

**NORTHWEST ASSOCIATION OF
SCHOOLS AND COLLEGES**

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Evaluation Committee Report

Truckee Meadows Community College

Reno, Nevada

October 11-13, 1995

***A confidential report prepared for the Commission on Colleges
which represents the views of the Evaluation Committee***

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TRUCKEE MEADOWS COMMUNITY COLLEGE

Evaluation Committee

October 11-13, 1995

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GENERAL

INTRODUCTION

A committee of eleven individuals conducted an on-site evaluation of Truckee Meadows Community College, October 11-13, 1995. The visit was made as a part of the ten-year accreditation review cycle so that a recommendation could be made to the Commission on Colleges in regard to the accreditation status of TMCC. The team reviewed the self-study in terms of its accuracy and quality, and assessed compliance of the college with the standards, policies, and eligibility requirements of the Commission. It also provided the college with a number of suggestions intended to help it improve.

The primary service area of TMCC includes the Reno-Sparks community and Washoe County. Although gaming is a major industry, the economic base is diversified. The population is growing rapidly and, by the year 2000, is expected to exceed 300,000 people, an increase of over 33 percent since 1990. As the population grows, it also is becoming increasingly diverse in its racial and ethnic composition.

The college has experienced significant growth since its last full-scale evaluation in 1985. Enrollment has increased by approximately 50 percent, while revenue has increased over threefold and the value of physical assets has increased by approximately 250 percent. Enrollment temporarily peaked in the 1993-94 year and has declined somewhat since then. The decline most likely is related to a \$2 million reduction in the operating budget during the 1991-93 biennium which was carried forward into the 1993-95 biennium and resulted in a reduction in the number of course offerings. In addition, the region has experienced a burgeoning economy and a concomitant high rate of employment during the last two years.

Since the 1990 interim visit, the college has had several unsettling occurrences, including at least two major changes in the administrative organization with concomitant changes in positions and responsibilities, the advent of collective bargaining, the departure of the president and vice president for academic affairs, and the appointment of a new president and pending appointments of two senior-level administrators.

The committee which conducted the full-scale evaluation in 1985 made nine general recommendations. The recommendations focused on stabilizing the administrative organization; clarifying budget development procedures and decision-making processes, personnel procedures, and job descriptions; increasing coordination of planning; improving the ratio of full-time to part-time faculty; and evaluating the requirements for the associate degree in general studies. A progress report was accepted by the Commission in 1988, and the evaluators report of the regular fifth-year interim visit indicated the College had substantially complied with the nine recommendations.

The Commission on Colleges recommends that the self-study be viewed as an ongoing process to analyze the effectiveness of the institution in fulfilling its mission and to provide a

sound basis for institutional planning and improvement. Primary emphasis is to be placed on the achievement of institutional goals, findings, and recommendations evolving from the self-study and some means to ensure implementation of the recommendations. The evaluation team found the Truckee Meadows Community College self-study to be a candid description and discussion of conditions, accomplishments, and challenges. However, it is lacking somewhat in balance, analysis, and planning. It specifically lacks a summary chapter of findings and recommendations resulting from the self-study process *Accreditation Handbook* (1994 edition, p. 21). Although the self-study suggests a number of planning processes, a plan for implementing the recommendations of the self-study also is lacking.

Committee members were well received by the campus community. They were especially impressed with the accessibility of college employees throughout the time they were on campus. Backup materials were readily available. College personnel did all they reasonably could to assist the committee in expediting its work.

STANDARD I: INSTITUTIONAL MISSION AND GOALS

The board of regents has adopted a common mission statement for the four community colleges in Nevada. The statement, which encompasses six major program areas, is appropriate for a comprehensive, open-access community college. It is distributed through several college publications, including the catalog and course schedule.

The regents require each college to submit an academic plan for each biennium which includes implementing objectives for each of the six program areas and for the nine strategic goals they have adopted. The committee reviewed the academic plan for the current and previous biennia and noted that the 1995-97 plan was essentially a verbatim restatement of the 1993-1995 plan, with only minimal changes in some data and accomplishments. The committee suggests that greater thought and effort be given to the planning activity necessary to develop a more viable academic plan.

Even though a plan for assessing educational outcomes was developed in 1990, it does not appear to have had much impact on assessment or related planning activities since then. While the self study identifies a number of reports containing information which may be useful in the assessment area, there is no apparent connection between them and an overall assessment scheme. Indicators of institutional effectiveness have yet to be identified, nor has a mechanism been developed for disseminating what is learned to key decision-makers in order that they may impact planning efforts.

College officials intend to give much higher priority to the outcome assessment activities this year. The President has appointed a full-time administrator to head up the assessment function, and an ambitious plan is in place to develop key indicators of effectiveness and the means for their assessment. Involvement of faculty throughout this process is critical. It is very important that college officials give immediate and high priority to this area.

Recommendation

As required in Standard I, the college must develop and implement a plan for assessing institutional effectiveness.

STANDARD II: FINANCE

The self-study provides an excellent analysis of the budgeting and accounting systems and practices at TMCC and the overall fiscal health of the college. The legislature approves funds for higher education on a biennial basis in response to a recommendation made by the governor. The board of regents submits a budget request to the governor for all of higher education and, hence, is the avenue through which TMCC budget requests are presented to the state. Funds are allocated on a formula basis for instruction, institutional support, student services, and operations and maintenance.

With the exception of the recent period of collective bargaining when the faculty were excluded from meetings where administrative decisions regarding budgets were being made, a more common, although not universal, practice has been to provide for faculty involvement in the budgeting process at both the department/division and President Council levels. The current president supports efforts to strengthen this participatory process and has created a budget council with representation from faculty, administration, and classified staff to facilitate this participation.

Overall, current fund revenues have remained fairly stable over the past three years. TMCC receives slightly more than 60 percent of its current funds revenues from the state, approximately 21-23 percent from tuition and fees, and nearly 10 percent from federal sources. Tuition revenues as a percent of current funds have increased from 19.2 percent in FY 1992 to an estimated 23.5 percent in FY 1995. State funds have remained relatively flat over the last three years, even though the college had to give back nearly \$2 million in the 1991-93 biennium because of state-mandated cuts.

The growing reliance on tuition is a cause for concern, especially in light of pending reductions in federal financial aid support. In 1987, TMCC requested and received a Title III challenge grant which provided a 2-for-1 match up to a total of \$2.5 million. With the assistance of the TMCC Foundation, over \$800,000 was raised locally, which was matched with the federal funds, creating an endowment of \$2.5 million. This endowment has grown to over \$3 million. Earnings from these funds are used primarily to provide financial assistance to needy students. As federal financial aid programs are reduced and tuition costs rise, increased efforts will need to be given to expanding the funds available from private sources.

TMCC maintains a healthy, current, unrestricted fund balance of approximately \$2.6 million. This represents approximately 13 percent of the FY 1996 unrestricted revenue. The college has no major long-term debt, other than a \$930,000 bond which will be paid off in November, 1999. The college is required by the regents to retire this debt from dedicated

student fees. TMCC also has completed Phases I-V of its campus master plan. Further, a \$7.3 million, 36,000-square-foot library is nearing completion, and funds have been appropriated by the legislature for an \$11 million, 73,000-square-foot technology center. With the assistance of the TMCC Foundation and a construction loan, over \$2 million is available to secure a facility for an applied technology center.

Audited financial statements for the 1993 and 1994 fiscal years were reviewed. No material weaknesses were identified, although several recommendations were made in the fiscal year 1993 audit. These recommendations have been addressed. The audits were presented to the board of regents and are available to the public.

The organization and administration of the finance area are excellent. Personnel are well qualified, and responsibilities are clearly defined and fulfilled. The system for financial accounting and expenditure control operates effectively.

Commendation

The college is in good financial condition. The organization and administration of its financial operations are outstanding. Audits and accompanying auditor management letters reveal no serious problems. An adequate current fund balance is maintained, and sufficient funds are available to proceed on both the advanced and applied technology projects.

STANDARD III: PHYSICAL PLANT, MATERIALS, AND EQUIPMENT

TMCC is located seven miles north of Reno on a 63-acre site within the 470-acre Dandini Research Park. The park is owned by the board of regents and also houses the Desert Research Institute and offices and facilities of the National Oceanic and Atmospheric Administration. In addition, the college leases approximately 39,000 square feet of space in the Old Town Mall, located in downtown Reno.

The design and location of college buildings have preserved the desert beauty of the site and the extraordinary view it provides of the surrounding valley. Landscaping is compatible with desert vegetation and suitable for a dry climate.

Buildings are functional and well maintained. Parking facilities are adequate, although crowded at peak attendance times of the day. Utilization of classrooms and laboratories is high, typically at or above 90 percent. As noted in other sections of this report, instructional space is sufficient for most immediate needs, although there are notable exceptions. One of the most serious problems is in the applied technology program area, where space is inadequate and a deterrent to sufficient enrollment for optimum operational efficiency. Space in several other areas is limited; but, because of a willingness on the part of faculty to be flexible and creative, adjustments have been made to maximize its use.

College officials have been successful in securing resources to address the increasingly crowded campus conditions. Over 100,000 square feet of space for classes, laboratories,

offices, and other support functions has been added since 1985. Completion of a new 36,000-square-foot library this fall will allow the vacated space to be used for other uses. As noted earlier, the legislature appropriated funds this year for an advanced technology center. Efforts are nearing completion to purchase an off-campus facility which will house the applied technology programs as well as provide additional space for other programs and services, as needed.

The college has a facility master plan which has guided, and continues to guide, the development of the campus. It is updated periodically, with input provided from faculty and staff.

The self-study notes that the current 63-acre campus cannot be expanded and that utilization of suitable building sites is nearing completion. Maximum enrollment capacity on the site is estimated at approximately 5,000 full-time-equivalent students. Given the explosion in population growth in the Reno area and its impact on TMCC, attention must be given to the college's long-term site and facility needs. College officials are considering alternate sites for developing a second campus, with most attention being focused on the southern portion of the service area where population growth is especially great. Serious consideration is being given to a collaborative project with the University of Nevada Reno and Western Nevada Community College. The three institutions would share a common site and facilities and provide programs and services on a cooperative basis. There is considerable support for this project, not only at TMCC but also in the chancellor's office and among other state officials and community leaders.

Commendations

1. The campus site has been developed to maximize its natural beauty and the beauty of the surrounding area. Buildings are functional, attractive, and well maintained.
2. The facilities master plan has guided development of the site and facilities and continues to be an important ingredient in addressing future facility and site needs and priorities.
3. Faculty have been willing to work with colleagues in finding creative solutions to problems arising from insufficient classroom space.

STANDARD IV: LIBRARY AND INFORMATION RESOURCES

The Library and Learning Resources Center (LLRC) is in a period of significant transition. Within the past year, a new person has assumed the position of director, serving in an interim capacity; and audiovisual services have been moved to the public information office. A new library building is under construction, which will more than triple the current space; LLRC facilities at the Old Town Mall are in transition, as noted on page 9. Changes in mission, administration, and facilities are accompanied by changes in expectations.

The LLRC provides an impressive gateway to electronic resources, using computing and communication technologies to extend the traditional boundaries of the LLRC. While the potential for information access for faculty and students is noteworthy, information literacy skills do not seem to be widely integrated into the learning process.

There is evidence that a significant number of faculty at TMCC do not partner with information resources personnel to embed information competencies in the curricula. Few faculty participate in the collection development process, and a minority of faculty require their students to receive resource-based instruction or use the library for research. There is anecdotal evidence that some faculty don't use the LLRC at all. Some simply advise their students to use another library, or some presume that surfing the Internet may suffice for systematic research.

The integration of information competencies into the general education curriculum is a shared responsibility of all instructional staff. Standard IV states, "Faculty, in partnership with information resources personnel, are responsible to ensure that information resources are integrated into the learning process...." Resource-based learning is one technique for accomplishing this goal.

The centrality of library and information resources to the educational programs of the college is a prime consideration in Standard IV. The standard states that "providing assistance and instruction to students and faculty in the effective utilization of information services is an institutional priority" (emphasis added). Faculty librarians have a dual responsibility: to provide reference and research assistance as well as to provide instruction. The role of librarians as teachers is especially significant. It is suggested that information resources personnel revisit the instructional mission of the LLRC and identify strategies for expanding and improving their role as teachers.

Cooperation, communication, and collaboration among the various information resource entities also is necessary. The cooperation and collaboration that occurs between the LLRC and Information Technology Services (ITS) is a marked strength. The growing reliance upon information technologies necessitates an effective relationship between these two units of the college. Collaboration needs to be expanded, however, to ensure the involvement of audiovisual services.

The traditional lines between audiovisual, computing, and information services are rapidly disappearing. Instructional technology is multimedia. The ongoing development and design of curriculum requires the support of an audiovisual program that is teaching-centered. It is suggested that (1) the physical and administrative relationship of audiovisual services to the LLRC be reevaluated, and (2) the mission of this service unit be clearly defined and articulated. The underutilization of audiovisual services by faculty could be reversed by faculty training, demonstration projects, and marketing.

While it is the intent of Standard IV that "...policies, regulations, and procedures for the systematic development and management of information resources are documented, updated, and made available to the institution's constituents...", it appears that this has not occurred at

TMCC for some period of time. LLRC policies and procedures are inadequate and poorly communicated. There is neither a collection development policy nor a materials selection policy. These are policies which normally guide the systematic development and management of library holdings. A broad and frequent distribution to the college community of LLRC policies and procedures also is necessary. It is suggested that LLRC staff collaboratively ratify and record existing practices, develop and implement needed policies or procedures, and disseminate all operating policies and procedures to college constituencies in a uniform and regular way.

A planning process involving users, information resource professionals and other appropriate personnel should be in place and should be integrated into the institution's strategic long-range planning. Although some LLRC planning has occurred, there appears to be no history of systematic planning. It is suggested that a process for systematic planning be initiated, involving all LLRC personnel as well as representatives of LLRC user groups. A plan which includes goals, objectives, and action statements can be an important medium for reaching consensus, setting strategic directions, and sharing governance.

Although informal feedback from faculty and students may be useful, it generally is too infrequent and unreliable for the purposes of evaluating program effectiveness. It is suggested that the LLRC regularly and systematically evaluate the adequacy and utilization of its information resources. For example, annual faculty surveys and quarterly student survey, resulting in a comprehensive assessment of library resources and services, may provide LLRC personnel with the guidance necessary to facilitate faculty partnerships and enhance student learning. The outcomes of genuine assessment should lead to an improvement in the effectiveness of LLRC resources and services.

Information Technology Services. Information Technology Services (ITS) provides comprehensive computing and communications support for all institutional needs, administrative and instructional, on the Dandini campus as well as at the Old Town Mall. The chief administrator of ITS is responsible for planning, managing, coordinating, and supporting all levels of administrative and academic computing.

The need for ITS services is extensive, diverse, constantly changing, and frequently crisis-generated. The successful management and delivery of information technology services necessitates a strong sense of mission as well as a commitment to service. It requires ongoing collaboration with all the constituencies ITS serves.

Although its place on the organizational chart might suggest otherwise, ITS is instruction-oriented. When time and personnel must be prioritized, ITS is guided by the essential purpose of the college; however, ITS does not administer funds in support of academic computing. Funding for academic computing is a function of the academic budgeting process.

Budgeting for upgrading and expansion should be guided by planning. Current hardware and software is fundamental to the instructional process, and planning is necessary to ensure appropriate budgeting. It is suggested that faculty and instructional administrators adopt

a process for regular, participatory planning for academic computing, which will guide technology applications and innovations within educational programs. It is also suggested that administrative units develop an ongoing planning process for computing and data communications. As the college grows and changes and as technology expands, the need for collegewide technology planning becomes even more pressing. The responsibility of collegewide planning for technology should not fall to ITS. Although the technical expertise of ITS is an invaluable resource and should influence the planning process, users have a critical stake in the outcomes of planning and should be active participants in forecasting needs and expectations.

The personnel of ITS are recognized collegewide for their responsive, user-centered services. The college community appreciates the professional and service-oriented performance of this department.

Commendation

Information Technology Services is commended for the breadth and quality of its services.

Recommendation

It is recommended that faculty, in concert with department chairs and division directors, define opportunities within their curricula to integrate the skills associated with accessing, retrieving, and applying information resources and technologies.

STANDARD V: EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

ARTS AND SCIENCES

COMMUNICATIONS, HUMANITIES, SOCIAL SCIENCE

Introductory Remarks. Communications, humanities, and social science are well established departments in the arts and sciences division comprised of a relatively traditional array of academic disciplines orchestrated in a traditional organizational structure. Faculty are student-oriented and committed to teaching excellence. The overall atmosphere is one of collegiality and mutual respect.

Mission and Goals. In general, the goals and priorities of these departments are consistent with the institution's overall mission, although faculty do not make a direct connection between department goals and college mission beyond a broad expression of "educating students". Also, there was almost unanimous agreement that there is no "shared vision" or sense of direction and purpose for the college. In this sense, planning does not exist. In spite of this, individual faculty are quite clear about what they are doing and why.

The departments focus primarily on preparing students for transfer. This is not unexpected. Another focus broadens faculty interest and energy to include lifelong learning and

appreciation. Providing general education distribution and course options for other disciplines and programs is also a priority.

Financial Support. The process of preparing budgets begins with individual faculty and meanders through a rather cumbersome, not fully understood bureaucracy. The process is viewed as the "wish list" approach, with too many layers of bureaucracy and undefined or changing criteria. Approval of the budget is at the executive level. Expenditures are monitored and controlled at department, division, and administrative levels.

Budget expenditures and financial practices are satisfactory. Financial support is adequate.

Physical Facilities, Materials and Equipment. Physical facilities, in general, serve the needs of students and staff. Supply and equipment budgets are satisfactory. Maintenance and replacement of equipment does not result from any departmental, division or institutional plan.

Library and Learning Resources. Books and periodical collections appear to reflect recent bibliographies and library guides. A new library is scheduled to open soon on the main campus. There is also a reading and research room at the Old Town Mall facility. While this area is scheduled to be converted to classrooms and office use in the near future, alternate space will be provided for study and equipment. In addition, an agreement has been reached with the Washoe County Library to provide access for TMCC students to county library facilities, also located in the Old Town Mall. Faculty participate in the selection of library materials; however, there does not appear to be a clear, regular means for faculty and library staff to communicate. There is some perception that the library is a warehouse for books and periodicals and that it is not valued by faculty in general.

The budget is adequate to maintain resources at appropriate levels. Although the faculty generally incorporate some kind of "library" experience in their courses, the available evidence indicates a lower rate of use than would be expected considering the writing and research requirements generally associated with the disciplines. It also appears that the use of information technology, which is readily available, is not an instructional priority. There was no evidence of faculty teaching information technology competencies. It is suggested that this vital learning element be incorporated into the instructional process.

Educational Program:

Communications. This department contains transfer English, journalism, speech, theater, developmental English, ABE, ESL, and study skills. There is also the Learning Hub for drop-in and referral writing assistance. Because of the size, number of part-time faculty, and teaching responsibilities, some concern was expressed about the ability of department chairs to "cover all the bases".

The only other issue of consequence involves the requirement that every student must take the assessment test even if they want to take a developmental course on their own.

Related to this is the mandatory \$8 fee to take the test. It is suggested that the faculty discuss and resolve these issues.

Social Science and Humanities. The organizational structure in these departments is somewhat confusing, given the number of department chairs. There is general confusion about "how it all works" up through the organization. In fact, there is general confusion about the organization structure throughout the college.

Although a high priority of faculty is preparing transfer students, there is very little data on how many or where transfer students go. There was also a sense that most students take courses in these areas for other than transfer reasons. Again, no data were available to support this. There was very little evidence of planning or goal setting at the department or division levels.

The array of courses is consistent with peer institutions. This array also provides a substantial and coherent schedule of general education courses for all candidates for the associate of arts degree. Courses are offered on a regular basis.

Procedures and processes for curricular change are understood and followed. Monitoring of curricula is regular and systematic, primarily by faculty, department chairs, and the division director. Instructional administration and the Curriculum Committee also monitor curricula. Course syllabi and outlines are generally up to date. However, many are short on substance, detail, and identified student learning outcomes (not just grading criteria). There is not general agreement about the meaning of "learning outcomes" nor any concern or conversation about this topic. It is suggested that faculty engage in this conversation and focus their attention on the learner and learning rather than the teacher and teaching.

There is no evidence that faculty include instruction about, and experience with, information technology. This is an essential tool for students, particularly in the social science disciplines.

Teaching effectiveness is determined by a formal evaluation process discussed elsewhere in this report. Although there is provision for administrative involvement in faculty evaluation, the procedures are not consistently followed nor is the rigor apparent. Standard VIII and policy statement #26, Accreditation Handbook (1994 edition) addresses this clearly. This situation should be addressed as soon as possible.

Completion rates and grade point averages indicate students have a reasonable chance for success; however, most faculty have concerns about low ability and basic skills levels (reading, writing, computation) of students entering their courses. There is also some concern that the assessment test does not consistently predict academic success or failure.

Faculty are committed to student growth and success. Random discussions with students indicate a positive, rewarding experience. Students were particularly positive about faculty availability and willingness to help. Some faculty are exploring interdisciplinary and

collaborative learning experiences for students. A willingness to innovate, explore, and experiment is commendable and encouraged.

Instructional Staff. Faculty security is good. Faculty salaries are comparable to peer institutions. Benefits are comprehensive and satisfactory. Faculty satisfaction and retention are good. Faculty generally are involved in decision-making regarding curricular matters and evaluation; however, the complex bureaucracy seems to dilute their influence and add to general confusion about "how does it all work"? Rights and responsibilities relative to academic freedom are being met.

Teaching loads appear to be reasonably determined. Department chairs had some concern about their workload and responsibilities. In general, faculty are aware of committees, particularly those related to curriculum and academic matters. Adjunct faculty are oriented and evaluated by full-time faculty. Although found in large numbers, they are respected, valued by staff, and perceived as an integral part of the college.

Administration. The vice president for academic and student affairs is the chief academic officer of the college. This is a new position created by the new president and is being filled on an interim basis while a national search is being conducted. The duties, responsibilities, and authority are typical for a community college administrator of this rank. There are a number of subordinate administrators who serve as first-line contact with faculty. Almost everyone expressed concern about what appears to them to be a confusing matrix of bureaucratic layers. Faculty expressed some concern about their distance from the "real administrators". It is suggested that this situation be addressed quickly, particularly with two new, executive-level administrators coming on board in the next six months. There is a compelling feeling from almost everyone that there is no vision, direction, or purpose for the college. Planning is inadequate. Although there is an academic master plan, there is no strategic thinking. There is institutional reporting but not institutional research and direction setting. The perception is that administrators are good managers but not necessarily visionary leaders. The new president has created an atmosphere of cautious optimism that things will change. It is suggested he and the employees capitalize on this opportunity.

Students: Admission requirements are fairly administered. All students questioned spoke positively and enthusiastically about the college in general and the faculty in particular. They were especially positive about faculty willingness to be available to them at almost any time.

Concluding Statement. It is readily apparent that faculty and staff are student-centered. Their involvement with students in and out of class is a reflection of their loyalty to TMCC and their commitment to student growth. It is evident that college personnel value and respect one another.

Commendation

The Learning Hub is an excellent working example of academic assistance for students.

Recommendations

1. Faculty should incorporate information technology competencies in all curricula. This should be an integral part of classroom instruction and not merely an orientation trip to the LRC. (Standard IV)
2. Standards I and V require the assessment of student learning outcomes is essentially absent. Faculty should begin serious conversation centered around key questions:
 - a. How do we want students to change (improve) as a result of taking our courses?
 - b. How do we know they have changed (learned)?
 - c. How do we verify (measure) it?

The focus should be on the learner and the learning, not the teacher and the teaching.

3. There is lack of consistency in evaluation of full-time faculty, particularly tenured faculty. The college should consistently follow its own processes. Standard VII)

MATHEMATICS AND SCIENCE

Mission and Goals. The mathematics and science programs at TMCC presently support three of the six mission areas for the college: university transfer, applied science and technology, and developmental education. There are also a few offerings which might be considered community service. With the increasing college emphasis on business-industry partnering programs, it is suggested that the mathematics and science faculty investigate how they might contribute to this effort. While the current course offerings appear to be relevant to the three mission areas, there was no evidence that a planned, systematic effort is in place to measure educational effectiveness in either mathematics or science. Isolated instances were cited, such as following the mathematics abilities of transfer engineering students to UNR, but there was no evidence of a cohesive approach.

Financial Support. The departmental budgets appear to be established without much input or development work by the faculty, although the faculty did not express undue concern about being able to obtain necessary instructional supplies. The recent division of the science faculty into two separate departments (biology and physical science) with two separate lab preparators suggests that separate budgets for each science area would be appropriate. The mathematics faculty expressed satisfaction concerning instructional support from the budget. In both program areas, the support staff maintains the records and are involved in the purchasing process and in monitoring budgets in cooperation with the division director and department chairs.

Physical facilities, Materials, Equipment. The classrooms and laboratory facilities used by the mathematics and science faculty range from adequate, older facilities to new classroom

and office areas for mathematics. The Learning Hub, which serves math and science students as well as other curricular areas, is especially attractive and well utilized by students. The science labs are heavily utilized with extensive scheduling in the evenings, including Fridays, plus the weekends to accommodate the demand. The mathematics program utilizes many classroom areas on campus but also has an extensive list of classes offered off campus at the Old Town Mall.

Discussions with science faculty revealed concern about hazardous waste disposal procedures. It is understood that personnel changes have recently been made and that the new safety officer has reactivated the environmental protection and safety committee. **It is suggested that the college clarify the roles and responsibilities of the Safety Committee, safety officer, division directors, and department chairs with respect to hazardous waste disposal.** Because curricular areas other than science and college operations other than instructional programs generate hazardous waste, it becomes a collegewide issue.

The demand for updated instructional technology and laboratory equipment is certainly common in the mathematics and science areas. The faculty are anxious to participate in the process of allocating the newly identified funds for equipment on campus. **It is suggested that the faculty, department chairs, and division directors establish a process to prioritize and allocate the funds in the laboratory fee account to assist the biology and physical science faculty in bringing new technology and learning experiences to their students.**

Library and Learning Resources. Conversations with students and faculty suggest that the library and the library staff are not viewed as valued partners in the learning process. This is a concern to the team members. There were instances of faculty reporting excellent support and cooperation with the library, but it was not universal. Students stated they would use UNR's Library before using TMCC's; however, a review of the general holdings of periodicals and texts in mathematics and science suggests that perceptions about the library may be somewhat inaccurate. The teaching faculty, which includes the library faculty, is encouraged to collaboratively enhance the role of the library in the learning process.

Educational Program. The educational program in mathematics and science plays a primary role of supporting the developmental, transfer, and applied technology needs of the campus as a whole. An exception is the new environmental science degree, which consists of two degrees (AS and AAS) because of requirements which are specific for transfer to UNR and UNLV. The potential exists for confusion on the part of the student, but the faculty are determined to make the transfer process work as smoothly as possible.

The instructional program is very strong, well organized, and coordinated. There are courses in the catalog which have not been offered within the last two years but which are under active review for either termination or offering. The faculty is very involved in the course development process and works with on-campus groups and university colleagues to articulate changes and new courses. As mentioned earlier, a systematic approach to measuring teaching effectiveness and program outcomes is lacking.

Very positive comments from the faculty were heard about the work of the staff in the Learning Hub as well as the work of counselors and advisors with special and disabled students prior to students' entry into their classes. The Learning Hub is seen as a valuable resource on campus which should be expanded. There were some concerns expressed about the perceived lack of connectivity between telephone registration processes, prerequisite checking, and advising.

Instructional Staff. The instructional staff in mathematics and science is extremely well prepared and qualified. The processes for identifying and selecting new faculty members is well established and involves the tenured faculty. The college recently hired a number of new faculty who come with impressive backgrounds. For the first time, the college will be able to offer physics instruction with a full-time, contracted faculty member.

Faculty members express satisfaction with salary and security matters, their academic freedom to pursue their chosen professions, and the workload. The evaluation of part-time and probationary, tenure track faculty is well established and followed in mathematics and science. However, the processes for tenured faculty are not uniformly followed.

Faculty report serving on a variety of committees, according to their interest and available time. They appeared to be available to students and campus visitors for extensive periods of time each day. The general atmosphere on campus supports the view that classified staff, administrators, and faculty care about students and their needs.

Administration. Mathematics and science are part of the Arts and Sciences division. The division director has been hired recently and comes to TMCC from out of state. He has an extensive background of teaching and departmental administration at four-year universities with recent teaching experience at a community college. The impression was given that he is ready and able to fashion a strong, organized division with department chairs as key members of his divisional leadership team. There is currently a lack of clarity as to the roles of department chairs in relationship to the director and the faculty, both full-time and part-time. This will evolve over time, but there is a need to move forward on role and responsibility clarification.

Students. Students taking mathematics and science classes were enthusiastic about their classes and instructors and appreciative of the attention and extra help they receive. They reported no particular concerns about student-oriented processes such as registration, bookstore, counseling, or financial aid.

The involvement of the teaching faculty in the advising process prior to students' actually coming to class was mentioned by a number of faculty as an area of concern. There has been some attention paid to academic advising in years past, but currently it has not been a focus. It is suggested that, following the establishment of the new administrative team, academic advising might be a topic of review and discussion.

Special Services and Activities. The mathematics department has extensive offerings off site at the Old Town Mall. The excellent relationship between the on-campus faculty and the

faculty at Old Town Mall is noteworthy. Everyone feels connected to the students and the curriculum.

Professional Development and Scholarship. The mathematics and science faculty pursue a wide variety of opportunities and activities. Of special note is the new NSF-funded program called "Teaching and Research-Enhancement and Collaboration" which is a systemwide program for university and community college faculty in science. The program was conceived and initiated by a science faculty member of TMCC. A number of science faculty have benefitted in the last several years. The mathematics faculty are actively involved with calculus reform efforts, cooperative learning techniques, and incorporation of technology and applications to mathematics instruction. The faculty participate in discipline conferences and meet with secondary school colleagues as well as university counterparts.

Commendations

1. The division is commended on the integration of the part-time faculty into the instructional program and the attention which the part-time faculty receive to ensure that the quality of the instructional program is high.
2. The division is commended for establishing and supporting the learning hub.

APPLIED INDUSTRIAL TECHNOLOGY

Introductory Remarks. The Applied Industrial Technology division offers programs in automotive technician career, automotive technician education cooperative, computer and electronic technology, diesel power technology, environmental controls technology, and welding technology, all of which lead to associate in applied science degrees or certificates of completion. Currently, the auto body service technology program is inactive. It may be revised and reactivated later. An internship program is offered as a support service for programs which require students to complete job skills or cooperative work experience. The division coordinates an extensive apprenticeship program for a variety of building trades, culinary arts, and gambling dealer trades. In addition, the division coordinates a Tech Prep program consortium consisting of the college, the Washoe County School System and the Sierra Nevada Job Corps.

Mission and Goals. The objectives of the programs are consistent with the mission and goals of the college. Occupational programs are designed to provide the students with vocational or technical skills so that they may enter the labor force upon the completion of a program. These programs are designed to educate students for semiskilled and skilled professions and for professional technical jobs.

Financial Support, Physical Facilities, Materials and Equipment. Budget allocations to each program are based on program requests, previous program expenditures, and availability of funds. Faculty and staff expressed some concern over inadequate funds available to acquire and maintain the latest technological equipment to ensure training to the

current needs of the industry. Instructional materials are generally available to support the instructional programs. The greatest challenge facing every program in this division is inadequate space. All programs are housed in space inadequate to conduct safe, high-quality, applied instructional activities and to accommodate the number of students necessary for program economic viability. Current plans are to purchase a large building near the Reno airport to create an applied technology center and house all division programs. Preliminary plans suggest this facility would provide adequate space for all current division programs plus future expansion. It is strongly suggested that this, or a similar, plan be pursued to solve this severe space problem. It would also give the programs better visibility within the college and the community.

Library and Learning Resources. Applied technology programs rely heavily on instructional support materials directly accessible for use by the instructor and students in their respective laboratories or classrooms. Instructors report that the library purchases some materials upon request and helps locate those materials in the respective technical labs or classrooms. The computer and electronics technology program developed a computer lab and coordinated the acquisition of computer-assisted instructional software to support the division programs.

Educational Programs:

Apprenticeship. The division has developed an extensive apprenticeship program in collaboration with the State Department of Education, the U.S. Bureau of Apprenticeship Training, and the State Apprenticeship Council. The college provides the opportunity for apprentices to complete studies which lead to a certificate of achievement or an associate in applied science degree. To date, few students have earned certificates or degrees. Current emphasis is on the building trades and the gaming industry. Comprehensive files on contractual agreements and curriculum are maintained within the division. Close supervision of these off-campus programs is evident. It is suggested that evaluation of instruction be incorporated into the program operation.

Tech Prep Program. This program has been instrumental in developing magnet technical programs in local high schools in diesel, automotive, and metals technology. In addition, articulation agreements with existing high school and college programs have been developed. This will promote seamless education between high school and college technical programs and increase enrollment.

Auto Body Service Technology. This program is currently inactive. It may be revised and reactivated in the future if adequate facilities are secured.

Automotive Technician Career Program. This program leads to either a certificate of achievement or an associate of applied science degree. However, a clearly identifiable body of computation skills instruction is not present in current program requirements and, therefore, does not meet college- and Commission-related instruction standards. The program recently achieved NATEF/ASE certification in all eight areas of automotive specialization. Industry support and student placement is high. Enrollment in the program is moderate to

low. It is suggested that program marketing and visibility be increased to increase enrollment.

Automotive Technician Education Cooperative. This program leads to either a certificate of achievement or an associate of applied science degree. It meets both the college and Commission standards regarding general and related instruction content. The courses are competency-based and patterned after NATEF/ASE standards. This new program will be included in future college catalogs. Substantial internship experiences in automotive dealerships and repair shops are required of students to participate in the program. Student placement is, therefore, nearly universal. The student faculty ratio is moderate to low. Active program marketing and recruiting are suggested.

Computer and Electronic Technology. This program leads to either a certificate of achievement or an associate in applied science degree. Related and general instruction standards of the college and the Commission are fully met. Introductory technical courses are competency-based and use computer-assisted instruction, allowing students to progress at their own paces within time limitations for each course. An innovative 40-instructional-hour, state-of-the art soldering course (pace soldering) was added to the technical core curriculum. Most students are part-time and currently employed, ensuring high placement rates.

Diesel Power Technology. This program was revised and replaces the former heavy equipment mechanics program. Curriculum development is being completed at this time. Because approval of the board of regents is required, the program work sheet does not appear in the current college catalog. It is designed to lead to either a certificate of achievement or an associate in applied science degree. As outlined, the program is deficient in the computation skills-related instruction standard of the college and the Commission. As with other programs in this division, space is very limited, which hinders practical, hands-on instruction. Student enrollment is low at this time. A magnet high school tech prep program has been developed which may act as a feeder program in the future. Marketing and visibility is a challenge for this program.

Environmental Control Technology. This program leads to a certificate of achievement or an associate in applied science in two areas: refrigeration and air conditioning, or building systems maintenance. Currently, the program does not meet the computation skills and science-related and general education standards of the college or the Commission. Most students are part-time and taking instruction for in-service and skill advancement. Few students complete a certificate or degree. There is no active advisory committee at this time. It is suggested that a committee be activated to ensure the program meets student and industry needs.

Welding Technology. This program leads to either a certificate of achievement or an associate in applied science degree. It complies with college and Commission standards for related and general instruction. The program is offered in the afternoon and evening and is oriented toward part-time students taking courses to upgrade or advance their skills. Placement of students, therefore, is quite high. Facilities are quite limited in space as are instructional materials and supplies. The advisory committee is currently inactive. It is

suggested that a committee be activated to ensure that the program is current to student and industry needs.

Instructional Staff. The faculty in the division have extensive experience in their respective technical fields, and most are experienced teachers. They often participate in workshops, seminars, and work-experience activities to maintain their skills current with industrial practices. There is a significant reliance on part-time faculty within the division. Most faculty are evaluated, and they maintain individual professional development plans. However, the evaluation process is not consistently applied. It does not use multiple indices for effective identification of teaching strengths and weaknesses to promote improvement of instruction.

Administration. The division has a full-time administrative director and two full-time staff for clerical services and the coordination of apprenticeship and tech prep programs. In addition there is a part-time internship coordinator. There is a sense of cooperation and teamwork among and between the division faculty, staff, and administration. There is optimism and a vision for the future developing within the division; however, a formal and routine process of program evaluation, planning, and development does not exist at this time. A divisionwide equipment acquisition and replacement schedule is also suggested. In addition, an aggressive marketing program should be developed and implemented to increase program visibility and enrollments.

Students. The division faculty are generally aware, and have informal anecdotal information, of placement of student graduates and leavers into the job market. Most enrolled students in the division are part-time, and most are currently employed. Their primary educational objective is for in-service and career advancement. Thus, placement is generally built in and at a high rate. A small percentage of students complete certificates or degrees. Most, but not all, programs maintain active advisory committees. However, a formal program or process to assess student outcomes and success does not exist at present.

Commendations

1. The division is commended for developing and fostering a spirit of cooperation among the programs, faculty, staff, and the division director.
2. The division is commended for pursuing industry standard certification for many programs within the division.
3. The division faculty, staff, and administration are commended for their dedication to the success of students served by the various programs.

Recommendations

1. The division should review all programs and make necessary curriculum or course requirement modifications to ensure program compliance with college and Commission standards for related and general instruction. (Eligibility Requirement 10, Policy 15)

2. The division should develop a comprehensive plan of student outcomes assessment, program evaluation, planning, and development. (Standards I, V)
3. The division should implement a comprehensive program of faculty evaluation and professional development consistent with Commission standards. (Standard VII, Policy 26)

PROFESSIONAL BUSINESS STUDIES

Introductory Remarks. The Professional Business Studies division is a cohesive unit in the college's instructional program due to the strong leadership in the division. The division awards four applied degrees and 11 certificates and provides four business transfer programs for students earning the associate in arts transfer degree with a business emphasis.

Mission and Goals. The mission and goals of the college are relevant to the current programs of this area as the division strives to provide superior, student-centered educational opportunities for all citizens in the designated service area. Students are provided numerous choices of occupational programs with competency-based instruction which lead to career opportunities upon graduation. The breakdown of the student enrollment is 7 percent transfer and 93 percent occupational. A survey done in the fall, 1993, indicates that 71 percent of the students enrolled in business courses who left the College achieved their occupational goals and were very satisfied with their educational experience at TMCC. This survey also indicates that 95 percent of these same students would recommend the college to their friends as the educational institution of choice in which to enroll.

Financial Support. Under the previous administration, little or no input was requested from division directors, chairs, faculty, or classified staff. The current president is seeking to change the budgeting process so that the budget is developed at the "grass roots". To this end, the division director will involve faculty in the budgeting process at the division level. In a collaborative manner, faculty will prepare a plan for equipment expenditures; the division director will prepare the request for operating funds. Numerous faculty in this division expressed their satisfaction with the way funds are expended by the division director. Several indicated that they were able to obtain professional development funds and items of equipment which were needed.

The division director utilizes sound budgeting practices. For example, the director prepares up-to-date spreadsheets on all budgets and, consequently, is aware at all times of the financial status of the division. A major weakness is that the collegewide budgeting process has not evolved into an actual written plan; however, faculty are optimistic that the budget committee recently established by the president will become a permanent fixture in the budget development process.

Physical Facilities, Materials and Equipment. The physical facilities available to the faculty and students in this division generally are adequate for the number of classes offered. In addition to the main campus, the division also offers classes at the Old Town Mall facility

and at local high schools in the evening. Room size often dictates class size in the computer classrooms. Some computer classrooms accommodate only 20 students. The maximum number which can be accommodated in any computer classroom is 30.

The Advanced Technology Center is planned for completion by fall, 1996, or spring, 1997. The division will be allocated at least one-half of the available space in this new building. With this new facility, the professional business studies division will have ten computer classrooms available for students on the main campus plus one computer classroom at the Old Town Mall.

Room usage is well planned. Classrooms in this division are in use from 8:00 a.m. until 10:00 p.m. during the week. Classes also are scheduled on the weekends.

Although classroom and lab space is adequate for the number of classes currently offered, there is little room to accommodate growing demand for computer-based courses; thus, prudent facility planning is crucial. The division has responded to the challenge with careful analysis of room utilization and enrollment preferences and with nontraditional scheduling patterns which incorporate "fast track", compressed offerings; weekend sections; and increased use of evenings. Computer labs are in use from 7:30 a.m. to 10:00 p.m. virtually every week day.

Maintenance and replacement are adequate. Staff from Information Technology Services and faculty meet once a semester to discuss concerns regarding maintenance. Computer course fees paid by students are utilized to buy components to repair computers. (Students pay \$10 to \$20 per course.) From this fee, \$5 is used to support personnel in information technology services; the balance is expended for computer paper, ribbons, miscellaneous parts, etc.

One strength noted is that a computer classroom recently has been equipped with 21 Pentium computers. Other equipment is generally adequate: classrooms are equipped with overhead projectors, and some have VCRs and monitors.

Library and Learning Resources. Reliance on the library and learning resources for program support in the PBS division is relatively small. Only a few programs incorporate significant research or information retrieval components in their course work. While some faculty have specified library research on their syllabi, the general feeling is that the library and learning resources center is somewhat alienated from its "clients". Some students have commented that the library is not "user friendly"; therefore, they do not feel comfortable utilizing its services.

Educational Program. With the exception of the legal assistant and food services technology associate in applied science degrees, all programs within the division are ASCBP-accredited. All reflect careful curriculum development with respect to related instruction, core professional skills, and specialized area content. A recent internship component has been added to each of the vocational offerings, and a new faculty position with release time to coordinate the internships has just been filled. Last spring, the division began a

comprehensive effort to restructure all course offerings in a competency-based format. To date, approximately 50 percent of the courses have been modified using this approach.

A collegewide outcomes/institutional effectiveness plan was formulated recently; but, apparently, many faculty are unaware of it. While some traditional assessment measures have been utilized, there is no assessment plan for these programs which purports to measure the changes which have occurred in the students completing the programs or identifies measures to be taken to improve the programs as a result of the evaluative process. Although the division programs have been satisfactorily reviewed under the state program review requirements, there is little evidence of active divisional participation in the data collection or analysis efforts associated with those reviews. The division has made an admirable start in identifying the course competencies, but much remains to be done in formulating and implementing an assessment plan. It is, therefore, strongly recommended that the division work collaboratively to formulate an assessment plan for its instructional programs which is complementary to the collegewide assessment initiative.

Transfer Business Courses. The division prepares students to transfer to four-year institutions with instruction in courses which are an integral part of the associate of arts transfer degree. These courses provide a solid background in financial accounting theory for sole proprietorships, partnerships, and corporations as well as computer literacy in terms of hardware and software. All of these courses transfer to UNR.

Associate in Applied Science: Business. The AAS in business offers students a sound basis in related instruction, a broad core of business skills, and the choice of several specialized content options or areas of emphasis which provide a solid foundation in several business-related career paths.

Accounting. As an emphasis under the umbrella of the AAS degree, the accounting program is comprehensive and provides students with the skills, abilities, and knowledge which will enable them to succeed in entry-level bookkeeping positions in CPA and public accounting firms or in the industrial, hotel/motel, managerial, tax, and computerized accounting areas. All courses listed in the catalog have been taught within the last two years. The major strength of this program is the commitment of its faculty to the goal of student success as evidenced by the integration of computers into accounting courses.

Casino Management and Operations. Casino management and operations, as a business AAS area of emphasis currently is under review by the division faculty. Although the existing curriculum meets both TMCC and Commission standards regarding content and related instruction, there are concerns it may duplicate training offered through UNR and that it may not adequately reflect the industry and community needs. Appropriately, the review plan includes a needs assessment and a discussion with UNR regarding the viability of their casino-related curriculum and its relation to the TMCC program.

Management/Small Business Management

Although available to students as separate business AAS areas of emphasis, these two programs are closely related through course content and faculty assignment. Among the business programs, the management curriculum includes one of the strongest library use requirements and incorporates a number of courses which recently have been redesigned using a competency-based approach. The program recently was reviewed under the state's cyclical program review requirement and found to be in stable condition. Although supporting data is sparse, the executive summary of the review indicates strong placement rates for program graduates.

Real Estate. The real estate emphasis is one of the smaller programs within the business AAS. Although FTEs have been falling and graduates are few, the situation appears to derive from economic and business cycles rather than program quality. Few courses, to date, are approached from a competency basis, but plans are in place to pursue such revision, and the full-time instructor and division director are working toward that end.

Marketing. Marketing, like real estate, is a relatively small program emphasis; it does, however, contain some of the more innovative instructional activities in the division, including an especially creative approach to the instruction of retailing which involves on-site activities in cooperation with a local shopping mall. In addition, at least one marketing course is available to high school students through a Tech Prep articulation agreement.

Legal Assistant AAS. The legal assistant AAS degree program currently is receiving an infusion of institutional resources. An additional faculty position as well as increased library support should strengthen an already high-quality program. With the support of a well qualified and dedicated advisory committee, the division is seeking American Bar Association approval for the program. In addition, the legal assistant program will be part of a divisional pilot study in student follow-up to be conducted over the coming year.

Food Service Technology AAS. This program leads to either a certificate of achievement or an associate in applied science. The program meets both the college and Commission standards regarding general and related instruction. Computation skills are included in FST 245B The Business Chef. The program is supported by an active advisory committee, and the instructor maintains close liaison with the industry and with appropriate professional associations. Student placement is high. The program suffers from substantially inadequate space, which creates safety concerns and limits both enrollment growth and the ability to simulate on-the-job instructional activities.

It is suggested that the college develop a plan to address the space issue and the relationship of this program to the college cafeteria operation.

Industrial Management. The industrial management certificate is a relatively new program at TMCC and does not yet offer a comprehensive profile from which to draw

inferences. The division recently hired a full-time instructor for the program, and all courses have been designed using a competency-based format. There is strong support for the certificate, and early feedback from students is positive.

AAS: Computer and Office Technology. This umbrella degree allows students a wide choice of specific career paths from which to choose, e.g., administrative assistant, computer programming, LAN support and network administration, legal office secretarial, microcomputer applications, word processing applications. This degree contains the required general education courses and instruction in human relations skills. The core requirements provide for computer literacy in hardware and software and knowledge in marketing, business, management/supervision, and elementary accounting. The special areas of emphasis are well planned in respect to course content and applicability to the "real world".

The computer and office technology department is co-chaired by two full-time, tenured faculty, each with his/her own area of expertise. One is responsible for all COT courses numbered 100-199 and COT 202; the other is responsible for COT 201, COT 203-299, and COT IA's. This is a logical breakdown in terms of areas of expertise. Each is responsible for 32 part-time faculty, and each produces approximately 149.4 FTE's for the division, whose total full-time-equivalent enrollment is 668. (The headcount in this area is 1,500.)

There are seven full-time faculty in this department, two of whom were hired this year. One of the department chairs is Novell-certified. The division is a certified Novell Education Partner, so students in the LAN Support and Administration programs will be prepared to take their Novell examinations as either a certified network administrator or certified network engineer.

The strengths in this area are the expertise of the faculty and their commitment to student success; the computer classrooms with new, updated equipment (Pentiums); and the Novell certifications. The major weakness is the lack of any assessment plan for the programs.

Certificates of Achievement. In addition to the industrial management certificate (see above), the PBS division offers ten certificates of achievement in business-related career paths. All contain a substantial component of related instruction and core courses which include a significant "hands-on" orientation. As such, these curricula present an excellent method for students needing immediate upgrade of existing skills or acquisition of new skills for entry into the workplace. A major strength of these certificates is that they present a viable option for students with limited financial resources and/or a shorter time line in which to complete their training. An issue in need of continued monitoring is whether or not such limited duration programs offer sufficient breadth and depth of subject matter.

Instructional Staff. The cadre of full-time and part-time faculty members in the PBS division is especially strong. The recent addition of six new faculty positions has reduced reliance on part-timers and strengthened the division's ability to meet student needs, especially in relation to advising, internships, and job development.

Full-time faculty members, including those serving as department heads and others on a volunteer basis, assume an active role in the selection, mentoring, and evaluation of part-time faculty. In addition, the director and classified staff have worked together to develop innovative ways to assure that the instructional support needs of the part-time instructors are met. Even those individuals teaching evening classes have access to mailboxes, copying machines, and word processing support. Of particular note is the division's approach to part-time faculty orientation. In addition to a preliminary orientation conducted by the director, new part-timers are invited to attend two evening orientation sessions during which both division procedures and general pedagogical strategies are covered. Written materials also are distributed and follow-up questions fielded by the director. A mentoring system supported by both the director and the appropriate department head is conducted during the part-timer's first semester of employment.

Faculty evaluation is an obvious strength of the division. A consistent and systematic approach is employed for part-timers, probationary full-timers, and fully tenured faculty. Student evaluations, classroom observations, and supervisory assessment are used as multiple indices of teaching performance. In addition, evaluation results are linked to the faculty member's annual plan, which must be tied to the division's goals.

Administration. The current division director was selected through a national search, and she enjoys the obvious support of both faculty and staff. Lines of supervision appear clearly defined; and, despite institutional-level confusion regarding the selection, role, and function of department chairs, the PBS division has a relatively well defined understanding of that position, including a written job description. The director routinely consults with faculty members regarding matters affecting instruction and workload.

Students. All division programs are open-access; admissions policies are not of concern. Only minimal data and analysis regarding student outcomes or characteristics is available to division staff. This deficiency appears to be institutionwide, however.

Special Services and Activities. The division offers a limited selection of courses at the Old Town Mall site. Quality control, space, and staffing at the site are positively viewed by the division.

Commendation

The division is to be commended in four distinct areas:

1. A systematic, consistent, and comprehensive faculty evaluation process.
2. A divisionwide, competency-based approach to course and syllabus design.
3. An ongoing part-time faculty orientation program covering both pedagogical and institutional issues.
4. An effective, supportive administrative environment.

Recommendation

An assessment plan, complementary to the college assessment plan, needs to be developed and implemented for the division instructional programs. (Standards I, V)

HEALTH SCIENCES AND HUMAN DEVELOPMENT

Introductory Remarks. The Health Sciences division currently consists of 13 full-time and 20 part-time faculty. The division offers three AAS degree programs (nursing, dental assisting and radiologic technology); two certificate programs (dental assisting and paramedic); and other course offerings, e.g., nursing assistant classes, emergency medical services and mental health/mental retardation classes. In contrast, the Human Development division currently consists of a division director plus 20-30 part-time faculty and offers an AAS degree, a certificate program, and other course offerings in substance abuse counseling.

Mission and Goals. The programs and courses in both divisions address the mission of the college to maintain and create programs needed to develop the technical and occupational skills required by a changing Nevada workforce.

Both the development of, and efforts to assess, program educational effectiveness vary. For example, the Health Sciences division establishes annual goals; however, each program varies in establishing its own outcome goals and assessment plan. The nursing program includes the most comprehensive outcome assessment through activities such as tracking attrition and retention rates, mid-program assessments using standardized exams, and end-of-program assessment through graduate and employer surveys and state board exam results. Similar to nursing, the radiologic technologist program employs a process for ongoing program self-evaluation to assess educational outcomes. The dental assisting program collects data and is now in the process of formalizing the collection of additional data and reviewing it for program planning purposes. On the other hand, the substance abuse counseling program in the Human Development division has no formal assessment process at this time. It is recommended that the dental assisting and the substance abuse counseling programs develop program outcomes, determine appropriate outcome measurements, and systematically assess outcomes for future program planning.

Financial Support. The division directors receive their budget allocations and subsequently manage the budgets for the divisions. Within the Health Sciences division, there is little participation by faculty in the budget process. The division director requests a "wish list" from faculty to provide information about possible future expenditures. The dental assisting and radiologic technology program coordinators manage their own lab accounts for the purchase of disposable equipment and supplies. The Human Development division director is also the full-time faculty for the substance abuse counseling program. The divisions believe that the financial support meets their educational needs.

Physical Facilities, Materials and Equipment. Both divisions believe that the physical facilities are adequate and serve the needs of the students and staff. The Health Sciences

division uses dedicated rooms for each program. When it was recognized that the classroom for the dental assisting program became too small for its needs, the director accomplished some creative room and schedule changes to meet all program needs.

The radiologic technologist program recently acquired state-of-the-art x-ray equipment. The nursing skills lab is large and meets the needs for the nursing program as well as the nursing assistant and emergency medical services classes. The division also has a computer lab for only health sciences students. The lab contains upgraded computers which hold word processing software and computer-assisted-instruction software for all three degree programs. Two interactive video stations are available for student use. Students comment favorably about the computer lab and would like more hours of access to it. The kind and level of equipment for the dental assisting programs is more than adequate and, in fact, was favorably commented on during their recent accreditation visit. The program coordinator is concerned, however, about the future replacement of major equipment which is now 15 years old. At this time, there is no plan to address replacement of needed major equipment. It is suggested that the division director and program coordinator develop a budgetary plan for major equipment replacement needs.

Library and Learning Resources. Faculty commonly express that the library contains general materials pertaining to their program areas but, when more specialized or specific information is needed, they refer their students to the University of Nevada Reno library. It is ironic that faculty find the library helpful for their use, e.g., preparing for lectures and while pursuing doctoral education, but students state they find the library of minimal help to them. No weekend hours, slow access to materials such as interlibrary loan, and other libraries containing more in-depth materials were the reasons expressed by students. Some students indicated that they found the LRC staff to be friendly and helpful.

Faculty provide a list of preferred resources for the library collection. The LRC staff uses this list when purchasing materials. Faculty are notified of new additions to the library collection through cc:mail. They also expressed an appreciation for being notified and consulted when collection "weeding" takes place.

The integration of library and information resources into instruction is mainly accomplished through faculty requesting the library to conduct student tours of the LRC. Some programs currently are incorporating written assignments in their curricula and instruction to promote student knowledge and use of information resources. While it is convenient for students and faculty that a comprehensive medical library is nearby, it still is suggested that faculty review the potential use of the TMCC library and information resources to support teaching and learning consistent with the goals of their programs.

Educational Program. The college catalog provides work sheets for each program within the two divisions outlining the specific courses required for the major. All of the programs in the two divisions meet the general education/related instruction requirements except the dental assisting certificate program; therefore, it is recommended that the dental assisting certificate program develop a recognizable body of instruction in the program-related area of computation.

Evidence of a formal, systematic assessment plan for each program varies, as discussed under mission and goals.

Most programs within both divisions use the open-door admission policy of the college, with the exception of several health science programs, including nursing and radiologic technology. Admission to these programs is limited and requires special procedures. These requirements and procedures are clearly outlined in the catalog and other program handouts. Faculty in these programs believe that the admission process promotes the success of the students and have started collecting assessment data to evaluate the outcome. Students stated that they were aware of the admission policies and procedures, understood the purpose, and believed the admission policies were fairly administered.

All program faculty use the services of the student development department to promote student success, e.g., student referral to the Learning Hub. Faculty consistently reported the strong support they received from the Student Development department.

Students and faculty identified the following program strengths: positive reputation in the community; the programs address needs of the community; the high pass rate of graduates on the various board exams; and strong, positive working relationships between faculty and students, with the primary focus on student success.

Instructional Staff. Evidence from a variety of faculty interviews suggest that the faculty recruitment and selection process is effective. Each selection committee includes faculty; classified staff; and, sometimes, advisory board members. Prescreening involves use of predetermined criteria. The committee interviews applicants and forwards a recommendation to the president. Requirements by professional accrediting bodies can affect the hiring of qualified applicants; however, it is noted that the retention of faculty is healthy and strong.

All full-time faculty within the Health Sciences division teach an average of 18-22 contact hours per week. Both the Health Sciences division and Applied Industrial Technology programs use the formula: one contact hour equals 0.67 credit. This is perceived as a greater teaching load when compared to faculty with workloads set at 15 credit hours per semester. Faculty noted that the Faculty Senate and administration are working on this issue.

Evidence points to a need for clarification about the program coordinator position in the Health Sciences division. The smaller programs, those with one to two full-time faculty, currently have a full-time faculty person conducting necessary program coordination activities; however, the person is doing these activities in addition to a full-time teaching load. No release time or compensation is provided. Additionally, the contract varies among the coordinators. For example, one may have an "A" (administrative) contract and another a "B" (faculty) contract. It is suggested that the roles and responsibilities of program coordinators be clarified within the framework of providing equitable and reasonably determined teaching loads.

The dedication and willingness to work extra hours to provide the best conditions for student learning among the coordinators is noteworthy. For example, the director of counseling,

testing, and special programs is also the instructional division chairperson for the Human Development division and currently teaches nine credits and nine credits of student practicum.

The Health Sciences division is to be commended on its consistent application of the college's evaluation policies and procedures. Each faculty member writes annual professional goals which also address the division goals. Student input, obtained on a regular basis, goes to the division director, who then shares the information with the faculty member. The division director makes a classroom visit of all part-time faculty. During spring term, faculty complete a self-evaluation of their annual goals and meet with the division chair to discuss all of the evaluation materials and professional development activities for the next academic year. This process occurs every year for both tenured and nontenured faculty. Additionally, new faculty expressed positive comments about the clearly outlined tenure process and the support they are provided during the process.

Faculty in both divisions are actively involved in college and program committee work.

Faculty, full-time and part-time, receive orientation through college, division, and program activities. For example, mentoring is available through the multicultural office. Each program sets up orientation plans for new faculty. Strong efforts are made to communicate information about instruction, changes in policies, etc., to part-time faculty. The method may differ from program to program, but the focus of promoting communication is consistent. Part-time faculty are welcome to attend division meeting and program faculty meetings.

Administration. Both division directors have been at the college for over five years. The director of health sciences, for the past two years, was responsible for both the nursing department chairperson and division director positions. A full-time nursing faculty member assumed the duties of nursing department chairperson effective the beginning of October. The division director worked together with the new department chairperson in the development of the department chairperson position description.

Students. Admission requirements are clearly outlined for all programs. Students state that the admission requirements are fairly administered. Full-time faculty in both divisions advise students to promote academic success.

Scholarship and Research. An underlying theme expressed by the majority of faculty is that administration is supportive of providing for professional growth opportunities within the current budgetary constraints. Examples include flexible scheduling to accommodate continuing education opportunities, tuition reimbursement, travel funds to attend professional conferences, and interest-free loans for personal computers. While scholarship and research is not a college goal, faculty believe that the college administration supports individual interests and efforts in such activities.

Concluding Statement. Overall, students view the programs as being of high quality. Faculty are available, accessible, and provide an open, caring, and professional atmosphere

which fosters student success and development. Faculty expressed support for the administration; they are excited and positive about the opportunity to have more input and hopeful about the new administration of the college.

Faculty work hard and are dedicated to promoting a positive learning environment for students.

Commendation

The Health Sciences division is commended on its systematic and comprehensive application of the college's evaluation policies and procedures.

Recommendations

1. The dental assisting and the substance abuse counseling programs should develop program outcomes, determine appropriate outcome measurements, and systematically assess outcomes for future program planning. (Standards I, V)
2. The dental assisting certificate program should develop a recognizable body of instruction in the program-related area of computation. (Eligibility Requirement 10, Policy 15)

STANDARD V: PUBLIC SERVICE

Introductory Remarks. The Public Service division is characterized by participative management and teamwork among the director, full-and part-time faculty, and classified staff. The division is made up of an unusual variety of programs, but all express satisfaction with the arrangement. In fact, several departments have resisted suggestions that they be placed in other divisions which might seem more organizationally compatible. It is a tribute to the way the division operates that one of the current classified staff took a substantial salary cut to transfer into it.

Mission and Goals. The division and the programs lack clearly articulated missions, goals, and assessment plans. The development of academic planning and systematic assessment of the outcomes for future program planning is, for the most part, an informal and inconsistent process. Some departments indicated that they wrote a ten-year plan a few years ago but do not anticipate revisiting it until closer to the end of the ten-year period. All departments maintain close connections with the constituencies and industries they serve and, therefore, receive a good amount of informal, anecdotal feedback regarding the effectiveness of their programs. The engineering drafting department chair has a file of letters from employers describing their satisfaction with students hired from his program. The High Sierra Law Enforcement Academy keeps records regarding the placement of its completers. Also, all programs have advisory committees which meet regularly and supply advice and guidance. Curriculum and program changes are often made based on this feedback. In addition, the director is a person of vision who has some creative ideas for future directions and

programs. There is, however, no formal planning process at either the divisional or the departmental/program level.

It is recommended that a planning process be initiated at the divisional and departmental levels which would consist of mission statement formulation, annual goal-setting, data collection and assessment related to goal achievement, and setting revised/updated goals.

Financial Support. The director practices participative management, and faculty feel they have a say in setting departmental and divisional budget priorities. When the budget proposal leaves the division, however, faculty and staff feel that decisions are made without their input being considered. A new budget process is being formulated which will include faculty and staff input into the criteria used to make budget decisions, but currently there is widespread confusion about how the budget decisions are made. The early childhood education program came into the division without any budget. The Academy is self-supported, funded by student fees.

There is very little dissatisfaction with the financial support of the programs in the division. People have greeted with relief and some satisfaction the funding recently received from the legislature.

Physical Facilities, Material, and Equipment. The physical facilities for the criminal justice program and the Academy are adequate to serve the needs of the students and staff. The programs have made creative use of the space allocated to the Academy by combining classroom and physical training spaces in the same room. The criminal justice program uses several classrooms on the main campus and also holds classes at various locations throughout TMCC's service district, mainly at area high schools but also at the local sheriff's office and a private firing range. The architecture design program conducts the majority of its classes at the Old Town Mall.

The drafting, architecture, and graphics facilities are cramped; but the programs are looking forward to moving into a new facility and, in the meantime, happily share space and practice creative scheduling to maximize use of existing space. The fire science program is taught mainly in general purpose classrooms because of lack of dedicated space and equipment. Discussions are underway with local fire agencies to develop a fire Academy. Equipment in the Academy classroom is up to date and well maintained. The Academy brings in enough revenue to accommodate adequate maintenance and replacement. All other programs feel that equipment upgrading is necessary. A suggestion would be to develop an equipment replacement plan in collaboration with advisory committees for every program.

Library and Learning Resources. The holdings in the library are skimpy and out of date. Many students state that they prefer to use the library facilities at UNR. The library is connected electronically to other libraries, including all other community college and university libraries in the state; but some students still prefer to take advantage of the reciprocal agreement with UNR.

All faculty, with the exception of the fire science instructor, regularly assign library projects and state that they feel they have received good service and support from library staff. Two divisional staff have used the library frequently for their own research while pursuing doctorates.

There is no allocation of dollars by division or program for the acquisition of library holdings. If a faculty or staff member wants the library to order something in particular, he or she makes the request to the acquisitions librarian and an attempt is made to accommodate the request. The process for increasing acquisitions in a particular area is vague and confusing to most faculty, however.

Faculty make no provision for collaborating with library staff to incorporate into the curricula instruction in the retrieval of information. It is suggested that faculty collaborate with the library staff to use their talents to teach information retrieval and library literacy and to concentrate on updating and increasing the holdings in the program areas.

Department personnel feel they receive excellent help and support from instructional technology services.

Educational Program. The catalog lists all the courses and suggested electives for all programs, and all courses listed in the catalog have been taught in the last two years. The course files maintained by the division office contain current syllabi. Part-timers are required to turn in a current syllabus when they sign their letters of appointment; and the director monitors this closely, sometimes requesting multiple revisions before accepting the syllabus. The director provides new instructors with copies of two acceptable syllabi formats and offers guidance, if necessary.

All programs except the architectural design technology certificate and the early childhood education certificate contain the necessary general education and other related education components. It is recommended that the necessary computation component be added to both of the above certificates.

Students in the criminal justice program expressed conviction that they were developing their capacities to solve problems, analyze, synthesize, make judgments, reason, communicate, be objective and address issues and situations ethically and with integrity. They gave examples of the classes and the assignments which enabled them to develop skills in the above areas. The program is to be commended for incorporating these general education skills and concepts into the curriculum.

Courses are added and deleted according to institutional procedures, which are formalized and widely understood by faculty and staff. Courses are monitored by both faculty and the director; and changes are made in response to industry changes, enrollment patterns, etc.

Each course is assessed every semester to determine enrollment patterns, and student evaluations are conducted on each class taught by part-time faculty. But, as stated earlier, there is no assessment of outcomes in order to improve the teaching/learning process.

Students are admitted to the programs based on self-selection, placement test scores, and, in the case of the Academy, local law enforcement agency sponsorship. Faculty and the director are dedicated to student success and go out of their way to be supportive and helpful to those in the program, thereby increasing retention and completion. The director is very clear with his instructors about his expectations of student support. He issues a memo at the beginning of each semester explaining the atmosphere of help and support he is trying to foster and enlisting their aid in helping him do it.

The divisional programs appear to prepare students adequately and even excellently for careers or transfer. A major concern is associated with the criminal justice program. The majority of the courses do not transfer to UNR in spite of the fact that it is supposed to be a transfer program. Also, some students express uncertainty that they will be able to find employment when they finish the program because of the intense competition for jobs. It is suggested that the information in the catalog be changed to reflect the accurate transferability of the criminal justice program and that placement data be kept to show students where and in what fields they might expect employment.

Instructional Staff. There is a formal system in place for hiring part-time faculty which consists of rigorous application and screening procedures and which provides for participation from all faculty, administration, and classified staff. The hiring procedures for full-time faculty are less formal but just as participatory. The faculty in both programs come from the local community and are widely praised for being leaders in their fields. Students comment very positively about the quality of instruction they receive in both programs. The director is excellent at recruiting high-quality instructors with close ties to their respective industries

All faculty feel their academic freedom is unchallenged, and most feel compensation and job security are adequate. The procedures for achieving tenure are understood and accepted.

All faculty in the division are evaluated annually by the director. Part-time faculty undergo student evaluations for every class they teach, and summaries of the tabulations and comments are sent to the instructors. The director sees the raw data, reviews each class evaluation, and confers with the instructors if the student evaluation warrants it. Full-time faculty prepare an annual plan which is submitted to the director early in the academic year. The director also develops a list of activities to be addressed during an annual evaluation and submits it to the faculty member. At the end of the year, the director holds an evaluation conference with each faculty member to discuss the completion of activities outlined on the annual plan as well as his list of activities. Also taken into consideration at this time are the results of one or two student evaluations conducted during the year. The director evaluates both tenure and nontenure faculty in the same way, and he sees raw data from the student evaluations. The missing component from the divisional evaluation processes is classroom observation. The director will observe classroom instruction when a problem arises but does

not observe on a regular basis. It is suggested that a plan be devised which would allow the director or master faculty the time necessary to observe classroom performance.

Faculty seem aware of standing committees and acknowledge the advisability of participating in them. Newly hired, full-time faculty are expected to choose a committee to join. Part-time faculty also are aware of opportunities to participate in committees, but few feel compelled to do so.

The division has a comprehensive orientation for newly hired, part-time faculty which consists of a meeting with the director, an institutional in-service activity, and a packet of material developed by the division. Included in the packet is a teaching methods manual containing a wealth of practical tips for the beginning instructor.

Professional development is handled in an informal fashion. Both full-time and part-time faculty submit requests to the director, and he tries to find the money to fund legitimate requests. It would be beneficial if there were a professional development program in place with clearly articulated and understood guidelines.

Administration. The director has been at the institution for seven years as a full-time employee and was a part-time employee before that. A job description for the director position was not immediately available.

A recent addition to the division is the position of department chairs. The chairs were chosen by members of the various departments and report to the director. Since there is no institutional department chair job description, the director developed one in conjunction with the three newly appointed department chairs.

Students. Students are accepted into all the programs according to institutional procedures, except for the Academy and the fire science programs. There is a screening process in place for both programs; in the case of fire science screening, is done to establish a baseline for each student, not to deny admission into the program.

Faculty state satisfaction with the support they receive from Student Development. If there is a problem with a student, they feel comfortable referring that student. They prefer to do their own advising.

Students express satisfaction with instructors and courses in the division. Instructors are especially praised for being accessible and supportive.

Scholarship and Research. Divisional staff engage in professional development activities, and several have research projects and publications to their credit. The emphasis is as it should be, however: on teaching and learning.

Concluding Statement. The following commendations and recommendations are extrapolated from the body of this report.

Commendations

1. The participative management and teamwork which characterize the division are exceptional.
2. The integration of part-time faculty into the operations of the departments and division is comprehensive and exemplary.
3. The department chair job description is a good move toward clarification of roles.
4. The sharing of space and the innovative use of facilities are praiseworthy.
5. All departments share strong partnerships and connections with their constituencies and industries.

Recommendations

1. Include computation in the early childhood education and architectural design certificates. (Eligibility Requirement 10, Policy 15)
2. Initiate a planning procedure at both the divisional and departmental levels which will include assessment of effectiveness and student outcomes. (Standards I, V)

Art. The Art Department is physically and organizationally located in the Public Service Division, an unusual arrangement. Faculty indicate this arrangement results from "obvious" connections with the graphic communications, architectural, and drafting programs; however, there was some evidence that personality and politics are also significant.

The array of course offerings is consistent with peer institutions. Courses are offered on a regular basis. The procedure and process for curricular change is generally understood and works satisfactorily. Faculty regularly and systematically monitor the curriculum, with follow through by the division director and academic administration. Course syllabi and outlines are up to date; however, many are short on substance and detail. Also, there is no reference to student learning outcomes other than traditional grading criteria. Answering the question, "How have students changed (improved) as a result of taking this course?", is not addressed in syllabi. It is suggested faculty give more attention to the learner and learning, rather than teaching.

Completion rates and grade point averages indicate students have a reasonable chance for success. Faculty are committed to student growth and success. An associate in fine arts is in the final stages of approval, needing only advisory committee endorsement. There also have been discussions about creating a fine arts and graphic communications department containing visual and performing arts (dance, drama) and the graphic communication options.

Military Occupations. The military occupations program links current TMCC offerings with military instruction done on military bases around the world. It is a creative response

to a need expressed by a constituency and results in an AAS degree which helps military personnel focus their educational efforts and enables them to document their training for purposes of advancement. It contains all the necessary general education components and adheres to all Commission standards, policies, and requirements.

STANDARD VI: CONTINUING EDUCATION AND OTHER RELATED EDUCATION PROGRAMS

Introductory Remarks. The programs in the Old Town Mall are many and diverse, ranging from continuing education/community service, summer school, veterans upward bound, Smart starts I and II, adult basic education, ESL, volunteer education, and additional spinoffs. The OTM also houses the institute for business and industry and other related programs more closely tied to the TMCC campus. It is a marvelous facility which is strategically located and functionally efficient. Programs are well defined and well managed. Faculty are mostly well qualified part-time instructors. Program managers administer their programs with not only a great deal of expertise but also a great deal of heart. Staff generally feel supported and valued. They, likewise, are aware that a constant role in continuing ed and special programs is to work toward creating visibility and support throughout the entire TMCC community. The flexibility which staff have in designing and managing their programs to meet the needs of the college and community is recognized and appreciated.

Mission Statement. The college's mission pledges "responses to the identified needs of the state of Nevada and the particular communities TMCC serves". It also expresses a "belief that education and training are the chief means of developing human capital for investment in the economic health of the state of Nevada". The aforementioned programs appear dedicated to those very elements of the college's mission.

Financial Support

For the most part, these programs are self-sustaining. The community services area is funded for one full-time professional position and two classified. Although a challenge, the self-supporting nature of these programs has resulted in a high level of efficiency and careful stewardship of resources. Flexibility in setting course fees and in determining instructor salaries contributes to program efficiency, as does the ability to use revenues to purchase and maintain instructional materials and equipment.

Physical Facilities, Materials and Equipment

Comments related to physical plant and facilities are stated in the introductory remarks. This reviewer found the Old Town Mall facilities to be as near ideal as can be. Periodically, classroom space becomes an issue, but to date accommodations have been made and the needs are not urgent. The self-sustaining nature of the programs provides an opportunity to build into the pricing a margin which will allow for equipment and materials. Although

upgrading the computer technology is an ongoing need, in the grand scheme of things, delivery of instruction is not adversely affected at present.

Library and Learning Resources

For many continuing education students, access to the library is not an issue. The mall location with a public library one floor down minimizes the library access issue even more. Also noted is the on-line potential to access library materials, almost at a moment's notice, from the university. Library personnel at the main campus were deemed very helpful in development of programs and/or curriculum materials and are appreciated for their service orientation.

Educational Programs

Stable enrollment and moderate, but consistent, growth allows program managers to concentrate on quality control. All programs serve a critical link with the community. Also, each is flourishing in its own right. The vets upward bound program has just received a four-year funding extension to continue to serve 120 students who have completed the armed services. The program manager is extraordinarily dedicated and creative in administering this program. The Smart Starts I and II programs serve nontraditional populations in exceptional ways, assisting people from all cultures and economic backgrounds to "get their lives together", become employable, and/or pursue more education. The program manager for Smart Starts just received an award (ten were awarded nationally) for exemplary program status. The adult education grant activities appear to be delivering services to those populations they have committed to serve.

All of these programs mentioned plus the many diverse efforts of community education are delivered with an extraordinary amount of heart. However, the institution needs to ensure that there is adequate awareness and acknowledgement of these programmatic efforts by the institution at large. Coordination between and among these programs is essential. This appears to be the intent of the recent reorganization which has all of the programs reporting to/through the vice president for planning and development. Closer ties of the aforementioned programs to the institute for business and industry seem appropriate as well. The various ESL components do not seem linked and/or coordinated in a logical way. This lack of coordination gives this reviewer a great deal of concern. The ESL population within the community cannot be served well with the current structure.

Institute for Business and Industry. Two areas among the continuing education and related education programs of TMCC merit additional comment. First is the institute for business and industry, an outreach-oriented entrepreneurial unit of the college charged with conducting custom instruction for local business and industry. The institute is a relatively new endeavor of the college but one which already enjoys a high degree of success, apparently due largely to the energies of its three administrators, three support staff, and highly qualified cadre of part-time instructors.

The unit has a well defined overall mission statement and goals, as well as annual program initiatives. Although networked to the main campus, the institute is housed in Old Town Mall and uses revenues produced from its contracts and self-support courses to provide independent registration and administrative support services. As a part of its annual report process, the institute collects and analyzes revenue production data, student enrollment patterns, funding sources, and client participation levels, which results in a fairly comprehensive self-evaluation that is used to help set performance goals for the following year. The ultimate measure of success for a self-support, entrepreneurial function is revenue production; the revenue generated through institute programs has been growing steadily for the last five years. In addition, the institute's creative salary structure provides a unique, yet controlled incentive mechanism which gives faculty members a vested interest in the success of the institute classes they teach.

In its early years, relationships with the traditional academic units of the college were somewhat tenuous, especially those with the vocational and business-related areas of the college, who felt the institute was unnecessarily duplicating local instructional opportunities and creating an unhealthy level of internal competition for student enrollments. The institute has endeavored to improve those relationships through a pilot program which provides full-time faculty the opportunity to generate discretionary revenues for both the individual instructor and the instructor's division. While some faculty have taken advantage of this pilot program, others remain doubtful of the institute's place in the college mission.

It is strongly suggested that the Institute and the instructional divisions of the college work together to develop a more cooperative and cohesive approach to identify and meet the education and training needs of the service district.

Court Reporting. Among the training programs housed under the community services unit is a hybrid curriculum entitled court reporting, a 62.5 to 67.5 credit program taught entirely by part-timers and comprised of both academic credit courses and community service courses. Upon completion of both the court reporting and the academic courses, graduates are awarded an informal certificate through community services and are eligible to pursue a state licensure process.

Some years ago, the program was reassigned to community services, apparently as a cost reduction strategy. By structuring the court reporting classes as community service, a considerable decrease in direct instructional expense was realized; and the full cost of the court reporting classes was passed on to the student through the self-support fee structure. Official college transcripts, however, do not sufficiently differentiate to an outsider the difference between the credits earned as self-support and those earned as traditional academic courses.

Two other apparently unintentional results of the shift were the exclusion of the program from the list of those eligible for funding through student financial aid and the removal of course control from the auspices of established curriculum committee procedures. The former issue can be partially mitigated by advising students to declare the AGS degree as

their program of study, thus permitting them to pursue aid for at least their academic courses. The latter issue is more problematic, as it complicates the institution's ability to assure the integrity of its credit granting process, especially when viewed in conjunction with transcript procedures.

Current program managers and instructors are obviously determined to provide students with a quality product and a viable career training option; the existence of relatively comprehensive course syllabi, student advisement opportunities, and ongoing consultation with current court reporting practitioners clearly support this intent. However, the hybrid nature of this program presents some serious concerns which should be addressed.

Instructional Staff. Most instructional staff members are part-time, excluding instructional program managers. New instructors are evaluated by a careful review of credentials, classroom observations, and student evaluations. Activities which keep the faculty informed and appreciated are standard operating procedure. The core of program managers and instructional staff committed to the college mission.

Administration. The program areas all have veteran managers who came to their respective positions before selection criteria was clearly specified. Each has a well defined job description on file. Staff development activities are many, ongoing, and high priority. Staff development monies are made available through the revenue margin from the self-supporting programs.

Students. Most of these program areas have built-in student services, i.e., advising, counseling, accessing financial aid, etc. Student needs vary greatly from program to program; however, no deficiencies were found in this area. Follow-up on students also varies greatly among the programs.

Concluding Remarks. Faculty, staff, and administration in continuing education and special instructional activities take pride in their work. Their efforts are reflected in high quality, community-responsive program offerings. The facilities are near ideal, as is the downtown location. The recent reorganization should unite all the areas in a single administrative unit. Coordination among programs should prosper.

Recommendation

It is recommended that the college review the court reporting program with respect to the classification of court reporting courses as community service credits, assignment of the program to the community service unit, potential need for a related instruction component, representation of court reporting credits on the student transcript, and review of program courses and requirements by the college curriculum committee. (Standard V, IX; Eligibility Requirement 10, Policy 15)

STANDARD VII: INSTRUCTIONAL STAFF

The faculty both full-time and part-time, are very well qualified for their respective positions with impressive combinations of academic preparation, industry experience, and teaching background. The numbers of part-time faculty are large in relation to full-time faculty, but the administration and core faculty do an excellent job of recruiting, selecting, evaluating, and integrating the part-time faculty into the academic life of the college.

The evaluation procedures for part-time, probationary, and tenured faculty are described in various documents and materials readily available to the accreditation team. The procedures appear to be closely followed for part-time and probationary, faculty but less rigorously adhered to for tenured faculty. The two significant areas, as related to Standard VII and Policy 26, are the use of multiple indices for tenured faculty and administrative access to primary or "raw" data.

There are excellent examples of professional growth experiences and scholarship activities of the faculty enumerated in the self-study, and additional examples were discovered in conversations with faculty and administrators. In general, across the various divisions of the college, there is a sense on the part of the faculty that support and encouragement exist for professional development and scholarship even though funds, such as available from the faculty senate and department operating budgets, have been limited. There is a sabbatical leave policy with faculty making good use of the opportunity. At the time of the accreditation visit, there was great anticipation about the president's recent announcement of \$100,000 being made available for staff development. These funds are viewed as being greatly beneficial to the entire campus community.

The traditional concept of academic freedom appears to be thoroughly institutionalized. Although the college has adopted a written policy entitled "*Academic Freedom and Responsibility*" as part of its official bylaws, the tenets of that policy are so obviously respected as to be taken for granted. The clear consensus among faculty is that academic freedom is neither a current or potential problem; the self-study accurately presents no concerns in this area.

Although implementation of the state's faculty salary schedule has been a source of contention, the issue has diminished since the recent ratification of the faculty collective bargaining agreement and the implementation of an administrative commitment to fully fund placement of faculty members on that schedule. Similarly, concern over the level of part-time faculty compensation has subsided due to a recent salary increase. Overall, salary levels appear to be commensurate with those of other state and national institutions of higher education.

Several factors indicate the recruitment and retention of qualified faculty as a strength of the college. TMCC enjoys a relatively low turnover rate among full-time faculty and is able to recruit and retain qualified part-time instructors with relative ease; indeed, instructional administrators, tenured faculty, and currently enrolled students all voiced pronounced pride in the quality and consistency of TMCC's cadre of part-time faculty. Additionally,

successful completion of 21 faculty searches over the last year evidences a comparable ease in the recruitment of qualified full-timers.

Historically, both the degree and nature of faculty participation in decision-making have been problematic. Although administrative policies provide written guidance regarding the college committee structure, faculty members cited numerous examples indicating that implementation of those guidelines has been more form than substance, especially at the institutionwide level. Faculty input is requested and submitted, but there is a sense it is too often ignored or lost in a bureaucratic shuffle.

The arrival of the new president and implementation of other administrative changes, however, appear to have stimulated a new sense of cautious optimism regarding the role of faculty in policy development. The president has begun a series of efforts which could eventually confirm that optimism. Chief among them are: creation of a collegewide budget committee which will include six faculty members, use of e-mail to solicit informal input on routine college issues, establishment of a special fund earmarked for professional development, increased direct access to the president through campus forum-style meetings, and a general "open door" policy.

Given this history and circumstance, it is strongly suggested that the college continue to develop and implement both formal and informal mechanisms through which faculty can have a legitimate role in the development of college policies.

Until recently, TMCC has relied heavily on the use of part-time teachers to meet classroom needs. Although part-timers still comprise a significant portion of the faculty, the addition of the 21 full-time positions referred to above significantly reduced reliance on part-timers. In areas where there are no full-time instructors (e.g. music and theater), student and instructional needs appear to be satisfactorily met. Where lack of a full-time faculty presence has begun to impact the educational program (e.g. physics), plans are in place to establish and fill a full-time position. Regardless of the full-time/part-time ratio, negative impact on the quality of the educational program appears minimal.

The basic faculty hiring procedures are codified in the TMCC bylaws. Details concerning faculty participation in screening committees are incorporated into the faculty collective bargaining agreement, and it appears that full-time faculty have significant input into the selection and hiring of their peers.

Although the process for participation varies slightly by instructional division, assignment of teaching loads is apparently accomplished in an equitable manner. There is considerable confusion among both faculty and administrators, however, regarding the role and selection of department chairs and program coordinators.

Recommendation

It is recommended that the college examine the issues surrounding department chairs and program coordinators, including determination of whether such positions are necessary and

appropriate to the institution and, if so, that the college take action to clarify policies and procedures regarding selection of department heads, delineation of their duties, determination of how those duties impact workload, and the distinction between department heads and program coordinators. (Standard VIII)

STANDARD VIII: ADMINISTRATION

GOVERNING BOARD

TMCC is a part of the University and Community College System of Nevada (UCCSN). The system is governed by an 11-member, elected board of regents. The regents receive no compensation for their service and are precluded by law from having any contractual, employment, or personal financial interests in the UCCSN.

While the regents have ultimate authority over all colleges and universities in the system, there is an appropriate differentiation between their policy-making functions and the executive responsibilities of TMCC administrators.

In addition to the board of regents, TMCC also has a college advisory board, consisting of influential representatives from its service area, who help interpret community needs to college officials as well as interpret college needs and services to appropriate leaders and constituencies in its service area. A committee member met with representatives of the regents and advisory board and was particularly impressed with their vision for TMCC, their grasp of key issues it faces, and their support for and understanding of its mission.

ADMINISTRATIVE ORGANIZATION AND OPERATION

The administrative organization of TMCC is in a state of transition. In fact it has been "transitioning" for at least the last four years, a situation which has caused confusion and disenchantment in the campus community and a degree of skepticism regarding the integrity of the governance structure at the institutionwide level. Concerns with the organization of the college were expressed by the 1985 accreditation evaluation committee; but, by the time of the fifth year interim report and review in 1990, the concerns had been adequately addressed, in the view of the Commission. At that time the college was organized into two major units, academic affairs and institutional services, each headed by a vice president.

While no significant changes were made in the institutional services unit between 1991 and 1995, college officials decided in 1991 to reorganize the academic affairs unit by converting heretofore front-line supervisory positions (division directors) from administrative to faculty status (division chairs) and having them report directly to the vice president for academic affairs. The deans for academic affairs and planning/development, who also reported to the vice president, were no longer in a line relationship with the division chairs.

As reported in the self-study, this organizational arrangement did not work. The span of control was too great for the vice president, and the decision of the faculty to engage in

collective bargaining resulted in the division chairs inclusion in the collective bargaining unit, which removed them from carrying out administrative duties associated with their division chair responsibilities. By July, 1994, the academic affairs unit underwent another reorganization wherein the division chair positions were reassigned administrative status and the Deans assumed line responsibilities. Some incumbents chose to remain with the faculty, thereby creating vacancies in the director positions and additional uncertainty among faculty until the positions were filled. Department chair positions also were created, sometimes without a clear understanding of their duties. (Confusion still exists today regarding the duties of some department chairs.)

These changes, in conjunction with the issues associated with the advent of collective bargaining, created uncertainty regarding decision authority, existing governance mechanisms, and related operating procedures. The self-study indicates that, during this period, the roles of department chairs and division directors were confusing, faculty involvement in budget development was diminished, the role of the faculty senate was blurred, and the president's council was increasingly viewed as expressing the management's views, but not the views of the broader campus community.

The president of TMCC resigned in October 1994 and was replaced by an interim president. The academic vice president accepted a faculty appointment in March, 1995. The interim president undertook a number of initiatives to restore faculty and staff participation in governance and trust in the leadership of the college. Following a national search, a new president was appointed and assumed office in August, 1995.

The president brings new ideas to TMCC regarding the organization of the college and a firm commitment to consensus leadership style in the governance model. He already has begun changing the organization of the college. A third major administrative unit has been created, also headed by a vice president; and a realignment of functions between the three units has occurred. The three units are academic and student services, resource management, and planning and development. The planning and development position has been filled on a permanent basis, but a nationwide search is underway for the other two positions. Needless to say, these changes in themselves bring a degree of uncertainty and anticipation to the campus community.

Further, college employees perceive a change in the leadership style of the president and in the decision-making model to be a significant departure from the previous governance and leadership practices, and they welcome it with hopeful but reserved optimism. They anticipate meaningful involvement in the decision-making process but are somewhat skeptical about the reality of a more open, participatory model and perhaps somewhat naive about its implications as to their responsibility to become involved. Some individuals prefer quick decisions regarding issues rather than the more time-consuming process of searching for options and building consensus on a preferred course of action.

There will be ample opportunities to apply a different leadership style and decision-making process to current issues. The president has indicated his intention to increase campus participation in a number of areas, including planning, budget development and allocation,

and a review of governance mechanisms as well as the role of various administrative and academic faculty positions.

A change to a consensus-based decision-making model is not without difficulty. Some change in the campus culture will need to occur. Some re-learning will be required. The president's plan to provide training for key faculty and staff leaders is important to making a successful transition. Further, patience and understanding on the part of all campus constituencies and their leaders also will be important.

Institutional policies and regulations are included in an administrative manual which is made available in hard copy in strategic areas throughout the campus. It also is available on-line to all campus employees. Administrative personnel are evaluated on an annual basis according to a plan adopted by the board of regents.

Recommendation

The team recommends that priority be given, particularly in the instructional area, to developing an organizational structure and accompanying operating procedures which can be clearly defined and understood; allow for responsible participation in decision-making, implementation, and evaluation; offer assurance of reasonable stability over time; and provide ample opportunities for communicating throughout the college. (Standard VIII)

STANDARD IX: STUDENT SERVICES

Introductory Remarks. The Student Development staff were well prepared for meeting with and responding to questions from members of the accreditation team. With the hiring of a new president and the development of a new organizational structure for TMCC, staff in the Student Development division are cautiously optimistic about their role in the future of the institution. In the past structure, student services were aligned with institutional services and separate from the instructional divisions. In the new structure, student services are aligned with instruction; this move has given the staff renewed energy for their jobs and their roles in educating students.

Administration. The Student Development division has strong and committed leadership with a vision for student success. New mission, goals, and objectives statements have been developed with broad-based input from staff.

Division staff report that they have a great deal of input in the administration of services and programs. They also indicate they have the freedom necessary to do their jobs. As a group, they have established a staff development committee and allocated dollar amounts to all employee groups for use in professional development activities.

Space is limited in certain areas; however, there are plans to expand the services into the space being vacated by the library. The division also has recently received additional funding which has allowed some unfilled positions to be filled. With the new space and the

additional funding, there will be some expansion of services based on the priorities established by the division.

The policy developed by NASPA on student rights and responsibilities has been adopted for use by TMCC; there are very clearly defined procedures and policies which assure students of due process in disciplinary matters.

There is no evidence that the institution regularly assesses the effectiveness of its student services; however, there are processes in place within the division which indicate this is a high-priority objective. Methods are being devised currently to assist in a process of assessment; and the goal, as reported, is to implement changes where needed to improve student success.

Admissions. TMCC has an admissions policy which demonstrates a clear relationship with the institution's mission and educational goals. This policy and the procedures which support it are published in the catalog and class schedules. Exceptions to this policy are associated with students under the prescribed age for college entrance. The process for admitting these students is managed through the counseling department. Students are equitably treated, and the admissions process is consistent institutionwide.

Facilities are centrally located on the campus and adequate for the job functions. The staff are trained professionals and have clearly defined job duties; however, all staff in the area have been cross-trained to better meet the needs of students and faculty. Recently, five vacant positions were filled, giving the needed assistance for doing the job.

The work area is crowded; however, it is open, clean, and well maintained. The supervisors in the area measure their efficiency by production standards, i.e., turnaround time on student records and information, processing paperwork for admitting students, etc.

Registration

The administrator has a bachelor's degree in English and a master's in public administration with an emphasis in educational leadership. She has had extensive experience in admissions, registration, and management information systems at TMCC. She has been in the field of higher education since 1981 and was appointed director of the area in 1994. Her leadership skills already have led to positive changes in attitudes and job duties.

TMCC uses a Touch-Tell system for registration, which has received mixed reviews from staff and students. A major concern is the effectiveness of the system for first-time students. In response to this concern, a one-day, walk-in registration has been introduced for the spring semester along with a "help desk" to assist new students.

Staff in this unit report that the Touch-Tell system needs upgrading to maintain its effectiveness. With this upgrade and further refinement, the system should continue to serve the needs of most students as well as the college.

The administrator and staff of this unit have developed an excellent set of reports on enrollment and student information for faculty and administration. The staff appear able to produce good documentation and make it easily understood and useful.

Various publications of AACRAO are used as guides in the maintenance of records. Records are maintained in a central area, both on paper and electronically. The space is adequate in size; but some concern was expressed for the protection of records against fire, theft, and vandalism.

A standing committee, with membership from a variety of areas and cochaired by a faculty member, reviews and recommends procedural changes and modifications in both admissions and registration. This committee has been used recently to address concerns about the class schedule.

Student Orientation. Student Development staff can be proud of the programs established for new students enrolling at TMCC. The New Students program includes a new-student orientation and a student recruitment/outreach program. Students are introduced to all facets of college and student life in both programs.

Discover, the new-student orientation program, is intended to establish a strong bond between the student and the institution. Although it is not required for admission to the college, it is strongly encouraged. Students completing the program are allowed to register as continuing students, giving them the advantage of enrolling early. (Eighty percent of these students enroll in coursework following the orientation.)

The student recruitment/outreach program provides a vehicle for high school students to become familiar with the community college. Counselors visit area high schools once a month, encouraging both juniors and seniors to consider attending TMCC after graduation. This has proven to be a very effective approach for ethnic minority and underrepresented students.

Both programs are flexible, challenging, and current; and they provide assistance to the student academically, socially, and personally. Processes have been set up to allow tracking and follow-up of students who have attended these programs, and success rates are measured by students' continuing in school.

Advising, Counseling, Testing. TMCC has a strong counseling staff which provides academic advising, career development and planning, and personal counseling to all students. Special counseling staff are available to serve students with disabilities, displaced homemakers, single parents, and veterans. There are seven counselors, two coordinators, two specialists, and classified support staff in this unit.

From examination and discussion, there appears to be no set standard for faculty advising. Many of the occupational program faculty provide advising for their students; however, there is little or no advising done by transfer faculty. This is a recognized weakness and has been

included in the goals and objectives for the division. Currently, advising for transfer students is done entirely by counselors.

Testing facilities are crowded. With proposed new space, this problem will be alleviated. Counseling space is well thought out and open to students, and staff present a welcoming "face".

The counseling staff has developed a variety of services to enhance the educational process and contribute to retention and student success. These include supplemental instruction, which provides group learning techniques facilitated by student leaders; accommodation services where students with disabilities can receive reasonable accommodation services; and employability skills/job placement services. In addition, a career planning center and a transfer center are in the development stage.

Assessment of these services remains limited; however, some processes have been initiated to review services provided and students served. The processes are in the beginning stages, but they have the potential of providing data on which to base decisions.

Financial Aid. According to the financial aid director, financial resources this year are "better than ever for meeting student needs". There is upwards of \$2.5 million to assist students; and, once admitted, the funds are adequate to enable students to complete their educational goals.

Both federal and internal systems are used for determining a student's financial needs and for setting standards of academic progress. There is an appeals process for students who are either refused financial assistance or lose it due to academic concerns. Students do not receive aid beyond their needs, and the current director has established careful accounting and supervision of the funds and the recipients.

The Financial Aid office is centralized and has the authority to use all forms of assistance at the college. Currently, there is little interaction with faculty regarding the setting of policies and procedures. The director believes this will happen once the additional half-time staff member has been hired. Three of the support staff recently had their positions upgraded to better compensate them for the work they do. This, in addition to the possibility of expanded space into a new area, has led to renewed energy and commitment in this office.

This is a small office area for the service provided; but it is well maintained and the staff works hard to present a warm, open, and supportive environment for students.

Bookstore. TMCC has contracted with Barnes and Noble Bookstores, Inc., to operate the college bookstore. The dean of college services is the college liaison with the bookstore and is primarily responsible for maintaining the contract. The contract ended in June, 1995; however, the college has exercised its option to extend the agreement for three years.

The bookstore maintains an adequate supply of required instructional materials and supplies and will order other items specific to program needs. To the extent that policies can be

included in a contract agreement, there is a bookstore committee which addresses faculty and student concerns. Barnes and Noble recently worked with this committee to replace the retiring manager and to ease the transition.

This relationship appears to be one of cooperation and serves the needs of the faculty and students in a positive manner.

Housing and Food Services. As with most community colleges, housing and/or dormitory living are not provided. The surrounding community has an adequate number of apartments and TMCC's student government can assist students in finding housing. As an added service students enrolled for 12 or more credits at TMCC may apply for housing through the residence halls at UNR.

TMCC contracts through Marriott Management Services Corporation for its food services. This contract expires in 1998 but can be extended by mutual consent of the parties. The college provides a clean, well situated space in pleasant surroundings for food services. The menu is limited; however, the staff prepare a balanced choice of items at reasonable prices. Students and staff expressed concerns about limited service hours and selection for evening and weekend students. A survey of students in 1994 regarding food services conducted in 1994 produced data of questionable reliability due to a low return. Because quality, variety, and quantity appear to be a concern, the college might profit from a second survey disseminated and collected in a different format.

Health Services. TMCC does not provide health services to its students; however, students are eligible to receive services from the student health services at the UNR if registered for one or more credits at TMCC. UNR has a complete clinical staff available for students, and there is an open enrollment period each semester when students may join. Fees are paid through the TMCC controller's office.

The college has a First Responder system and provides medical support in emergency situations. This system has been in effect for ten years and meets the needs of TMCC students.

Extracurricular Activities

TMCC has elected student officers who provide support and leadership for the student body of the college. ASTM has a clearly defined purpose, and the officers act as representatives on designated collegewide committees. All enrolled students are members of ASTM; and any eligible student has the right to vote, hold office, and participate in ASTM-sponsored activities.

Currently, ASTM has adequate space and budget; however, student leaders indicate feelings of being disenfranchised. They expressed concerns about being "left out of the communication loop". This may be the result of not having a permanent, full-time advisor. The funds are available for the position, and the college is preparing to hire someone to fill this role. When this happens, it is expected that current expressed concerns will disappear;

and joint responsibility with faculty and students for managing programs and activities will occur. It is strongly suggested that college officials address this staffing need.

Athletics. The University and Community College System of Nevada considers athletic activities inappropriate for community colleges in Nevada.

Placement. Currently, TMCC has no formal job placement office. Some limited services are available through several offices on campus. There are a number of programs offering employability skills which include resume writing, interviewing techniques, and job search skills. Contact with employers is done on a sporadic basis and only where a specific discipline requires it or is interested in doing so.

Plans are in place to reinstate the position of job placement specialist if additional funds become available. Job placement services then would be coordinated and managed to support the occupational and transfer programs at the college. This approach would allow the establishment of a student tracking and follow-up system to assess student success and employment. Because placement services have the potential to contribute significantly to the assessment process as well as to assisting students to secure jobs, it is strongly suggested that the college address the need for additional placement services and give high priority to developing a clearly articulated policy for the use of these services within the institution.

Alumni Relations. There is no formal process for updating and maintaining files in order to collect data on accomplishments of alumni. In a few of the occupational programs, faculty have anecdotal information on their graduates, and former students sometimes maintain contact with the program. Although this is an area of interest, it does not appear to have high priority for development.

Concluding Statement. TMCC is fortunate in having a strong, focused Student Development division with a vision.

Commendation

The division is commended for its aggressive approach to planning and developing a service unit committed to student success. As noted earlier, staff have begun the process of examining their services for students, and they are encouraged to continue this activity in conjunction with other areas of the college.

STANDARD X: SCHOLARSHIP

The Committee found substantial evidence of faculty involvement in scholarship activities and was able to verify the self-study comments in this regard. Reference also is made in the Committee report, under Standard VII, to scholarship activities.

CONCLUDING COMMENDATIONS AND RECOMMENDATIONS

General Commendations

1. The administration, faculty and staff are to be commended for their dedicated service to the college and their efforts to ensure the success of students.
2. Campus facilities are functional, attractive, and well maintained. Their design and location make excellent use of the campus site and optimize appreciation of the natural beauty of the entire valley area. The Old Town Mall also is an excellent facility, strategically located and functionally efficient. The college uses its facilities effectively and innovatively. Departments are commended for freely sharing space.
3. The financial affairs of the college are well managed and its overall financial health is sound.
4. The breadth and quality of information technology services are excellent.
5. The Committee commends the college for its part-time faculty hiring process. The college has implemented an institutionwide procedure for recruiting, screening, and hiring part-time faculty which addresses affirmative action considerations, involves all college constituencies, and has resulted in the hiring of highly qualified part-time faculty.

General Recommendations

1. One degree program and several certificate programs identified in the body of this report lack a component of general education or other related education, resulting in noncompliance with Policy 15 and Eligibility Requirement 10. The Committee recommends that the college incorporate the missing components into those programs no later than the fall term, 1996.
2. Documents exist which identify assessment criteria, indicators of institutional effectiveness, and assessment processes. However, there is little evidence that planning; assessment of student learning outcomes; and relevant data retrieval, interpretation, and application actually take place. Also, sufficient supporting data for institutional program review and evaluation could not be found. There is no conceptual framework or scheme which links data/information to a planning process which would provide the institution a sense of direction or purpose. Many of the basic components are present, but they are not focused. In fact, most employees freely admit there is no general sense of where the institution is going or a shared vision. The Committee recommends that the college immediately implement energetic efforts to correct this situation. These efforts should be clearly delineated, have specific time lines, and involve all constituencies. (Standards I, V)
3. The Committee recommends that faculty, in concert with appropriate administrators, define opportunities within their curricula to ensure that students acquire the skills

associated with accessing, retrieving, and applying information resources and technologies. (Standard IV)

4. While there are indications that there are departments at the college closely following Standard VII and Policy 26 as they relate to faculty evaluation, some are not adhering to the utilization of multiple indices for this process. Therefore, the Committee recommends that the college achieve consistency in faculty evaluation across campus by adhering to the provisions of Standard VII.
5. The Committee recommends that priority be given, particularly in the instructional area, to establishing an organizational structure and accompanying operating procedures which are clearly defined and understandable; allow for responsible participation in decision-making, implementation, and evaluation; offer assurance of reasonable stability over time; and provide ample opportunities for communication throughout the institution. (Standard VIII)