

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

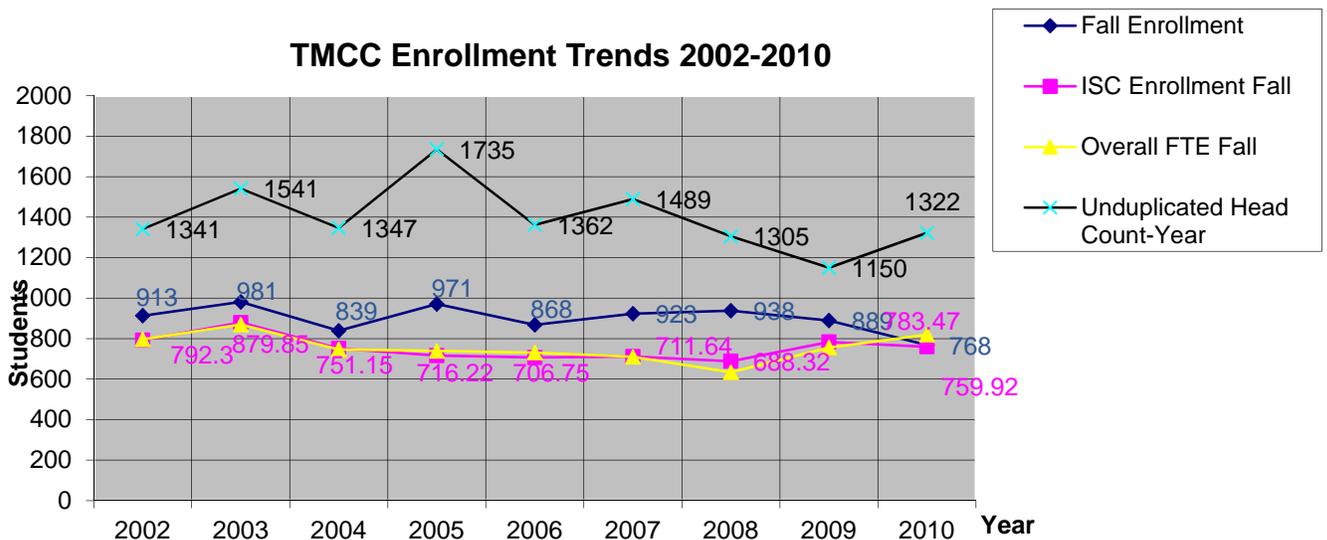
The table-1 below shows the total student enrollment.

- 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

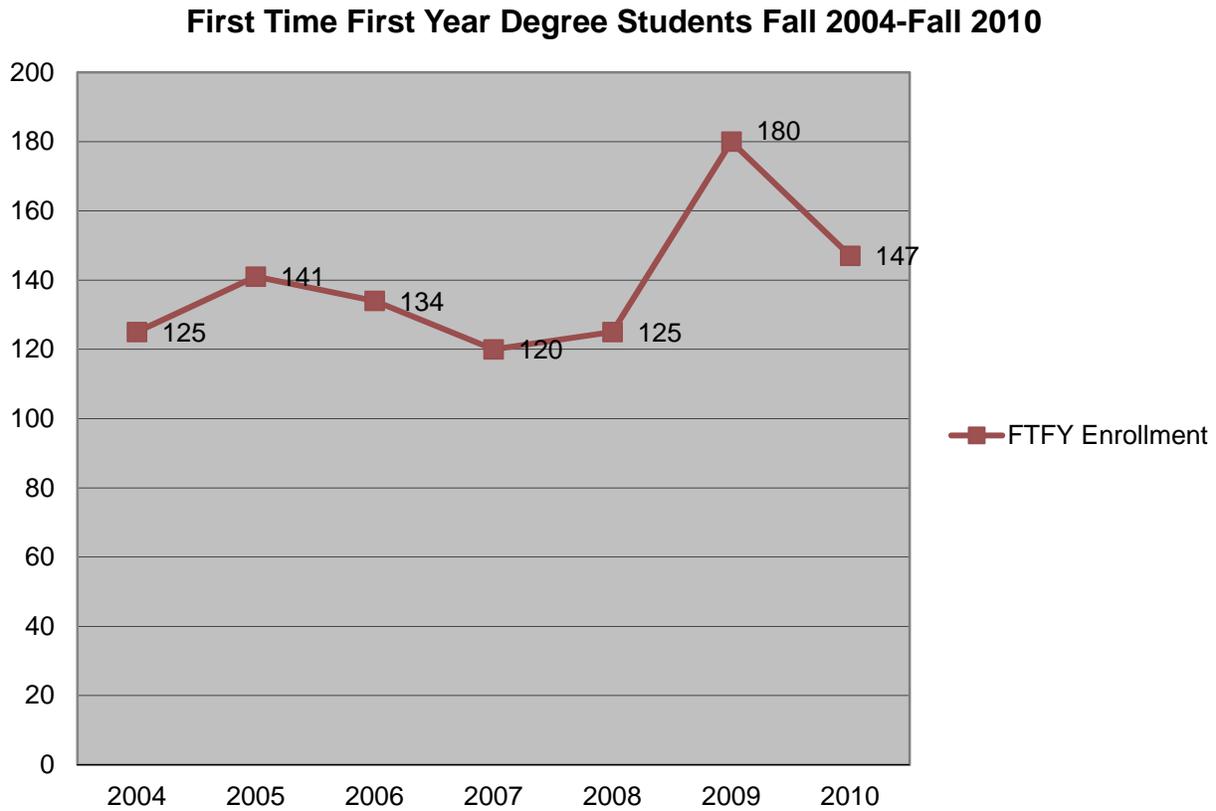




Table-2

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
2010 20**

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

	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 Computer 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 Administrative Office Assistant	12	Engineering	2
18M Building Construction Tech	26	English	0
18M Computer Support Specialist	20	Environmental Science	0
18M Early Childhood	2	History	0
18M Health Information Management	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



7/14/2011 Anita Frederick

**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

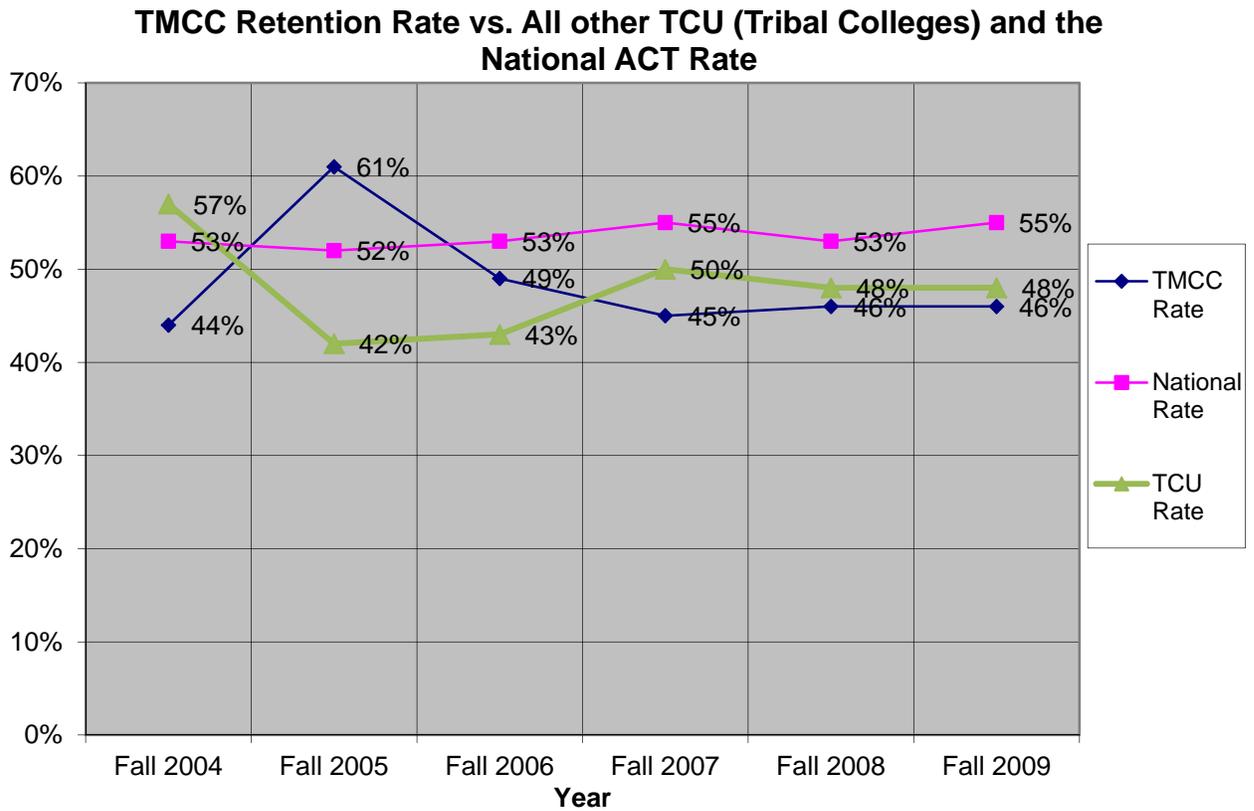
	TMCC Rates	TCU Rates	National Rates
Total first time, degree seeking students enrolled in fall 2004	125		
Total of Fall 2004 first time, degree seeking students returning Fall 2005	55		
Retention Rate: Fall 2004 to Fall 2005	44%	57%	53%
Total first time, degree seeking students enrolled in fall 2005	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.

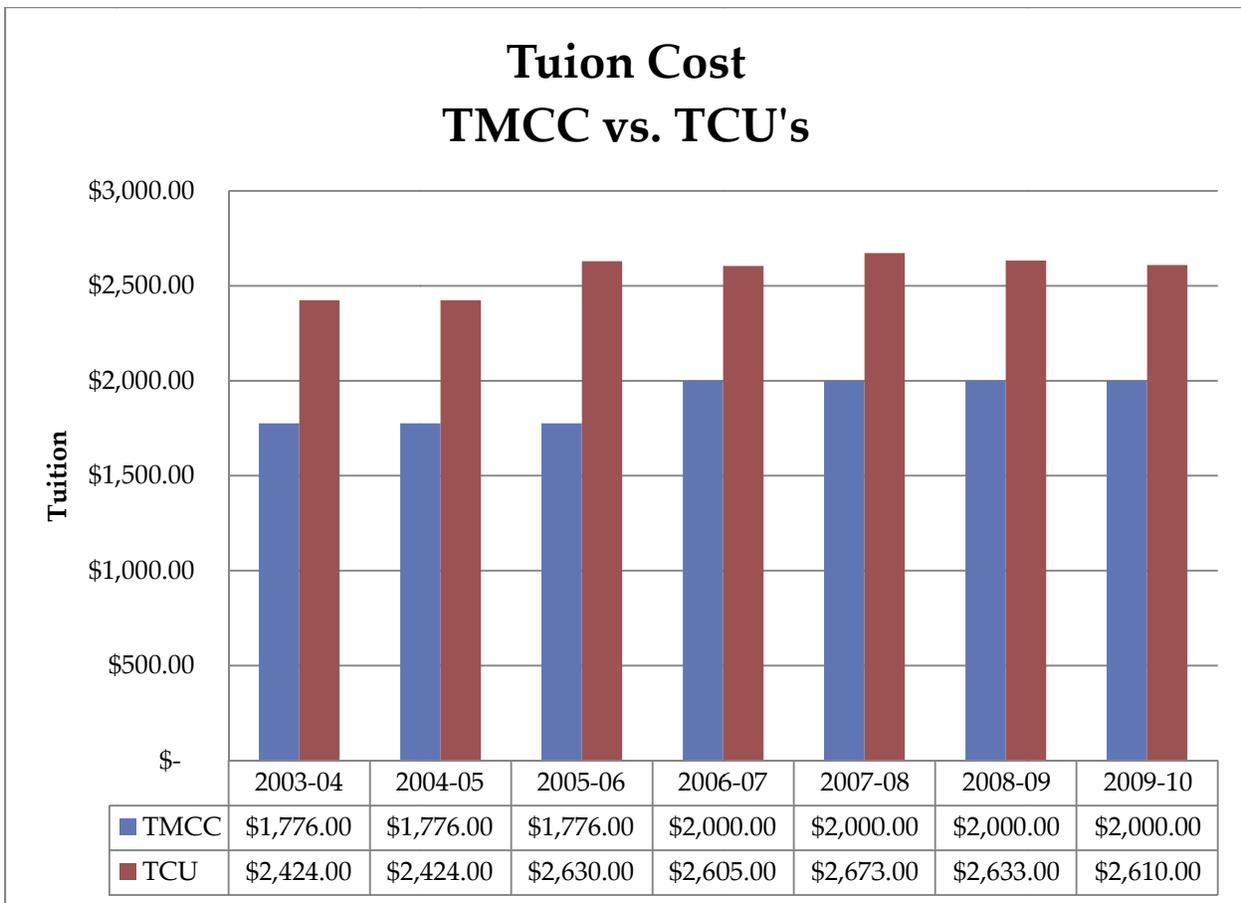
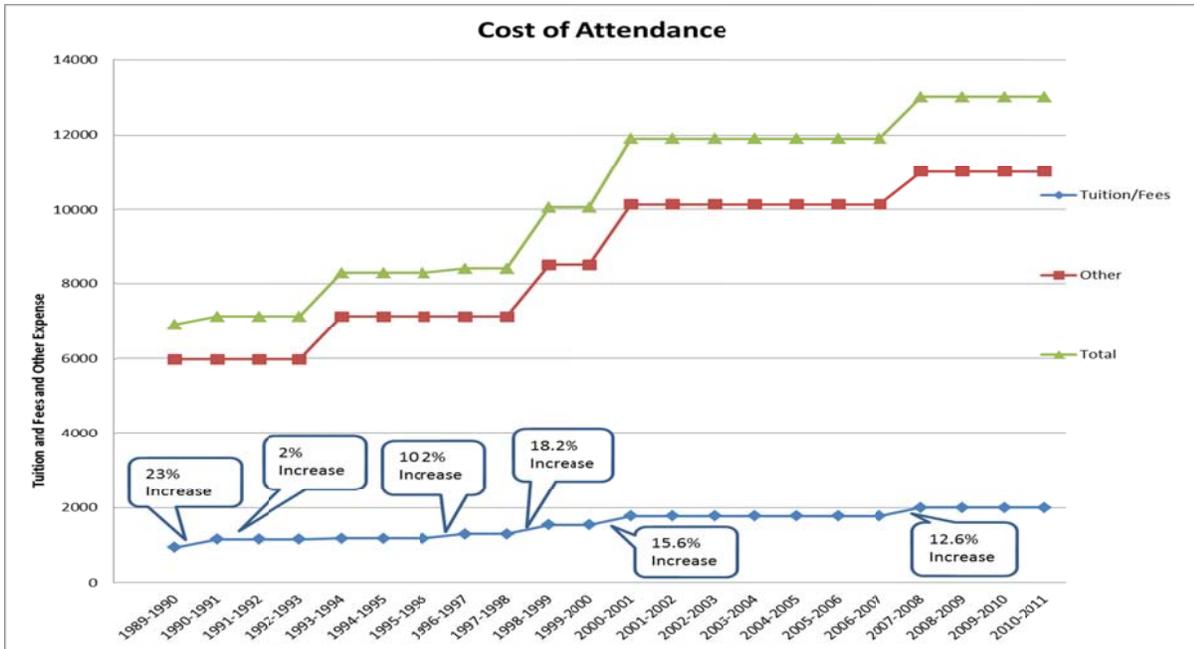


TMCC Cost of Attendance

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

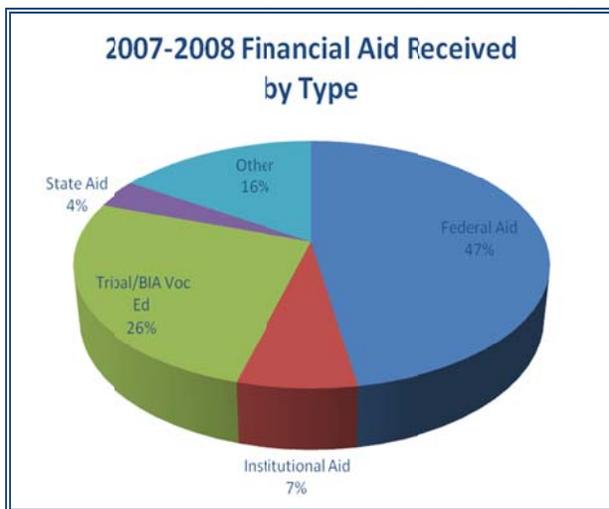
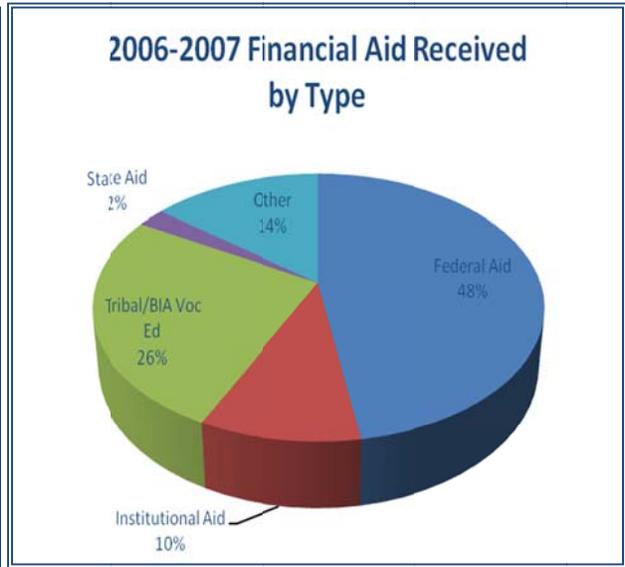
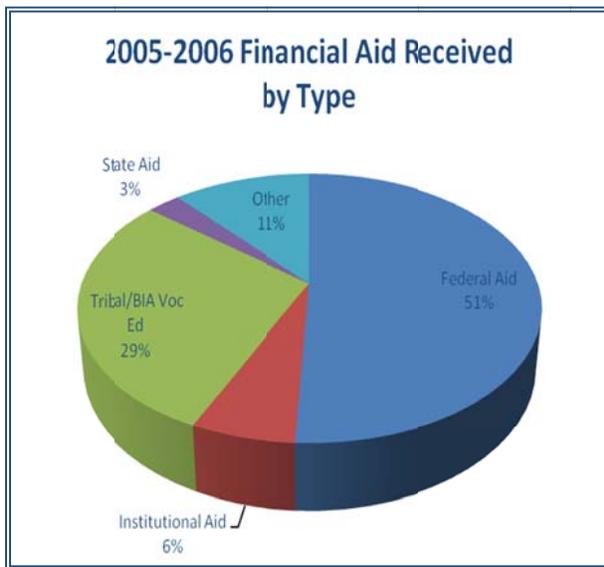
Academic Year	Tuition/Fees	Other	Total	Percent Increase
1989-1990	936	5970	6906	
1990-1991	1152	5970	7122	23.0%
1991-1992	1152	5970	7122	
1992-1993	1152	5970	7122	
1993-1994	1176	7120	8296	2.0%
1994-1995	1176	7120	8296	
1995-1996	1176	7120	8296	
1996-1997	1296	7120	8416	10.2%
1997-1998	1296	7120	8416	
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





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



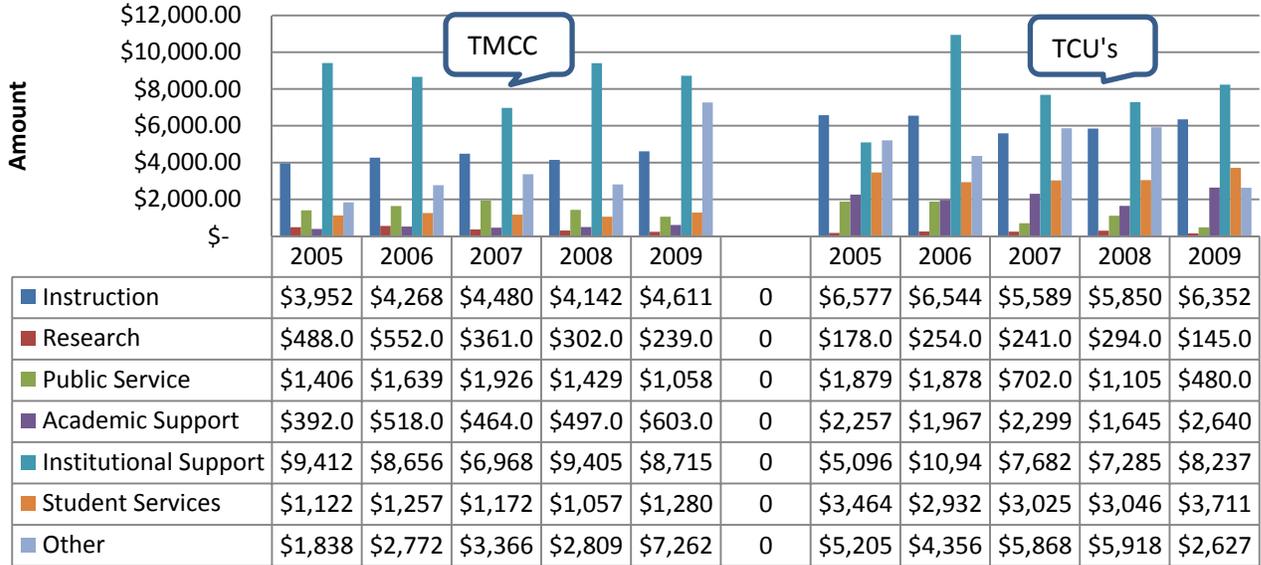
The last question is in regard to attendance. The rating is scored on a scale of 1-4 with (1) being 0 to 3 absences, (2) 4 to 7 absences, (3) 8 to 15 absences, and (4) being more than 15. Of the 241 students surveyed, 134 reported missing class between 0 and 3 times. Overall, there's an increase in absences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

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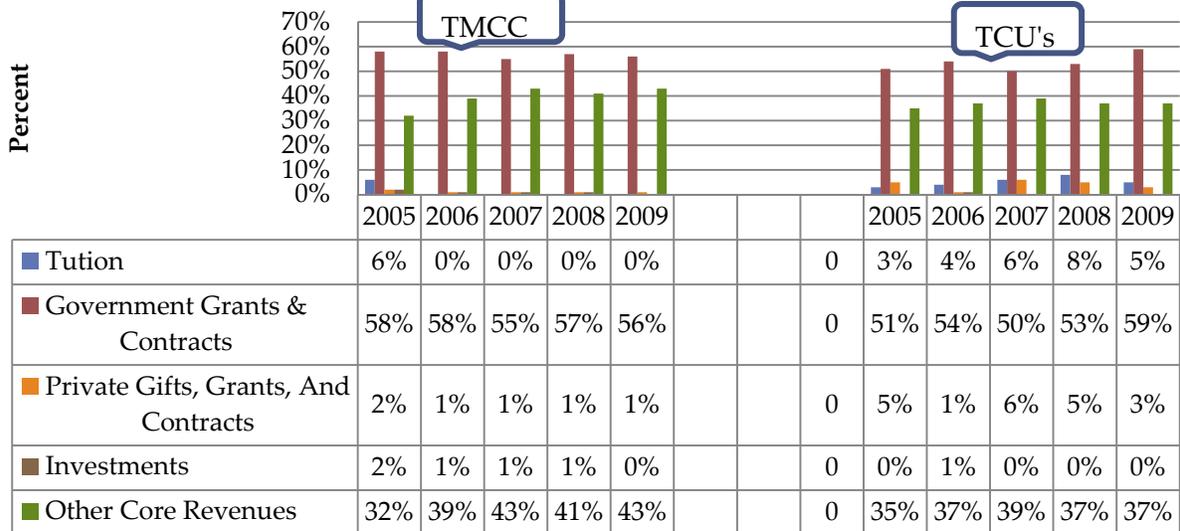


TMCC Financial/Human Resource Data

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

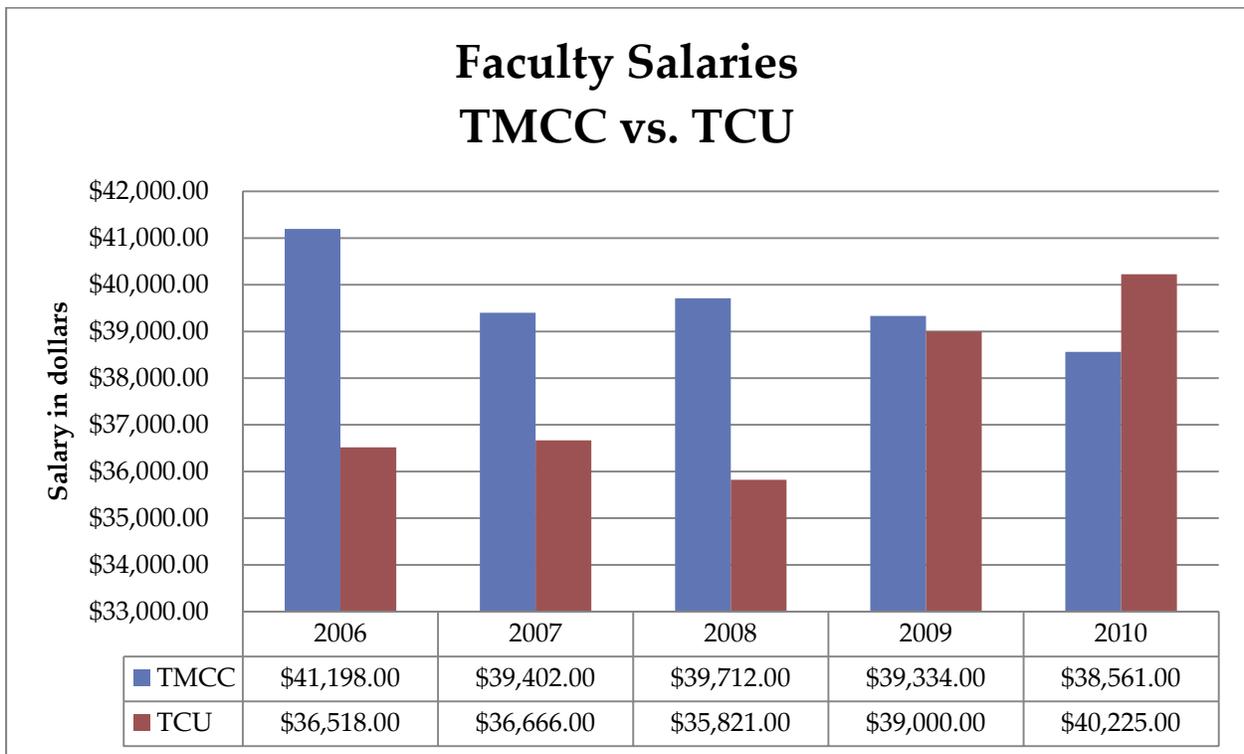
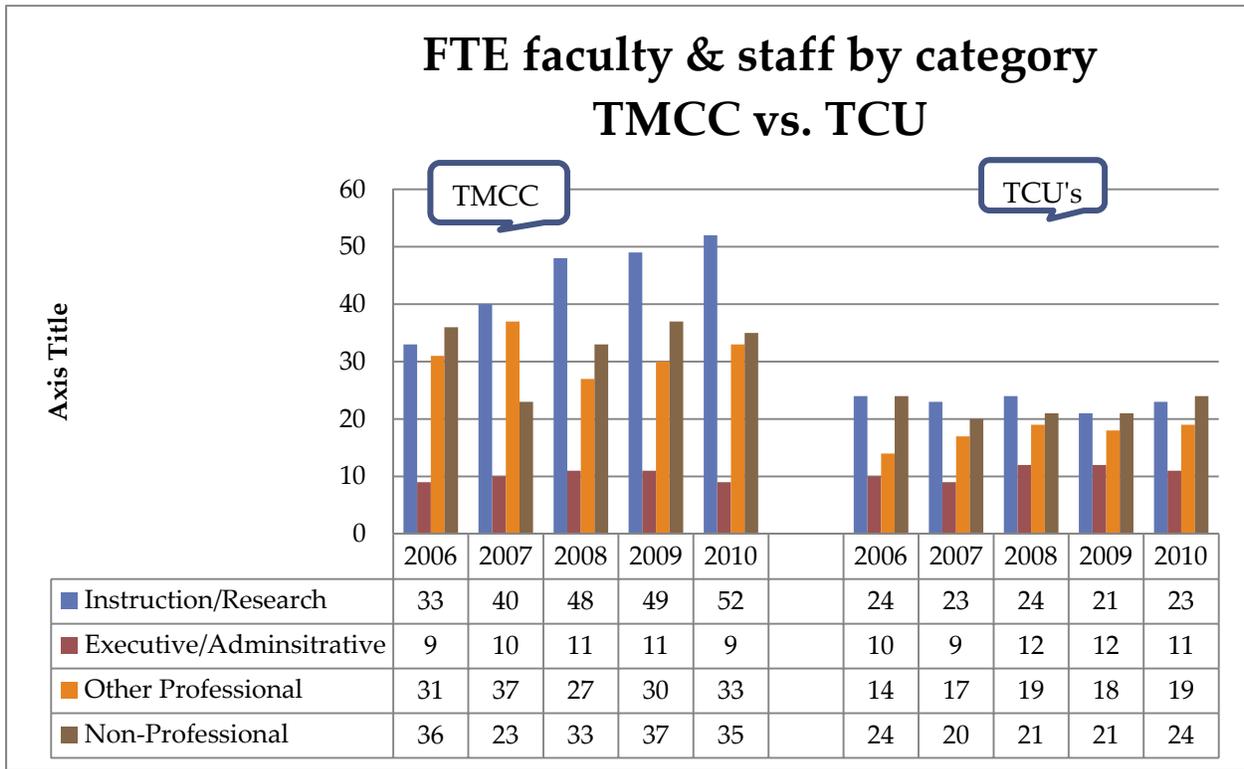


**% distribution of core revenues
(TMCC vs. TCU's)**





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).

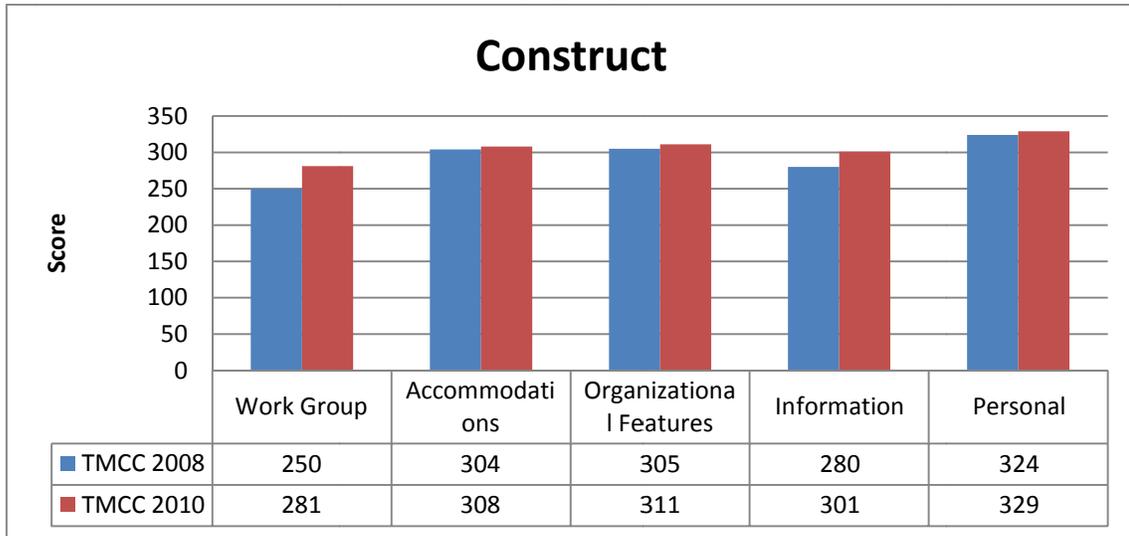
High Lights-Constructs

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.



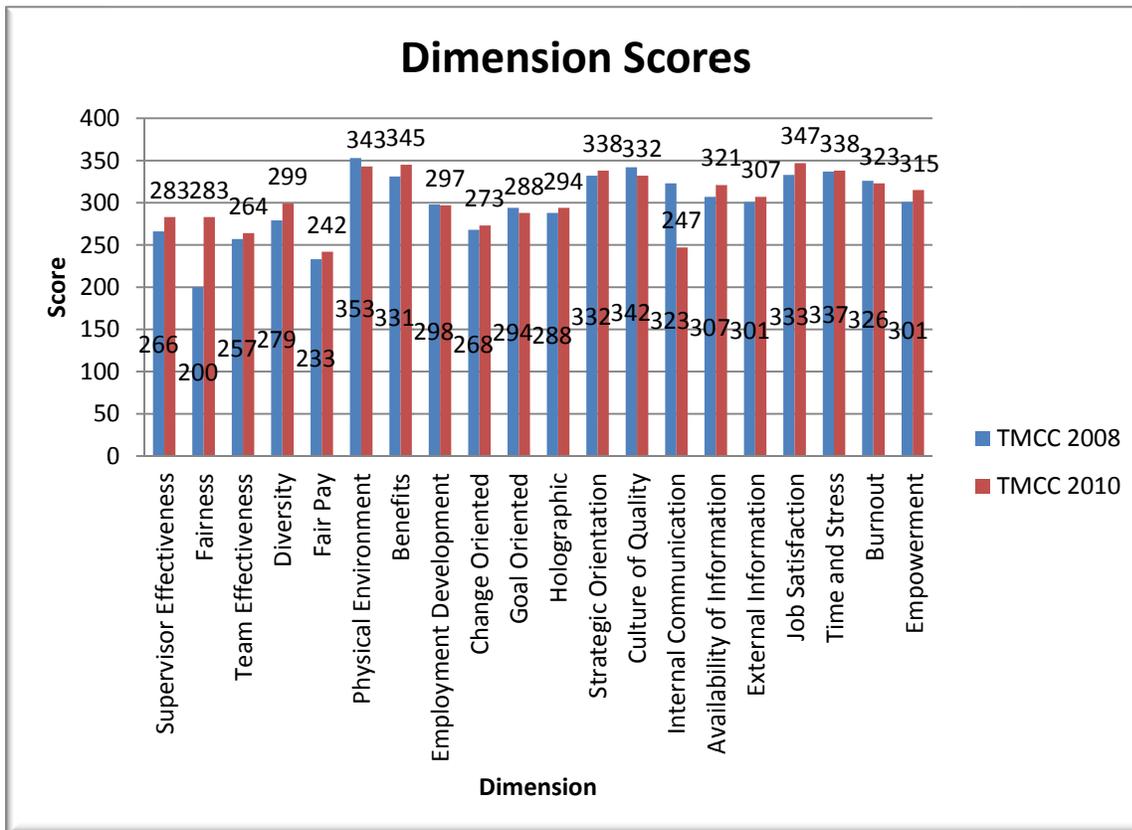
Chart 1.2



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.



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.