |
| f. Availability of information before enrolling | 3.03 |
| g. Easy to understand materials | 3.03 |
| h. Friendliness and courtesy of staff | 3.09 |
| i. Knowledge and competence of staff | 3.12 |

Records/Registration

| | |
|--|----------------|
| | Fall '09 |
| Records/Registration | |
| a. Convenience of hours open | 3.18- H |
| b. Easy to understand registration materials | 3.12 |
| c. Response time to concerns/questions | 3.10 |
| d. Ease/convenience of registering | 3.13 |
| e. Ease in getting a transcript | 3.12 |
| f. Accuracy of academic records | 3.15 |
| g. Timeliness and accuracy of correspondence | 3.13 |
| h. Friendliness and courtesy of staff | 3.09- L |
| i. Knowledge and competence of staff | 3.14 |

Student Support Services

| | |
|---------------------------------------|----------|
| | Fall '09 |
| Student Support Services | |
| a. Convenience of hours open | 3.33 |
| b. Availability of services | 3.27 |
| c. Friendliness and courtesy of staff | 3.40 |
| d. Knowledge and competence of staff | 3.40 |

Faculty

| | |
|---|----------|
| | Fall '09 |
| Faculty | |
| a. Convenience of office hours | 3.34 |
| b. Willingness to meet with students | 3.30 |
| c. Knowledge as academic advisors | 3.31 |
| d. Friendliness and courtesy of faculty | 3.32 |
| e. Knowledge and competence of faculty | 3.30 |

Library

| | |
|---------------------------------------|----------------|
| | Fall '09 |
| Library | |
| a. Convenience of hours | 3.22 |
| b. Willingness to help students | 3.18- L |
| c. Friendliness and courtesy of staff | 3.21 |
| d. Knowledge and competence of staff | 3.30- H |



The twelve general item responses were scored on a scale of 1-5 with (5) stating the students strongly agree and (1) stating the students strongly disagree. The following table provides the questions and means. The mean is the average of all the responses.

Two areas indicate very positive responses these areas are; Students are able to participate in campus related activities such as clubs, athletics, committees, etc and Students can be themselves and feel accepted on campus. Both of these responses reiterate our mission as a Tribal College.

Table-8 Continued

| Question | Fall '09 | '08 |
|--|-------------|------|
| I seldom get the run around when seeking information at TMCC | 3.79 | 3.46 |
| Channels for expressing student complaints are readily available | 3.64 | 3.51 |
| Channels for resolving student complaints are readily available | 3.69 | 3.48 |
| Staff show concern for students as individuals | 3.87 | 3.78 |
| The campus is safe and secure for all students | 4.06 | 3.92 |
| The campus is well lighted and secure | 4.03 | 3.92 |
| The campus café provides a diverse menu | 3.58 | 3.49 |
| The signage is adequate on campus for students to find their way around | 3.99 | 3.79 |
| Campus events are advertised in a timely manner | 4.01 | 3.85 |
| Students are made to feel welcomed while on campus | 4.10 | 3.98 |
| Students are able to participate in campus related activities such as clubs, athletics, committees, etc. | 4.19 | 4.02 |
| Students can be themselves and feel accepted on campus | 4.16 | 4.11 |

Withdrawing Student Survey

The withdrawing student survey was designed to track patterns in the characteristics and concerns of withdrawing students. Students complete the survey as part of the withdrawal policy at TMCC

Table-9

TMCC Student Withdrawal Survey, 2009-2010

| | Fall 2009 | Spring 2010 |
|--|------------------|--------------------|
| Characteristics | | |
| • First Time First Year Students | 30% | 30% |
| • Female | 74% | 50% |
| • Single | 74% | 73% |
| • Have dependents | 52% | 55% |
| • Their plans after leaving were to work | 70% | 80% |
| • They planned to re-enroll | 83% | 82% |
| • Main source of financial support was employment | 48% | 43% |
| • Main source of financial support was grants and scholarships | 25% | 39% |
| Facts about withdrawing students | | |
| • Students primary reason for withdrawing: | | |
| ○ Personal Reasons | 52% | 64% |
| ○ Academic Reasons | 17% | 7% |
| ○ Financial Reasons | 9% | 2% |
| ○ Employment | 4% | 18% |
| ○ Missing responses | 4 | 4 |
| • The students were asked to state one reason in each of the categories (Personal, Financial, Academic) as contributing to their decision to withdraw, the following is their responses: | | |
| ○ Personal Reasons | | |
| ▪ Need to get myself together | 30% | 34% |
| ▪ Health problems personal/family or emergency | 30% | 25% |
| ▪ Wanted a break from college for work or travel | 26% | 30% |
| ▪ Family responsibilities | 26% | 18% |
| ▪ Experienced emotional problems | 17% | 7% |
| ▪ Uncertain about the value of a college education | 17% | 5% |
| ▪ Did not have transportation | 13% | 11% |
| ▪ Left to take care of a family member | 13% | 9% |
| ▪ Felt alone or isolated | 4% | 7% |
| ▪ Lack of childcare | 4% | 2% |
| ▪ Dissatisfaction with atmosphere at TMCC | 0 | 0 |
| ▪ Campus was too impersonal | 0 | 0 |
| ▪ NOTE: Missing response | 1 | 5 |
| ○ Financial | | |
| ▪ Conflict between demands of job and college | 17% | 27% |
| ▪ They could not find part-time work | 13% | 5% |
| ▪ Accepted full time employment | 9% | 11% |
| ▪ Did not receive adequate financial aid | 9% | 16% |
| ▪ They did not budget money correctly | 0 | 2% |
| ▪ They did not receive adequate financial support from parents/spouse/family | 0 | 2% |
| ▪ Note: Missing responses | 12 | 20 |
| ○ Academic Reasons | | |
| ▪ Dissatisfied with own academic performance | 39% | 27% |

Turtle Mountain Community College Institutional Effectiveness and Assessment



| | | |
|--|-----|-----|
| ▪ Unclear expectations | 17% | 18% |
| ▪ Inadequate study habits | 8% | 14% |
| ▪ They were disappointed with the quality of instruction at TMCC | 8% | 0 |
| ▪ They received inadequate or misleading academic advising | 8% | 0 |
| ▪ They couldn't get the courses need for degree program | 4% | 2% |
| ▪ Disappointed with the quality of services | 4% | 0 |
| ▪ Impersonal attitudes of faculty/staff | 0 | 0 |
| ▪ They couldn't get the professors they wanted | 0 | 5% |
| ▪ NOTE: Missing responses | 8 | 21 |
| Total | 23 | 44 |

New Student Orientation Survey- Fall 2009

The student orientation survey was designed to assist TMCC in understanding the perceptions of the students on the Orientation Program. The survey was completed at the end of the orientation program. There were 116 students that participated in the survey.

According to the students, the overall effectiveness of the orientation program is perceived as satisfactory, or above. The students seem to be most satisfied with the orientation staff, both in terms of friendliness and helpfulness. Areas that rated lower on the survey include “information on degree programs at TMCC” and “information on clubs and student senate”.

There were fourteen general item responses that were scored on a scale of 1-5 with (5) stating the students were very satisfied and (1) stating the students were very dissatisfied. The following table provides the questions and means. The mean is the average of all responses for that question.

The students were asked to indicate how satisfied they were with their experience based on the following questions:

Table-10

| | AY '09 | AY '08 |
|--|---------------|---------------|
| Information on degree programs at TMCC | 3.79 | 4.10 |
| Information about admission at TMCC | 3.97 | 4.24 |
| Information about Student Financial Aid | 3.96 | 4.33 |
| Information about registration | 3.95 | 4.31 |
| Information about advising | 3.83 | 4.33 |
| Information about email use at TMCC | 3.84 | 4.10 |
| Information about Student Support Services | 3.84 | 4.21 |
| Information about library services | 3.97 | 4.24 |
| Information about bookstore services | 4.01 | 4.22 |
| Information about technology use | 3.92 | 4.17 |
| Information about policies at TMCC | 3.92 | 4.12 |
| Information about clubs and student senate | 3.69 | 3.95 |
| The orientation staff was friendly | 4.18 | 4.52 |
| The orientation staff was helpful | 4.09 | 4.53 |

The next sets of questions were asked to identify how helpful the orientation program was for the students. The questions were scored on a scale of 1-4, with (4) stating that students strongly agree and (1) stating that students strongly disagree.

| | AY '09 | AY '08 |
|--|---------------|---------------|
| The orientation program helped me feel better prepared to start college | 3.19 | 3.09 |
| The orientation program helped me to understand TMCC's academic expectations | 3.22 | 3.07 |
| The orientation program helped familiarize me with TMCC Student Services and resources | 3.24 | 3.21 |
| The orientation program demonstrated that TMCC cares about individuals | 3.32 | 3.26 |
| The orientation program effectively informed me of the academic requirements at TMCC | 3.24 | 3.21 |



Student Evaluation of Teaching- Fall 2010

The purpose of the survey is to provide students with the opportunity to give feedback to their instructors. This information is then used by the instructors as one form of self-assessment.

Scoring: There were 21 general item responses that were scored on a scale of 1-5 with (5) being exceptionally high, or positive, and (1) being exceptionally low, or negative. The following table provides the questions and means. The mean is the average of all responses for that question.

For Fall 2010, there were 247 students that participated in the survey. Overall, the mean scores are high, rated between above average and exceptionally high, positive. In comparison to the 4 semesters, TMCC continuously rates highest on Questions 1 & 2. This year students student's rated the caliber of instructor lowest, although the rating is above a 4.00 we should be still be concerned and address this situation. (note: Fall '10 semester only one class per full-time instructor was evaluated

Table-11

| | Fall '10 | Spring '10 | Fall '09 | Spring '09 |
|--|---------------|---------------|----------------|---------------|
| Instructors knowledge of subject matter | 4.57 | 4.54-H | 4.51-H | 4.48-H |
| Instructors ability to share knowledge | 4.43 | 4.47-H | 4.46-H | 4.47-H |
| Instructor prepares adequately for class | 4.36 | 4.34 | 4.36 | 4.40 |
| Instructor organizes class meaningfully (with syllabus, etc.) | 4.33 | 4.34 | 4.41 | 4.37 |
| Instructor has a good connection with students | 4.26 | 4.34 | 4.42 | 4.42 |
| Instructors availability and/or willingness to assist students | 4.29 | 4.38 | 4.44 | 4.45 |
| Instructors fairness in grading | 4.15 | 4.36 | 4.41 | 4.35 |
| Instructor is reasonable in making assignments | 4.15 | 4.28 | 4.40 | 4.31 |
| Instructor makes assignments clear | 4.16 | 4.33 | 4.36 | 4.33 |
| Instructor encourages questions from students | 4.32 | 4.35 | 4.39 | 4.38 |
| Instructor inspires students to learn | 4.18 | 4.39 | 4.40 | 4.42 |
| Instructor values student opinions | 4.23 | 4.30 | 4.37 | 4.41 |
| Instructor made an effort to integrate culture into the curriculum | 4.04-L | 4.14-L | 4.20-L | 4.27-L |
| Instructor clearly conveyed course objectives in this course | 4.18 | 4.32 | 4.36 | 4.30-L |
| Instructors goals and objectives of the course | 4.26 | 4.33 | 4.36 | 4.39 |
| Instructor returned graded assignments in a timely manner (1 week) | 4.19 | 4.23 | 4.33 | 4.37 |
| I would be inclined to take another course from instructor | 4.13 | 4.24 | 4.38 | 4.36 |
| Rate your understanding of course content | 4.11 | 4.21-L | 4.27-L | 4.32 |
| Rate the overall quality of this course | 4.24 | 4.30 | 4.36 | 4.38 |
| Rate your satisfaction with the instructor in the course | 4.24 | 4.34 | 4.42 | 4.41 |
| How do you rate the caliber of this instructor in this course compared to other instructors whose courses you have taken | 4.04-L | 4.28 | 4.36 | 4.37 |
| | N=241 | N=256 | N=1,039 | N=867 |

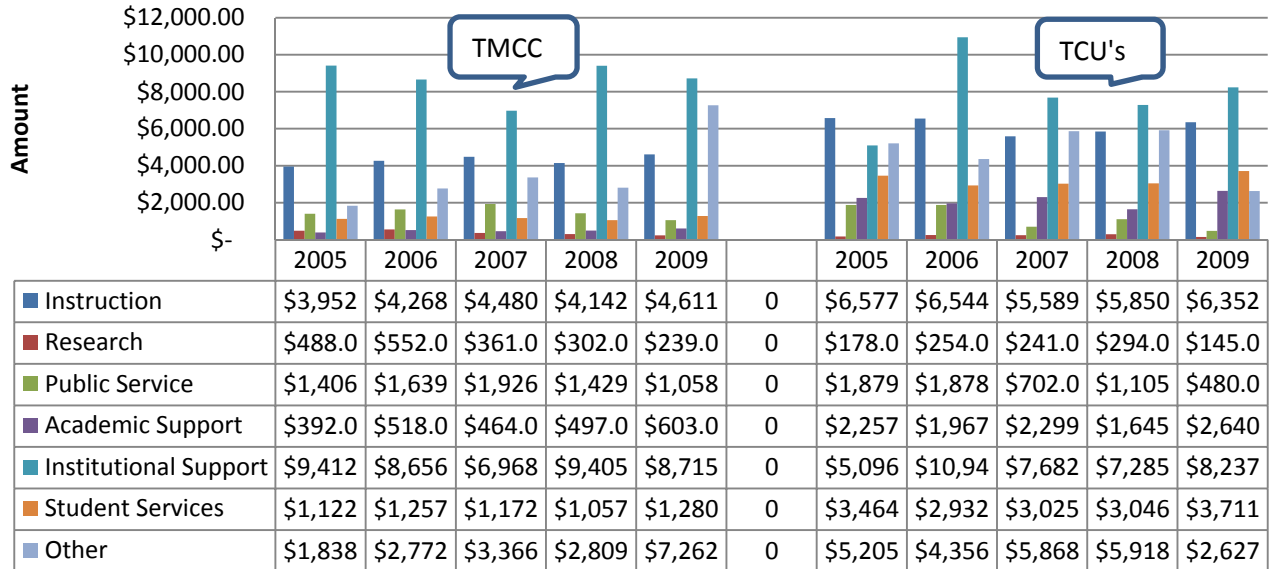


The last question is in regard to attendance. The rating is scored on a scale of 1-4 with (1) being 0 to 3 absences, (2) 4 to 7 absences, (3) 8 to 15 absences, and (4) being more than 15. Of the 241 students surveyed, 134 reported missing class between 0 and 3 times. Overall, there's an increase in absences for fall semester.

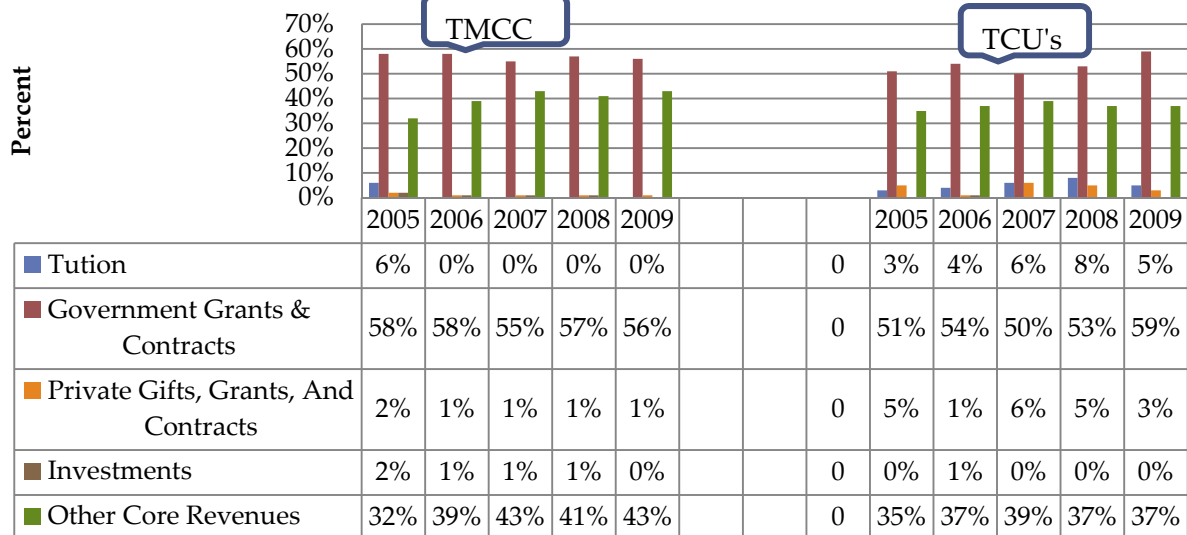
| | | | | |
|---|-------------|-------------|------|------|
| How many times have you missed this class | 1.50 | 1.49 | 1.32 | 1.43 |
|---|-------------|-------------|------|------|

TMCC Financial/Human Resource Data

**Core Expense Per FTE Enrollment
(TMCC vs. TCU's)**

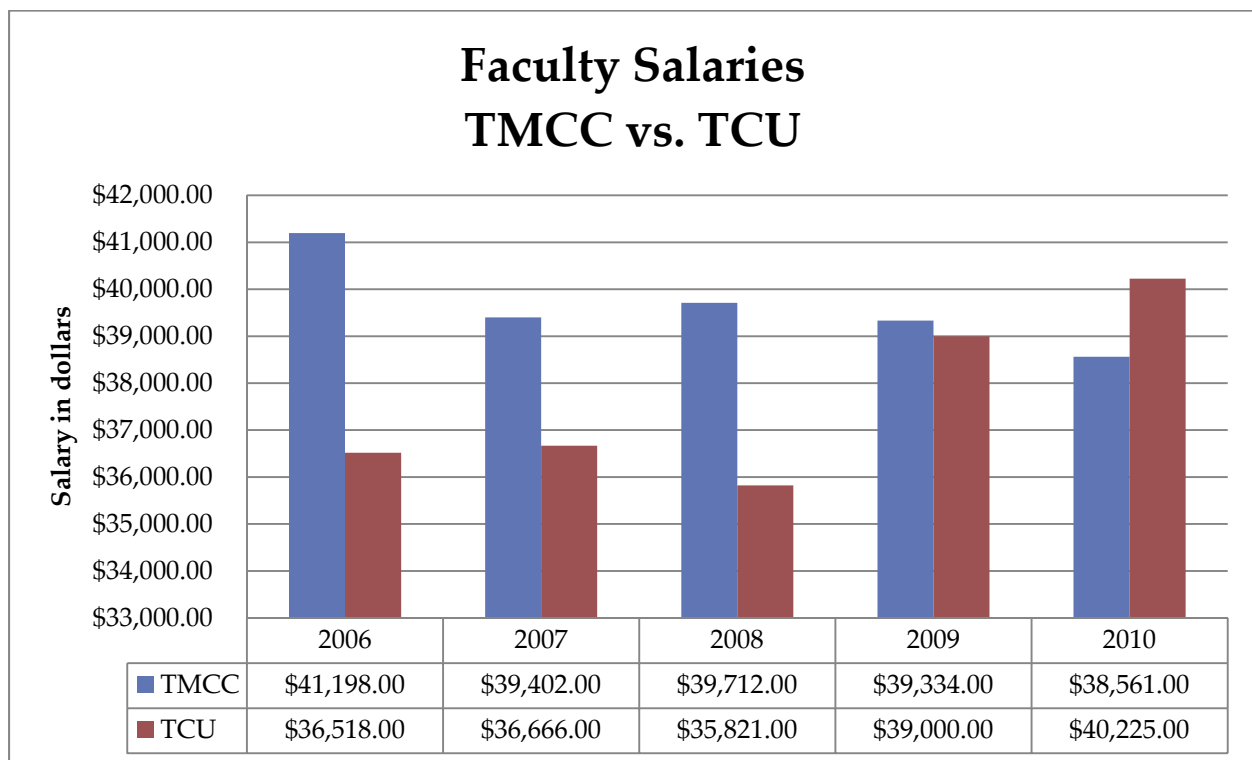
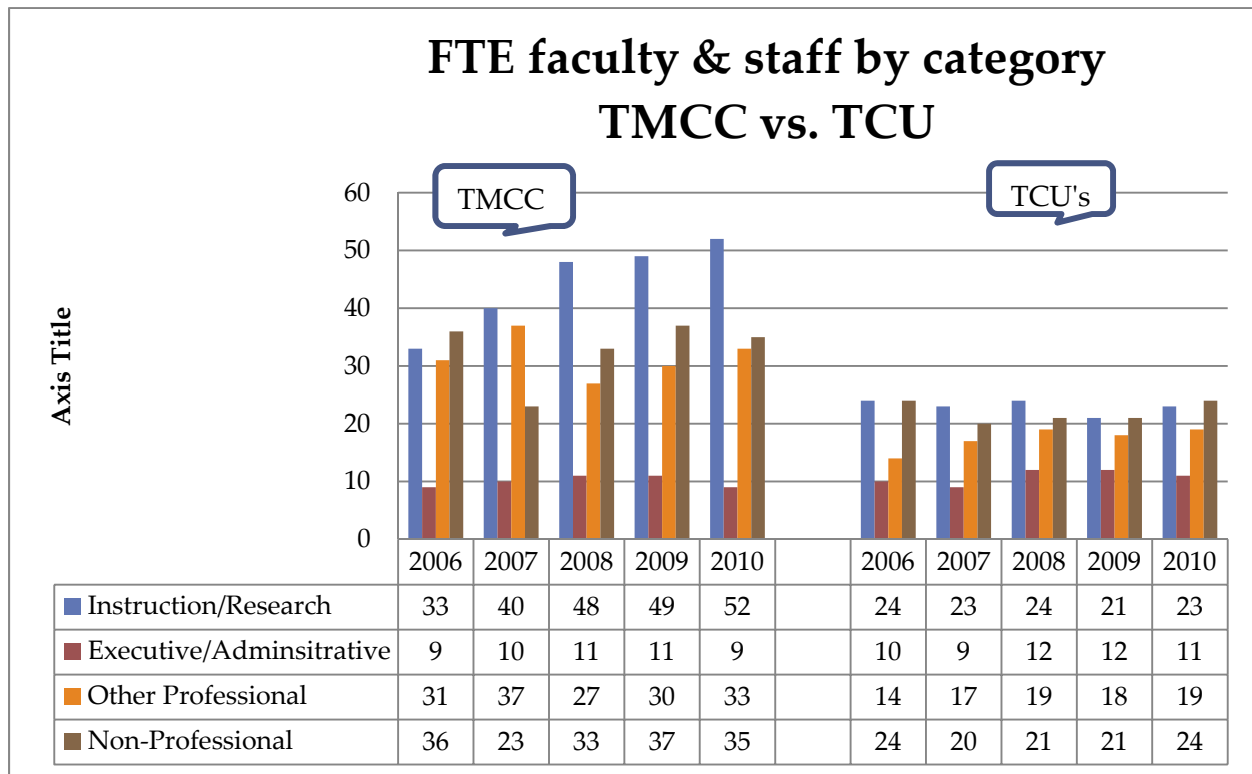


**% distribution of core revenues
(TMCC vs. TCU's)**





TMCC Financial/Human Resource Data



Organizational Excellence Survey

The Organizational Excellence Survey focuses upon fully utilizing an organization's human resources to build viable institutions. The survey also assists organizational leadership by providing information about work force issues that impact the quality of service ultimately delivered to all customers. The data provides information not only about employees' perceptions of the effectiveness of their own organization, but also about employee's satisfaction with their employer. Understanding issues such as the perceived comparability of the pay and employment benefit package is vital to attracting and retaining a competitive workforce.

Survey Score Calculations

The survey is broken into several scoring units. The data is scored according to a matrix and compared to other institutions of Higher Education who are of similar size. The following are some definitions used in the graphs:

Item Score-The average response for a survey item; the average ranges from a score of 1(Strongly Disagree) to 5 (Strongly Agree).

Construct Score-The average of the item Scores that belong to the Construct. Each construct consists of several related items. The average item score is multiplied by 100 to get the construct score. Scores of 400 or higher indicate areas of substantial strength. Scores above 300 suggest that employees perceive the issue more positively than negatively, while scores below 300 are viewed more negatively by employees. Scores below 200 should be a significant source of concern for the organization and should receive immediate attention (see [Appendix A Section 1-Construct Score Descriptions](#) for a complete description of items included in each construct).

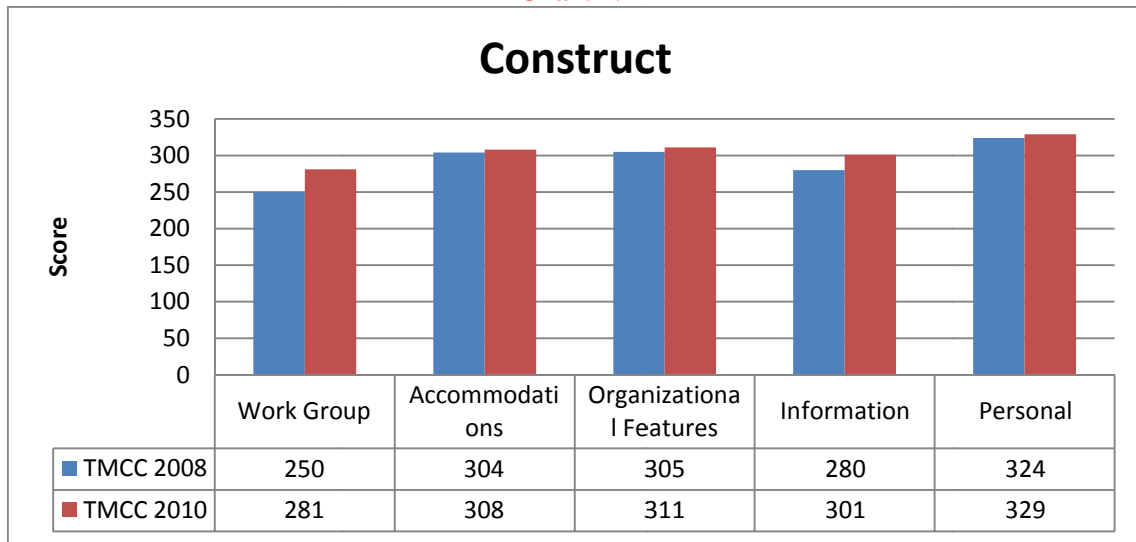
Dimension Score-The dimension score is the average of the Construct Scores that belong to the Dimension. Each dimension consists of several related constructs (see [Appendix A Section 2-Dimension Score Descriptions](#) for a complete description of items included in each dimension).

High Lights-Constructs

The results of the survey indicate that the employees continue to feel more positive than negative about the following: Physical environment; benefit package; strategic orientation; culture of quality; availability of information; external communication; job satisfaction; time and stress; burnout; and empowerment. The highest mark from employees goes to the adequacy of the physical environment.

The construct scores indicated that there are several items that employees view more negatively they are as follows: supervisor effectiveness; fairness; team effectiveness; diversity; fair pay; employment development; change orientated organization; goal oriented organization, holographic (perception of the consistency of decision making), and internal communication. The score for internal communication decreased 75 points which is a dramatic decrease. It would be wise for the administration and boards to take a careful at this score and address the internal communication issue.

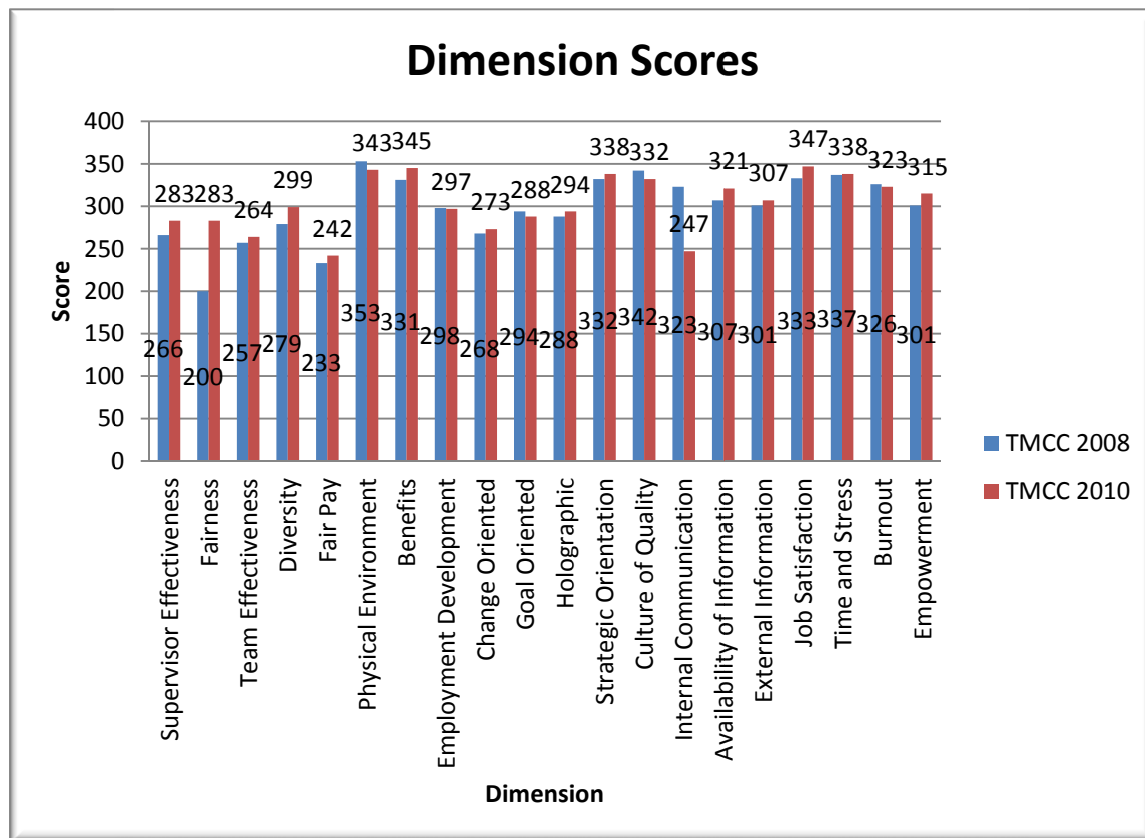
Chart 1.2



Highlights-Dimensions

The dimension scores indicate that work groups (employee's activities within their immediate work vicinity) and information (consistent and structured communication flow) are viewed more negatively by employees.

Chart 1.3



TMCC Institutional Effectiveness 2010-2011

Beginning in 2008, The Office of Institutional Effectiveness (OIE) began the process of formalizing an Institutional Effectiveness Plan for Turtle Mountain Community College. This activity speaks to an identified institutional management weakness as there is a need for valid data and an internal mechanism to continually assess institutional services. By institutionalizing this assessment process, TMCC will be able to maximize its resources and make statistical decisions regarding new growth and existing programs. More importantly, this plan will become evidence of TMCC's efforts toward maintaining accreditation.

External evaluators were selected for each of the 10 departments at TMCC. The purpose of the department evaluations was to review each department and its current process for improvement. Each program evaluator was to identify strengths and limitations and to provide recommendations for improvement. The evaluator then provided evaluation reports to the OIE based on those findings. Copies were provided to each Department Director and a monitoring plan was established between the OIE and each department Director. Each monitoring plan includes identified recommended areas to work on for the next academic year, assessment methods, timelines, and who is responsible for carrying out each task. To date, monitoring plans have been established for the 10 departments.

Overall, the Department evaluations provided a baseline of information as to where each department was/is. While it appears that each department is contributing to the mission statement of TMCC as well as the 9 institutional goals (with the exception of goal #7), there is a definite need for TMCC employees to adopt a higher level of expectations. This will lead to the adoption of higher standards, and eventually, the provision of the best services for the students of TMCC. This can be linked directly to the TMCC strategic plan. Furthermore, all activity within departments should be measureable as well as documented through department databases; this will allow department growth and barriers to be showcased. Assessment needs to be a continuous process. Lastly, assessment should not be a secret. All stakeholders should be aware, and actively contributing, to the improvement process.

Recommendations:

- Each department will need to allocate dollars every 3 to 5 years to secure an external evaluator. This process should be continuous.
- Each department should consider developing a departmental mission statement and goals. These departmental goals should be included in the strategic plan and measurement of growth should be captured through each departmental evaluation. This would guarantee continuous data collection and subsequently, continuous improvement.

Appendix A Section 1-Construct Score Descriptions

| Name | Description |
|--------------------------|--|
| Supervisor Effectiveness | Supervisor Effectiveness provides insight into the nature of supervisory relationships in the organization, including the quality of communication, leadership, and fairness that employees perceive exist between supervisors and themselves. |
| Fairness | Fairness measures the extent to which employees believe that equal and fair opportunity exists for all members of the organization. |
| Team Effectiveness | Team Effectiveness captures employees' perceptions of the effectiveness of their work group and the extent to which the organizational environment supports appropriate teamwork among employees. |
| Diversity | Diversity addresses the extent to which employees feel that individual differences, including ethnicity, age and lifestyle, may result in alienation and/or missed opportunities for learning or advancement. |
| Fair Pay | Fair Pay is an evaluation from the viewpoint of employees of the competitiveness of the total compensation package. It addresses how well the package "holds up" when employees compare it to similar jobs in their own communities. |
| Physical Environment | Adequacy of Physical Environment captures employees' perceptions of the work setting and the degree to which employees believe that a safe and pleasant working environment exists. |
| Benefits | Benefits provide an indication of the role that the employment benefit package plays in attracting and retaining employees. |
| Employment Development | Employment Development captures perceptions of the priority given to the career and personal development of employees by the organization. |
| Change Oriented | Change Oriented secures employees' perceptions of the organization's capability and readiness to change based on new information and ideas. |
| Goal Oriented | Goal Oriented addresses the organization's ability to include all its members in focusing resources towards goal accomplishment. |
| Holographic | Holographic refers to the degree to which all actions of the organization "hang together" and are understood by all. It concerns employees' perceptions of the consistency of decision-making and activity within the organization. |
| Strategic | Strategic orientation secures employees' thinking about how the organization responds to external influence, including those which play a role in defining the mission, services and products provided by the organization. |



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| Quality | Quality focuses upon the degree to which quality principles, such as customer service and continuous improvement, are a part of the organizational culture. |
| Internal | Internal Communication captures the nature of communication exchanges within the organization. It addresses the extent to which employees view information exchanges as open and productive. |
| Availability | Availability of Information provides insight into whether employees know where to get needed information and whether they have the ability to access it in a timely manner. |
| External | External Communication looks at how information flows in and out of the organization. It focuses upon the ability of the organization to synthesize and apply external information to work performed by the organization. |
| Job Satisfaction | Job Satisfaction addresses employees' satisfaction with their overall work situation. Weighed heavily in this construct are issues concerning employees' evaluation of the availability of time and resources needed to perform jobs effectively. |
| Time and Stress | Time and Stress Management looks how realistic job demands are given time and resource constraints, and also captures employees' feelings about their ability to balance home and work demands (note: The higher the score the lower the level of stress). |
| Burnout | Burnout is a feeling of extreme mental exhaustion that can negatively impact employees' physical health and job performance, leading to lost resources and opportunities in the organization (note: The higher the score the lower the level of burnout). |
| Empowerment | Empowerment measures the degree to which employees feel that they have some control over their jobs and the outcome of their efforts. |

Appendix A Section 2-Dimension Score Descriptions

| Dim# | Name | Description |
|------|-------------------------|---|
| 1 | Work Group | This dimension relates to employees' activities within their immediate work vicinity. They include factors that concern how employees interact with peers, supervisors and all of the persons involved in day-to-day work activity. |
| 2 | Accommodations | This dimension looks at the physical work setting and the factors associated with compensation, work technology and tools. It is the "total benefit package" provided to employees by the organization. |
| 3 | Organizational Features | This dimension addresses the organization's interface with external influences. It is an internal evaluation of the organization's ability to assess changes in the environment and make needed adjustments. |
| 4 | Information | This dimension refers to how consistent and structured communication flow is within the organization and to outside groups. It examines the degree to which communication is directed towards work concerns. |
| 5 | Personal | This dimension reports on how much internalization of stress is occurring and the extent to which debilitating social and psychological conditions appear to be developing at the level of the individual employee. |