

TREASURE VALLEY COMMUNITY COLLEGE

Focused Interim Evaluation Report

April 20, 2009

**Prepared by Treasure Valley Community College
For the
Northwest Commission on Colleges and Universities**

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INTRODUCTION

This document reports the progress that Treasure Valley Community College has made on the two General Recommendations it received following a 2007 focused interim visit. Also, this document provides evidence that each of the recommendations has been addressed and that Treasure Valley Community College is in compliance with the Standards and Policies of the Northwest Commission on Colleges and Universities.

Treasure Valley Community College has made the self-evaluation process of regional accreditation a priority since the 2000 full-scale visit. Following the full-scale evaluation, the College prepared a couple of progress reports and participated in one focused interim visit (2003) to address General Recommendations 1-7 of the Fall 2000 Evaluation Committee Report. The College then participated in a Regular Interim Visit in 2005. The evaluation team found a great deal of progress had been made at Treasure Valley Community, but the team also felt that improvement was needed in three areas. In October 2007, the College received a Focused Interim Visit to examine Treasure Valley Community College's progress on the three recommendations from the 2005 Regular Interim Report. Dr. Gerald Pumphrey, President of South Puget Sound Community College, conducted the visit. That visit resulted in praise for the progress that the College has made in governance:

The President and administration of Treasure Valley Community College are to be commended for assessing the issues of governance and their impact on campus climate and working with faculty, staff, and students to develop and implement systematic improvements to college governance and campus communication.

This work has continued, and the College is proud to report that a meaningful governance structure is now a permanent part of the Treasure Valley Community College's environment. Furthermore, as evident in the information that follows, we continue to work on assessment of our General Education Requirements.

RECOMMENDATION ONE

“The committee urges the campus community to continue the implementation of their governance structure and to assess its effectiveness in planning, evaluation, and allocating resources in fulfillment of the College’s mission and strategic plan, including the extent to which it improves the timeliness of decision-making. (Standard 6.C.5)”

To reiterate from our October 23, 2007 Focused Interim report:

The leadership of Treasure Valley Community College has taken very seriously the recommendation of the Commission in “...moving forward with full implementation of a sustainable credible, well understood and appropriately participatory governance structure.”

The structure adopted as early as 2001 appeared to be working during the 2001-2004 period. Subsequent to that time, the perception of its ability to operate either was, in fact, less successful or perceived to be less successful as reflected in the 2005 review. Attempts by the administration and key staff members

during the Fall 2005, 2006 and 2007 (and recently 2008) in-service meetings were made to communicate what is governance, why it is important, and how it operates at Treasure Valley Community College (Appendices A-1 to A-4). These discussions were initiated during the annual September in-service meetings and were later reiterated in group council meetings. The college community was also made aware of the specific functions of the councils and the roles of the council chairs and members. In addition, dates and times for all governance council meetings were determined a year in advance to avoid any instructional or other meeting time conflicts. Council meetings were held monthly and the designation of dates and times ensured the opportunity for everyone to participate (Appendices B-1 to B-4).

In 2005, there still seemed to be a lapse in the communication of the governance process which showed in the campus feedback gathered from the climate studies in 2006 and did not appear to be at a level desired by Treasure Valley Community College. As a result, during the Spring of 2007, specific questions were developed within the climate study to get input on the current governance structure, participation in governance, communications regarding governance issues, the ability of faculty and staff to affect the governance process, and the structure's impact on campus issues through the governance process (Appendix C).

The 2007 summer governance taskforce meetings, which were comprised of faculty, staff, and administration, focused on identifying problems and developing strategies for a better and inclusive governance process. Based on the feedback, action plans were implemented to improve communication, to share information between councils and with the campus community, and to develop timeliness of decision-making without rubber stamping but with inclusiveness. Some of the recommendations included setting timelines for sending out council agendas, minutes, and pertinent meeting information to not only council members but to the campus community; designating set council meeting times for Thursdays at 4:00 P.M.; creating a proxy process for members who were unable to attend; and holding all campus town hall meetings (Appendices D-1 to D-6) every quarter to reiterate the work of each council and any policies that are being considered or may have been adopted. A recommendation also implemented was changing the structure of the Students Services, Administrative Services and Academic Council to include more representation by either faculty, classified staff or professional staff (Appendices E-1 to E-3).

On January 28, 2008, a governance survey was administered electronically to campus faculty, staff, and administrators which asked individuals several questions relating to their level of understanding, participation, possible changes in governance, and the opportunity to introduce issues into the process. The intent of the survey was to see if the changes implemented from the taskforce's recommendations were making a positive difference. In addition, the governance taskforce met again in the Summer of 2008 (Appendix E-4) to review the survey and provide comments for consideration. Many emphasized that governance had improved, but many still had a wait and see approach to see if the progress continued.

The January 2008 governance survey showed the significance of involvement and understanding as did the immediate subsequent February 2008 campus climate study as compared to prior years. The survey questions are shown below with the positive responses. Also, included in the survey were some open verbal questions as well. These results are outlined in Chart One that follows:

2008 Governance Survey

	<u>Count</u>	<u>Percentage</u>	<u>Cumulative Count</u>	<u>Cumulative Percent</u>
I understand the current governance structure.				
Agree	30	65.22%	30	65.22%
Somewhat Agree	8	17.39%	38	82.61%
I personally participate in campus governance.				
Agree	23	50.00%	23	50.00%
Somewhat Agree	8	17.39%	31	67.39%
There is communication regarding governance issues.				
Agree	20	43.48%	20	43.48%
Somewhat Agree	19	41.30%	39	84.78%
I am able to introduce issues into the campus governance process.				
Agree	24	52.17%	25	54.35%
Somewhat Agree	10	21.74%	35	76.09%
I am able to impact campus issues through the governance process.				
Agree	16	34.78%	17	36.96%
Somewhat Agree	16	34.78%	33	71.74%

The complete chart is included in Appendix F, 2008 Governance Survey.

A campus climate study with many more questions as well as the same governance questions was administered with a starting date of February 6 and ending with gathering results on February 21, 2008 (Appendix G).

The annual climate study showed clear improvements over the Spring 07, Fall 07, Winter 08 and Spring 08 quarters as demonstrated by the questionnaire. Many open-ended responses were positive as well around planning, evaluation, resources, communication and general timeliness. As stated in the assessment coordinator's 2008 report to the college, *"There were some additional questions added to the Climate Survey this year regarding governance. These areas were surveyed at the end of fall quarter 2007 to see if changes had occurred since the climate survey last spring, as significant attention had been devoted during both the summer and fall of 2007."* These results are outlined in Chart Two that follows:

	<u>Spring 07</u>	<u>Fall 07</u>	<u>Spring 08</u>
Understand current governance structure	3.39	3.37	3.48
Personally participate in campus governance	2.67	3.06	3.15
Communication regarding governance issues	2.46	3.20	3.34
I am able to intro issues into governance process	2.96	3.16	3.17
Able to impact campus issues through governance	2.23	2.89	2.98

It is clear that each area in the governance section of the survey showed an increase or improvement from Spring 2007 to Fall 2007 and again from Fall 2007 to Spring 2008. This is remarkable as much of the qualitative data collected in the fall survey indicated a wait and see attitude regarding institutional changes that were being implemented. It looks as if the scores during this survey reflect that the institution's faculty and staff understand the governance structure, participate, communicate with regard to governance issues and feel that they are able to introduce and impact issues using the process that has been established.

In the area of information sharing, an intranet website had been developed under the college's my.tvcc.cc website (Appendix H), which is accessible by the campus community for the purpose of reviewing and referencing governance information: council membership, meeting times and schedules, adopted policies, meeting minutes, and actions. In addition, a submission form for governance and non-related issues was developed and is accessible and located on the intranet website for individuals wishing to send topics or policies for consideration through the governance councils (Appendix I). All information is also sent to the campus community and council via email before downloading to the website location. Communication has significantly improved both internally and externally as noted in the climate study. With the employment of a public information officer and more effort on everyone's part, communication has made positive strides.

In an effort to share the news of activities and happenings both internally with the college and with the community, in January 2008, the college president and public information officer began writing weekly "Campus Updates," that are sent out to faculty and staff, and since Fall of 2008, the college president has submitted weekly "College Connection" articles to the local newspaper for publication (Appendices J-1 & J-2). These updates and articles have been widely accepted and appreciated and will continue.

The college administration and board members have also intentionally been as visible in the community as possible, most of which is reflected in a feasibility study reported by the "Clements Group." This study was conducted as part of a potential major fund raising campaign for a new community college/science center and other college priorities or intended areas of focus (Appendices K-1 & K-2).

This feasibility study was a first ever project for TVCC and included approximately 100 interviews with board members, faculty, staff and key community members and leaders. Based on the results shared by the Clements Group, the feedback received was very positive, and in most cases, exceeded the national norms. This would indicate very positive responses both towards the college board, president, and administration as it relates to the mission, vision, planning, programs and related support of the college. Challenges always exist and improvements can always be made. Additional training, involvement, and delivery needs to continue to be a priority of the college, as governance is a continuing process of improvement and change.

RECOMMENDATION TWO

The College needs to continue its efforts to identify and publish student learning outcomes for each of its degree and certificate programs and to identify where within these programs students are to be assessed for mastery of the general education outcomes it has recently identified and published. The College also needs to demonstrate how it collects and uses data from assessing student achievement of program and general education learning outcomes for improvement of instruction in each of its programs

The College is continuing to progress in its work on program and general education learning outcomes. Input and guidance was taken from the 2007 Interim Visit and incorporated into our approach.

General Education Learning Outcomes

By way of review, the college's general education learning outcomes were adopted by the college through the governance councils (Appendices L-1 to L-4) and published in the 2007-2009 college catalog. It is the intent of the college that these learning outcomes be integrated into all degree programs. After identifying these outcomes, the Assessment Committee immediately began to look for a process or tool to measure them. As a result, in the spring of 2006, assessment of the general education outcomes first took the form of using the MAPP test, a national standardized instrument designed to assess general education outcomes. Approximately 38 graduates completed the test at that time. The test was administered in the spring three years in a row from 2006 to 2008 (Appendix M), but this testing process proved difficult to get a sufficient number of students to take the test through a volunteer basis. The MAPP test was even attached as a step in the graduation process, and still, the results were of minimal use. In fact, the first year only 38 graduates completed the exam, and the numbers did not improve during the following two years. However, this testing process did show one trend all three years: The one area that clearly needed improvement was critical thinking. After the first test, these results were shared with faculty (Appendix N), who were encouraged to consider incorporating more critical thinking in the curriculum.

In the meantime, at the 2007 Interim Visit, Dr. Gerald Pumphrey, the evaluator, concurred that the MAPP, or other standardized tests, was not sufficient to assess an individual college's unique learning outcomes. As a result of this feedback and the institution's lack of success with MAPP, during the summer of 2008 and following the interim evaluation visit, Dr. Renae Weber, Assessment Coordinator, and the Assessment Committee took the results of the MAPP test and the advice of the interim evaluator under consideration and met throughout the summer to develop a more authentic and practical assessment strategy. Expert faculty subgroups which included Dr. Wes Tucker, Department Chair Business; Dr. Renae Weber, Department Chair Math; Sandra Kellogg, Nursing Instructor; Rebecca Replogle, Director of Choirs; and Gerry Hampshire, Social Sciences Instructor volunteered to develop rubrics for the four general education outcomes (Appendix O). These were shared with the faculty in general at the 2008 Fall In-Service (Appendix A-4). Subsequently, Dr. Weber presented the rubrics and plan of action for assessment at the first Instruction Council (composed primarily of department chairs) meeting in October 2008 (Appendix P). She reported that technology will be used to streamline the process by enabling faculty to enter their assessment data on-line. Dr. Weber proposed a pilot test Fall Quarter. The chairs expressed support of the direction of the assessment process, and Dr. Weber continues to update the Instruction Council in a standing report at bi-monthly council meetings. Several chairs volunteered for the pilot test. Dr. Weber trained all chairs with a practice drill of scoring the general education outcomes rubrics at the Instruction Council's December 2, 2008 meeting. She also gave a brief demonstration of the database created to support the project.

The pilot test was extended through Winter Quarter, 2009. Eleven department chairs are currently piloting the data entry process; they enter learning outcomes data on students, using the agreed upon rubrics, for all four general education areas. The chosen approach can reasonably be integrated into the regular responsibilities of full-time faculty. Dr. Weber remains the lead in the project, informing and training faculty and working with technical staff in refinement of the on-line assessment instrument. All faculty will be entering assessment data on general education learning outcomes by the end of Spring Quarter, 2009.

At this point Dr. Weber and the Assessment Committee have developed a strategy that utilizes an existing electronic tool used to gather student data. The tool has been expanded to include student class lists and columns for rubrics of the four general education learning outcomes (Appendix Q). Faculty can access the tool at any point and enter information on whether a student met one or several of the rubrics at a level (1-4) and will assign the level accordingly. In this manner, ultimately, all the students will be tracked and the data will be rolled up into a college summary report in order to determine how successful the college

is in meeting all of the general education learning outcomes. Dr. Weber and the Assessment Committee are currently reviewing the pilot project in order to make alterations, if need be, prior to launching the final product, and Dr. Weber will continue training sessions and assistance for faculty.

As data are gathered, Dr. Weber will guide the faculty, administration, and board in interpreting the data and utilizing it for continuous program improvement. The results of general education assessment will be reported annually to the Board of Education starting in fall, 2009. This report will be presented at the April 21, 2009 Annual Assessment Summit and at other pertinent campus meetings.

Dr. Weber continues to network with other community colleges on the general education assessment process and is a member of the Pacific Northwest Association of Institutional Researchers. The college just hired a new, well-qualified institutional researcher, doctoral candidate Bart Palmer, and one of his duties will be to support Dr. Weber and the Assessment Committee in general education assessment.

Professional Technical Program Outcomes

Program outcomes at TVCC refer to the student learning outcomes identified in each professional technical degree and certificate program. This is also a work in progress. The College is taking a three-pronged approach. First, all new programs developed by the College have identified student learning outcomes at the program level prior to both college and state approval (Appendix R). Programs that have been revised and resubmitted to the state have identified program outcomes; the approval process at the state in Oregon is requiring a list of student learning outcomes as one requisite to approval. As of January 15, 2009, all professional technical programs have completed creation of program outcomes where they did not exist, and all outcomes that had been submitted to the state previously have been reviewed and revised. Each professional technical degree and certificate will list program outcomes in the new 2009-2010 college catalogue.

The next step for professional technical departments, scheduled in Spring 2009, is to identify methods for assessing program outcomes. Dr. Weber and Bart Palmer will be available to assist. Each program will be asked to assess at least one outcome over the 2009-2010 school year and to document how they utilize the data for continuous program improvement. After piloting the first outcome assessment and using the results for improvement, faculty will have participated in one complete continuous improvement cycle. Professional technical department chairs will then be asked to submit a schedule for all outcomes assessment, including methods of assessment, for a three year period 2010-2013.

Caldwell Center Update

Treasure Valley Community College's sixth year of operation in the Caldwell Center in Idaho has been marked by consistent growth and increased community support. As an outreach center of TVCC, enrollment at the Caldwell Center has grown steadily each year, due to the increased academic offerings and the growing population in Canyon and Ada Counties.

During the 2007-08 academic year, the Caldwell Center enrollment increased by 18 percent over the prior year's annual enrollment reaching a total head count of 1790 duplicated full time and part-time students. Of the total annual head count, 623 students were enrolled full time and 782 students were enrolled at least half-time.

Due to its status as an outreach site and not a branch location, the Caldwell Center enrollment relies heavily on distance education courses to supplement the traditional course offerings available at the center. The increased demand for web-based distance courses and IPV offerings has been dramatic. For

example in Fall 2007, duplicated headcount of students taking distance education and IPV course was 66; by Spring 2008, that number was 77, and in Fall 2008, that same number increased to 110.

TVCC partners with the local YMCA to offer physical education facilities for students and works collaboratively with local high schools to provide lab space for science courses. In addition, weekend and evening labs are scheduled on TVCC's main campus to provide flexible opportunities for Caldwell students to attend on-campus science labs as needed. In 2008, TVCC worked with community leaders to develop interest and growth in viticulture training through workshops and short-term education offerings in response to the increase in vineyards and enology business in the Canyon County area.

An exciting development for TVCC has been the increased community support the college has received. In December 2007, TVCC was awarded a grant of \$102,000 from the Caldwell East Urban Renewal Agency to help TVCC assess current workforce and program needs, expand student services and improve marketing efforts in the Caldwell area. In addition, the Urban Renewal Agency in partnership with the Caldwell Canyon County Economic Development Council funded the design and architectural services for the development of a new classroom building to be constructed in Caldwell for TVCC's use. In August 2008, more than 300 people attended a ground-breaking celebration for the new TVCC Caldwell Center site. The proposed site will provide more than 30,000 square feet of classroom and lab space to meet increased student enrollment demands and course offerings.

Community leaders consistently cite TVCC's flexibility, responsiveness to community training needs, and outstanding academic offerings as key benefits to supporting the college's programs in their community.

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- Appendix A-1 2005 In-Service Schedule
 - Appendix A-2 2006 In-Service Schedule
 - Appendix A-3 2007 In-Service Schedule
 - Appendix A-4 2008 In-Service Schedule

 - Appendix B-1 2005 Governance Councils
 - Appendix B-2 2006 Governance Councils
 - Appendix B-3 2007 Governance Councils
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 - Appendix C 2007 Campus Climate Survey

 - Appendix D-1 Town Hall Meeting (11/13/07)
 - Appendix D-2 Town Hall Meeting (02/05/08)
 - Appendix D-3 Town Hall Meeting (03/11/08)
 - Appendix D-4 Town Hall Meeting (05/13/08)
 - Appendix D-5 Town Hall Meeting (11/12/08)
 - Appendix D-6 Town Hall Meeting (01/30/09)

 - Appendix E-1 Summer Taskforce Minutes (07/17/07)
 - Appendix E-2 Summer Taskforce Minutes (08/10/07)
 - Appendix E-3 Summer Taskforce Minutes (08/21/07)
 - Appendix E-4 Summer Taskforce Minutes (06/30/08)

 - Appendix F 2008 Governance Survey

 - Appendix G 2007-08 Campus Climate Survey

 - Appendix H Intranet Governance Website

 - Appendix I Submission Form for Governance

 - Appendix J-1 Weekly Campus Update Sample
 - Appendix J-2 Weekly College Connection Article Sample

 - Appendix K-1 Impression of the Administration (TVCC Feasibility Study)
 - Appendix K-2 Impression of the Board of Education (TVCC Feasibility Study)

 - Appendix L-1 General Education Meeting Minutes (10/10/06)
 - Appendix L-2 Academic Council Minutes (10/12/06)
 - Appendix L-3 Executive Council Minutes (11/02/06)
 - Appendix L-4 Executive Team Minutes (11/07/06)

 - Appendix M MAPP – Measures of Academic Proficiency and Progress

 - Appendix N Assessment Committee Minutes (10/25/06)
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- Appendix O General Education Outcomes / Assessment
- Appendix P Memo to Instructional Council (10/21/08)
- Appendix Q Electronic Tool for My Classes & Student Data
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- Appendix R Professional Technical Program Outcomes

MONDAY, SEPTEMBER 12			Location
8:00 – 9:00 am	ADMIN BREAKFAST	Faculty/Staff	(W-10)
9:00 – 11:00 am	FACULTY PREP/STUDENT ADVISING	Faculty	(Offices)
11:00 – 12:00 pm	TVEA MEETING	Faculty	(BH-14)
12:00 – 1:00 pm	NEWBIE LUNCH New Faculty & Staff, Division Chairs & Administration		(W-4)
1:00 – 2:00 pm	NEW (FULL-TIME) FACULTY MEETING W/DIVISION CHAIRS		(BH-13)
2:00 – 3:00 pm	FACULTY MEETING WITH EXECUTIVE DEAN		(BH-14)
3:00 – 5:00 pm	FACULTY PREP DEPARTMENT MEETINGS	Faculty	(Offices) (Location TBA)
6:00 – 7:30 pm	ADJUNCT TRAINING & COMMUNITY ED RECEPTION Adjunct Faculty/ Department Chairs/ Division Chairs		(W-10)
TUESDAY, SEPTEMBER 13			Location
8:00 – 9:00 am	COFFEE HOUR: Library Hosts	Faculty/Staff	(Library)
9:00 – 10:00 am	PRESIDENT'S WELCOME/OPENING ADDRESS *ASG/ STUDENT PROGRAM INTRODUCTIONS *FOUNDATION INTERNAL CAMPAIGN KICKOFF	Faculty/Staff	(W-10)
10:00 – 10:15 am	BREAK		
10:15 - 12:00 pm	GUEST SPEAKER: MARILYN GREY "THE POWER OF LAUGHTER"		
12:00 – 1:00 pm	STAFF & FACULTY LUNCH	Faculty/Staff	(W-10)
1:00 – 2:00 pm	DIVISION CHAIRS MEETINGS		(Library, BH-13, and VTC 21)
2:00 – 3:00 pm	MEETINGS W/ADJUNCT AS SCHEDULED	Nursing	(Nursing Dept.)
3:00 – 4:00 pm	IMAGE OF TVCC/ BRANDING EDUCATION/ NEWS & EVENTS	Faculty/ Staff	(W-10)
4:00 – 5:00 pm	FACULTY PREP	Faculty	(Offices)
WEDNESDAY, SEPTEMBER 14			Location
8:00 – 9:00 am	COFFEE HOUR: Student Services Hosts	Faculty/Staff	(FRCC Classroom 4)
9:00 – 9:30 am	NUTS & BOLTS		(TBA)
9:45 – Noon	TECHNOLOGY SUPPORT FOR STUDENT SUCCESS		
	NOTE: (Rotate Sections 45 minutes each)		
	• Faculty Training for Student Advising (Kevin Jensen and Joy Bloch)		(BH-21)
	All faculty/Advisors are required to attend		
	• Eve III Plagiarism Detection Device (Phil Mahaffey)		(BH-23)
	• Departmental Reports/ Departmental Budgets (Eric Ellis, JoAnn Karel, Rocky Ingalls, Ken Hart)		(BH-5)
	Note: Faculty attendance is mandatory at all sessions		
12:00 – 1:00 pm	LUNCH (on your own)		
1:00 – 2:00 pm	TITLE III UPDATE: MIKE GAUDETTE	Faculty	(W-10)
2:00 – 4:00 pm	TITLE III / DEPARTMENTAL ASSESSMENTS / ACCREDITATION	Faculty/Staff	(W-10)
4:00 – 5:00 pm	FACULTY PREP	Faculty	(Offices)

THURSDAY, SEPTEMBER 15**Location**

8:00 – 9:00 am	COFFEE HOUR: BH Faculty/Staff Hosts	Faculty/Staff	(BH-Atrium)
9:00 – 10:00 am	DEPARTMENT CHAIR MEETING Dept Chairs/Division Chairs/Executive Dean		(Weese Board Room)
11:00 – Noon	GOVERNANCE COMMITTEE MEETINGS		
	• Academic Council		(W-4)
	• Student Services Council		(Weese Board Room)
	• Administrative Services Council		(W-5)
12:00 – 1:00 pm	LUNCH (<i>on your own</i>)		
1:00 – 2:00 pm	HUMAN RESOURCES & EMPLOYEE INSURANCE All Interested Faculty/Staff		(BH-14)
1:00 – 5:00 pm	STUDENT ADVISING	Faculty	(Offices)
2:00 – 3:00 pm	BLOODBORNE PATHOGENS New Faculty/Staff & as needed		(Nursing Dept. TL-4)
5:00 – 7:00 pm	CALDWELL CENTER OPEN HOUSE Caldwell Faculty/Staff, interested individuals		(Caldwell)

FRIDAY, SEPTEMBER 16**Location**

8:00 – 9:00 am	COFFEE HOUR: Athletic Dept. Hosts	Faculty/Staff	(PE-21)
9:00 – Noon	FACULTY PREP	Faculty	(Offices)
12:00 – 1:00 pm	DEPARTMENT CHAIR LUNCH Department Chairs/Deans/Division Chairs		(Cheyenne Social Club)
1:00 – 5:00 pm	FACULTY PREP	Faculty	(Offices)
5:00 – 8:00 pm	BACK AT IT PARTY AT THE CHEYENNE SOCIAL CLUB All Faculty/Staff & Significant Others		

MONDAY, SEPTEMBER 11			Location
8:00 – 9:00 am	ADMIN BREAKFAST 9/11 REMEMBRANCE	Faculty/Staff	(W-10)
9:00 – 12:00 pm	FACULTY PREP/STUDENT ADVISING	Faculty	(Offices)
12:00 – 1:00 pm	NEWBIE LUNCH New Faculty & Staff, Department Chairs & Administration		(W-4)
1:00 – 2:00 pm	<u>NEW</u> (FULL-TIME) FACULTY MEETING W/ DEANS & PRESIDENT		(Board Room)
2:00 – 3:00 pm	FACULTY MEETING WITH Interim DEAN OF INSTRUCTION		(BH-14)
3:00 – 5:00 pm	FACULTY PREP DEPARTMENT MEETINGS	Faculty	(Offices) (Location TBA)
6:00 – 7:30 pm	ADJUNCT TRAINING & COMMUNITY ED RECEPTION Adjunct Faculty/ Department Chairs/ Division Chairs		(W-10)
TUESDAY, SEPTEMBER 12			Location
8:00 – 9:00 am	COFFEE HOUR: Library Hosts	Faculty/Staff	(Library)
9:00 – 10:00 am	PRESIDENT'S WELCOME/OPENING ADDRESS *NEW FACULTY AND STAFF INTRODUCTIONS *ASG/ STUDENT PROGRAM INTRODUCTIONS *TVCC FOUNDATION	Faculty/Staff	(W-10)
10:00 – 10:15 am	BREAK		
10:15 - 12:00 pm	"RETENTION: STUDENT SUCCESS" Facilitated Round Table Discussions	Faculty/Staff	(W-10)
12:00 – 1:00 pm	STAFF & FACULTY LUNCH	Faculty/Staff	(W-10)
12:00 – 2:00 pm	MEETINGS W/ NURSING ADJUNCT AS SCHEDULED		(Nursing Dept.)
1:00 - 2:00 pm	CARL PERKINS REVIEW / PUBLICATIONS/ INTERNAL DOCS	Faculty/Staff	(W-10)
2:00 – 4:00 pm	STUDENT ADVISING TRAINING (“New” and interested faculty members)	Faculty	(BH-13)
4:00 – 5:00 pm	FACULTY PREP	Faculty	(Offices)
WEDNESDAY, SEPTEMBER 13			Location
8:00 – 9:00 am	COFFEE HOUR: Student Services Hosts	Faculty/Staff	(FRCC 2)
9:00 – 10:00 am	NUTS & BOLTS (College Announcements)	Faculty/Staff	(FRCC 2)
10:00 - 10:15 am	BREAK		
10:15 - 12:00 pm	GENERAL EDUCATION (RULES & GUIDELINES) & RELATED INSTRUCTION Discussions with the Oregon Department of Education Brent Jacobsen, OCCWD, Susan Boyanovsky and a NWCCU Perspective by Dr. Max Checketts Faculty/Administration/Invited Guests		(BH-14)
12:00 – 1:30 pm	Note: Faculty attendance is mandatory LUNCH (<i>Guests and advisory committee members by invitation</i>)		(W-10)
1:30 – 2:00 pm	BREAK		
2:00 - 2:30 pm	TITLE III UPDATES and OPPORTUNITIES	Faculty/Staff	(W-10)
2:30 – 3:00 pm	ASSESSMENT UPDATE	Faculty/Staff	(W-10)
3:00 – 4:00 pm	TVEA MEETING	Faculty	(BH-14)
4:00 – 5:00 pm	FACULTY PREP	Faculty	(Offices)
4:30 -	TOUR: TVCC RESIDENCE HALLS (All interested individuals are to meet at residence hall site to begin tour)		

THURSDAY, SEPTEMBER 14**Location**

8:00 – 9:00 am	COFFEE HOUR: BH Faculty/Staff Hosts	Faculty/Staff	(BH-Bistro)
9:00 – 9:30 am	GOVERNANCE (What is Governance, Why it is important, How does it Operate & It's application at TVCC)	All Faculty/Staff	(Collins Gallery)
9:30 – 10:30 am	GOVERNANCE MEETINGS <ul style="list-style-type: none"> • Academic Council • Student Services Council • Administrative Services Council • Executive Council 		(FRCC 4) (FRCC 3) (BH-6) (Weese Board Room)
10:30 - 10:45 am	BREAK		
10:45 – 12:00 pm	INSTRUCTIONAL COUNCIL Department Chairs and Dean	IC Members Only	(Weese Board Room)
12:00 – 1:00 pm	LUNCH (<i>on your own</i>)		
1:00 – 5:00 pm	STUDENT ADVISING FOR STUDENTS	Faculty	(Offices)
3:30 – 4:00 pm	All FACULTY MEETING W/ DEAN Faculty Evaluations and Requirements	Faculty	(BH-13)

FRIDAY, SEPTEMBER 15**Location**

8:00 – 9:00 am	COFFEE HOUR: Pro Tech Hosts	Faculty/Staff	(Welding Shop)
9:00 – Noon	FACULTY PREP	Faculty	(Offices)
11:00 – 12:00 pm	HUMAN RESOURCES & EMPLOYEE INSURANCE All Interested Faculty/Staff		(BH-14)
12:00 – 1:00 pm	DEPARTMENT CHAIR LUNCH President, Department Chairs and Deans		(Plaza Inn Restaurant)
1:00 – 2:00 pm	BLOODBORNE PATHOGENS New Faculty/Staff & as needed		(Nursing Dept. TL-4)
1:00 – 5:00 pm	FACULTY PREP	Faculty	(Offices)
5:00 – 8:00 pm	'BACK AT IT" LUAU HOSTED BY JIM AND CHRIS SORENSEN (Four Rivers Cultural Center, Foyer Area) All Faculty/Staff & Significant Others		

MONDAY, SEPTEMBER 10			Location
8:00 – 9:00 am	ADMIN BREAKFAST (Nuts & Bolts)	Faculty/Staff	(W-10)
9:00 – 12:00 pm	FACULTY PREP	Faculty	(Offices)
12:00 – 1:00 pm	NEWBIE LUNCH New Faculty & Staff, Department Chairs & Administration		(W-4)
1:00 – 2:00 pm	<u>NEW</u> (FULL-TIME) FACULTY MEETING W/ DEANS & PRESIDENT		(Board Room)
1:00 – 5:00 pm	FACULTY PREP DEPARTMENT MEETINGS	Faculty Faculty	(Offices) (Location TBA)
TUESDAY, SEPTEMBER 11 (Offices closed for normal business)			Location
8:00 – 9:00 am	COFFEE HOUR: SRCI	Faculty/Staff	(BH-Bistro)
9:00 – 10:00 am	PRESIDENT'S WELCOME/OPENING ADDRESS *NEW FACULTY AND STAFF INTRODUCTIONS *ASG/ STUDENT PROGRAM INTRODUCTIONS *TVCC FOUNDATION	Faculty/Staff	(W-10)
10:00 – 10:15 am	BREAK		
10:15 - 12:00 pm	"ASSESSMENT SUMMIT & GOAL SETTING" Facilitated Round Table Discussions (Renae Weber)	Faculty/Staff	(W-10)
12:00 – 1:00 pm	ALL STAFF & FACULTY LUNCH	Faculty/Staff	(W-10)
1:00 – 1:30 pm	ACCREDITATION UPDATE (Jim Sorensen, Susan Tinker & Dennis Gill)	Faculty/Staff	(W-10)
1:30 - 2:30 pm	STRATEGIC PLAN UPDATE (Jim Sorensen & Subcommittee Chairs)	Faculty/Staff	(W-10)
2:30 – 4:00 pm	EMERGENCY RESPONSE (Bernie Babcock)	Faculty/Staff	(W-10)
WEDNESDAY, SEPTEMBER 12			Location
8:00 – 9:00 am	COFFEE HOUR: PERFORMING ARTS	Faculty/Staff	PAC Lobby
9:00 – 11:00 pm	FACULTY PREP		
11:00 – 12:00 pm	INSTRUCTIONAL CHAIRS Department Chairs and Dean		(Residence Hall Meeting Room)
12:00 – 1:00 pm	DEPARTMENT CHAIR LUNCH President, Department Chairs and Deans		(Matsy's Restaurant)
1:00 – 4:00 pm	FACULTY PREP	Faculty	
4:00 – 5:00 pm	TVEA MEETING	Faculty	(BH-14)
THURSDAY, SEPTEMBER 13			Location
8:00 – 9:00 am	COFFEE HOUR: NURSING	Faculty/Staff	(TL-6)
9:30 – 10:30 am	GOVERNANCE TRAINING & DISCUSSION (Jim Sorensen, Deans and Summer Task Force Committee)	Faculty/Staff	(W-10)
10:30 – 11:30 am	TITLE III UPDATES and OPPORTUNITIES (Susan Tinker and Title III Team)	Faculty/Staff	(W-10)
12:00 – 1:45 pm	FACULTY LUNCH & MEETING w/DEAN OF INSTRUCTION		(W-10)
2:00 – 4:00 pm	FACULTY MEETING WITH DEAN OF INSTRUCTION (Great Ideas for Teaching Successfully) 2:00 – 2:45 pm G.I.F.T.S. Workshop (location to be determined) 3:00 – 3:45 pm G.I.F.T.S. Workshop (location to be determined)		(W-10)
4:00 – 7:00 pm	1 st ANNUAL CHUKAR CUP GOLF SCRAMBLE (9 hole scramble – teams of 4 – experienced, in-experienced, or no-experience golfers are encouraged to participate)		Ontario Golf Course

FRIDAY, SEPTEMBER 14**Location**

8:00 – 9:00 am	COFFEE HOUR: OREGON TRAIL BUILDING	Faculty/Staff	(OT-7)
9:00 – 12:00 pm	FACULTY PREP	Faculty	(Offices)
10:00 – 2:00 pm	MEETING W/ NURSING ADJUNCT AS SCHEDULED		(Nursing Dept.)
11:00 – 12:00 pm	EMPLOYEE INSURANCE & NEW EMPLOYEE ORIENTATION		(BH-14)
	All Interested Faculty/Staff		
12:00 – 1:00 pm	LUNCH (<i>on your own</i>)		
1:00 – 2:00 pm	BLOODBORNE PATHOGENS		(Nursing Dept. TL-4)
	New Faculty/Staff & as needed		
1:00 – 5:00 pm	FACULTY PREP	Faculty	(Offices)
5:00 – 8:00 pm	'BACK AT IT MARDI GRAS PARTY" HOSTED BY JIM AND CHRIS SORENSEN (Four Rivers Cultural Center, Japanese Garden)		
	All Faculty/Staff & Guests		

Mitakuye Oyasin (mi-taak-we osin)
“We are all related”
In-Service 2008

MONDAY, SEPTEMBER 15 (Offices closed until 10:30 a.m.)

8:00 – 9:00 am	ADMIN BREAKFAST ■Entertainment – Opening Ceremony	Faculty/Staff	(FRCC Foyer)
9:00 – 10:30 am	PRESIDENT’S WELCOME/OPENING ADDRESS (FRCC Meyer-McLean Theater) ■New Faculty and Staff Introductions ■ASG/ Student Program Introductions ■TVCC Foundation	Faculty/Staff	
10:30 – 12:00 pm	FACULTY PREP	Faculty	(Offices)
12:00 – 1:00 pm	NEWBIE LUNCH (New Faculty & Staff, Department Chairs & Administration)		(Mackey's)
1:00 – 2:00 pm	<u>NEW</u> (FULL-TIME) FACULTY MEETING W/ HR, DEANS & PRESIDENT		(Board Room)
1:00 – 5:00 pm	FACULTY PREP DEPARTMENT MEETINGS	Faculty Faculty	(Offices) (TBA)
6:00 – 8:00 pm	<u>ONTARIO MAIN CAMPUS</u> ADJUNCT FACULTY WORKSHOP (Ontario Adjunct, Department Chairs, Administration, Fin. Aid & Others)		(W-10)

TUESDAY, SEPTEMBER 16 (Offices closed for normal business)

Location

8:00 – 9:00 am	COFFEE HOUR: AAWCC	Faculty/Staff	(Weese 4)
9:00 - 10:00 am	CAMPUS ANNOUNCEMENTS & NUTS & BOLTS	Faculty/Staff	(W-10)
10:00 – 10:15 am	BREAK		
10:15 - 12:00 pm	KEEPING STANDARDS HIGH ■Accreditation (President Sorensen and Dennis Gill) ■Strategic Planning (President and Deans) ■Assessment (Dr. Renae Weber) ■Governance (President and Deans) ■Communication (President Sorensen)	Faculty/Staff	(W-10)
12:00 – 1:00 pm	ALL STAFF & FACULTY LUNCH *China Trip Presentation (Kent Banner)	Faculty/Staff	(W-10)
1:00 - 2:00 pm	INSTITUTIONAL/ HR ISSUES - WHAT YOU NEED TO KNOW ■Ethics Overview (GSPC)	Faculty/Staff	(W-10)
2:00 – 2:30 pm	■FERPA	Faculty/Staff	(W-10)
2:30 – 3:30 pm	■Sexual Harassment & Discrimination Training (OSBA) (Mandatory for faculty/staff who missed the May workshop)		(W-10)
4:00 – 5:00 pm	■Bloodborne Pathogens (Mandatory for new faculty/staff & others as needed)		(Nursing Dept. TL-4)
6:00 pm	ADULT NEW STUDENT ORIENTATION		(BH-14)

WEDNESDAY, SEPTEMBER 17**Location**

8:00 – 9:00 am	COFFEE HOUR: SSC/HR/BOOKSTORE	Faculty/Staff	(Barber Bistro)
9:00 – 11:00 am	ALL FACULTY MEETING <ul style="list-style-type: none"> ■ Welcome New Faculty ■ Career Pathways ■ General Education Assessment ■ Instructional Issues & Announcements 	Faculty	(W-10)
11:00 – 12:00 pm	MUSEUM OF TOLERANCE EXPERIENCE: REFLECTING ON CULTURE AND THE COLLEGE	Faculty	(W-10)
12:00 – 1:30 pm	FACULTY LUNCH	Faculty	(W-10)
1:45 – 3:45 pm	GREAT IDEAS FOR TEACHING SUCCESSFULLY (GIFTS) FACULTY BREAK OUT SESSIONS <ul style="list-style-type: none"> ■ Math in Career & Technical Education ■ NISOD (National Institute of Staff & Organizational Development) Ideas from the Field ■ Educational Study Tours Abroad “How to” Primer ■ The First Two Weeks: Engaging the Student ■ Circle of Inclusion: Integrating Diversity into the Curriculum ■ Strategies for Teaching Effectively in the Smart Classroom 	Faculty	(W-10) (BH-21) (BH-21) (BH-24) (BH-26) (BH-24) (BH-26)
4:00 – 5:00 pm	TVEA MEETING	Faculty	(BH-14)
5:00 – 8:00 pm	CALDWELL ADJUNCT FACULTY WORKSHOP (Caldwell Adjunct, Department Chairs, Administration, Fin. Aid & others)		(Caldwell Center)

THURSDAY, SEPTEMBER 18**Location**

8:00 – 9:00 am	COFFEE HOUR: ATHLETICS DEPT	Faculty/Staff	(PE-21)
9:00 – 11:00 am	FACULTY PREP		(Offices)
11:00 – 12:00 pm	INSTRUCTIONAL CHAIRS (Department Chairs and Dean)		Art Building (AR-2)
12:00 – 1:00 pm	DEPARTMENT CHAIR LUNCH (President, Department Chairs and Deans)		(Fiesta Guadalajara)
1:00 – 5:00 pm	FACULTY PREP		(Offices)
4:00 – 6:00 pm	2 nd ANNUAL CHUKAR CUP GOLF SCRAMBLE & CROQUET (9 hole scramble – teams of 4 – experienced, in-experienced, or no-experience golfers are encouraged to participate)		(Ontario Golf Course)
6:00 – 8:00 pm	“BACK AT IT PARTY” at ONTARIO GOLF COURSE HOSTED BY JIM AND CHRIS SORENSEN	Faculty/Staff & Guests	

FRIDAY, SEPTEMBER 19**Location**

8:00 – 9:00 am	COFFEE HOUR: PHYSICAL PLANT	Faculty/Staff	(Physical Plant)
9:00 – 10:30 am	NEW FACULTY BOOT CAMP	New Faculty	(LITE Center)
9:00 – 12:00 pm	FACULTY PREP	Faculty	(Offices)
12:00 – 1:00 pm	LUNCH (<i>on your own</i>)		
1:00 – 5:00 pm	FACULTY PREP	Faculty	(Offices)

Treasure Valley Community College

2005-06 GOVERNANCE COUNCILS

EXECUTIVE COUNCIL

Secretary/Recorder: Gina Roper - Meets 1st Thursday of every month at 3:00 p.m. (Weese board room)
(November 3, December 1, January 5, February 2, March 2, April 6, May 4, June 1)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Jim Sorensen, Chair - 422	Pat Rhodes - 431	Dawnita Anderson - 207	Travis McFetridge – 243
John Michaelson - 232	Ina Syphers - 230	Carol Buttice – 200	Dan Rich - 243
Randy Griffin -208	Bob Armstrong - 295	Kathy Anderson	Lynsey Royston – 243

ACADEMIC COUNCIL

Secretary/Recorder: Bonnie McGehee - Meets 2nd Thursday of every month at 4:00 p.m. (Weese board room)
(October 13, November 10, December 8, January 12, February 9, March 9, April 13, May 11)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
John Michaelson - 232	Phil Mahaffey, Chair – 346	Debbie Kriegh – 235	Crystal Emery – 243
Rena Weber - 212	Debbie Skousen - 287	Daisy Balluff - 325	Brianne Savage - 243
Cathy Yasuda - 202	Sue Evey - 290	Sue Hewett – 259	Lynsey Royston – 243

SUB COMMITTEES TO ACADEMIC COUNCIL

GENERAL EDUCATION COMMITTEE: *Recommendations to Accreditation Steering Committee, Instructional Chairs, Academic Council, & governance committees as appropriate.*

Phil Mahaffey, Chair - 346	Kathy Bell – 275	Rick Reynolds – 323	Scott Davis - 253
Marc Wilson - 261	Joy Bloch – 234	Pat Rhodes - 431	
Robin Jackson - 270	Marie Theisen - 347	Tiffany Skow - 306	

COL-CRED COMMITTEE: *Recommendations to appropriate committee or administration.*

Rena Weber - 212	Dennis Gill - 220	Cathy Yasuda - 202
Drake Wallick - 297	Debbie Skousen – 287	

ADMINISTRATIVE SERVICES COUNCIL

Secretary/Recorder: Terry Basford - Meets the 4th Thursday of every month at 3:00 p.m. (Weese board room)
(October 27, November TBA, December TBA, January 26, February 23, March 23, April 27, May 25)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Randy Griffin - 208	Robin Jackson, Chair - 270	Clayton Tolman - 428	Brianne Savage - 243
Kevin Jensen - 238	Debbie Cant - 430	Dawnita Anderson - 274	Ami Cox - 243
Eric Ellis - 400	Kent Banner - 229	Nancy Olson - 289	Travis McFetridge-243

STUDENT SERVICES COUNCIL

Secretary/Recorder: Terry Basford - Meets the 3rd Thursday of every month at 3:00 p.m. (Weese board room)
(October 20, November 17, December 15, January 19, February 16, March 16, April 20, May 18)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
John Michaelson – 232, Chair	Joy Bloch – 234	Alishia Osborn – 278	Stephanie Hill – 243
Lisa Del Re - 463	Marc Wilson - 261	Tara Williamson - 269	Crystal Emery – 243
Justin Core - 243	Rena Weber - 212	Kathy Anderson – 428	Dan Rich – 243

NOTE: Faculty members are appointed by TVEA, Classified Staff are appointed by the Classified Association Team, Professional Support are appointed by the Professional Association Team, and students are appointed by ASG officers.

Treasure Valley Community College 2006-07 GOVERNANCE COUNCILS

(Note: Committees may be subject to revisions due to changes in appointments)

EXECUTIVE COUNCIL

Secretary/Recorder: Gina Roper - Meets 1st Thursday of every month at 4:00 p.m. (Weese board room)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Jim Sorensen, Chair - 422	Pat Rhodes - 431	Dawnita Anderson - 207	Crystal Emery, Vice Chair -243
Robin Young - 202	Gerry Hampshire - 361	Carol Buttice – 200	Katie Kline - 243
Susan Tinker - 328	Bob Armstrong - 295	Tammy Gill - 274	Hannah Rich - 243

ACADEMIC COUNCIL

Secretary/Recorder: Terry Basford - Meets 2nd Thursday of every month at 4:00 p.m. (Weese board room)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Susan Tinker, Vice Chair - 328	Phil Mahaffey, Chair – 346	Debbie Kriegh – 235	Bek Baymuradov - 243
Renae Weber - 212	Tiffany Skow - 306	Daisy Balluff - 325	Madison Montee - 243
Cathy Yasuda - 201	Sue Evey - 290	Sue Hewett – 259	Ashley Faw - 243

SUB COMMITTEES TO ACADEMIC COUNCIL

General Education Committee: Recommendations to Accreditation Steering Committee, Instructional Chairs, Academic Council, & governance committees as appropriate.

Phil Mahaffey, Chair - 346	Kathy Bell – 275	Rick Reynolds – 323	Scott Davis - 253
Susan Tinker - 328	Marc Wilson - 261	Ina Syphers - 230	Pat Rhodes - 431
Robin Jackson - 270	Marie Theisen - 347	Joyce Davis - 408	

Related Instruction Committee: Recommendations to Accreditation Steering Committee, Instructional Chairs, Academic Council and governance committees, as appropriate. Members to be appointed by President, Academic Council Chair and Dean of Instruction.

Susan Tinker - 328	Phil Mahaffey – 346	Renae Weber – 212	Roger Findley – 307
Ina Syphers – 230	Joyce Davis – 408	Jane Luther – 304	Pat Rhodes - 431

COL-CRED Committee: Recommendations to appropriate committee or administration.

Susan Tinker – 328	Robin Young – 202	Renae Weber - 212	Debbie Skousen – 287
Dennis Gill - 220	Cathy Yasuda – 201	Drake Wallick - 297	

STUDENT SERVICES COUNCIL

Secretary/Recorder: Terry Basford - Meets the 3rd Thursday of every month at 4:00 p.m. (Weese board room)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Robin Young, Chair –202	Dwight Lockett - 366	Lori Schlager - 365	Madison Montee - 243
Cathy Yasuda - 201	Marc Wilson, Vice Chair - 261	Tara Williamson - 269	Robert Byars - 243
Justin Core - 243	Karla Jones - 291	Christina Macklin - 248	Hannah Rich - 243

ADMINISTRATIVE SERVICES COUNCIL

Secretary/Recorder: Terry Basford - Meets the 4th Thursday of every month at 4:00 p.m. (Weese board room)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Eric Ellis, Chair - 400	David Brown - 272	Stephanie Laubacher - 367	Ashley Faw, Vice Chair
Jonathan Gillen, 203	Debbie Cant - 430	Candace Bell - 239	Katie Kline - 243
Randy Griffin - 208	Kent Banner - 229	Nancy Olson - 289	Crystal Emery -243

Treasure Valley Community College

2007-08 GOVERNANCE COUNCILS

(Note: Councils may be subject to revisions due to changes in appointments)

EXECUTIVE COUNCIL

Secretary/Recorder: Gina Roper - Meets 1st Thursday of every month at 4:00 p.m. (Weese board room)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Jim Sorensen, Co-chair – 422	Pat Rhodes - 431	Dawnita Anderson - 207	Hannah Rich - 243
Eric Ellis – 400	Gerry Hampshire - 361	Carol Buttice – 200	Jed Capps - 243
Susan Tinker - 328	Roger Findley - 307	Tammy Gill - 274	Laura Carlon - 243

ACADEMIC COUNCIL

Secretary/Recorder: Terry Basford - Meets 2nd Thursday of every month at 4:00 p.m. (Weese board room)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Susan Tinker, Co-chair – 328	Phil Mahaffey – 346	Debbie Kriegh – 235	Bek Baymuradov - 243
Linda Simmons - 358	Tiffany Skow - 306	Daisy Balluff - 325	Sharon Barr - 243
Lori Eyler – 419	Marc Wilson - 261	Sue Hewett – 259	Tyson Baxter - 243
	Maureen McDonough – 345		
	Marie Theisen - 347		

SUB COMMITTEES TO ACADEMIC COUNCIL

General Education Committee: *Recommendations to Accreditation Steering Committee, Instructional Chairs, Academic Council, & governance councils as appropriate.*

Phil Mahaffey, Chair - 346	Kathy Bell – 275	Rick Reynolds – 323	Scott Davis - 253
Susan Tinker - 328	Marc Wilson - 261	Ina Syphers - 230	Pat Rhodes - 431
Robin Jackson - 270	Marie Theisen - 347	Joyce Davis - 408	

Related Instruction Committee: *Recommendations to Accreditation Steering Committee, Instructional Chairs, Academic Council and governance councils, as appropriate. Members to be appointed by President, Academic Council Chair and Dean of Instruction.*

Susan Tinker - 328	Phil Mahaffey – 346	Renaе Weber – 212	Roger Findley – 307
Ina Syphers – 230	Joyce Davis – 408	Jane Luther – 304	Pat Rhodes - 431

COL-CRED Committee: *Recommendations to appropriate committee or administration.*

Susan Tinker – 328	Renaе Weber - 212	Debbie Skousen – 287
Dennis Gill - 220	Cathy Yasuda – 201	Drake Wallick - 297

STUDENT SERVICES COUNCIL

Secretary/Recorder: Terry Basford - Meets the 3rd Thursday of every month at 4:00 p.m. (Weese board room)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Eric Ellis, Co-Chair –202	Debbie Skousen - 287	Lori Schlager - 365	Tyson Baxter - 243
Mary Ann Scarlett - 210	Marsha Armstrong - 292	Tara Williamson - 269	Jed Capps - 243
Justin Core - 243	David Reynolds - 211	Christina Macklin - 248	Laura Wheeler - 243
Darin Bell – 244		Debra Carpenter - 356	

ADMINISTRATIVE SERVICES COUNCIL

Secretary/Recorder: Terry Basford - Meets the 4th Thursday of every month at 4:00 p.m. (Weese board room)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Randy Griffin, Co-chair - 208	David Brown - 272	Stephanie Laubacher - 367	Bek Baymuradov - 243
Kevin Jensen - 238	Debbie Cant - 430	Candace Bell - 239	Laura Carlon - 243
Jonathan Gillen - 203	Kent Banner - 229	Nancy Olson - 289	Sharon Barr - 243
Robin Bagent - 368		Dawnita Anderson - 207	

**Treasure Valley Community College
2008-09 GOVERNANCE COUNCILS**

September 15, 2008 to September 14, 2009

(Note: Councils may be subject to revisions due to changes in appointments)

EXECUTIVE COUNCIL

Secretary/Recorder: Gina Roper - Meets 3rd Thursday of every month at 4:00 p.m. (Weese board room)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Jim Sorensen, Co-chair – 422	Pat Rhodes, Co-chair - 431	Dawnita Anderson - 207	Ange Garcia - 243
Susan Tinker - 328	Gerry Hampshire - 361	Carol Buttice – 200	Sharon Barr - 243
Cathy Yasuda - 201	Arwyn Larson – 213	Nila Stephens - 286	Katie Franklin - 243

ACADEMIC COUNCIL

Secretary/Recorder: Bonnie McGehee - Meets 2nd Thursday of every month at 4:00 p.m. (Weese board room)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Susan Tinker, Co-chair – 328	Renae Weber – 212	Debbie Kriegh – 235	Kyle Hart - 243
Linda Simmons - 358	Marc Wilson - 261	Daisy Balluff - 325	Marc Lannon - 243
Lori Eyler – 419	Maureen McDonough - 345	Sue Hewett – 259	Vanessa Cantu - 243
	Marie Strunk, Co-Chair – 347		
	Ina Syphers - 230		

SUB COMMITTEES TO ACADEMIC COUNCIL

General Education Committee: *Recommendations to Accreditation Steering Committee, Instructional Chairs, Academic Council, & governance councils as appropriate.*

Kathy Bell – 275	Rick Reynolds – 323	Scott Davis – 253	Pat Rhodes - 431
Susan Tinker - 328	Marc Wilson - 261	Ina Syphers - 230	
Robin Jackson - 270	Marie Theisen - 347	Joyce Davis - 408	

Related Instruction Committee: *Recommendations to Accreditation Steering Committee, Instructional Chairs, Academic Council and governance councils, as appropriate. Members to be appointed by President, Academic Council Chair and Dean of Instruction.*

Susan Tinker - 328	Renae Weber – 212	Roger Findley – 307	Pat Rhodes - 431
Ina Syphers – 230	Joyce Davis – 408	Jane Luther – 304	

COL-CRED Committee: *Recommendations to appropriate committee or administration.*

Susan Tinker – 328	Renae Weber - 212	Debbie Skousen – 287
Dennis Gill - 220	Cathy Yasuda – 201	Drake Wallick - 297

STUDENT SERVICES COUNCIL

Secretary/Recorder: Stacey Burzota - Meets the 1st Thursday of every month at 4:00 p.m. (Weese board room)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Eric Ellis, Co-chair –202	Debbie Skousen - 287	Lori Schlager - 365	Brooke Fahnestock - 243
Mary Ann Scarlett, Co-chair - 210	Marsha Armstrong - 292	Tara Williamson - 269	Katie Franklin - 243
Justin Core - 243	David Reynolds - 211	Christina Macklin - 248	Marc Lannon - 243
Darin Bell – 244		Debra Carpenter - 356	

ADMINISTRATIVE SERVICES COUNCIL

Secretary/Recorder: Gina Roper - Meets the 4th Thursday of every month at 4:00 p.m. (Weese board room)

<u>ADMINISTRATION/ PROFESSIONAL</u>	<u>FACULTY</u>	<u>CLASSIFIED</u>	<u>STUDENTS</u>
Randy Griffin, Co-chair - 208	Katie Bennett - 215	Stephanie Laubacher - 367	Krystal Silva - 243
Jonathan Gillen, Co-chair - 203	Wes Tucker – 224	Wally Ann Holcomb – 286/239	Ange Garcia - 243
Robin Bagent - 368	Kent Banner - 229	Nancy Olson - 289	Kyle Hart - 243
		Dawnita Anderson - 207	

Cumulative Count and Percent Campus Climate Survey 2007

	Count	Percent	Cumulative Count	Cumulative Percent
I understand the current governance structure.			Respondents: 69	
Agree	13	18.84 %	13	18.84 %
Some what agree	33	47.83 %	46	66.67 %
Some what disagree	12	17.39 %	58	84.06 %
Disagree	11	15.94 %	69	100.00 %
Total Responses		69	69	100%
I personally participate in campus governance.			Respondents: 69	
Agree	14	20.29 %	14	20.29 %
Some what agree	14	20.29 %	28	40.58 %
Some what disagree	22	31.88 %	50	72.46 %
Disagree	19	27.54 %	69	100.00 %
Total Responses		69	69	100%
There is communication regarding governance issues.			Respondents: 69	
Agree	8	11.59 %	8	11.59 %
Some what agree	21	30.43 %	29	42.03 %
Some what disagree	19	27.54 %	48	69.57 %
Disagree	21	30.43 %	69	100.00 %
Total Responses		69	69	100%
I am able to introduce issues into the campus governance process.			Respondents: 67	
Agree	11	16.42 %	11	16.42 %
Some what agree	23	34.33 %	34	50.75 %
Some what disagree	20	29.85 %	54	80.60 %
Disagree	13	19.40 %	67	100.00 %
Total Responses		67	67	100%
I am able to impact campus issues through the governance process.			Respondents: 67	
Agree	5	7.46 %	5	7.46 %
Some what agree	20	29.85 %	25	37.31 %
Some what disagree	20	29.85 %	45	67.16 %
Disagree	22	32.84 %	67	100.00 %
Total Responses		67	67	100%

Treasure Valley Community College
Campus Wide Communication (Town Hall Meeting)
Tuesday, November 13, 2007
Weese Building, Weese 10
3:00 – 5:00 p.m.

- A. Welcome & Introduction (Jim Sorensen)
- B. President's Reports
 - a. 2007 Focused Interim Evaluation Visit Update
 - b. Sting Casino Night
 - c. TVCC Strategic Plan
 - d. Idaho Opportunities & Possibilities (BSU, ISU, CWI, College of Idaho, BYU-Idaho, NNU) – Updates on transfer articulation agreement, AAOT and major specializations
 - e. Capital Planning
 - f. Armory
 - g. Community College/University Center
 - h. Caldwell Planning
 - i. TVCC Holiday Party – December 5 – Holiday Inn Ontario
 - j. Budget
 - k. Jim Jones
 - l. Diversity Council “Center for Tolerance” Cathy Yasuda & Gerry Hampshire
- C. Shared College Governance - Council Updates
 - a. Academic Council (Susan Tinker & Phil Mahaffey)
 - b. Student Services Council (Eric Ellis & Mary Ann Scarlett)
 - c. Administrative Services Council (Randy Griffin & Kevin Jensen)
 - d. Governance Process Survey & Website Link to Council Archives
- D. Department Reports
- E. Future Town Hall Meetings
 - a. January 29, 2008 (3:00 – 5:00 pm)
 - b. March 11, 2008 (3:00 – 5:00 pm)
 - c. May 13, 2008 (3:00 – 5:00 pm)
- F. Q & A & Meeting Wrap Up

Treasure Valley Community College
Campus Wide Communication (Town Hall Meeting)
Tuesday, February 5, 2008
Weese Building, Weese 10
3:00 – 5:00 p.m.

A. Welcome & Introduction

B. President's Report (Jim Sorensen)

- a. Strategic Plan
- b. Armory
- c. Community College/University Center
- d. Caldwell Planning

C. Budget Process (Randy Griffin)

D. Deans Report

- a. Health/Medical Insurance Update (Randy Griffin)

E. Shared College Governance - Council Updates

- a. Academic Council (Susan Tinker & Phil Mahaffey)
- b. Student Services Council (Eric Ellis & Mary Ann Scarlett)
- c. Administrative Services Council (Randy Griffin & Kevin Jensen)
 - i. AR 300-32 Student Housing Policy – Registration & Payment
 - ii. AR 300-33 Residence Hall Early Move-In and Vacation Break Stays
 - iii. AR 300-34 Early Aid Advance Application
 - iv. Employee Separation Form
 - v. Work Authorization Form for New Hires
 - vi. Job Requisition Form
- d. Executive Council (Jim Sorensen & Roger Findley)

F. Department/ Council Reports

- a. Diversity Council (Cathy Yasuda & Gerry Hampshire)
 - i. FRCC Museum Tour
- b. Associated Student Government (Hannah Rich)
 - i. Fountain Project
- c. Foundation
 - i. Alumni Development
- d. Human Resources
 - i. Hiring Process

G. Upcoming Town Hall Meetings

- a. March 11, 2008 (3:00 – 5:00 pm)
- b. May 13, 2008 (3:00 – 5:00 pm)

H. Q & A and Meeting Wrap Up

Treasure Valley Community College
Campus Wide Communication (Town Hall Meeting)
Tuesday, March 11, 2008
Weese Building, Weese 10
3:00 – 5:00 p.m.

A. Welcome & Introduction

B. President's Report (Jim Sorensen)

- a. Strategic Plan
- b. Armory
- c. Community College/University Center
- d. Caldwell Planning
- e. Joint Board of Education and Foundation Meeting

C. Budget Process (Randy Griffin)

D. Deans Report

E. Shared College Governance - Council Updates

- a. Academic Council (Susan Tinker & Phil Mahaffey)
- b. Student Services Council (Eric Ellis & Mary Ann Scarlett)
- c. Administrative Services Council (Randy Griffin & Jonathan Gillen)
 - i. Athletic Tobacco, Drug & Alcohol Policies
 - ii. AR 400-25 Domestic Partner Policy
 - iii. Employee Separation Form
 - iv. Job Announcement Form
 - v. AR 903-15 HDEV 112 & 120
- d. Executive Council (Jim Sorensen & Roger Findley)

F. Department/ Council Reports

- a. Diversity Council (Cathy Yasuda & Gerry Hampshire)
- b. Foundation
 - i. Alumni Development

G. Upcoming Town Hall Meetings

- a. May 13, 2008 (3:00 – 5:00 pm)

H. Q & A and Meeting Wrap Up

Treasure Valley Community College
Campus Wide Communication (Town Hall Meeting)
Tuesday, May 13, 2008
Weese Building, Weese 10
3:00 – 5:00 p.m.

A. Welcome & Introduction

B. President's Report (Jim Sorensen)

- a. Strategic Plan
- b. Armory
- c. Caldwell Center Planning & Summer Planning
- d. Joint Board of Education and Foundation subcommittee meeting on 50% funding for community college/university center

C. Budget Process (Jim Sorensen & Randy Griffin)

D. Health Insurance Update (Randy Griffin)

E. Deans Report

- a. Graduation (Eric Ellis)

F. Shared College Governance - Council Updates

- a. Academic Council (Susan Tinker & Phil Mahaffey)
- b. Student Services Council (Eric Ellis & Mary Ann Scarlett)
- c. Administrative Services Council (Randy Griffin & Jonathan Gillen)
 - i. Warning Record for Non-Faculty Employees
- d. Executive Council (Jim Sorensen & Roger Findley)
 - i. Full-time Faculty Recommendations
 - ii. Council Appointments for 2008-09

G. Department/ Council Reports

- a. Diversity Council (Cathy Yasuda & Gerry Hampshire)
- b. Foundation

H. Q & A and Meeting Wrap Up

Treasure Valley Community College
Campus Wide Communication (Town Hall Meeting)
Wednesday, November 12, 2008
Weese Building, Weese 10
3:00 – 5:00 p.m.

A. Welcome & Introduction

B. President's Report (Jim Sorensen)

- a. Community College/University Center (Feasibility Study)
- b. Community College/University Center Status (Options 1 & 2)
- c. Caldwell Center Update – Current Plans
- d. Enrollment
- e. New or Revised Programs – Viticulture and Fire Science

C. State Budget & Economy Outlook (Jim Sorensen & Randy Griffin)

D. Deans Report

- a. Purchase Orders (Randy Griffin)
- b. 403 B Plans (Randy Griffin)
- c. Project Updates (Randy Griffin)

E. Shared College Governance - Council Updates

- a. Academic Council (Susan Tinker)
 - i. Adopt revised state AAOT and Oregon Transfer Module
 - ii. Recommend New Courses Submitted for Distribution on AAOT
 - iii. Recommend New Programs
 - iv. Recommend New Faculty Positions
 - v. Start Work on Instructional Policy for New/Revised AAS Degrees/One-Year Certificates/Short Term Pathways Certificates
- b. Student Services Council (Eric Ellis & Mary Ann Scarlett)
- c. Administrative Services Council (Randy Griffin & Jonathan Gillen)
 - i. AR 901-10 Athletic Department Tobacco, Drug and Alcohol Policy
 - ii. AR 400-26 Complimentary Passes to TVCC Employees
- d. Executive Council (Jim Sorensen & Pat Rhodes)
 - i. Student Directory Clarification

F. Department/ Council Reports

- a. Diversity Council (Cathy Yasuda & Gerry Hampshire)
 - i. Museum of Tolerance, February 3-4, 2009
- b. Foundation

G. Q & A and Meeting Wrap Up

- a. Future Town Hall Meetings
 - i. January 13, 2009
 - ii. March 10, 2009
 - iii. May 12, 2009

Treasure Valley Community College
Campus Wide Communication (Town Hall Meeting)
Friday, January 30, 2009
Weese Building, Weese 10
3:00 – 5:00 p.m.

- A. **Welcome & Introduction** *(Dr. Jim Sorensen)*

- B. **Presentation of Feasibility Study and Findings**
 - a. Background and Introduction *(Cathy Yasuda)*
 - b. Clements Group, LLC *(Dr. Veldon Law)*
 - c. Q&A

- C. **TVCC Self Study – October 2010 Visit**
 - a. Accreditation Overview *(Dr. Jim Sorensen)*
 - b. Standards One to Nine *(Committee Sign Up Sheets)*
 - c. Q&A

- D. **Other Announcements or Information**
 - a. State & Federal Update
 - b. Deferred Maintenance – Infrastructure Projects
 - c. Capital Construction Update
 - d. Other

- E. **Adjournment**
 - a. Future Town Hall Meetings
 - i. March 10, 2009
 - ii. May 12, 2009

**Treasure Valley Community College
Summer Governance Meeting
Tuesday, July 17, 2007 (9:00 – Noon)
Weese Board Room**

Those Present:

Jim Sorensen, Pres.	Robin Jackson	Wally Ann Holcomb	Abby Lee	Randy Griffin
Robin Bagent	Marc Wilson	Linda Simmons	Lori Eyler	Eric Ellis
Lisa Del Re	Pat Rhodes	Rick Reynolds	JoAnn Karel	Gina Roper
Bonnie McGehee	Pamela Adams			

President Sorensen opened the meeting by asking the group to define the ideal governance process; how each group would be involved and how governance would work.

Ideals shared:

- Information starts from the bottom and works its way up
- Modifications to proposals would be explained and shared with the group that did the original proposal
- Decisions should be honored and respected
- Communication on how final decisions are made and how they are reported back
- Changes are made *with* rather than *to*.....
- Shared and transparent governance process all the way through
- Consensus between the various groups and levels
- Ability for “rapid” response; expediency vs. deliberative
- Address change needs quickly. Address the unexpected consequences quickly
- Working towards specific goals and tied to strategic plan
- More problem-solving than word-smithing
- Open process – discuss, recommendation, implementation. Make sure that all governance committees are notified of decision
- Not every issue needs to go to every committee
 - Time frame – how long will it take to get approved?
- Committee members should be knowledgeable of that committee’s duties
- Systematic process, but cyclic, iterative and systemic
- Timely dissemination of minutes
- One suggestion was to have only one committee and bring all policies and issues to that committee. Then, pull in key individuals when necessary depending on the issue.
 - Utilize subcommittees to process needs quickly
- Suggestion for only two committees: operations – for budgeting purposes, etc. and policy

There was a discussion concerning the need for all governance minutes to be distributed campus wide not just to councils. E-mail distribution should include an agenda (timely manner), minutes and any other pertinent attachments. It was also suggested to post the minutes on the My.tvcc.cc site. This is an information source. Staff rely on the information from other committees.

President Sorensen also asked the group to define the current structure and identity problems and solutions. The following was shared:

- Communication information from bottom to top and top to bottom.
 - Distribute draft minutes, agendas, policy statements, minutes and specific policy recommendations or changes (policy morphing) campus-wide
 - Groups report back to their individual groups (faculty, classified, professional, students) about governance issues
 - Department Chairs need to pass information on and explain if necessary
- Time for meetings
 - Must use the time that is set aside for all full time faculty. Classes or labs for full time faculty should not be scheduled during those hours
 - Enforce the sacred time slot

- Those nominated to committees must participate or send a substitute to the meeting
- There has been a problem with meetings being cancelled or no quorums
 - Non-involvement of committee members, proper preparation for meetings, committee member knowledge of issues
 - Consistent involvement of relative few
 - More professional staff group representation
 - Definition of quorum
 - Definition of committee leadership – appointed chairs and vice chairs
 - Committee weighted representation below the executive level (i.e. increased faculty reps on academic council, department chairs from I.C.)
- Need regular meetings with president and staff.
- Each committee develop an annual action plan; identify issues we want to talk about
- Committee weighted representation
 - Professional staff representation on all groups – separate from administration
 - More faculty on the Academic Council
 - Where does IC fit into governance? Why does IC & Academic serve different purposes?
 - Need different leadership on the councils
 - Need to engage those on the councils
 - Suggested 5 faculty on Academic Council
 - 5 Admin/Support on Administrative Council
 - 5 Classified/Staff on Student Serv. Council
- Need to develop an annual action plan for each council
- Need to stream line the process. Timing is an issue (could take 3 to 4 months to get something through the process)
- Governance gets confused with operation and how do we deal with the confusion

Campus Climate Survey discussion:

- There are processes but they have not been followed (hiring process)
- There is a lack of confidence in the system – if you know what is going on, it is better, whether you agree or disagree
- The perception is that the President needs to change how he is communicating to campus

Problems:

- 1) Communication, informed reasoning of decisions to all stakeholders, value of stakeholders input
- 2) Perception is reality

Solutions:

- 1) Don't forget to "milk the cows"
- 2) Electronic access, database, My.tvcc.cc, newsletter (outgoing?)
- 3) Campus-wide forums (president's forum)
- 4) Change (correct?) perceptions (how?)

NEXT STEP: A subcommittee was formed to further review the suggestions made and bring forth problem-solving strategies to the broader group. The subcommittee volunteers included: President Sorensen, Rick Reynolds, Robin Jackson, Marc Wilson, Wally Ann Holcomb, Lisa Del Re, Lori Eyler, and Pat Rhodes. The sub-committee meeting date is to be determined.

The next meeting for the entire summer committee was scheduled for Tuesday, August 21, 2007, 9:00 a.m. to Noon in the Weese board room.

Treasure Valley Community College
Summer Governance **Subcommittee** Meeting
Friday, August 10, 2007

Those present were: Jim Sorensen, Eric Ellis, Marc Wilson, Pat Rhodes, Lori Eyler and Randy Griffin

Topics discussed during the meeting included:

- What motivates people to participate in the governance process
- The process for electing council members
- How the ad hoc committees connect with the councils
- How do we have council members report back to their groups
- Clarification on what are governance issues and what are not

Recommendations for consideration and discussion follows:

1. Meeting Processes
 - a. Timelines for agendas, minutes
 - b. Action plan developed in opening meeting
 - c. Roles and responsibilities for chairs, officers, members
 - d. Adopt templates
 - e. Assumed/developed topics for committee
 - f. Issue submission form
 - g. Setting meeting times and location
 - h. “Sacred” meeting hour (Dean of Instruction responsibility to determine if any classes conflict with governance meeting times)
2. Campus-wide Communication Structures
 - a. Meetings every two months (town hall meetings) with TVEA faculty, staff and students with presentations/reports from
 - i. President
 - ii. Three standing committees (Academic, Student Services, Administrative)
 - iii. 1 to 2 other area reports
 - iv. Duration of meeting time 1 ½ hours
 - v. Invite SRCI staff and faculty adjuncts
 - b. Professional Days (internal training, one day a quarter)
 - c. Every two months – president meet with TVEA, TVPA, Classified and ASG leaders
 - d. Quarterly meetings with each department by president
 - e. CWIS role in publicity, using the Campus-Wide Information System (CWIS) televisions to post council meeting times
 - f. Push/ Pull archives for information
3. Information Standardization
 - a. Template for minutes
 - b. Topic list
 - c. Formatted: topic, discussion, action, next step

- d. Disseminate template
 - e. Template for agenda
 - f. Committee member list
 - g. Time and location
 - h. Topic list (needed action or review and discussion, presenter)
 - i. How are these archived, put on CWIS and put in assessment room
4. Committee Structure
- a. **Executive Council** – status quo
 - i. Executive Council will have and retain three (3) representatives from each stakeholder group
 - b. **Academic Council**
 - i. Academic Council will add two (2) additional faculty members (current department chairs) elected by Instructional Council. This will help insure a voice within the Academic Council from Instructional Council and the faculty ranks since most subjects discussed are a direct concern to faculty. It also provides technical assistance in matters pertaining to instruction within the represented stakeholders group.
 - 1. Three (3) faculty elected by TVEA
 - 2. One (1) functional dean
 - 3. Two (2) professional support staff
 - 4. Three (3) classified staff
 - 5. Three (3) students
 - 6. Add two (2) additional faculty chairs elected by Instructional Council
 - c. **Student Services Council**
 - i. Student Services Council will retain three (3) administrative and professional staff, but will add one (1) additional professional support staff and one (1) additional classified staff from the student services area to insure a voice from the functional areas most likely affected by the discussion and help insure the best recommendations or actions.
 - 1. Three (3) faculty elected by TVEA
 - 2. One (1) functional dean
 - 3. Two (2) professional support staff
 - 4. Three (3) classified staff
 - 5. Three (3) students
 - 6. Add one (1) additional professional and one (1) classified staff from functional areas
 - d. **Administration Services Council**
 - i. Administrative Services Council will retain three (3) administrative and professional support staff, but will add one (1) additional professional staff and one (1) additional classified staff to insure representation from the stakeholders most affected by the decisions and include representatives most knowledgeable of the topics under discussion.
 - 1. Three (3) faculty elected by TVEA

2. One (1) functional dean
3. Two (2) professional support staff
4. Three (3) classified staff
5. Three (3) students
6. Add one (1) additional professional and one (1) classified staff from functional areas

The appointments to the committees will be made by the constituent groups as outlined in our governance process with the exception of the Academic Council in the case of the two (2) additional faculty (current department chairs) elected by Instructional Council.

To ensure shared governance councils operate effectively, the Deans responsible for the functional areas and an elected co-chair will be accountable for the planning, action plan, meetings, and campus communication.

The councils will elect a chair, co-chair (dean), vice chair and secretary. The roles and responsibilities for each of these positions will be defined by the governance review committee during the summer and fall of 2007 for clarification.

Prior to fall quarter, a discussion chaired by the President and including the Deans, TVEA President, Professional Staff Chair, and Classified Staff Chair and other interested participants will discuss the topics important for shared governance discussions as well as potential policies for consideration during the academic year. Subsequent to this meeting, an annual action plan will be developed and reviewed regularly by the college president and executive team to insure timely completion of goals. Issues related to budget will be placed in the annual budget development process for consideration beginning in the fall of each year. Strategic planning goals and assessment findings will be reviewed annually to insure the planning loop is completed and institutional change and improvements are achieved (dependent on funding).

**Treasure Valley Community College
Summer Governance Meeting
Tuesday, August 21, 2007 (9:00 – Noon)
Weese Board Room**

Those Present:

Jim Sorensen, Pres., Eric Ellis, Lori Eyler, JoAnn Bujarski, Marc Wilson, Linda Simmons, Keith Raab, Robin Bagent, Lisa Del Re, Bonnie McGehee, JoAnn Karel, Robin Jackson and Gina Roper

The recommendations from the August 10, 2007 governance subcommittee meeting were reviewed by the task force and action plans were noted in parentheses ().

Recommendations and (Actions Plans)

1. Meeting Processes
 - a. Timelines for agendas, minutes (**meeting agendas sent out week before meetings, minutes typed and distributed campus wide 3 to 7 days after meeting, dissuade same day action**)
 - b. Action plan developed in opening meeting (**year long action plans developed first month, action during year**)
 - c. Roles and responsibilities for chairs, officers, members (**see governance short document – specific functions and responsibilities**)
 - d. Adopt templates
 - e. Assumed/developed topics for committee (**responsibilities and specific functions will be provided to each committee**)
 - f. Issue submission form (**form will be web enabled**)
 - g. Setting meeting times and location (**governance councils will know established meeting time**)
 - h. “Sacred” meeting hour (Dean of Instruction responsibility to determine if any classes conflict with governance meeting times) (**same as item G**) **Currently, meet one Thursday a month at 4:00 p.m.**
 - i. **Proxy Policy (new recommendation) – If council member is unable to attend they can send a proxy from constituent group to attend meeting in their place. Guidelines for sending a proxy will be developed.**

2. Campus-wide Communication Structures and (**Actions**)
 - a. Meetings every two months (town hall meetings) with TVEA faculty, staff and students with presentations/reports from
 - i. President
 - ii. Three standing committees (Academic, Student Services, Administrative)
 - iii. 1 to 2 other area reports
 - iv. Duration of meeting time 1 ½ hours
 - v. Invite SRCI staff and faculty adjuncts**(Meeting held every other month on the 2nd Tuesday from 3:00 – 5:00 p.m. Dates scheduled were November 13th, January 29th, March 11th and May 13th)**
 - b. Professional Days (internal training, one day a quarter) (**further discussions to continue**)

- c. Every two months – president meet with TVEA, TVPA, Classified and ASG leaders (**schedule meetings in advance**)
 - d. Quarterly meetings with each department by president (**schedule in advance**)
 - e. CWIS role in publicity, using the Campus-Wide Information System (CWIS) televisions to post council meeting times (**meeting dates and times taken to switchboard for posting**)
 - f. Push/ Pull archives for information (**minutes posted on my.tvcc.cc for tracking and archive purposes and emailed to campus community**)
3. Information Standardization
- a. Minutes template fields will include:
 - i. Attendance (who is present)
 - ii. Date of meeting
 - iii. Topic list
 - iv. Ind. Topic (old/ new business)
 - 1. Presenter name
 - 2. Discussion
 - 3. Action
 - 4. Next step
 - 5. Responsible party (if action necessary)
 - 6. Motion passed/failed
 - 7. Name of person making motion
 - 8. Name of person seconding motion
 - v. Meeting start time
 - vi. Meeting end time
 - vii. Location
 - viii. Attachments (scan and upload)
 - ix. Next council to review (approved/ done/ tabled)
 - b. Agenda template fields to include:
 - i. Council list (who are the council members)
 - ii. Meeting start time
 - iii. Meeting location
 - iv. Topic list (old / new business) – include name of presenter
 - v. Attachments
 - vi. Council name (i.e. Student Services, Administrative Services, etc.)
 - vii. Proxy guidelines (individuals filling in for an absent council member)
 - c. Issue submission template fields will include:
 - i. Date of submission
 - ii. Name of initiator
 - iii. Title of proposal or issue
 - iv. Council selection drop down box option
 - v. Type of item (Action Item/ Information Only/ Policy)
 - vi. Brief description of issue/ proposal
 - vii. Budget implication, if any
 - viii. Background information

4. Committee Structure – **There was a discussion concerning the addition of representatives on the Student Services, Administrative Services and Academic Councils as reflected in the August 10 meeting recommendations. The task force was in favor of the structure recommendations.**

NEXT STEP: The following people volunteered to present at the September 13 in-service governance meeting (Jim Sorensen, Robin Jackson, JoAnn Karel, and Eric Ellis). A meeting date to prepare for the presentation will be determined.

Treasure Valley Community College
Summer Governance Meeting
June 30, 2008

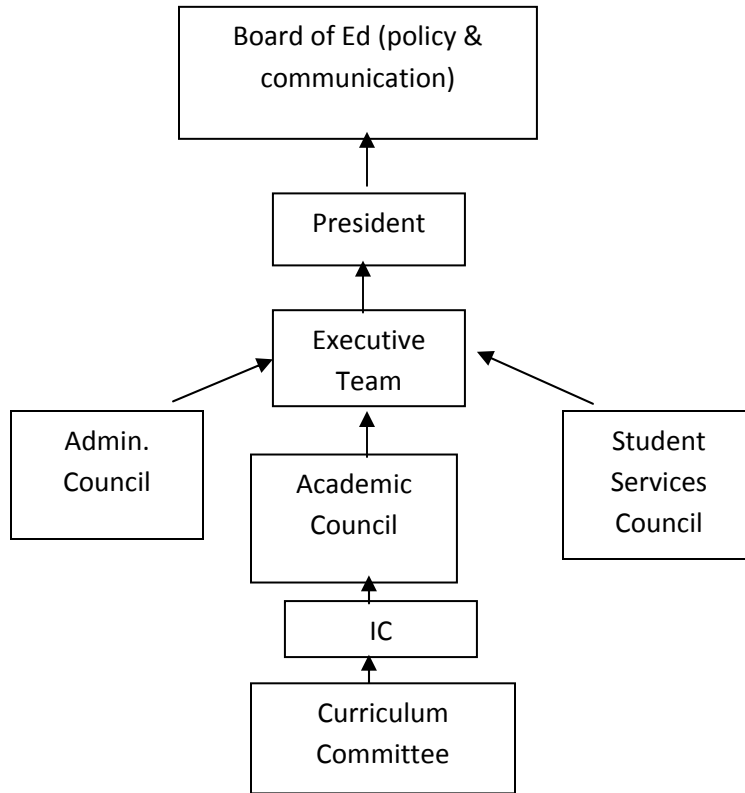
Present: Jim Sorensen, President, Susan Tinker, JoAnn Karel, Robin Bagent, Abby Lee, Keith Raab, Lori Eyler, Renae Weber, Eric Ellis, Daisy Balluff, Randy Griffin, Terry Basford, Marc Wilson and *Bonnie McGehee*,
Recording Secretary

The minutes from the August 21, 2007 meeting along with the 2008 Governance Survey were reviewed by the task force. Jim asked each member for thoughts or areas of concern after reading the survey results.

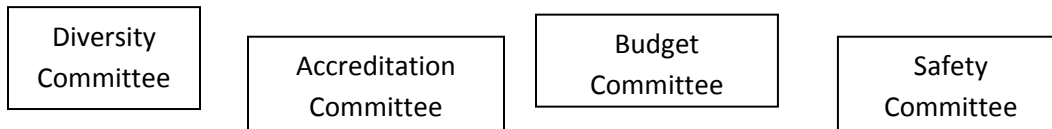
Some thoughts and concerns are listed below:

1. People seem to be waiting to see if the progress continues. What does TVCC want for our strong points in leadership?
2. We need to decide what those strong points are and then champion them for the year.
3. Several people emphasized that the communication is much better and appreciated it.
4. There are still a large number of people that still don't understand the process and the timelines.
5. How does a committee know if a proposed policy has been changed at another committee?
6. How are the creators of the policy notified of the changes?
7. If a proposed policy was created in one committee and is changed in the next, does it have to go back to the originator for approval?
8. If there was a substantial change, then the creating committee should be told of the change via the Chair of the presenting committee, but it does not have to go back for review.
9. How does Executive Council decide what is a substantial change and what isn't? If something is rejected completely or needs clarification then it should go back to the originating committee.
10. We need to define the difference between governance and administration.
11. How do we draw a line between management and governance?
12. The Administration does lead the committees on agenda items; otherwise it is hard to get an agenda created.
13. There needs to be other areas of discussion on our web site besides the minutes from the Governance Committees.
14. Folks are appreciative of the data driven decisions. They would like to see the data used behind the decisions. Is there a central depository for information?
15. Do faculty touch on governance issues in their department meetings?
16. Is IC part of the governance process? It is not a governance committee – but supports and gives input to the Academic Council.
17. All meetings are open for all staff and faculty to attend.
18. We need to continue to search for new communication strategies for those who still don't understand.
19. There is a need for the college body to be thinking when an issue comes up – where should this issue start? Is it a governance issue or not?
20. The agendas that are sent to campus for the governance meetings need to include supporting documents if possible.
21. There needs to be a list of examples on what governance issues are and what are general college business issues? What goes through governance and what doesn't?
22. Discussed forms that are currently on the governance site. The college community needs to know they are available.
23. The Student Services Council had a hard time meeting. The 3rd Thursday was a bad day. Eric would like to move it to the 1st Thursday. There was discussion on whether Student Services and Administrative Councils should combine and meet twice a month?

Jim showed the following chart as the flow process for governance:



Any of the committees listed below can give input to any council above.



Agenda Items

- Define the roles of the various committees on campus.

2008

Governance_Survey

	Count	Percent
I understand the current governance structure.		
Agree	30	65.22 %
Somewhat Agree	8	17.39 %
Somewhat Disagree	3	6.52 %
Disagree	5	10.87 %
Total Responses	46	100 %

I personally participate in campus governance.		
Agree	23	50.00 %
Somewhat Agree	8	17.39 %
Somewhat Disagree	10	21.74 %
Disagree	5	10.87 %
Total Responses	46	100 %

There is communication regarding governance issues.		
Agree	20	43.48 %
Somewhat Agree	19	41.30 %
Somewhat Disagree	3	6.52 %
Disagree	4	8.70 %
Total Responses	46	100 %

I am able to introduce issues into the campus governance process.		
Agree	24	53.33 %
Somewhat Agree	10	22.22 %
Somewhat Disagree	5	11.11 %
Disagree	6	13.33 %
Total Responses	45	100 %

I am able to impact campus issues through the governance process.		
Agree	16	35.56 %
Somewhat Agree	16	35.56 %
Somewhat Disagree	5	11.11 %
Disagree	8	17.78 %
Total Responses	45	100 %

07-08

Campus Climate Survey 2007

	Count	Percent	Cumulative Count	Cumulative Percent
Response time after contacting ISS with a request				
(Not Answered)	2	3.33 %	60	100.00 %
5	21	35.00 %	81	135.00 %
4	20	33.33 %	101	168.33 %
3	9	15.00 %	110	183.33 %
2	5	8.33 %	115	191.67 %
1	1	1.67 %	116	193.33 %
n/a	2	3.33 %	118	196.67 %
Total Responses	60	100%	60	100%

ISS solutions to technical problems or requests				
(Not Answered)	1	1.67 %	1	1.67 %
5	22	36.67 %	23	38.33 %
4	19	31.67 %	42	70.00 %
3	10	16.67 %	52	86.67 %
2	2	3.33 %	54	90.00 %
1	4	6.67 %	58	96.67 %
n/a	2	3.33 %	60	100.00 %
Total Responses	60	100%	60	100%

I understand the current governance structure.				
(Not Answered)	2	3.33 %	2	3.33 %
Agree	36	60.00 %	38	63.33 %
Some what agree	16	26.67 %	54	90.00 %
Some what disagree	4	6.67 %	58	96.67 %
Disagree	2	3.33 %	60	100.00 %
Total Responses	60	100%	60	100%

My satisfaction with computer equipment such as Desktop, Laptop, printers, computer labs and projectors.				
(Not Answered)	2	3.33 %	2	3.33 %
5	10	16.67 %	12	20.00 %
4	15	25.00 %	27	45.00 %
3	16	26.67 %	43	71.67 %
2	9	15.00 %	52	86.67 %
1	7	11.67 %	59	98.33 %
n/a	1	1.67 %	60	100.00 %
Total Responses	60	100%	60	100%

07-08

Campus Climate Survey 2007

	Count	Percent	Cumulative Count	Cumulative Percent
I personally participate in campus governance.				
(Not Answered)	1	1.67 %	1	1.67 %
Agree	30	50.00 %	31	51.67 %
Some what agree	13	21.67 %	44	73.33 %
Some what disagree	11	18.33 %	55	91.67 %
Disagree	5	8.33 %	60	100.00 %
Total Responses	60	100%	60	100%

My satisfaction with network services such as Internet, Email, Printing, Campusweb, Blackboard, Ad Astra and Jenzabar information system.

(Not Answered)	1	1.67 %	1	1.67 %
5	13	21.67 %	14	23.33 %
4	20	33.33 %	34	56.67 %
3	16	26.67 %	50	83.33 %
2	5	8.33 %	55	91.67 %
1	4	6.67 %	59	98.33 %
n/a	1	1.67 %	60	100.00 %
Total Responses	60	100%	60	100%

There is communication regarding governance issues.

(Not Answered)	1	1.67 %	1	1.67 %
Agree	32	53.33 %	33	55.00 %
Some what agree	17	28.33 %	50	83.33 %
Some what disagree	8	13.33 %	58	96.67 %
Disagree	2	3.33 %	60	100.00 %
Total Responses	60	100%	60	100%

I am able to introduce issues into the campus governance process.

(Not Answered)	2	3.33 %	2	3.33 %
Agree	28	46.67 %	30	50.00 %
Some what agree	14	23.33 %	44	73.33 %
Some what disagree	14	23.33 %	58	96.67 %
Disagree	2	3.33 %	60	100.00 %
Total Responses	60	100%	60	100%

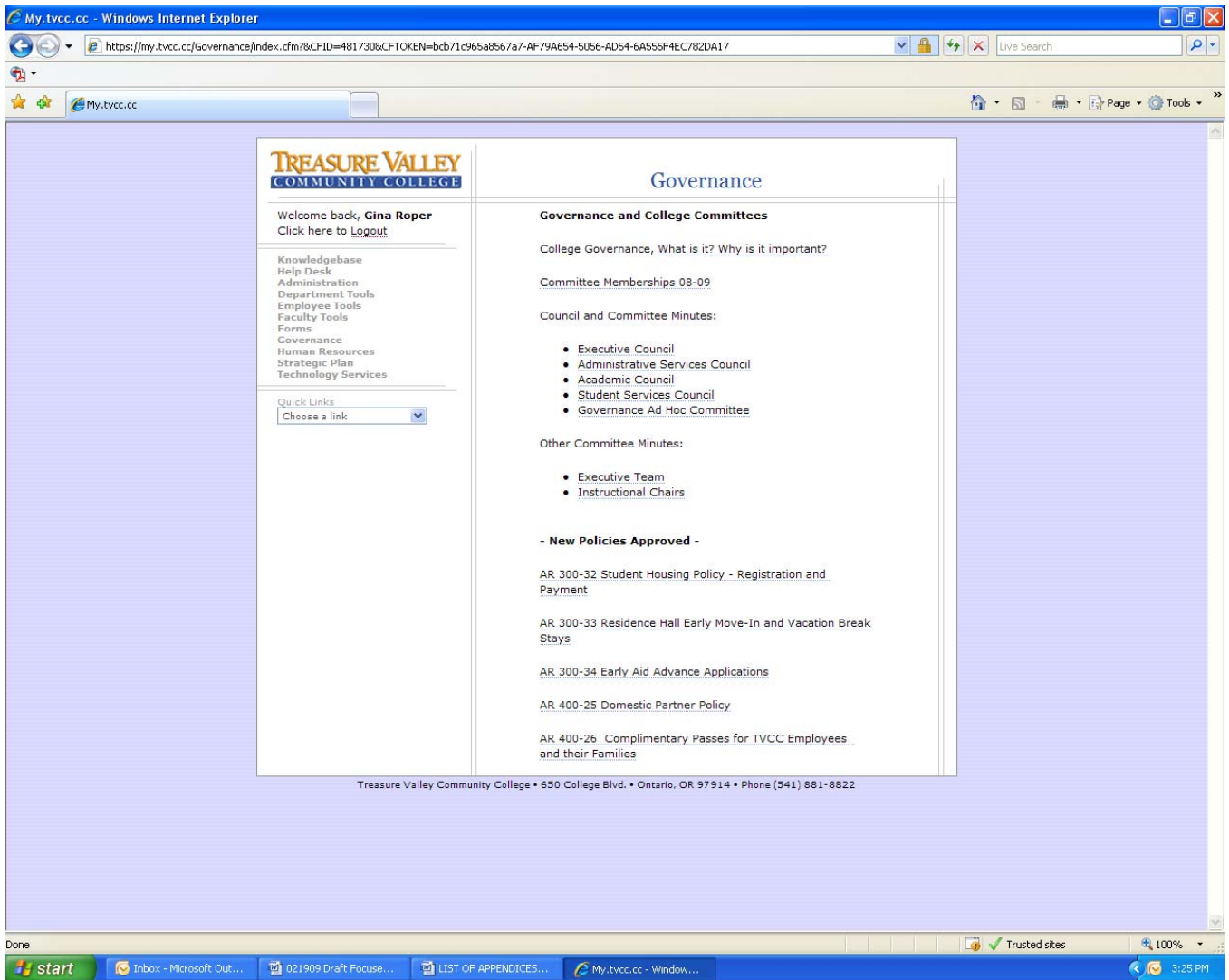
I am able to impact campus issues through the governance process.

(Not Answered)	3	5.00 %	3	5.00 %
Agree	21	35.00 %	24	40.00 %
Some what agree	17	28.33 %	41	68.33 %
Some what disagree	16	26.67 %	57	95.00 %
Disagree	3	5.00 %	60	100.00 %
Total Responses	60	100%	60	100%

07-08

Campus Climate Survey 2007

	Count	Percent	Cumulative Count	Cumulative Percent
<hr/>				
By attending the Town Hall meetings, I am aware of campus issues.				
(Not Answered)	1	1.67 %	1	1.67 %
Agree	30	50.00 %	31	51.67 %
Some what agree	19	31.67 %	50	83.33 %
Some what disagree	6	10.00 %	56	93.33 %
Disagree	4	6.67 %	60	100.00 %
<hr/>				
Total Responses	60	100%	60	100%



https://my.tvcc.cc/Governance/

SUBMISSION FORM FOR GOVERNANCE

General Information

(Proposals and/or issues may be presented by individuals or groups, faculty, staff or students)

Date: _____

To: _____, President's Office From: _____

I. Title of Proposal or Issue: _____

II. Request to present issue as a (check one):

- Information Only Action Item For potential future action Other (please explain):

Please address the following (be specific and use additional paper if necessary):

III. Brief discussion of issue/proposal:

IV. Background information:

V. Budget implications, if any (approximation of cost, resources needed, impact on personnel, impact on tuition, etc.):

Status of Proposal/ Issue (for Council use only)

Instructional Council	<input type="checkbox"/> Revised	<input type="checkbox"/> Deferred	<input type="checkbox"/> Reviewed	<input type="checkbox"/> Action	<input type="checkbox"/> Referred to: _____	Date: _____
Student Services Council	<input type="checkbox"/> Revised	<input type="checkbox"/> Deferred	<input type="checkbox"/> Reviewed	<input type="checkbox"/> Action	<input type="checkbox"/> Referred to: _____	Date: _____
Academic Council	<input type="checkbox"/> Revised	<input type="checkbox"/> Deferred	<input type="checkbox"/> Reviewed	<input type="checkbox"/> Action	<input type="checkbox"/> Referred to: _____	Date: _____
Admin. Services Council	<input type="checkbox"/> Revised	<input type="checkbox"/> Deferred	<input type="checkbox"/> Reviewed	<input type="checkbox"/> Action	<input type="checkbox"/> Referred to: _____	Date: _____
Executive Council	<input type="checkbox"/> Revised	<input type="checkbox"/> Deferred	<input type="checkbox"/> Reviewed	<input type="checkbox"/> Action	<input type="checkbox"/> Referred to: _____	Date: _____
Executive Team	<input type="checkbox"/> Revised	<input type="checkbox"/> Deferred	<input type="checkbox"/> Reviewed	<input type="checkbox"/> Action	<input type="checkbox"/> Referred to: _____	Date: _____
Board of Education	<input type="checkbox"/> Revised	<input type="checkbox"/> Deferred	<input type="checkbox"/> Reviewed	<input type="checkbox"/> Action	<input type="checkbox"/> Referred to: _____	Date: _____

Approved by _____ Council on _____

Recommendations/Comments: _____

Important Note: Any governance council that makes revisions or takes final action on an issue must communicate the revision(s)/action(s) to the person/council initiating the issue.

Campus Update



Jan. 29, 2009

1968 Olympians to share their stories

Speeches presented as part of Black History Month

As part of continuing the message and the conversation of equality, TVCC is bringing Olympic medalists Tommie Smith and John Carlos to share their powerful stories, in honor of Black History Month in February.

The 1968 Olympics Black Power salute was a noted black civil rights protest and one of the most overtly political statements in the 110 year history of the modern Olympic Games. In 1968 they made history - now they will share their story.

Please mark your calendars to come to these poignant and powerful events. Both are free to the public. **Tommie Smith, 1968 Gold Medalist, will speak at 4 p.m. on Feb. 3. at the Nampa Civic Center.** Smith will dispel some of the myths surrounding his famous gesture of protest at the 1968 games.

Contrary to legend, Smith was not a member of the Black Panthers, nor were his medals revoked by the Olympic Committee.

Retelling the fear he felt in planning and carrying out his protest, the death threats against him, and his determination to live his values, he will share the long, painful, backlash that came with his fame, and his fate, all of which was wrapped up in his "silent gesture."

On Thursday, Feb. 5, John Carlos, 1968 Bronze Medalist, will speak at 7:30 p.m. in Weese 10 on TVCC's campus.

Carlos said, "I raised my voice in protest as a man. Athletics was my occupation. I didn't do what I did as an athlete."



Tommie Smith, center, and John Carlos are pictured above at the 1968 Olympics, Smith will speak at 4 p.m. on Feb. 3 at the Nampa Civic Center, and John Carlos will speak at 7:30 p.m. on Feb. 5 at TVCC in Weese 10.

Carlos' message is one of persistence and perseverance.

He travels the country encouraging young people to hold on to their dreams and follow the talents you've been given.

While their protest was the same, their messages and experiences are different.

As a college, we believe it is important to bring these messages to our community and to make sure that our current generation of students knows the struggles of the Civil Rights Movement and the continued need to celebrate and value diversity.

Important Dates

Jan. 29, Blood Drive
2 to 6 p.m., W-10

Jan. 30, Campus Town Hall Meeting 3 to 5 p.m., W-10

Jan. 30, TVCC Basketball vs. Wenatchee Valley College
6 p.m.—Women; 8 p.m.—Men
Easley Gym

Jan. 31, TVCC Basketball vs. Yakima Valley College
6 p.m.—Women; 8 p.m.—Men
Easley Gym

Feb. 3, Tommie Smith
4 p.m. Nampa Civic Center
Free event. (see story at left)

Feb. 5, John Carlos
7:30 p.m. Weese 10
Free event. (see story at left)

TVCC Business Club
Talent Show
with **CASH** prizes

Auditions Jan. 30 & 31

Noon to 4 p.m. in
FRCC Theater

\$5 fee to audition (per group)

Talent Show Friday, Feb. 6

6 to 8 p.m., FRCC Theater

1st prize: \$100

2nd: \$50

3rd: \$30

Admission: \$5 for adults,
\$2 for children.

Community invited to
audition and attend.

See TVCC website for info.

Jan. 29, 2009

Briefly

Campus Town Hall Meeting planned for Friday, Jan. 30

Please mark your calendars for an all-campus meeting from 3 to 5 p.m. on Friday, Jan. 30. *If possible, supervisors are encouraged to close offices to allow everyone to attend.*

At the meeting, **President Sorensen** will share information from the recent community interviews regarding the feasibility study conducted by the Clements Group.

In addition, **President Sorensen** will provide an overview of the next accreditation visit and faculty and staff will be encouraged to sign up for specific accreditation committee responsibilities.

Randy Griffin and Abby Lee attended the OCCA Legislative Summit this week and met with senators and representatives to discuss TVCC's needs in the upcoming biennium.

Randy Griffin will present information about preliminary budget outlook as well as report on information presented at the session.

Representative Bentz to hold community meeting on campus Saturday, Jan. 31

Representative Cliff Bentz will hold a town-hall meeting from 3 to 5 p.m. on Saturday, Jan. 31, at TVCC in Weese 10.

Representative Bentz will provide an update on the current legislative session as well as the preliminary budget outlook. He will also be asking the community for their ideas on solving some of the revenue issues and he will be requesting feedback on upcoming legislative issues. This is your opportunity to speak directly with your elected representative.

For more information, or to speak with Representative Bentz, contact his office at 503-986-1460.



**Representative
Cliff Bentz**



Dawnita Anderson helps a student begin the financial aid process during last Saturday's College Goal Oregon event in Ontario. A similar event was also held in Lakeview the same day.

College Goal Oregon event deemed a success

On Saturday, more than 50 people came to the College Goal Oregon event held at the Four Rivers Cultural Center. This is up from 33 attendees at last year's event.

TVCC staff was on hand to help students learn about the financial aid process and get started on the federal financial aid application.

Dean Eric Ellis traveled to Lakeview where the event attracted 15 people. **Keith Raab**, TVCC Financial Aid Director, thank everyone for helping with College Goal Oregon.

Scholarship information meeting Feb. 5

Representatives from the Oregon Student Assistance Commission and the TVCC Foundation will present information on how to successfully apply for scholarships at 1 p.m. on Thursday, Feb. 5, in Weese 10. The OSAC representative will show students how to access hundreds of available scholarships on-line through OSAC's website, as well as tips on how to qualify for more scholarships.

Cathy Yasuda will share information about the TVCC Foundation's scholarship process as well as advice for successfully competing for these funds. For more information on this event, contact TVCC Financial Aid at ext. 238.

THURSDAY FEBRUARY 26, 2009 Last modified: Monday, February 2, 2009 10:19 AM PST

College Connection: A promise to be good stewards

By Jim Sorensen

There's been a lot of discussion lately about the proposed stimulus packages that could be approved as early as today to help kick-start the local economy.

Last Wednesday, the Oregon Senate approved dollars to fund improvements for local roads and construction projects, and the vote is expected to go to the House of Representatives sometime today.

Locally, Treasure Valley Community College is in line to receive more than \$1.5 million to help fund deferred maintenance projects on campus. These projects will help upgrade and replace outdated heating and cooling units, create new parking areas and repair paving, bring campus buildings and sidewalks into ADA compliance, allow us to repair roofs across campus, as well as other maintenance needs.

These projects will not only help us improve our facilities, but they will bring immediate jobs to our community. Some may argue this is something the college should be doing out of its operating budget — and for the most part we do. But as funding for community colleges continues to be reduced, this gets harder and harder to do. For example, just this month, more than \$140,000 is projected to be withheld from our current budget payments from the State of Oregon because of lower state revenues and projections. In a budget year that ends in June, this is a big cut to our resources.

I don't share this with you to garner sympathy, rather, I want to let you know that TVCC is not sitting with its hands out — these deferred maintenance dollars represent a portion of the dollars that have been cut over the past few years, and which have not been available to complete some much needed projects that will help our building and facilities be improved and allow us to continue serving students for years to come.

When we were asked by the state legislators to provide a list of projects that could help the college, TVCC was immediately able to submit that list. Not because we sat down for a few hours and thought things up, but rather because these have been projects that we have planned for and prioritized each year to complete, but simply did not have the money to do it. Bernie Babcock, TVCC director of facilities, and Randy Griffin, TVCC dean of Administrative Services, work hard to keep our campus upgraded as best we can given our available resources. This means though that year after year, projects are delayed or withheld in order to meet higher priority needs. Our current list of projects is shovel-ready and can begin as soon as April 1 if the funding is approved.

With our roots in rural Oregon, TVCC has been conservative in its spending since its inception. If we can't afford it — we don't buy it. That's been our practice. We save for the things we need and make sure the money is there when we need it. When new projects and campus improvements are identified, TVCC has judiciously planned for those doing its best to minimize any financial obligation of the public. As an example, in 2006, construction was completed on a new TVCC residence hall. This building was the first to be built on campus since 1970 and it was accomplished with no private dollars and no levy bond increase. The new residence halls have infused the campus with additional opportunities and activities for student success. Students are drawn to the up-to-date and attractive living space. This project and additional remodeling projects across campus have allowed TVCC to keep pace with student needs and technology demands in as fiscally conservative manner as possible. We are grateful for the

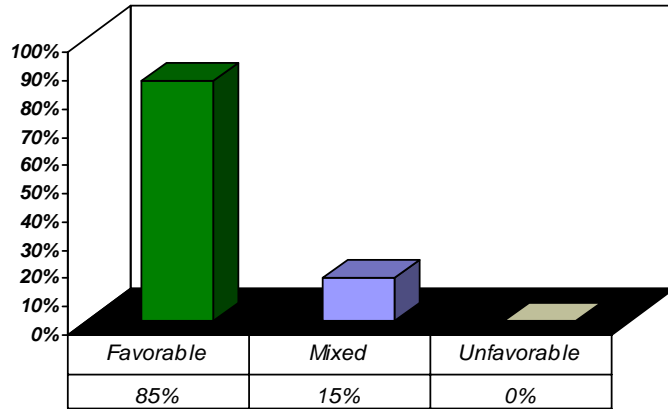


opportunity to be included in projects that will not only allow us to maintain our buildings for student and community use, but to also be a part of providing jobs for Oregonians — and our community. I want to assure you that we will be good stewards of these dollars.

Dr. Jim Sorensen is the president of Treasure Valley Community College

Impression of the Administration

Respondents indicate that TVCC President, Dr. James E. Sorensen is a great leader who is well respected in the community.



Reactions:

The administrative team does a great job in the community. They have developed a strong relationship with community leaders.

Administrators are known for their willingness to give back to the community.

Administrators are professional and financially responsible.

Administrators effectively keep the community informed about the college and its activities.

The administration represents the college well on both the state and local levels.

Financial stewardship is considered by many to be highly important and one of the administration's strengths.

Category	Fav.	Mixed	Unfav.	No Opinion	Total
EXTERNAL					
Board Members	9	1	0	0	10
Community Leaders	56	7	0	18	81
<i>Subtotal</i>	65	8	0	18	91
INTERNAL					
Adm., Fac. & Staff	6	5	0	0	11
Totals	71	13	0	18	102

Conclusions

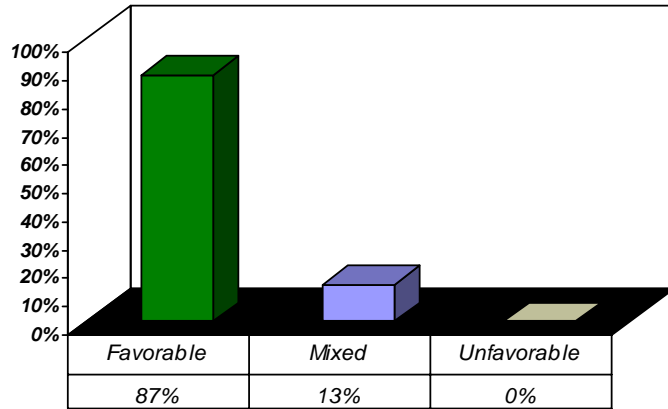
A significant majority of the respondents are favorable toward the TVCC administrative team. Respondents believe administrators are professional, active in the community, and well respected. Respondents add that administrators are also highly experienced and have a high level of commitment. Many respondents commented on the great leadership provided by TVCC President, Dr. James E. Sorensen as well as the financial expertise provided by both he and other administrators.

Those offering mixed opinions state that some administrators and staff could be more visible in the community.

None of the interviewees responded unfavorably.

Impression of the TVCC Board of Education

Board members are known as great leaders who are dedicated to the community and college.



Reactions:

Many consider this board to be the best board the college has ever had.

Board members work well together and are respected citizens within the community.

There is a good amount of diversity represented on the board.

Board members are very involved in the community and represent it well.

Members of the board are seen as solid, well-respected citizens who have a lot of experience.

Some would like the board to enhance community knowledge of their activities on behalf of the college.

Category	Fav.	Mixed	Unfav.	No Opinion	Total
EXTERNAL					
Board Members	7	3	0	0	10
Community Leaders	57	6	0	18	81
<i>Subtotal</i>	64	9	0	18	91
INTERNAL					
Adm., Fac. & Staff	9	2	0	0	11
Totals	73	11	0	18	102

Conclusions

Respondents are significantly favorable toward the TVCC Board of Education as a policy-making group for the college. These respondents indicate board members are solid, well-respected citizens with a lot of business experience. They are committed to finding ways that the college can better serve the needs of the community.

Those offering mixed opinions would like board members to enhance community knowledge of board activities and contributions to the college.

Eighteen interviewees did not offer opinions. These interviewees indicate they are unfamiliar with the board and its activities. This demonstrates that there is much need and opportunity for the board to enhance visibility of its efforts to bridge the gap between the community's needs and the needs of the college.



General Education Meeting Minutes
Draft

10/10/06

Attendees

Phil Mahaffey
Joyce Davis
Rick Reynolds
Pat Rhodes
Ina Syphers
Susan Tinker
Marc Wilson

1. The meeting was called to order at 4:05.
2. Phil handed out the drafts (both the original adoptions and the revision) of the general education outcomes. After some discussion, the outcomes were approved as amended by the committee.
3. The Gen-Ed committee will be bifurcated into sub-divisions: general education and related instruction. The related instruction sub-committee will be considering professional-technical issues and how the outcomes apply to those students. This group will also need to work on pro-tech classes being separate and embedded, clear communication with those students, and honest advising.
4. The next meeting will be November 14, 2006 at 4:00 in W-4.
5. The meeting was adjourned at 5:00.

Respectfully submitted by Marc Wilson

Treasure Valley Community College
ACADEMIC COUNCIL MINUTES
October 12, 2006 - Weese Board Room
Meeting convened at 4:07 p.m.

Members Present:

Phil Mahaffey, Chair, Susan Tinker, Vice Chair, Cathy Yasuda, Tiffany Skow, Bek Baymuradov, Madison Montee, Daisy Balluff, Sue Hewett, Debbie Kreigh and Gina Roper, Recording Secretary

Members Absent:

Ashley Faw, Sue Evey, and Renae Weber

1. REVIEW MINUTES OF PREVIOUS MEETING

Because the September minutes were not available for review, action was tabled until the November meeting.

ACTION: None

NEXT STEP: Approve minutes during November Academic Council meeting.

2. ACADEMIC COUNCIL WORK PLAN

A work plan was developed for the 2006-07 year by Chair Mahaffey and Dean Tinker. Chair Mahaffey reviewed the seven items of the plan with the Council.

Subcommittees were formed for the following plans:

- Requests for Full-time Faculty (Purpose: develop criteria to consider requests for full-time faculty; requests must be sent up the governance chain well before budget deadline)
 - i. **Members: Phil Mahaffey and Sue Evey**
- Catalog (Purpose: review any proposed major changes to degrees before the catalog deadline)
 - i. **Members: Phil Mahaffey, Susan Tinker, Cathy Yasuda and Debbie Kreigh**
- New Programs (Purpose: develop a process for submission and recommendation of new programs. Delineate Instructional Council and Academic Council roles.)
 - i. **Members: Tiffany Skow and Debbie Kreigh**

There were discussions on the importance of notifying all appropriate groups in regard to changes in the catalog, etc. so everyone is on the same page and the language is the same in all publications, etc. It was also mentioned the importance of keep the advising staff notified of any changes, i.e. arts and letters changes (AAOT).

Chair Mahaffey mentioned his October 9th email to all faculty asking that because the catalog will be updated this year, any major changes to degrees should be reviewed by Academic Council to insure all changes are complete and accurate.

The Council also discussed the process for developing the Academic Calendar and how Academic Council should have some oversight on this process to insure accuracy.

ACTION: None, for Council informational purposes only.

3. STUDENT SURVEY UPDATE

Bek Baymuradov provided the Council with a draft of questions that would be sent to students to complete. The questions were: *what days of the week would you prefer your classes to be, what times of the day would you prefer your classes to be, how beneficial do you find the English writing lab and how beneficial do you find the math tutoring lab.* The idea of the questionnaire is to gather data to determine if students' needs are being met, if classes are overlapping and students' overall satisfaction with the current offerings.

It was suggested eliminating questions relating to the English writing and math tutoring labs because the labs already conduct surveys after every quarter. It was also suggested to include questions relating to weekend classes, hybrid, video and online classes, childcare services, did we meet students' needs for fall quarter, and to also be more definitive in the question *what times of the day would you prefer your classes to be.*

There was also a discussion on the operating times of the writing lab. Chair Mahaffey will send out the posted hours to Cathy Yasuda for information as well as questions regarding weekend classes to Bek Baymuradov.

ACTION: None.

NEXT STEP: Bek Baymuradov will send out an email to faculty and staff requesting further suggestions regarding the draft and will update the Student Survey and bring back to Academic Council for review.

4. GENERAL EDUCATION LEARNING OUTCOMES

The General Education Committee approved the General Education Learning Outcomes during their Tuesday, October 10th meeting and forwarded the document to the Academic Council for review and approval. The four outcomes included Communication, Critical Thinking, Quantitative Reasoning and Attitudes and Values. They were developed to simplify and replace the thirty outcomes currently listed in the 2004-07 catalog and was a result of an accreditation request to downsize the number of outcomes because there were too many.

ACTION: *Sue Hewett made a motion to approve the General Education Learning Outcomes as presented and the motion was seconded by Debbie Kreigh. The motion carried unanimously.*

NEXT STEP: The General Education Learning Outcomes will be sent to Student Services Council, Administrative Services Council and ASG as information only and will be forwarded to Executive Council for review with a recommendation for adoption.

5. OTHER

Spring Commencement – Cathy Yasuda inquired about a policy Dean Michaelson informed her about which allowed students graduating after summer quarter to participate in spring commencement activities. The policy supposedly explained the limited number of credits allowed. Daisy Balluff offered to follow up on the status of this policy.

In addition, BIOL 107 Principle of Ecology was approved as a science distribution requirement by possibly Instructional Council and somehow bypassed Academic Council. It was suggested to bring to Academic Council for review and approval.

ADJOURNMENT

The meeting of the Academic Council adjourned at 5:10 p.m. The next regularly scheduled meeting was scheduled for November 9th at 4:00 p.m. in the board room.

Treasure Valley Community College
EXECUTIVE COUNCIL MINUTES

Thursday, November 2, 2006 - Weese Building Board Room
The meeting convened at 4:00 p.m.

Those present were Dr. Jim Sorensen, David Reynolds (for Pat Rhodes), Gerry Hampshire, Bob Armstrong, Dawnita Anderson, Carol Buttice, Kathy Anderson, Crystal Emery, Anna Cox, Hannah Rich, Phil Mahaffey (Guest) and Gina Roper, Recording Secretary.

Members absent were John Michaelson, Pat Rhodes and Susan Tinker.

1. Approval of Minutes – October 5, 2006

ACTION: *Gerry Hampshire made a motion to approve the minutes from the October 5, 2006 Executive Council meeting as amended and the motion was seconded by Carol Buttice. The motion carried unanimously.*

The revision was to change the numbering for the bloodborne pathogens administrative regulation from AR 300-26 to AR 300-27.

2. General Education Learning Outcomes

Phil Mahaffey was present to summarize the General Education Learning Outcomes that were approved during the October 12th Academic Council meeting. The four new outcomes included Communication, Critical Thinking, Quantitative Reasoning and Attitudes and Values. These were developed as a result of an accreditation request to simplify and replace the numerous outcomes currently published in the 2004-07 catalog. There was a discussion on when the new outcomes would go into effect and its publication in the new catalog.

ACTION: *Gerry Hampshire made a motion to accept the General Education Learning Outcomes as written and the motion was seconded by Crystal Emery. The motion carried unanimously.*

NEXT STEP: The General Education Learning Outcomes will be presented to the Executive Team for review and possible adoption.

3. Other Reports

Crystal Emery asked which Council would be approached in regard to implementing a skateboard policy on campus. Dr. Sorensen advised he believed a policy was already in existence and would follow up to confirm.

Adjournment: Gerry Hampshire made a motion to adjourn the meeting at 4:35 p.m. and the motion was seconded by Carol Buttice. The motion carried unanimously. The next regularly scheduled meeting was set for Thursday, December 7, 2006 at 4:00 p.m. in the Weese board room.

Dr. Jim Sorensen, Chair

Bob Armstrong, Secretary

General Education Learning Outcomes

General Education is the heart of a whole education. It is the part of the college's program that serves as the common core of each student's education, providing aspects of the college's program that are aimed at helping each graduate enjoy a lifelong process of inquiry and decision-making as a citizen of many complex and diverse communities.

The General Education core curriculum is designed to help students develop and improve the following:

- Communication:** Students will communicate effectively orally and in writing, using appropriate language and modality.
- Critical Thinking:** Students will explore, reach, and support appropriate conclusions through the analysis, synthesis, and evaluation of information and varying opinions.
- Quantitative Reasoning:** Students will problem solve with appropriate technology, using data, graphs, and symbols.
- Attitudes and Values:** Students will demonstrate personal responsibility for their learning and will respect the influences of diverse cultural perspectives.

Executive Team
November 7, 2006

Present:

Jim Sorensen, Pres Randy Griffin Bruce Schultz Roger Findley Renae Weber Susan Tinker Abby Lee
Phil Mahaffey, guest
Bonnie McGehee, Recording Secretary

Items of discussion:

1. General Education Outcomes

The Gen. Ed. Committee is trying to get the outcomes finalized for the catalog. There was discussion on how the outcomes can be assessed. How do you measure the respect of diverse cultural perspectives?

The Related Instruction Committee needs to be assigned and meet ASAP.

Susan Tinker made a motion to approve the General Education Learning Outcomes as presented and the motion was seconded by Randy Griffin. The motion carried unanimously.

Susan will meet with both the Gen. Ed. and Related Instruction either December 11 (after noon) or December 12.

2. Accreditation Recommendations

There was a discussion on the Gen. Ed. outcomes being applied at the departmental level. When a program is up for review, it should include a program plan for outcomes. What is the expectation from the Dean of Instruction?

Renae and Susan will work with the departments that are currently in review to create 3 manageable outcomes that they want students to know when they graduate.

3. SMART Classroom Delivery

The Caldwell Center is having some issues with the delivery of courses. Several classes have been off line for 15 to 30 minutes. The Poly Com's and LCD's are overheating and shutting down. If bandwidth is an issue for the center then the audio and visual display is impacted in the SMART classroom.

Susan will meet with the instructors that teach in the SMART classroom and ask for their input. Is there a need for more faculty training on how to keep students involved? Robin Bagent can help faculty learn to be inclusive in their presentations.

Bruce asked if a live class along with a broadcasted class could be offered during the same quarter. The intent would be to offer a class via SMART classroom a different quarter than the live class.

4. Caldwell parking

Bruce received an estimate of \$2,000 - \$2,500 to level and add 6" of gravel in the vacant lot. No estimate on lighting has been received at this time.

5. Vallivue High Partnership

Roger presented the idea of partnering with Vallivue High School to teach some advanced welding courses for them. They will supply the space and Pacific Steel has agreed to donate used metal. There are 11 arc welders, 4 wire feed welders, 1 tig welder. Roger asked if 1 more welder could be purchased. The class could be limited to 15 students and could run at least 2 sections. TVCC has proposed to buy the gas and supplies. This will be for credit and TVCC will hire the instructor.

Roger will send the budget to Randy, Ken and Susan.

6. Western Trailer

The Ontario plant surveyed their current employees and 15 of their welders would like to have advanced aluminum training. Roger is working with Nancy Alvarado to put numbers together for a grant.

7. Caldwell Courses

Bruce has 8 courses that could potentially be offered on the Albertson College campus. With current space issues there is no more space at the Mercado Center and Albertson's has opened the discussion on utilizing some of their space.

How many courses can be offered at Caldwell? What are the accreditation requirements? The intent is to offer an AA transfer degree as it fits with BSU.

8. Retention issues

There are some financial issues that are throwing some retention red flags for students. Are students being advised on the true cost of attending college and what is expected of them?

MAPP
Measures of Academic Proficiency and Progress

Summary of Scaled Scores
To show the ability of the group taking the test

Treasure Valley Community College
Abbreviated

Test Description: Abbreviated Form A

Number of students tested: 77

Number of students included in these statistics: 73

Number of students excluded (see roster): 4

Cohort Name: 0708 2nd yr students

Close Date: 06/17/2008

Student Level: All

	Possible Range	Mean Score	95% Confidence Limits* for Mean	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	441.82	439 to 445	16.28	430	439	453
Skills Subscores:							
Critical Thinking	100 to 130	112.34	111 to 114	6.29	108	112	117
Reading	100 to 130	117.67	116 to 119	6.20	112	117	124
Writing	100 to 130	112.51	111 to 114	5.07	109	112	117
Mathematics	100 to 130	113.32	112 to 115	5.63	109	114	117
Context-Based Subscores:							
Humanities	100 to 130	115.78	114 to 117	5.97	110	115	120
Social Sciences	100 to 130	113.05	111 to 115	5.96	109	113	117
Natural Sciences	100 to 130	115.03	114 to 117	5.58	110	114	120

*The confidence limits are based on the assumption that the questions contributing to each scaled score are a sample from a much larger set of possible questions that could have been used to measure those same skills. If the group of students taking the test is a sample from some larger population of students eligible to be tested, the confidence limits include both sampling of students and sampling of questions as factors that could cause the mean score to vary. The confidence limits indicate the precision of the mean score of the students actually tested, as an estimate of the "true population mean" - the mean score that would result if all the students in the population could somehow be tested with all possible questions. These confidence limits were computed by a procedure that has a 95 percent probability of producing upper and lower limits that will surround the true population mean. The population size used in the calculation of the confidence limits for the mean scores in this report is 73.

ETS protects the confidentiality of all test data.
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APPENDIX M

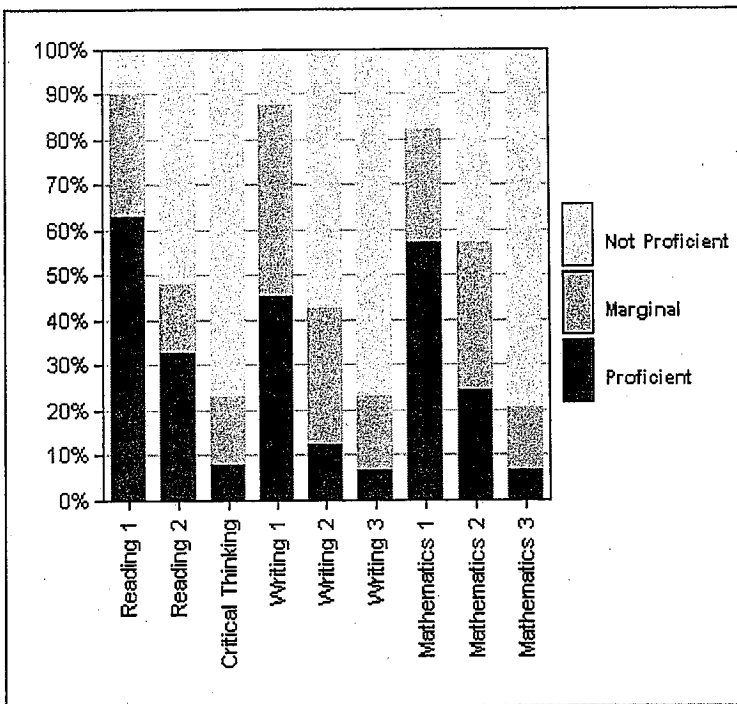
MAPP
Measures of Academic Proficiency and Progress

Summary of Proficiency Classifications
To show how many students are proficient at each level

Treasure Valley Community College
Abbreviated Form
Test Description: Abbreviated Form A
Number of students tested: 77
Number of students included in these statistics: 73
Number of students excluded (see roster): 4

Cohort Name: 0708 2nd yr students
Close Date: 06/17/2008
Student Level: All

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	63%	27%	10%
Reading, Level 2	33%	15%	52%
Critical Thinking	8%	15%	77%
Writing, Level 1	45%	42%	12%
Writing, Level 2	12%	30%	58%
Writing, Level 3	7%	16%	77%
Mathematics, Level 1	58%	25%	18%
Mathematics, Level 2	25%	33%	42%
Mathematics, Level 3	7%	14%	79%



The skills measured by the MAPP test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

ETS protects the confidentiality of all test data.
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MAPP
Measures of Academic Proficiency and Progress

Scaled Score Distributions
Total

Treasure Valley Community College
Abbreviated

Test Description: Abbreviated Form A

Number of students tested: 77

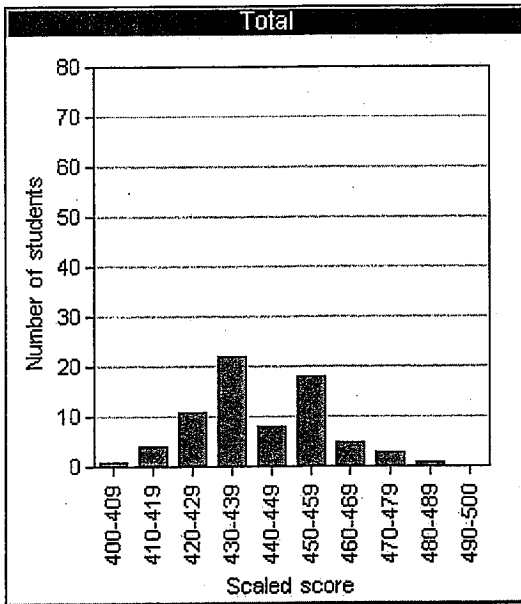
Number of students included in these statistics: 73

Number of students excluded (see roster): 4

Cohort Name: 0708 2nd yr students

Close Date: 06/17/2008

Student Level: All



ETS protects the confidentiality of all test data.
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MAPP Pilot Study
Students Tested in Spring and Fall 2005
Summary of Scaled Scores

08:38 Wednesday, November 1, 2006 3

Institution Code=2463 Name=Treasure Valley CC

Scaled Score	Possible Range	Mean Score	Standard Deviation	25th Percentile	50th Percentile	75th Percentile
Total Score	400 to 500	440.83	18.07	430	438	455
Critical Thinking	100 to 130	110.87	5.93	106	111	113
Reading	100 to 130	118.30	5.73	112	118	122
Writing	100 to 130	113.27	5.00	109	113	117
Mathematics	100 to 130	112.20	5.61	107	111	117
Humanities	100 to 130	114.87	5.94	110	113	120
Social Sciences	100 to 130	112.90	5.88	108	112	120
Natural Sciences	100 to 130	114.77	5.31	113	114	118

APPENDIX M

The statistics in this table do not include students who responded to fewer than 75 percent of the questions on the test.

MAPP Pilot Study
Students Tested in Spring and Fall 2005
Summary of Proficiency Classifications

08:38 Wednesday, November 1, 2006 4

Institution Code=2463 Name=Treasure Valley CC

n = 38

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading Level 1	25 67%	10 27%	3 7%
Reading Level 2	14 37%	9 23%	15 40%
Critical Thinking	3 7%	4 10%	31 83%
Writing Level 1	18 47%	16 43%	4 10%
Writing Level 2	8 20%	10 27%	20 53%
Writing Level 3	1 3%	12 30%	25 67%
Mathematics Level 1	18 47%	10 27%	10 27%
Mathematics Level 2	10 27%	8 20%	20 53%
Mathematics Level 3	0 0%	7 17%	31 83%

APPENDIX M

The statistics in this table do not include students who responded to fewer than 75 percent of the questions on the test.

MAPP Pilot Study
Students Tested in Spring and Fall 2005
Summary of Scaled Scores

08:38 Wednesday, November 1, 2006 3

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MAPP Pilot Study
Students Tested in Spring and Fall 2005
Summary of Proficiency Classifications

08:38 Wednesday, November 1, 2006 4

Institution Code=2463 Name=Treasure Valley CC

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading Level 1	67%	27%	7%
Reading Level 2	37%	23%	40%
Critical Thinking	7%	10%	83%
Writing Level 1	47%	43%	10%
Writing Level 2	20%	27%	53%
Writing Level 3	3%	30%	67%
Mathematics Level 1	47%	27%	27%
Mathematics Level 2	27%	20%	53%
Mathematics Level 3	0%	17%	83%



APPENDIX M

The statistics in this table do not include students who responded to fewer than 75 percent of the questions on the test.

Assessment Committee Minutes

October 25, 2006

Present:

Rena Weber Joyce Davis Rocky Ingalls Arwyn Larson Robin Bagent

The following items were discussed at the Assessment Committee meeting held in Barber Hall at 3:30 pm.

I. Strategic Initiatives

Rena distributed a copy of the departmental strategic plans that are currently in the system. Joyce Davis commented on the expectations that have been imposed on faculty which require additional time and effort. She considered that inputting the initiatives in each area her department was working under this year, to be one of the activities that takes away from her primary mission of teaching and learning. Arwyn Larson said that there was not enough time allotted during In-service to be thoughtful about the plans for this year. The Science department only has a 15 minute window available to meet and doing it individually is not how it should be accomplished. There was a short discussion on the subject and its usefulness in the documentation for the college.

Action: Identify time at the Advising Day lunch next week to allow departments time to discuss their goals for the year.

II. MAAP results of General Education

MAAP requires that there be a cohort of at least 50 students participating in the General Education test in order to receive reports. Only 36 of the 2006, TVCC graduates took the exam so MAPP has not been able to provide any information at this time for the group to analyze. Rena discussed the situation with the MAAP representative and they will send us something on the 36 as soon as possible. We closed the cohort on Monday, October 23, 2006 so expect some information by the next meeting.

In addition, the committee wondered if we couldn't institute a policy that makes the completion of the General Education test a requirement of the graduation process.

Action: Rena will contact Phil, General Education Chair, about developing a policy.

There was additional discussion about using the COMPASS test as a post assessment. All though it is an aptitude test, not an achievement test, we have the scores for everyone entering and it could be used as a direct comparison.

Action: Rena will follow up on using the COMPASS test as a post assessment.

III. Student Opinion Survey

Rocky reported that the 2005-06 results will be dispersed at the OCCIR meeting in November and he will have them to share at that time.

IV. Assessment Summit

There was discussion about changing the format of the Summit to be more interactive. Joyce Davis suggested having movement between tables and having a prize for those who interact with the most tables. Everyone agreed that we need to have food.

Action: Each person will think about ideas for changing the format and be ready to discuss them at the next meeting.

V. Student Evaluations

Rena reported that Dean Tinker has some ideas regarding the graphical format of the student evaluation results. Arwyn and Joyce agreed that they did not consider the graphical representation useful. Arwyn wondered why we have student evaluations.

IV. Staff Evaluation Process

Rocky reported that the Professional staff wondered about the form that was chosen for the process but that they generally appreciated having an evaluation. There was some disappointment that the process was not completed in the time that was identified and some of the evaluations are still not been completed.

Action: Rena will visit with Curt Tippin, HR Director and see what the process will be like this year for employees.

Meeting was adjourned at 4:35pm.

**Treasure Valley Community College
General Education Outcomes Assessment for**

Critical Thinking				
OUTCOME	Students will explore, reach, and support appropriate conclusions through the analysis, synthesis, and evaluation of information and varying opinions.			
DEFINITION	Critical thinking is the use of those cognitive skills or strategies that increase the probability of a desirable outcome. It is used to describe thinking that is purposeful, reasoned, and goal directed in solving problems, formulating inferences, calculating likelihoods, and making decisions.			
INDICATORS OF SUCCESS	1-BEGINNING	2-DEVELOPING	3-COMPETENT	4-ACCOMPLISHED
Analysis of Information, Ideas, or Concepts	Identifies problem types	Focuses on difficult problems with persistence	Understands complexity of a problem	Provides logical interpretations of data
Application of Information, Ideas, or Concepts	Uses standard solution methods	Provides a logical interpretation of the data	Employs creativity in search of a solution	Achieves clear, unambiguous conclusions from the data
Synthesis	Identifies intermediate steps required that connects previous material	Recognizes and values alternative problem solving methods	Connects ideas or develops solutions in a clear coherent order	Develops multiple solutions, positions, or perspectives
Evaluation	Check the solutions against the issue	Identifies what the final solution should determine	Recognizes hidden assumptions and implied premises	Evaluates premises, relevance to a conclusion and adequacy of support for conclusion.

Comment [Sk1]: Mostly mine, only used scientific and social importance

Comment [Sk2]: Pulled together from a reference, pieced together

Comment [Sk3]: Completely taken from a source, referenced below

Treasure Valley Community College General Education Outcomes Assessment For

Quantitative Reasoning				
OUTCOME	Students will problem solve with appropriate technology, using data, graphs, and symbols through the analysis, interpretation, and application of mathematical information in order to obtain scientific or social importance.			
DEFINITION	Quantitative Reasoning is a skill with practical daily applications. The skill of QR implies that the student will interpret calculations and judge accuracy in order to develop informed opinions about quantitative concepts.			
INDICATORS OF SUCCESS	1-BEGINNING	2-DEVELOPING	3-COMPETENT	4-ACCOMPLISHED
Analysis	Limited ability to differentiate among interpretations of quantitative information	Differentiates among interpretations of quantitative information, including causality and correlation	Competently differentiates among interpretations of quantitative information, including causality and correlation	Expertly differentiates among interpretations of quantitative information, including causality and correlations
Interpretation	Limited ability to interpret quantitative measures	Interprets quantitative measures, including statistical significance and descriptive statistics (mean, median, mode)	Competently interprets quantitative measures, including statistical significance and descriptive statistics (mean, median, mode)	Expertly interprets quantitative measures, including statistical significance and descriptive statistics (mean, median, mode)
Application	Difficulty utilizing quantitative measures to make informed decisions in a variety of contexts	Utilizes quantitative measures (electronic, graphical, tabular, or numerical) to make informed decisions in a variety of contexts	Competently utilizes quantitative measures (electronic, graphical, tabular, or numerical) to make informed decisions in a variety of contexts	Expertly utilizes quantitative measures (electronic, graphical, tabular, or numerical) to make informed decisions in a variety of contexts

Comment [Sk4]: Mostly mine, only used scientific and social importance

Comment [Sk5]: Pulled together from a reference, pieced together

Comment [Sk6]: Completely taken from a source, referenced below

**Treasure Valley Community College
General Education Outcomes Assessment For**

Attitudes, Values and Diversity				
OUTCOME	Students will demonstrate personal responsibility for their learning and will respect the influences of diverse cultural perspectives. Students will demonstrate their attitudes and understanding of diversity issues through performance on essays and surveys.			
DEFINITION	Respecting and embracing diversity encompasses understanding and accepting differences between people. It is more than ethnic or racial diversity, but includes issues of sex, gender, sexual orientation, disability and religion. It also includes recognizing that issues of diversity and inclusion are legitimate.			
INDICATORS OF SUCCESS	1-BEGINNING	2-DEVELOPING	3-COMPETENT	4-ACCOMPLISHED
	<p>Student does not demonstrate the ability to clearly define diversity.</p> <p>Student makes few connections between such topics as race, class, gender, and religion from the content provided. The student's content was forced, superficial, or absent.</p> <p>Does not demonstrate that diversity is legitimate. Demonstrates little knowledge, empathy, and/or compassion towards social diversity issues.</p>	<p>Student demonstrates the ability to define diversity on an at least an elementary level.</p> <p>Student demonstrates, some identify and can articulate how the content provided relates to issues of diversity. Student demonstrates openness to the idea that diversity is legitimate.</p> <p>Student demonstrates an attempt to understand diversity issues.</p>	<p>Student demonstrates the ability to clearly define diversity.</p> <p>Student demonstrates the ability to make several connections between multiculturalism and diversity issues from the content of the information provided</p> <p>Demonstrates that diversity is legitimate and important</p> <p>Demonstrates some empathy and understanding of the diversity issues.</p>	<p>Student demonstrates the ability to define, quantify, and delineate diversity.</p> <p>Student makes multiple connections between the content and social, cultural and diversity issues.</p> <p>Student is familiar and comfortable discussing diversity and inclusion issues and demonstrates understanding, empathy and compassion towards such issues.</p>

**Treasure Valley Community College
General Education Outcomes Assessment For**

COMMUNICATION				
OUTCOME	Students will communicate effectively orally and in writing, using appropriate language and modality.			
DEFINITION	Communication is defined as a process by which we assign and convey meaning in an attempt to create shared understanding.			
INDICATORS OF SUCCESS	1-BEGINNING	2-DEVELOPING	3-COMPETENT	4-ACCOMPLISHED
Analysis of Topic/Information	Topic is not clearly defined or presented. Ideas are not presented in an organized manner.	Topic is clearly stated, and points are presented logically, but not summarized effectively.	Ideas are organized logically and are clearly developed. Clear conclusions are made, appropriate to the given topic.	Ideas are presented logically, clearly developed and concluded. Supports ideas with facts and cites sources. Presenter goes beyond facts to include insight.
Application of language, modality, form	Uses poor grammar, punctuation, and syntax. No consistent format is evident.	Uses mostly good grammar and punctuation. Format is recognizable and mostly consistent.	Uses proper grammar and punctuation. Uses a consistent, standard format.	Uses proper grammar, appropriate to the type of writing. Writer's voice is recognizable through syntax and vocabulary.
Interpretation/Creativity	No personal opinions/views/ideas are presented beyond the basic facts. Language is nondescript.	Includes some interesting vocabulary, but is not appropriate to the presenter or situation. Presents some personal views.	Uses descriptive vocabulary to enhance meaning.	Uses descriptive language and interesting vocabulary. Smoothly incorporates personal reflections on the subject.

To: Instructional Council
From: Renae Weber, Assessment
Date: October 21, 2008
Re: General Education Assessment Proposal

Given that the Fall 2007 Recommendations which states, "The college also needs to demonstrate how it collects and uses data from assessing student achievement of program and general education learning outcomes for improvement of instruction in each of its programs".

The Assessment Committee has a proposed working with the ISS department to implement a program that includes all teaching faculty, both adjunct and full time, that allows general education to be addressed in any or all classes in which a student participates.

When entering grades an instructor will see the following areas to input.

Name	Grade	Communication CO	Critical Thinking CT	Quantitative Q	Attitudes and Values AV
James Smith	A	3	2	1	1
Suzy Que	B	4		4	2

- This type of participation will be available to all instructors teaching on campus.
- A training session will be held to help instructors become comfortable using the rubrics.
- If instructors do not feel competent scoring students in an area they can leave it blank.
- Scores will be computed for each student every term they attend TVCC
- Tracking student progress can be done longitudinally. (Stop outs are not a problem to track)
- Additional committees are not required to establish a standard test for the campus.
- Instructors who are the most knowledgeable about student progress get the opportunity to do assessment of general education.

My Classes

[Return To MyTVCC Faculty Tools](#)

[Back To My Class List](#)

My Classes and Students

Select Term:

Course	Title	Action
ENG 050 OE	ENGLISH TUTORING SESSION	Show Students
ENG 108 OA	INTRO TO WORLD LITERATURE	Show Students
ENG 109 OX	INTRO TO WORLD LITERATURE	Show Students
ENG 202 OA	INTRO TO SHAKESPEARE	Show Students
HPE 180 VC OA	VOLLEYBALL CONDITIONING (WOMEN)	Show Students
SP 111 OA	FUNDAMENTALS OF SPEECH	Show Students
SP 111 OC	FUNDAMENTALS OF SPEECH	Show Students
SP 111 OD	FUNDAMENTALS OF SPEECH	Show Students
SP 111 OW	FUNDAMENTALS OF SPEECH	Show Students
WR 115 OA	INTRO TO COLLEGE WRITING	Show Students

ENG 108 OA	INTRO TO WORLD LITERATURE
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SID	Name	Actions		Gen Ed				Update GE
		Student Interv	Class Partic	COM	CT	QR	A&V	
[REDACTED]	[REDACTED]	<input type="button" value="GO"/>	<input checked="" type="checkbox"/>	<input type="button" value="NA"/>	<input type="button" value="NA"/>	<input type="button" value="NA"/>	<input type="button" value="NA"/>	<input type="button" value="Update GE"/>
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OUTCOMES FOR PROFESSIONAL TECHNICAL PROGRAMS

Ag Business Technician Career Pathway Program Outcomes

- Select and implement an appropriate record keeping system that satisfies state and federal requirements.
- Keep and analyze record keeping system to make sound management decisions.
- Identify and use 5 marketing systems for farm and ranch products.
- Develop and implement ranch or farm conservation plan based on soil series, grazing management and irrigation methods.

Business Management Program Outcomes

- Use correct grammar, punctuation, paragraph unity and organization.
- Compose well organized written and oral presentations.
- Apply appropriate mathematical skills for solving business problems.
- Analyze business information presented in a variety of formats such as tables, lists and figures.
- Listen to and accurately assess responses of customers and co-workers within diverse cultural contexts.
- Utilize appropriate applied technology to support business functions.
- Use critical and creative thinking skills to solve business problems.
- Apply ethical and legal business laws and regulations in solving business problems.
- Appraise differences among economic systems.

CIS Program Outcomes

- Support computer networks, including the ability to set up, install, configure and troubleshoot computer and peripheral hardware.
- Interact professionally with end users, including assessing and prioritizing end user requests, writing clear succinct directions for end user training, writing end user documentation.
- Pass COMP TIA A+, Cisco CNNA, and/or Microsoft MCP certification exams.

Early Childhood Program Outcomes

- Develop, implement and manage developmentally appropriate curriculum that supports physical, social, emotional and cognitive development for children ages infant through 8 years and results from professional observation and interpretation skills.
- Use communication strategies to build collaborative relationships with families to assist them with skill-building in guidance, nutrition, self-esteem, cognitive skills and appropriate activity choices for their child.
- Practice standards for professional ethics as applied in the early childhood environment and includes the use of communication skills in collaborative relationships with administration and coworkers and confidentiality.
- Master application of mathematics, science and language arts skills appropriate to children ages infant to 8 years including letter recognition, number recognition, measurement, graphs, tables, colors, reading and writing.
- Develop research skills and confidence to access information using print and computer resources.

- Master classroom management skills to facilitate schedule and use of environment to maximize children's abilities to make choices, explore personal power, develop empathy and caring behaviors, learn responsible roles for the classroom and appropriate relationships with others.

Early Childhood Certificate Program Outcomes

- Apply principles and skills in observing children birth to ages 8 in order to select guidance techniques to promote autonomy.
- Plan and implement nutrition plans.
- Practice appropriate communications skills – written and verbal – with supervisors, colleagues, parents and children.
- Plan and implement activities to work with children of diverse ages, backgrounds and abilities based on developmentally appropriate theories and observations.

Horse Production AAS Program Outcomes

- Program graduate will be able to establish and manage an equine breeding program.
- Program graduate will be able to establish and administer a vaccination and parasite control management plan.
- Program graduate will be able to design and operate a working equine facility.
- Program graduate will be able to correctly trim and shoe a horse.
- Program graduate will be able to halter break, green break and train a working cow horse for ranch use.

Instructional/Bilingual Classroom Assistant Program Outcomes

- Develop skills for maintaining professional and cooperative relationships with classroom teacher, administration, communities, students and families.
- Research the career opportunities and programs for para-to-teacher progression through print, computer and expert resources.
- Develop and implement the instructional responsibilities to increase the effectiveness and interaction time between the students and the classroom teacher including working with individual students and small groups, and know how to observe student behaviors.
- Master the application of tutorial skills in mathematics, science and language arts skills appropriate to K-12 students including strategies for working with limited English proficient students, writing legibly, spelling common words correctly and working basic mathematic problems correctly.
- Master the secretarial responsibilities such as making copies for teachers, conducting classroom inventories, maintaining files, collecting materials, making phone calls, checking out media equipment and assisting with school registration.
- Develop the external and internal school district requirements for classroom assistants such as passing the test for skill competency, background check, interview, enjoying working with others, flexibility, accepting constructive criticism, growing professionally and speaking clearly using English patterns.

Natural Resources AAS Program Outcomes

- Program graduate will be able to evaluate environments including: 1) How succession works – A. why plants and animals live where they do. B. How to manipulate habitats for desired results. C. Understand the hydrological cycle and how it affects natural resources.
- Program graduate will be able to correctly utilize forestry equipment (relaskop, diameter tapes, cruiser sticks, levels, increment borers and tapes).
- Program graduate will be able to correctly locate a site using GPS, Map Reading, Aerial photos, and the location of corners on the rectangular survey system.
- Program graduate will be able to correctly identify noxious weeds, range plants, forest plants, forbs and shrubs.
- Understand and apply multiple use concepts including grazing, recreation, and wildlife in public land management.

Ranch Animal Technician Career Pathway Program Outcomes

- Demonstrate proper use of 10 pieces of livestock handling/care equipment.
- Keep and analyze record keeping system to make sound management decisions.
- Identify and use 5 marketing systems for farm and ranch products.
- Demonstrate skills to identify and implement livestock breeding program using genetic improvement principles, Artificial Insemination and Pregnancy testing.
- Develop a feeding program for specific specie of livestock satisfying nutrition requirements for appropriate growth phase.

Ranch Management AAS Program Outcomes

- Demonstrate proper use of 10 pieces of livestock handling/care equipment.
- Select and implement an appropriate record keeping system that satisfies state and federal requirements.
- Keep and analyze record keeping system to make sound management decisions.
- Identify and use 5 marketing systems for farm and ranch products.
- Demonstrate skills to identify and implement livestock breeding program using genetic improvement principles, Artificial Insemination and Pregnancy Testing.
- Develop and implement ranch or farm conservation plan based on soil series, grazing management and irrigation methods.
- Develop a feeding program for specific specie of livestock satisfying nutrition requirements for appropriate growth phase.

Viticulture AAS Program Outcomes

- Demonstrate appropriate record keeping for TTB compliance and state and federal pest control applications.
- Demonstrate appropriate technical skills for greenhouse operation including root stock selection, grafting, irrigation, pest control and seedling care unit transplant.
- Design, layout and construct a vineyard.
- Identify 10 cultivars appropriate for the Snake River Valley and 5 methods of vine training.

- Maintain and operate yearly schedule for a vineyard including making daily and seasonal management decisions.

Welding AAS Program Outcomes

- Demonstrate proper set-up of welding machines for appropriate welding processes.
- Demonstrate appropriate shop safety procedures and equipment.
- Demonstrate proper welding techniques for all Positions in FCAW; SMAW; GTAW and GMAW processes.
- Demonstrate proper welding technique for 6G position Pipe Welding.
- Demonstrate advanced welding techniques in Stainless Steel and Aluminum welding.
- Demonstrate advanced layout and fabrication procedures for welding projects.

Welding 1 Year Certificate Program Outcomes

- Demonstrate proper set-up of welding machines for appropriate welding processes.
- Demonstrate appropriate shop safety procedures and equipment.
- Demonstrate proper welding techniques for all Positions in FCAW; SMAW; GTAW and GMAW processes.