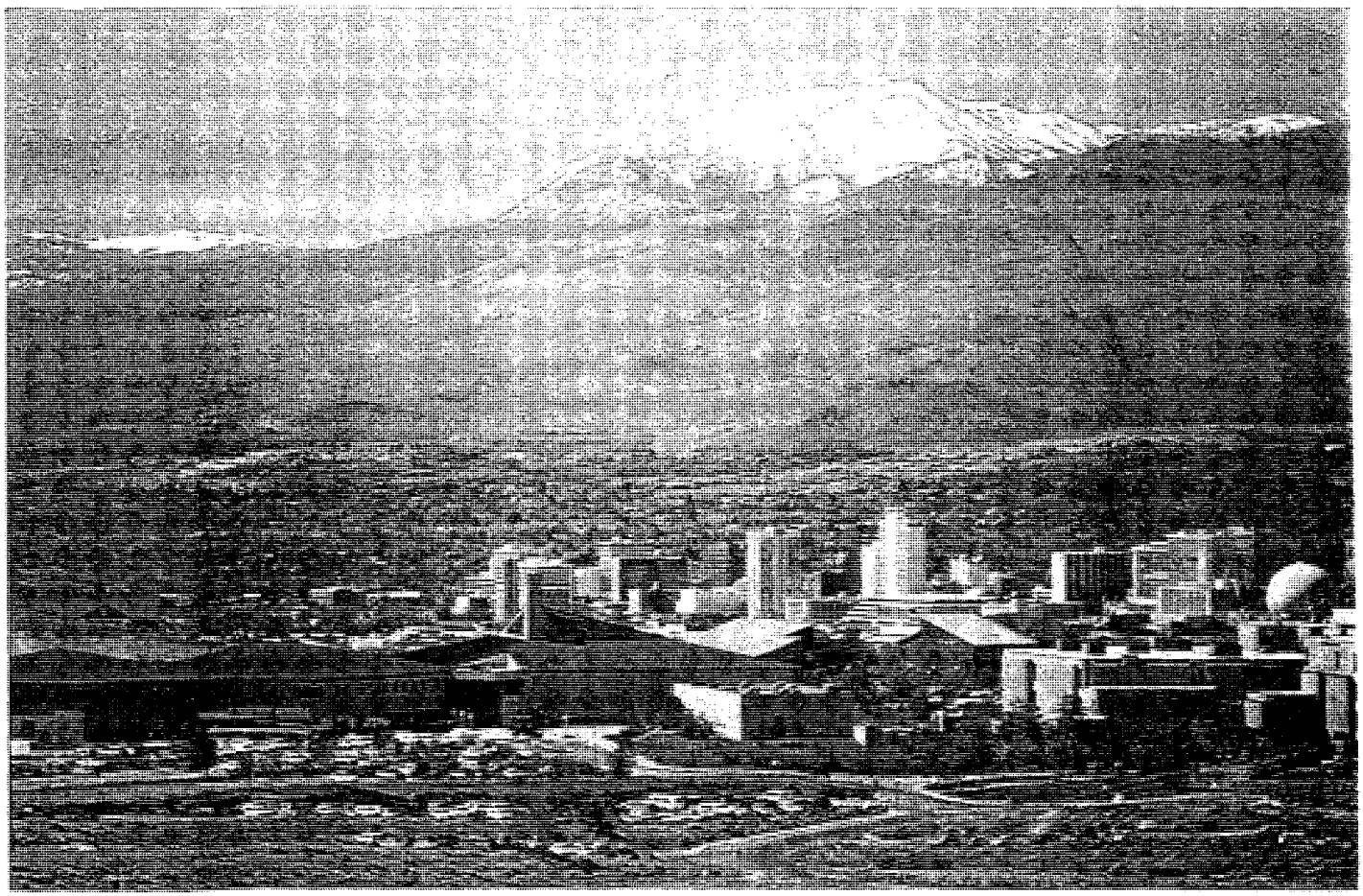
TRUCKEE MEADOWS
COMMUNITY COLLEGE

Five-Year Interim Report



Fall 2000

ACKNOWLEDGEMENTS

Truckee Meadows Community College's Five Year Interim Report is the result of the efforts of many faculty and administrators who provided information; the College recognizes some of those who made significant contributions. Their efforts were coordinated by Elsie Doser, Assistant Vice President, Institutional Effectiveness and Research; the Report was produced by Margie Lish, Management Analyst.

Amy Alves
Bill Baines
Richard Brand
Elena Bubnova
Patricia Cullinan
Rich Green
Jimm Groshong
Rita Huneycutt
Phil Johncock
David Keebler
Marsha Lindeken
L.D. Lovett
Kathy Lucchesi
Diane Nicolet
Susan Poole
Mike Rainey
John Richardson
Neil Siegel
Tyler Trevor
Wirt Twitchell
Steven Zideck

A special thanks to all the faculty and administrators whose efforts brought about the changes this document describes.

Truckee Meadows Community College

Five Year Interim Report
October 2000

EXECUTIVE SUMMARY

Truckee Meadows Community College's Interim Report covers activities from October 1995 through August 2000. Part A addresses the institution's responses to the five general recommendations from the 1995 Northwest accreditation site visit. Part B contains the college's responses to the twelve questions for interim reports. Part C cites special accomplishments. Section D is the appendices.

Truckee Meadows responded quickly to the Northwest Commission's report. The college president addressed the five areas weeks after the team left. He reported those early 1996 steps in a letter to the Executive Director. The college supplied a follow up report in 1997 in preparation for a site visit. Actions from these two reports are listed before the current status of each general recommendation is described.

Recommendation One addressed a lack of related instruction in several occupational programs. All of the programs but one were reviewed and revised to include related instruction courses rather than embedded curriculum. One Certificate of Achievement program continues to have embedded human relations and computational skills. The content for both areas is identified in specific courses and approved by Faculty Senate.

Recommendation Two involved Standard One, Institutional Mission and Objectives; Standard Five, Educational Program and Its Effectiveness; and Policy 25, Educational Assessment. The college addressed these issues through its reorganization, strategic planning processes, and college assessment committees. The shared governance organizational structure, the appointment of a new college president, and the dedication of faculty committees to use assessment tools for program improvement have made a major impact on the institution. The college's Assessment Plan currently being implemented will "close the loop" for planning, budgeting, and accountability related to institutional assessment.

Recommendation Three addressed the library and information technologies. Some of the college's greatest strides were made in this area. The library personnel underwent significant philosophical changes. They became student and faculty oriented. Tours of the library increased, program library assignments were developed, student services were expanded, more computers were added, databases were increased, and faculty and librarians now work together well. The college's information technologies also changed substantially; the Information Technology Vision was drafted and components of the planning document were started.

Recommendation Four cited inconsistency in faculty evaluations. Substantial work was undertaken to use student evaluations in all classes, to evaluate consistently all full-time

and part-time faculty, and to involve faculty in developing the evaluation process. The college now has sound evaluation procedures.

Recommendation Five addressed the organizational structure and participation of faculty in decision-making. The college lacked stability and a good communication process. Reorganization of the college was started immediately. A shared governance model exists with faculty participation at all levels. Communications were improved through better reporting and feedback.

Part B related to twelve questions. Some of the highlights from these questions are:

- The college developed a new mission, vision, and strategic goals.
- Faculty became more involved; their participation resulted in positive attitudes.
- A significant number of new emphases were added to the college's degree programs.
- The institution is offering new ways to meet student needs such as weekend college and tri-semester scheduling in some occupational programs.
- Student support services have expanded in many areas.
- Student enrollment increased.
- The use of information technology increased; the college has more computer labs and a new telephone system.
- The college is focusing on several new instructional areas to serve better our diverse student populations.
- The institution added an "Outreach" division to address needs of business and industry as well as specialized programs for non-traditional students.
- The college continues to decentralize its operations.

Part C addresses significant activities not related to Parts A or B. Major acknowledgements in this area are:

- TMCC has an expanded focus on assessment, including a campus-wide Annual Plan.
- The college is involved in community partnerships such as K-16 activities.
- More scholarship dollars are available for students.
- TMCC expanded special programs for students such as LEAP.
- College Facilities Master Plan is almost finished; it provides direction and long range planning.
- Instructional space increased as did technologies and classroom equipment.
- Faculty increased professional development, conducted research, authored publications.

In summary, the institution has undergone substantial internal and external changes during the past five years. The college has a focus and a plan. Faculty and staff seem to appreciate their involvement in shared governance. TMCC is involved in the community, and the community is involved in the college.

Five Year Interim Report
CONTENTS

Page

1.0 INTRODUCTION 1

2.0 PART A: ACTIONS TAKEN REGARDING RECOMMENDATIONS 2

2.1 1995 Site Visit 2

2.2 General Recommendation One 2

2.2.1 Action Reported in 1996 2

2.2.2 Action Reported in 1997 3

2.2.3 Current Status 3

1. Faculty Senate 3
2. Northwest Liaison Officer 4

2.3 General Recommendation Two 4

2.3.1 Action Reported in 1996 4

2.3.2 Action Reported in 1997 5

2.3.3 Current Status 6

1. Mission and Planning 6
2. Chart for Institutional Effectiveness 7
3. Data Collection 7
4. Planning and Policy Council 7
5. Environmental Scanning 8
6. Academic Master Plan 8
7. Strategic Planning Report 8
8. Program Review Revision 8
9. Instructional Assessment 9
10. Assessment Plan 11
11. Strategic Enrollment Management 13

2.4 General Recommendation Three 13

2.4.1 Action Reported in 1996 13

2.4.2 Action Reported in 1997 14

2.4.3 Current Status 15

1. Tours/Library Research Assignments 15
2. Data Bases 16
3. Collection Development 16
4. Satellite Branches 17
5. Summary 17

2.5 General Recommendation Four 18

2.5.1 Action Reported in 1996 19

2.5.2 Action Reported in 1997 19

2.5.3 Current Status 19

1. Performance Evaluations 19
2. Student Evaluations 20

Five Year Interim Report
CONTENTS

Page

2.6 **General Recommendation Five** 21
2.6.1 Action Reported in 1996 21
2.6.2 Action Reported in 1997 21
2.6.3 Current Status 23
1. Planning and Policy Council 23
2. Faculty Resources 24
3. Key Administrators 24

2.7 **Distance Education Site Visit** 25
2.7.1 Current Status 26

3.0 PART B: QUESTIONS RELATED TO OTHER INSTITUTIONAL CHANGES 30

3.1 **Question One** 30
3.1.1 Response 30
1. Mission, Vision, Strategic College Goals 30
2. Reflection of Changes on Campus 31
3. Impact of Changes on Instruction 32
4. Faculty Climate Survey 33

3.2 **Question Two** 33
3.2.1 Response 33
1. No Change 34

3.3 **Question Three** 34
3.3.1 Response 34
1. Revised Degrees 34
2. New Degrees 34
3. Programs Discontinued 37
4. Degree Requirements 37

3.4 **Question Four** 37
3.4.1 *Response* 37
1. Tri-Semester 37
2. Weekend College 38

3.5 **Question Five** 38
3.5.1 Response 38
1. Admissions Changes 38
2. Graduation Changes 38
3. Grading Changes 38
4. Student Non-Academic Programs 39
5. Student Support Services 40
6. Comparison of Student Enrollment 46

Five Year Interim Report
CONTENTS

Page

3.6 **Question Six** 48
3.6.1 Response 48
1. Significant Changes 48
2. Increase in Number of Faculty 51
3. Salary Increases 52
4. Strengthening Faculty 53
5. Faculty Evaluations 53

3.7 **Question Seven** 53
3.7.1 Response 53
1. Capital Improvement Projects 54

3.8 **Question Eight** 56
3.8.1 Response 56
1. Library and Learning Resources 56
2. Computer Laboratories 57

3.9 **Question Nine** 57
3.9.1 Response 58
1. No Significant Changes 58
2. Controlling Expenses 58
3. New Higher Education Formula 59

3.10 **Question Ten** 60
3.10.1 Response 60
1. Leadership Organization 60
2. Shared Governance 60
3. Design Teams 60
4. Planning and Budgeting 61

3.11 **Question Eleven** 61
3.11.1 Response 61
1. College Achievements 61
2. New college Plans 62

3.12 **Question Twelve** 66
3.12.1 Response 66
1. Institutional Effectiveness 66
2. Support for Assessment 66
3. Decision-Making 69
4. Achievements Expected of Students 69
5. Centralized Reporting Efforts 71

4.0 **PART C: OTHER SIGNIFICANTCHANGES RELATED TO COMMISSION POLICIES AND STANDARDS** 73

4.1 **Standard One – Institutional Mission and Goals, Planning and Effectiveness** 73

Five Year Interim Report
CONTENTS

Page

4.1.1 Campus-wide Outcomes Annual Plan 73

4.2 Standard Two – Planning and Effectiveness 73

4.2.1 Washoe K-16 Council 73

4.2.2 UCCSN K-16 Council 73

4.3 Standard Three – Students 74

4.3.1 New Program for Non-Traditional Students 74

4.3.2 Scholarships 74

4.3.3 Millennium Scholarships 74

4.3.4 School-to-Careers Opportunities 74

4.3.5 *International Student Program* 75

4.4. Standard Four - Faculty 75

4.4.1. Examples of Activities 75

4.5 Standard Seven – Finance 76

4.5.1 *Operations Research* 76

4.6 Standard Eight - Physical Resources 76

4.6.1 Facilities Master Plan 76

4.6.2 New Telephone System 76

4.7 Standard Nine - Institutional Integrity 76

4.7.1 *College Draft* 76

APPENDICES

Truckee Meadows Community College

Five-Year Interim Report

1.0 INTRODUCTION

Truckee Meadows Community College (TMCC) had its full-scale reaffirmation of accreditation site visit October 11-13, 1995. The Northwest Evaluation Committee Report provided the college with five general recommendations in addition to suggestions and area/program recommendations related to the TMCC Self-Study. The college sent a follow up report in October 1996 describing action being taken for all five recommendations. Between October 1995 and October 1997, the college addressed all specific suggestions and the five general recommendations through its Accreditation Committee as documented in its 1997 Focused Interim Report and site visit. The 1997 Northwest Report from the site visit complimented the college on its progress and made just one general recommendation. The evaluators recommended that the college "stay the course" and continue working with the plans underway for the 1995 general recommendations. The college reported action planned and the progress made on the five 1995 general recommendations in 1995, 1996, and 1997. A summary of these actions and the current status as of fall 2000 are described briefly in Part A.

The college investigated expanding its educational services to students through the delivery of distance education courses and submitted a substantive change prospectus to the Commission on Colleges in February 1998. The prospectus was approved, and TMCC's site visit was in March 1999. One recommendation was made in the Northwest Report. That current status of steps taken to address this recommendation is also briefly addressed in Part A.

Part B includes responses to twelve questions of the standard 14 questions listed for all interim reports. Where appropriate, supporting documentation is included in the appendices.

Part C addresses the highlights and other significant college changes or activities related to Commission Policies and Standards undertaken to maintain a high level of accountability. Some of the activities are completed; others are underway or part of longer range strategic planning. These are in addition to the activities described in the Parts A and B.

The appendices are the last section; they contain relevant documentation related to several of the responses provided in Parts A, B, or C. Other documents that were too extensive to include in the appendices will be available for the site visitors upon their arrival at TMCC.

2.0 PART A: ACTIONS TAKEN REGARDING RECOMMENDATIONS

2.1 1995 Site Visit

The Northwest Commission team of eleven individuals chaired by Dr. Vernon Pickett, President of Lower Columbia College, visited Truckee Meadows Community College October 11 - 13, 1995. The report to the Commission listed five general recommendations and 32 smaller suggestions. TMCC began addressing the general recommendations immediately. On December 7, 1995, the President of the college sent the Executive Director a short response on the immediate actions being taken. December 14, 1995, TMCC received a letter from Executive Director Joseph Malik stating that the Northwest Commission had reaffirmed TMCC's accreditation at the December meeting; the Executive Director requested that a follow up Progress Report on the five general recommendations be submitted in fall, 1996. The Executive Director also asked that a Focused Interim Report be submitted in 1997 for a Northwest follow up site visit. The Five-year Interim Report and follow up visit were scheduled for 2000.

Each of the five general recommendations is cited in the following pages along with the first steps taken to correct the situation. The current procedures/status for each follow the action reported in 1997.

2.2 General Recommendation One

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 Commission 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.

2.2.1 Action Reported in 1996

Instructional deans reviewed their respective areas in light of Policy 15 and Eligibility Requirement 10 and made recommendations for an internal approval process to verify the components of all degrees and certificates. These changes occurred: (1) Architectural Design was reviewed and resigned, adding new courses including MATH 221, Technical Calculus. (2) Early Childhood Education program description was changed to show that the mathematics course listed in the catalog description was a required course. The change was reflected in the catalog the following year. (3) Dental Assisting contained embedded computational instruction and human relations; however, the elements of these two areas were not clearly identified on course outlines/syllabi. MATH 100B was added to the degree program; components of human relations equating to three credit hours were identified in DA110B, Orientation to Dental Assisting, and DA112B, Dental Head and Neck Anatomy. A Faculty Senate Committee reviewed the list of embedded components and approved them as equivalent to a three-credit course. The department chairs for those areas signed off on the equivalency. For the Dental Assisting Certificate of Achievement, both computational skills and human relations were embedded. The

same procedure of Faculty Senate Committee and departmental chair approvals was obtained for both of these embedded curricula. (4) Applied Industrial Technology had embedded mathematics in Automotive and Environmental Controls Technology Certificates of Achievement. Diesel courses were realigned to fit industry needs. Mathematics courses were added.

In addition, division chairs were assigned the responsibility to review the program requirements for new degrees and certificates for related instruction components and general education requirements prior to seeking internal approval for them. If a new program had embedded curriculum components, the division chair was required to provide a detailed list of the elements embedded along with the number of hours spent on each element prior to the program being submitted to college committees for approval. TMCC corrected the deficiencies it had in related instruction for all four program areas.

2.2.2 Action Reported in 1997

Program administrators reviewed and corrected the related instruction/general education requirements noted in General Recommendation One; separate courses rather than embedded curriculum would serve TMCC students better. The one exception was the existing embedded curriculum in the Dental Assisting Certificate of Achievement. The program administrator had previously reviewed the curriculum, identified the mathematics competencies and time spent teaching them, demonstrated to the Chair of the Mathematics Department that the embedded competencies equated to a three-credit, college level mathematics course and obtained Faculty Senate approval.

In the other program areas, major changes were approved for the Applied Technology Division's Automotive, Diesel, and Environmental Controls Technology Programs through the Board of Regents. In addition, the college sought legislative funding to relocate these space intensive programs to a larger 83, 000 square foot facility as soon as remodeling could be completed.

The Architectural Design program also underwent major changes including the addition of a mathematics course. The program utilized an active, technical skills board and employers to revise the program and align it with the program at the University of Nevada, Las Vegas. The Board of Regents approved the changes.

The Early Childhood Education program administrator examined the amount of embedded mathematics in the courses and determined that the competencies and time spent teaching them did not equate to a college level, three credit course. A mathematics class was added to the curriculum.

2.2.3 Current Status

Faculty Senate

Faculty Senate Academic Standards Committee passed a motion approximately two years ago that required all future degree and certificate of achievement programs to have

related instruction and general education courses rather than embedded curriculum. Currently, only the Dental Assisting Certificate of Achievement of the four programs listed with a deficiency in 1995 still has embedded curriculum. Faculty Senate committees approved three required Dental Assisting courses as having human relations components equating to a three credit class; these three are listed among the other TMCC human relations courses. The embedded mathematics content is covered in several courses with the number of hours of instruction in mathematics identified in each. The Chair of Mathematics verified that the amount and difficulty equated to a three credit course.

Northwest Liaison Officer
The Northwest Liaison Officer reviews each new catalog for the inclusion of all related instruction and general education requirements for degree and certificate of achievement programs. In addition, the officer serves on both the Faculty Senate's Academic Standards and Curriculum Committees to review the new degree and certificate of achievement proposals for compliance with Commission policies and eligibility requirements.

2.3 General Recommendation Two

*Documents exist which identify 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 not a 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. It is recommended 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 (Standard I - **Institutional Mission and Objectives**; Standard V - **Educational Program and Its Effectiveness**; Commission Policy 25 - **Educational Assessment**).*

2.3.1 Action Reported in 1996

The 1996 President reported that communication was the bigger factor in planning. To address the internal needs of the campus, he took these steps in December 1995:

- Created a Vice President for Planning and Development, the number two officer, whose responsibility was to coordinate all planning functions college-wide.
- Completed the search for two vice presidents whose positions impacted planning functions.
- Redesigned deliberative bodies and processes.
- Reviewed timelines and processes for both institutional effectiveness and learning outcomes.

- Provided training and in-service for faculty, staff, advisory boards regarding planning processes, environmental scanning, curriculum to solidify institutional effectiveness indicators for college-wide measures.
- Developed a framework for utilizing data already being collected and data needed for institutional effectiveness and program effectiveness in order to plan effectively in both the short-term and long-term.
- Identified the processes to be used to accomplish these steps. They were:
  (a) Open communications and college-wide forums to allow for input through Planning and Development Division.
  (b) Include appropriate Faculty Senate bodies in the development of strategies, goals, and action plans.
  (c) Involve the community through Futures Conference and strong technical skill boards for direct input for program outcomes.

2.3.2 Action Reported in 1997

As a result of the continuing planning processes underway during the 1995 Northwest visit and the appointment of Acting President John A. Richardson a few months later, the college reported that the reorganization functions related to planning and budget procedures were being finalized. The 1997 Focused Interim Report cited additional functions or measures underway under the direction of the Vice President of Planning and Development. The following changes were developed or carried out through the six major, college-wide planning process activities:

- New mission, vision and strategic goals
- New strategic planning process that included short-term and long-term facilities planning
- Enrollment planning
- Integration of administrative and instructional technologies
- New and future instructional programs, continuing education, and job training consolidation
- Accreditation needs
- Institutional effectiveness strategies
- Provision for college-wide staff development activities
- Development of a comprehensive career center
- Focus on economic development

The report explained how the six-phase planning process worked to establish planning parameters, develop unit plans (vertical planning), identify strategic planning (horizontal planning), consolidate results of planning and make recommendations for budgeting and priorities, validate the planning process, and identify resource allocations.

The college used the six-step process to develop a comprehensive College Strategic Plan that included a two-year Academic Master Plan. The College Strategic Plan addressed all phases of college planning; this was TMCC's first comprehensive planning document.

As a part of the planning process, the college took a critical look at instructional assessment and institutional assessment. Some of the planning areas that needed attention were:

- Timelines for instructional assessment
- Improved data collection and use of data in reporting and planning
- Measurable standards for "outcomes" and competency-based curriculum
- Funding for additional staff development
- Refinement of performance indicators to measure institutional effectiveness
- Plan for developing college-wide assessment of learning outcomes by program area and developing an outcomes matrix identifying for each program the program standards, assessment methods, and use of results.

Faculty committees were formed to identify what general education outcomes they felt TMCC should pursue. After substantial committee involvement, the faculty settled on communication skills, critical thinking, and problem solving. The full-time administrators assigned to assessment and program outcomes made presentations to small groups of faculty and to divisions. Their activities were summarized in various reports.

In addition, a summary of TMCC's action related to planning activities was prepared for the campus and used for the October 1997 site visit. The "Assessing Institutional Effectiveness" provided timelines for continued work on assessment activities including the "Chart of Institutional Effectiveness" that identified the college's areas of planning and the performance indicators for each. Reports on the data related to the performance indicators are published annually in various college documents and are used informally by areas of the campus for planning and budgeting. See Appendix A for the Chart of Institutional Effectiveness and Appendix P for the Executive Summary of "Assessing Institutional Effectiveness."

2.3.3 Current Status

Since the 1997 Focused Report, TMCC has continued to make progress on its steps to meet General Recommendation Two issues related to Standard I – Institutional Mission and Objectives, Standard V – Educational Program and Its Effectiveness, Commission Policy 25 – Educational Assessment.

Mission and Planning

In regard to Institutional Mission and Objectives, TMCC has maintained its focus and continues to use its six-step process for planning. Acting President Richardson was appointed President, and the Board of Regents approved the institution's reorganization plan in June 1997; the college stabilized. One of the early steps was to hire a Director of

Institutional Research to assist the campus in collecting, analyzing, reporting, and using data for more effective planning and budgeting.

Chart for Institutional Effectiveness

The Chart for Institutional Effectiveness continued as a measure of the college's accomplishments. The Chart and indicators were reviewed and refined approximately one year after their adoption. The number of original performance indicators was reduced while several new ones were added. The refinement is a direct result of having a researcher on campus to assist with determining the measurability of the performance indicators and their relevance. In 1999 and 2000 both areas were reviewed again and further refined. The eight "Areas of Inquiry" identified on the Chart of Institutional Effectiveness were consolidated into six and the number of performance indicators reduced to 24. The six areas of inquiry are: access and equity; employment preparation and placement; instructional effectiveness; resource effectiveness; occupational/vocational/workforce training; development/remedial. The college's vision and strategic goals and the University and Community College System of Nevada's (UCCSN) mission for community colleges reflect these six "Areas of Inquiry." The performance indicators include the expectations of the college's students. (See Appendix A and response to Question 12.)

Data for these performance measures are reported annually in such documents as "Planning for the 21st Century," which is a summary of activities and data related to institutional effectiveness. College administrators were also provided with the updated data on performance indicators and were asked for input. Feedback comments were favorable. Additional institutional assessment measures are included in the Assessment Plan and will be addressed by the new college-wide Assessment Committee being formed.

Data Collection

Data collection and use underwent substantial change. Some documents such as the annual FACT BOOK continued to be published; however, the design and data included were modified to improve usefulness of the document. The revisions included such areas as enrollment trends, student profile, outcome measures, campus resources, and external environmental issues. During the last two years, the FACT BOOK was published electronically for general use. The campus and the System reacted positively to the changes. Hard copies of these documents will be available for the Northwest site visitors.

In addition to the revised FACT BOOK, the college researcher also developed a schedule for data collection and surveys that provides for systemic reporting, planning and budgeting by all areas of the campus. Divisions and departments have access to these documents for program reviews, unit and division planning, funding initiatives and other administrative uses.

Planning and Policy Council

In another area, the planning processes were improved for greater efficiency. The campus-wide Institutional Effectiveness Committee that reviewed all campus activities

was replaced with the Planning and Policy Council, also representative of the entire campus. The major difference is that the Council is the over-sight committee that recommends action to the President for his final decision. More details on this are included in a later section.

Environmental Scanning

Such planning endeavors as Environmental Scanning and Forecasting Team activities continued to monitor external information that could impact TMCC's programs and direction. The campus scanning teams systematically gathered data since 1995; training sessions were held several times each year to familiarize new personnel with the purpose and techniques of this planning tool. Environmental scanning documents were also collected during 1999 – 2000; however, scan teams didn't meet since they had a workshop during spring semester 1999 and determined that core trends had not changed over the past two years. Environmental scanning activities will continue during the 2000-2001 year; college strategic goals will be reviewed in light of the scanning findings.

Academic Master Plan

The college's Academic Master Plan is updated annually in accordance with the Board of Regents academic review cycle. It is structured to reflect the six-fold mission of the University and Community College System of Nevada as well as the college's strategic goals. The Academic Master Plan is one component of the College Strategic Plan. A copy of the Academic Master Plan will be available for the Northwest visitors in October.

Strategic Planning Report

A Strategic Planning Report covering the achievements of the college between July 1997 and July 2000 is being prepared for distribution this fall. It will reflect the four divisions of the 1997-2004 College Strategic Plan.

Program Review Revision

One way TMCC has addressed Standard V – Educational Program and Its Effectiveness, was by using Faculty Senate's Academic Standards Committee to coordinate a revision of how TMCC developed and used its four-year program reviews. With the approval of the Leadership Team and Academic Standards, a subcommittee met frequently throughout the 1997 – 1998 academic year with the instructional administrators to develop a Three Level Program Review. The major components of the plan approved by Faculty Senate May 1998 are:

1. Level One Program Reviews are a collection of data compiled annually by the institutional researcher for faculty and administration use in planning and budgeting sections. The major numerical components included are: enrollment, FTE, grades, faculty, trends, efficiencies and other information needed to make scheduling and other program decisions.

2. Level Two Program Reviews are used for program enhancement and to provide more in depth information if strengths and weaknesses show trends that need to be addressed prior to the next scheduled review for that program. The review provides

an analysis of the program, identifying how the program relates to the mission, strategic college goals, and identifying additional support needed to improve any employment trends or program trends that show reduced effectiveness or productivity. Academic Standards and others participating in the Level II review are expected to make recommendations to the Vice President for Academic Affairs for improving the program. The recommendations could include funding for program enhancement or termination of the program.

3. Level Three Program Reviews are comprehensive reports used to fulfill both internal planning needs and meet the Board of Regents guidelines. Summaries of these reviews are submitted annually to the Board. Data for compiling the review are supplied by the Assistant Dean of Institutional Research and Assessment. An outside consultant is hired to conduct each review, meet with appropriate technical skills committee members or employers, analyze the data compiled by the researcher, and draft the report for college and Board of Regents use. The Level Three Program Reviews are presented to Academic Standards prior to being submitted for the Board of Regents. Academic Standards makes its recommendations to the Vice President of Academic Affairs.

4. Action Plans follow completed program reviews and are developed by the program administrator. The Action Plan is a five-year document that describes the actions to be taken, assesses the responsibility for the plan, designates a timeline with interim reports as needed, and brings closure to the process with an addendum to the Program Review. The purpose of the Action Plan is to provide documentary evidence of program improvement through curricular modification, planning, and/or budgeting. Funds necessary for program improvements are identified through the budget initiatives submitted to the appropriate vice president by the division administrator. All budget initiatives are linked specifically to unit goals and college strategic goals. The Action Plan component of the Three Level Program Review hasn't been fully implemented yet.

Last year the Vice President of Academic Affairs changed the program review cycle to every five years.

Instructional Assessment

Educational assessment has been a primary focus of TMCC for the past seven years. During the early 1990's, the term was foreign to many faculty members. Developing an understanding of what educational assessment is has been a long, steady, persistent college effort. The college brought in consultants from Johnson County Community College and sent faculty and administration to various workshops on assessment. For two consecutive years the college appointed full time administrators to work specifically with faculty as the earlier Northwest reports cited. Also, the college supported faculty committees with services and stipends for the chairs of committees, and used every means available to help develop a sound foundation for this important undertaking.

Early in TMCC's assessment endeavors, faculty committees were formed to identify what general education outcomes they felt TMCC should pursue. After substantial committee involvement, the faculty settled on communication skills, critical thinking, and problem solving. Faculty committees for general education and program/learner outcomes met and reported their activities over a two-year period, 1997 - 1999. The Program/Learner Outcomes Committee developed a seven step outline for program outcomes to follow. The General Education Committee completed a pilot study to determine how well TMCC students compared to national data for general education knowledge. Chairs of the two committees were compensated. Some of the key components from these meetings and annual reports included these recommendations:

1. The assessment of full-time new students in the areas of English and mathematics as they entered TMCC

2. Development of pre- and post-test sampling of students to determine growth in general education areas compared to national statistics

3. Success rate of students taking national or regional licensure or certification tests

4. Program and learner outcomes developed through faculty within instructional divisions

5. Learner outcomes assessed through licensing and certification and through TMCC follow-up employer studies

6. Placement of program completers

7. Regular reports on assessment showing the analysis, planning, and budgeting undertaken

The college has made significant progress between 1995 and 1999, but more work remains to be done.

August 1999 TMCC hired its first Coordinator of Outcomes Assessment. (The position was just enlarged to include ACCUPLACER assessment testing in the areas of English and mathematics of all new, first time, full time students in May 2000. The position title was changed from Coordinator to Director July 2000 because of the additional responsibilities.) The newly hired Coordinator began working immediately to meet with all program coordinators to develop a measurable outcome assessment plan for each program. Some of her activities were as follows:

- Provided four workshops on outcomes assessment to 28 full-time faculty and 12 staff.
- Provided 31 faculty with individual assistance with their outcomes assessment plans.
- Mailed an outcomes assessment brochure to 234 faculty/staff.

- Developed an outcomes assessment web page that provides exhaustive information about assessment terminology, format, process and techniques as well as sample assessment plans from several disciplines.
- Provided campus-wide assessment outreach distributing materials and/or making presentations to Faculty Senate, Academic Standards, English faculty, business faculty, nursing faculty, and the Leadership Team.
- Made her schedule fit the schedules of those needing information or assistance.
- Worked to change the culture and improve the acceptance of instructional assessment.

The academic assessment component of the Assessment Plan builds on the assessment efforts already underway. The Assessment Office assists faculty in many ways. Research, technical, and administrative support are provided to all academic areas. Fourteen programs have outcome assessment plans completed and 17 have partially completed plans. No progress was reported to the Director for ten program areas during 1999-2000. See Appendix B. Faculty members from six program areas asked for assistance in developing surveys and measurable outcomes. An Outcomes Assessment Manual is available to faculty in an electronic format. Workloads impact how much time faculty members are willing to give to program or course outcomes. Additional support for the Assessment Office will be provided by a part-time position funded through Carl Perkins funds. The individual hired will assist with assessment activities and data reporting at the TMCC Technical Institute.

The Assessment Plan calls for an Institutional Assessment Committee with subcommittees to address all aspects of assessment including general education and program outcomes. The Director will be directly involved in supporting the work of the Institutional Assessment Committee and the subcommittees that will be developed to address the scope of the Plan. Additional information related to instructional assessment is given in Part B of this report.

Assessment Plan

The Assessment Plan is a campus-wide assessment document that identifies not only academic assessment but also administrative. The goal is to establish a unified, centralized effort where information can be used to create change. The Assessment Committee, consisting of faculty and administration, will close the assessment loop process. The Assessment Plan is a road map and a vehicle for carrying out comprehensive assessment for the campus; it identifies three levels of assessment: institutional assessment, program/department assessment, and course/unit assessment. The institutional assessment component is designed to be a measure of the entire college and a determination of how well the college is meeting its mission, vision, and strategic college goals. Monthly reports of the Institutional Assessment Committee will be made to the Planning and Policy Council, the final authority of resource allocation. The components of institutional assessment are:

- Performance indicators
- Climate surveys

- Student follow-up research
- Operations Research
- Focus groups

The components of program and department assessment are:

- Program and general education outcomes
- Program review
- Matriculation evaluation
- Placement test validation
- Departmental outcomes

The course and unit level assessment components are:

- Course outcomes assessment
- Course prerequisites
- Student evaluations
- Unit goals
- Classroom assessment techniques

In order for the Assessment Plan to achieve its purpose, the campus will adopt an outcomes-based Annual Plan. The plan will consist of the following components:

- Unit goals consolidated to produce departmental outcomes
- Measurable departmental outcomes are consolidated to produce strategic unit goals
- Individuals, units, and departments are connected to campus-wide goals

The result of these components being completed will be that:

- A shared vision is produced
- Tangible measures of progress and effectiveness will be gathered and reported
- The Annual Plan becomes a vehicle for improvement and accountability
- Assessment is a tool within the operations cycle
- Assessment is linked to the planning process

The outcomes-based Annual Plan assists the college planning functions in these ways:

- Units that know their mission within the departments
- Departments that know their role within the institutional direction
- Accountability at unit and departmental levels
- Strategic goals that are linked to internal operations

The Assessment Plan provides an operational cycle that follows a continuous quality improvement cycle of plan, do, check, act.

The Assessment Plan was presented to the Leadership Team, deans, and key representative faculty at a July 2000 retreat. The consensus of the group was that the college should move forward on the Assessment Plan and appoint an Assessment Committee as soon as faculty returned in August. The Charter for the Standing Committee was presented to the Planning and Policy Council and approved later in July. See Appendix C.

Strategic Enrollment Management

Enrollment Management is a key component to the change in instructional assessment and planning. At its core is institutional effectiveness and quality control. Structurally, it cuts across the divisions and unites the professional staff and faculty in the pursuit of a common goal—improving the student experience in order to maximize the institution's financial and educational effectiveness. There are three basic levels of enrollment management:

1st Level:	general admissions activities – attracting, admitting, and enrolling students
2nd Level:	new student experience—orientation, advisement, curricular access, student support services, and remedial work
3rd Level:	assessment of effectiveness—focuses upon the quality and totality of the student experience, especially within the context of the institution's mission and long-range strategic goals

Strategic Enrollment Management is different from past enrollment management efforts in the following ways: it is driven by measurable outcomes; it links effort to TMCC's strategic direction; it incorporates concepts of matriculation; and it integrates all campus area functions. The procedures for implementing strategic enrollment management are being finalized during summer and fall 2000. See Appendix D.

2.4 General Recommendation Three

*It is recommended 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 – **Library and Information Resources**).*

2.4.1 Action Reported in 1996

TMCC's first response to General Recommendation Three involved a series of investigations and steps to be taken. Action facilitated through Planning and Development included the following:

- New library facility ready for spring 1996 provides for increased technology media services.

- The college raised $200,000 for materials and equipment for the new facility.
- The Director of Information Technology now reports to the Vice President of Planning and Development. This change will assist with staff development projects.
- Provide information exchanges among library and technology services departments.
- Identify ways for students to utilize equipment and services more extensively.
- Provide in-service or staff development for using technology available.
- Investigate the need for additional computer stations to accommodate an increase in student library assignments.
- Review the need for additional general-purpose computer labs through faculty surveys.
- Ask Senate Curriculum Committee to revise requirements for new courses to include designated assignments using the technologies available.

2.4.2 Action Reported in 1997

By the time the college was preparing its 1997 Interim Focused Report, all of the above items were investigated and most were underway or already completed. The 1997 report identified these additional actions:

1. Established a campus-wide Technology Committee to bring the significance of technologies into focus for students and faculty. The Committee worked with the expansion of technology in the library, enhancement of computer labs and hours available to students, upgraded or replaced computers in faculty offices, and trained faculty to use software for instructional needs.

2. Changed the reporting responsibilities of the director of the Library to the Associate Dean of Information Resources to enhance the technical support of the library. The Associate Dean of Information Resources also chaired the College Technology Committee.

3. The library staff developed unit plans or initiatives to change the image of the library, expand faculty and student use, expand technology, and address recommendations and suggestions from the Northwest Commission report. These goals included development and expansion of technologies in the library, better interactions between library staff and those they serve, more involvement in community projects, possible new courses in library science, library interns, library/private industry collaborations, donor programs, acquisition of art collection displays, and acquisition of specialized, uncommon equipment. The library reported its progress annually.

4. A Library-Faculty Survey during 1996-97 revised the instructional mission of the library and identified strategies for expanding and improving the librarians' role as

teachers. Input from the survey resulted in improved relations with faculty, expansion of services for faculty including library assignments, and the creation of a Library Research Assignment booklet to assist students with assignments. Additional tours of the library with "hands on" technology workshops, expanded the use of the World Wide Web and other research technologies, in addition to librarians teaching classes in computer technology, enlarged and enhanced the role of the library in the learning process.

With the increase in temporary staff for the library and the above changes underway, the library saw a dramatic increase in use from students and faculty between 1996 and 1997. The change in philosophy and new strategies paid off.

2.4.3 Current Status

Since 1995, the Elizabeth Sturm Library has literally transformed itself into a dynamic, modern, professional research/information center. The introduction of cutting edge technologies and databases, coupled with a staff dedicated to service, resource development and vision has redefined the role of the library on the main campus as well as satellite campuses. The transformation in information delivery and the positive responses from the library professionals has lead to proactive relationships reflecting the needs of both students and full- and part-time faculty. These results are well documented in the seven surveys conducted by the library over the last four years. The campus community has been very supportive of the positive changes in the library. Four areas where the greatest changes have occurred are as follows:

Tours/Library Research Assignments
In the fall of 1996 the library took its first major step toward integrating library resources into curriculum. Reference personnel met with an English professor and created a library-assignment tour program designed to introduce library electronic and traditional resources. English 101 was picked as the course for this program because it is a core class required for graduation. Through English 101 the library is able to introduce resources and research methodology through a proactive library service orientation to a significant number of students. Over the last four years, 625 students per semester passed through the English 101 tour/assignment program for a total of 5,000 students. This program created an instant synergy on campus. The Business Division requested a Business 101 assignment/tour program for its 150 students per semester. Biology 190 followed with all sections (150 students) attending a tour and completing an assignment that was incorporated into the course lab manual. In spring 2000 the Psychology Department began participating in the tour/assignment program. Assignments have also been created for Nursing Assistant, Geography, History, Study Skills, College Success and Political Science classes. A copy of one of the assignments is included in Appendix E.

Sixty percent of the instructors have requested that the library create a library research assignment to be associated with the tour outlining the resources applicable to their assignments. Since 1996, the library has averaged 108 library instructional tours per

semester that are between 45 - 70 minutes in length. Prior to 1996 the library performed approximately 25 library tours per semester. TMCC is witness to a 450 percent jump in library instructional tours; approximately 2,160 students participate each semester. The tour program thus creates a student more cognizant of library resources, information research, information literacy and the customer service orientation of reference staff; these elements are equally important in insuring student success. To achieve this goal, librarians work actively with instructors to identify resources applicable to curriculum.

Ninety-one percent of the students surveyed found they were using the library to greater advantage following the tour; 97 percent felt that librarians introduced resources relevant to that particular class, and 83 percent of the students who attended tours rated them Excellent - Very Good.

Data Bases

In the fall of 1998 the library migrated its electronic databases from a telnet platform to the World Wide Web. This migration ushered in a new era of student and faculty information services. The library's subscription to full text Internet based databases has provided students with access to over 2,500 journals and general publications. Greater visibility of librarians on campus has provided the necessary public relations to foster instructor and student awareness for the web based subscription resources. Furthermore, 86 percent of the TMCC students surveyed in the fall of 1999 had Internet access at home. This is an increase of 7 percent over the spring 1999 semester, and a 14 percent increase over the previous fall semester. Students are able to access library database resources 24 hours per day, seven days a week. Student remote access to library resources has increased the importance of the library's instructional mission. Library tours include two critical fundamentals, information literacy and information navigation. Librarians must insure that TMCC students are as comfortable and confident in accessing library resources remotely as they are in the library where a librarian can directly assist the student. The current data indicate that librarians have indeed been successful in assisting students pursuing remote access. E-mail communication was established for students having remote access questions regarding information content and navigation. The library is also in the process of creating instructional tutorials to assist traditional students accessing resources remotely as well as Distance Education students.

Collection Development

Since 1995 the library has built a book and database collection reflecting the needs of curriculum. Psychology and sociology instructors have requested peer reviewed journals to support their research assignments. The library responded with access to over 80 journals for each discipline. Nursing and biology required peer reviewed resources and the library responded with the ProQuest Medical database and ample paper copy subscriptions. The history collection was extended to reflect the needs of Western Tradition and History classes. History instructor Sharon Lowe was awarded a certificate for her contribution to this process. The library established a collection from scratch to support the new Dental Hygiene program. The library weeded and purchased the latest titles to support Nursing instruction and comply with National Library of Medicine Accreditation standards. Book titles associated with a professional business respective

were purchased after consulting with full and part-time instructors, and curriculum related titles were purchased for English following interactions with that department.

Satellite Branches

Old Town Mall: Twenty five percent of TMCC's student population attends classes at the Old Town Mall campus. Although the library currently has no branch location at Old Town Mall, it is working cooperatively with the Washoe County Public Library's Sierra View branch to insure that student information needs are being addressed. The library has submitted a $25,000 LSTA Grant proposal to place computers with access to library databases at the Sierra View branch. Sierra View currently has three Internet linked computers. The TMCC library intends to purchase reference materials for the public library that would benefit TMCC students.

Regional Training Institute, Edison Way: The library has received TMCC Foundation money to create a library/resource center at the school's technical institute training center. Both books and electronic resources will be accessed at this campus library. The library has hired a librarian to spearhead the creation of this resource facility that should be open by November 2000.

Incline Village: The library staff has made numerous resource presentations at the Tahoe Education Center at Incline Village. An electronic classroom is available for accessing library resources, and Incline staff has been trained on how to use the library's web based resources. Inter-library loan is also available for Incline students.

Summary

In 1995 the TMCC library was cited for its failure to partner with faculty, to incorporate faculty in collection development process, and to provide resource based instruction. Major changes occurred over the five-year interim.

Since 1997 the library has served as an information hub for the TMCC community. Librarians have actively promoted library programs to students, faculty and administration, thus creating a partnering synergy. Furthermore, librarians have taught classes (COT 206 Surfing the Internet) and have even created a new class, History 248 - The American Civil War. A librarian successfully wrote a $10,000 Carl Perkins Grant to employ three to four students to assist full and part-time instructors in the creation of class related web pages. The library received $15,000 in LSTA Grant money to build a library classroom where tours and web workshops are conducted. Librarians have trained Washoe County School District K-12 teachers on databases and also contributed to the school district curriculum standards for history, computers and social sciences. The library has negotiated database pricing for a consortium of Nevada Community College Libraries. Finally, in July 2000 the library purchased the Voyager library automated system, thus achieving independence from the University of Nevada Libraries and subsequently enabling the library to better serve the needs of TMCC faculty and students.

The following table provides a summary of student and faculty use of library services for the 1999-2000 academic year.

FISCAL YEAR 2000 REFERENCE STATISTICS			
	FALL	SPRING/ SUMMER	TOTAL
Directional Questions	1108	1661	2769
Information Questions (1-5 Minutes)	3070	3694	6794
Information Questions (5-20 Minutes)	3799	4768	8567
Information Questions (21 Minutes Plus)	539	714	1253
Telephone Questions	266	443	709
Tours	368	285	653
Tour Participants	3068	2823	5891
Reference Books Used in House	5271	5332	10603
Vertical File	602	214	816
Classroom Use By Instructors		7	7
Students in Instructor Sessions		75	75
Classroom as Computer Lab (First Summer Session)		31	31

An example of the English 101 Library Research Assignment and student information sheets can be found in Appendix E.

2.5 General Recommendation Four

*Where there are indicators that there are departments in the College closely following Commission Policy 26 as it relates to Faculty evaluation, some are not adhering to the utilization of multiple indices for this process. Therefore, it is recommended that the College achieve consistency in faculty evaluation across the campus by adhering to the provisions of Standard VII – **Instructional Staff** and Commission Policy 26 **Faculty Evaluation.***

2.5.1 Action Reported in 1996

One of the first steps taken was to have directors and instructional deans identify exactly how each division used annual plans, student evaluations, peer evaluations (where used), and administrative evaluations of full-time faculty. The college was guided by the existing policies of the University and Community College System of Nevada; the campus reviewed these regulations, sought input from campus and faculty committees, and began work on an evaluation plan that would reflect Northwest evaluation criteria.

2.5.2 Action Reported in 1997

During 1996-1997 academic year, teaching faculty were evaluated using the criteria defined in the Faculty Evaluation section of the Northwest Handbook. The college's reorganization was still unstable—four of the six division directors were in an acting capacity. However, as of the close of spring 1996 semester, full-time faculty prepared annual plans, unit plans, and division goals. Self-evaluations were used to emphasize the achievement of their objectives. One course for each full-time faculty person was selected for student evaluation. All newly hired tenure track faculty members received at least one classroom observation evaluation by their respective directors. Division directors incorporated the self-evaluations, unit plans, goals, letters of support from advisory boards, evidence of participation on college-wide activities/organizations, development of new programs, memberships, and other evidence of participation in the yearly evaluations. Directors scheduled at least one meeting with each faculty person and discussed/reviewed all elements of the evaluation and made recommendations for improvement.

New part-time faculty members were observed teaching either by full-time faculty, department chairs, or division directors. Returning part-time faculty were observed only if there were reasons for concern. Student evaluations were generally used for all continuing faculty members.

In July 1997 instruction was completely reorganized. Four divisions were established; each was headed by a dean. These deans and the dean from Student Development worked to establish criteria for full- and part-time faculty evaluations. Peer evaluation was considered but not selected for tenured faculty.

2.5.3 Current Status

Performance Evaluations

Developing a faculty performance evaluation plan including student evaluation forms with input from division faculty, Senate Professional Standards Committee, and Faculty Senate, is a time-consuming process. Under the leadership of the Vice President of Academic Affairs, a series of meetings and discussions occurred over a two-year period. In 1999, final approval was given to the plan.

The Vice President of Academic Affairs places a significant emphasis on teaching style. The Vice President supports more and diverse seminars for faculty with the intent of improving teaching techniques. Examples of these workshops include 4MAT, WIDS, and syllabus development with learning outcomes. Department chairs evaluate the teaching of all full-time faculty members. Deans evaluate the teaching of all new faculty once or more during the year. Faculty members are downgraded in annual evaluations for less than excellent teaching. If any faculty members are less than excellent in teaching, a committee may be established to assist the individual.

All new tenure-track faculty members are provided with a copy of TMCC's handbook "The Tenure Process for New Faculty." The handbook has four major divisions. Section one covers definitions, purpose of tenure, who is eligible, who decides who will be tenured, and the University and Community College System of Nevada code requirements. Section two addresses the tenure process, probationary period, recommendations, probationary reports, tenure time clock, the final decision, and review. Section three covers the annual plan, faculty evaluations, dean's ratings and tenure ratings. The last section includes a summary of faculty duties, the candidates, the committee, the committee chair, and the dean. The appendix provides sample forms for all reporting. This document is TMCC's first comprehensive handbook for tenure track faculty. Documents can be updated easily in the three-ring binder.

Student Evaluations

Student evaluation forms were reviewed extensively; Faculty Senate recommendations should be ready for approval fall semester 2000. The Office of Extended Day administers all student evaluations to all classes taught by part-time faculty. There are approximately 350 instructors and 700 classes involved each semester. The Office of Extended Day prepares a packet of materials for each instructor. The packet contains an instruction sheet and a sign off sheet for the instructor that acknowledges the instructor left the room while students completed the evaluations. A volunteer student distributes the student evaluations, collects them, signs that he/she completed the task, and returns the forms to the Office of Extended Day, either hand delivered or deposited in a campus mail drop. Extended Day tabulates the machine scored forms, compiles the written comments, and prepares an original and two copies of the summary. The original remains in the Office of Extended Day, one copy goes to the respective dean who may share it with department chairs or assistant deans, and the second copy is sent to the part-time instructor after the semester ends. Problem areas are pointed out to the deans who decide whether to rehire the part-time faculty. The division administrator determines how the results of the student evaluations will be used.

Student evaluations for full-time faculty are used two ways. The tenure-track faculty person uses student evaluations in all classes every semester. Tenure committees use this information for part of the person's file and as a basis for professional growth.

Fully tenured faculty members also use student evaluations in every class every semester. The student evaluations go to the instructional deans who use them in evaluating the

faculty. The deans' evaluations of faculty go to the Vice President of Academic Affairs who signs as the appointing authority on the forms.

If the instructor is a lecturer (one teaching full-time on a one-year contract), student evaluations are also used every semester in every class. The department chairs and/or instructional deans use student evaluations to assess how well the lecturer is doing in the classroom. See Appendix F for copies of both student evaluation forms.

Multiple indices are used consistently in all full-time faculty evaluations. Copies are maintained in the Vice President's office and Human Resources. Deans may keep copies of evaluations of their respective faculty.

2.6 General Recommendation Five

*It is recommended 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 effective communication throughout the institution (Standard VIII – **Administration**).*

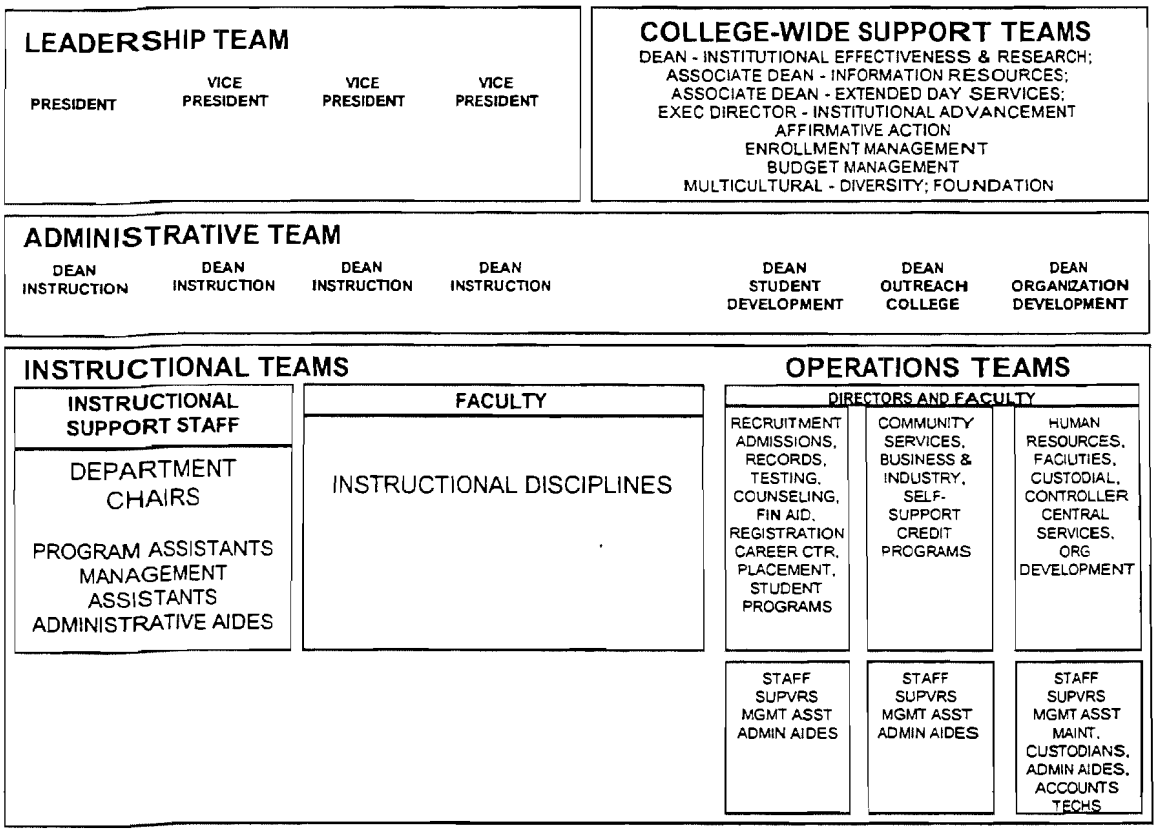
2.6.1 Action Reported in 1996

The 1996 report identified several areas undergoing change. One area was the refinement of responsibilities of department chairs, program coordinators and directors in order to eliminate any duplication. Communications were strengthened through staff development teamwork; the President provided weekly "Listening Posts" to receive input on campus activities; "champions" of issues were identified; open forums were held for planning needs and processes; minutes and results of various meetings were disseminated through electronic mail for all faculty and staff.

2.6.2 Action Reported in 1997

The 1997 Focused Report cited the organizational changes that occurred to move the college in the direction of greater shared governance. "The primary goals of establishing controls, integrating, and optimizing resources require a more participatory organizational structure, such as quality/functional teams." The Board of Regents approved the new organizational structure in June 1997. The following organizational chart reflected these primary components:

1997 TMCC ORGANIZATION



This organizational structure included a Planning and Evaluation Council that had college-wide representation including external representation from the Chancellor's Office and the college advisory board. The responsibilities of the Council were to provide oversight for all college plans, evaluate the implementation of approved plans, and validate the integrity of the College's budgets with the College Strategic Plan. The Council was to meet four times a year. It met for the first year, and did not continue meeting. It has since been replaced with the Planning and Policy Council.

The Institutional Effectiveness Team was charged to improve continuously the operations of the College in accordance with the mission. The quality improvement system included:

1. College Development (Plan)
2. Process Improvement (Do)
3. Performance Indicators (Check)
4. College Improvement (Act)

The Institutional Effectiveness Team met monthly, heard reports from campus teams and faculty, staff, and student officers. College design teams reported to the Institutional Effectiveness Committee; they were organized as needed. Design teams fell into four areas: instructional, matriculation, organizational development and Outreach College. Chairs of design teams supplied the Institutional Effectiveness and Research Office with schedules of meetings, minutes, and final reports.

The 1997 Focused Report also covered the changes made to improve communications on campus. Among the activities were numerous presentations to small and large groups, both internally and externally; internal newspapers were distributed on a regular basis; an electronic daily newsletter, "TMCC Today," provided information on meetings, events, people, and special activities. Periodic reports were distributed to the campus such as those on assessment, accreditation, environmental scanning, and budget information.

Because the new organization was in place only a short time before the 1997 Focused Report was written, not enough time had lapsed for the college to acquire data regarding the operational success of the new organization. The college provided several statements from campus individuals who expressed their opinions on the changes that had occurred.

2.6.3 Current Status

Since the Planning and Evaluation Council was not meeting regularly, representatives of Institutional Effectiveness and the Leadership Team met during spring semester 2000 to discuss ways to incorporate the responsibilities of Planning and Policy Council with those of Institutional Effectiveness. The result was the creation of the Planning and Policy Council. It's charter states that "The Planning and Policy Council provides governance for College-wide planning, budgeting, operations management and policy administration." Appendix C. The Council also oversees design teams, analyzes recommendations from other college groups, provides college-wide forums as needed for campus input on issues, reviews policy proposals, and prepares recommendations to the President for final decisions.

Planning and Policy Council

The Planning and Policy Council's responsibilities are to:

- Provide oversight for all college planning, budgeting, operations management and policy administration.
- Establish annual and biennial planning parameters.
- Validate the development and continuous improvement of college operations.
- Validate the relevancy and accuracy of the administrative manual.
- Validate the integrity of the College's budgets to the College Plan.

Council membership is campus-wide. It consists of the President, Senior Vice President, Vice President of Academic Affairs, Vice President of Workforce Development and Technologies, Faculty Senate Chairperson, Classified Council Chairperson, Associated

Students President, and Assistant Vice President, Institutional Effectiveness and Research, ex officio.

The Council is the final recommending authority in deciding priorities and the allocation of resources.

The Council holds monthly meetings in addition to college forums that are scheduled as needed. All of the meetings are open to the entire campus. The scheduled meetings are on the college's Web calendar, and minutes are posted on the TMCC Web page also.

Faculty Resources

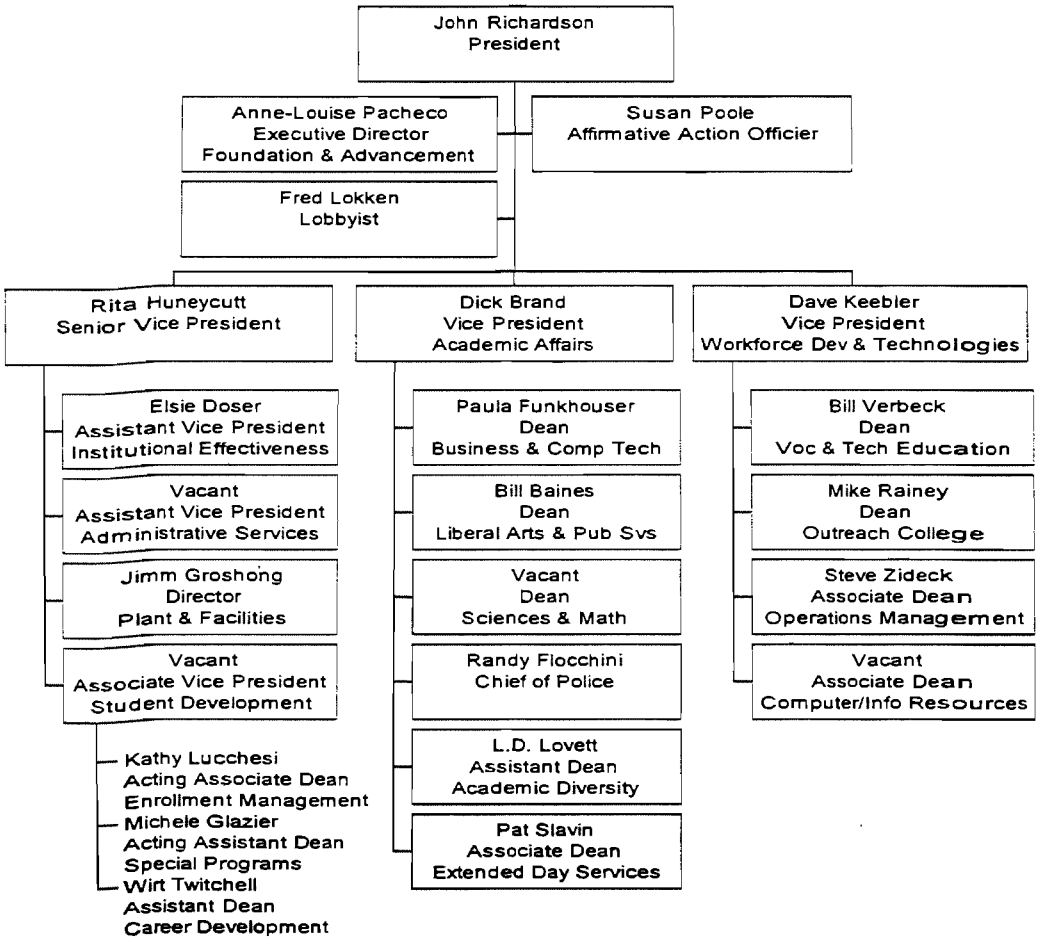
Additional college steps to improve communications and stabilize activities resulted in the creation of a new document: Faculty/Staff Handbook. The Faculty/Staff Handbook is a 25 section compilation of useful information regarding the organization of governance of TMCC, policies, safety, student development, instructional materials regarding curriculum, syllabi, required course materials, meeting the first class, support services available and other relevant information. Also included are such items as calendars of the academic year for different campus groups including Senate committee meetings, and information on the Nevada Faculty Alliance. The Handbook was first available September 1999; it is updated annually and kept in a three ring binder. The document is also accessible on the college's web site.

The Administrative Manual is another source of UCCSN Codes and Board of Regents policies that impact the college and faculty. Internal policies are included. It is a comprehensive document that is kept current and available to everyone on the network. It isn't used as widely by faculty and staff as the Faculty/Staff handbook because of its size. Extracts are taken from it for the Faculty/Staff Handbook.

Key Administrators

After the initial reorganization to provide more shared governance, the college continued to refine the instructional units reporting to deans. A few other minor shifts were made in reporting as the institution continued to grow in both enrollment and physical facilities. These changes are reflected in the following organizational chart showing the key administrators.

TMCC LEADERSHIP ORGANIZATION CHART
2000



All areas of the college are reflected in the complete organizational charts included in Appendix J.

2.7 Distance Education Site Visit

TMCC's participation in Distance Education instruction prior to 1997 was limited. Funding from the State Legislature made it possible for the college to present a plan to expand its services to students within the institution's service area. In February 1998 the college submitted a Prospectus to the Northwest Commission to add Distance Education courses to its offerings to students. The Prospectus was approved, and a site visit was scheduled for March 1999. Dr. Ron Hamberg, Vice President for Instruction, Seattle Central Community College, visited the campus. Dr. Hamberg's report also contained suggestions related to student services advisement, improvement in TMCC's Web pages, and financing for continued substantive change efforts. Dr. Hamberg's report included one recommendation:

It is recommended that the college begin to collect and analyze student outcomes for its distance education courses for the purpose of demonstrating student success (Standard 2.B.2)

2.7.1 Current Status

Efforts are underway to develop meaningful instruments for outcome assessment of Distance Education classes. The primary dilemma for Distance Education courses is that the Distance Education program is intended to have no role in curricular design and content. Courses remain under the purview of the respective departments and divisions on campus. Rather, the Distance Education program is designed to (1) provide facilitation, (2) schedule development and promotion, (3) supply technology support, and (4) serve as an advocate for the alternative delivery of instruction.

Several instruments are in place to assist in creating data regarding Distance Education classes and include:

- Traditional student evaluation conducted by each department/division
- Tailored student evaluation for Distance Education classes (this evaluation is conducted in all Distance Education classes at all UCCSN campuses)
- In selected classes, random "exit" interviews of students to determine reason(s) for dropping a Distance Education class and a review of retention levels for all Distance Education classes [findings to date based on limited data: students drop Distance Education classes for mainly the same reason(s) they drop a traditional class/retention rates in many Distance Education classes have been quite good]
- Beginning this fall, assessment guidelines for Distance Education courses developed in cooperation with TMCC's Assessment Office will be implemented

Spring 2000 Distance Education students completed a student satisfaction survey. Some of the highlights of the survey were:

- 62 percent responding took the course as a degree requirement
- 52 percent enrolled because of the flexibility with their schedules
- 63 percent indicated that they would enroll in another Distance Education course at TMCC
- 81 percent said that required textbooks and reading materials were made available
- 75 percent indicated that a library and/or research facility (if needed) was made easily available

The Director of Distance Education met with the assessment and research administrators to discuss ways to identify better the successes of students taking Distance Education courses. In addition to the data gathering being done with Distance Education students, a new survey was developed. Also, discussed at the meeting was the following Outcomes Assessment Plan.

Description of Program	Program Goals	Program Outcomes	Assessment Measures and Criteria
Program: Distance Education *Division:* *Year:* 2000 *Author:* ***Program Mission:***	**Goal 1:** Ensure that students receive high quality educational experiences in the Distance Education courses they enroll in at TMCC.	*1a. 85% of students will express satisfaction in regard to their experiences in distance education classes when responding to quality indicators on the Student Satisfaction Survey.* **1b.** 85% of students will express satisfaction in regard to access and interaction with distance education instructors when responding to applicable indicators on the Student Satisfaction Survey. **1c.** 85% of students will express satisfaction in regard to availability and access to facilities and equipment when responding to applicable indicators on the Student Satisfaction Survey.	**1a.** The survey will be administered at the end of each academic semester. The data will be compiled by the TMCC Office of Inst Research & Assessment. Responses "Agree" and/or "Strongly Agree" to questions on the Student Satisfaction Survey corresponding to the appropriate outcome statements will be treated as indication of students' satisfaction.
	Goal 2: Maintain adequate rates of retention in all courses offered through distance education.	*2a. Retention rates in distance education courses will be no less than 5% of the aggregate rate in similar courses offered in traditional classrooms settings.*	**2a.** The Office of Institutional Research and Assessment will provide retention rate data by subject area in Distance Education and provide comparisons to aggregate retention rates of similar subjects offered in traditional classroom settings.

Enrollment growth is steady in Distance Education. The following chart indicates the number enrolled by semester for the two years.

TERM	SUBJECT NUMBER	FTE	NO. ENROLLED
SPR 99	ANTH	1.6	8
	CRJ	0.2	1
	ENG	2.8	14
	PSC	0.6	3
	PSY	2.2	11
	RE	0.6	3
SPRING 1999 TOTAL		**8.0**	**40**

TERM	SUBJECT NUMBER	FTE	NO. ENROLLED
FALL 99	ANTH	2.0	10
	CRJ	2.4	12
	ENG	3.6	18
	MATH	5.9	22
	PSC	5.0	25
	PSY	8.6	43
	RE	2.0	10
FALL 1999 TOTAL		**29.5**	**140**
SPRING 2000	ANTH	5.0	25
	COT	3.4	17
	CRJ	4.6	23
	FST	1.4	7
	MATH	2.4	9
	PSC	23.2	116
	PSY	9.4	47
SPRING 2000 TOTAL		**49.4**	**244**
GRAND TOTAL		**86.9**	**424**

The following chart shows the distribution of delivering methods of Distance Education classes:

Semester	Enrollment	Number of Telecourses	Number of Web Classes	Number of Cablecast Classes (ATT)	Number of Compressed Video Classes
Spring 1999	281 - 43 FTE	3	3	8	4
Fall 1999	251 - 50 FTE	1	4	7	1
Spring 2000	340 - 67 FTE	0	7	9	0
Fall 2000		4	9	11	4

Note: The enrollments identified above represent those students registered to take the course electronically. In addition, each of the cablecast classes average an enrollment of 30 traditional students many of whom also watch a portion of the class at home. The ATT Cable System allows delivery of classes to more than 110,000 television in the Reno/Sparks area.

Institutional Support:

- Distance Education (e-learning@tmcc) Office SIER 104
- four compressed video classrooms
- website (www.tmcc.edu/e-learning/)
- full-time director
- full-time support
- four technicians (percentage support to Distance Education)
- operating budget

The Director of Distance Education is continuing to work with individual faculty members teaching Distance Education classes and the Director of Outcomes Assessment to improve assessment practices. Distance education materials are in Appendix B.

Dr. Hamberg's site visit report also addressed suggestions for student services. From the beginning TMCC tried to ensure that students enrolled in a distance education class would have equal access to the array of student support services available to traditional students. Specific services identified include: library, bookstore, financial aid, counseling, student government and the ability to interact with faculty. Progress was made on all fronts with the implementation of the new campus website: www.tmcc.edu as well the implementation of the new distance education website: www.tmcc.edu/e-learning. Together, these sites provide the essential student support services needed by students taking classes virtually.

The second suggestion or concern from Dr. Hamberg's visit related to continued funding. The UCCSN ended its special allocations for distance education (SB204 and AB606) effective with the 1997-199 biennium. Since then, TMCC has reallocated funds to support its distance education program. The program is assigned an administrator (director), a classified support position as well as technician support for cable broadcasts, compressed video classes and web classes. Funding for equipment is provided through a new campus-wide technology fee (estimated $570,00 per year to support academic labs, general access labs, smart classrooms and distance education).

As TMCC develops its distance education, the following will likely characterize the college's efforts in the next five years: 1) greater cooperation with other institutions in the sharing of curriculum and expertise, 2) the adoption of a wider array of connectivity technologies to facilitate our delivery of the learning experience to a greater variety of venues (K-12, industries, office settings, the home), 3) a commitment to seamless education via technology, 4) the role of the virtual university (Western Governor's University) and TMCC's role as a site/player, 5) enhanced training and exposure for faculty and staff to the value of technology as a tool in instruction, and 6) extensive growth in internet based courses, telecourses, and interactive/self-paced instruction. Given the pace of change, we must do all of this and more to effectively serve our constituents and their needs.

3.0 PART B: QUESTIONS RELATED TO OTHER INSTITUTIONAL CHANGES

Twelve of the fourteen Northwest questions to be answered applied to community colleges. TMCC tried to keep from duplicating any information used in response to actions taken in light of the five general recommendations that resulted from the 1995 full-scale evaluation. In a few instances, the college referenced a response provided in Part A as a part of the answer to one of the twelve questions. The Commission's questions are followed by the college's responses.

3.1 Question One

What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution.

3.1.1 Response

The present mission, vision and goals were developed after the 1995 visit. Shortly after the 1995 Northwest site visit, TMCC started its formal planning processes. One of the major weaknesses of the earlier planning was that the college's mission and goals were developed without full college participation and research. Through the planning evolution described in the response to General Recommendation Two, the college hired consultants to assist with a Future Search Conference that involved community representatives as well as internal groups. The result of this conference was a list of the ten most critical issues for the college to address; most of these focused on internal changes. About the same time, the college brought an environmental scanning and forecasting consultant to campus to assist faculty and administration with examining external influences on the college's directions. The college identified seven taxonomy trend areas, developed faculty/administration scanning teams, sent out periodic reports of data gathered, held a campus/community retreat to develop core trends, refined the core trends into a new college mission, vision, and strategic college goals. These activities led to other planning and budgeting changes brought about by a reorganization of the college that was occurring during this time.

Mission, Vision, Strategic College Goals

The results of the Future Search Conference and environmental scanning and forecasting activities produced a new mission, vision, and strategic college goals. They are as follows:

The college's mission is: "To develop our communities' diverse human potential."

The college's vision is: Truckee Meadows Community College will become the nexus for life-long learning for all members of the community. Truckee Meadows Community College faculty will accredit and guarantee learning, skill acquisition, employability skills and quality. Truckee Meadows Community College will provide lower division transfer curriculum, student services, and continuous training programs for the workforce. With

the development and accessibility to information systems and networks (interactive learning), the community college will provide customized quality learning at any location, at any time, for any level of readiness, and in flexible learning environments.

The college's Strategic Goals are:

- Keep pace with changing technologies to ensure student success while expanding the use of technologies to enhance workforce development.
- Demonstrate evidence of student learning and achievement of educational goals.
- Be the catalyst for strategic alliances with business and industry and expand community partnerships.
- Expand educational opportunities to meet changing and diverse needs of the community by continuing to seek out and serve populations that are diverse—socially, cognitively, physically, culturally.
- Enhance the college's outreach efforts to understand the economic, political, social, cultural and environmental climates.
- Deliver the highest quality educational programs and services to upgrade skills and to provide degrees, certificates, transfer credit, and opportunities for lifelong learning.
- Expand environmental scanning and forecasting activities and institutional research techniques to assess more efficiently the training and upgrading needs of a high employment service area.
- Establish effective internal systems and processes to provide excellent educational programs effectively and efficiently.
- Assess instructional effectiveness and student satisfaction.
- Promote participatory decision-making through shared governance.
- Continuously improve college operations.

Reflection of Changes on Campus

These changes in the college mission, vision, goals, and organizational structure have had a significant impact on the institution. Positive aspects of these changes are reflected in these areas:

- More faculty members are involved in decision making by their involvement in design teams and standing committees.
- Communications have improved. Daily reports are provided through "TMCC Today" electronic media; special newspapers are periodically published by different sections of the college; planning documents are distributed in hard copy to major offices and published for everyone on TMCC's network or web site. Regularly scheduled meetings of such committees as Institutional Effectiveness (now Planning and Policy Council) are open to the entire campus. Minutes of campus meetings and major reports are prepared on a regular basis and are available for everyone's use.

- The college hired a researcher in 1998 to assist with data collection, to help the institution analyze the data it was already collecting, and to identify ways to use data more effectively. Currently, data collected are more focused and used for planning. The administration has meaningful information for decision-making.
- The college hired a program outcomes coordinator to assist faculty, better communicate outcomes assessment requests, and bring the faculty together.
- The shared governance format developed with the 1997 reorganization is working far more efficiently than previously used systems. Both Faculty Senate and the Nevada Faculty Alliance participate in college-wide meetings. Faculty representatives serve on all major committees and teams.
- The institution continues to use external environmental findings to assess the need to modify college strategic goals. The 1997 –2004 College Strategic Goals were reviewed in light of data collected by the environmental scan teams spring 1999; data showed that no significant change occurred in the college's core trends. The college strategic goals will be reviewed again during the 2000-2001 academic year and updated if appropriate.
- Monthly college forums are now scheduled a year in advance on the college calendar. If no pertinent topic needs to be brought before the entire campus, the meeting will be canceled for that month.
- The college hired a webmaster to address the web pages. A new design followed with updated materials. More and more information and data are available to students, faculty and staff. Some of the kinds of services available on the web include these features for students: admissions, financial aid, instruction, e-learning, business solutions, student support, student activities, class schedule. Included in some of these links are the library, student grades, lab schedules, and catalog. Other information available pertains to prospective students, alumni, community and friends, and faculty and staff. New information is being added constantly. These changes in the web pages have enhanced TMCC's communications, services, and availability to the college community at large.

These examples are typical of the changes that have occurred since 1995. Samples of the kinds of reports and documentation mentioned will be available for the Northwest site visitors October 5 and 6, 2000. These changes have impacted the functioning of the institution in many positive ways.

Impact of Changes on Instruction

The impact these organizational changes have had on instructional programs is equally impressive. The biggest differences are:

- Faculty members have the opportunity to compete for program development dollars. These opportunities are advertised in accordance with the NFA agreement. The amount of compensation depends upon the about of work involved.

- Faculty members are interested in developing new programs. New emphases within existing degrees and new degree programs are added every year. Being able to compensate individuals brought more faculty support for new programs.
- Faculty have chaired and served on environmental scan teams. They have a first hand opportunity to help determine TMCC's instructional direction based on external trends for new and emerging occupations.
- Faculty members have a larger role in determining program vitality. Academic Standards now reviews all programs reviewed by consultants and makes recommendations to the Vice President of Academic Affairs. Academic Standards can (1) accept the consultant's report, (2) request that a follow up data report be presented the following year if data show that the program is not growing, or (3) request that a Level II Program Review be developed that requires more thorough analysis.
- The faculty members are involved in developing a Student Conduct Policy that will be specific regarding classroom expectations. A draft was presented to the Academic Standards Committee in May 2000; the Committee felt that the document needed to be expanded. A revision is expected to come back through the Faculty Senate Committees during the 2000-200I academic year.
- Faculty rights were strengthened with the addendum to the Nevada Faculty Alliance (NFA) agreement addressing annual performance evaluation complaints and grievances. Appendix G.
- Faculty has more staff development opportunities ranging from technical support for classroom computer use and teaching methodologies to diversity training.

The role of Faculty Senate Committees, especially the Curriculum and the Academic Standards Committees, have accepted major responsibilities for monitoring the college's new and existing instructional programs. Faculty members serving on these committees are to be commended for their diligence and dedication to the quality of college's instructional programs.

Faculty Climate Survey

The college scheduled a climate survey of faculty and staff in September. A copy of that survey is in Appendix H. Survey results will be tabulated by the time the Northwest site visitors arrive October 5, 2000. The results of this climate survey will be used to continue the improvement of faculty and administration communications and relationships.

3.2 Question Two

What changes, if any have been made in the requirements for graduation and why?

3.2.1 Response

No Change
TMCC's requirements for graduation follow those prescribed by the University and Community College System of Nevada (UCCSN). No curricular changes have been made since TMCC's 1995 Northwest site visit. Internally, TMCC has worked to strengthen its programs and keep them current with industry needs. The college Faculty Senate committees worked on diversity components in curriculum and endorsed adding a diversity requirement for all of TMCC's programs. Diversity and multicultural activities are presented later in the report.

3.3 Question Three

In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?

3.3.1 Response

TMCC has added a significant number of emphases for its existing AA, AAS, AS, and AGS degrees over the last five years. These emphases are equivalent to a minor in other institutions and, in most instances, require 24 – 30 credit hours to complete. The primary difference between adding an emphasis or adding a new degree is that the emphasis can be added to an existing degree with internal approval only. All new degrees are presented to the Board of Regents at scheduled intervals. Because of the timing, it may take a new degree a year longer to be approved. TMCC used the emphasis avenue to keep pace with community needs.

Revised Degrees
Names were changed for several degrees that existed in 1995. The programs were reviewed and modified as the response to General Recommendation One indicates. A comparison of 1995 and 2000 catalogs indicated that the following AAS titles were revised with industry and advisory board input:

1995	2000
Automotive	Automotive Technician Educational Cooperative
Drafting	Engineering-Drafting Technology
Food Service	Culinary Arts
Office Administration	Computer and Office Technology

New Degrees
Associate of Applied Science (AAS): New degrees added since 1995 in the AAS area are: Apprentice Programs (previously, Certificate of Achievement), Computer Information Technology, Dental Hygiene, Diesel Technician Educational Cooperative (previously, an emphasis of automotive), Dietetic Technician, Early Childhood

Education, Environmental Controls Technology (previously a Certificate of Achievement), Environmental Science, Graphic Communications, Legal Assistant, Mental Health Services, Military Occupations, and Fire science Technology. Most of these AAS degrees have more than one emphasis. Details for these are in the 2000 Catalog.

Associate of Science (AS): The Associate of Science degree is also new since the 1995 visit. The college has the AS transfer degree and Environmental Science and Pre-Engineering programs.

Associate of Arts (AA): The Associate of Arts degree was a transfer degree only in 1995. Since then, the college added emphases in the areas of Applied Anthropology, Architecture, Business, Criminal Justice, Elementary Education, Fine Arts (Music, Theater), Landscape Architecture, and Secondary Education.

A summary of all new degrees and Certificates of Achievement offerings (30 or more semester credits) since 1995 are reflected in the following chart: Degrees are in all capital letters, emphases are in upper and lower case and italics.

NEW OR REVISED DEGREES & CERTIFICATES OF ACHIIEVEMENT SINCE 1995

ASSOCIATE OF APPLIED SCIENCE

APPRENTICESHIP PROGRAM:
Assoc. Builders and Contrac
Gambling Dealer
High Sierra Chefs Assoc. (cooks)
UNR Building Maintenance Program

ARCHITECTURAL DESIGN TECHNOLOGY

ARCHITECTURAL DESIGN TECHNOLOGY: *Golf Course Management*

AUTOMOTIVE TECHNICIAN EDUCATIONAL COOPERATIVE

BUSINESS:
Accounting Technology
Construction Management
Economics
Hospitality & Tourism
Industrial Management
Ski Resort Management

COMPUTER AND OFFICE TECHNOLOGY:
Medical Office Secretarial
Medical Office Specialist

COMPUTER INFORMATION TECHNOLOGY:
Computer Programming
Administration
Web Master

CULINARY ARTS

DENTAL HYGIENE

DIESEL TECHNICIAN EDUCATION COOPERATIVE

DIETETICS TECHNICIAN

EARLY CHILDHOOD EDUCATION:
Infant/Toddler
Preschool
Special Education

FIRE SCIENCE TECHNOLOGY:
Fire Officer II
Fire Prevention
Firefighter Academy
Wildland Firefighter

GRAPHIC COMMUNICATIONS: *Graphic Design*
Printing Technology
Digital Media
Imaging Technologies
Visual Communications

HEATING, VENTILATING, AIR CONDITIONING/REFRIG

MENTAL HEALTH SERVICES: *Developmental Disabilities Technician*
Mental Health Technician
Substance Abuse Counselor

ASSOCIATE OF ARTS

Applied Anthropology

Architecture

Business

Criminal Justice

Elementary Education

Fine Arts

Fine Arts: *Music*
Theater

Landscape Architecture

Secondary Education

ASSOCIATE OF SCIENCE

ASSOCIATE OF SCIENCE

PRE-ENGINEERING

CERTIFICATE OF ACHIEVEMENT

ACCOUNTING TECHNOLOGY

ANTHROPOLOGY, DIVERSITY

APPRENTICESHIP PROGRAM: *Gambling Dealer*
High Sierra Chefs Assoc (cooks)
UNR Building Maintenance Program

ARCHITECTURAL DESIGN TECHNOLOGY: *Landscape Management*

AUTOMOTIVE TECHNICIAN EDUCATION COOPERATIVE

BOOKKEEPING

COMPUTER INFORMATION TECHNOLOGY: *LAN administration*

CONSTRUCTION MANAGEMENT

CULINARY ARTS

CULINARY ARTS: *Baking & Pastry*

FIRE SCIENCE TECHNOLOGY *Volunteer Firefighter*

GRAPHICS COMMUNICATIONS: *Digital Media*
Imaging Technologies
Visual Communications

HEATING, VENTILATING, AIR CONDITIONING/REFRIG: *Light Commercial Heating & AC Install & Service*
Light Commercial Refrig Install & Service
Residential Heating & AC InstalL & Service

MUSIC

PARAMEDIC

THEATER

Programs Discontinued
As to what majors, minors, or degrees/certificates have been discontinued since 1995, TMCC has phased out only the Solar Energy program. The college kept several courses from the degree because they fit other majors. The college intends to review the areas of emphasis within the degrees to determine the viability of some low enrollment areas. The Associate Dean of Operations Management will work with administrators and faculty to develop the procedure for this activity.

Degree Requirements
Since the UCCSN has not changed the requirements for degrees or certificates in the past five years, TMCC's programs reflect the same requirements they had at the time of the last Northwest visit. TMCC is working to add a diversity requirement to all programs. Several smaller changes have occurred within TMCC. Also, the institution has updated its rubrics for several programs to either align them with programs at other institutions in Nevada or provide a more meaningful descriptor. Copies of the TMCC 2000-2001 Catalog are available for additional information on emphases within degrees or options within the Certificates of Achievement.

3.4 Question Four

What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?

3.4.1 Response

TMCC doesn't have extension programs, correspondence, travel courses, or foreign centers. Other program modifications that occurred are:

Tri-Semester Concept
Several occupational programs have modified their start and end dates for the semester in order to schedule a third semester during the summer. Using three semesters instead of two has made it easier to schedule the work experience components in these highly successful programs, and it has made it possible for the college to utilize the equipment and the facilities to greater capacity. Students have the ability to complete the programs in two years (six semesters instead of four); this arrangement also meets the specific requests of industry. Changing the format to three semesters meant that the faculty in those areas had to be on 12-month contracts with the exception of an electronics instructor and two individuals that are part-time administrators. The occupational programs using three semesters per year are: Auto, ATEC (Automotive Technician Education Cooperative), Diesel, Industrial Maintenance, and Welding. Because of the great volume of industry work during the summer, such programs as Environmental Controls Technology and construction may never be on the three-semester schedule. Other programs; however, such as metals and electronics may be changed in the future.

Weekend College
TMCC also added a Weekend College program two years ago. The campus scheduled a variety of general education and occupational courses Friday evening, Saturday and Sunday so that students choosing to earn a degree on the weekends could. The college started the occupational programs with business offerings. Extending the offerings of courses also meant extending the services needed by students. Computer lab and library hours were extended. Provisions were made for student advisement. The Weekend College concept has shown moderate success. Enrollment has more than doubled between fall 1998 and spring 2000 enrollments. When Weekend College started Fall 1998, TMCC enrolled 713 students in 49 different sections, generating 147 FTE. Approximately one-third of these students (238) enrolled exclusively in courses offered on the weekend. When compared to the entire TMCC student population, students who enrolled exclusively on the weekend were slightly older, less likely to be new college students, and less inclined to enroll on a full-time basis. Appendix l.

WEEKEND COLLEGE ENROLLMENTS		
SEMESTER	FTE	HEADCOUNT
Fall 1998	112.69	801
Spring 1999	159.5	1111
Fall 1999	262.06	1668
Spring 2000	232.79	1519

3.5 Question Five

What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self-study report.

3.5.1 Response

Admissions Changes
The college hasn't made any changes in the admissions of students. The college has an open admissions policy.

Graduation Changes
The University and Community College System of Nevada (UCCSN) sets the minimum requirements for graduation for all educational institutions in Nevada. The System has not made changes at the community college level since the TMCC site visit.

Grading Changes
The UCCSN also governs the grading system for educational institutions. No changes have been made since the 1995 site visit. In 1994 the "F" grade was made available to community colleges; that was addressed in the earlier 1997 report.

Student Non-Academic Programs

TMCC's organizational structure has the traditional academic programs; in addition, the college established an Outreach College that provides non-academic programs and academic programs in a different format or for "nurturing" programs that need special support services.

Outreach College: In the 1997 college reorganization, the Leadership Team decided to institutionalize and expand the college's involvement in the community. The departments of the Institute for Business and Industry, Community Services, Tahoe Education Center, SmartStarts, Distance Education, and the Manufacturing Assistance Partnership were brought together to create a new division called Outreach College. The supervising dean reported to the Senior Vice President until July 2000. He now reports to the Vice President of Workforce Development and Technologies.

The vision statement of the division is: "The Outreach College creates learning opportunities and offers greater access to education and training services through collaboration and entrepreneurship."

Additional funding was provided to the Outreach College to hire a Director, Outreach Development, to proactively assess the community and apply college resources and services to meet the needs. The director develops opportunities and delivers innovative programs. The Outreach College's search for opportunities are closely connected with the college's strategic goals:

- Expanding the use of technology
- Demonstrating evidence of student learning
- Expanding alliances with business, industry, and community
- Expanding educational opportunities to our diverse populations
- Expanding our outreach efforts
- Delivering highest quality educational programs
- Expanding scanning, forecasting, and assessment techniques

While some of these activities undertaken by Outreach College start as non-academic, many of them develop into credit generation. The accomplishments in the past two years are extensive. The following is a partial list of successes:

- Developed a virtual college including on-line courses
- Expanded the course offering at Incline Village including community education
- Established a "corporate college" at International Gaming Technology, including an AA degree in Business
- Established a collaborative working 2 + 2 program with the University of Phoenix
- Established an AA degree in Business to be taught in Spanish at a local community center in a Hispanic neighborhood
- Developed a program to award credit for experiential learning
- Developed a course on "learning portfolios"

- Designed an interactive website
- Coordinated a college partnership with the Community Services Agency
- Facilitated focus groups for high school counselors and 25+ age group

The concept of the Outreach College was developed through an Outreach Design Team over a year's timeframe. A Phase II Design Team was established to further expand the scope of the division.

The number of individuals taking advantage of Outreach's workshops and offerings has increased steadily. Credit, non-credit, courses and workshops including summer schools from Community Services, Business and Industry, Distance Education, and Incline Village are reflected in these numbers:

	1997-1998	1998-1999	1999-2000
Participants	12,877	14,330	15,214
New Classes/Workshops	89	57	68

Student Support Services

In the student support areas, a number of changes occurred to provide improved services to students of all ages. The most significant change in Student Development is the recent reorganization (see organizational chart Appendix J). The areas that formerly reported to one Dean now report to an Associate Dean and two Assistant Deans who report to the Senior Vice President. Only reporting responsibilities changed; the functions and responsibilities and services provided by the various departments remain the same. The Associate Dean has additional responsibilities designated as *enrollment management* that will promote college-wide activities relative to recruitment, matriculation, retention and community partnerships. The major changes in Admissions, Records, Student Information System (SIS), Counseling, Nevada One-Stop, Financial Aid, New Student Programs, Child Care Center ACT Center, and Writing Center are as follows:

Admissions: The updates for Admissions to improve student services include the following:

- The application for admission has been reformatted to better capture students' educational goals.
- The application and other forms are available for downloading from the web.
- Requirements for establishing residency for tuition purposes changed from requiring six months of physically living in Nevada to 12 months; then, subsequently modified to take into consideration the reasons for moving to Nevada rather than solely time in the state.
- Admission & residency status is on the web.
- Placement test scores are uploaded nightly.
- The catalog was reformatted for better access – also available on the web.

- Remodeled the Admissions office to provide better work space and improve student access, including ADA conformation.
- Provide direct mail to students who have applied but not registered.

Records: Services for students are vastly improved with the expansion of computer and network usage. Since the 1995 Northwest visit, these electronic services were added:

- Registration is available on the web. Instituted in August 1998 with approximately 15 percent of students choosing to register via the web. Use has increased to more than 50 percent of the students using web registration.
- Students can access their own 'folder' on the web and print transcripts, grades, tax documents and within the year will be able to print their own degree audit report.
- Class schedule available on the web and updated daily so status of class is accurate.
- Made kiosks available for students' use to access web functions.
- Grades are processed and available to students within two working days of receipt of the grade sheet from the instructor.
- No longer charge for transcripts.

The plan for document imaging was scheduled but had to be delayed because of hardware and then staffing issues.

Student Information System (SIS): Technology brought many changes to the campus. Among the improvements now available to faculty and students are these:

- Faculty can enter grades directly.
- All new staff receive FERPA training prior to having access to the SIS.
- On-line transcript view improved advisement for students.
- Prerequisite checking is computerized.
- Transfer articulation is incorporated into the DARS (Degree Audit Reporting System).
- Transcripts among the UCCSN institutions are now sent and received electronically.

Counseling: The improvements made in Counseling since the 1995 visit include these changes:

- Opened a walk-in advisement center for students to see Peer Advisors and to get up-to-date program information.
- Peer Advisors, a new addition to the counseling and advisement function, work mostly with students new to TMCC.
- Staffing is now adequate which improved response time for students.
- Full-time counselors are more involved in the ongoing activities of recruitment, retention, services to special populations, orientations, departmental advisement, and are more involved in the overall college community.

- The career center on the Dandini campus was updated and revitalized.
- Use of high school students in the career center.
- Use paraprofessional undergraduate students in counseling, business, psychology or social work majors to develop the advisement component of counseling.

Nevada One-Stop Services: Over the past year TMCC worked with community groups to establish a location where individuals needing assistance in a variety of areas can go and receive all of those services in one location. Officially, as of July 1, 2000, the partnership of TMCC, the Nevada Department of Employment, Training and Rehabilitation (DETR), Washoe County School District, and Job Opportunities in Nevada (JOIN)/NevadaWorks consolidated services under the Workforce Investment Act (WIA). The One-Stop is located at TMCC's Old Town Mall Center and is the first fully operational center of its kind in Nevada. The joint effort of these groups avoids duplication of services and allows the customer to shop for the particular services and assistance they need such as:

- Finding employment
- Enrolling and/or returning to college
- Applying for financial aid
- Receiving training for a new job
- Applying for unemployment benefits

The TMCC services provided at the One-Stop are: Career, Personal and Academic Counseling, applying for both Admissions and Financial Aid, Job Placement, Career Center Services, ACT Center, Training, and referral to other colleges and offices and services.

Financial Aid: The major changes made in Financial Aid are:

- Installed kiosks for student access to apply for aid electronically
- Created peer advisor positions to assist students with initial financial aid information
- Relocated personnel to larger office space
- Consolidated all aid programs into main financial aid office for disbursement and management
- Condensed scholarship program and streamlined application and review processes
- Implemented new statewide Millennium Scholarship program
- Students' financial aid status information is available via web
- Program participation agreement, PELL reporting and loan certification processes are all electronic
- Student employment program increased by 300 percent
- Added additional student employment programs
- Instituted an on-line employment authorization and payroll system

- Electronic job board is on the web
- Student loan volume increased by 300 percent
- Loan default rates reduced: Stafford from 18.8 percent to 8 percent Perkins from 32 percent to 12 percent
- Offered financial aid services at off-site centers
- Implemented manual payment procedures for students enrolled in non-traditional semesters

The following chart shows the availability of financial aid to TMCC students. See Appendix R.

New Student Programs: The significant changes added in this area included:

- TMCC High School was created as an alternative choice for high school juniors and seniors where students take high school courses and college courses for either dual credit or advanced standing.
- The Starting Point is a centralized, open first-stop center for students to ask questions, get help with forms or update their records.
- A partnership with Traner Middle School was formed to include early recruitment efforts, a mentoring program, assistance with fund raisers and educational activities for these students.
- A donor-funded program for at-risk students, Access to Success, will be managed by Student Development.

Child Care Center: The E. L. Cord Child Care Center has expanded its services to students and faculty in addition to providing more support for TMCC's students in the Early Childhood programs. Some of the academic changes that have occurred over the five-year period are:

- The Center is now accredited by the National Association for the Education of Young Children
- A computer literacy program for the 3 – 5 year olds was designed and implemented
- Offered 50 hours of Parent Education Training
- 160 hours of child care training offered to staff and community
- Became an on-site training center for Caregiver's Support Network
- Designed and implemented a Nevada Licensed Kindergarten Program
- Added an Early Intervention Partner's Program
- Designed and implemented a Blood Borne Pathogen handbook and training for child care providers
- Created a parent-teacher Center Support Group (CAG)
- Updated the parent and employee handbooks

Additional accomplishments related to the physical surroundings and funding. Those highlights included:

- Physical update of all outside play yards
- Installation of additional storage areas
- New computers
- Obtained $25,000 in grant monies
- Created a Parent Lending Library
- Raised an additional $26,000 to support quality improvement

Other services were provided through the increased number of individuals working in the program. Those changes were:

- Hired three America Reads Student Tutors since 1995
- Added a new full-time Child Care Worker/teacher
- Assisted 25 students with their practicum
- Employed approximately 25 students each semester
- Provided 3200 hours of observation for various classes and community agencies (the number of hours the children and the physical plant are observed; the child observation are three quarters of these hours)

The number of individuals served within the Child Care Center has increased. The Center is now at capacity for ten of 12 months.

ACT Center: The college is in the final stages of satisfying ACT's requirements to become an ACT Center. This Center will be housed initially at the Old Town Mall One-Stop Center. Students at the Regional Technical Institute on Edison Way will be the primary beneficiaries of the testing services. The Center is a major component of the college's commitment to workforce development. The ACT Center encompasses the following:

- Computer delivered certification and licensure tests for the trades and professions
- Workplace skills assessments
- Continuing education courses in a broad array of disciplines
- Skill specific training in selected fields
- Distance learning with state-of-the art technology
- Computerized educational and career guidance counseling

In order to accommodate the ACT standards, TMCC upgraded its computer capabilities at the Technical Institute. ACT will provide a separate dedicated server through by the college accesses web-based, CD ROM, and streaming video training programs, tests, etc. The Center will have access to a virtual library of instructional software, enabling TMCC to provide individualized learning opportunities for employers, organizations and individuals. The Work Keys system, a job profiling training program, is another separate

component employers can use to identify people who possess the skills required for specific jobs.

While the ACT Center services will be available to anyone, the Center will focus on college students first and promote the Center's services to the business community second. TMCC is the only ACT Center in Nevada; and the college has the only trained ACT personnel in the State. The Center is targeted to be operational in late September.

Writing Center: One student service that has grown substantially since 1995 is TMCC's Writing Center. Students are provided three services:

1. Peer tutoring is available on a one-to-one basis for any writing assignments from any class, including computer-assisted classes.

2. Networked computers are available for varied student use such as homework, internet, or computer-assisted homework.

3. The Grammar Lab, adjacent to the Writing Center, offers computer-assisted instruction on grammar on such software as Blue Pencil, The Writing Tutor, Grammar Coach and others.

The tutoring services provided by peer tutors include assistance with any stage of the writing process:

- Fighting writer's block
- Focusing on a topic
- Brainstorming ideas
- Developing a thesis
- Supporting a thesis
- Organizing your thoughts
- Revising and editing
- Documenting sources

Because of the high demand, students are encouraged to make appointments several days in advance by telephone or by stopping by the Writing Center. The Writing Center is open daily from 9 a.m. – 8 p.m. during fall and spring semesters. During the summer if funding is available, it is open from 10 a.m. – 2 p.m. and from 4 p.m. – 8 p.m.

The number of students served is depicted in the following table.

WRITING CENTER	
Semester	**Number of Students**
Spring 1996	815
Fall 1997	559*
Fall 1998	899
Spring 1999	1,514
Summer 1999	310
Fall 1999	1,428
Spring 2000	1,230
Summer 2000	335

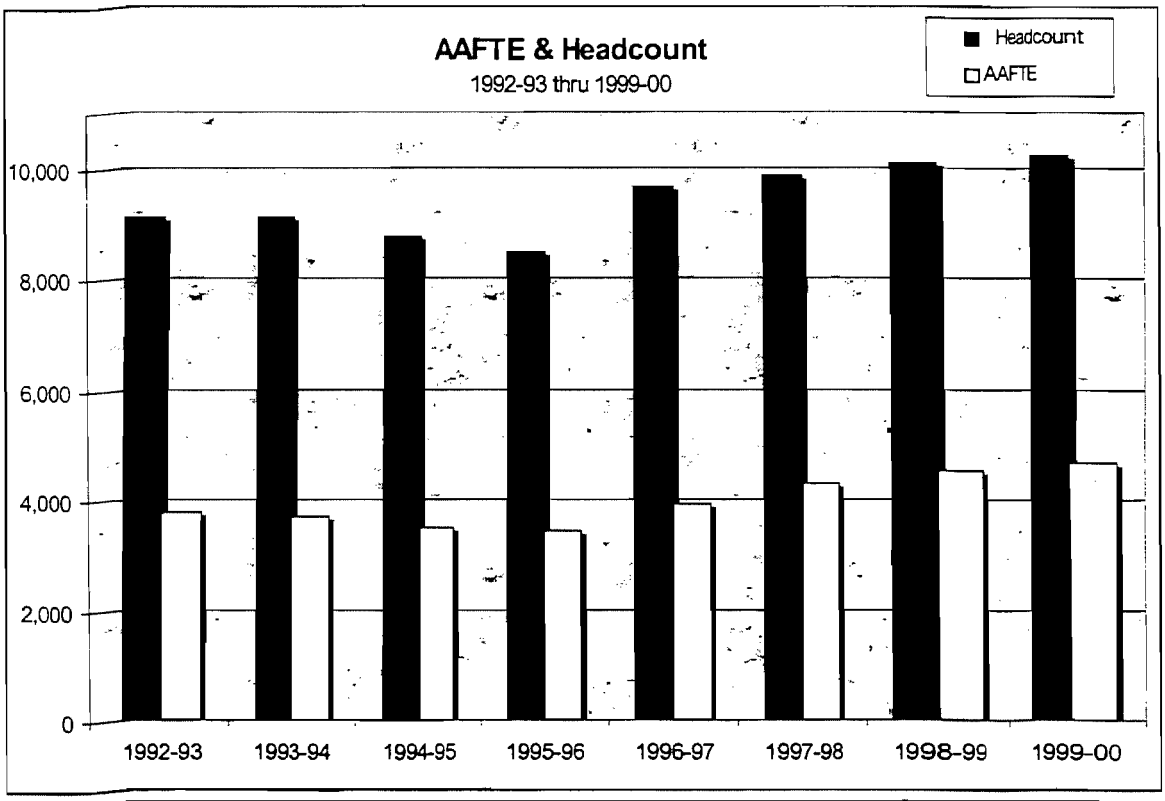
* No record of the number served during spring 1998.

The brief updates provided for student support services are the major accomplishments or activities. Details on these and other student services will be available during the Northwest site visit in October. All of these student services changes were done to provide better, faster, more accurate services to students. The college has invested substantial funds in technology to make the changes possible. Additional technicians, staff and faculty training, and administrative support were key components to the success of these upgrades.

Comparison of Student Enrollment

TMCC and the UCCSN have modified the way some programs are listed or counted. Some classes that were classified as "transfer" were changed to "occupational" to align more closely with federal CIP classifications. As a result of these changes, providing an accurate comparison of 1995 and 2000 student population by program designations isn't feasible. The following tables provide an AFTE State supported comparison since 1992.

Average Annual FTE & Headcount
1992-93 Through 1999-2000



	Average Annual Census Enrollment		
Year	**Headcount**	**AAFTE**	**Percent Change (AAFTE)**
1992-93	9,095	3,786	
1993-94	9,091	3,682	-3%
1994-95	8,754	3,498	-5%
1995-96	8,460	3,434	-2%
1996-97	9,644	3,908	14%
1997-98	9,859	4,287	10%
1998-99	10,065	4,516	5%
1999-00	10,214	4,654	3%

TMCC's student growth stabilized for a couple of years and then increased steadily. Programs showing the highest percentage gain between spring 1996 and spring 1997 were Humanities, Astronomy, Philosophy, Co-op Education, Auto/Automotive Technician Educational Cooperative, Construction, Criminal Justice, Heavy Equipment Mechanics/Diesel Technical Education Cooperative, Military Occupations.

Programs showing the greatest gain in FTE from spring 1996 to spring 1997 were: Environmental Studies, Western Traditions, Computer and Office Technology, Criminal Justice.

3.6 Question Six

What significant changes have been made in policies affecting the faculty? Has the faculty increased or decreased in size? How have faculty salaries and other benefits been improved? To what extent has the faculty been strengthened? In case faculty ranks are used, compare the number and percentage at each rank level with the figures last reported. Describe the institution's plan for the continuing evaluation of all faculty members. See Standard Four – Faculty and Commission Policy 4.1 – Faculty evaluation

3.6.1 Response

Several relevant topics regarding faculty were included in TMCC's response to the current status of the 1995 General Recommendations Four and Five described in Part A. These included faculty involvement in institutional governance, evaluations, communications, handbooks for full-time and part-time faculty, new policies and procedures related to faculty advancement.

Significant Changes
Other significant changes or activities involving faculty that occurred since 1995 are:

Faculty Qualifications Policy: TMCC revised its policy on hiring. Working with Northwest Deputy Executive Director Larry Stevens, TMCC expanded its faculty qualifications hiring policy to reflect more accurately the Northwest Commission's standards. The policy includes the academic requirements necessary to teach in a specific field. It also addresses qualifications of part-time faculty. The policy was circulated among faculty and administration and approved by the President. A copy is in Appendix K.

Academic Planning: Faculty involvement in academic planning increased. Faculty Senate committees are substantially more effective in the review of proposed courses and new degrees. Written guidelines are in place and published; faculty committees uphold the regulations. Academic Standards is also the overseer of the program reviews. A subcommittee developed a three level program review that was adopted by the college in May 1998. That review not only scrutinizes program viability but also provides for "Action Plans" following the program review that are linked to program improvement and budgeting. A copy of this plan is in Appendix L.

Faculty Workloads/Lab Ratios: Currently, each instructional division manages its lab/ratio assignments. The college has addressed the need to develop a standard format for the different occupational needs. The Faculty Senate chair has agreed to undertake this task during the 2000-2001 academic year.

Although TMCC doesn't have a workload policy other than teaching 30 semester credits per year, the college provided a broad distribution of where faculty members were assigned to teach in its 1995 Self-Study Report. A comparison of 1994-95 and 1999-2000 annualized student enrollments in state supported courses (FTE) by area is shown by three broad student areas. This isn't an exact comparison because some program categories changed during the interim.

STUDENT FTE				
Area	1994-1995	FTE (Percent Distribution)	1999-2000	FTE (Percent Distribution)
General Education	1895.6	52%	2536	54.5%
Occupational	1515.5	41%	1742	37.5%
Developmental	268.5	7%	372	8.0%

Research and Special Projects Academic scholarship is important at TMCC. The institution increased the number of sabbaticals to five for the 2000 – 2001 academic year. In addition, faculty may apply for mini-grants from the TMCC Foundation for a wide variety of academic or artistic activities. Faculty members are encouraged to apply for grants for research or academic interests; TMCC has a grant writer who will assist with these kinds of projects.

Professional Advancement A Professional Development Plan was developed to provide faculty the opportunity for professional advancement through degrees, credit for course work, and occupational courses. See Appendix M.

Teaching Excellence: The TMCC merit process was defined for faculty at the top of the salary scale. A committee co-chaired by the Faculty Senate Chair and the Vice President of Academic Affairs developed a procedure whereby faculty who were at the top of the salary scale and not eligible for increases could apply for an increase by documenting excellence in several areas. See Appendix M.

Expansion of the Arts: Among the programs that are new to the college are those in the arts. At least two new positions were added for music and theater while lecturers were added for art. The number of part-time faculty in these areas has increased. These programs are growing fast. In addition to the new positions in the arts, the college added two art galleries since 1995, one for photography in the Red Mountain Building and another for any kind of art in the Elizabeth Sturm Library. Faculty and student art are exhibited periodically.

Employee Development Center: The Employee Development Center (EDC) makes available valuable training for both faculty and staff. The monthly computer classes provided instruction in 115 basic computer skill classes, 82 word processing classes, 82 data base classes, 81 spreadsheet classes, 42 power point presentation classes, and 27 web page design classes. These classes were provided free of charge for TMCC employees

during the spring semester, and TMCC employees have been taking advantage of this service.

The EDC also provides registration, logistics, and evaluation service to the Grants and Projects Office, 4Mat Workshops, School-to-Careers workshops, and WIDS workshops. A CITRIX program was used to track staff development.

A faculty Training and Technology Day was held in August 1999 featuring 16 workshops; 129 faculty members attended. This year's Employee Development Training Day is scheduled for August 23. A copy of the training schedule is in Appendix M. The EDC also works closely with Extended Day Services to provide training and speakers for the part-time faculty. Various workshops are offered to faculty and staff throughout the year including stress management, SIS and Advantage training, Worker's Compensation, classified academic advisement, assessment workshops, time management and personnel workshops. EDC co-sponsors the orientations for both new faculty and staff. Faculty workshops for teaching methodology and skill development have increased significantly.

Diversity and Multiculturalism: Awareness of diversity and multicultural diversification requires educational opportunities for faculty and staff. Curricular changes follow. The staff of the Multicultural Diversification Office provided a wide array of workshops and events annually for the faculty, staff and community. Summaries prepared annually identify the nature of the function and the number in attendance. See Appendix N for these reports.

Expanding the understanding of diversity and providing training for curriculum development is closely linked to staff development as well as instruction. Since October 1995 the college has made great progress in adding diversity to the curriculum and providing enrichment opportunities for faculty. Campus-wide support and participation from across educational disciplines existed. Prior to 1995 there was no official embracement of diversity/multiculturalism in the TMCC curriculum. Today more and more faculty members are publicly advocating for diversity and many have taken a lead role in including diversity in their own classes where appropriate. Some of the steps/changes or actions are:

- Provided information to faculty/staff/students regarding the importance of diversity. (1995)
- Conducted focus groups. (1995)
- Conducted a diversity curriculum survey assessment. (1995)
- Met and presented materials to Faculty Senate Curriculum and Academic Standards.
- Created a Diversity Design Team to address diversity campus-wide.
- Incorporated curriculum diversity in the department's unit goals.
- Faculty Senate approved a definition of diversity as it relates to curriculum.
- Definition of diversity as it relates to educational curriculum was included because of faculty input.

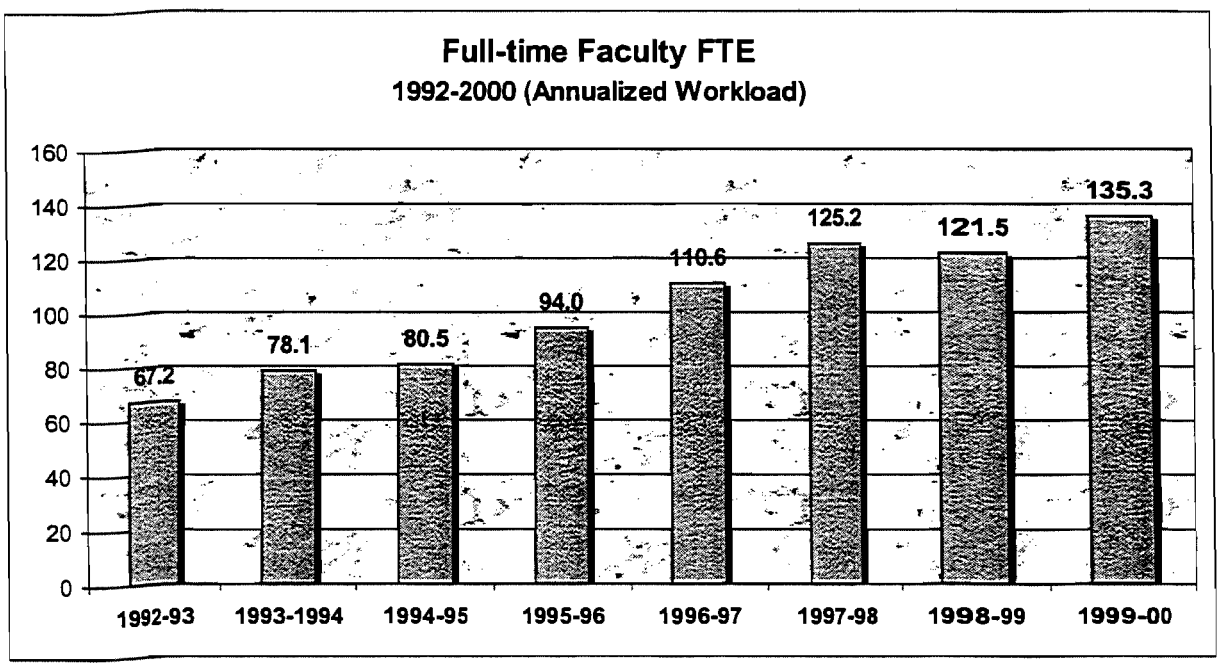
- Added a diversity requirement for all associate degrees or certificates granted by TMCC. Faculty Senate approved spring 1999.
- Faculty Senate and administration approved the Applied Anthropology/Diversity Certificate of Achievement. (spring 2000)
- Faculty identified courses that will satisfy the diversity requirement at TMCC and will transfer to other colleges as diversity classes. New classes are being prepared for consideration and approval.
- Workshops are being planned for faculty to enhance skills in diversifying the curriculum.
- The Assistant Dean of Diversity and Multiculturalism now reports to the Vice President of Academic Affairs. This will enhance curriculum diversity efforts.

Diversifying the curriculum is a process. Although significant progress has been made, much work remains to be done.

Increase in Number of Faculty

The number of faculty has increased substantially over the past five years. In 1995 TMCC had 81 full-time (25 instructors, 56 professors) and 341 part-time faculty. Spring semester 2000, TMCC had 155 full-time (46 instructors, 86 professors) and 292 part-time faculty. The 155 full-time faculty includes 13 counselors and librarians. Some replacement or new positions are being added for fall 2000. That number will be available when the Northwest site visitors arrive on campus.

The following chart depicts the changes in the Annualized Workload from fall 1992 through spring 2000.



Salary Increases

Salaries have increased annually by merit increases at a rate of 2.5 percent per year since 1995. The following chart shows salary cost of living increases over the past five years.

COLA PERCENTAGES		
	Professional	**Classified**
FY 94 - 95	0%	0%
FY 95 - 96	4%	5%
FY 96 - 97	3%	3%
FY 97 - 98	3%	3%
FY 98 - 99	3%	3%
FY 99 - 00	0%	0%
FY 00 - 01	0%	2%

Also, the UCCSN just concluded a salary study and provided all the institutions with new scales. A copy is in Appendix F.

Strengthening Faculty

A number of activities occurred over the past five years to strengthen the faculty. Among those activities are:

Faculty Senate: Faculty Senate Bylaws were revised, and faculty interest and support grew. Strong Senate committees accept their responsibilities seriously. The Chair of Faculty Senate participates in most administrative meetings or workshops. Chairs of committees have specific responsibilities to meet, including attending major campus meetings such as Planning and Policy Council. The dedication and leadership of Senate strengthened faculty/administration relationships.

Nevada Faculty Alliance: The Nevada Faculty Alliance works closely with the Faculty Senate and TMCC administration. The union contact was re-negotiated during spring 2000. A copy of the addendum is in Appendix G, and a copy of both agreement and addendum will be available to the Northwest site team.

Mentoring: New full-time faculty and administrators have the opportunity to work closely with an experienced TMCC faculty or administrator for guidance and support. One-on-one meetings occur throughout the academic year. The following table reflects the annual use made of mentors by 94 participants.

MENTORING	
Year	**Number of Participants**
1996-1997	15
1997-1998	25
1998-1999	14
1999-2000	40*
*(22 full-time and 18 lecturers)	

Website Information: TMCC provides extensive information on its web. The community as well as internal use of the material strengthens faculty by having the resources available. In the Human Resources area, individuals can obtain information on employment opportunities, employee benefits, salary schedules, application requirements, evaluation process, screening/interviewing, forms for faculty and staff, and manuals. Other links on the web provide such resources as UCCSN information, the TMCC Administrative Manual, TMCC Faculty/Staff Handbook, Affirmative Action, outcomes assessment plans, and other information of interest to faculty.

Faculty Evaluations

The college has strengthened its evaluation procedures of faculty. A greater use is being made of student evaluations; this evaluation criterion has improved. Multiple indices are used consistently in all full-time faculty evaluations. Copies of these forms are in Appendix F. The changes in evaluations were addressed in the response to General Recommendation Four. The college now has a consistent evaluation process that will continued over time. The Vice President of Academic Affairs will oversee any modifications.

3.7 Question Seven

What changes have been made in the physical plant (new buildings, demolition or remodeling of old ones)?

3.7.1 Response

The facilities for TMCC grew at a steady pace. No demolition of facilities has occurred. The following table historically identifies the space leased and buildings that were completed or remodeled and also identifies the future building plans.

CURRENT AND PROJECTED TMCC GROSS BUILDING SPACE (revised July 18, 2000)

FACILITY	COMPLETION DATE	FISCAL YEAR BUILDING SPACE (SQ. FT.)					
		1998	1999	2000	2001	2002	2003
Red Mountain Building - Phase II	Nov. 1976	38,948	38,948	38,948	38,948	38,948	38,948
Red Mountain Building - Phase III	Apr. 1980	97,950	97,950	97,950	97,950	97,950	97,950
Red Mountain Building - Western Addition	Jul. 1985	3,823	3,823	3,823	3,823	3,823	3,823
Red Mountain Building - Phase IV	Oct. 1987	56,137	56,137	56,137	56,137	56,137	56,137
Vista Building - Phase V	Aug. 1992	45,187	45,187	45,187	45,187	45,187	45,187
E.L. Cord Child Care Center	Aug. 1992	9,748	9,748	9,748	9,748	9,748	9,748
Red Mountain Building - TV Studios Classroom/Office Addition	Aug. 1993	4,869	4,869	4,869	4,869	4,869	4,869
Library - Phase VIA	Oct. 1995	37,116	37,116	37,116	37,116	37,116	37,116
Grounds Maintenance Building	Jun. 1996	1,500	1,500	1,500	1,500	1,500	1,500
Advanced Technology Center - Phase VIB	Oct. 1996	78,386	78,386	78,386	78,386	78,386	78,386
Edison Way Technology Center	Jan. 1998	83,189	83,189	90,203	94,595	100,000	105,000
Old Town Mall Education Center - 3rd Floor	Apr. 1974	60,938	60,938	60,938	60,938	60,938	60,938
Tahoe Education Center - Incline Village	Aug. 1998	N/A	2,543	2,543	2,543	3,080	3,080
Neil Road Education Center	Nov. 2000	N/A	N/A	N/A	N/A	1,800	1,800
High Tech Center (AKA Technology Center)	Aug. 2001	N/A	N/A	N/A	N/A	38,000	38,000
Public Safety Complex (AKA Joint Police/Fire Academy Training Center)	Aug. 2001	N/A	N/A	N/A	N/A	63,040	63,040
Emergency Operations Center	Aug. 2001	N/A	N/A	N/A	N/A	2,325	2,325
Student Center	Jan. 2002	N/A	N/A	N/A	N/A	55,000	55,000
Plant & Facilities Building	Jan. 2002	N/A	N/A	N/A	N/A	10,000	10,000
Old Town Mall Education Center - 1st & 2nd Floor	Apr. 1974	N/A	N/A	N/A	N/A	95,062	95,062
Technical Institute - West Facility - Edison	Aug. 2002	N/A	N/A	N/A	N/A	30,000	30,000
Allied Health/Science/Classroom Building	Aug. 2003	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL BUILDING SPACE SQUARE FOOTAGE		517,791	520,334	527,348	531,740	832,909	837,909

Capital Improvement Projects

TMCC's Master Plan identifies several major projects in various stages of development and completion, that have been, or will be proposed to the Public Works Board or Board of Regents.

Technical Institute: The Technical Institute is located on the east side of the Reno Tahoe International Airport; applied technology programs, general and applied academic courses are provided at this location. This facility supports a partnering between TMCC and the Washoe County School District to develop a Regional Technical Institute educational program. This program will assist and encourage the transition of high school students from secondary into higher education. The facility

was renovated and occupied in the spring 1999. Subsequent remodeling and renovation has occurred since that time with future remodeling and renovation planned over the next two years. The facility is presently approximately 95,000 square feet.

High Tech Center: The High Tech Center is a State funded facility to be located on the Edison Campus as a part of the Regional Technical Institute. The facility will be utilized in partnership with the Washoe County School District. The new 38,000 square foot facility will include computer labs, science labs, distance education, and offices. Completion of the facility is scheduled for the fall 2001.

Technology Center: The Technology Center is envisioned as 30,000 square foot facility to accommodate expanded educational programs at the Regional Technical Institute. The projected need for the facility is the Fall 2002.

UCCSN Redfield Campus: TMCC is a partner with UNR and WNCC to develop a joint use campus off the Mount Rose highway at the south end of the Truckee Meadows. A 60,000 square foot facility is scheduled for completion in 2001. Programs to be offered by the institutional partners have yet to be determined.

Old Town Mall Education Center: The TMCC programs located in the Reno Town Mall provides a much needed service in the heart of Reno. TMCC was unsuccessful in obtaining State funding for the purchase of the Old Town Mall in the last biennium. Presently, the TMCC Foundation is investigating opportunities to purchase the property. The Foundation would lease the property to TMCC over a period of time; at the end of that time TMCC would own the property. If negotiations with the current owner of the property are successful, this purchase is expected to take place around December 2002. Presently, TMCC will continue to lease space for additional and expanding programs as the need arises.

Student Center: The Student Center project will provide new and renovated space to accommodate Student Services, Admissions and Records, Counseling, food services, merchandising, meeting and conferencing rooms, multi-purpose activities, and study and student gathering spaces. The project is proposed in two phases. The first phase is funded and in design at this time; completion is scheduled for fall 2001. The first phase will complete the new building envelope and minor renovation of the existing second floor of the Red Mountain Building. TMCC is requesting funding in the 2001-03 biennium for the second phase of the project to complete the interior spaces.

Allied Health/Science/Classroom Building: TMCC has requested funding in the 2001-03 biennium for the planning of a new Allied Health/Science Building. The facility is envisioned to include classrooms and offices as well as house Plant and Facilities and other college support services on the lower level.

Public Safety Complex/Emergency Operations Center: This facility is to be constructed by Washoe County and operated by TMCC under a yet to be developed agreement. The facilities are under design and may be incorporated into one building. The facility will provide classrooms and training areas for TMCC programs. Completion of the facility(s) is expected in the Fall 2001.

3.8 Question Eight

How have library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

3.8.1 Response

Library and Learning Resources

From the 1995 Northwest site visit, TMCC had a general recommendation related to learning resources and the library. An extensive response related to this question is provided for General Recommendation Three. Library staff works closely with all new programs to provide references students will need. These are a few examples:

- The library worked closely with Director Laura Webb to purchase the most current Dental Hygiene book titles, to purchase Dental Hygiene serials, Dental Hygiene videos and to link Internet Web sites to the Library links web pages. The library spent approximately $5,000 to support Dental Hygiene; library staff also conducted a fall orientation for the new Dental Hygiene students.
- For the past four years, the library performed tours, created assignments, and built the collection for the Nursing Assistant program.
- For Computer Science, the library staff wrote an assignment that featured the library databases regarding the Internet security and white collar crime associated with the Internet at the request of the instructional dean.
- For the new emphases in Education, the library spent over $3,000 on new book titles to support instruction. They also subscribed to the Professional Development database that is part of EBSCO and included over 250 education journals.
- The library staff requested $10,000 from Carl Perkins III money to have TMCC students work with faculty to create class related web pages. Incorporated into these web pages will be library assignments, tour schedules, library reserves (traditional and electronic). This activity will be started Fall Semester 2000; faculty teaching Distance Education and Computer Information Technology at the Edison facility will have this service.

The Elizabeth Sturm Library personnel and the full- and part-time faculty work as partners to support educational opportunities for students. Most faculty have student assignments requiring library usage; faculty rely on the training the library staff provide to have students understand and use all sorts of media in research applications. The

support services of the library expanded substantially and has more than kept pace with the growth in enrollment.

Computer Laboratories

In addition to the services provided for all students through the library, the college has also expanded the number of computer laboratories for students. The science labs in the Red Mountain Building are equipped with MacIntosh computers. One room has 13, another has 17 new MacIntosh computers; the third science lab has seven on carts. Thirteen new computers will be installed in the next few weeks for the Health Sciences programs. The MacIntosh labs are standalone labs because the MacIntosh platform isn't compatible with the platforms used for the rest of the institution. The following table shows the distribution of student computer labs across the campus in addition to these labs.

TMCC COMPUTER LABS
March 22, 2000

Location	No. of Labs	No. of Computers
Advance Technology Center	12	297
Library and Library Kiosk	3	48
Red Mountain	3	69
Vista	1	3
Industrial Technology Center	3	32
Incline Village	1	12
Old Town Mall	7	84

A total of 545 IBM or compatible computers plus 37 MacIntosh personal computers were available for instruction and/or open labs for student use spring 2000. Other new computers will be installed during the 2000- 2001 academic year on the Dandini Campus as well as the Old Town Mall Center. Computers at the Technical Institute are being upgraded during the summer.

These computers have a variety of software installed on them. Faculty members complete a form to request instructional software prior to the beginning of each semester. Lab Assistants manage the computer labs and enforce the TMCC lab guidelines at all times. Lab hours are posted around campus and made available through instructors.

3.9 Question Nine

What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future?

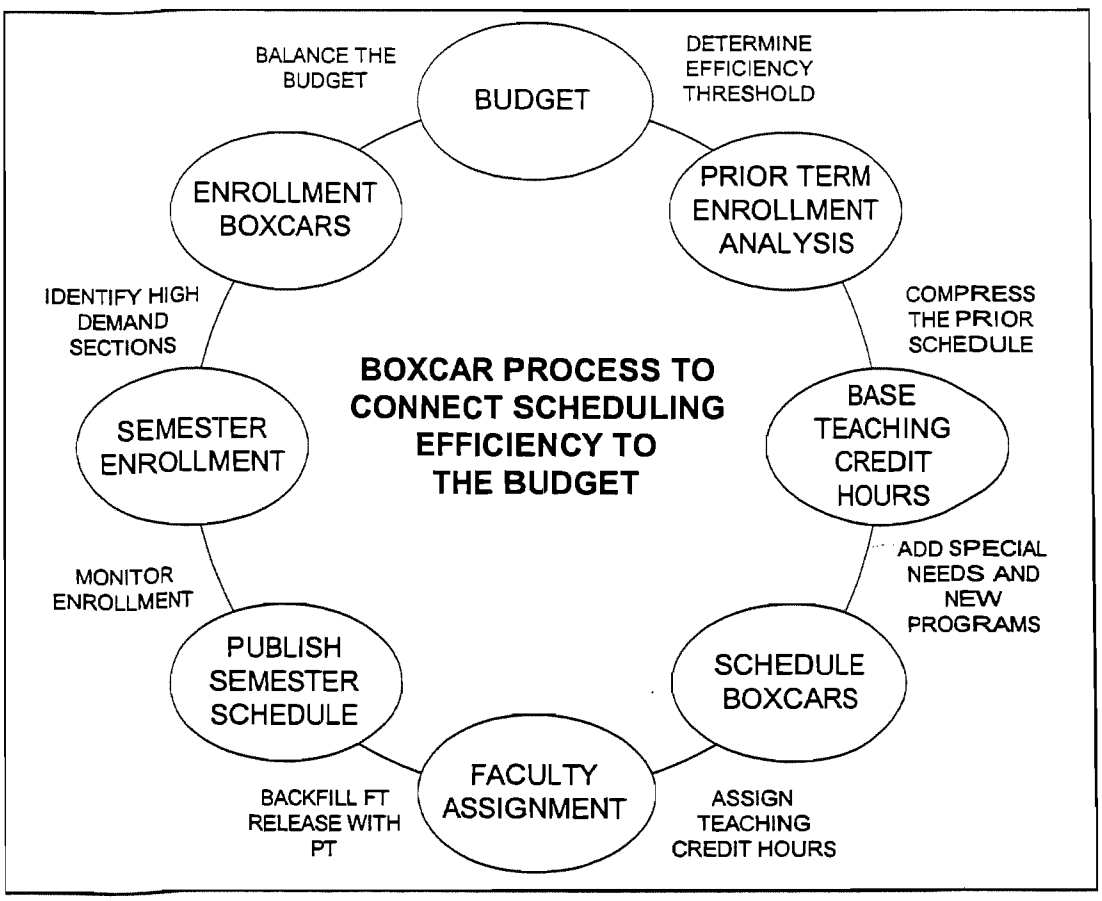
3.9.1. *Response*

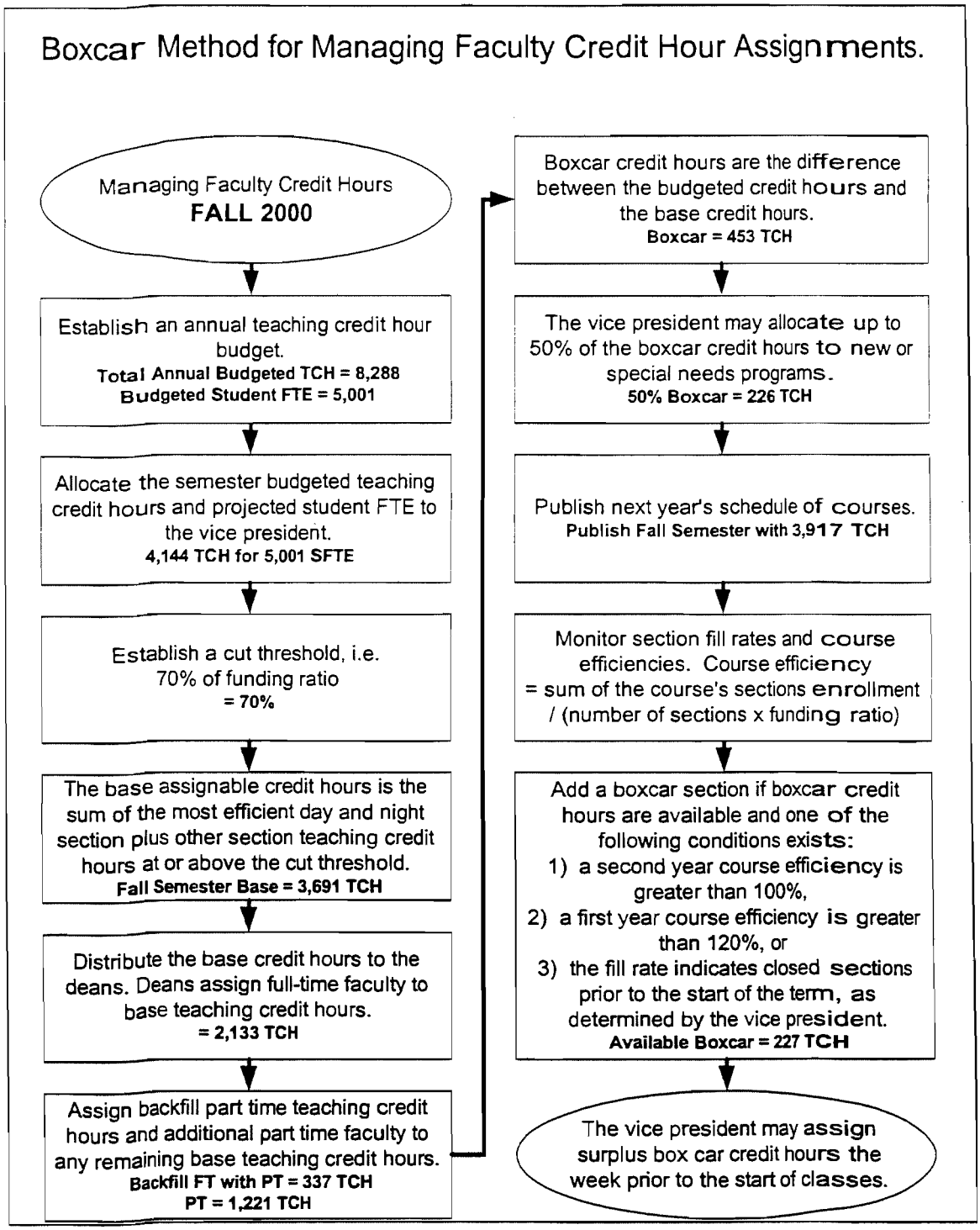
No Significant Changes

No significant changes have occurred in the College's budgets since the 1995 accreditation. The State budget revenue and spending authorities have grown in relation to the College's student growth. All funds in the State budget are expended during the fiscal year. The non-state budget revenues and expenses have also grown. The non-state contingency fund has increased from a low of $200,000 to over $500,000.

Controlled Expenses

A significant change occurred in controlling expenses in the allocation of part-time funds. Prior to this change, faculty scheduling (and the associated payroll expense) was not adequately connected to the budgeted spending authority. Last year, this lack of control created a major problem in overspending the part-time budget by nearly 25 percent or $600,000. This over-expenditure was absorbed by freezing vacant positions and reducing operating accounts. Additionally, an operational change was researched, developed and implemented to connect faculty scheduling with the budgeted spending authority. This operational change is referred to as the "Boxcar Scheduling Process."





New Higher Education Formula

Another significant future change will be the implementation of the new higher education funding formula. A legislative committee was established to develop a new university and community college funding formula to be implemented on July 1, 2001. The existing formula was created in 1987 and is not responsive with the emerging needs of Nevada colleges. The old formula was not fully funded, did not have common drivers among the

institutions, and did not address critical functions such as technology, safety and security, ADA and distance education. The primary benefit of the new formula will be the equitable distribution of state funds to the institutions and to the institution's spending functions (instruction, academic support, etc.). A concern for TMCC is the effect the new formula may have on the instructional function during the first two funding years. (With the old formula, instruction was 100 percent funded, whereas the other functions were funded between 70 percent and 90 percent. The new formula will fund all functions equally but at less than 100 percent.) See Appendix Q for formula guidelines.

3.10 Question Ten

*What significant changes have been made in the leadership and management of the institution. Explain. See Standard 6.C – **Leadership and Management***

3.10.1 Response

Leadership Organization

The institution underwent significant changes in its organizational structure after the 1995 Northwest site visit. Those changes are described in the responses to General Recommendations Two and Five. The basic organizational structure has a Leadership Team comprised of the President, Senior Vice President, Vice President of Academic Affairs, and Vice President of Workforce Development and Technologies. The reporting refinements reflect the growth of the institution and the major projects currently underway. As cited earlier, the complete set of organizational charts is in Appendix J.

Shared Governance

With the shared governance philosophy, faculty and staff have a larger role in the planning of institutional activities. Faculty representatives participate on all major Planning and Policy Council standing committees and meet with the Leadership Team on a weekly basis. President Richardson reports at each Faculty Senate meeting. Design teams are organized for exploring new ideas, developing planning concepts, presenting materials to Planning and Policy Council carrying out projects, and special assignments. Chairs of the design teams are frequently faculty.

Design Teams

Design teams are used to investigate an idea or project. The scope of the responsibility is limited. Progress reports are made regularly to the Planning and Policy Council, minutes are kept, and a final report is prepared. The Design Team Initiation Form lists these major divisions: Design Team Name, Design Team Chair, Design Team Members, Design Team Purpose, Deliverables/Outcomes, Conceptual Study, Requirements Study, Feasibility Study, Design Study, Preliminary Time Line, Signature of Vice President and Signature of the Planning and Policy Council Chair. A copy of the form and a report presented to the Institutional Effectiveness Committee on the number of design teams are in Appendix O.

Chairs of the Design Teams send a copy of the minutes to the Office of Institutional Effectiveness and Research. A copy of the Design Team's final report is also maintained in that office. Periodic progress reports as well as the final report are made to the Planning and Policy Council. The appropriate Vice President takes the information forward for any action. Periodic training is provided for design team chairs and interested faculty.

Planning and Budgeting

The college established an initiative procedure to precede budgeting. Divisions developed initiatives related to the eleven college strategic goals and their unit plans. These were submitted to the division's vice president. Vice Presidents collected all initiatives and ranked them by priority because funding would not cover all requests. There were 218 initiatives. Priorities were ranked zero through four with priorities in the zero and one rankings being the most critical. If funding dollars were still available, they went to the next priorities. At the end of the each year of the two-year biennial budget, the Institutional Effectiveness and Research Office prepared reports on the progress made on those initiatives. A new tracking system is being developed that will allow divisions to input progress made on a continuous basis.

3.11 Question Eleven

What existing plans for the future have been achieved and what new plans have been formulated?

3.11.1 Response

The college reports its accomplishments of strategic planning in a variety of ways. Most reports such as "Planning for the 21st Century" contain reports on the performance indicators while other reports such as the final report from a Design Team is presented in oral and written format. Other planning documents such as the Academic Master Plan is submitted internally to the campus as well as submitted to the System Academic and Student Affairs Office and the Board of Regents. Most of the college's major reports are also posted on the network and website: http://www.tmcc@edu. The President also reports annually to the Board of Regents on the college's achievements. The following list identifies some of the college's accomplishments reported in various documents.

College Achievements

Many of TMCC's existing plans for the future are contained in the 1997 – 2004 College Strategic Plan. (The Executive Summary is in Appendix P). The College Strategic Plan will be updated during 2000 – 2001 using data from environmental scanning and forecasting and other sources. Some of the college's major accomplishments included these activities:

- Refined the shared governance organizational structure
- Improved faculty/administration relationships and communications
- Improved research collection, analysis, and reporting

- Continued to work toward assessment of programs and outcomes
- Expanded physical facilities at the Old Town Mall Center, the Technical Institute on Edison Way, remodeled some parts of the Red Mountain Building on the Dandini Campus
- Expanded academic and non-academic programs to serve students and community better
- Expanded student services in numerous ways such as the use of the website for registering, grades, research, financial aid, distance education
- Improved community relations through greater community involvement in college activities
- Established matriculation and enrollment management practices
- Improved internal planning procedures through unit plans and initiatives linked to budgets

New College Plans

New college plans added since the 1997 College Strategic Plan include a number of major projects. One of the major planning factors was the changing demographics; the college will increase its emphasis on outreach to the targeted populations. The following components are a summary of the college's additional plans for the future:

1. The new funding formula for the UCCSN and its impact on TMCC

2. The college's continuation of its outreach efforts to the community; in particular, the educational programs being offered at Smithridge Neil Road, Old Town Mall, International Gaming Technology (IGI), and Distance Education

3. Establish joint campuses with Washoe County School District and the Regional Technical Institute at Edison

4. Continue the decentralization of the college

5. ACT Center/Career Center and Career Preparation

6. Increase continued commitment to Incline Village residents

7. Redfield Campus participation – curriculum development

8. Implement the Assessment Plan

9. Continue to meet business and community needs with new programs

The explanation and planning involved in each of these areas is as follows:

New Funding Formula: Representatives of the legislature, the governor's office, the UCCSN, and each of the institutions within the UCCSN met numerous times over the

past six months to develop a new funding formula to replace the old one implemented in 1987. The old formula was basically a university one that was never fully funded. Many of the funding drivers were inequitable and some primary functional spending activities such as safety/security, technologies and ADA were omitted. This series of meetings followed a Board of Regents equity study that revealed the need to fund adequately and equitably the growing institutions.

The new formula drivers include a change in funding ratios in class size, full-time/part-time ratios in number of positions and salaries, the inclusion of teaching assistants salaries, and dollar amounts specified for new equipment per new position as well as existing faculty and classified positions. There was a two-percent increase in academic instructional dollars but a decrease in the number of positions for student services functions. Other changes were included in the formula. The full committee is still addressing implementation issues; the college will address the impact of the new funding formula as soon as more of the implementation procedures are defined by UCCSN. The July report to the college administrators is in Appendix Q.

Outreach Efforts: For the past several years TMCC has expanded it services within its service area to a more diverse population. One study completed for the Board of Regents two years ago identified where our students lived geographically within Washoe County. The study helped the college focus on areas where more programs and services were needed. In conjunction with this study, the college also reviewed the diversity of its student population. To increase the number of Hispanic students and extend the college's programs into the communities where under served populations lived, the college established learning centers in the Smithridge and Neil Road areas. Some programs are offered in Spanish to accommodate those with limited English skills.

Other outreach efforts included the establishment a sequential series of courses at businesses in order for employees to take advantage of classes at the work site. One of the more fully developed sequences is provided to the employees of International Gaming Technology (IGT); employees are able to complete most of their classes for a degree in business at the work site. Employers support employees in these programs through such ways as paying for books or tuition, or providing released time to attend classes.

Yet another outreach effort is in the expansion of the distance education offerings. The college has expanded its offerings to 28 classes for fall 2000. In addition to the courses transmitted from the Dandini Campus, they can also be transmitted from the Edison or Old Town Mall Centers. Distance education is also available to residents at Incline Village.

Decentralization of Campus: With the growth in number of students and the expansion of the physical facilities at Old Town Mall, the Technical Institute at Edison, and the Dandini Campus, it became apparent that the college needed to consolidate certain kinds of programs at the different locations. All space intensive occupational programs are now housed at the Technical Institute along with a variety of general education and related instruction courses. Eventually, students will be able to complete their AAS

degrees and Certificates of Achievement at this location. Student services are also available. Some occupational programs and most transfer courses are located on the main Dandini campus. The Old Town Mall Center provides both transfer and occupational classes. Most of the Business and Industry workshops and short courses as well as community services offerings are housed at the Old Town Mall Learning Center. Business and Industry has continued to provide customized training on site for employers. Community Service utilizes community sites for many of the workshops or classes.

ACT Center/Career Center: These areas were addressed in response to an earlier question. The ACT Center should be operational by the end of September. It will provide specialized services to occupational students primarily at the Technical Institute. The ACT Center services will extend to the business community when employers want to provide specialized training for employees. Employees skills and general education knowledge can be assessed quickly; if developmental or review courses are needed before the individuals enroll in the more highly technical classes, the college can customize training or advise the individuals what levels of skills are needed to enroll. The college is establishing the Work Keys testing immediately; TMCC is fortunate to align itself with ACT early in the development of centers.

Joint Campus with Washoe County School District: The Regional Technical Institute will be a joint venture with Washoe County School District. The 400,000 square foot facility will be located on Edison Avenue and will serve 2,500 full-time students year round. It is anticipated that 500 highly skills new workers will join the workforce annually from the Regional Technical Institute. Washoe County School District set aside four million dollars from its 1998 school bonds to provide for the facility. The institute will provide high quality training leading to high-skill, high-wage careers and regional economic development. Juniors and seniors will be able to complete their high school graduation requirements at the Regional Technical Institute. Post-secondary students will be able to upgrade technical skills, earn and retain technical certification, and/or pursue associate and bachelor degrees. The Regional Technical Institute will emphasize:

- Competency and performance-based standards and curriculum
- Work-based learning experiences to enhance classroom learning
- Universal "employability" skills most frequently requested by employers
- Certificates and degrees validated by business and industry
- High skill, high wage jobs and career pathways/preparation

Many of the District's occupational programs currently offered at the Glenn Hare Occupational Center are now or will be assigned soon to the Edison locations. The final design of the new facility was completed spring of 2000; construction is targeted to begin within the next few months.

Increased Commitment to Incline Village: Incline Village is a part of TMCC's service area; however, its location and its population base have made it difficult for TMCC to provide for its needs. The commute is too far for some students while other students

select prestigious colleges to attend instead of Nevada institutions. There are basically two distinct economic bases at Incline. Either the families are middle/upper economic class and four-year or university oriented, or they are minimum wage earners who have the desire to attend higher education but little or no means to accomplish their goals.

In the past five years, TMCC has improved its working relationship with the public schools at Incline, provided more courses to reflect the desires of the community, and established a physical presence at Incline through the Tahoe Education Center. These efforts and the expansion of distance education offerings have made an impact. Student services are provided for Incline Village students.

Redfield Campus Participation: The University and Community College System of Nevada was granted land from the Redfield estate south of Reno to be developed under the direction of the University of Nevada, Reno. The University is to partner with TMCC and Western Nevada Community College. The legislature provided initial funding to develop the plans for the site. Additional funding for the physical facilities is anticipated from the legislature next year. The legislators also expect some private funding to assist with the buildings and/or equipment. In the meantime, the three campuses are identifying what courses each institution will offer. The university will offer some lower division courses at first while the two community colleges will provide occupational or technical courses. The facilities may be shared eventually with Washoe County's Galena High School.

Assessment Plan: The institution has supported a variety of assessment activities with personnel and funds over the past seven years. The campus conducted climate surveys of students, the community, and the faculty and staff. Responses from the first two of these were used in planning; the results of the faculty and staff climate survey won't be available until early in October. These institutional assessment efforts and those related to the assessment of instruction will be folded into the college's Outcomes Annual Plan. Components such as the Institutional Assessment Committee are new; the Charter describes the responsibilities. The Assessment Plan will be implemented immediately and modified as needed.

Meet Community and Business Needs: TMCC responds quickly to community and business training needs. Strong technical skills advisory boards help the college target new and anticipated programs. The college conducts needs assessments in the areas requested to determine if sufficient interest and support exists to develop the new program. Generally, the college is seeking opportunities for internships as well as employment positions if the program is to be developed.

Several new programs are under development. They are: AAS, Emergency Dispatch; AAS, Search and Rescue; Geographical Information Systems; Pharmacy Technician; and Veterinary Technician.

To determine the feasibility of new programs, the Vice President of Academic Affairs provides stipends to faculty to determine the need, develop curriculum if it would be a

viable program, and take the program through the appropriate internal and System approvals.

Other areas, such as Pavement Technician, underwent a thorough need assessment. The need for training and employment possibilities existed. The program was started with non-credit workshops first through Business and Industry because of the critical need for trained people. The new program process will be followed to establish as AS degree that will be articulated with the College of Engineering, University of Nevada, Reno, for a 2+2 program.

3.12 Questions Twelve

With respect to ***Standard One – Institutional Mission and Goals, Planning and Effectiveness*** *and* ***Standard Two – Educational Program and Its Effectiveness,*** *note the importance of evaluating and monitoring results (outcomes) as a means of determining institutional effectiveness.* ***Keeping to a concise format,*** *the institution should endeavor to describe explicit achievements expected of its students and to adopt reliable procedures for assessing those achievements.*

Succinctly describe the institution's current status in meeting the requirements of ***Standard 1.B – Planning and Effectiveness*** *and* ***Standard 2.B – Educational Program Planning and Assessment.*** *In connection with Standard 2.B, please relate how the institution's planning is based on regular and continuous assessment of programs in light of the requirements of Commission* ***Policy 2.2 – Educational Assessment.***

3.12.1 Response

Institutional Effectiveness

TMCC has worked continually to improve all aspects of its planning and institutional effectiveness with a special emphasis on instructional assessment. As responses to the General Recommendations and Part B questions show, the Leadership Team, administrators and faculty have contributed a significant amount of time and energy to execute sound planning principles. The college improved institutional effectiveness through improved communications, better reporting procedures, sound data collection and analysis. The institution also enhanced internal monitoring procedures such as those for new program development and for planning and program reviews, faculty evaluation procedures, climate surveys, recognition of faculty accomplishments, increased number of sabbaticals, unit planning and initiatives, and brainstorming sessions with faculty and administration. One example of this focused effort to improve institutional effectiveness was the Assessment Retreat held July 13, 2000.

Support for Assessment

TMCC has made a substantial financial commitment to assessment activities over the past several years. Funding included these endeavors:

- Brought in two consultants from Johnson County Community College to provide two days of outcomes assessment workshops

- Brought in President Steve VanAusdle and Director of Administrative Affairs Jim Peterson from Walla Walla Community College to address learner outcomes and planning. President Van Ausdle came two consecutive years
- Requested the Associate Director of Northwest Commission on Colleges to address institutional effectiveness including program and learner assessment
- Provided full-time administrators for two consecutive years to work with faculty and divisions on program and learner outcomes
- Provided stipends for two consecutive years for the chairs of learner/program outcomes and general education outcomes
- Sent faculty and administrators to workshops on assessing outcomes
- Provided funds for the ETS pilot project to assess general education learning
- Funded a research position to assist the college in developing sound data and analysis, including program and learner outcomes
- Funded an outcomes assessment position to complete the assessment cycle in instruction and other areas
- Supported assessment with a $10,000 operating budget to be used on assessment needs
- Provided specialized equipment such as scanners and printers to facilitate data collection and analysis, including climate surveys and other surveys leading to program improvement
- Provided funding for retreats

Funding support also came from the divisions as they assigned faculty to modify curriculum to include learner outcomes. In some instances stipends were given for the curriculum endeavors. The Dean of Liberal Arts/Public Service provided for the consultant's workshops on syllabus development and learning outcomes; he worked directly with faculty on assessment. The instructional deans encouraged faculty to work with the Assessment Office to develop assessment plans for their programs.

The Leadership Team has encouraged faculty and staff to address assessment at all levels. Their financial and verbal support for not only instructional but also institutional assessment has kept the process moving. Having the Leadership at the recent Assessment Retreat gave the key administrators the opportunity to work with faculty and instructional deans, confirming their support for this important undertaking.

- Assessment Retreat: The Assessment Retreat involved campus leaders and planners—the Leadership Team, instructional deans, key faculty representatives, and other administrators. The purpose of the retreat was to finalize and validate the Assessment Plan, a document that evolved in stages over the academic year.

Assessment Plan: The Assessment Plan is an institutional assessment document that contains these components:

- Program assessment plans with measurable outcomes

- General education outcomes
- A campus-wide Assessment Committee
- Strategic Enrollment Management
- Campus-wide outcomes Annual Plan

The Assessment Plan incorporates all the previous planning activities and provides greater direction and evaluation of performance for the institution. The Assessment Plan was addressed earlier in this report. Parts of the Plan are included in Appendix D. The complete document will be available for the October site visit.

Assessment Report: The Assessment Report is a summary of the college's assessment activities; it continues from where the institution reported its accomplishments and timelines in its 1997 Focused Interim Report. The report will be available for the October site visit.

Chart of Institutional Effectiveness: The Chart of Institutional Effectiveness with its eight "Areas of Inquiry" was revised. The number of performance indicators was reduced; some were refined to make them meaningful to divisions. Reports on the performance indicators are prepared annually. The college originally put the gathering of data and reporting of the performance indicators on a three-year timeframe partly because not all data were available and partly because more time was needed to determine how important some of the data would be for planning. The first year, only eleven indicators could be measured and reported as shown in the 1997 Focused Interim Report. After the revisions were made to the Chart and performance indictors, the data were gathered and reported in several major documents. The Performance Indicators measure different aspects of assessment; these will continue to be used in determining student and college success. The Chart was presented earlier.

"Assessing Institutional Effectiveness": The "Assessing Institutional Effectiveness" document was the first step in providing the campus with an annual report on the status of its planning and assessment documents. Timelines were included that had to be modified; however, having such a document provided to the entire campus gave faculty a sense of where the institution was headed. A more comprehensive follow up document entitled "Planning for the 21st Century" carried out a commitment to strategic planning and gave both internal and external audiences a summary of the college-wide efforts to validate its mission and vision. The major divisions included: enrollment and demographics, performance indicators, and constituent surveys. A timetable of research gathered and reported internally or to UCCSN was included in the appendix. Copies of this document were available for the 1997 Northwest site visit and will be available to the Northwest visiting team in October.

FACT BOOK: The FACT BOOK revisions made the document useful for planning. Having the data available on the network allowed internal use as well as System use.

"Information Technology Vision;" The "Information Technology Vision" for 2000, 2002 was a major strategic planning effort related to technology. Information resources were

grouped into five areas: Administrative Computing, Instructional Technology, Distance Education, Library Services, and Infrastructure. The Information Resources division addressed its short and long term planning initiatives related to equipment, personnel, and services necessary to serve student growth. It was more fully described in the 1997 Focused Interim Report. The Executive Summary of this document is included in Appendix P.

Design Team Final Reports: The oral report and final written report for each design team provide substantial documentation about each project. These research materials are excellent references for future projects or continuation of the same project. Final reports are centrally housed in the Office of Institutional Effectiveness and Research.

Decision-Making

The shared governance organization of TMCC provides for greater input in decision-making. Planning is a requirement; all units must have goals in order to establish initiatives for funding. As the campus-wide outcomes Annual Plan develops over the coming year, all outcomes will be centrally collected and used for action and evaluation. Prior to the Annual Plan, periodic reports were made to Institutional Effectiveness and the Leadership Team. Vice Presidents tracked the progress of their divisions and requested reports as design teams, standing committees, or task forces accumulated information useful to the campus. These various reports were widely distributed; most of them were put on the network or the web. Reports presented to Institutional Effectiveness were taken forward to the Leadership Team meetings for action.

Achievements Expected of Students

In TMCC's response to General Recommendation Two regarding assessment, the college described the steps taken since 1995. Many of performance indicators from the Chart for Institutional Effectiveness are directly related to student expectations. Those performance indicators and the standards TMCC has set are provided as the college's expectations of its students. The status is abbreviated here but provided more fully in the appendix. Data for these and other performance indicators are included in Appendix A.

Expectation/Performance Indicator: Employment of program completers in degree-related jobs within six months of graduation.
Standard: Seventy percent of program completers will be employed in a degree-related occupation within six months of graduation.
Status: Of the 1997-98 students responding to the survey, 82 percent were employed. Forty-three 43 percent reported either a job advancement or being hired for the new job following graduation; 65 percent felt their program at TMCC sufficiently prepared them for their current occupation; and 68 percent stated they were working in a degree-related field.

Expectation/Performance Indicator: Completion of required licensure/certificate exams by program completers
Standard: At least 90 percent of program completers will pass licensure/certificate exams.

Status: In the 1998-99 academic year, 85 percent of those students who completed programs requiring a license or certification went on to pass licensure/certificate exams.

Expectation/Performance Indicator: Program completers' satisfaction with technical education preparation
Standard: Ninety percent of program completers will indicate satisfaction with technical education preparation at TMCC.
Status: In the 1998-99 academic year, graduates responding to a survey related rated seven indicators of satisfaction. The results by areas were: access to computers, 80 percent; wide array of technology courses offered, 73 percent; excellent instruction in technology, 59 percent; information resources meet needs, 77 percent; learning resources meet needs, 69 percent; instructional equipment meet needs, 78 percent; classroom facilities meet needs, 78 percent.

Expectation/Performance Indicator: Program completers' satisfaction with general education preparation
Standard: Ninety percent of program completers will indicate satisfaction with general education preparation at TMCC.
Status: In the 1998-99 academic year, graduates were asked to indicate their degree of general education satisfaction. Those responding provided these percentages: atmosphere supportive of student learning, 96 percent; opportunity provided to develop competency, 95 percent; courses provided in a variety of formats, 91 percent; sufficient number of courses provided, 89percent; ensured opportunity to complete program, 87 percent; faculty presented information in a fair/objective manner, 83 percent; faculty make a strong effort, 86 percent; overall quality of instruction, 87 percent.

Expectation/Performance Indicator: Program Completion Time (Graduation Rate)
Standard: Twenty percent of students from full-time, first-time cohorts will complete their programs within 150 percent of the normal completion time.
Status: Students completing their program within 150 percent of normal time 10 percent; non-completers still enrolled, 26 percent.

Expectation/Performance Indicator: College Retention Rates
Standard: From the total number of student enrollments each semester, TMCC will retain at least 70 percent of its students.
Status: Since Fall 1992, TMCC's retention rate has remained above 70 percent, with recent semesters reaching 74-75 percent. The average campus retention rate for the past seven years in 73 percent.

Expectation/Performance Indicator: College Persistence Rates
Standard: Second semester persistence rates for first-time, degree-seeking students will meet or exceed 60 percent.
Status: The first-time, degree seeking cohort from Fall 1998 recorded higher persistence rates than any other cohort in the past six years.

Expectation/Performance Indicator: Occupational Threshold Obtainers
Standard: At least 25 percent of first-time, occupational degree-seeking students will reach the occupation threshold level.
Status: From the 1995 cohort of first-time, occupational degree seeking students, 27 percent reached the occupational threshold. This is 7 percent higher that the 1996 cohort.

Expectation/Performance Indicator: Graduation Rate of Occupational Threshold Cohort
Standard: At least 63 percent of the "occupational threshold obtainers" will possess an overall GPA and occupational GPA of 3.0 or higher.
Status: The graduation rate for 1996 cohort was slightly higher than the 1995 cohort.

Expectation/Performance Indicator: Success of Remedial Math Students
Standard: Approximately 60 percent of MATH 096 (remedial) students will go on to successfully complete MATH 120 or 126.
Status: The percentage of completers of MATH 120 or 126 was 56 percent in 1996, 64 percent in 1997, and 57 percent in 1998.

Expectation/Performance Indicator: Success of Remedial English Students
Standard: Approximately 60 percent of English 090 (remedial) students will go on to successfully complete English 101.
Status: Of those completing English 090 and completing English 101, the 1996 cohort percentage was 61; the 1998 percentage was 60.

The data from the status of these indicators are used in various ways, frequently informally in the planning process. For example, the Mathematics Department monitors the success of students who took remedial courses. Changes are sometimes made in curriculum to develop a stronger bridge between mathematics levels. Another example, college retention rates are always under scrutiny; the college seeks ways to improve retention in all areas. Assistant instructional deans and deans review the number of students retained in classes by full- and part-time faculty. Evidence of these retention efforts are found in the administrative support for the Writing Center and tutoring services.

Student satisfaction is an important concept for the campus. While not all divisions use these data in day-to-day operational activities, most administrators do review and use this information in long range planning.

Centralized Reporting Efforts
Linking institutional effectiveness and expectations of students is centralized in the division of Institutional Effectiveness and Research. Monitoring all of the assessment components of both the academic and institutional areas is under the Director of Outcomes Assessment. The Director's responsibilities are institutional and include the development of assessment measures as well as the reporting. The Director works closely with the college divisions and administration and reports to Assistant Dean of Institutional Research.

The Assistant Dean of Institutional Research is responsible for all data collection and reporting. He is the contact person for internal and external data; he coordinates the activities of the Director of Outcomes Assessment with the activities of his office and works closely with the Associate Dean of Enrollment Management and the Assistant Dean of Operations Management. The Assistant Dean of Institutional Research reports to the Assistant Vice President, Institutional Effectiveness and Research.

The Assistant Vice President of Institutional Effectiveness coordinates strategic planning activities and reporting as well as accreditation activities. She reports directly to the Senior Vice President and works with the Leadership in coordinating accreditation and Planning and Policy Council functions. These three offices work independently and dependently to facilitate and support the planning and reporting activities of the college. Collectively, they guide the institutional effectiveness process through the continuous quality improvement steps of plan, do, act, check.

4.0 Part C: OTHER SIGNIFICANT CHANGES RELATED TO COMMISSION POLICIES AND STANDARDS

In addition to the information provided in Parts A and B, TMCC is presenting a few significant accomplishments related to Northwest Standards and Policies. These are selected because of their positive impact on the institution.

4.1 Standard One – Institutional Mission and Goals, Planning and Effectiveness

4.1.1 Campus-Wide Outcomes Annual Plan

Although the campus-wide outcomes Annual Plan was presented earlier, it is repeated here because of the tremendous impact it will have on all aspects of the institution. Every division, every unit will have strategic goals stated at the beginning of each year. At the end of the year, reports will be made to the Planning and Policy Council and to the President describing to what degree the goals were met. The accomplishments will reflect in the evaluation of every individual. Making a shift to such a unified, accountable plan will mean a paradigm shift for some individuals and divisions. The result will be greater accountability at all levels.

4.2 Standard Two – Planning and Effectiveness

4.2.1 Washoe K-16 Council

Washoe County K-16 Council is a partnership of business leaders, parents, University of Nevada, Reno, Washoe County School District, and TMCC. The organization works to reduce duplication among the three educational entities, promote seamless education, improve retention at all levels, and improve standards. Reports such as those related to Washoe County High School graduates entering and staying in college are made annually. TMCC's participation in this group is reflected in its program planning.

4.2.2 UCCSN K-16.

The UCCSN System is developing a K-16 body to address internal student issues. Representatives from the institutions recently attended a NASH Educational Trust meeting. The conference stressed the importance of standards for post-secondary education and student retention. The outcome of TMCC's involvement will be the continuation of joint meetings between the university and the community college faculty to have the exit competencies from the community college be the entrance competencies at the transfer level. This partnership effort will impact curriculum planning and assessment activities.

4.3 Standard Three – Students

4.3.1 New Program for Non-Traditional Students

LEAP (Learning Experience Assessment Program) was developed for non-traditional students last year. The program was designed for students who have experience in their field but lack the college degree for advancement. Students enroll in a degree program for which the credit is relevant, complete the English/communications requirement and register for the portfolio development class. Students can gain college credit through a combination of non-traditional methods such as portfolio development, challenge exams, transcript assessments, and previous hands-on learning experiences and training. TMCC is the only post-secondary Nevada institution providing the special portfolio development component.

4.3.2 Scholarships

TMCC students have an abundance of scholarships for which they can apply. The TMCC foundation provided close to $200,000 in scholarships for Fall Semester 2000. When Foundation scholarships were first awarded in 1990, the amount was $11,000.

4.3. 3 Millennium Scholarships

The governor of Nevada allocated scholarship money for Nevada seniors who graduate with a 3.0 grade point average. Students planning to attend Nevada's community colleges receive $2,500 per year as long as they maintain their grade point average. (A higher amount is awarded for those planning to attend either university.) TMCC anticipates additional enrollment from this project.

4.3.4 School-To-Careers Opportunities

The School-to-Careers Opportunity System recognizes the unique needs of working adults as well as youth. The program encompasses such activities as Dual Credit, Tech Prep, advanced placement examinations, distance education, and "Days on the Hill" college tours to help bridge the high school student into college, and later into the workforce. TMCC's School-to-Careers also encompasses 2 + 2 links with Washoe County Schools, and a 2 + 2 +2 link that includes the University of Nevada, Reno. This program has grown substantially during the 1999-2000 year. These are some of the key data:

- 468 employers participate in work based activities
- 402 employers participate in the connecting activities
- 936 students in grades 11-16 earned vocational or technical certificates
- 165 faculty attended training related to Carl Perkins or School-to-Careers integration
- 22 faculty participated in externships
- 1473 students in grades 13 or 14 enrolled in paid or unpaid credit-granting work based learning courses

4.3.5 International Student Program

TMCC provides support services for 320 foreign students representing 52 countries. The highest number enrolled in one area, 186, are enrolled in the Liberal Arts and Science/General Studies/Humanities. Japan has the highest number of students enrolled, 160. The college has worked to expand its student services to accommodate this diverse student population.

4.4 Standard Four – Faculty

4.4.1 Examples of Activities

The quality and dedication of TMCC's professionals is outstanding. In the earlier part of the report the college addressed the professionalism and accomplishments of many of the faculty. TMCC is identifying a cross-campus sample of the "above and beyond" activities, those not a part of the contracted responsibilities or compensated by the college for the work.

Program Person	Activity
Ralph Shafer (Computers)	Certifications MCSE Windows 2000, CCNA Cisco
Ben Scheible (Real Estate)	SWOT analysis for the Division
	Speaker for Nevada Assn. of Realtors
	Wrote an article on Digital Signatures
	Obtained Broker-Salesperson license
Reuel Smith (Culinary)	Revised program, added new emphasis
Linda Saunders (Nursing)	Certifications-- ANCC
Sue Turbow (Early Childhood)	Region 9 Representative for ACCESS
	Certification—WestEd
Pat Durham-Taylor (Nursing)	Worked in hospital to keep certifications
Linda Webb (Dental Hygiene)	Delegate for the NV Dental Hygiene Assn.
	Nominated for Warner Lambert Natl Award
	Authored feature article for ADHA's "Access"
Julie Muhle (Dental Assisting)	Working on a grant with UNR Geology to determine radiation levels of certain rocks and formations
	Writing a text on Dental Assisting for F. A. Davis
	Nominated to Who's Who in Healthcare & Medicine
Kelse Harder (Fine Arts)	Art judge of Nevada State Fair
	In Marques "Who's Who in America"
	(Nevada's only artist/educator in Who's Who)

4.5 Standard Seven –Finance

4.5.1 Operations Research

Operations Research is a small, data oriented group that reviews a variety of college functions for greater budgetary efficiency. For example, Operations Research compares instructional dollars available with clock hours classes are scheduled and classroom space available. The result is better use of instructional dollars while providing optimal opportunities for students.

4.6 Standard Eight – Physical Resources

4.6.1 Facility Master Plan

The College's Facility Master Plan brings projected needs into focus. The extent of physical planning needed to accommodate future enrollment will allow the college to be better prepared for presentations to the Board of Regents and to the Public Works Board. The Facility Master Plan is being finalized this summer.

4.6.2 New Telephone System

One of TMCC's major undertakings was the installation of its own PBX system. Some of the new features included these: permitted TMCC to have phone service in all offices and classrooms, provided quality phone reception for every location; freed the college of dependence on outside vendors, provided voice mail boxes for everyone; made all TMCC locations interconnected, reduced costs because the institution could monitor circuit use, and can be expanded in future years.

4.7 Standard Nine – Institutional Integrity

4.7.1 College Draft

The college has statements such as those of academic freedom assured through the UCCSN Code. The college did develop a policy on computer usage. However, the college didn't have its own statement that included such topics as rights of faculty or academic freedom. In order to have a concise statement that addressed integrity in general, the college formed a design team. The group met several times over the course of the year. A draft was presented to the Senate's Professional Standards Committee at the last meeting of the year. The Senate Committee felt that the draft needed to be broadened. The design team will continue to work with Faculty Senate's Professional Standards Committee to finalize a statement similar to those in other UCCSN institutions.

Five Year Interim Report
APPENDICES

LETTER	CONTENTS
APPENDIX A	Chart of Institutional Effectiveness
	Performance Indicators
APPENDIX B	Summary of Assessment Plans
	Distance Education Assessment Plan
	Distance Education Survey
APPENDIX C	Planning and Policy Charter
	Institutional Assessment Charter
APPENDIX D	Assessment Retreat
	Strategic Enrollment Management
APPENDIX E	English 101 Library Research Assignment
	Library Student Handout
APPENDIX F	Student Evaluation Forms
	Administrator Observation Form
	Annual Evaluation Form
	Peer Evaluation Form
	Salary Scale
APPENDIX G	National Faculty Alliance (NFA) 2000 Addendum
APPENDIX H	Faculty Staff Climate Survey
APPENDIX I	Weekend College Material
APPENDIX J	College Organizational Charts
APPENDIX K	Faculty Qualifications Policy
APPENDIX L	Program Review Procedures
APPENDIX M	Professional Advancement Plan Application
	Merit Consideration for Faculty at Top of Pay Scale
	Employee Development Training Day
APPENDIX N	Multicultural Diversification Workshops and Events
APPENDIX O	Design Team Materials

Five Year Interim Report
APPENDICES

LETTER	CONTENTS
APPENDIX P	Executive Summary—1997-2004 College Strategic Plan
	Executive Summary—Assessing Institutional Effectiveness
	Executive Summary—1997 Focused Interim Report
	Executive Summary—Information Technology Vision
APPENDIX Q	Higher Education Funding Formula Guidelines
APPENDIX R	Financial Aid Data

APPENDIX A

- CHART OF INSTITUTIONAL EFFECTIVENESS
- PERFORMANCE INDICATORS

APPENDIX A: Chart of Institutional Effectiveness

PERFORMANCE INDICATORS – *Institutional Effectiveness Chart*

Areas of Inquiry	Indicators					
ACCESS AND EQUITY	**A-1** Ethnic distribution of student body population mix vs. ethnic distribution in Washoe County	**A-2** Persistence of student body population and disadvantaged at risk (ethnicity)	**A-3** Faculty, staff, and administration population mix vs. service area population mix (ethnic & gender)	**A-4** Capture rate of local high school graduates in the semester immediately following graduation	**A-5** Full- and part-time student enrollment per 1,000 Washoe County inhabitants	**A-6** Associate degrees and certificates obtained by adults within service area by age
EMPLOYMENT PREPARATION & PLACEMENT	**B-1** Employment of program completers in degree-related jobs within six months of graduation	**B-2** Completion of required licensure/ certificate exams by program completers	**B-3** Program completer satisfaction with technical education preparation	**B-4** Program completer satisfaction with general education general education		
INSTRUCTIONAL EFFECTIVENESS	**C-1** Program completion time	**C-2** Longitudinal college retention rates	**C-3** Longitudinal persistence of 1st-time, degree seeking cohorts			
RESOURCE EFFECTIVENESS	**D-1** Efficiency measure: FTE ratios	**D-2** Efficiency measure: cost to programs	**D-3** Efficiency measure: space utilization	**D-4** Efficiency measure: student FTE to instructor	**D-5** Efficiency measure: technology utilization	
OCCUPATIONAL/ VOCATIONAL/ WORKFORCE TRAINING	**E-1** Occupational Threshold Obtainers (cohort analysis of first-time, vocational degree seeking college students)	**E-2** Overall GPA of Occupational Threshold Cohort	**E-3** Graduation Rate of Occupational Threshold Cohort	**E-4** Employment of Occupational Threshold Cohort		
DEVELOPMENT/ REMEDIAL	**F-1** Remedial math students and their ability to reach college level work	**F-2** Remedial English students and their ability to reach college level work				

AREA OF INQUIRY:
ACCESS AND EQUITY

1999-00
Goals:Diversity and Programs

INDICATOR

A-1 Student body population mix vs. population that is disadvantaged or at risk in our service area.

RATIONALE

Part of the strategic process at TMCC is to expand educational opportunities in order to meet the changing needs of a diverse community. In order to accomplish this goal, it is important that the student population represents the community that TMCC serves.

DEFINITION

Ethnic distribution of student body population vs. ethnic distribution of our service area.

SOURCE

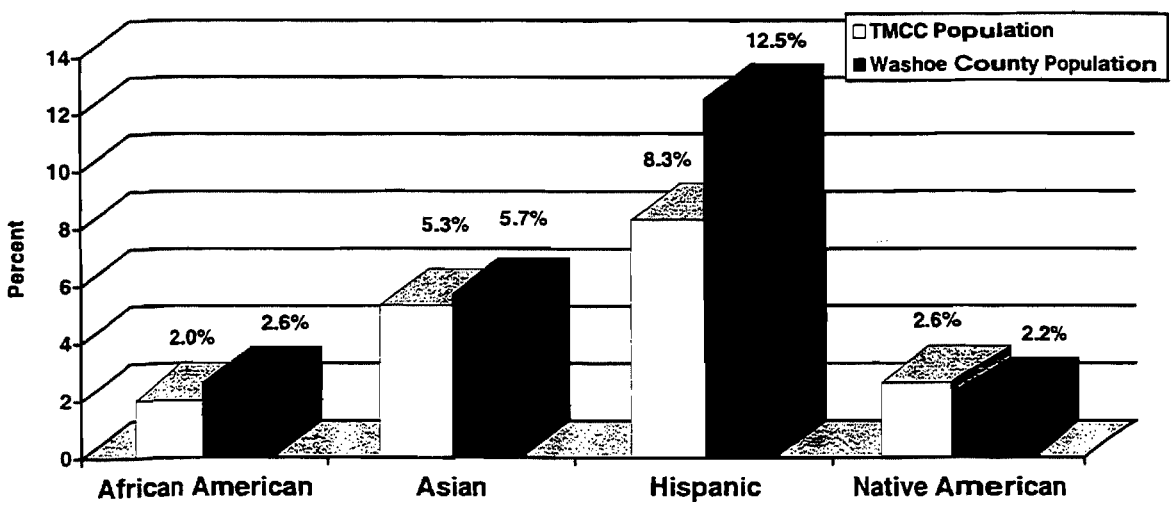
TMCC Student Information System, U.S. Department of Commerce, Bureau of Census 1998 Estimates

OUTCOME ANALYSIS

In Fall 1998, Hispanics were the primary ethnic population that was underrepresented at TMCC.

Standard: Ethnic distributions at TMCC should be within at least 1 to 2 percent of the service area ethnic population.

TMCC Ethnic Population vs. Washoe County Ethnic Distribution
Fall 1998



INDICATOR

A-2 Student persistence by total student body population and disadvantaged and at risk (ethnicity).

RATIONALE

It is the intent of the College to meet the diverse needs of the community. As a result of this goal, TMCC must work to ensure the success of disadvantaged students.

DEFINITION

The percent of students (from a new student cohort) that return to TMCC with each advancing semester by ethnicity.

SOURCE

Student Information System

OUTCOME ANALYSIS

The African American, Hispanic, and Native American cohorts are persisting at rates that are less than the overall student population at TMCC.

Standard: The persistence rates of ethnic minorities should meet or exceed the average rate for the overall student population at TMCC.

Persistence by Ethnicity (Fall 1998 New Student Cohort)

		After One Semester		After Two Semesters	
Ethnicity		Returning		Returning	
	# Entering	Number	Percent	Number	Percent
Asian	98	48	49%	34	35%
African American	46	16	35%	12	26%
Hispanic	235	87	37%	65	28%
Native American	44	19	43%	17	39%
White	1141	626	55%	458	40%
International Students	20	19	95%	17	85%
Other	113	51	45%	41	36%
Total	**1697**	**866**	**51%**	**644**	**38%**

INDICATOR

A-3 Faculty, staff, and administrative population mix vs. service area population mix (gender and ethnicity).

RATIONALE

Part of the strategic process at TMCC is to expand educational opportunities in order to meet the changing needs of a diverse community. In order to accomplish this goal, it is important that the college demographically represent the community it serves.

DEFINITION

Ethnic and gender representation of full-time staff, faculty, and administration compared to diversity in service area.

SOURCE

TMCC IPEDS Report (Fall Staff Survey 1997), U.S. Department of Commerce, Bureau of Census 1997 Estimates

OUTCOME ANALYSIS

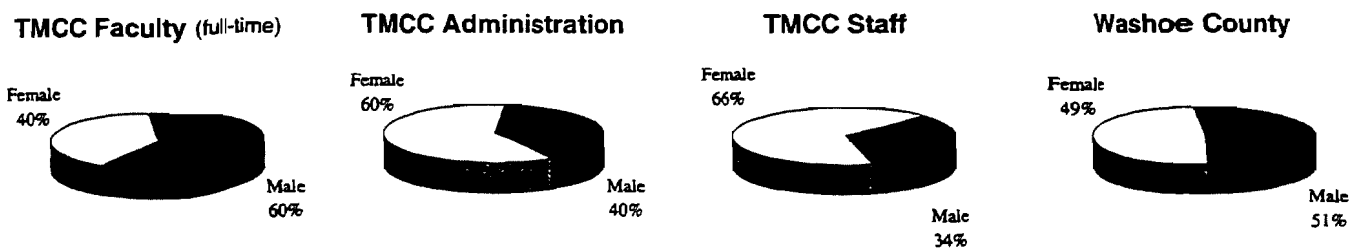
Gender: TMCC staff and administration are represented by a greater percent of females as compared to the county gender distribution. Conversely, full-time faculty at TMCC are comprised of a higher percent of males than found within the Washoe County population.

Standard: All areas of the college should be within at least 5 to 10 percent of the gender distribution of the county.

Ethnicity: TMCC staff & administration closely resemble the ethnic make up of Washoe County, while full-time instructional faculty are somewhat less diverse than the county distribution.

Standard: All areas of the college should be within at least 2 percent of the ethnic distribution of the county.

GENDER - Fall 1998



RACE & ETHNICITY - Fall 1998

	TMCC Faculty (full-time)		TMCC Administration		TMCC Staff		Washoe County Population	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*
African Am.	1	0.8%	1	2.1%	3	1.6%	8,244	2.6%
Native Am.	2	1.5%	2	4.2%	6	3.2%	7,046	2.2%
Asian	2	1.5%	0	0.0%	0	0.0%	17,767	5.7%
Hispanic	6	4.4%	3	6.3%	19	10.2%	39,163	12.5%
White	118	86.8%	38	79.2%	145	78.0%	241,440	77.0%
Other	7	5.2%	4	8.3%	13	7.0%	0	0.0%

INDICATOR

A-4 Capture rate of local high school graduates in the semester following graduation.

RATIONALE

As part of the TMCC mission, it is the College's responsibility to provide education and training to the community. High school graduates of Washoe County comprise an important population of potential learners.

DEFINITION

The number of Washoe County high school students who graduate and immediately enroll at TMCC the following Fall semester.

SOURCE

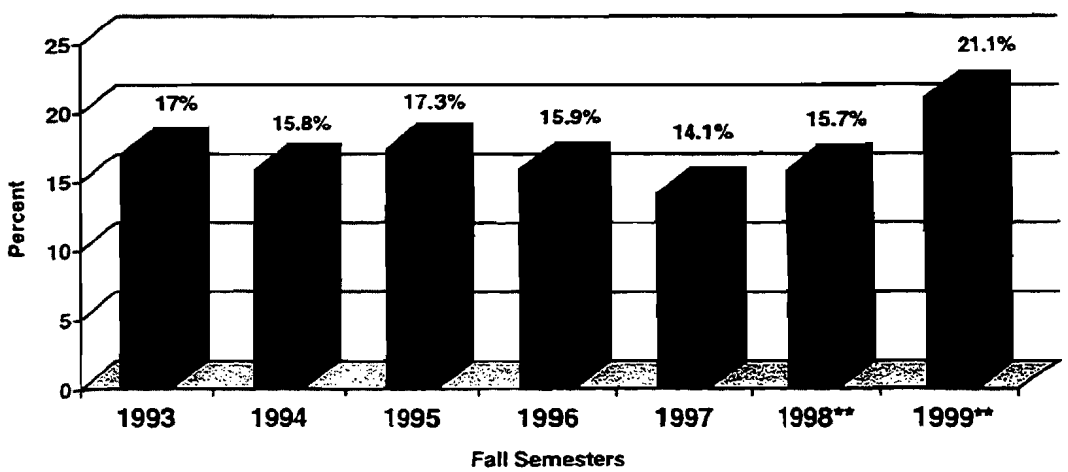
Student Information System

OUTCOME ANALYSIS

From 1993 through 1998, TMCC's high school capture rate from Washoe County has fluctuated between 14 and 18 percent. In Fall 1999, the percent of recent high school graduates attending the College witnessed a significant increase.

Standard: TMCC will enroll between 20 and 25 percent of all WCSD graduates.

TMCC High School Capture Rate*
Washoe County Graduates 1993-98



*Capture rates are computed from enrollment in state-supported courses only.
**The 1998 & 1999 cohort include high school graduates that entered TMCC as first-time college students in the summer, as well as the fall immediately following graduation. Students from Manogue or Pyramid Lake are not included in this cohort.

INDICATOR

A-5 Full and part-time student enrollment per 1,000 area inhabitants.

RATIONALE

In an attempt to meet the diverse needs of the community, it is important to analyze what portion of the population is served.

DEFINITION

Percent of population served by TMCC. Calculated by dividing the total number of students enrolled at the end of a Fall semester by the population in Washoe County.

SOURCE

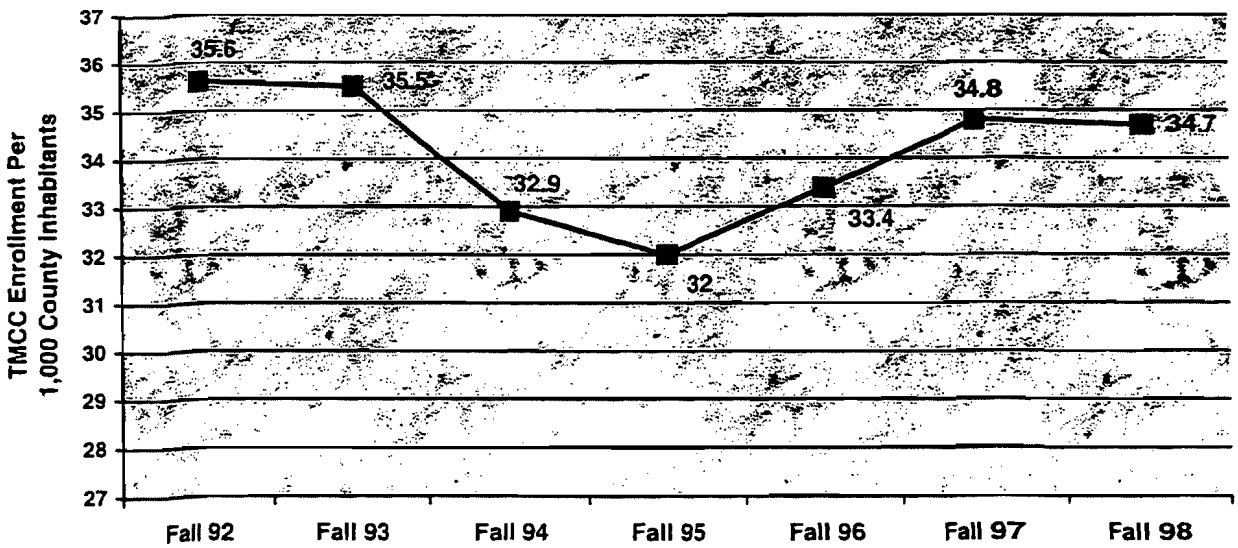
Student Information System, U.S. Department of Commerce, Bureau of Census 1998 Estimates.

OUTCOME ANALYSIS

While Washoe County continues to grow, the student to county population ratio has recently increased due to an influx in TMCC enrollment.

Standard: Ratio of 35 to 40 students for every 1000 inhabitants in Washoe County

Ratio of TMCC Enrollment Per 1,000 Inhabitants of Washoe County
1992-98



INDICATOR

A-6 Associate degrees and certificates obtained by adults within the service area.

RATIONALE

Part of the strategic process at TMCC is to expand educational opportunities in order to meet the changing needs of a diverse community.

DEFINITION

Number of degrees and certificates obtained by age

SOURCE

TMCC Student Information System

OUTCOME ANALYSIS

Recently, the number of younger students (ages 18-24) obtaining degrees and certificates has increased, while non-traditional completers (ages 34-49) have experienced slight declines.

Standard: The number of degrees and certificates conferred at TMCC will steadily increase throughout all age categories.

Degrees and Certificates Conferred by Age

Graduation Year		Age Ranges					Totals
		18-24	25-34	35-49	50+	Unreported	
1993	#	103	131	139	22	33	428
	%	24%	31%	33%	5%	8%	100%
1994	#	94	150	128	27	9	408
	%	23%	37%	31%	7%	2%	100%
1995	#	101	128	137	20	9	395
	%	26%	32%	35%	5%	2%	100%
1996	#	105	150	138	20	5	418
	%	25%	36%	33%	5%	1%	100%
1997	#	105	150	131	21	1	408
	%	26%	37%	32%	5%	0%	100%
1998	#	143	138	126	25	1	433
	%	33%	32%	29%	6%	0%	100%
1999	#	157	153	133	20	2	465
	%	34%	33%	29%	4%	0%	100%
Total	#	**651**	**847**	**799**	**135**	**58**	**2490**
	%	**26%**	**34%**	**32%**	**5%**	**2%**	**100%**

INDICATOR

B-1 Employment of program completers in degree-related jobs within six months of graduation.

RATIONALE

It is TMCC's goal to provide exceptional education programs, as well as continually assess institutional effectiveness.

DEFINITION

A series of indicators on a post-graduation follow-up survey are utilized to determine the number of program completers placed into degree-related jobs.

SOURCE

Graduate Follow-up Survey

OUTCOME ANALYSIS

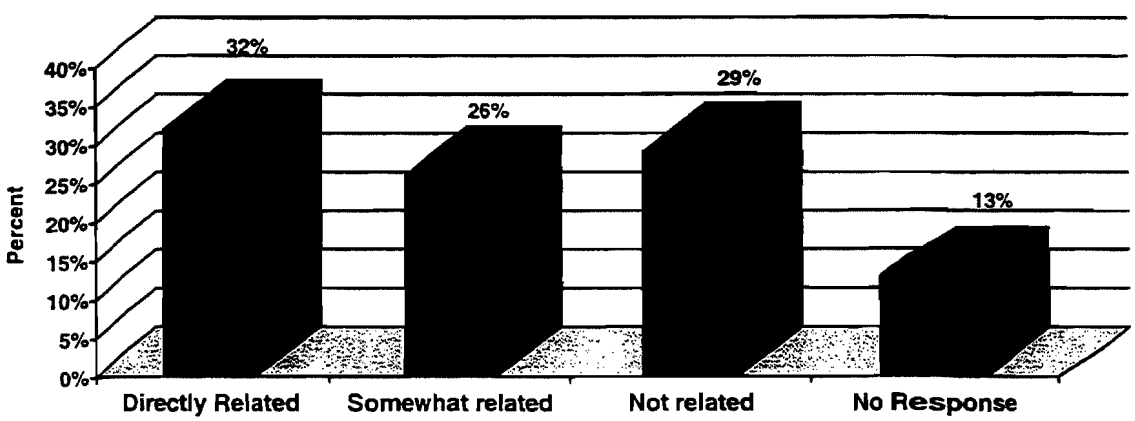
In the 1997-98 academic year, 433 students received Associate Degrees or Certificates of Achievement. From this cohort, 116 students responded to a follow-up survey distributed one year after graduation.

- 82% of respondents reported current employment
- 43% reported either a job advancement or being hired for a new job following graduation
- 65% felt their program of study at TMCC sufficiently prepared them for their current occupation
- 68% stated they were working in a degree-related field

Standard: Seventy percent of program completers will be employed in a degree-related occupation within six months of graduation.

TMCC Graduates
Graduate Follow-up Survey 1997-98

At what level is your current job related to the degree you recevied?
N = 116



INDICATOR

B-2 Completion of required licensure/certificate exams by program completers

RATIONALE

A primary goal of TMCC is to provide educational opportunities in order to enable students to upgrade skills, obtain specialized certificates, and enter the workforce.

DEFINITION

Number of program completers who go onto complete required licensure and certificate exams

SOURCE

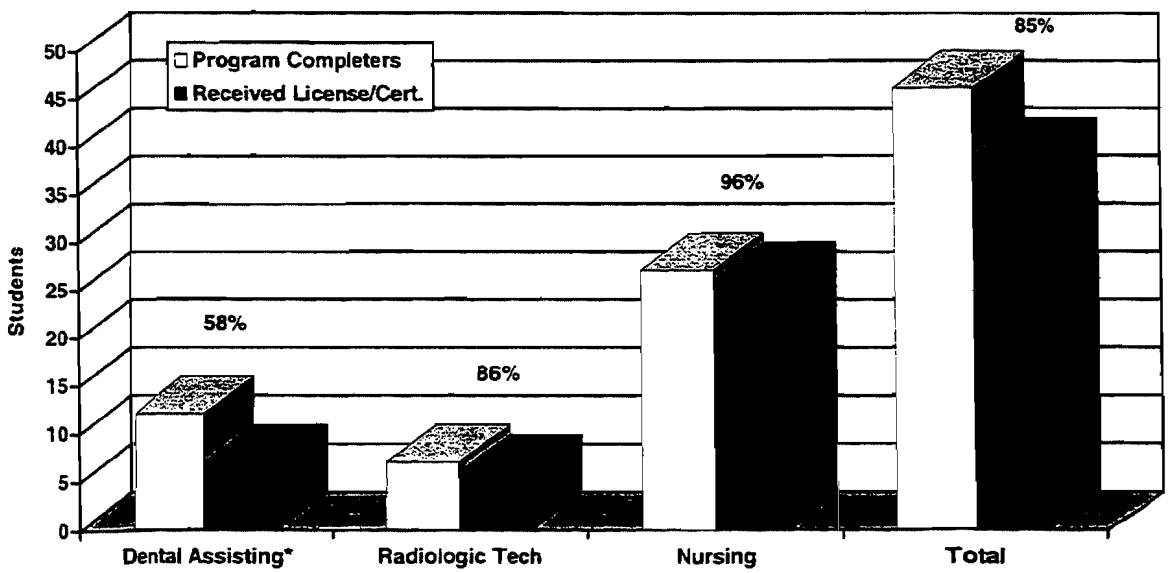
Perkins Standards and Measure Reporting (performance indicators)

OUTCOME ANALYSIS

In the 1998-99 academic year, 85 percent of those students who completed programs requiring a license or certification went onto pass licensure/certificate exams.

Standard: At least 90 percent of program completers will pass licensure/certificate exams.

Successful Completion of Required Licensure/Certificate Exams
1997-98 Graduates



INDICATOR

B-3 Program completers' satisfaction with technical education preparation.

RATIONALE

It is the goal of TMCC to not only provide high quality education and services, but to keep pace with advancing technologies and assess student satisfaction.

DEFINITION

A series of indicators on a graduate student survey are used to assess level of satisfaction.

SOURCE

Graduate Survey

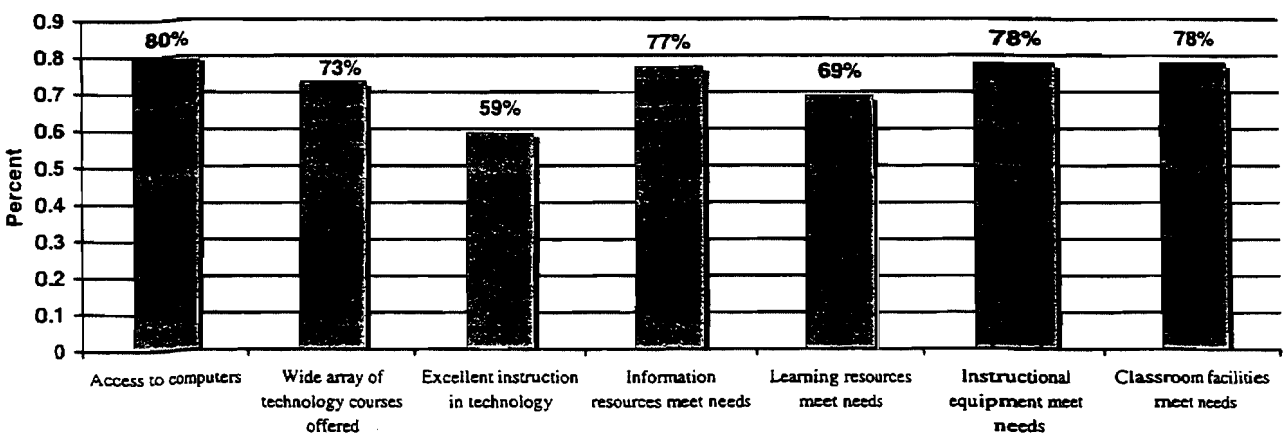
OUTCOME ANALYSIS

In the 1998-98 academic year, 465 students received Associate Degrees or Certificates of Achievement from TMCC. From this cohort, 212 students responded to an annual graduate survey. Seven indicators of technical educational satisfaction were utilized to assess the opinions of TMCC graduates. The mean response to these indicators was 73% satisfaction.

Standard: *Ninety percent of program completers will indicate satisfaction with technical education preparation at TMCC.*

Satisfaction with Technical Education Preparation
1998-99 Graduates

Percent rating a high level of satisfaction with.....



INDICATOR

B-4 Program completers' satisfaction with general education preparation.

RATIONALE

It is the goal of TMCC to provide a high quality and well rounded general education.

DEFINITION

A series of indicators on a graduate student survey are used to assess level of satisfaction.

SOURCE

Graduate Survey

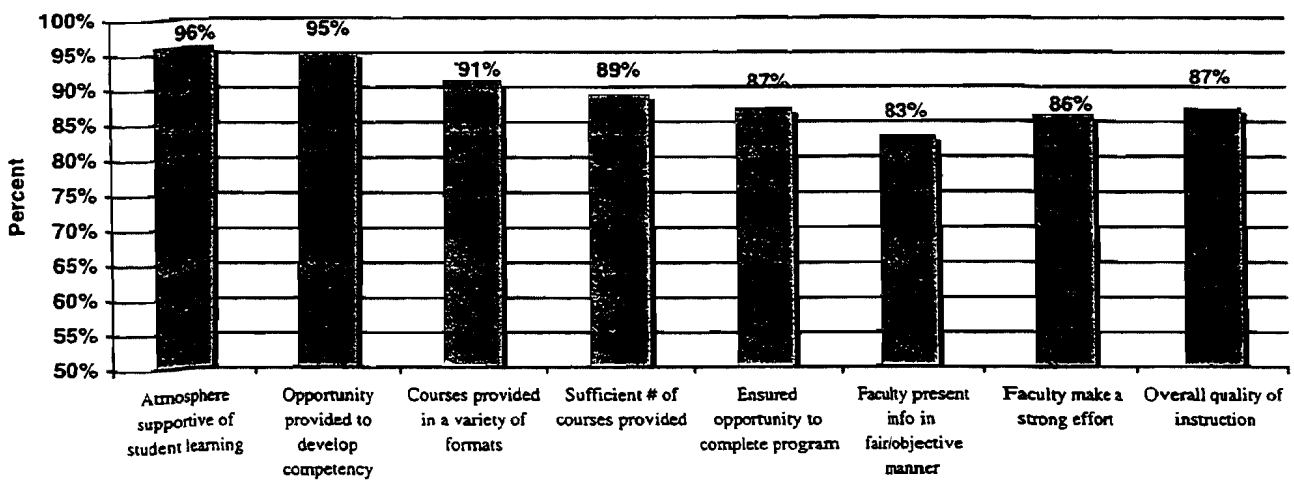
OUTCOME ANALYSIS

In the 1998-99 academic year, 465 students received Associate Degrees or Certificates of Achievement from TMCC. From this cohort, 212 students responded to an annual graduate survey. Eight indicators of general educational satisfaction were utilized to assess the opinions of TMCC graduates. The mean response to these indicators was 89% satisfaction.

Standard: *Ninety percent of program completers will indicate satisfaction with general educational preparation at TMCC.*

Satisfaction with Gen. Education Preparation
1998-98 Graduates

Percent rating a high level of satisfaction with.....



INDICATOR

C-1 Program Completion Time (Graduation Rate).

RATIONALE

TMCC is committed to providing excellent educational programs that enable students to achieve a high level of learning in pursuit of their goals.

DEFINITION

This indicator examines the graduation rates of first-time, full-time cohorts after 150% of a program completion time has expired (i.e. 2 year programs = 3 years allotted completion time, 150%).

SOURCE

IPEDS Graduation Rate Survey

OUTCOME ANALYSIS

From the full-time, first-time, degree-seeking cohort of Fall 1996, 10% of the students completed the program they were enrolled in within 150 percent of the normal completion time.

Standard: 20 percent of students from full-time, first-time cohorts will complete their programs within 150 percent of the normal completion time.

Graduation Rates of Full-time, First-time Degree-seeking Students
Fall 1996 Cohort

Cohort	Full-time, first-time degree seekers		Students completing their program within 150% of normal time		Non-completers still enrolled		Non-completers not enrolled	
	Men	*Women*	*Men*	*Women*	*Men*	*Women*	*Men*	*Women*
Fall 1996	102	102	12	9	20	33	70	60
Total	204		21		53		130	
Percent	100%		10%		26%		64%	

INDICATOR

C-2 College Retention Rates

RATIONALE

TMCC is committed to providing excellent educational programs that enable students to achieve a high level of learning in pursuit of their goals.

DEFINITION

This indicator examines campus-wide, longitudinal retention rates. Retention is computed by dividing the number of student enrollments that received A, B, C, or D grades by the total number of enrollments

SOURCE

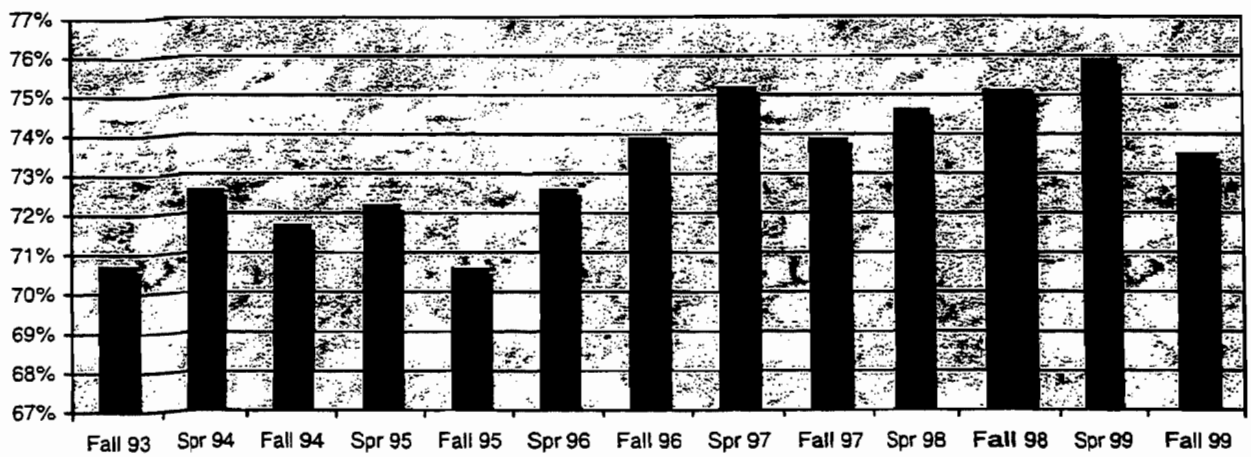
Student Information System

OUTCOME ANALYSIS

Since Fall of 1992, TMCC's retention rate has remained above 70%, with recent semesters reaching 74-75%. The average campus retention rate for the past seven years is 73%

Standard: *From the total number of student enrollments each semester, TMCC will retain at least 70% of its students.*

TMCC Retention Rate by Semester
1993-99



INDICATOR

C-3 College Persistence Rates

RATIONALE

TMCC is committed to providing excellent educational programs that enable students to achieve a high level of learning in pursuit of their goals.

DEFINITION

Persistence is a measure that tracks the percent of students that return with each advancing semester. The measure is derived by isolating a cohort of students and then calculating the percent of the original cohort that return each semester. This indicator analyzes the persistence rates of first-time, degree seeking students.

SOURCE

Student Information System

OUTCOME ANALYSIS

The first-time, degree-seeking cohort from Fall 1998 recorded higher persistence rates than any other cohort in the past six years.

Standard: *Second semester persistence rates for first-time, degree-seeking students will meet or exceed 60%.*

Persistence Rates of First-time, Degree-seeking Students*
Fall 1992 – Fall 1998 Cohorts

		Returning After One Semester		Returning After Two Semesters	
	# Entering	Number	Percent	Number	Percent
Fall 1992	350	207	59%	136	39%
Fall 1993	279	155	56%	115	41%
Fall 1994	471	280	59%	190	40%
Fall 1995	393	219	56%	159	40%
Fall 1996	580	301	52%	227	39%
Fall 1997	778	420	54%	321	41%
Fall 1998	822	493	60%	363	44%
Average	**3673**	**2075**	**56%**	**1511**	**53%**

*Students with a goal of earning a degree (AA, AS, AGS, AAS)

INDICATOR

D-1 Efficiency measure: Efficiency Measure by Funding Category

RATIONALE

It is a goal of the college to effectively and efficiently provide high quality educational programs.

DEFINITION

FTE ratios represent weekly student credit hours by course divided by total credits taught within a funding area, divided by the funding ratio (student faculty ratios derived by the state). A 100% of standard indicates that the actual enrollment is equal to the ideal enrollment.

SOURCE

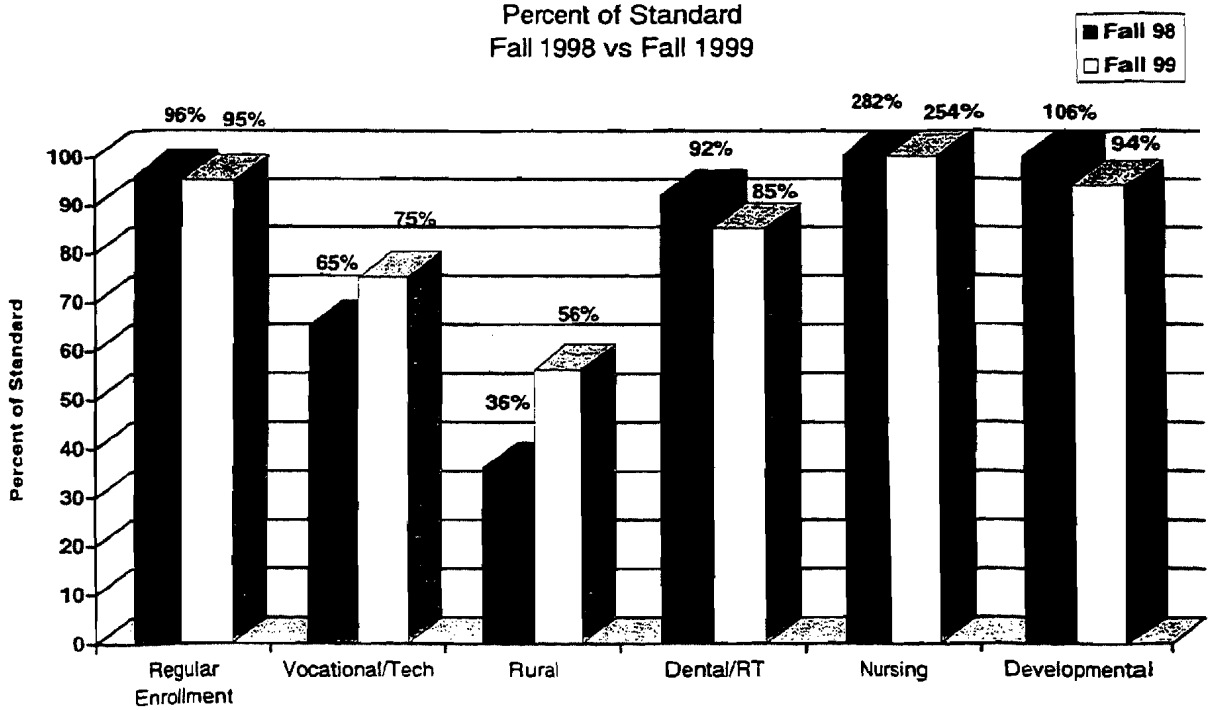
Student Information System, end of semester Fall fte

OUTCOME ANALYSIS

Efficiency in all categories besides Vocational and Rural dipped from Fall 1998 levels.

Standard:

Efficiency Measure by Fund Category
Percent of Standard
Fall 1998 vs Fall 1999



INDICATOR

D-2 Efficiency measure: Instructional Cost Per Student FTE.

RATIONALE

It is a goal of the college to effectively and efficiently provide high quality educational programs.

DEFINITION

Method for computing instructional cost per student FTE: divide FY budgeted instructional dollars by end of semester Fall FTE.

SOURCE

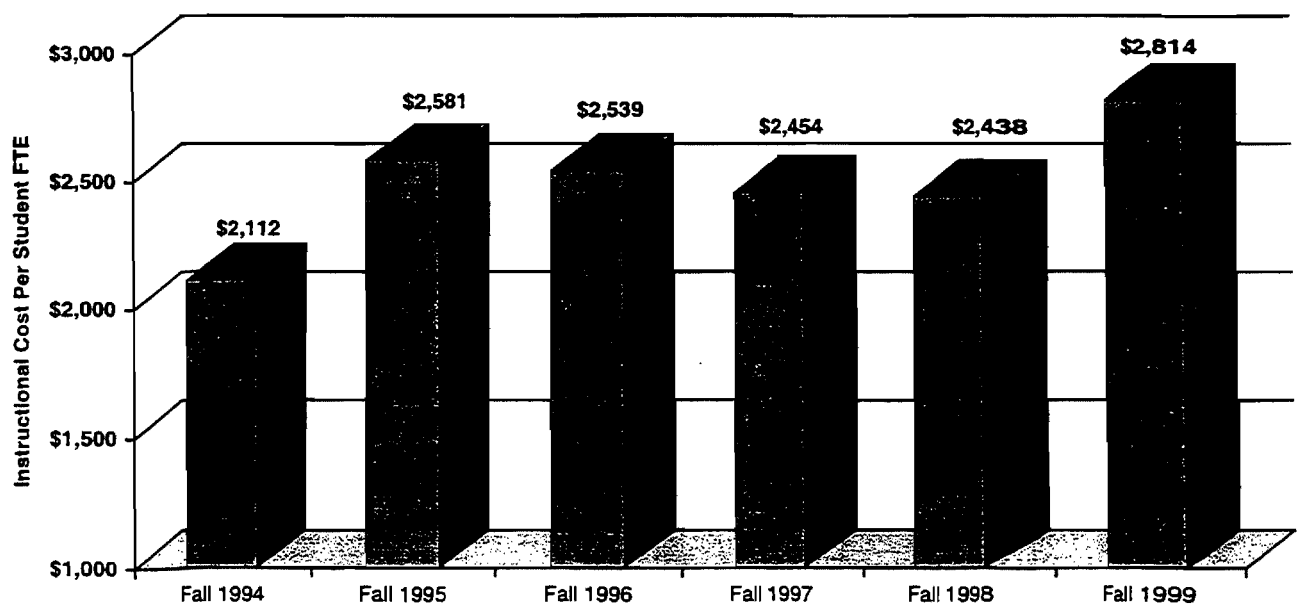
Student Information System

OUTCOME ANALYSIS

Fall 1999 reversed the steady decline in cost per student FTE that was experienced from Fall 1995 through Fall 1998.

Standard:

Instructional Cost Per Student FTE
Fall 1994-99



INDICATOR

D-3 Efficiency measure: space utilization

RATIONALE

It is a goal of the College to effectively and efficiently provide high quality educational programs.

DEFINITION

Percent of standard classroom occupancy achieved for day and evening classes in both traditional classrooms and laboratories. This percentage is computed by dividing actual weekly student contact hours by target weekly student contact hours.

SOURCE

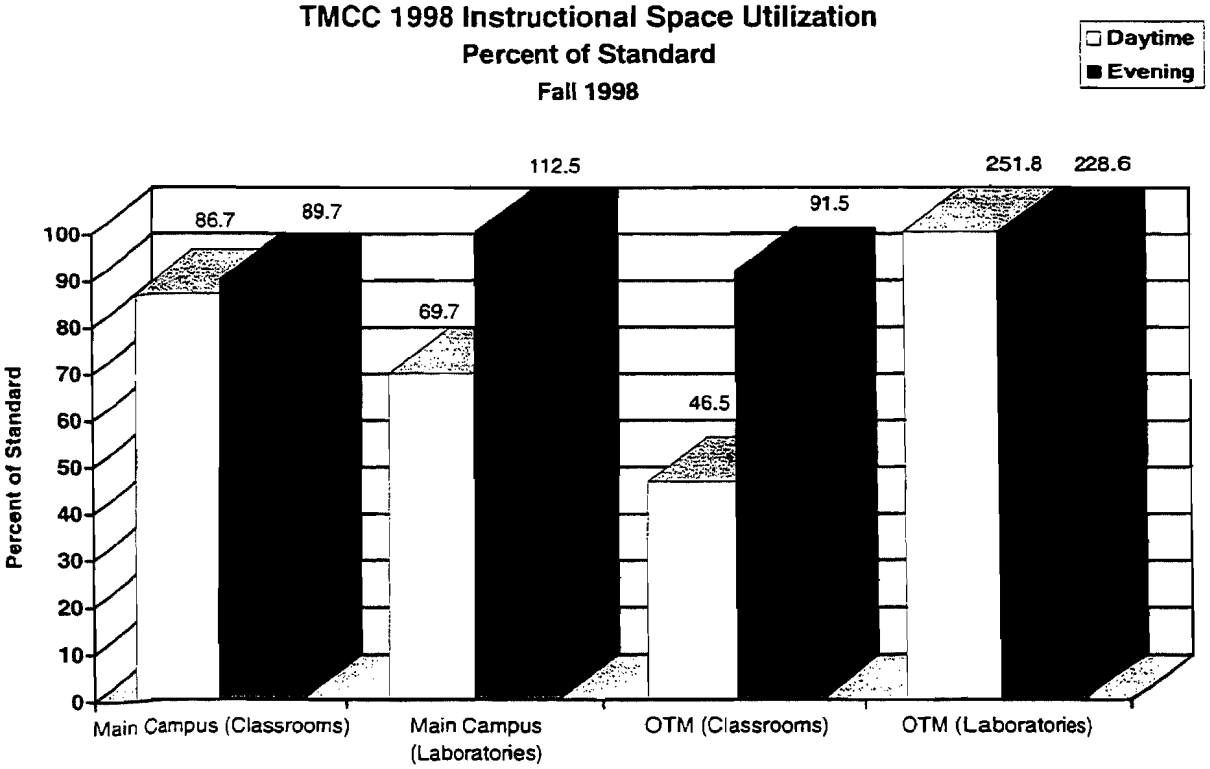
Biennial Instructional Space Utilization Study

OUTCOME ANALYSIS

Classrooms: In Fall 1998, daytime and evening utilization for classrooms on the Main Campus were between 85 and 90 percent of standard, while utilization at the Old Town Mall fell short of 50 percent during the day and exceeded 90 percent at night.
Evening: Instructional space utilization surpassed the standard in all laboratories on both campuses, with the exception for those offered during daytime hours on the Main Campus.

Standard: Instructional space utilization will be within at least 80 percent of the standard for all classrooms and laboratories.

TMCC 1998 Instructional Space Utilization
Percent of Standard
Fall 1998



INDICATOR D-4 Efficiency measure: Student to Faculty FTE by Division

RATIONALE It is a goal of the college to effectively and efficiently provide high quality educational programs.

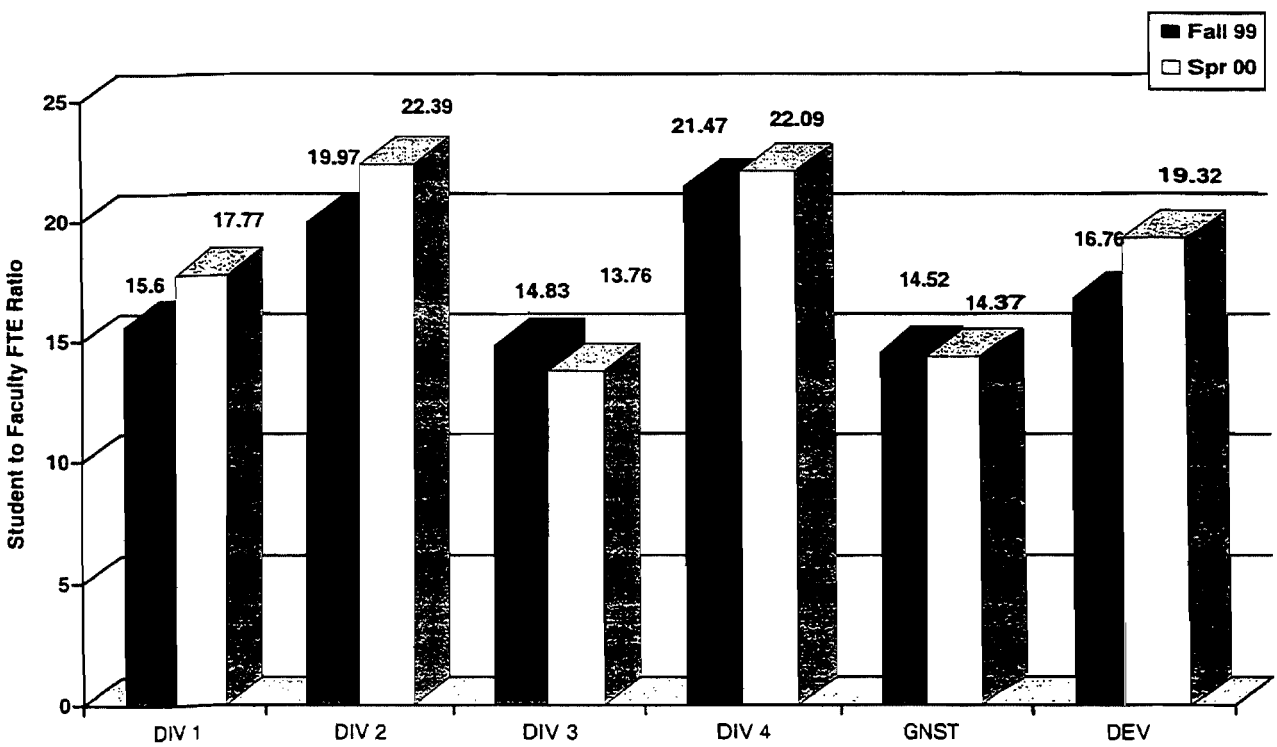
DEFINITION Ratios are derived by dividing state supported student FTE by actual instructional FTE (instruction FTE = credit hours in SIS divided by 15)

SOURCE Student Information System

OUTCOME ANALYSIS Three out of the five divisions experienced substantial increases in student to faculty FTE from Fall 1999 to Spring 2000.

Standard:

Student to Faculty FTE Ratios by Division
Fall 1999 & Spring 2000



INDICATOR D-5 Efficiency measure: technology utilization

RATIONALE It is a goal of the college to effectively and efficiently provide high quality educational programs.

DEFINITION Technology utilization is measured by the ratio of student FTE to the number of computers in labs (comparison data will be provided in the future).

SOURCE Student Information System and IT inventory

OUTCOME ANALYSIS For the 1999-00 academic year, the student to computer ratio was 8.5 students per computer (comparison data will be provided in the future).

Standard:

TMCC COMPUTER LABS March 22, 2000		
Location	**No. of Labs**	**No. of Computers**
Advance Technology Center	12	297
Library and Library Kiosk	3	48
Red Mountain	3	69
Vista	1	3
Industrial Technology Center	3	32
Incline Village	1	12
Old Town Mall	7	84
Total	30	545

AAFTE 1999-00	Total # of computers in lab	1999-00 Student to Computer Ratio
4654	545	8.5:1

INDICATOR

E-1 Occupational Threshold Obtainers

RATIONALE

It is a goal of the College to assess the effectiveness of its occupational and workforce training efforts in order to continually improve the quality of programs and services.

DEFINITION

In order to establish a meaningful and accessible "threshold level of vocational education", as well as to more effectively monitor trends in student performance, a cohort of students are identified each year upon which to measure occupational/workforce training performance indicators. For FY 01, first-time, degree seeking students enrolled in the fall of 1996 who complete 9 or more credits of occupational courses during the 96-97, 97-98, and 98-99 academic years will comprise the "occupational threshold obtainers". Comparisons of the number and percent of students reaching the threshold are made to previous first-time, occupational degree seeking cohorts.

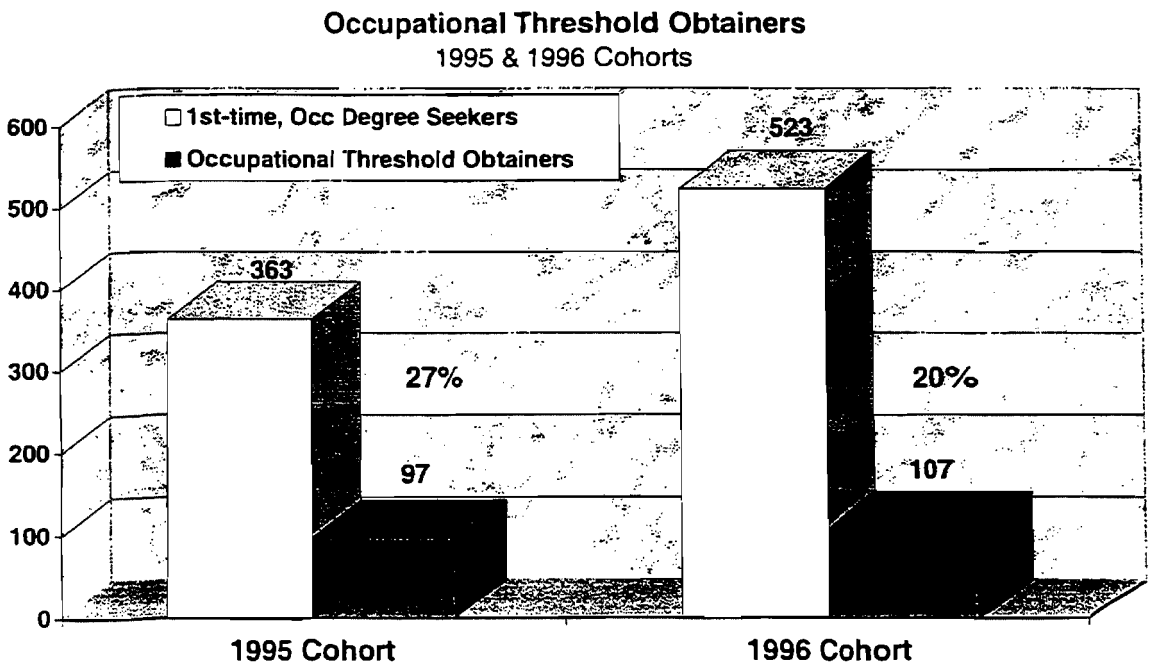
SOURCE

Student Information System

OUTCOME ANALYSIS

From the 1995 cohort of first-time, occupational degree seeking students, 27% reached the occupational threshold. This is 7% higher than the 1996 cohort.

Standard: At least 25% of first-time, occupational degree-seeking students will reach the occupational threshold level.



INDICATOR

E-2 Grade Point Average of Occupational Threshold Cohort

RATIONALE

It is a goal of the College to assess the effectiveness of its occupational and workforce training efforts in order to continually improve the quality of programs and services.

DEFINITION

In order to establish a meaningful and accessible "threshold level of vocational education", as well as to more effectively monitor trends in student performance, a cohort of students are identified each year upon which to measure occupational/workforce training performance indicators. For FY 01, first-time, degree seeking students enrolled in the fall of 1996 who complete 9 or more credits of occupational courses during the 96-97, 97-98, and 98-99 academic years will comprise the "occupational threshold obtainers". Comparisons of GPA's made to previous threshold obtaining cohorts

SOURCE

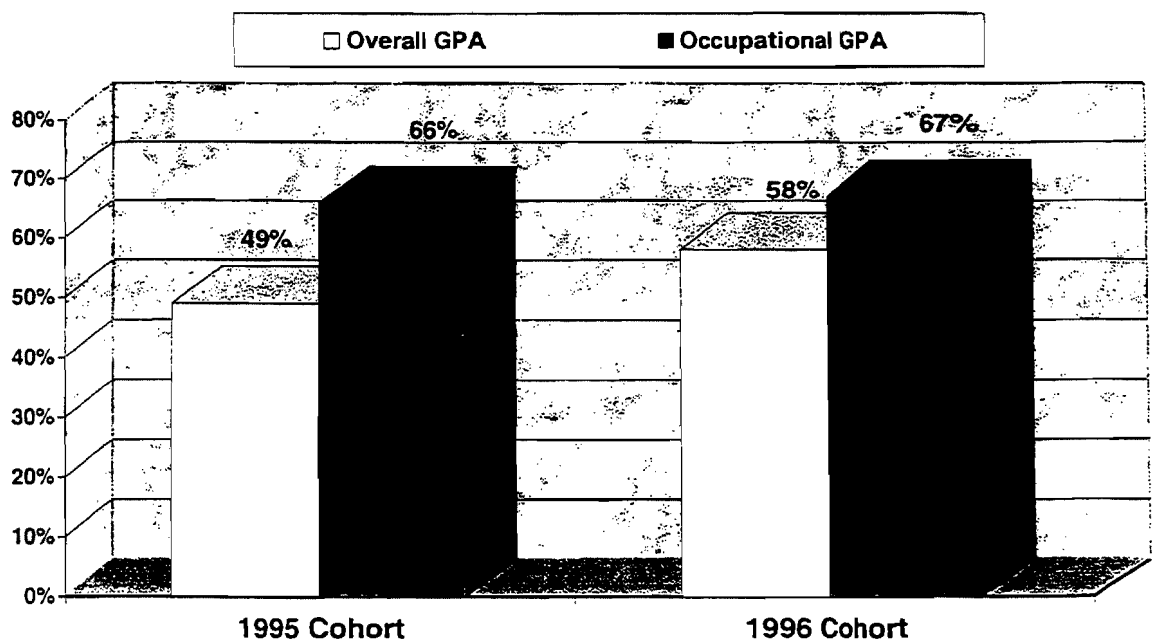
Student Information System

OUTCOME ANALYSIS

The 1996 cohort recorded higher percents of students able to obtain a GPA of 3.0 or higher than were witnessed in the 1995 cohort.

Standard: *At least 63% of the "occupational threshold obtainers" will possess an overall GPA and occupational GPA of 3.0 or higher.*

Percent of Occupational Threshold Obtainers with 3.0 GPA or Higher
- 1995 & 1996 Cohorts



INDICATOR

E-3 Graduation Rate of Occupational Threshold Cohort

RATIONALE

It is a goal of the College to assess the effectiveness of its occupational and workforce training efforts in order to continually improve the quality of programs and services.

DEFINITION

In order to establish a meaningful and accessible "threshold level of vocational education", as well as to more effectively monitor trends in student performance, a cohort of students are identified each year upon which to measure occupational/workforce training performance indicators. For FY 01, first-time, degree seeking students enrolled in the fall of 1996 who complete 9 or more credits of occupational courses during the 96-97, 97-98, and 98-99 academic years will comprise the "occupational threshold obtainers". Comparisons of graduations are made to previous threshold obtaining cohorts (graduation rates computed over four academic years).

SOURCE

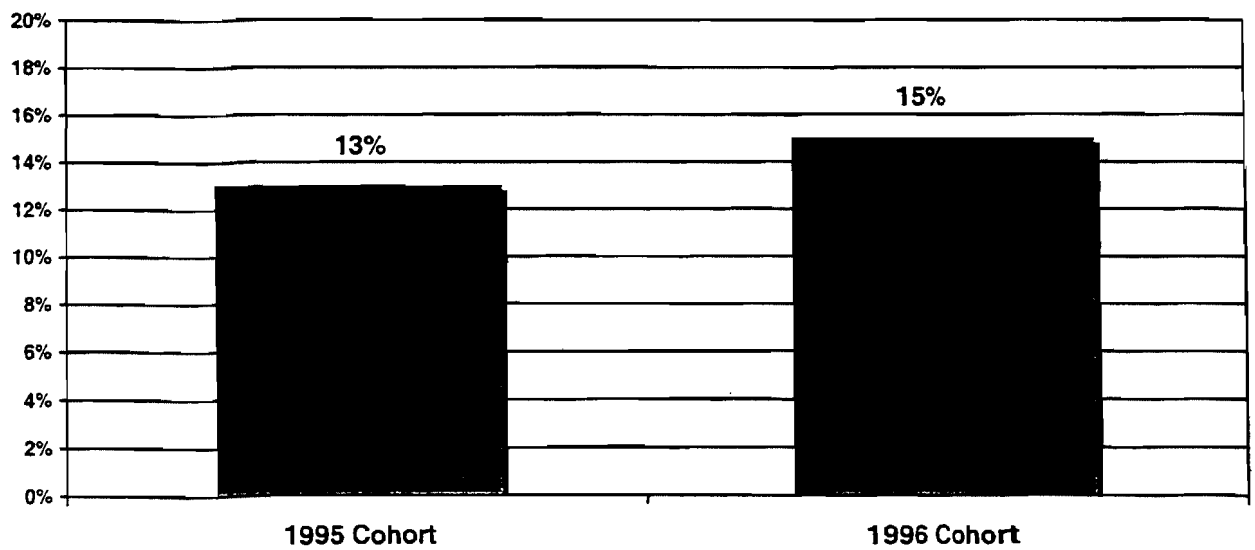
Student Information System

OUTCOME ANALYSIS

The graduation rate for the 1996 cohort was slightly higher than the 1995 cohort.

Standard: *At least 11% of the "occupational threshold obtainers" will graduate within four academic years.*

Graduation Rates of Occupational Threshold Obtainers
1995 & 1996 Cohort



INDICATOR

F-1 Success of Remedial Math Students

RATIONALE

TMCC is committed to providing excellent educational programs that enable students to achieve a high level of learning in pursuit of their goals.

DEFINITION

Basic skills assessments of this nature, analyze and track the number of students who enter and successfully complete developmental courses and as a result, advance to higher level coursework within that subject area. Cohorts are determined by the Fall semester in which the students complete the remedial class (Math 096). Cohorts were given through the Spring semester of 2000 to complete Math 120 or 126.

SOURCE

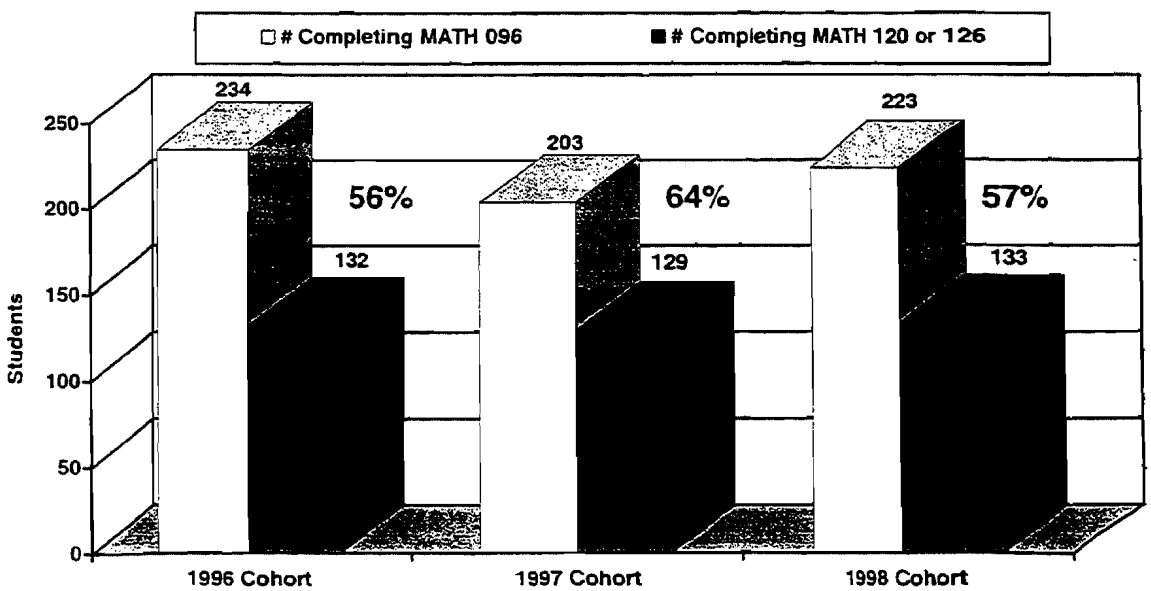
Student Information System

OUTCOME ANALYSIS

For the past three cohorts of Math 096 completers, between 55 and 65 of the students went on to successful complete Math 120 or 126 (college level math)

Standard: Approximately 60% of Math 096 (remedial) students will go on to successfully complete Math 120 or 126.

Successful MATH 096 Students who complete MATH 120 or 126
1996-98 Cohorts



INDICATOR

F-2 Success of Remedial English students

RATIONALE

TMCC is committed to providing excellent educational programs that enable students to achieve a high level of learning in pursuit of their goals.

DEFINITION

Basic skills assessments of this nature, analyze and track the number of students who enter and successfully complete developmental courses and as a result, advance to higher level coursework within that subject area. Cohorts are determined by the Fall semester in which the students complete the remedial class. Cohorts were given through the Spring semester of 2000 to complete English 101.

SOURCE

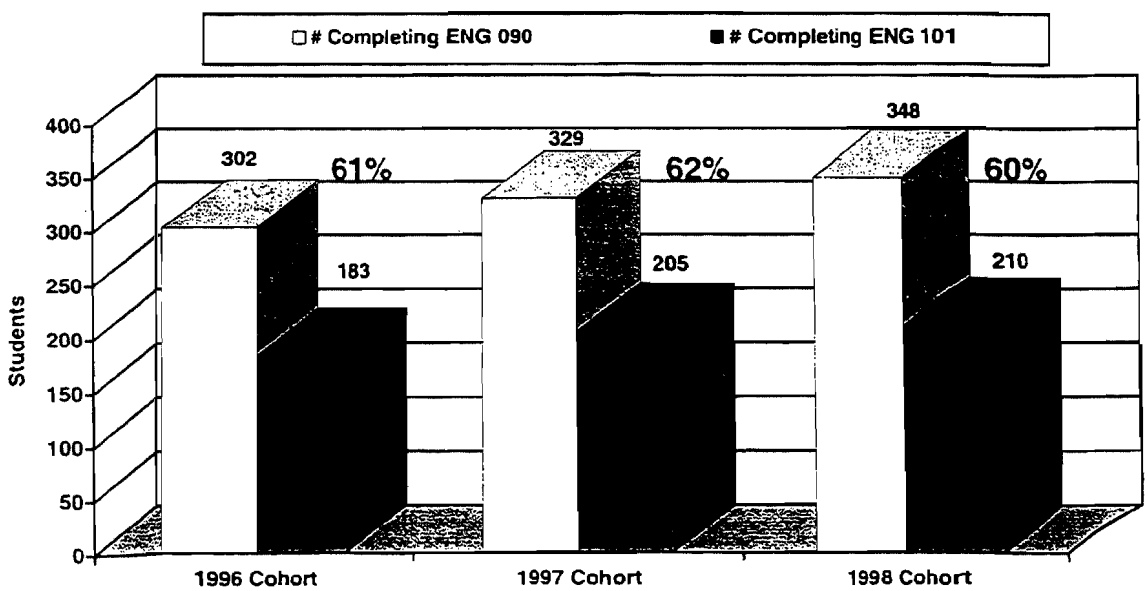
Student Information System

OUTCOME ANALYSIS

The past three cohorts of English 090 completers, approximately 61 percent have gone on to successfully complete college level English.

Standard: *Approximately 60% of English 090 (remedial) students will go on to successfully complete English 101.*

Successful ENG 090 Students who complete ENG 101
1996-98 Cohorts



APPENDIX B

- SUMMARY OF ASSESSMENT PLANS
- DISTANCE EDUCATION ASSESSMENT PLAN
- DISTANCE EDUCATION SURVEY

Assessment Plans 2000-2001
Status Report by Division

COMPLETED	PARTIALLY COMPLETED	NO PROGRESS
DIVISION: ALLIED HEALTH SCIENCES **DEAN:** RICHARD BRAND (Acting) **DATE:** 5/1/00		
Radiologic Technology - (AAS)	Nursing Program - (AAS) Pre-Engineering Paramedic Program - (Cert.) Dental Hygiene Program - (AAS) Environmental Control Technology	Dental Assisting Program - (AAS) Environmental Science (AA)
DIVISION: APPLIED INDUSTRIAL TECHNOLOGY **DEAN:** BILL VERBECK **DATE:** 5/1/00		
Apprenticeship Programs - (AAS) Automotive Technology (ATEC) - (AAS) Diesel Power Technology (DTEC) - (AAS) Electronics Technology - (AAS) Environmental Control Technology - (AAS) HVAC/R - (AAS) Welding Technology - (AAS)		
DIVISION: LIBERAL ARTS AND PUBLIC SERVICE **DEAN:** BILL BAINES **DATE:** 5/1/00		
Applied Anthropology/Diversity - (Certificate) Education Teacher Preparation - (AA) ➢ Elementary Education ➢ Secondary Education	Arts - (AA) ➢ Theater (AA, certificate) ➢ Music (AA, certificate) Fire Science Technology: (AAS) ➢ Firefighter Academy ➢ Firefighter Wildland ➢ Volunteer Firefighter Mental Health Services – (AAS) ➢ Substance Abuse Counseling ➢ Mental Health Technician ➢ Developmental Disabilities Early Childhood Education – (AAS) ➢ Infant/Toddler ➢ Preschool	Criminal Justice: - (AAS) (AA) ➢ Law Enforcement ➢ Corrections ➢ Juvenile Justice ➢ Private Security Military Occupations - (AAS) Legal Assistant - (AAS)

Assessment Plans 2000-2001
Status Report by Division

COMPLETED	PARTIALLY COMPLETED	NO PROGRESS
DIVISION: BUSINESS AND COMPUTER TECHNOLOGY **DEAN:** PAULA FUNKHOUSER **DATE:** 5/1/00		
Engineering Drafting (AAS)	Architecture (AA) Business (AA) Landscape Architecture (AA) Architectural Design (AAS) ➢ Architectural Design Technology ➢ Golf Course Management Culinary Arts (AAS) Computer and Office Technology (AAS): ➢ Administrative Assistant ➢ Business Applications ➢ Legal Office Professional ➢ Medical Office Specialist Computer Information Technology (AAS) ➢ Computer Programming ➢ LAN Support and Administration ➢ Web Master Emphasis Graphic Communications (AAS) ➢ Digital Media ➢ Imaging Technologies ➢ Visual Communications	Business (AAS) ➢ Accounting ➢ Accounting Technology ➢ Construction Management ➢ Economics ➢ General Business ➢ Hospitality & Tourism ➢ Industrial Management ➢ Management ➢ Marketing ➢ Occupational Safety and Health Tech. ➢ Real Estate ➢ Ski Resort Management ➢ Small Business Bookkeeping (cert) Business Literacy for the Workplace (cert) Microcomputer Programming (cert) Minicomputer Information Systems
DIVISION: OUTREACH COLLEGE **DEAN:** MICHAEL RAINEY **DATE:** 5/1/00		
Cosmetology Motorcycle Safety Distance Education		

Assessment Component:
Distance Education

ASSESSMENT PLAN 1999-00
Level: Program & Departmental

DESCRIPTION

The main focus of this process is to ensure the comparability of courses offered through TMCC distance education program to the traditional on-campus offerings.

PLANNING

Strategic Goal: *Accountable:* Demonstrate evidence of student learning and achievement of educational goals.

Accreditation Standards: Standard 2.B.2.

METHODS

The assessment of distance education must occur at two distinct levels: program/service level and general education course level. The effectiveness of distance education as a unique vehicle of delivering instruction should be assessed through systematic collection of data on retention rates, persistence rates, enrollment, as well as inclusion of distance education into the campus-wide program outcomes assessment process. Individual general education courses offered through distance education will be assessed similarly to the general education courses offered on campus.

PROGRESS

The plan for assessing distance education is being currently put together.

RESOURCES

The responsibility for the departmental level assessment of distance education lies with departments and individual faculty. Except for the TMCC Curriculum Committee, there are no additional resources available for faculty to conduct course level assessment.

ACTIVITIES & OUTCOMES

The goals and timelines for this component were established/updated on March 10, 2000. (see attached template)

Objective	Responsible Office	Activities & Outcomes	Documents	Timeline
1. Participate in the campus wide program outcomes assessment process		➢ Develop goals for distance education program ➢ Identify measurable outcomes for those goals ➢ Draft an assessment plan according to the format adopted by TMCC ➢ Report outcomes assessment results to the Outcomes Assessment Office on a regular basis		
2.Ensure that each general education course delivered through distance education responds to gen ed learning outcomes adopted by TMCC		➢ General education outcomes of courses offered through distance ed will be measured through a campus-wide general ed assessment initiative by administering a test to all graduating students ➢ . In cooperation with the Institutional Research and Assessment Office conduct a comparative study of the general education outcomes achieved by distance education students to those achieved by traditional students		
3. Estab[illegible]a firm data reporting schedule		➢ Develop outcome[illegible]ements with regard to		

with Institutional Research Office to generate program level data for the distance education courses (retention rates, enrollments trends, etc.)		program level indirect outcomes (i.e. retention, enrollment, etc)		
4. Design a database to store assessment information by course				

Distance Education
Truckee Meadows Commmunity College
Student Satisfaction Survey

- Use a No. 2 pencil only
- Fill in bubble completely
- Erase completely to change
- Do not fold or staple

Truckee Meadows Community College is interested in finding out about your experiences with distance education. The information you provide will be used to improve existing courses, as well as assist in planning future offerings to meet your needs.

What distance education course were you enrolled in this semester? (please fill in the blanks)

Course Prefix _____ (i.e. ANTH) Course # _____ (i.e. 101) Course Title _____ (i.e. Introduction to Anthropology)

Please answer the following questions in regard to the distance education class you enrolled in this semester.

Year of Course

Record the four digits of the year you attended class and blacken the corresponding bubbles.

Semester of course

1. Spring
2. Summer
3. Fall

Method of Delivery

1. Interactive "compressed" Video (2-way video)
2. Internet web-based
3. Telecourse (1-way video) PBS
4. SNCAT Telecast
5. Other: _____

How did you first learn about the course?

1. Class Schedule
2. Counselor/Advisor
3. Instructor
4. Advertisement/Brochure/Flyer
5. Friend
6. TMCC's distance education web site
7. Other: _____

Indicate the extent to which you agree or disagree with the following statements by blackening the appropriate bubbles.

Not applicable
Strongly disagree
Disagree
Neutral
Agree
Strongly agree

This course fulfilled a requirement for my degree program.
I enrolled in this course to enable an advancement in my career.
I enrolled in this course for personal interest reasons (e.g. interesting topic, entertainment).
I am utilizing this course to gain a certification/re-certification in a profession.
I enrolled in this course to gain Continuing Education Units (CEUs).
I enrolled in this course because of its flexibility with my schedule (i.e. there were no other sections available that worked for me).

If given the opportunity, I would enroll in another distance education course at TMCC.
The quality of my learning experience in this distance education course was comparable to other experiences that I have had in traditional classrooms.
In general, there was an adequate amount of interaction with the instructor.
The instructor was available and accessible outside the class time.
There was an efficient system for delivering and returning papers.
The instructor adequately covered all course objectives in the syllabus.

Required textbooks and reading materials were made available.
A library and/or research facility (if needed) was made easily accessible.
The procedures for registering in this course were made clear.
Information related to financial aid was made available.
The technical delivery and support of this course was satisfactory (e.g. picture quality, sound, reliable delivery, set up of classroom, web-based courses).

Within the context of distance education, what did you like most about this course?

Within the context of distance education, what areas most need improvement?

In what subject areas would you like to see distance education courses offered?

Additional comments:

Thank you!

Student Satisfaction Survey
Distance Education
TRUCKEE MEADOWS COMMUNITY COLLEGE
Spring 2000

INTRODUCTION

Student Satisfaction Survey was distributed to TMCC students who completed distance education courses during the Spring 2000 semester. The goal of this survey is to gain insight regarding students' opinions of TMCC distance education courses, the method of delivery, as well as overall student satisfaction with the quality of the distance education learning experience at TMCC.

METHODOLOGY

Population: The target population of this study was all students enrolled in Spring 2000 distance education courses. This cohort was comprised of 244 students. From this group of students, 81 useable surveys were returned, producing a 33% response rate.

Instrumentation & Procedure: The survey was designed as a two-page scannable handout that was given to the students by their instructors to be returned to the distance education office.

Data Analysis: In order to obtain statistically significant results (95% confidence level, ±4 margin of error) approximately 150 completed surveys were needed (response rate = 62%). Although the response rate was lower than desired, the descriptive statistics produced from this survey can be utilized to gain insight into the opinions, perceptions, and experiences of students enrolled in TMCC distance education courses.

RESULTS

Attached

Distance Education
Truckee Meadows Community College
Student Satisfaction Survey
Spring 2000

Semester of course

N= 81

	#	%
* Spring	77	95.1%
* Summer	1	1.2%
* Fall	1	1.2%
* No Response	2	2.5%

Method of Delivery

N= 81

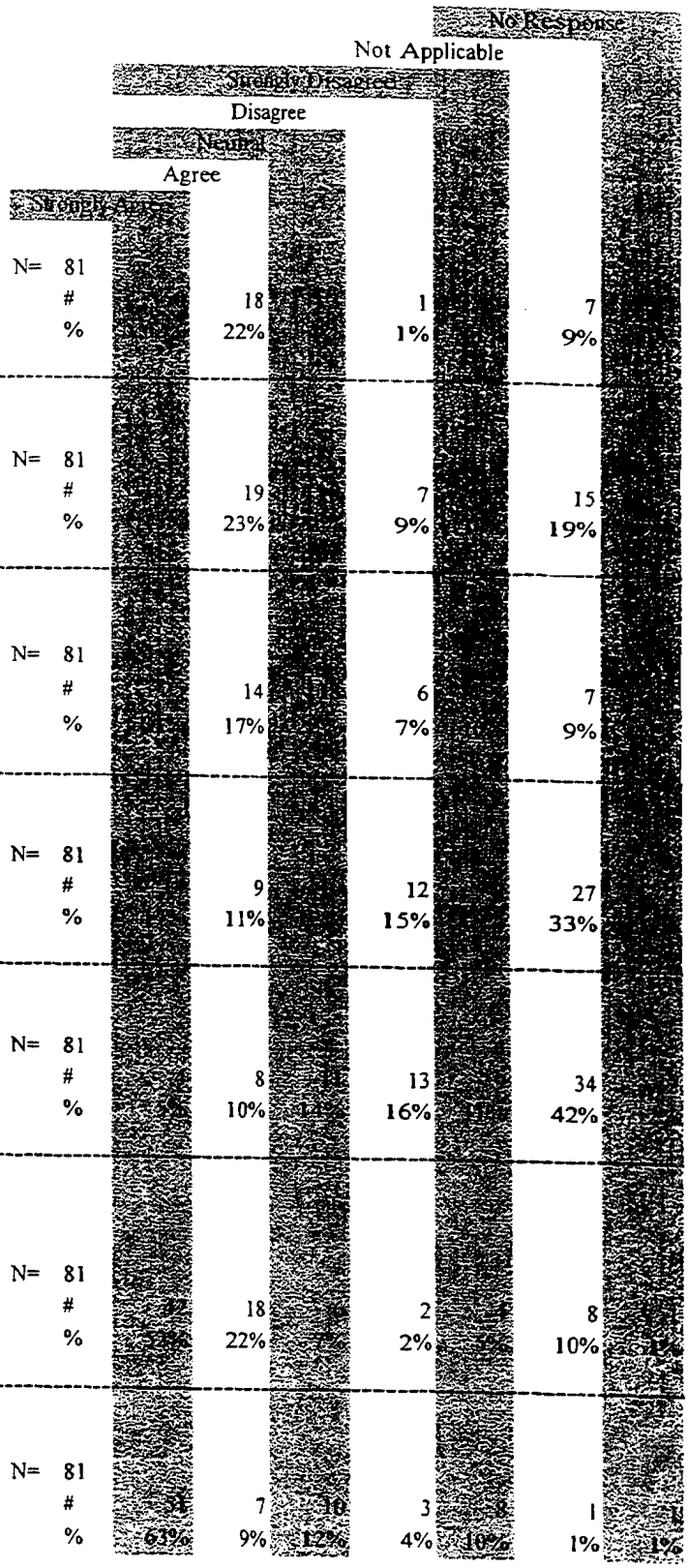
	#	%
* Interactive "compressed" video (two-way video)	3	3.7%
* Internet web-based	33	40.7%
* Telecourse (1-way video) PBS	8	9.9%
* SNCAT Telecast	18	22.2%
* Other	12	14.8%
* No Response	7	8.6%

How did you first learn about the course?

N= 81

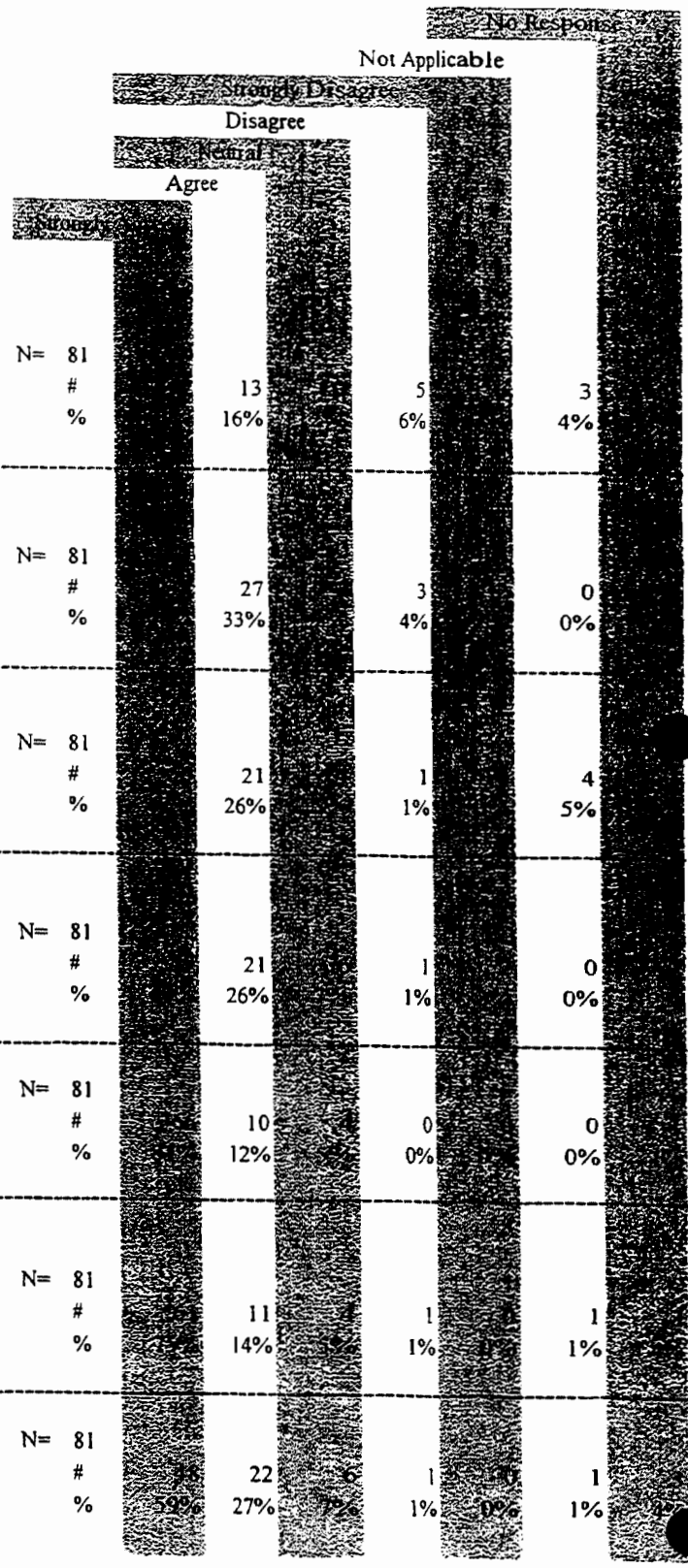
	#	%
* Class Schedule	56	69.1%
* Counselor/Advisor	3	3.7%
* Instructor	4	4.9%
* Advertisement/Brochure/Flyer	2	2.5%
* Friend	8	9.9%
* TMCC's Distance Education web site	1	1.2%
* Other	3	3.7%
* No Response	4	4.9%

Distance Education
Truckee Meadows Community College
Student Satisfaction Survey
Spring 2000



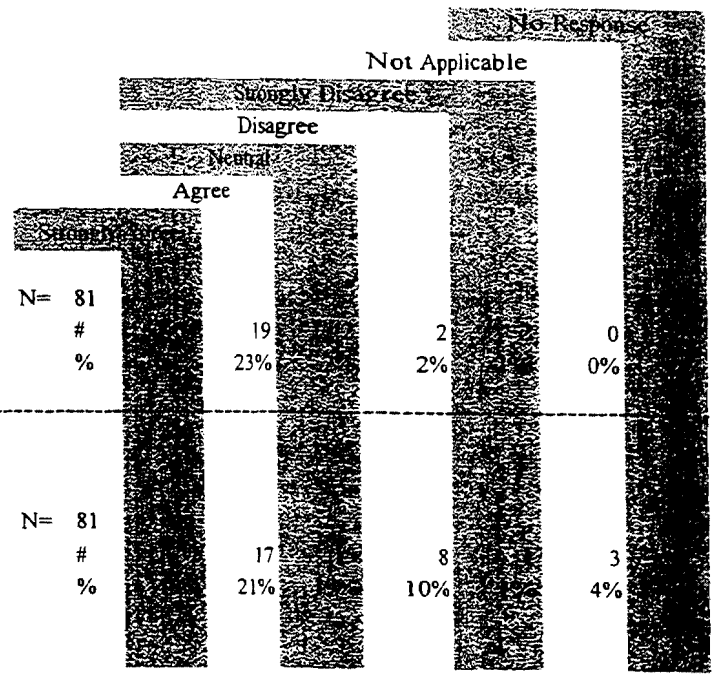
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	No Response
This course fulfilled a requirement for my degree program.	N= 81							
	#	[illegible]	18	[illegible]	1	[illegible]	7	[illegible]
	%	[illegible]	22%	[illegible]	1%	[illegible]	9%	[illegible]
I enrolled in this course to enable an advancement in my career.	N= 81							
	#	[illegible]	19	[illegible]	7	[illegible]	15	[illegible]
	%	[illegible]	23%	[illegible]	9%	[illegible]	19%	[illegible]
I enrolled in this course for personal interest reasons (e.g. interesting topic, entertainment).	N= 81							
	#	[illegible]	14	[illegible]	6	[illegible]	7	[illegible]
	%	[illegible]	17%	[illegible]	7%	[illegible]	9%	[illegible]
I am utilizing this course to gain a certification/re-certification in a profession.	N= 81							
	#	[illegible]	9	[illegible]	12	[illegible]	27	[illegible]
	%	[illegible]	11%	[illegible]	15%	[illegible]	33%	[illegible]
I enrolled in this course to gain Continuing Education Units (CEU's).	N= 81							
	#	[illegible]	8	[illegible]	13	[illegible]	34	[illegible]
	%	[illegible]	10%	[illegible]	16%	[illegible]	42%	[illegible]
I enrolled in this course because of its flexibility with my schedule (i.e. there were no other sections available that worked for me).	N= 81							
	#	[illegible]	18	[illegible]	2	[illegible]	8	[illegible]
	%	[illegible]	22%	[illegible]	2%	[illegible]	10%	[illegible]
If given the opportunity, I would enroll in another distance education course at TMCC.	N= 81							
	#	[illegible]	7	10	3	8	1	[illegible]
	%	63%	9%	12%	4%	10%	1%	1%

Distance Education
Truckee Meadows Community College
Student Satisfaction Survey
Spring 2000



			Agree	Disagree	Not Applicable	No Response
The quality of my learning experience in this distance education course was comparable to other experiences that I have had in traditional classrooms.	N=	81				
	#		13	5	3	
	%		16%	6%	4%	
In general, there was an adequate amount of interaction with the instructor.	N=	81				
	#		27	3	0	
	%		33%	4%	0%	
There was an efficient system for delivering and returning papers.	N=	81				
	#		21	1	4	
	%		26%	1%	5%	
The instructor adequately covered all course objectives in the syllabus.	N=	81				
	#		21	1	0	
	%		26%	1%	0%	
Required textbooks and reading materials were made available.	N=	81				
	#		10	0	0	
	%		12%	0%	0%	
A library and/or research facility (if needed) was made easily accessible.	N=	81				
	#		11	1	1	
	%		14%	1%	1%	
The procedures for registering in this course were made clear.	N=	81				
	#		22	1	1	
	%		27%	1%	1%	

Distance Education
Truckee Meadows Community College
Student Satisfaction Survey
Spring 2000



Information related to financial aid was made available.	N=	81				
	#		19	2	0	
	%		23%	2%	0%	
The technical delivery and support of this course were satisfactory (e.g. picture quality, sound, reliable delivery, set up of classroom, web-based courses).	N=	81				
	#		17	8	3	
	%		21%	10%	4%	

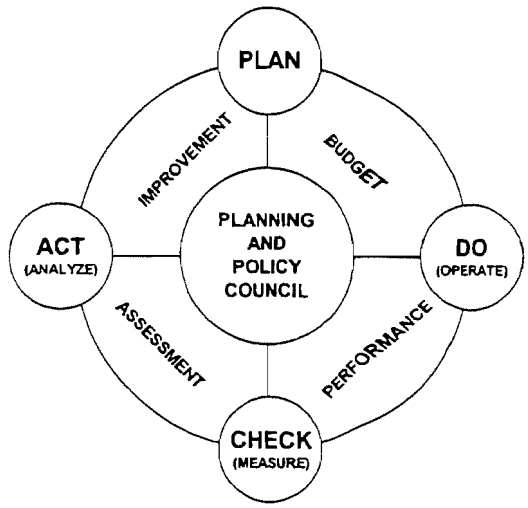
Comments available upon request.

APPENDIX C

- PLANNING AND POLICY CHARTER
- INSTITUTIONAL ASSESSMENT CHARTER

The Planning and Policy Council

The Planning and Policy Council provides governance for College-wide planning, budgeting, operations management and policy administration. The Council establishes design teams, analyzes recommendations from other college governance groups, provides additional college-wide forums and prepares final recommendations to the President for final decisions.



College Planning/Budgeting

The purpose of college planning is to continuously improve the operations of the College in accordance to the mission statement. The planning process involves the establishment of planning parameters, developing unit plans and initiatives, developing and integrating strategic plans, and optimizing existing and new resources to implement the plans and initiatives. A primary deliverable of the Planning and Policy Council is the College Plan. The College Plan is the final prioritization of college initiatives. The Council prepares a recommendation to fund the College Plan based on the availability of resources. Once approved by the President, these recommendations are incorporated into the College's budgets.

College Operations Management

The Council provides oversight for the College's continuous quality improvement of operations management. This oversight includes the establishment and monitoring of design teams.

College Policy Administration

The Council develops, discusses and prepares final recommendations to the President for additions, deletions or improvements to the College's internal policies and procedures as documented in the Administrative Manual.

Council Membership

The President is the Chair of the Planning and Policy Council. The Assistant Vice President, Institutional Effectiveness and Research is responsible to administer the meetings (setup meetings, prepare agenda, distribute minutes, etc.). The following are the standing members of the Council:

- President
- Senior Vice President
- Vice President of Academic Affairs
- Vice President of Workforce Dev. & Technologies
- Faculty Senate Chairperson
- Classified Council Chairperson

- Associate Students President
- Assistant Vice President, Institutional Effectiveness & Research ex officio

Member Responsibilities

Members provide representative perspectives to the Council. Members should be candid and amenable to developing consensus.

Council's Responsibilities

The Planning and Policy Council responsibilities are to:

- Provide oversight for all college planning, budgeting, operation management and policy administration.
- Establish annual and biennial planning parameters.
- Validate the development and continuous improvement of college strategic plans.
- Conduct college-wide forums on significant issues or changes of college operations.
- Validate the relevancy and accuracy of the Administrative Manual.
- Validate the integrity of the College's budgets to the College Plan.

Council's Scope of Authority

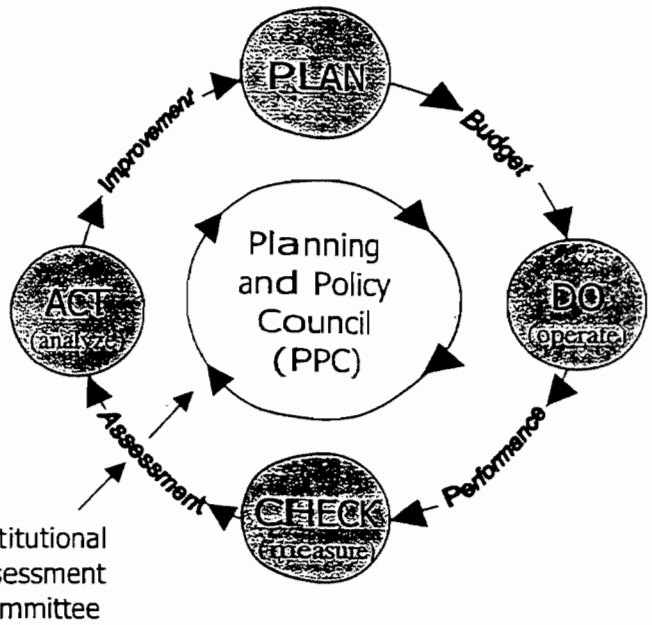
This Council is the final recommending authority in deciding priorities and the allocation of resources.

Team Meeting Schedule

Meetings will be held monthly. Additionally, college forums may be held as necessary.

Institutional Assessment Committee

The Institutional Assessment Committee provides direction for college-wide assessment activities. The committee identifies issues, conducts research, and offers recommendations in order to support an environment of continuous quality improvement where assessment is a vital part of the planning process.



Purpose

The purpose of the Institutional Assessment Committee is to provide a college-wide perspective on assessment issues and a vehicle for creating assessment policy. Recommendations from this group work towards increasing efficiency and productivity of college operations, as well address issues related to quality, accountability, and improvement. The committees analyzes issues related to both academic and administrative assessment and utilizes data and research to effect change.

Function and Authority

The Institutional Assessment Committee reports to the Planning and Policy Council (PPC). Recommendations influencing policy, institutional direction, and planning are made to the PPC. Internally, the committee is comprised of a core set of administrative, academic, and student representatives. This group has the responsibility to identify and prioritize assessment issues, create sub-committees that engage in detailed research and analyzes, and produce recommendations to the PPC to establish assessment policy and procedure.

Committee Membership

The committee is comprised of thirteen members: five administrators, six faculty members, a classified staff member, and a student representative. The Leadership Team appoints administrative representatives, while each instructional division and Faculty Senate are responsible for appointing one faculty member apiece. From this group of appointees, the Leadership Team decides upon a committee chair. The Office of Institutional Effectiveness and Research provides administrative support to the committee, while both Operations Research and the Assessment Office provide support for sub-committee endeavors.

Committee Responsibilities

1. Formulate recommendations to create assessment policy and procedure.
2. Identify assessment issues and avenues for change.
3. Provide direction and leadership in college-wide assessment activities.
4. Conduct research, create methodology, and analyze results related to institutional assessment.

Member Responsibilities

Members provide representative perspectives to the committee. Members should be candid and amenable to developing consensus.

Meeting Schedule

Meetings will be held monthly and additional sub-committee meetings will be held upon demand.

Institutional Assessment Committee

Supported by Institutional Effectiveness & Research →

Assessment Committee Chair
Appointed by Leadership Team

Five Administrative Representatives
Appointed by Leadership Team

Six Faculty Representatives
Five faculty appointed by Instructional Deans
One faculty appointed by Faculty Senate

One Classified Representative
Appointed by Classified Council

One Student Representative
Appointed by ASTM

Sub-committees established to address Administrative Assessment and Academic Assessment

(Examples)

- **Sub-committee** Outcomes-based annual plan
- **Sub-committee** Room Scheduling Effectiveness/Paradigm
- **Sub-committee** Placement Rules/ Cut-score Validation
- **Sub-committee** Prerequisite Creation/Validation
- **Sub-committee** General Education Outcomes
- **Sub-committee** Program Outcomes

Operations Research ← Sub-committees are supported by → Assessment Office

APPENDIX D

- ASSESSMENT RETREAT
- STRATEGIC ENROLLMENT MANAGEMENT

Assessment as a Tool for Improvement

Connecting Assessment to the Planning Process

2000-01

Assessment Retreat
July 13, 2000

INTRODUCTION

Assessment Plan

History, Progress, Need

Outcomes-Based Annual Planning

Strategic Enrollment Plan

Evolution of Strategic Enrollment Plan

Planning Driven by Outcomes

Recommendations

Three Recommendations

Specific Actions

2

ASSESSMENT PLAN

Assessment History

Accreditation Site Visit 1995

- Comments were critical of TMCC's assessment efforts
  - Little evidence that planning, outcomes assessment, data retrieval and interpretation take place
  - No conceptual frame that links information to the planning process
  - **Result:** no sense of direction, lack of shared vision

3

ASSESSMENT PLAN

Assessment Progress

- Strategic Planning and Institutional Effectiveness Model implemented
- Environmental Scanning
- Institutional Research and Assessment Offices established
- Increasing awareness of outcomes assessment
- Growing need for data to make decisions

4

ASSESSMENT PLAN

Assessment Need

1. Combine/Centralize efforts into a comprehensive assessment system
2. Establish a campus-wide assessment plan
3. Ensure assessment efforts influence the planning process

Link Assessment to Planning

Make Assessment Meaningful

5

ASSESSMENT PLAN

NEED #1: Comprehensive Assessment

- Academic as well as Administrative assessment
  - Program and General Education Outcomes
  - Enrollment Management
  - Operations Research
  - Program Review
  - Matriculation Services
  - Course Prerequisites
- **Goal:** establish a unified effort where information can be used to create change

6

ASSESSMENT PLAN

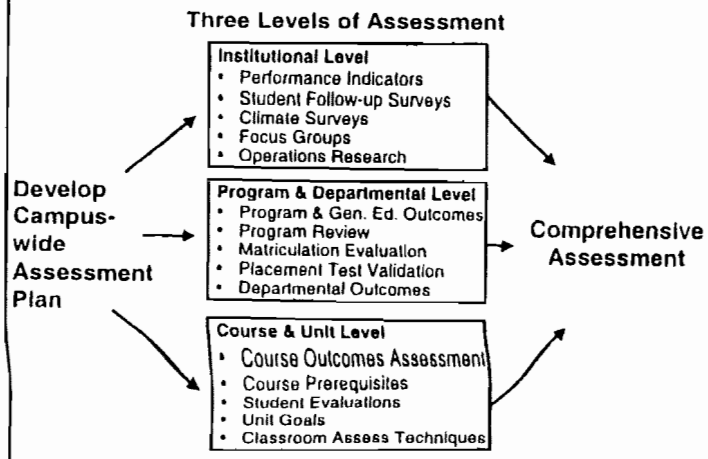
NEED #2: Assessment Plan

- Detailed description of comprehensive assessment at TMCC
  - What does it comprise?
  - How will it be carried out?
  - Where does it fit in the operational cycle?
  - How does it effect the planning the process?
- **Goal:** establish a road map for assessment efforts and a vehicle for carrying out comprehensive assessment

7

ASSESSMENT PLAN

Three Levels of Assessment



8

ASSESSMENT PLAN

NEED #3: Link Assessment to Planning

- **Goal:** Information produced from assessment is utilized to effect change
- **Proposal:** Create a campus-wide annual plan driven by outcomes
  - Each department/division develops measurable outcomes based upon consolidated unit goals
  - Outcomes are related to strategic goals
- **Result:** annual measure of the college's direction and progress, vehicle for improvement and accountability = SHARED VISION

9

ASSESSMENT PLAN

Outcomes-based Annual Plan Proposal

- Unit goals consolidated to produce departmental outcomes
- Departmental outcomes consolidated to produced strategic goals
- Individuals, units, & departments are connected to campus-wide strategic goals
- **Result:**
  - Shared vision is produced
  - Tangible measure of progress and effectiveness
  - Vehicle for improvement and accountability
  - Assessment is a tool within the operational cycle
  - Assessment is linked to the planning process

10

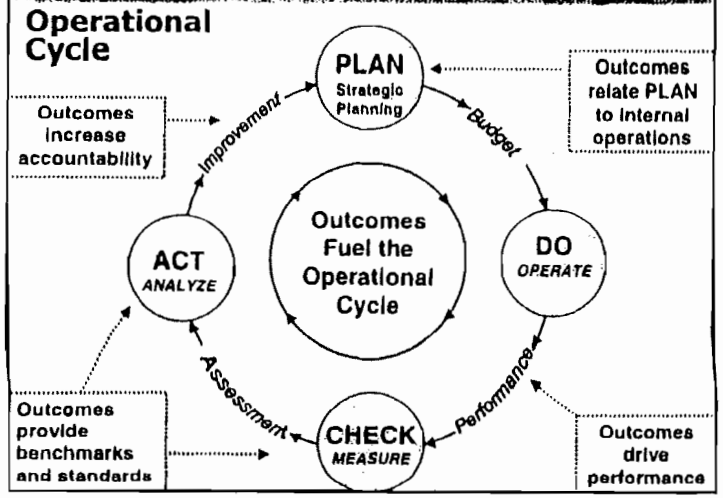
ASSESSMENT PLAN

Examples of Departmental Outcomes

Unit Goal		Strategic Goal
Provide quick & reliable access to institutional data	Enhance informed decision making capabilities	Strengthen processes that enhance quality, demonstrate effectiveness, and ensure accountability
Update admissions processes to facilitate accurate data collection & tracking	Admit, assess, advise, & place students to optimize chances for success	Provide a system of academic and support services that enhance student success and achievement goals.
Utilize efficiency data to develop a schedule of classes that meets budget criteria	Develop a schedule based upon budgeted credit hours that also meet student need	Make strategic decisions in the distribution of limited resources to maximize productivity & effic.[1]

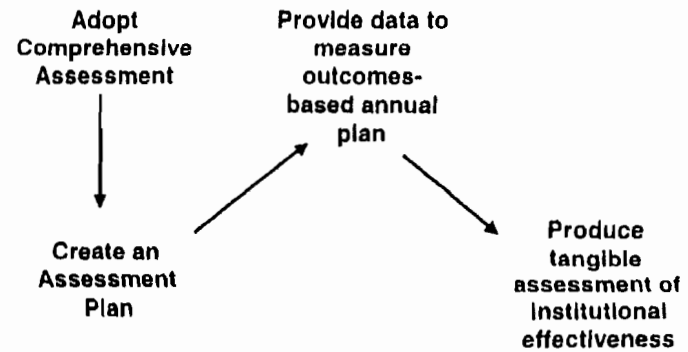
ASSESSMENT PLAN

Operational Cycle



ASSESSMENT PLAN

Assessment as Tool in Operational Cycle



13

ASSESSMENT PLAN

What will an Outcomes-Based Annual Plan Produce?

- Units that know their mission within the dept.
- Departments that know their role within the institutional direction
- Accountability at unit and departmental levels
- Strategic goals that are linked to internal operations

Internal Operations → Strategic Goals ← External Forces

14

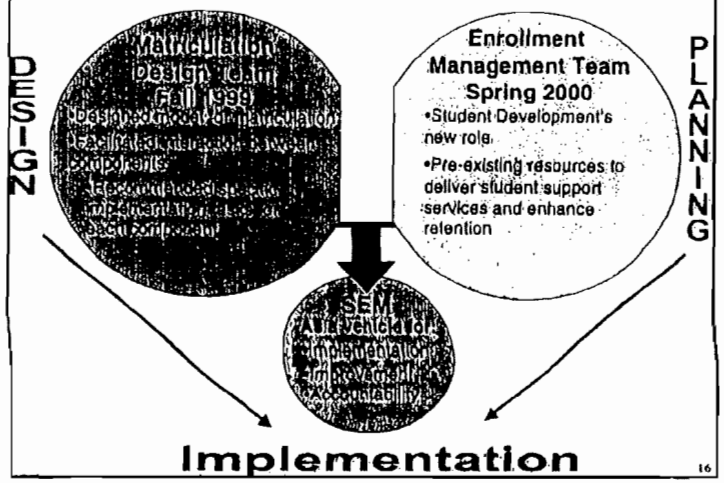
ENROLLMENT MANAGEMENT

First step towards an outcomes-based annual plan

Campus-wide enrollment management plan driven by outcomes = Strategic Enrollment Management (SEM)

15

ENROLLMENT MANAGEMENT



16

ENROLLMENT MANAGEMENT

Concepts of Enrollment Management

At its core, enrollment management is about institutional effectiveness and quality control.

Structurally, enrollment management cuts across the divisions of the campus and unites the professional staff and faculty in the pursuit of a common goal – improving the student experience in order to maximize the institution's financial and educational effectiveness.

17

Basic Levels of Enrollment Management

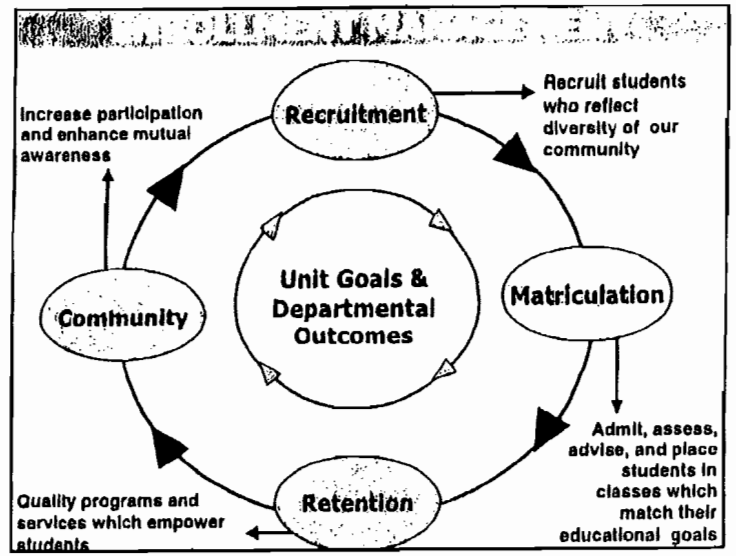
1st Level: **general admissions activities** - attracting, admitting, and enrolling students

2nd Level: **new student experience** – orientation, advisement, curricular access, student support services, and remedial work

3rd Level: **student goal achievement** – providing an educational environment that encourages success

4th Level: **assessment of effectiveness** – focuses upon the quality and totality of the student experience, especially within the context of the institution's mission and long-range strategic goals

18



Unit Goals & Departmental Outcomes

UNIT GOALS →	DEPARTMENT OUTCOMES →	STRATEGIC GOALS
Admissions & Records	SEM outcomes	Goal:
Counseling	1. Recruitment	Provide a system of academic and support services that enhance student success and achievement of educational goals.
Financial Aid	2. Matriculation	
New Student Programs	3. Retention	
Orientation	4. Community	
Assessment		
Institutional Research		
Marketing		
Academic Affairs		
Facilities		

20

What's different about SEM from past enrollment management efforts?

- Driven by measurable outcomes
- Links effort to TMCC's strategic direction
- Incorporates concepts of Matriculation
- Integrates all campus area functions

21

RECOMMENDATIONS

Three Recommendations

1. Utilize Strategic Enrollment Management as first step towards an outcomes-based annual plan
   - Adopt SEM as campus-wide direction
2. Place the measurement of campus-wide outcomes at the heart of the planning and assessment process
   - Establish and measure outcomes-based annual plan
3. Give Operations Research responsibility for coordinating and assembling annual plan
   - Work with departments and units to establish relation of goals and outcomes
   - Work to measure outcomes and produce annual report

22

RECOMMENDATIONS

Specific Actions

1. **Institute outcomes-based annual plan incrementally**
   - Measure outcomes for 5 departments/divisions in the first year
2. **Outcomes presented to Planning & Policy Council (PPC)**
   - Approve outcomes at the beginning of the year
   - Presented with measurement of outcomes at the end of the year (i.e. Inst. Eff. Report Card)
3. **Operations Management will provide PPC with proposal delineating specific timelines and participants**

23

Assessment as a Tool for Improvement

Connecting Assessment to the Planning Process

2000-01

TMCC

COMPREHENSIVE ASSESSMENT

Connecting Assessment & Enrollment Management

2000-01

TMCC

INTRODUCTION

Comprehensive Assessment

Description of Assessment Plan

Outcomes-Based Annual Planning

Enrollment Management

Evolution of Strategic Enrollment Plan

Planning Driven by Outcomes

Recommendations

Three Recommendations

COMPREHENSIVE ASSESSMENT

Accreditation requires us to develop an assessment plan

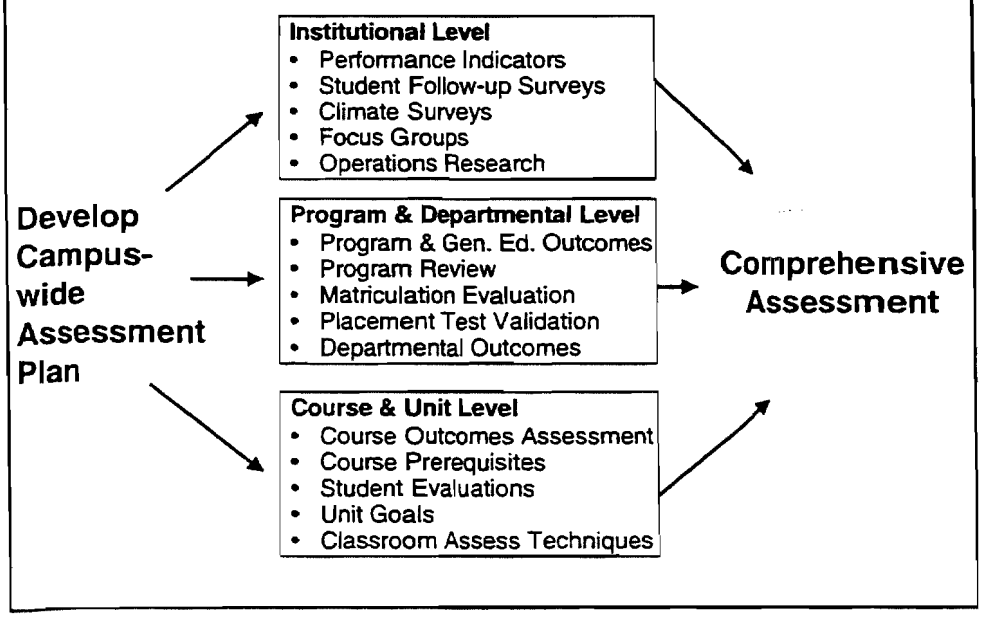
2.2 Policy on Educational Assessment

The commission on Colleges expects each institution to adopt an assessment plan responsive to its mission and its needs.

In doing so, the Commission urges the necessity of a continuing process of planning, the carrying out of those plans, the assessment of outcomes, and the influencing of the planning process by the assessment activities.

COMPREHENSIVE ASSESSMENT

Three Levels of Assessment



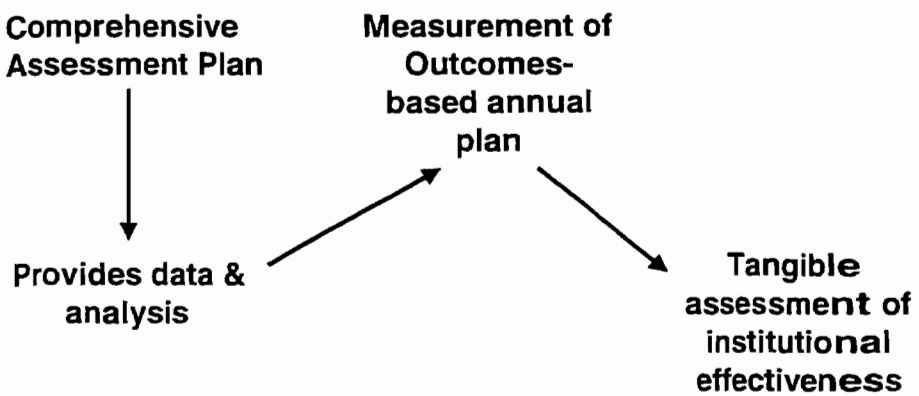
COMPREHENSIVE ASSESSMENT

Connecting Assessment to Planning

- Create a campus-wide annual plan driven by outcomes
- Each department/division develops measurable outcomes based upon consolidated unit goals
- Outcomes are related to strategic goals
- **Result:** annual measure of the college's direction and progress, vehicle for improvement and accountability

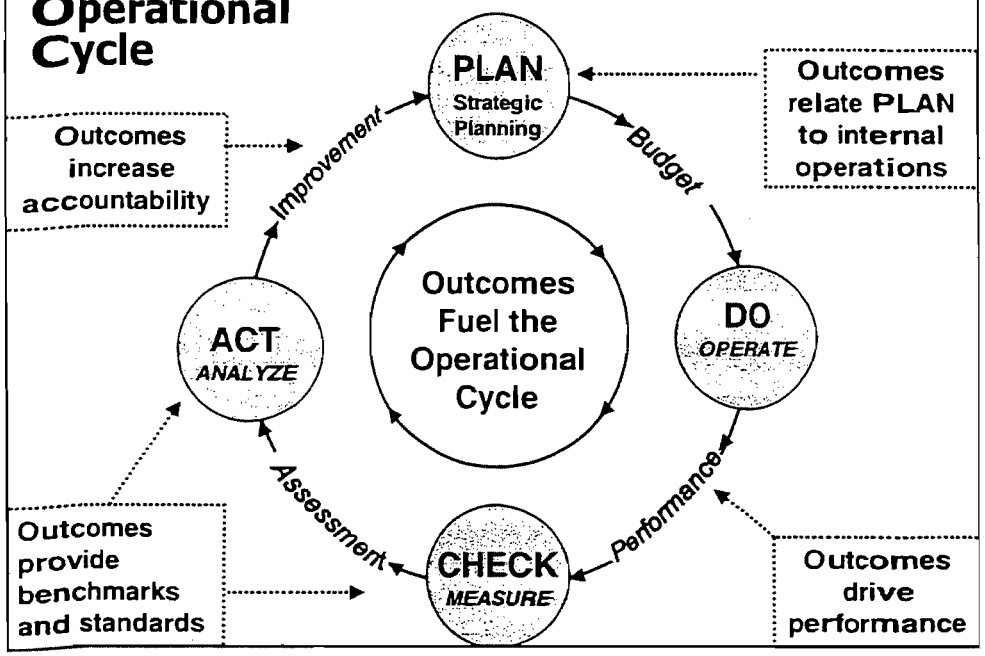
COMPREHENSIVE ASSESSMENT

Measure of Institutional Effectiveness



COMPREHENSIVE ASSESSMENT

Operational Cycle



COMPREHENSIVE ASSESSMENT

What will an Outcomes-Based Annual Plan Produce?

- **Units that know their mission within the dept.**
- **Departments that know their role within the institutional direction**
- **Accountability at unit and departmental levels**
- **Strategic goals that are linked to internal operations**

Internal Operations → Strategic Goals ← External Forces

ENROLLMENT MANAGEMENT

Concepts of Enrollment Management

"At its core, enrollment management is about institutional effectiveness and quality control."

"Structurally, enrollment management cuts across the divisions of the campus and unites the professional staff and faculty in the pursuit of a common goal – improving the student experience in order to maximize the institution's financial and educational effectiveness."

ENROLLMENT MANAGEMENT

Basic Levels of Enrollment Management

1st Level: **general admissions activities** - attracting, admitting, and enrolling students

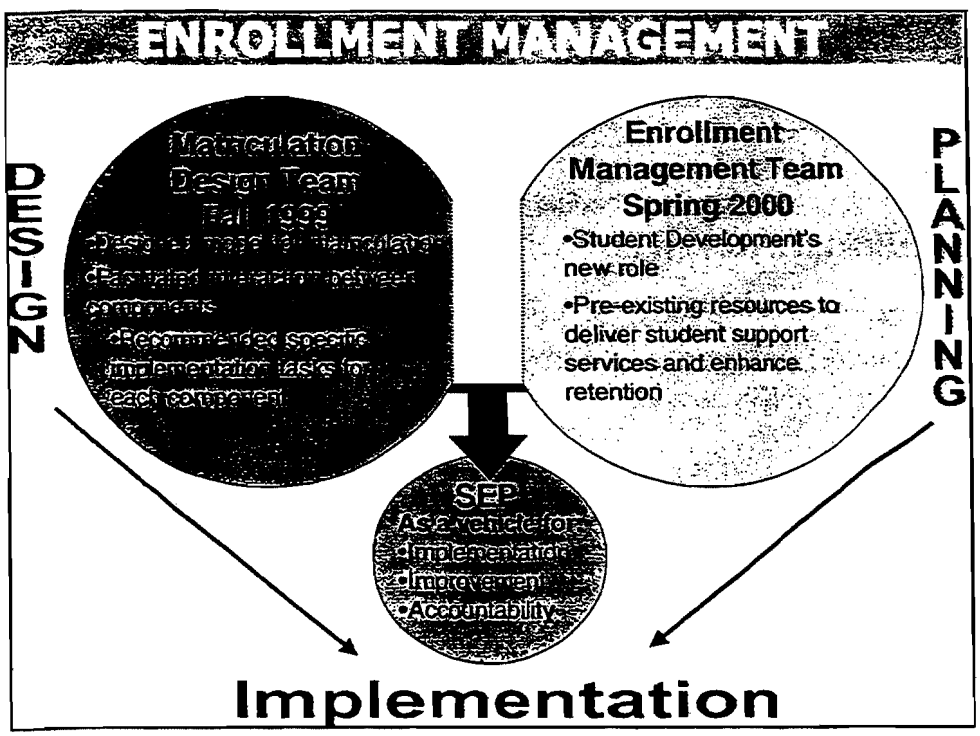
2nd Level: **new student experience** – orientation, advisement, curricular access, student support services, and remedial work

3rd Level: **assessment of effectiveness** – focuses upon the quality and totality of the student experience, especially within the context of the institution's mission and long-range strategic goals

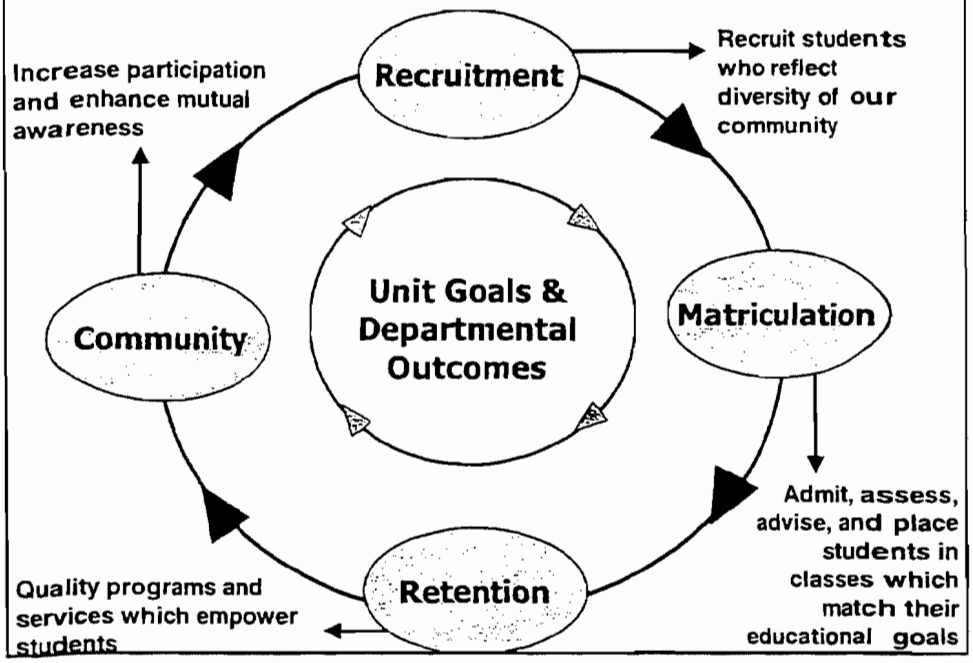
ENROLLMENT MANAGEMENT

First step towards an outcomes-based annual plan

Campus-wide enrollment management plan driven by outcomes = Strategic Enrollment Plan



ENROLLMENT MANAGEMENT



ENROLLMENT MANAGEMENT

Unit Goals & Departmental Outcomes

UNIT GOALS	DEPARTMENT OUTCOMES	STRATEGIC GOALS
Admissions & Records Counseling Financial Aid New Student Programs Orientation Assessment Institutional Research Marketing Academic Affairs Facilities	SEP outcomes 1. Recruitment 2. Matriculation 3. Retention 4. Community	Goal: Provide a system of academic and support services that enhance student success and achievement of educational goals.

What's different about SEP from past enrollment management efforts?

- Driven by measurable outcomes
- Links effort to TMCC's strategic direction
- Incorporates concepts of Matriculation
- Integrates all campus area functions

RECOMMENDATIONS

Three Recommendations

1. **Utilize Strategic Enrollment Plan as first step towards an outcomes-based annual plan**
   - **Adopt SEP as campus-wide direction**
2. **Institute campus-wide departmental outcomes**
   - **Establish an outcomes-based annual plan**
3. **Give Operations Research responsibility for coordinating and assembling annual plan**
   - **Work with departments and units to establish relation of goals and outcomes**
   - **Work to measure outcomes and produce annual report**

Academic Assessment

Navigating the Assessment River:

Progress, Challenges and Solutions

Assessment Retreat
July 13, 2000

TMCC

INTRODUCTION

- Program Outcomes
- General Education
- Placement Testing

↓

- Assessment Committee

PROGRAM OUTCOMES

Issues

- Assistance to Faculty
- Data Collection, Maintenance and Reporting
- Campus-wide Assessment Outreach
- Assessment Research

PROGRAM OUTCOMES

Assistance to Faculty

Task

Research, technical and administrative support to individual faculty

Progress

- 31 full-time faculty members received individual assistance
- 14 programs completed o.a. plans
- 17 programs partially completed o.a. plans
- Surveys for program outcomes

Challenges

- Program Definition
- Non-measurable outcomes
- Paper exercise vs. Process
- Faculty work load issues

PROGRAM OUTCOMES

Data Collection, Maintenance& Reporting

Task

Collect results, maintain the database, assemble and report the data for program outcomes

Progress

- 14 programs will be reporting on the results of o.a. next year
- Database for RT, Eng. Drafting (COT, Education, Nursing are in progress)
- Accreditation Reporting

Challenges

- Connecting to the process of planning and accountability
- Lack of fiscal and staff resources

5

PROGRAM OUTCOMES

Campus-wide Assessment Outreach

Task

Offer workshops, seminars and disseminate information on assessment

Progress

- O.A. Workshop was offered 4 times
- O.A. Brochure
- O.A. Web Page
- Presentations to Faculty Senate, Acad. Standards, C-m Committee, Leadership, individual departments

Challenges

- Lack of interest
- Constructive campus-wide discussions

6

PROGRAM OUTCOMES

Assessment Research

Task

Conduct research on best practices; respond to ad-hoc research and data requests

Progress

- Assessment in business programs
- Criteria in Excellence for AAS degrees
- Classroom Assessment Techniques

Challenges

- Time limitations

7

GENERAL EDUCATION

Issues

- Selecting Assessment Instrument
- Design the Study
- Analyze Data and Use of Results

8

GENERAL EDUCATION

Select the Assessment Instrument

Task

Analyze various instruments and determine which one to use

Progress

- ETS Short version (Dugan)
- CAAPS
- ACCUPLACER

Challenges

- Effectiveness and Feasibility
- Cost
- Logistics

GENERAL EDUCATION

Design the Study

Task

Identify all participating academic areas, student cohorts, time frame and methods of data collection

Progress

- Gen Ed core
- IR Data Warehouse

Challenges

- Identifying student cohorts
- Which academic areas will be incorporated into the gen. ed. assessment

GENERAL EDUCATION

Analyze Data and Use of Results

Task

Analyze the results of gen.ed. assessment, disseminate results of gen.ed. assessment and use them to improve the curriculum (if necessary)

Progress

- Gen Ed Report 1998 (Dugan)

Challenges

- Connection to the curriculum design process
- Cross-disciplinary areas

PLACEMENT TESTING

Issues

- Efficient and User-friendly Testing Service
- Placement Testing and Matriculation
- Utilizing ACCUPLACER Technology

PLACEMENT TESTING

Efficient, User-Friendly Testing

Task

Organize and provide technical support to ensure efficient, accurate and user-friendly testing and placement service

Progress

- Consistency
- Customer Service
- Regular schedule
- Multiple testing locations

Challenges

- Location
- Staffing

13

PLACEMENT TESTING

Placement Testing and Matriculation

Task

Monitor the effectiveness of testing and placement as part of the matriculation process in order to enhance its connection to curriculum and optimize student success

Progress

- Improved placement rules
- Cut-score validation studies
- ESL Placement

Challenges

- Congruence of prerequisites with course expectations
- Local curricular limitations
- Impact on FTE and enrollment

14

PLACEMENT TESTING

Utilizing ACCUPLACER technology

Task

Fully utilize the technical capabilities of ACCUPLACER and use of data in decision making process

Progress

- Writing Sample
- LOEP
- Locally Developed Tests
- Cost, Efficiency and Accuracy Analysis

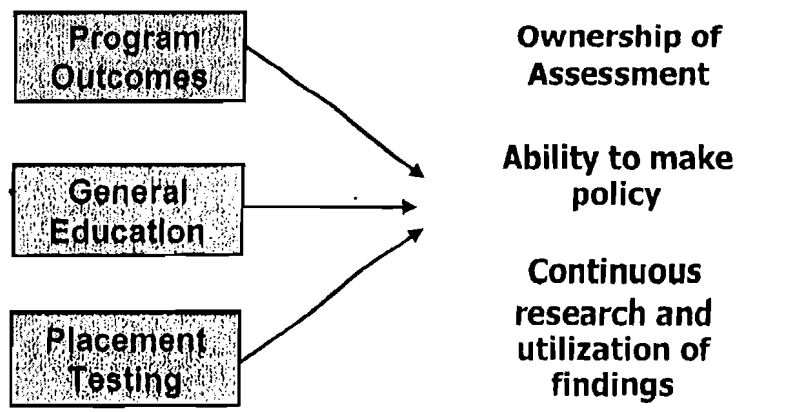
Challenges

- Resources

15

ASSESSMENT COMMITTEE

Need for Assessment Committee



16

ASSESSMENT COMMITTEE

Proposed Charter

Mission

Oversee an on-going process of assessment and develop supportive environment for successful implementation

Purpose

- Formulate policy
- Analyze the assessment data and its impact
- Encourage the use of results in planning and decision-making process

Membership

- One faculty representative from each area of the college
- Co-chaired by Director of Assessment and a faculty member

Structure

- Standing Committee of the Planning and Policy Council

ASSESSMENT COMMITTEE

Issues & Challenges

- **Acceptance of Proposed Charter**
  - Approval?
- **Service on the Committee**
  - Volunteers, Victims?
- **Incentives**
  - Release time, Compensation?
- **Power to Change**
  - Role in Organization Structure?
- **Other Issues?**

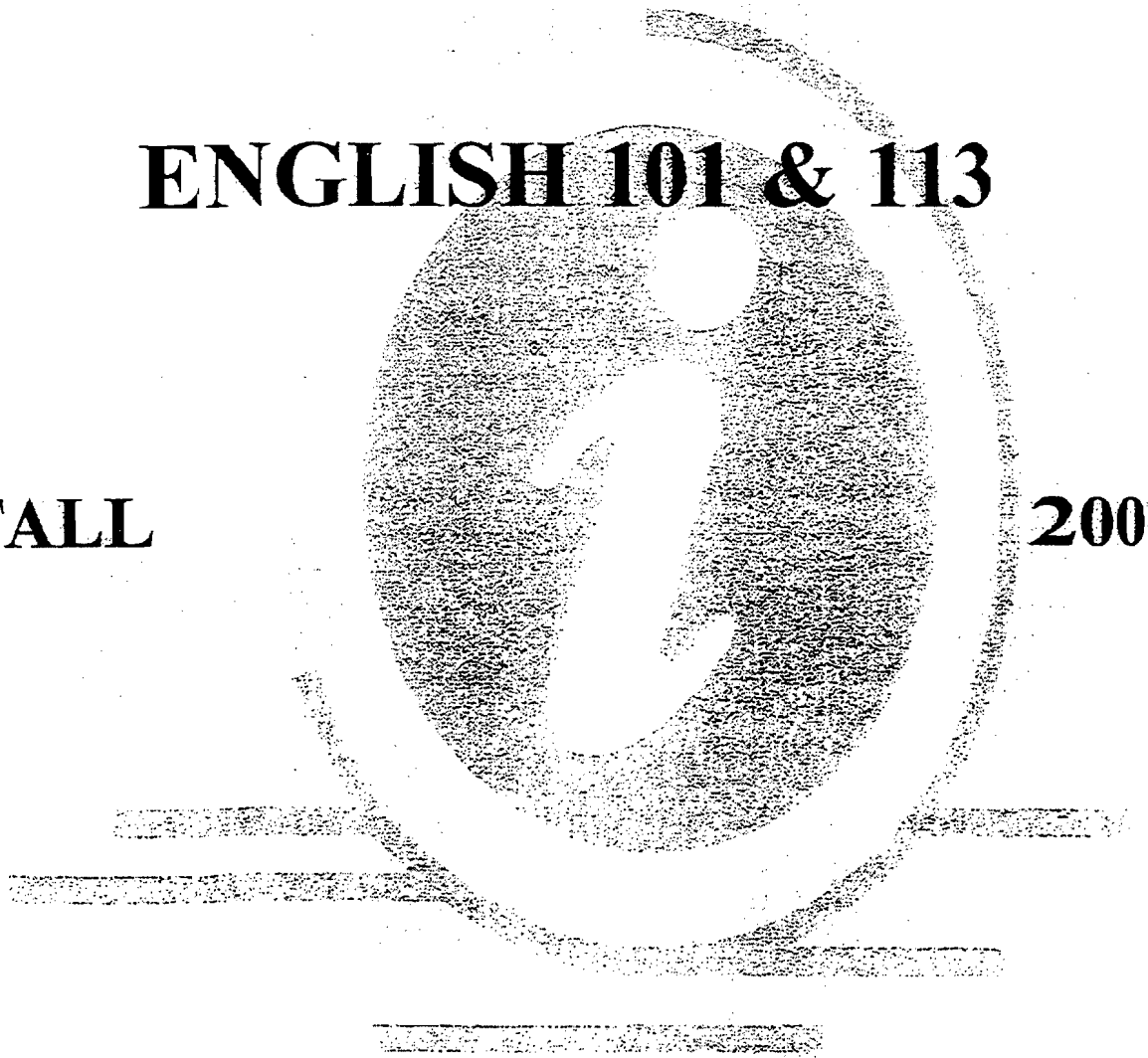
APPENDIX E

- ENGLISH 101 LIBRARY RESEARCH ASSIGNMENT
- LIBRARY STUDENT HANDOUT

UNLOCK THE MYSTERY OF

*i*NFORMATION

ENGLISH 101 & 113



FALL 2000

LIBRARY RESEARCH ASSIGNMENT

TRUCKEE MEADOWS COMMUNITY COLLEGE
ELIZABETH STURM LIBRARY

Reference: 674-7602 Circulation: 674-7600
Web Page http://www.tmcc.edu/library

The Elizabeth Sturm Library at Truckee Meadows Community College has a wealth of resources available to assist students doing research. **Information is Power**. What you learn about accessing information in the library is a lifelong lesson. Upon graduation libraries will continue to assist you in major life decisions. Always **feel free to ask librarians for assistance** and never shy away from asking questions. **Our job is to assist you in understanding how libraries work and how information can benefit you.** We are the only profession that gives away the tricks of our trade! Tap into our knowledge and experience and reap benefits!

Over the last ten years libraries have been witness to tremendous change. Card catalogs have given way to **online book catalogs to make your searches faster and easier**. Magazine articles have also gone online. Not only will you find citations which contain detailed abstracts, you will also find **FULL TEXT articles** which were **entered into the database the same day the magazine hit the newsstand**. Librarians will train you in the use of our online, as well as traditional book materials.

Our databases were designed for user friendliness. Within a few simple mouse clicks you should be able to locate hundreds of books and articles relevant to your research! Furthermore, a login and password allows you to access these databases from any computer in the world, 24 hours a day, seven days a week! Full Text Articles located on the electronic databases can be printed at the computer workstations for $.10 per page. Database articles can also be **saved to diskette** or **e-mailed** to your electronic mail account so that you can view and print them on your home computer. If you do not have a diskette they can be purchased at the circulation desk for $2.00. **FREE access to the World Wide Web is available** at certain computer stations. The library also houses an excellent collection of videos that you can view in the library for free or rent for home use at $2.00 per two days.

The TMCC library card is valid at UNR libraries. Within minutes TMCC library staff can issue a library card, providing you have a legal photo ID. Instructors frequently place books, videos, magazine articles and tests in the **Reserve section located behind the circulation desk**. These items are available for limited check out. The library has photocopying machines located near the circulation desk for students to copy magazine articles, books and reserve materials.

The library is here to assist with your research needs! Our goal is to aid you in understanding the value of our available resources so that you can use them to the best of your ability. What you learn about research at the Elizabeth Sturm Library will serve you in good stead the rest of your life. **Library Research is a lifelong, money and time saving skill!**

We look forward to working with you very soon.

The Staff of the Elizabeth Sturm Library, Truckee Meadows Community College.

Library Hours

Fall & Spring Semester

Monday - Thursday
8:00 am - 9:00 pm

Friday
8:00 - 7:00

Saturday
10:00 am - 5:00 pm

Sunday
10:00 am - 5:00 pm

Semester Break

Monday - Friday
8:00 am - 4:00 pm

Summer Session

Monday - Thursday
8:00 am - 7:00 pm
Friday
8:00 am - 4:00 pm
Saturday
10:00 - 4:00

Reference

Reference books are powerful resources which provide the essence of your information needs. The Reference Collection is located on the first floor of the library adjacent to the reference desk. These books may not leave the library and you will not want to take them home. Essentially, reference books concentrate the information you are looking for within one to fifteen pages. These materials can be photocopied at $.10 per page

The **Reference Collection** consists of information contained in short entries or in chapters within books. **General Encyclopedias** like Britannica or Americana contain articles about many topics. There are also **specialized encyclopedias** and **dictionaries** about individual subjects as well. Examples of the specialized encyclopedias include: Encyclopedia of Religion, New Grove Dictionary of Music, Encyclopedia of the American West and Encyclopedia of World Cultures.

Other types of Reference Books include Almanacs, Atlases, Biographies, Directories, and books about particular information, such as astronomy, American cities, jobs and resumes, college guides, scholarship guides, guides for writing term papers, and materials for almost any topic under the sun.

Like the Circulating Collection, the Reference Collection is arranged by **Call Number.** The Call Number is the shelf address of a book and is used to locate the book on the shelf. The Call Number is attached to the spine or the lower right-hand corner of the front cover of the book. Call numbers are assigned according to subject. For example, call numbers for books about world history begin with the letter D. Call numbers on English history, a history subtopic, begin with DA. This means that all the TMCC books with the call number DA will be about English, Scottish and Irish history. Thus, once you know the call number for a subject you can go directly to the shelves to view the available titles. Viewing a book's Table of Contents or Index will assist you in identifying whether the title is relevant to your research.

Unlike the "Circulating Collection" on the second floor, reference books are not allowed to leave the library. However, they may be photocopied, viewed at the seating on the main floor or taken to the study area on the second floor of the Library.

Some materials are kept at the Reference Desk itself, such as the TMCC College Catalog, phone books, local maps and handouts outlining library resources. These materials are called "Ready Reference" and are available upon request.

The Reference Desk is in front of the Reference Collection. The Reference Librarian will help you with any questions you may have about your library research, including assistance with the Reference Collection and the online databases. If not at the Reference Desk, the Reference Librarian is helping another student, usually at the computers. Please be patient. **The Reference Librarian is there to help you. Librarians help you focus your research, and guide you to the best resources for your topic.**

Circulation

The staff of the Elizabeth Sturm Library Circulation Department can issue you a TMCC library card within minutes. To be issued a library card you will need to fill out a brief user's agreement form and present a photo ID.

If you have received a TMCC student ID you will notice there is a bar code that appears just below your name. This bar code is your library card number. You will need to visit the circulation desk to activate your card. Again, this process takes all of a few minutes.

Library cards must be updated each semester. To do this you will need to show proof of enrollment or the library can look up your status on the campus database while you wait.

A library card allows you to check out materials for two weeks. You can renew materials by phone by calling **674-7600**. Videos can be checked out for home use at $2.00 for a two day rental. Videos can also be viewed for free at library video viewing stations.

If you forget to return your books on time, overdue fees are $ .15 per day for books, $ 2.00 for videos and $ .25 per hour for reserve materials. The library sells computer diskettes for saving online full text articles and for your personal use at $2.00 per diskette. The library also sells copy cards at values of $3, $5 and $10. Transparencies can be done for $ .60 per sheet and items can be laminated at $ 1.50 per foot. Spanish, French, German, Russian, Italian language cassette tapes are available and sell for $ 1.75 per 60 minute tapes and $ 2.00 for 90 minute tapes. Tapes can also be purchased as an entire series. Speak to someone at the circulation desk about complete series pricing.

Instructors placed **Reserve materials** are available at the Circulation Desk. Reserve materials can be checked out for a two hour period with your library card. These materials can be read in the library or photocopied. Some class lectures are also on reserve in cassette and video format at the Circulation Desk.

The library has two copiers that you can use to photocopy reference titles, reserve materials, vertical file materials, and personal items. Copies cost $ .10 per page. A scanner is located in the computer lab in Sierra 109.

For your listening pleasure, the library has approximately 100 classical music CDs at the circulation desk. These CDs can only be checked out for two hours.

Every month the library features a new artist in the Art Gallery across from the circulation desk. The library also hosts monthly receptions for the artist to meet the TMCC community.

Elizabeth Sturm Library
TMCC

Catalog Databases Home

Select a *Subject Area*: Select a Subject

- General Library Information
- Databases
- Book Catalog
- World Wide Web Links

Library Information | TMCC Book Catalog | WolfPac Book Catalog | Databases | World Wide Web Links
Art Galleries | TMCC Home | TMCC Documents | Site Map
Library Hours | Library Staff | Resources for Instructors
E-Mail Reference Form | Copyright Links

Important Library Card Notice

The **Elizabeth Sturm Library** provides information services to the students, faculty and staff of Truckee Meadows Community College as well as the general public.

Site of the Week: GourmetSpot - This site has all sorts of information about food and cooking. It also features restaurant listings and reviews, and links to online cooking supply sellers.

Come see **Primitive Country Carvings**, a collection of woodcarvings by our Director, Lorin Lindsay. Displays runs through July 31.

For Nevada law, U.S. Supreme Court opinions, and other legal items, see the Nevada Law page..

Library Tours: The Library offers class "tours," an introduction to our resources and databases. **Instructors**, sig your classes up today by calling the **Reference Desk** at **674-7602**.

How do you evaluate the quality of a Web site? Visit our Web Site Evaluation page for some tips.

To learn how to format citations for information you retrieve in our databases (or the Web), see our Citing Electronic Resources Page.

Elizabeth Sturm Library
Truckee Meadows Community College
7000 Dandini Blvd.
Reno, Nevada 89512-3999
(775) 674-7600
fax: (775) 673-7273

Home Access to Library Databases Via the Web

If you have access to the World Wide Web you have access to the Elizabeth Sturm Library full text web based databases. Thus, if you work, have a family and have a computer with web connectivity from home, you now have 24 hour, seven day a week, 365 day access to information from journals, magazines and newspapers!

To Start:
Access the Elizabeth Sturm Library home page at:

www.tmcc.edu/library

Click on: **Databases**.

EBSCO

Click on **EBSCO.** EBSCO is a database with over 1,800 full text journals and magazines. It is especially strong in supporting Business, Sociology, Psychology, Political Science, Contemporary Social Issues and National and International Current Events.

A box will appear to authenticate that you belong to TMCC.
Type: **truckee** in the login box
Type: **fall** in the password box
Begin your search.

ProQuest

ProQuest is a database with nearly 1,500 full text journals and magazines. Like EBSCO it is especially strong in Sociology, Psychology, Medicine, Nursing & Contemporary Issues and Affairs.

A box will appear to authenticate that you belong to TMCC.
Type: **truckee123** in the login box
Type: **fall** in the password box
Begin your search.

SIRS

SIRS Researcher contains full text articles on social, scientific, health, business, political & global issues. The **SIRS Government Reporter** contains documents from government agencies & departments, as well as Supreme Court Decisions & Historic Documents. **SIRS Renaissance** contains information on cultures, philosophy & religion.
A box will appear to authenticate that you belong to TMCC.

Type: **truckee** in the login box
Type: **fall** in the password box
Begin your search.

Access Science

Online encyclopedia of science and technology. Includes access to over 7,500 articles, 2,000 in-depth biographies of leading scientists, scientific dictionary terms, research updates and web links. This database contains high quality science content, covering everything from astronomy and physics to chemistry, biology and meteorology.
A box will appear to authenticate that you belong to TMCC.

Type: **truckee** in the login box
Type: **meadows** in the password box
Begin your search.

Encyclopedia Americana

The Encyclopedia Americana's powerful search engine allows you to search the encyclopedia by keywords, topics and by Boolean logic. The articles include an interactive table of contents, hypertext links within the text, recommended related articles and topic related Internet links.

Type: **truckee** in the login box
Type: **meadows** in the password box
Begin your search.

Name: _____ Instructor: _____

Library Research Assignment

This assignment is structured so you can develop a strong understanding of the web-based online database resources, reference books, library held magazines and journals, as well as other library resources and services which benefit your research requirements. You are permitted to ask librarians for assistance while doing this assignment. Librarians will not do the assignment for you, but will explain how the resources can be accessed and utilized. The skills you learn in this assignment will prove vital to many of your courses at TMCC, as well as at any college or university you attend upon graduation. This assignment will provide step-by-step instruction to guide you to the requested information. The assignment is not designed to make your life miserable. On the contrary, it is designed to familiarize you with library resources so you can perform research efficiently, quickly and economically.

The TMCC Elizabeth Sturm Library Book Catalog:

The Book Catalog contains listings for books, videos and materials placed on reserve by instructors held at TMCC. There is a limit function which assists you in narrowing the retrieved search results. Always click on the gold **New Search** button to clear previous search data and begin a new search.

The assignment will frequently ask you for book or magazine/journal citations.
A **MLA book citation** includes: author or editor, title, place of publication, publisher, year of publication and appears in the following format:

Hemingway, Ernest, For Whom the Bell Tolls
New York : Scribner Paperback Fiction, 1995

A **MLA serial citation** (magazine, journal, newspaper) includes: title, author, magazine or journal name, date of publication volume and issue, and pages.

Tully, Karen. and John F. Dickerson.
"Al Gore's Lucky Break." Time, 28 June 1999: 38 - 39.

Please note that when citing materials used in your research paper you will either have to apply APA, MLA, Chicago or other style formats. Basic APA and MLA Style Guides are available free from the Library or you can find them on the library web page in the database section following the listing of full text database resources.

To get to the book catalog:

From the TMCC Elizabeth Sturm Library Homepage (**www.tmcc.edu/library**) click on ***Book Catalog*** located to the right of the picture of the library. The next screen lists the search options.

Options include:

Search Type	Description
Title	Use this option when you know the exact author, title, Library of Congress
Subject	Subject Heading or call number. Remember to always do an author
Author	search by typing last name first and first name last.
Guided	Search using fill-in boxes, pull-down menus, and Boolean connectors
Keyword	(AND, OR, NOT) to help you construct searches. This is an advanced search that allows you to combine authors, with titles and subjects and videos.
Boolean	Search using Boolean connectors (AND, OR, NOT).
Keyword	Example: gun control AND columbine AND politics. Always capitalize the Boolean connectors: AND, OR, NOT
Relevance	Keyword search. Results are listed by the frequency of the appearance of your keywords in a book record.
Course	Search for course materials placed on Reserve in the Library by your
Reserves	instructors. You can search by instructor's name, department, course
	and class section.
Search	Allow you to narrow your search or restructure your search results by date of
Limits	publication, language or item type (book, magazine or journal, video).

Click on the red **title/author/search** button at the main search option screen to perform the following **author** search. Make sure that you click in the circle next to author to be able to perform an author search.

1. In the space below, list three books **authored** by **John Steinbeck**. Remember when searching for authors: **type last name first**. Include the book title, publisher, city of publication and year of publication. Click on any of the highlighted blue book titles to bring up the publisher and publication date information listed in the book record.

2. Next you will perform a **Subject Search**. Scroll to the near top of the screen, on the left side is a gold button labeled **New Search** click on it. At the next screen click in the circle next to subject in order to perform a subject search. At the next screen type **gun control**. Click search or hit enter and at the next screen select and click on **Gun Control United States** because it has the most book /video titles associated with it. Click on one of the listed titles and list the title, author, place of publication, publisher, and date of publication for the book in the space below.

3. Scroll to the top of the page and click on the gold **New Search** button. Click on the red **Guided Keyword** button. In the first search for box type: **Robert E. Lee**. In the second search for box type: **Ulysses S. Grant**. Scroll down and click on the gray search button. List the title, author, publisher information and date of publication for a book about these men in the space below.

Scroll to the top of the screen and click on the gold **New Search** button. At the next screen click on the red **Boolean Search** button.

Boolean Keyword Search Examples

- you **MUST** capitalize Boolean operators - **AND, OR, NOT** to combine search terms.

  AND: use **AND** to narrow a search

  Example: Gun Control **AND** NRA will only find books that address both topics

  OR: use **OR** to expand a search. Look for this **OR** that.

  OR works for when you are looking for hard to find information or information that can include a variety of keywords.

  Example: pasta **OR** macaroni **OR** noodles **OR** spaghetti

  NOT: excludes items from being retrieved by the search.

  Example: python **NOT** monty will find books about the python snake, but not about the comedy group Monty Python
- use **quotation marks** to indicate **phrases**: "drug addiction"
- use **parentheses to group terms**:

  (teenagers **OR** adolescents) **AND** (drugs **OR** substance abuse)
- use **?** to truncate. The **?** looks for anything after the last letter typed.

  Example: **teen?** Finds: teen, teens, teenage, teenager

Boolean Keyword Search Examples For Book Catalog

You **MUST** capitalize Boolean operators - **AND, OR, NOT** to combine search terms.

AND: use **AND** to narrow a search
Example: Gun Control **AND** NRA will only find books that address both topics

OR: use **OR** to expand a search. Look for this **OR** that.
OR works for when you are looking for hard to find information or information that can include a variety of keywords.
Example: pasta **OR** macaroni **OR** noodles **OR** spaghetti

NOT: excludes items from being retrieved by the search.
Example: python **NOT** monty will find books about the python snake, but not about the comedy group Monty Python.

Use **quotation marks** to indicate **phrases**: "drug addiction"

Use **parentheses to group terms**:
(teenagers **OR** adolescents) **AND** (drugs **OR** substance abuse)

Use **?** to truncate: **teen?**
Finds: teen, teens, teenage, teenager

4. Perform a **Boolean** search for books on **psychology AND treatment**. List the title, author, publication information and date of publication for one book.

5. Click on the **New Search** button. Click on the red title/author /subject button. Perform a **title search** for the book **Undaunted Courage**. Remember to click in the circle next to the word **Title**. **Undaunted Courage** is part of the title of this book. What is the rest of the book's title?

6. Click on the author's name (blue hyper-text link) to find **two** other books written by **Stephen E. Ambrose.** List the title, city of publication, publisher, year of publication and call number for the books.

7. Scroll to the top of the screen and click on the **New Search** button. At the next screen click on the red **Boolean Search** button. At the next screen click on the gold **Set Search Limits** button. Scroll down the Search Limits page and locate the box for **Medium**. Use the down facing arrow to scroll to **Videorecording**. Click on the word **Videorecording**. Scroll to the bottom of the page and click on the **Set Limits** button. At the next screen enter your search keywords: **Lincoln AND assassination**. Remember that the **AND** must be in caps. List **two video titles** about the **Lincoln assassination**. Remember assassination has two asses in it.

Databases

Books are not the only resources you can locate by using the library web page. The Elizabeth Sturm Library subscribes to a number of online resources with full text availability. At the Elizabeth Sturm Library home page (www.tmcc.edu/library) click on the word, **Databases**, located to the right of the library picture.

EBSCO

EBSCO provides abstracts and indexing for over 3,200 journals and magazines. Over 1,800 magazines and journals are available in full text. On the **Full Text Databases** page, click on **EBSCO**. Click on the words **EBSCOhost Web** located in the center of the screen to begin searching the database. Select the **MasterFile Premier** database by clicking on the words or by clicking the Enter button. At the next screen, you automatically ready to perform a keyword search following the entry of your search terms.

For EBSCO home access: Login: truckee Password: fall

8. Finding articles about Gun Control will demonstrate the power of this database. Type **Gun Control** in the Find Box and then click on the Search button.
   A) How many articles were you able to retrieve?

Note: only the articles with the sheet of paper icon and the words Full Text provide you with the actual article. Those records without the paper sheet icon or the words full text provide only a citation and often an abstract. If you don't have time to browse through all the article citations, there is a way to review the full text articles only. To retrieve only the Full Text articles click on the blue **Refine Search** button located at the top of the screen. At the bottom left hand corner of the screen you will see: **Limit Your Search. Click in the Full Text box.** A check mark will appear. Now click on the **Search button**.

B) How many articles did you now retrieve?

C) List the title, author, magazine/journal name and date of publication for **one full text article** about Gun Control.

Click on **Refine Search** again. This time add to the **FIND box** the words: **and NRA**. Your search string in the find box should say: **Gun Control and NRA**. Click on the Search button.

D) List the title, author, source of publication (magazine/journal) and date of publication for one full text article retrieved from the search.

E) Click on the first blue highlighted title to view an abstract. Reading the abstract gives you a quick summary of what the article is about. You can advance to the next article by clicking on the right facing blue arrow in the upper left hand corner. This area resembles: ◀ **Result 1 of 8** ▶. Clicking on the arrow to the right of 8 will take you to ◀ **Result 2 of 8** ▶. List the first three words from two of the abstracts.

9. Click on the **Subject Search** button at the top of the screen. In the "**For**" box type: **Nuclear Power**, then click on the blue **Browse** button.

   A) What subject does the database recommend that you **use**?

Click on the blue highlighted subject to retrieve a list of citations.

   B) How many Periodical References are available?

   C) How many Periodical references are available full text?

10. This time click on the **Magazine Search** icon at the top of the screen. In the Browse for box type: **Science News**. Click the Search button. At the next screen, click in the little box next to Science News to make a check mark. Click on **Search**. List two articles and their authors from the latest available issue.

11. Click on the **Chose Database** button at the top of the screen. At the next screen click to take the check mark off the MasterFile Premier database. Scroll down the list of databases and click in the box adjacent to **Newspaper Source**. Click on the words **Newspaper Source** to search this database. Type **cloning and dolphin** and limit your search to full text. What country plans to clone an endangered dolphin species?

Encyclopedia Americana

Either press the home button to return to the Library Home Page and then click on databases, or click the back button until you return to the database listing page. Click on the **Americana** full text database that is located in the **Encyclopedia** section.

For remote access: Login: truckee Password: meadows

12. Type **Civil War** in the search box and then click on the search button. From the documents retrieved, identify the link associated with the **American Civil War** and click on it.

    A) The firing on what **fort**, on what **day** and **year** began the military hostilities between North and South?

    B) Scroll to the top of the narrative essay and click on the **Table of Contents** icon. Scroll down the Table of Contents list and click on, **Advantages of the North**. List **three** advantages possessed by the North.

    C) The Encyclopedia Americana also provides numerous links to Civil War web pages. Scroll to the top of the screen and click on the **Web** icon. Scroll down to the **American Civil War** link and click on it. Click on the **Matthew Brady bio** link. What is the name of one of Matthew Brady's photography instructors?

For SIRS home access: Login: truckee Password: fall

SIRS

SIRS **Researcher** contains full text articles on social, scientific, health, historic, economic, business, political and global issues. The **Government Reporter** contains documents and graphics from government agencies, departments, commissions, as well as Supreme Court Decisions and Historic Documents. **Renaissance** contains information on cultures, architecture, philosophy and religion. **Click the blue BEGIN A NEW SEARCH hyperlink.** At the next screen:

13. Type the keywords **Campaign Finance Reform** and click the gray submit search button.
    A) How many articles did you find?
    B) Click on one of the article titles and list the title, author, name of publication, date of publication and first seven words from the article.

14. Click on the **ADDITIONAL DATABASES** tab (yellow button at the top of the screen). Click on **U.S. Supreme Court Decisions**. At the next screen type: **Roe vs. Wade**.
    A) List the names of the documents you retrieved.

    B) Examine the **first** document by clicking on it and list in which **county** and **state** the Roe vs. Wade case originated.

15. Click on the **Additional Databases** tab. This time click on **Maps of the World**. Next click on **United States**. From the list of States select **Missouri**.
    A) List the names of five states that border Missouri.

    B) List the name of the capitol of Missouri and three other Missouri cities.

Either press the home button to return to the Library Home Page and then click on databases, or click the back button until you return to the database listings page. Click on the **ProQuest** full text database.

For ProQuest home access: Login: truckee123 Password: fall

ProQuest

The ProQuest Database contains over 1,500 full text magazines and journals. You can search every academic discipline or limit the journals searched by specific academic areas. For example, you can limit by peer reviewed journals, business titles, psychology journal titles and medical titles. In the majority of instances you will be best served by staying with the system default of **ALL Databases**. Click on the blue **Continue** button to advance to the search screen.

16. Type **gun control and Columbine** in the search box and click on the Search button. Note: this database is divided by three date ranges for articles. Unless you change the date range, the database automatically searches for articles printed from 1998 to the Present. In most instances the most current information will best serve your research needs. From the list of the articles that matched your search write down the names of **five journals or magazines** that published articles on **gun control and Columbine**. The publication's name will appear in **bold** type on the screen.

17. Click on the blue **New Search** button at the top left hand side of the screen. Next click on the link **Subject List** at the right middle side of the screen. Type: **Gun Control** and click on the blue **Find** button.
    A) What search term does the database recommend that you use instead?

    B) Click on the recommended search term and at the next screen click on the blue **Search** button located to the right of the recommended subject. List the title, author, magazine and date of publication for one article.

18. At the top of the screen click on the **for publications** link. At the next screen type: **Time** in the search box and then click on the blue Search button. Click on **Time** again. A list of issues will appear. Select the **second** issue in the list and click on it. List the title, author and first seven words from one full text articles.

Access Science

Online encyclopedia of science and technology. Includes access to over 7,500 articles, 2,000 in-depth biographies of leading scientists, scientific dictionary terms, research updates and web links. This database contains high quality science content, covering everything from astronomy and physics to chemistry, biology, meteorology and engineering.

For Access Science remote access: Login: truckee Password: meadows

19. At the Access Science database search screen, click on the downward facing arrow next to **Select a Topic** to select **Psychiatry and Psychology** from the topic menu. Once Psychiatry and Psychology appear in the topic box click on the **GO** button. At the next screen click on the word **Psychology**. At the next screen click on **Obsessive-Compulsive Disorder**. What are some of the typical obsessions for the person suffering Obsessive-Compulsive Disorder?

20. To answer the next question, click on the word **Biographies**, listed in the blue options menu on the left side of the screen. At the next screen click on the **S** alphabet box. An alphabetical list of names will appear. Click on **Salk**'s name. What vaccine is Salk famous for and in what year did he create this effective vaccine?

21. To answer the next question, click on the words **Browse/Explore**, listed in the blue options menu on the left side of the screen. At the next screen click on Biological and Biomedical Science. At the next screen will appear a menu of topics. Click on Genetics. At the following screen a list of sub-topics related to Genetics will appear. Scroll down the list and click on Nucleic acid. How many nucleotides constitute the vast majority of DNA polymeric units and what letters symbolize these nucleotides?

Return To Book Catalog

You are now an expert researcher. This portion of the assignment will take you from the computer workstation to the Reference book collection. **You will look up actual reference books in the Book Catalog, write down their call numbers and then proceed to the Reference Stacks to use the book to find the question's answer.** For some Reference books you will find the answer by looking up the topic in the index which appears in the back of the book, the Table of Contents which is located in the front, or the book may be arranged by topic in alphabetical order.

22. Look up each of the following titles in the Book Catalog and place the call number next to the appropriate title to answer this question. **You will need only one of the books to actually answer the question.** However, frequently one or more of these titles may be in use by another student.

Barron's Profiles of American Colleges
Peterson's Guide to Four Year Colleges
Lovejoy's College Guide

Use one of the above titles to:

A) Find the state where **Peru State College** is located.

B) List the toll and toll free phone numbers for Peru State College.

C) What is the tuition for state residents?

23. Look up the **Encyclopedia of Religion** and write down the title's call number. ***ANSWER ONLY TWO*** of the following questions relevant to this Reference title.

A) What Hindu god is worshipped by Saivism?

B) When was Confucianism introduced to Japan and by whom?

C) Who is Aphrodite?

D) Halloween is celebrated the evening prior to what Christian feast? Within the ancient Celtic culture of Britain, what does Halloween mark the beginning of?

E) What are the essential elements of the Eucharist?

24. Look up the **New Grove Dictionary of Music and Musicians**, edited by Stanley Sadie in the catalog and write down the title's call number.
ANSWER ONLY TWO of the following questions related to this title.

A) How old was **Wolfgang Amadeus Mozart** when he wrote his first musical pieces and where was his first public appearance made?

B) What did **Johann Sebastion Bach's** musical genius combine?

C) With what composition did **Irving Berlin** first achieve international success?

D) Where did **Duke Ellington's** father work?

E) Why is **Charlie Parker** an important musical personality?

Library Use

25. As a TMCC student can you borrow books from UNR?

26. What is the library policy for reserve materials?

27. Where are reserve materials located in the library?

28. Where are the books that you can take home located in the library?

29. Can you borrow videos, for how long and is there a charge?

30. If you don't have a library card go to the circulation desk and sign up for one. Once you receive your card, or if you already have one, or a student ID activated as a library card, write the barcode number here:

Information Sheet

Elizabeth Sturm Library

Fall & Spring Semester Hours:		Contact Information:	
Monday - Thursday	8:00AM - 9:00PM	Reference:	674-7602
Friday	8:00AM - 7:00PM	Circulation:	674-7600
Saturday	10:00AM - 5:00PM	Web Page:	
Sunday	10:00AM - 5:00PM		**www.tmcc.edu/library**

Databases: Internet based databases make your research time more efficient and rewarding. With a few relevant keywords you are able to retrieve hundreds of full-text articles appropriate to your assignment. These databases are designed to be user friendly. The Elizabeth Sturm Library full-text databases can be found on the Library home page (www.tmcc.edu/library). These databases can be accessed from any computer with Internet connectivity, 24 hours a day, 7 days a week. A login and password are required for remote access. Call the Reference Desk, 674-7602, for the current login and password. Library databases include:

EBSCO: contains 1,800 full-text magazines and peer reviewed journals. It is especially strong in psychology, sociology, business, contemporary social issues, national and international current events.

ProQuest: contains 1,500 full-text magazines and peer reviewed journals. Like EBSCO, it is strong in full-text Psychology and Sociology journal titles. The Medical database offers solid medical, biology and nursing coverage.

Social Issues Researcher (SIRS): contains full-text articles on social, scientific, health, business, political and global issues. **SIRS Government Reporter** contains documents from government agencies, as well as supreme court decisions and historic documents. **SIRS Renaissance** contains information on cultures, philosophy and religion.

Access Science: online Encyclopedia of Science and Technology includes access to 7,500 articles, 2,000 in-depth biographies of leading scientists, dictionary terms, research updates and web links.

Britannica Online: provides in-depth coverage of the breadth of knowledge suitable for the serious and lay researcher and includes web links.

Encyclopedia Americana: another excellent online encyclopedia.

Book Catalog: In July 2000, the Library started using the Voyager online library system with its own online public access book catalog. This will save students and faculty time in locating library materials. UNR resources are not found in the new online catalog. Links are provided on the library home page to the UNR WolfPac online catalog (Library Catalog for Northern Nevada Academic Libraries). TMCC students and faculty have UNR borrowing privileges with the current semester sticker on their ID card.

Tours: The Library encourages instructors to bring their classes in for a tour of the Library and its resources. The Library averages 110 class instructional tours per semester. Librarians will custom tailor a tour to reflect the needs of your curriculum and assignments. Furthermore, upon request, librarians will create a Library Research Assignment to compliment the tour or a class project. These assignments lay the foundation for optimal student research methodology. Such assignments have been incorporated into English 101, Psychology 101, Biology 190, Nursing Assisting, Nursing, Geology, History and Business classes.

Effective Library Assignments: The goal of a class assignment is to increase the students' understanding of a particular subject and to build skills in research methodology and information retrieval. To achieve these goals the library recommends that instructors:

1. Consult with a librarian while developing the assignment.
2. Assume students have minimal library knowledge.
3. Never assume the library has books, journals or videos on a particular topic.
4. Decide whether a libary tour assists in achieving curriculum goals.
5. Organize the assignment to enable students to use several different resources.

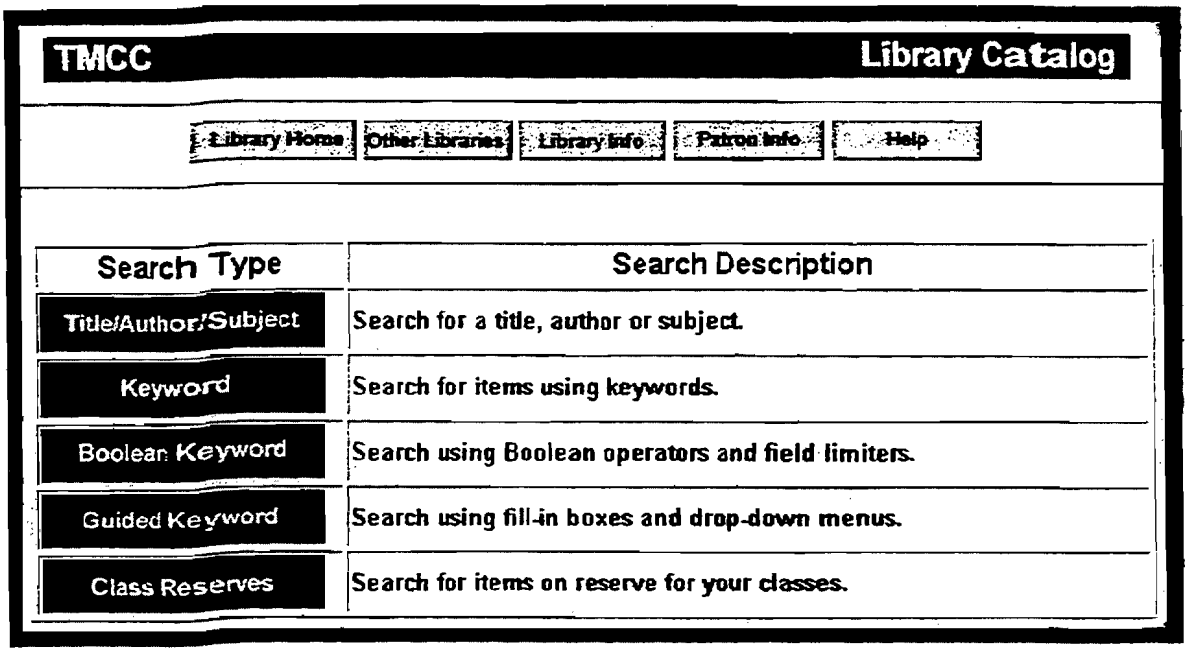
Collection Development: The Library believes that the book, magazine, journal, video and database selections should reflect the research needs of students and instructors. Thus, it is imperative that instructors and librarians collaborate in making the decisions to build such a collection to match curricular needs. Contact the Reference Desk in regard to broad and specific collection development recommendations.

Reserves: They are located behind the Library Circulation Desk. Material, such as library and personal items, can be placed on reserve with the check out periods determined by the instructor. Reserve material will be entered into the online catalog with access points being: instructor, course, and item title.

Web Pages: Class related web pages can include the syllabus, copies of assignments, review quizzes and exams, important class web links, and library reserve information and databases. If instructors would like a class related web page created for their class, contact Neil Siegel at 674-7608.

Interlibrary Loans: The Library provides Interlibrary Loan service to current faculty, students and staff. The library will obtain books and copies of journal articles from other libraries, except UNR Libraries and Washoe County Library System. Requests are not made to libraries within a 15 mile radius of TMCC. A $1.00 per item charge is required to intiate the Interlibrary Loan search. Additional charges may accure if the lending library levees additional fees, which can run as high as $20.00 or more. The Library will locate the materials at the lowest possible fee, preferably free. Average time to receive material from "In-State" libraries is 3 to 10 working days. Material coming from "Out-of-State" libraries averages 10 to 20 days. The Library abides by the policies of the lending library. Materials are renewed at the discretion of the lending library. U. S. Copyright Laws pertain to journal article requests. Material borrowed on Interlibrary Loan can not be placed "On Reserve." Reference: 674-7602, Barb Gonzales: 674-7612

Service: The Elizabeth Sturm Library is committed to serving the needs of faculty, students and staff. If *you have recommendations* on how your library can better serve the TMCC community, please contact us. Your input is crucial to the library's success in serving the TMCC community, building collections, attending to reference questions, creating assignments, housing reserves, offering purposeful tours and insuring that research assignments are supported by library resources.



Voyager Book Catalog

New this Fall, the Elizabeth Sturm Library brings you our new library system, Voyager. Our new system allows us the flexibility to respond to the curricular needs of faculty quickly and efficiently by bringing the purchasing, cataloging, and processing of materials home. And most importantly, the cost savings that this brings is passed on to meet the information needs of faculty and students.

Since Voyager Library Catalog will only include materials that are found at TMCC libraries, you no longer need to limit your search to only our collection but are presented a list of materials to be found right on our shelves making your search faster and more efficient. Now with just a few keywords you can find out what books and videos we have on your topic at the click of a mouse. You can also check the shelves for books just by doing a shelf browse at the computer screen. For convenience, we have included a link to the WolfPac Library Catalog on the library home page so you can search UNR and other libraries just as before.

We have included some tips to help you search the catalog:

Search Tips

Title/Author/Subject **Search**

If you know the exact title, author, or Library of Congress subject heading of a book or video, the fastest search option to choose is the Title/Author/Subject search. By clicking on the radio button by Title and typing in the exact title, you go directly to the record. An Author search takes you to a list of authors, while a Subject Heading search takes you to a list of Library of Congress subject headings. From there you select the author or subject and receive the associated records. Another handy search available from this button is a call number search which gives you the opportunity to "browse the shelf" from the computer screen. It gives you a list of the surrounding books that you would find on the shelf.

Keyword **Search**

This is probably the search you will most often use. A keyword search looks for words located anywhere in a record. For example, a keyword

search on the word "computer" will return all books and video records that contain the word "computer" in the author, title, publisher, notes, or subject heading fields. The following searching tips are useful to know:

Use:

✓	Quotation marks for phrases:	*"world wide web"*
✓	Plus signs for essential terms:	*+internet*
✓	Question marks for all forms of a word:	*econ?* finds economics & economy

Boolean Keyword and Guided Keyword are advanced searching strategies that give you more control of the search. Play with these and, please, get help from a librarian if you have any questions or problems.

Class Reserves

Class Reserves allow students to find materials that faculty place on reserve by searching on instructor, department, class, or section.

Patron Information

Items Checked Out

Renew?	Due Date	Title	Status
☐	01/31/01	What business wants from higher education / Diana G. Oblinger, Anne-Lee Verville.	Renewed
☐	01/31/01	Leadership challenge : how to keep getting extraordinary things done in organizations / James M. Kouzes, Barry Z. Posner.	Charged
☐	01/31/01	Just like grandma used to make / Lois Wyse, with Liza Antelo and Sherri Pincus.	Charged
☐	01/31/01	It's about time! : the six styles of procrastination and how to overcome them / Linda Sapadin with Jack Maguire.	Charged

Renew Items Reset

Patron Info By clicking this button and then providing your patron barcode number and last name, you can see the materials you have checked out, along with items you have placed on hold and if you have any fines or fees.

Please contact the reference desk at **674-7602** to arrange for individual or group instruction. Our reference librarians are happy to provide in-depth training on all the features of Voyager, along with our other online reference tools.

APPENDIX F

- STUDENT EVALUATION FORMS
- ADMINISTRATOR OBSERVATION FORM
- ANNUAL EVALUATION FORM
- PEER EVALUATION FORM
- SALARY SCALE

Student Appraisal of Instruction

TRUCKEE MEADOWS COMMUNITY COLLEGE

Directions

1. DO NOT Write on this form.

2. Mark your responses on the scantron form; make sure you are using a No.2 lead pencil.

3. Using the rating scale (below), rate your instructor on each statement.

4. You are encouraged to add written comments. Write your comments on the form provided. Prior to sharing written comments with your instructor, all comments willbe typed. Please do not sign your name.

* * * * *

A = Strongly Agree; B = Agree; C = Disagree; D = Strongly Disagree; E = No Opinion

____ 1. A course syllabus was handed out during the first class session.
____ 2. Major course objectives were made clear to students.
____ 3. Lessons presented were in agreement with course objectives.
____ 4. Class presentations are well planned and organized.
____ 5. Important ideas (new knowledge/skills) are clearly explained.
____ 6. Instructor speaks clearly (pronunciation, vocabulary, speed).
____ 7. Instructor speaks loud enough so all students can hear.
____ 8. Instructor encourages critical thinking and analysis.
____ 9. Instructor encourages learning-relevant student involvement.
____ 10. Instructor is knowledgeable with subject area.
____ 11. Instructor is sensitive to student-learning difficulties.
____ 12. Students feel free to express their opinions or ideas.
____ 13. Tests are appropriate for the course material covered.
____ 14. Instructor is punctual--classes begin on time.
____ 15. Instructor makes full use of the class periods.
____ 16. Students feel free to ask the instructor for assistance.
____ 17. The grading system is fair and consistent throughtout the semester.
____ 18. Fellow students show respect for the instructor.
____ 19. Instructor maintains my interest.
____ 20. Instructor displays "enthusiasm" for subject matter.
____ 21. Homework is appropriate for the course.
____ 22. Textbook matches course content and instructor's lectures.
____ 23. Instructor uses a variety of teaching methods.
____ 24. Instructor uses the blackboard and/or overhead effectively.
____ 25. My instructor is a better than average teacher.

* * * * *

Office for Part-time Faculty: Your Support Is Our Mission

Student Appraisal of Instruction
TRUCKEE MEADOWS COMMUNITY COLLEGE

Instructor _____ *Course* _____ *Section* _____ *Date* _____

Directions:

1. *Mark your responses on this form; make sure you are using a No. 2 lead pencil.*
2. *Using the rating scale (below), rate your instructor on each statement.*
3. *You are encouraged to add written comments. Write your comments on this form using an additional sheet if necessary. Prior to sharing written comments with your instructor, all comments will be typed. Please do not sign your name.*

	Strongly Agree		Disagree		No Opinion
1. A course syllabus was handed out during the first class session.					
2. Major course objectives were made clear to students.					
3. Lessons presented were in agreement with course objectives.					
4. Class presentations are well planned and organized.					
5. Important ideas (new knowledge/skills) are clearly explained.					
6. Instructor speaks clearly (pronunciation, vocabulary, speed).					
7. Instructor speaks loud enough so all students can hear.					
8. Instructor encourages critical thinking and analysis.					
9. Instructor encourages learning-relevant student involvement.					
10. Instructor is knowledgeable with subject area.					
11. Instructor is sensitive to student-learning difficulties.					
12. Students feel free to express their opinions or ideas.					
13. Tests are appropriate for the course material covered.					
14. Instructor is punctual-classes begin on time.					
15. Instructor makes full use of the class periods.					
16. Students feel free to ask the instructor for assistance.					
17. The grading system is fair and consistent throughout the semester.					
18. Fellow students show respect for the instructor.					
19. Instructor maintains my interest.					
20. Instructor displays "enthusiasm" for subject matter.					
21. Homework is appropriate for the course.					
22. Textbook matches course content and instructor's lectures.					
23. Instructor uses a variety of teaching methods.					
24. Instructor uses the blackboard and/or overhead effectively.					
25. My instructor is a better than average teacher.					

STUDENT WRITTEN COMMENTS: Student written comments are valuable feedback for the instructor. Please take the time to write comments.

Written Comments: _____

(Continue comments on a separate sheet)

Truckee Meadows Community College: Your success is our mission.

SCANTRON CUSTOM FORM NO. F-12822-TMCC TO REORDER 1-800-722-6876 WWW.SCANTRON.COM © SCANTRON CORPORATION 1998 ALL RIGHTS RESERVED. P3 0600 - 520 - 5 4 3 2 1

APPENDIX F: Administrator Observation Form

BUSINESS & COMPUTER TECHNOLOGIES
OBSERVATION OF TEACHING EFFECTIVENESS

NSTRUCTOR: **DATE:**
OURSE:

.. Begins on time	
!. Presents content in in organized and scholarly manner	
3. Uses full class hour	
4. Demonstrates knowledge of subject	
5. Communicates ideas and concepts clearly	
6. Uses teaching methods appropriate to content	
7. Provides opportunity for student questions and participation	
8. Gives instructions clearly and audibly	
9. Uses appropriate and varied technology	
10. Involves students actively in learning	

What did the instructor do well in teaching the class?

*
*
*

What specific things do you believe might be done to improve instructor's teaching?

*
*
*

Additional Comments:

Dean

A:\EVAL-TEACHING EFFECTIVENESS.FRM

TRUCKEE MEADOWS COMMUNITY COLLEGE ANNUAL EVALUATION REPORT

Employee Name: Position Number:

Employee Title: Department:

Current Status

Fiscal Year: Contract: 12 mo. _____ 10 mo. _____ 10 mo. Plus days _____
Current Base Salary: _____ Range: _____ Step: _____ FTE: _____
****

SUMMARY OF ANNUAL EVALUATION

OVERALL RATING: _____ Excellent _____ Commendable
_____ Satisfactory _____ Unsatisfactory

The employee's signature indicates that the employee has read the evaluation and does not indicate that the employee is in agreement or in disagreement with the evaluation.

Recommending Authority Date Employee Date

Appointing Authority Date

Original: Personnel File
Copies: Appointing Authority

Employee

APPENDIX F: Peer Evaluation Form

TRUCKEE MEADOWS COMMUNITY COLLEGE

PEER EVALUATION OF TEACHING EFFECTIVENESS

Instructor

Course

Check the appropriate column that represents your evaluation of the instructor	Outstanding	Good	Satisfactory	Unsatisfactory	COMMENTS
1. Begin on time					
2. Presents content in an organized and scholarly manner					
3. Full use of class hour					
4. Demonstrates knowledge of subject					
5. Communicates ideas and concepts clearly					
6. Utilizes teaching methods appropriate to content					

7. Provides opportunity for student questions and participation					
8. Able to hear instructions clearly					

9. What did the instructor do well in teaching the class?

10. What specific things do you believe might be done to improve instructor's teaching?

Evaluator Date

APPENDIX F: Salary Scale

TMCC Academic Faculty Salary Plan 2000-2001

The Academic Faculty Salary Plan consists of 5 columns with 30 steps for each column. The column definitions correspond to the following educational attainment levels.

Initial Placement for Academic Faculty is determined by (1) the current Community College Faculty Salary Plan, (2) placement on the Salary Plan through; (a) column assignment based on educational attainment, and (b) one step for each year of applicable prior teaching experience (maximum of 10 years allowed).

Movement from Step to Step: Based on annual evaluation. Each faculty will receive one step annually if evaluated as satisfactory or above.

Movement from Column to Column: Based on professional advancement. Movement to a new column will be accompanied by a step increment if the criteria for a step advancement are met.

29	48,140	52,953	60,175	67,397	72,210
28	46,966	51,662	58,707	65,753	70,448
27	45,820	50,403	57,277	64,148	68,731
26	44,703	49,173	55,879	62,584	67,053
25	43,612	47,973	54,515	61,057	65,419
24	42,548	46,804	53,186	59,568	63,824
23	41,511	45,663	51,890	58,117	2,266
22	40,499	44,548	50,624	56,698	60,749
21	39,511	43,461	49,389	55,315	59,267
20	38,547	42,402	48,185	53,967	57,820
19	37,608	41,367	47,008	52,650	56,411
18	36,691	40,358	45,863	51,365	55,035
17	35,794	39,375	44,743	50,114	53,692
16	34,922	38,415	43,652	48,890	52,384
15	34,070	37,476	42,588	47,698	51,104
14	33,240	36,564	41,548	46,536	49,860
13	32,428	35,672	40,535	45,399	48,643
12	31,638	34,802	39,547	44,291	47,455
11	30,866	33,953	38,582	43,212	46,298

10	30,113	33,124	37,641	42,158	45,169
9	29,379	32,315	36,724	41,130	44,068
8	28,662	31,527	35,827	40,128	42,993
7	27,963	30,760	34,955	39,149	41,944
6	27,281	30,010	34,101	38,194	40,920
5	26,615	29,276	33,270	37,262	39,923
4	28,966	28,563	32,459	36,352	38,949
3	25,333	27,867	31,666	35,465	37,999
2	24,715	27,187	30,894	34,602	37,072
1	24,112	26,524	30,142	33,757	36,168
0	23,524	25,877	29,405	32,934	35,286

BACK TO TOP

One = Less than a bachelor's degree.

Two = Bachelor's degree or associate's plus approved contract hours of an occupationally related discipline, or associate's plus 60 upper level credit hours.

Three = Master's degree or a bachelor's degree plus approved contract hours of an occupationally related discipline, or a bachelor's plus 30 graduate credits.

Four = Master's degree plus 30 graduate credits, or equivalency or a bachelor's degree plus approved contract hours of ocupationally related discipline or a bachelor's plus 60 graduate credits.

Five = Earned Doctorate, equivalence can be recommended by the President for approval by the Board of Regents for a master's degree plus approved occupational contract hours or academic credits.

TMCC Administrative Salary Schedule Fiscal Year 2000-2001

Grade	Minimum	Midpoint	Maximum
14	61936	77505	92960
13	56481	70573	84664
12	51594	64580	77391
11	47503	59322	71255
10	43866	54776	65800
9	40684	50912	61140
8	37957	47503	56935
7	35570	44435	53412
6	33525	41934	50230
5	31707	39662	47503
4	30116	37730	45230
3	28752	36025	43185
2	27615	34548	41366
1	26593	33184	39775

BACK TO TOP

[Return to Main HR Page]

[HOME | ABOUT TMCC | WHAT'S NEW | LIBRARY | FAQ | SITE INDEX | SEARCH | WEB REG | CONTACT]

Choose Your Destination - Click Here

Copyright © 2000 Truckee Meadows Community College (TMCC). All rights reserved.
Please send questions about this website to webmaster@tmcc.edu.

APPENDIX G

- NATIONAL FACULTY ALLIANCE (NFA) 2000 ADDENDUM

Memorandum of Understanding

Appendix C-1
Department Chair Compensation

Revision of Article 6, No. 1

A faculty member serving as department chair or acting department chair will teach 12 to 18 credits per year or 40 to 60% of a faculty teaching load depending on the faculty FTE in the department as follows:

Up to 15 faculty FTE - 60% of a faculty teaching load
Up to 20 faculty FTE - 50% of a faculty teaching load
Up to 25 faculty FTE - 40% of a faculty teaching load

The department chair's time not devoted to teaching will be used to attend to non-instructional faculty duties as well as administrative duties. The department chair will be placed on a 12-month faculty A contract (paid an additional 20% above the faculty contract), or the midpoint of grade 11 of the administrative schedule, whichever is greater, receive 24 annual leave and 11 paid holidays. (See attached the most current Regents' approved schedule.) The faculty member serving as department chair will accrue points toward sabbatical leave at the same rate as tenured or tenure-track faculty members.

Article 6, No. 4

If a division is unable to fill two department chair positions, the dean of that division may offer a single position as assistant dean to cover both departments in lieu of two department chairs. The assistant dean appointment will be a one-year term administrative appointment at the appropriate step on the administrative salary schedule.

We agree to the above revisions of Article 6, No. 1, Appendix C-1, Department Chair Compensation, Memorandum of Understanding between NFA and TMCC Administration, dated June 9, 1998.

John A. Richardson — Signature — Date 5.15.00
John A. Richardson
President, TMCC

Sigrun Coffman — Signature — Date 5/16/00
Sigrun Coffman
President, NFA-TMCC Chapter

B. Adjust 3.4.b as follows

When a special project or assignment is identified, a description will appear on GroupWise and shall be posted on the TMCC Faculty Senate bulletin board next to the Senate Office, on a bulletin board east of the faculty mailboxes at Old Town Mall, and on a bulletin board next to the faculty mailboxes at the Edison Campus. When additional assignments are needed during winter or summer breaks, the same method will be used. Faculty interested in special assignments are responsible for checking GroupWise and the bulletin boards referenced above regularly. In order to provide that members of the faculty learn of project or assignments prior to anyone else, such descriptions shall be posted ten (10) days prior to any general announcement or advertisement in the above locations. The appropriate TMCC administrator shall make a decision and inform all applicants. If the additional work is based upon completion of a project or assignment and not on a fixed number of days as determined by the administration after consultation with the faculty member, compensation will be subject to agreement between the faculty member and TMCC.

We agree to the above revisions of the Collective Bargaining Contract between the TMCC Administration and TMCC-NFA. The revisions will take effect when the existing contract is rolled over for the biennium beginning July 1, 2000.

Signature Date

John A. Richardson 5,15,00
President, TMCC

Signature Date

Sigrun Coffman 5/10/00
Chapter President, TMCC-NFA

6.2 Unsatisfactory Evaluations of Tenured Faculty

(a) If a tenured faculty member covered by this Agreement has received a first unsatisfactory evaluation, the evaluator will, with the agreement of the faculty member, create a committee for the purpose of working with the faculty member to improve his or her performance. The faculty member shall choose one member of the committee; the evaluator shall choose another member. The two members thus chosen shall meet and choose a third member for the committee from an instructional discipline similar to the faculty member's. All members of the faculty support committee shall be contracted faculty holding appointments with tenure. (B/R 2/91)

(b) Faculty Support Committee Responsibility. The faculty support committee shall meet with evaluator for the purpose of determining the basis for the unsatisfactory evaluation. The committee, with the cooperation of the evaluator, will prepare objectives to be met by the faculty member in regaining a satisfactory level of job performance. The faculty support committee shall then meet with the faculty member for the purpose of preparing a plan to meet the objectives the committee has developed. The faculty member shall be given the opportunity to suggest revisions of the objectives, and the committee shall decide whether these are appropriate. The plan will then be recommended to the evaluator for approval.

The faculty support committee shall meet at least twice with the faculty member during the year following the first negative evaluation for the purpose of reviewing progress and offering assistance in meeting the objectives. (B/R 2/91)

(c) Faculty Support Committee Report. At the time for submission of the next annual performance review after the first negative evaluation, the faculty support committee shall submit a report to the Vice President for Academic Affairs, detailing the objectives that were established and the committee's evaluation of the faculty member's performance in meeting the objectives.

A copy of the faculty support committee's report shall be made available to the faculty member under review. A copy of the faculty support committee's report shall also be made available to the evaluator. The evaluator shall prepare the faculty member's evaluation.

(d) In the event a tenured faculty member covered by this Agreement has received overall unsatisfactory ratings for two (2) consecutive years, the procedures established in Section 5.12 of the UCCSN Code (including the applicable formal procedures in Chapter Six of the UCCSN Code as provided in Section 5.12) shall apply [and not the provision of Article 9 of this Agreement]. In any such proceedings under Chapter Six of the UCCSN Code, a tenured member of the faculty shall have the right to choose a TMCC-NFA representative as an advisor to accompany him or her at meetings and hearings and to receive copies of findings, recommendations and decisions.

6.3 (moved from 6.1 of the current agreement)
A faculty member may file a grievance pursuant to Article 9 of this Agreement if he or she has reason to believe that a provision or provisions of this Agreement have been violated in connection with the annual performance evaluation.

6.2 Unsatisfactory Evaluations of Tenured Faculty

(a) If a tenured faculty member covered by this Agreement has received a first unsatisfactory evaluation, the evaluator will, with the agreement of the faculty member, create a committee for the purpose of working with the faculty member to improve his or her performance. The faculty member shall choose one member of the committee; the evaluator shall choose another member. The two members thus chosen shall meet and choose a third member for the committee from an instructional discipline similar to the faculty member's. All members of the faculty support committee shall be contracted faculty holding appointments with tenure. (B/R 2/91)

(b) Faculty Support Committee Responsibility. The faculty support committee shall meet with evaluator for the purpose of determining the basis for the unsatisfactory evaluation. The committee, with the cooperation of the evaluator, will prepare objectives to be met by the faculty member in regaining a satisfactory level of job performance. The faculty support committee shall then meet with the faculty member for the purpose of preparing a plan to meet the objectives the committee has developed. The faculty member shall be given the opportunity to suggest revisions of the objectives, and the committee shall decide whether these are appropriate. The plan will then be recommended to the evaluator for approval.

The faculty support committee shall meet at least twice with the faculty member during the year following the first negative evaluation for the purpose of reviewing progress and offering assistance in meeting the objectives. (B/R 2/91)

(c) Faculty Support Committee Report. At the time for submission of the next annual performance review after the first negative evaluation, the faculty support committee shall submit a report to the Vice President for Academic Affairs, detailing the objectives that were established and the committee's evaluation of the faculty member's performance in meeting the objectives.

A copy of the faculty support committee's report shall be made available to the faculty member under review. A copy of the faculty support committee's report shall also be made available to the evaluator. The evaluator shall prepare the faculty member's evaluation.

(d) In the event a tenured faculty member covered by this Agreement has received overall unsatisfactory ratings for two (2) consecutive years, the procedures established in Section 5.12 of the UCCSN Code (including the applicable formal procedures in Chapter Six of the UCCSN Code as provided in Section 5.12) shall apply [and not the provision of Article 9 of this Agreement]. In any such proceedings under Chapter Six of the UCCSN Code, a tenured member of the faculty shall have the right to choose a TMCC-NFA representative as an advisor to accompany him or her at meetings and hearings and to receive copies of findings, recommendations and decisions.

6.3 (moved from 6.1 of the current agreement)
A faculty member may file a grievance pursuant to Article 9 of this Agreement if he or she has reason to believe that a provision or provisions of this Agreement have been violated in connection with the annual performance evaluation.

APPENDIX H

- FACULTY STAFF CLIMATE SURVEY

FACULTY & STAFF CLIMATE SURVEY

Truckee Meadows Community College

- Use a No. 2 pencil only
- Fill in bubble completely
- Erase completely to change
- Do not fold or staple

BACKGROUND INFORMATION (Please blacken one response for each question)

Type of Position:
- Classified Staff
- Administrative/Professional
- Full-time Faculty
- Part-time Faculty

Years of Employment at TMCC:
- 0 - 2 years
- 3 - 7 years
- 8 - 14 years
- 15+ years

INSTITUTIONAL MISSION

Listed below are a series of statements concerning functions performed at TMCC. Please indicate ***how important you think it is for the college to perform each of these functions*** and rate ***how well the college is performing the function.***

How important is it for the college to perform this function?

1 = Very Important
2 = Important
3 = Neither Important or Unimportant
4 = Unimportant
5 = Very Unimportant

How well is the college performing each function?

1 = Excellent
2 = Good
3 = No Opinion
4 = Fair
5 = Poor

1 2 3 4 5	1. Offer programs and services to prepare students for immediate employment upon graduation.	1 2 3 4 5
1 2 3 4 5	2. Offer associate degree programs so that students can transfer to a four-year college to continue their studies towards a bachelor's degree.	1 2 3 4 5
1 2 3 4 5	3. Offer courses and programs for citizens to enhance or upgrade their job skills.	1 2 3 4 5
1 2 3 4 5	4. Serve as a major resource in promoting economic development.	1 2 3 4 5
1 2 3 4 5	5. Offer instruction in basic reading, writing, and math skills to prepare students for college level work.	1 2 3 4 5
1 2 3 4 5	6. Provide services such as career planning, advisement, counseling, and academic survival skills to enhance student success in college.	1 2 3 4 5
1 2 3 4 5	7. Provide a comprehensive curriculum that links general education with technical.	1 2 3 4 5
1 2 3 4 5	8. Offer courses and programs to meet the continuing professional educational needs of the community.	1 2 3 4 5
1 2 3 4 5	9. Provide programs that offer personal enrichment opportunities.	1 2 3 4 5
1 2 3 4 5	10. Deliver instruction at multiple sites throughout the community.	1 2 3 4 5
1 2 3 4 5	11. Provide access to college for students not traditionally served by higher education.	1 2 3 4 5
1 2 3 4 5	12. Engage in private fundraising to supplement public funding.	1 2 3 4 5

EDUCATION & INSTRUCTION

Listed below are a series of statements related to instruction and learning environment. Please indicate ***how important you think it is for the college to perform each of these functions*** and rate ***how well the college is performing the function.***

How important is it for the college to perform this function? 1 = Very Important 2 = Important 3 = Neither Important or Unimportant 4 = Unimportant 5 = Very unimportant		**How well is the college performing each function?** 1 = Excellent 2 = Good 3 = No Opinion 4 = Fair 5 = Poor
1 2 3 4 5	13. Provide a curriculum that adequately responds to societal changes (i.e. technological advances, changing job markets).	1 2 3 4 5
1 2 3 4 5	14. Employ faculty who make a strong effort to help students succeed academically.	1 2 3 4 5
1 2 3 4 5	15. Provide information resources (i.e. library holdings, Internet access) to adequately meet the needs of students.	1 2 3 4 5
1 2 3 4 5	16. Provide laboratory equipment (i.e. computers, TV monitors) to effectively support course offerings.	1 2 3 4 5
1 2 3 4 5	17. Provide learning resources (i.e. critical skill labs, tutoring) to effectively support course offerings.	1 2 3 4 5
1 2 3 4 5	18. Offer remote access to courses (distance education, Internet courses, real-time courses provided off-campus).	1 2 3 4 5
1 2 3 4 5	19. Provide a social climate that is sensitive to ethnic diversity, cultural differences, varying religious beliefs, and sexual orientations.	1 2 3 4 5
1 2 3 4 5	20. Provide work force education and training programs that are accessible and responsive to business and industry.	1 2 3 4 5
1 2 3 4 5	21. Offer extra-curricular activities (i.e. programs, events, and organizations) which meet students' needs.	1 2 3 4 5
1 2 3 4 5	22. Provide summer session offerings that include a full schedule of courses in all degree and certificate programs.	1 2 3 4 5
1 2 3 4 5	23. Offer hands-on work experience (i.e. internships) for students.	1 2 3 4 5
1 2 3 4 5	24. Accommodate all types of child care needs.	1 2 3 4 5

WORKING ATMOSPHERE

Listed below are a series of statements related to the working environment at TMCC. Please indicate how ***important you think it is for the college to perform each of these functions*** and rate ***how well the college is performing the function.***

1 2 3 4 5	25. Offer opportunities for staff to provide meaningful input into the planning process.	1 2 3 4 5
1 2 3 4 5	26. Provide opportunities for staff to engage in professional growth activities.	1 2 3 4 5
1 2 3 4 5	27. Offer opportunities for staff to remain current in their profession (i.e. computer training).	1 2 3 4 5
1 2 3 4 5	28. Offer opportunities for advancement or promotion within a general job area.	1 2 3 4 5
1 2 3 4 5	29. Maintain a working environment that supports collaboration and shared responsibilities between employees.	1 2 3 4 5
1 2 3 4 5	30. Provide well defined direction and goals for the future.	1 2 3 4 5
1 2 3 4 5	31. Employ an administration which provides strong leadership and direction.	1 2 3 4 5
1 2 3 4 5	32. Support an environment where communication readily flows from the administration to the general staff and faculty.	1 2 3 4 5
1 2 3 4 5	33. Offer a campus where employees understand and respect each other's roles.	1 2 3 4 5
1 2 3 4 5	34. Provide a feeling of safety on campus (buildings, grounds, parking lots).	1 2 3 4 5

APPENDIX I

- WEEKEND COLLEGE MATERIAL

APPENDIX I: Weekend College Material

THE College Market

The College Market is a vehicle in which marketing issues and research inquiries are presented to the campus community. Its design and content are products of collaborative work between the Outreach College and Institutional Research.

The intent of this flyer is more than an informational tool; it is an attempt to present recommendations for progressive change that are backed by research and data. This informed decision-making model seeks to convey a perspective that has evolved from the work of two campus offices. We recognize that our conclusions and recommendations do not represent the collective. If you agree with our assertions, let's work together to create change; and if you disagree, let's get together and discuss the issues.

We hope you find this first edition informative and intriguing. Future editions of *The College Market* will be released as significant research findings and marketing issues arise.

TOPIC: *WEEKEND COLLEGE*

- Demographics & Productivity
- Cohort Analysis
- Discussion & Recommendations

Authors:

Tyler Trevor, Director of Institutional Research, 824-8615

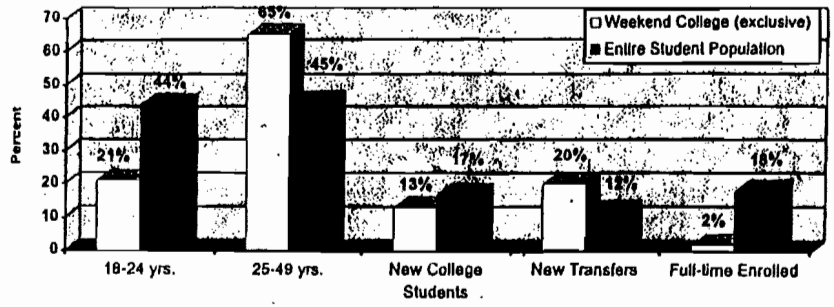
Deb O'Gorman, Director of Outreach Development, 824-8656

Mike Rainey, Dean of Outreach College 824-8611

DEMOGRAPHICS & PRODUCTIVITY

The Fall 1998 Weekend College at TMCC enrolled 713 students in 49 different sections, generating 147 state-supported FTE. Approximately one-third of these students (238) enrolled exclusively in courses offered on the weekend. When compared to the entire TMCC student population, students who enrolled exclusively on the weekend were slightly older, less likely to be new college students, and less inclined to enroll on a full-time basis.

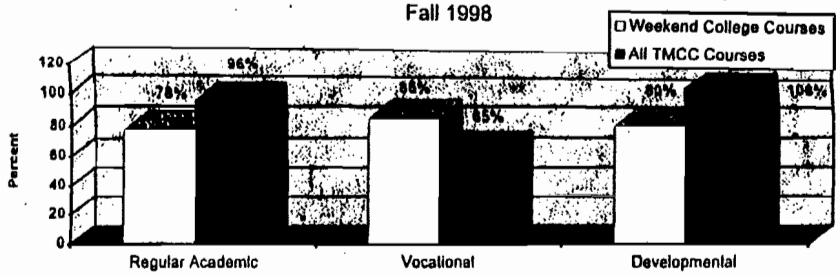
Weekend College Demographics vs. TMCC Student Population
Fall 1998



- 65% of the Weekend College population was between the ages of 25 and 49.
- New students transferring from other colleges made up 20% of the weekend population.
- 82% of the exclusive weekend students enrolled in 3 or fewer credits.

Computer & Office Technology, Early Childhood Education, and English topped the list of most popular weekend courses. Productivity measures (actual vs. ideal enrollment) for the Weekend College were approximately 80% of standard for all funding categories.

Productivity Measures (Weekend vs. All TMCC Courses)
Fall 1998



COHORT ANALYSIS

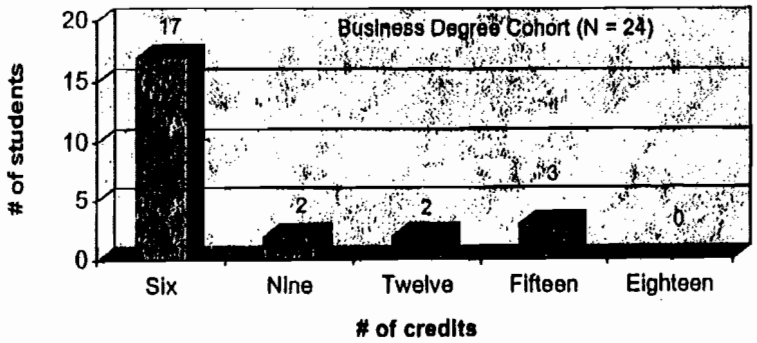
Fall 1998 marked the first semester an Associate of Arts was offered through the Weekend College. Students were presented with an opportunity to earn a business degree in two years if they followed a predetermined schedule of courses. To stay on track, weekend students in the business degree cohort needed to complete 18 credits their first semester.

Cohort Credit Load

- 24 students enrolled in 6 or more credits recommended for weekend college students working towards a business degree.
- At least one of the classes was taken on the weekend.

Weekend College, Business Degree Cohort

Business Degree Credits Taken - Fall 1998 Cohort



- 8 of the 24 students were exclusive Weekend College students.
- From the 8 exclusive Weekend College students in the cohort:
  - 3 enrolled in 15 credits
  - 1 enrolled in 12 credits
  - 4 enrolled in 6 to 9 credits

Cohort Demographics

Age	**#**	**%**	**Enrollment Status**	**#**	**%**
18-24 yrs.	12	50%	Continuing	19	79%
25-34 yrs.	8	33%	New Transfer	5	21%
35-49 yrs.	4	17%	**Gender**		
Ethnicity			Male	10	42%
Minority Students	12	50%	Female	14	58%

- Weekend College students in the business degree cohort were younger and more ethnically diverse than the entire weekend college population as a whole.

DISCUSSION & RECOMMENDATIONS

Is the Weekend College a viable means for offering courses at TMCC?
Most outcome measures indicate that the Fall 1998 Weekend College was a success. Over 700 students enrolled in weekend courses, producing 147 FTE with an average productivity of 80% of standard throughout course offerings.

What is the nature of the Weekend College (degree seekers vs. convenience enrollment)? There is significant evidence that the Weekend College is more reflective of a seven day-a-week college, than a means for students to obtain a degree through a non-traditional schedule.

RECOMMENDATIONS:

1. With only one semester's worth of enrollment data, the College should continue to emphasize the attainment of a degree through Weekend College offerings, but also add an emphasis of "convenience" for all students. Marketing efforts for the Weekend College should emphasize "convenience of lifestyle" aspects.

2. Since it is probably unrealistic to expect students to take 18 credits in their first semester of the program, consideration should be given to promote the attainment of a degree in three years rather than two years.

3. For the first semester of Weekend College, it was clear that "convenience of lifestyle" was a motivating factor for student enrollment. Adding a class to fill out one's schedule, or the only convenient time to take a course were likely reasons students enrolled in the Weekend College. It did not appear that taking a full load on the weekend was practical for students. Further discussion is needed regarding the "target market" for the Weekend College (i.e. degree cohort vs. convenience enrollment).

4. Since an initial cohort seeking a business degree did not materialize, consideration should be given to starting another cohort in Fall 1999. In the future, it should be recognized that business degree cohorts on the weekend will likely skip some courses that must be taken in sequence. As a result, key sequential courses should be offered each semester (i.e. Western Traditions 201) in order to allow students the opportunity to effectively progress through a degree.

5. Due to the fact that convenience enrollments accounted for the majority of Weekend College students, consideration should be given to offering courses in a variety of formats and sequences to enhance the convenience model. For example, emulating the University of Phoenix might be conducive to students seeking convenience from the Weekend College. In this type of model, students pursue a degree through a series of five-week courses, attending classes on the weeknights, as well as the weekend.

APPENDIX J

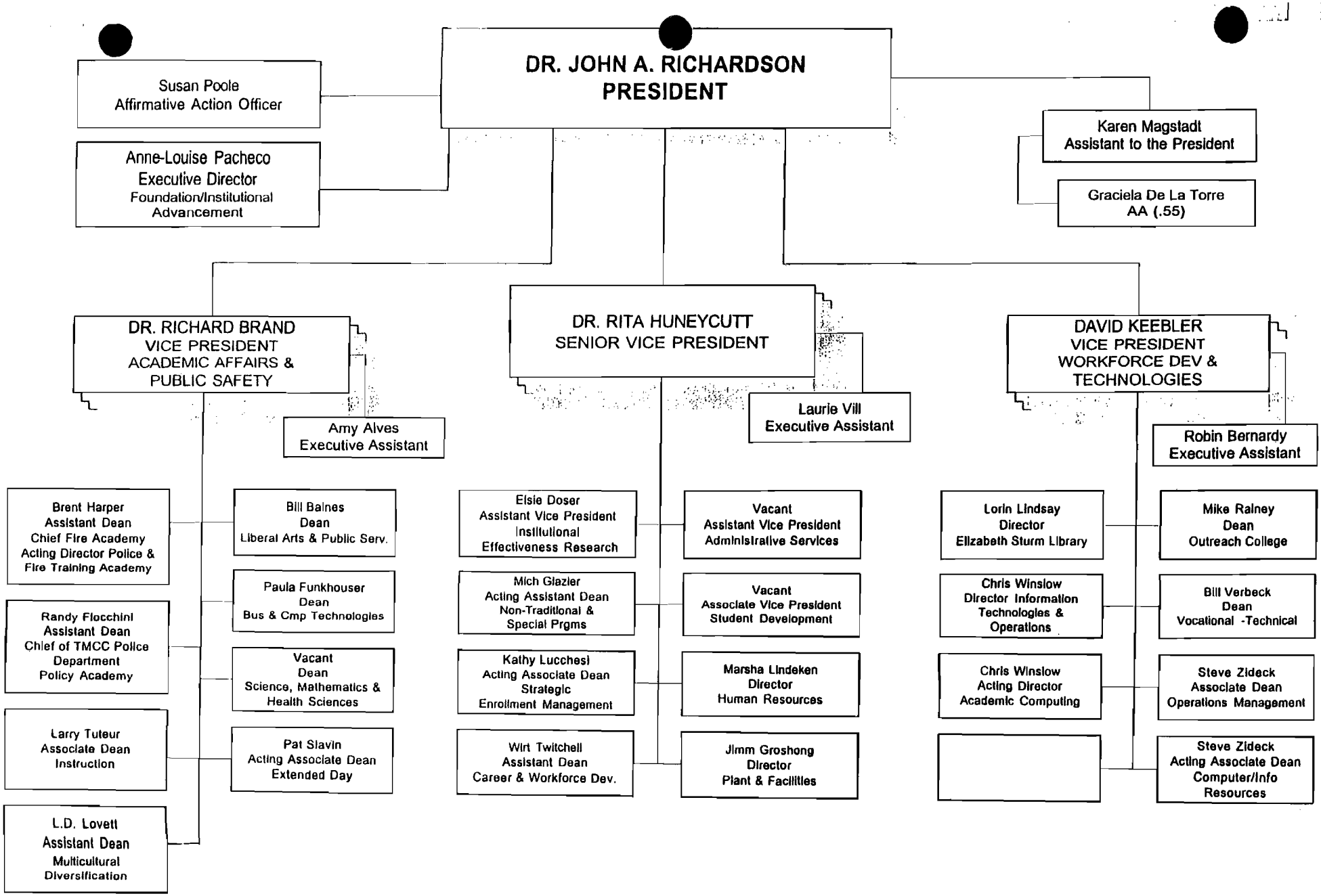
- COLLEGE ORGANIZATIONAL CHARTS

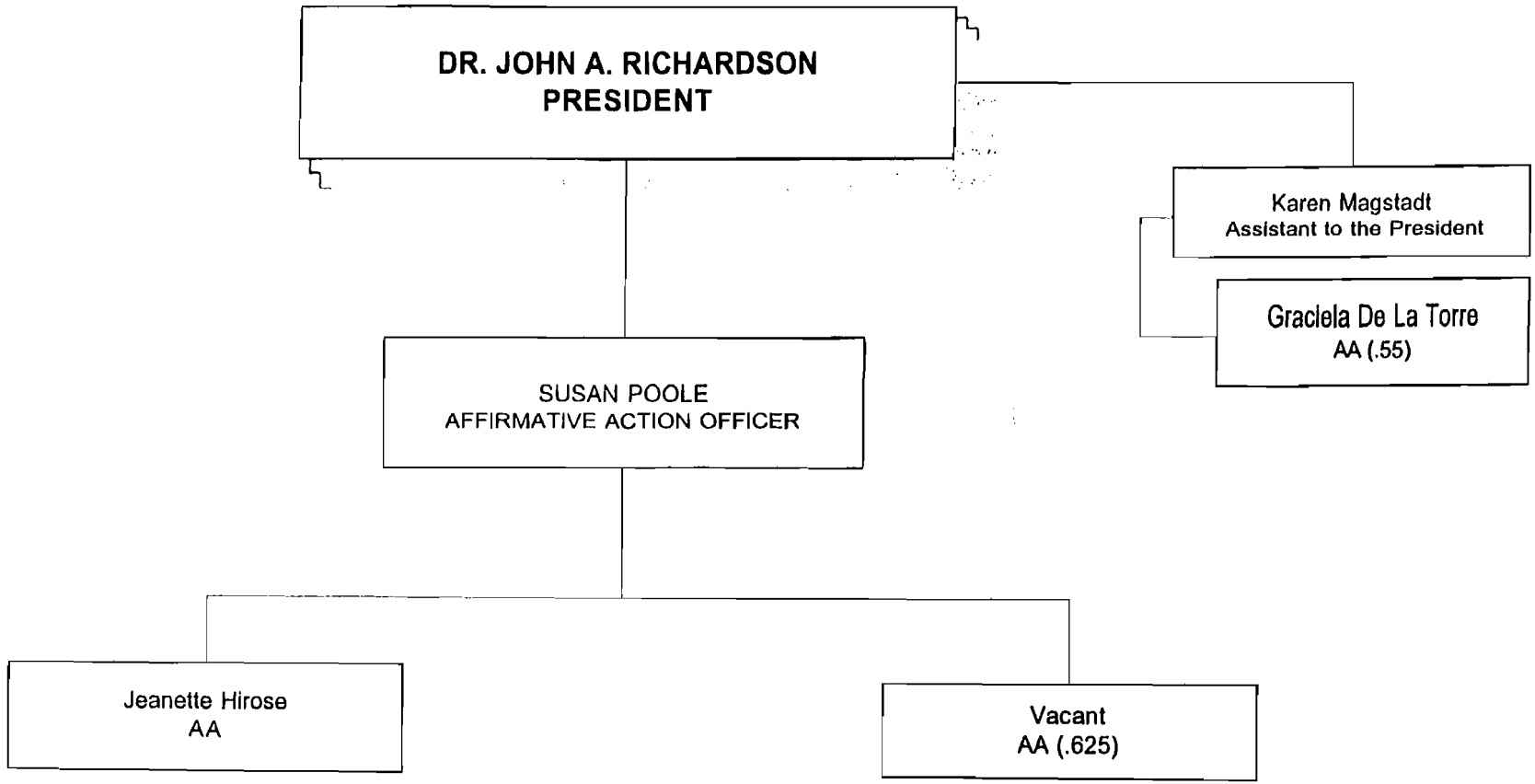
TRUCKEE MEADOWS COMMUNITY COLLEGE

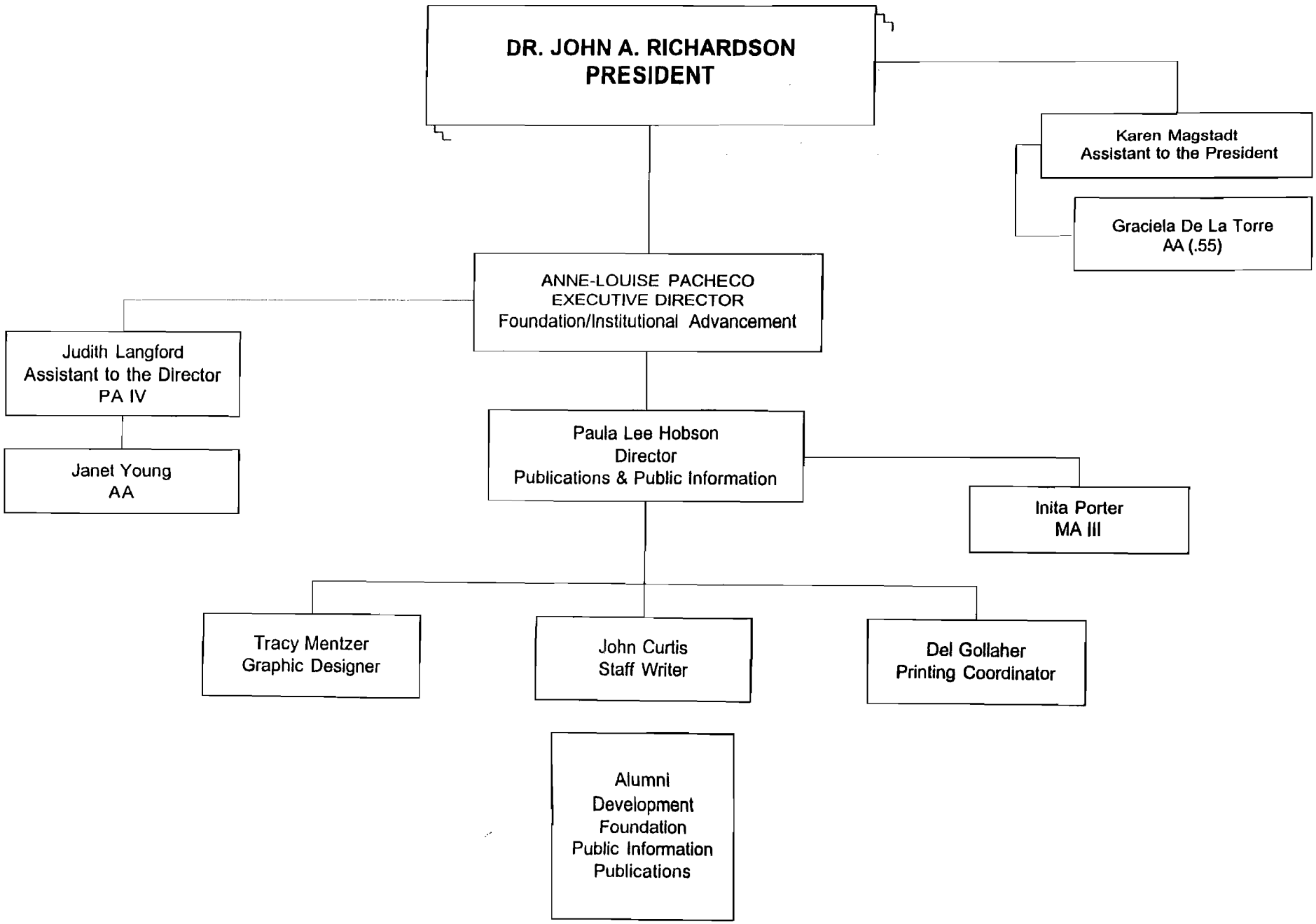
ORGANIZATIONAL CHART

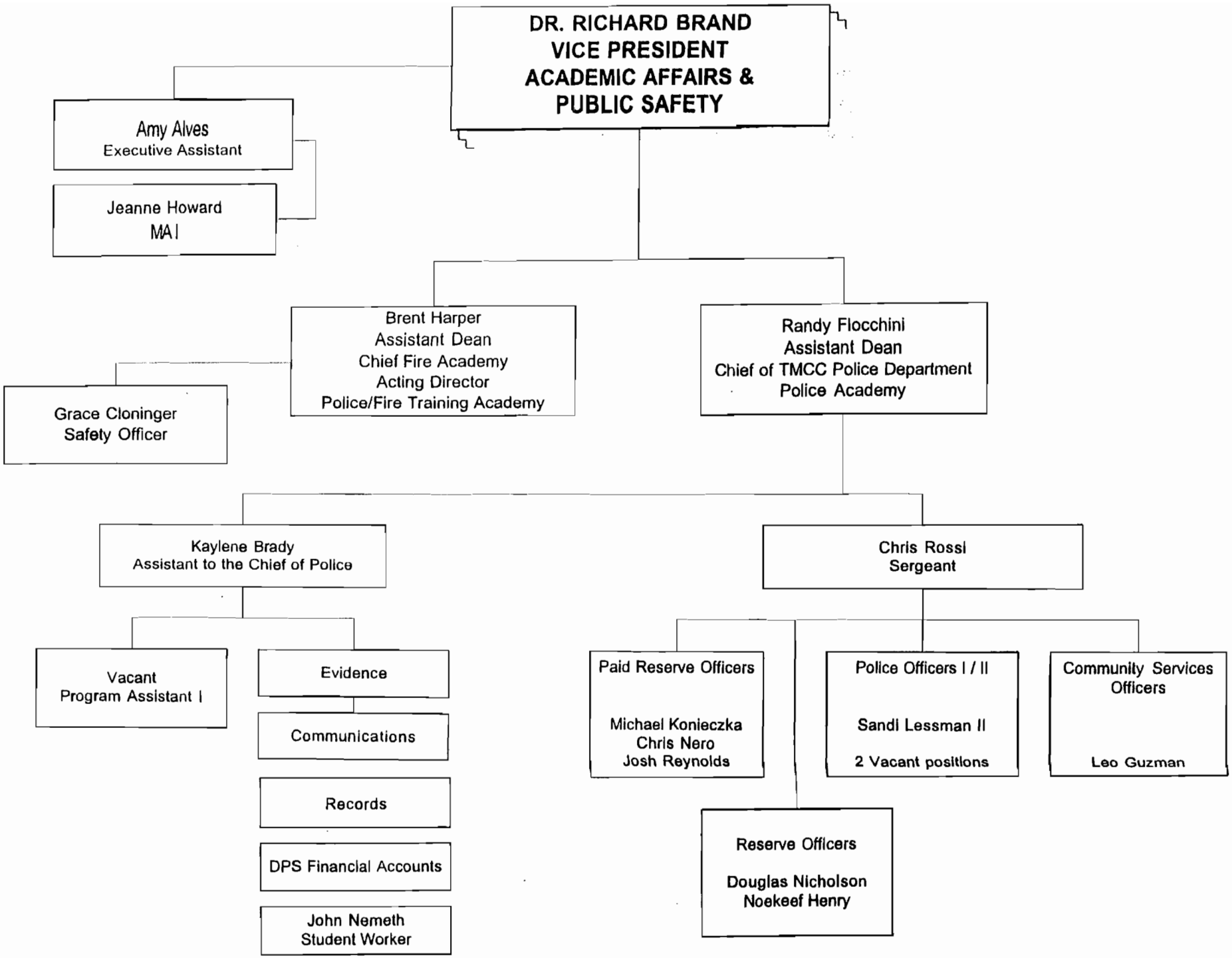
Updates are made by Jennifer Sussman as they are received in office of Human Resources.

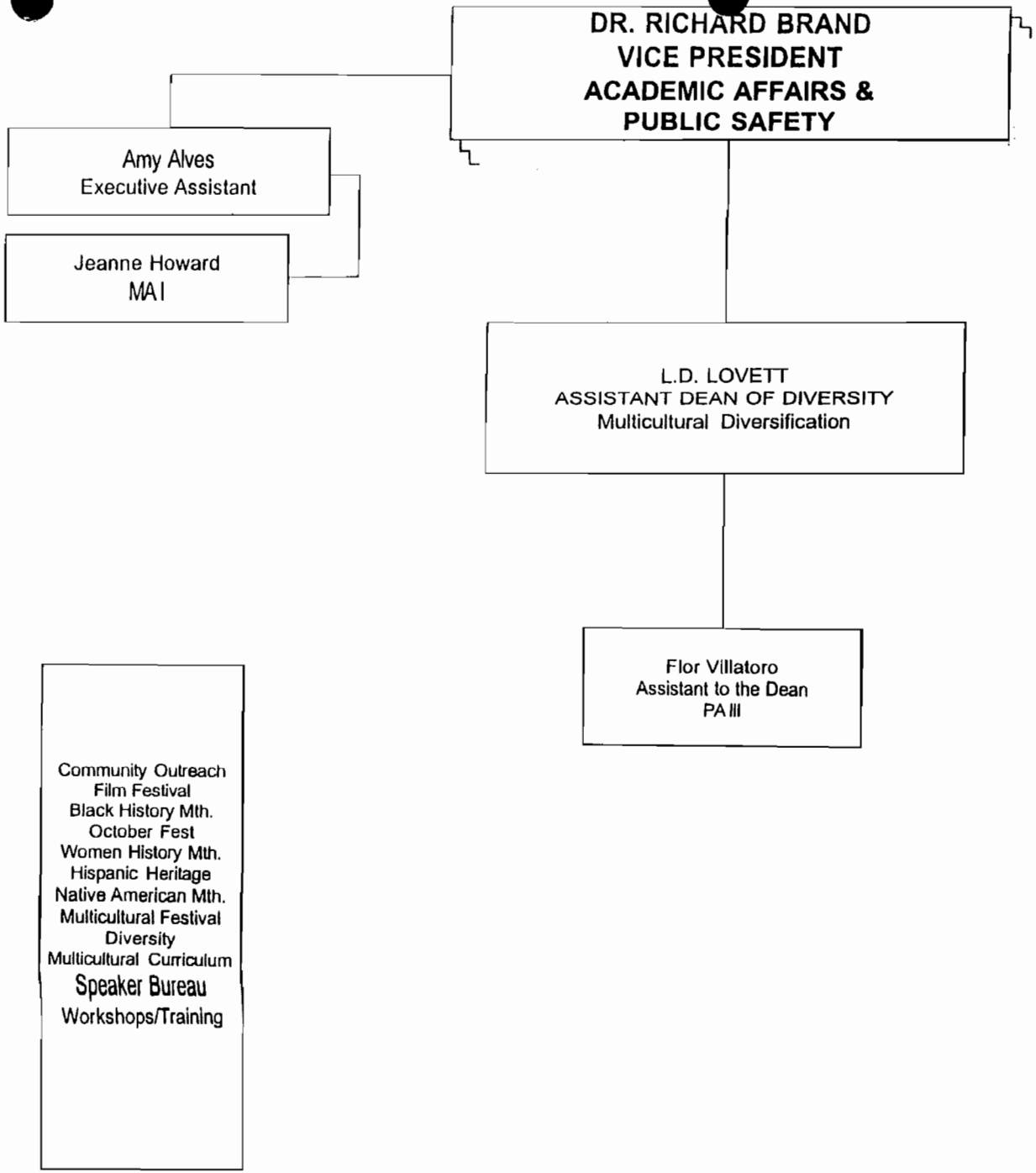
August 29, 2000

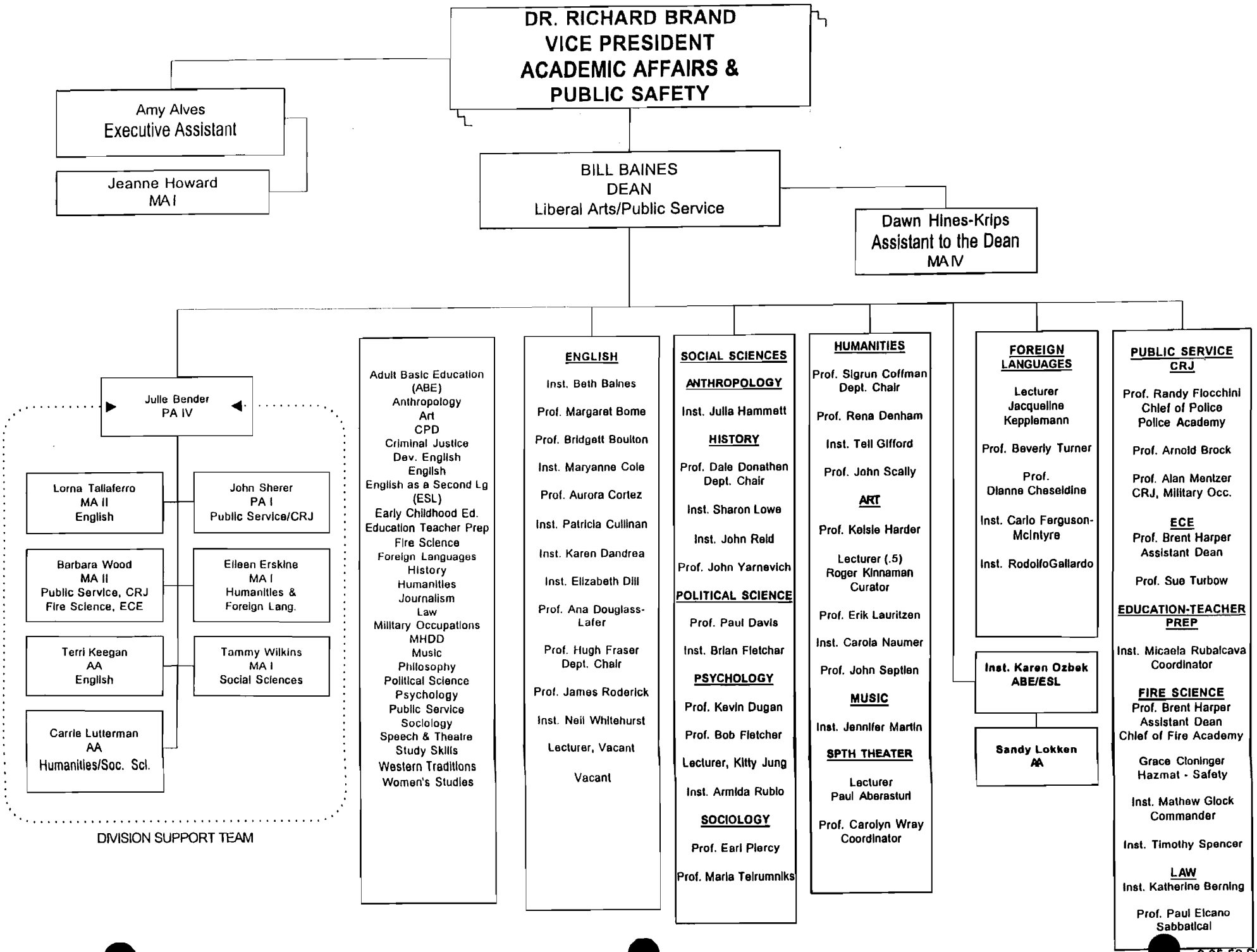

DR. JOHN A. RICHARDSON
PRESIDENT
Susan Poole
Affirmative Action Officer
Anne-Louise Pacheco
Executive Director
Foundation/Institutional
Advancement
Karen Magstadt
Assistant to the President
Graciela De La Torre
AA (.55)
DR. RICHARD BRAND
VICE PRESIDENT
ACADEMIC AFFAIRS &
PUBLIC SAFETY
Amy Alves
Executive Assistant
DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
DAVID KEEBLER
VICE PRESIDENT
WORKFORCE DEV &
TECHNOLOGIES
Robin Bernardy
Executive Assistant
Brent Harper
Assistant Dean
Chief Fire Academy
Acting Director Police &
Fire Training Academy
Randy Flocchini
Assistant Dean
Chief of TMCC Police
Department
Policy Academy
Larry Tuteur
Associate Dean
Instruction
L.D. Lovett
Assistant Dean
Multicultural
Diversification
Bill Baines
Dean
Liberal Arts & Public Serv.
Paula Funkhouser
Dean
Bus & Cmp Technologies
Vacant
Dean
Science, Mathematics &
Health Sciences
Pat Slavin
Acting Associate Dean
Extended Day
Elsie Doser
Assistant Vice President
Institutional
Effectiveness Research
Mich Glazier
Acting Assistant Dean
Non-Traditional &
Special Prgms
Kathy Lucchesi
Acting Associate Dean
Strategic
Enrollment Management
Wirt Twitchell
Assistant Dean
Career & Workforce Dev.
Vacant
Assistant Vice President
Administrative Services
Vacant
Associate Vice President
Student Development
Marsha Lindeken
Director
Human Resources
Jimm Groshong
Director
Plant & Facilities
Lorin Lindsay
Director
Elizabeth Sturm Library
Chris Winslow
Director Information
Technologies &
Operations
Chris Winslow
Acting Director
Academic Computing
Mike Rainey
Dean
Outreach College
Bill Verbeck
Dean
Vocational -Technical
Steve Zideck
Associate Dean
Operations Management
Steve Zideck
Acting Associate Dean
Computer/Info
Resources

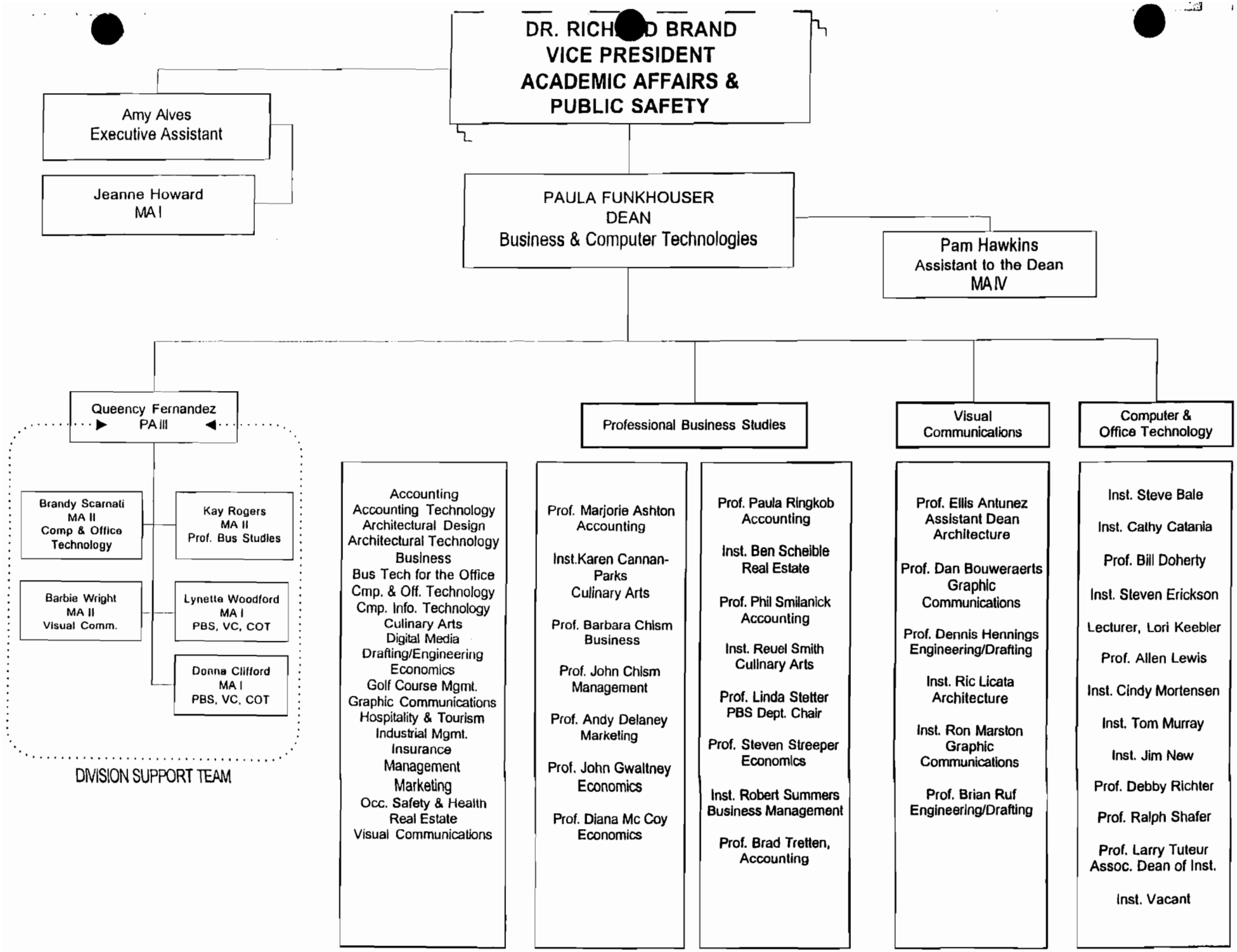

DR. JOHN A. RICHARDSON
PRESIDENT
Karen Magstadt
Assistant to the President
Graciela De La Torre
AA (.55)
SUSAN POOLE
AFFIRMATIVE ACTION OFFICER
Jeanette Hirose
AA
Vacant
AA (.625)

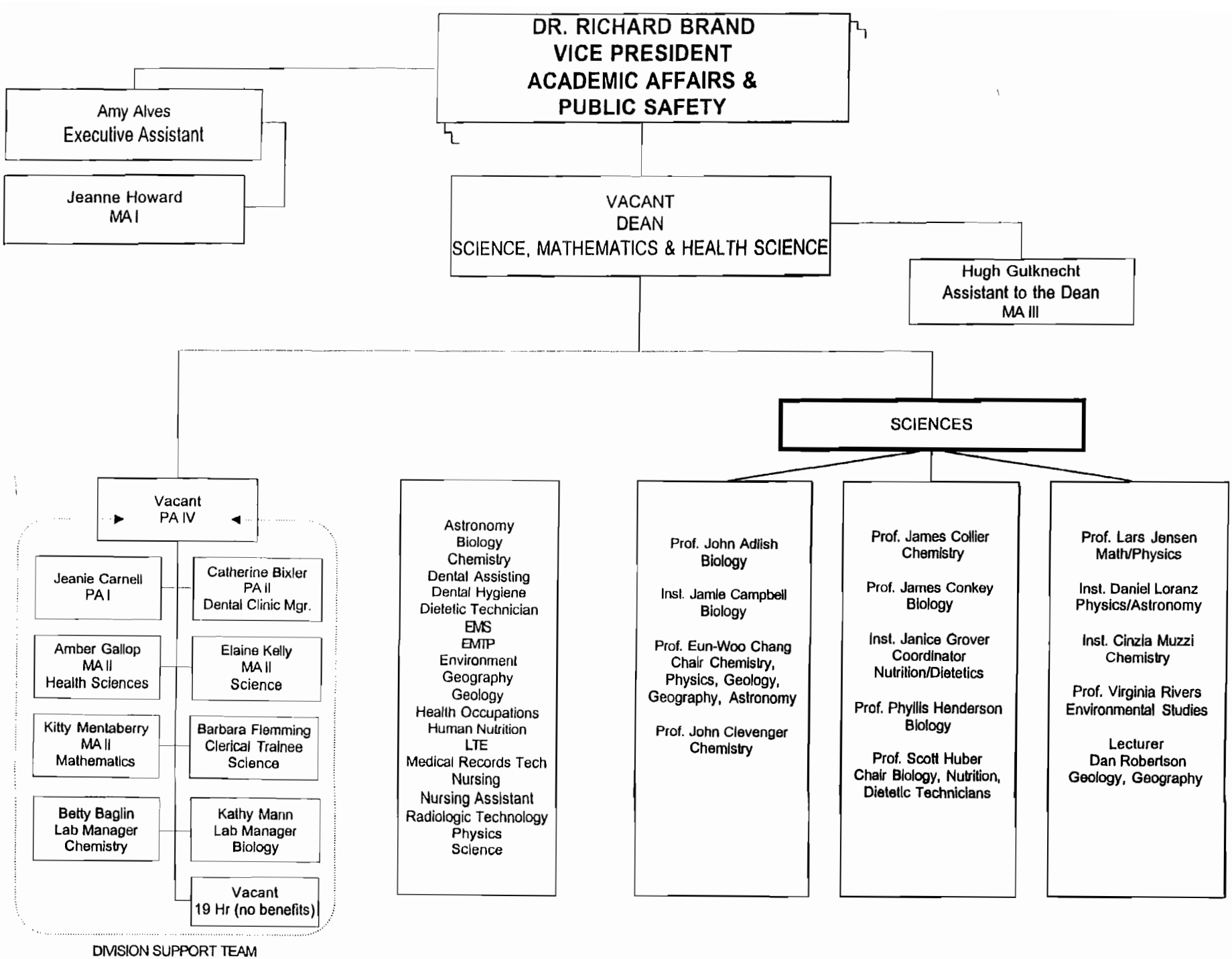

DR. JOHN A. RICHARDSON
PRESIDENT
Karen Magstadt
Assistant to the President
Graciela De La Torre
AA (.55)
ANNE-LOUISE PACHECO
EXECUTIVE DIRECTOR
Foundation/Institutional Advancement
Judith Langford
Assistant to the Director
PA IV
Janet Young
AA
Paula Lee Hobson
Director
Publications & Public Information
Inita Porter
MA III
Tracy Mentzer
Graphic Designer
John Curtis
Staff Writer
Del Gollaher
Printing Coordinator
Alumni
Development
Foundation
Public Information
Publications

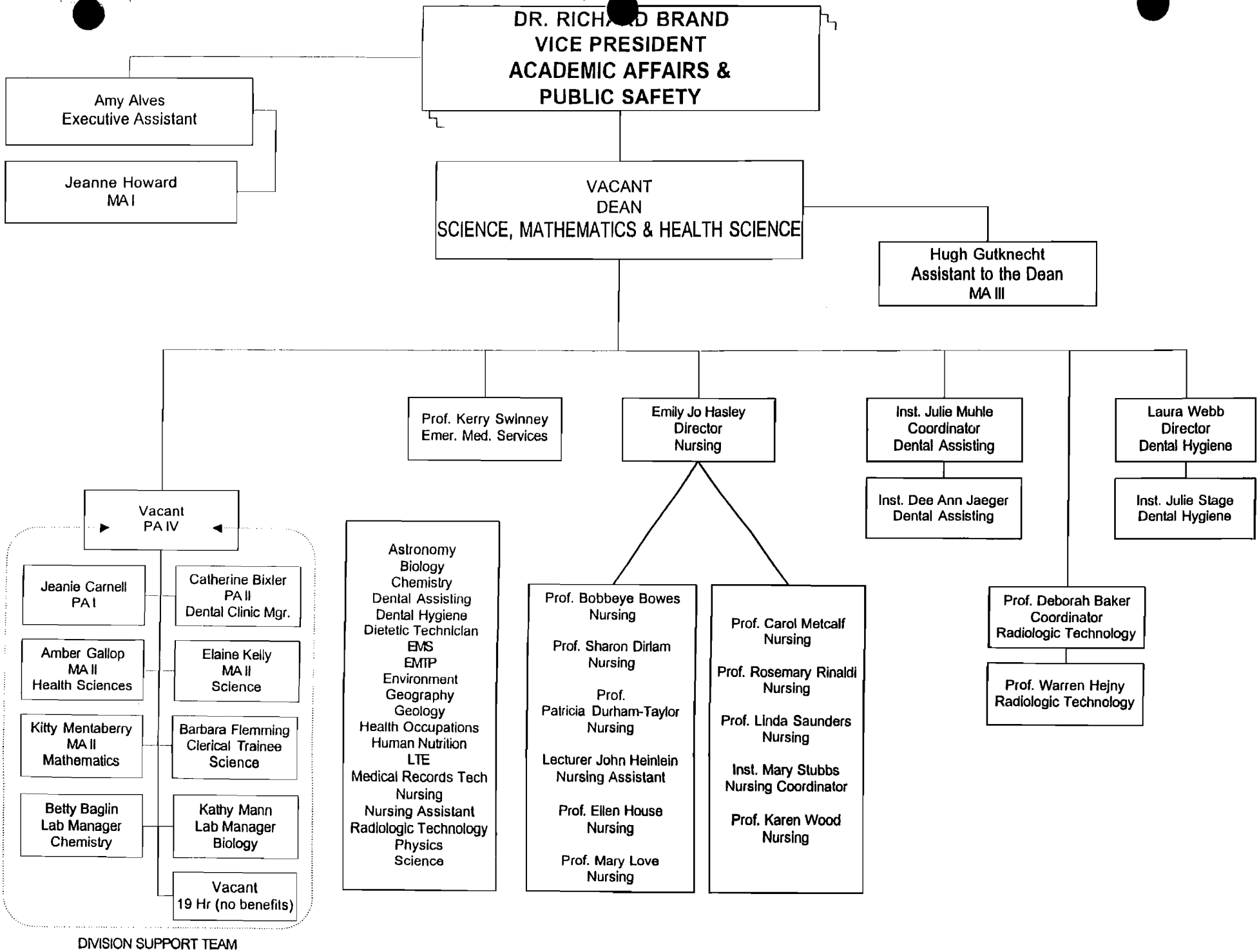

DR. RICHARD BRAND
VICE PRESIDENT
ACADEMIC AFFAIRS &
PUBLIC SAFETY
Amy Alves
Executive Assistant
Jeanne Howard
MA I
Brent Harper
Assistant Dean
Chief Fire Academy
Acting Director
Police/Fire Training Academy
Grace Cloninger
Safety Officer
Randy Flocchini
Assistant Dean
Chief of TMCC Police Department
Police Academy
Kaylene Brady
Assistant to the Chief of Police
Vacant
Program Assistant I
Evidence
Communications
Records
DPS Financial Accounts
John Nemeth
Student Worker
Chris Rossi
Sergeant
Paid Reserve Officers
Michael Konieczka
Chris Nero
Josh Reynolds
Police Officers I / II
Sandi Lessman II
2 Vacant positions
Community Services
Officers
Leo Guzman
Reserve Officers
Douglas Nicholson
Noekeef Henry

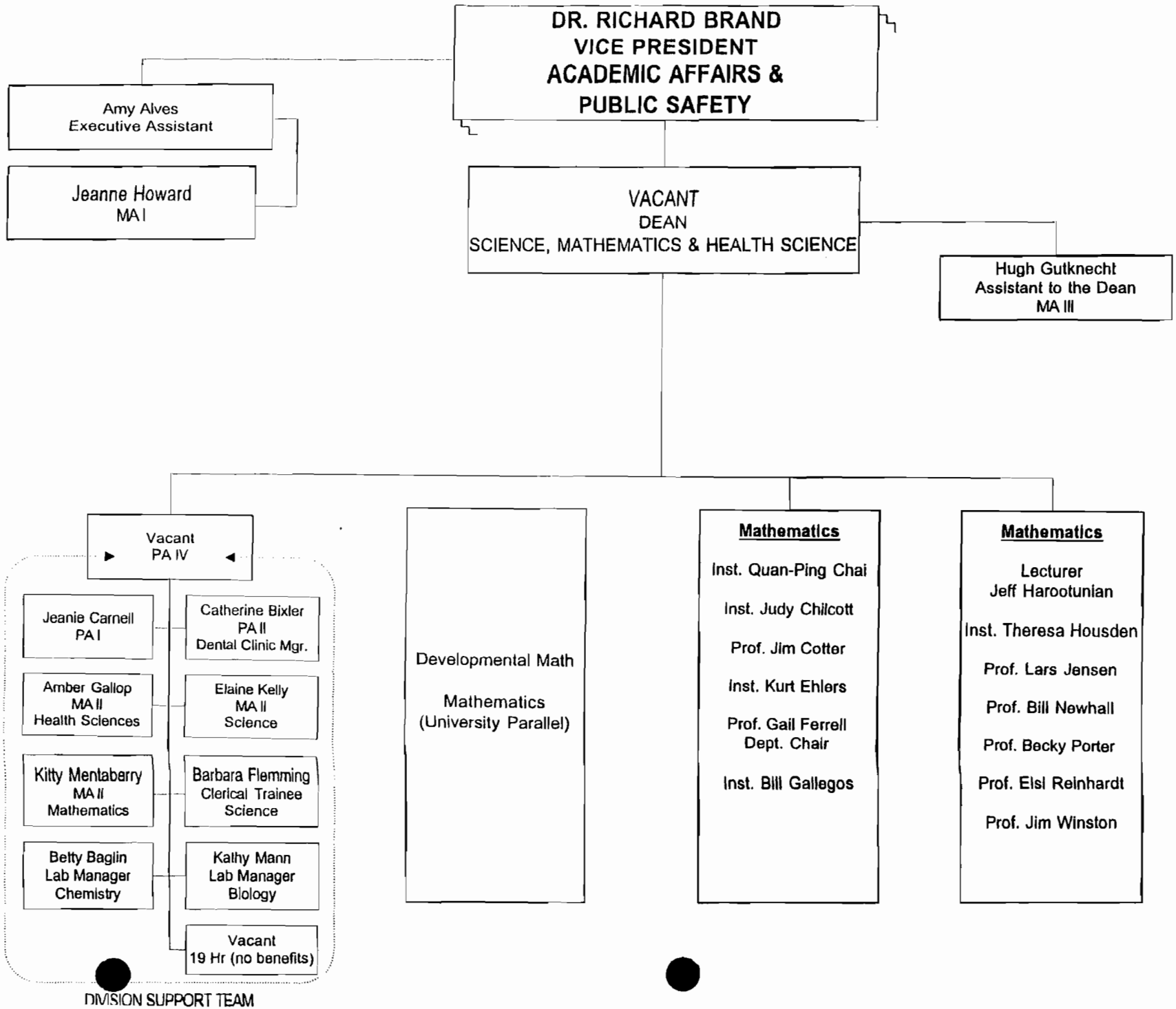

DR. RICHARD BRAND
VICE PRESIDENT
ACADEMIC AFFAIRS &
PUBLIC SAFETY
Amy Alves
Executive Assistant
Jeanne Howard
MAI
L.D. LOVETT
ASSISTANT DEAN OF DIVERSITY
Multicultural Diversification
Flor Villatoro
Assistant to the Dean
PA III
Community Outreach
Film Festival
Black History Mth.
October Fest
Women History Mth.
Hispanic Heritage
Native American Mth.
Multicultural Festival
Diversity
Multicultural Curriculum
Speaker Bureau
Workshops/Training

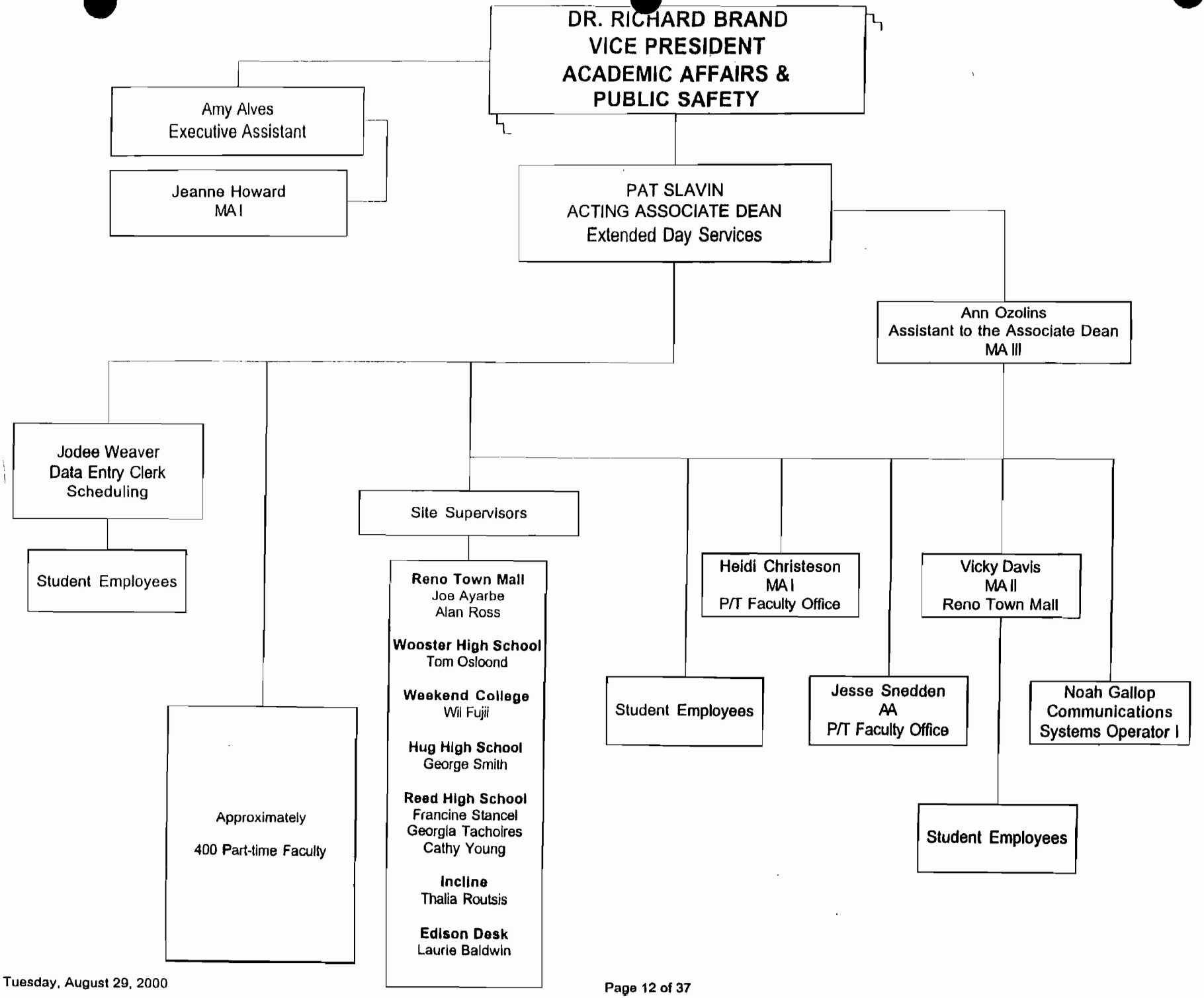

DR. RICHARD BRAND
VICE PRESIDENT
ACADEMIC AFFAIRS &
PUBLIC SAFETY
Amy Alves
Executive Assistant
Jeanne Howard
MA I
BILL BAINES
DEAN
Liberal Arts/Public Service
Dawn Hines-Krips
Assistant to the Dean
MA IV
Julie Bender
PA IV
Lorna Tallaferro
MA II
English
John Sherer
PA I
Public Service/CRJ
Barbara Wood
MA II
Public Service, CRJ
Fire Science, ECE
Eileen Erskine
MA I
Humanities &
Foreign Lang.
Terri Keegan
AA
English
Tammy Wilkins
MA I
Social Sciences
Carrie Lutterman
AA
Humanities/Soc. Sci.
DIVISION SUPPORT TEAM
Adult Basic Education
(ABE)
Anthropology
Art
CPD
Criminal Justice
Dev. English
English
English as a Second Lg
(ESL)
Early Childhood Ed.
Education Teacher Prep
Fire Science
Foreign Languages
History
Humanities
Journalism
Law
Military Occupations
MHDD
Music
Philosophy
Political Science
Psychology
Public Service
Sociology
Speech & Theatre
Study Skills
Western Traditions
Women's Studies
ENGLISH
Inst. Beth Baines
Prof. Margaret Bome
Prof. Bridgett Boulton
Inst. Maryanne Cole
Prof. Aurora Cortez
Inst. Patricia Cullinan
Inst. Karen Dandrea
Inst. Elizabeth Dill
Prof. Ana Douglass-Lafer
Prof. Hugh Fraser
Dept. Chair
Prof. James Roderick
Inst. Neil Whitehurst
Lecturer, Vacant
Vacant
SOCIAL SCIENCES
ANTHROPOLOGY
Inst. Julia Hammett
HISTORY
Prof. Dale Donathen
Dept. Chair
Inst. Sharon Lowe
Inst. John Reid
Prof. John Yarnevich
POLITICAL SCIENCE
Prof. Paul Davis
Inst. Brian Fletchar
PSYCHOLOGY
Prof. Kevin Dugan
Prof. Bob Fletcher
Lecturer, Kitty Jung
Inst. Armida Rubio
SOCIOLOGY
Prof. Earl Piercy
Prof. Maria Telrumniks
HUMANITIES
Prof. Sigrun Coffman
Dept. Chair
Prof. Rena Denham
Inst. Tell Gifford
Prof. John Scally
ART
Prof. Kelsie Harder
Lecturer (.5)
Roger Kinnaman
Curator
Prof. Erik Lauritzen
Inst. Carola Naumer
Prof. John Septien
MUSIC
Inst. Jennifer Martin
SPTH THEATER
Lecturer
Paul Aberasturi
Prof. Carolyn Wray
Coordinator
FOREIGN
LANGUAGES
Lecturer
Jacqueline
Kepplemann
Prof. Beverly Turner
Prof.
Dianne Chesebine
Inst. Carlo Ferguson-
McIntyre
Inst. RodolfoGallardo
Inst. Karen Ozbek
ABE/ESL
Sandy Lokken
AA
PUBLIC SERVICE
CRJ
Prof. Randy Flocchini
Chief of Police
Police Academy
Prof. Arnold Brock
Prof. Alan Mentzer
CRJ, Military Occ.
ECE
Prof. Brent Harper
Assistant Dean
Prof. Sue Turbow
EDUCATION-TEACHER
PREP
Inst. Micaela Rubalcava
Coordinator
FIRE SCIENCE
Prof. Brent Harper
Assistant Dean
Chief of Fire Academy
Grace Cloninger
Hazmat - Safety
Inst. Mathew Glock
Commander
Inst. Timothy Spencer
LAW
Inst. Katherine Berning
Prof. Paul Elcano
Sabbatical

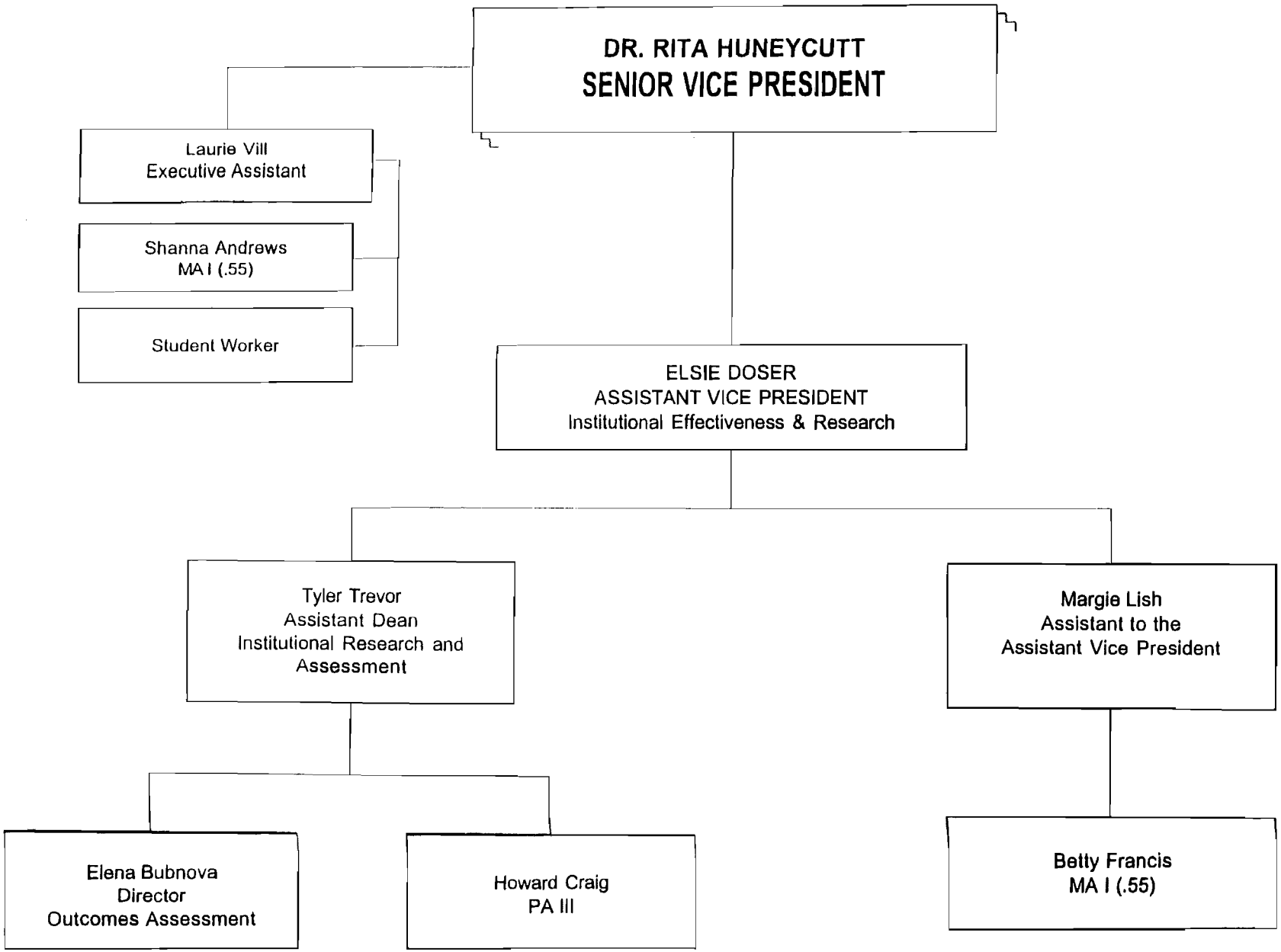

DR. RICH D BRAND
VICE PRESIDENT
ACADEMIC AFFAIRS &
PUBLIC SAFETY
Amy Alves
Executive Assistant
Jeanne Howard
MA I
PAULA FUNKHOUSER
DEAN
Business & Computer Technologies
Pam Hawkins
Assistant to the Dean
MA IV
Queency Fernandez
PA III
Brandy Scarnati
MA II
Comp & Office
Technology
Kay Rogers
MA II
Prof. Bus Studies
Barbie Wright
MA II
Visual Comm.
Lynette Woodford
MA I
PBS, VC, COT
Donna Clifford
MA I
PBS, VC, COT
DIVISION SUPPORT TEAM
Professional Business Studies
Visual Communications
Computer & Office Technology
Accounting
Accounting Technology
Architectural Design
Architectural Technology
Business
Bus Tech for the Office
Cmp. & Off. Technology
Cmp. Info. Technology
Culinary Arts
Digital Media
Drafting/Engineering
Economics
Golf Course Mgmt.
Graphic Communications
Hospitality & Tourism
Industrial Mgmt.
Insurance
Management
Marketing
Occ. Safety & Health
Real Estate
Visual Communications
Prof. Marjorie Ashton
Accounting
Inst.Karen Cannan-Parks
Culinary Arts
Prof. Barbara Chism
Business
Prof. John Chism
Management
Prof. Andy Delaney
Marketing
Prof. John Gwaltney
Economics
Prof. Diana Mc Coy
Economics
Prof. Paula Ringkob
Accounting
Inst. Ben Scheible
Real Estate
Prof. Phil Smilanick
Accounting
Inst. Reuel Smith
Culinary Arts
Prof. Linda Stetter
PBS Dept. Chair
Prof. Steven Streeper
Economics
Inst. Robert Summers
Business Management
Prof. Brad Tretten,
Accounting
Prof. Ellis Antunez
Assistant Dean
Architecture
Prof. Dan Bouweraerts
Graphic
Communications
Prof. Dennis Hennings
Engineering/Drafting
Inst. Ric Licata
Architecture
Inst. Ron Marston
Graphic
Communications
Prof. Brian Ruf
Engineering/Drafting
Inst. Steve Bale
Inst. Cathy Catania
Prof. Bill Doherty
Inst. Steven Erickson
Lecturer, Lori Keebler
Prof. Allen Lewis
Inst. Cindy Mortensen
Inst. Tom Murray
Inst. Jim New
Prof. Debby Richter
Prof. Ralph Shafer
Prof. Larry Tuteur
Assoc. Dean of Inst.
Inst. Vacant

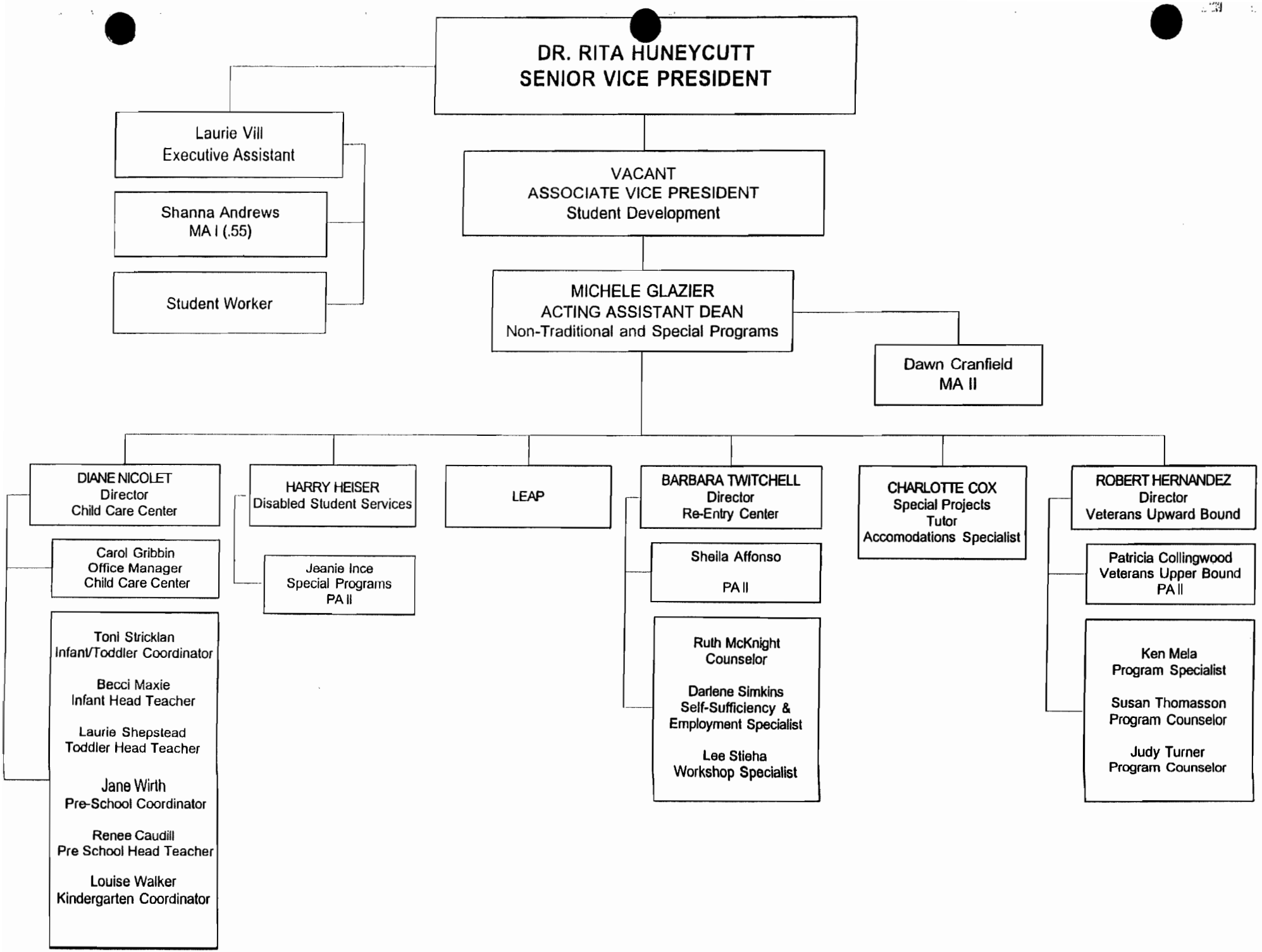

DR. RICHARD BRAND
VICE PRESIDENT
ACADEMIC AFFAIRS &
PUBLIC SAFETY
Amy Alves
Executive Assistant
Jeanne Howard
MA I
VACANT
DEAN
SCIENCE, MATHEMATICS & HEALTH SCIENCE
Hugh Gutknecht
Assistant to the Dean
MA III
SCIENCES
Vacant
PA IV
Jeanie Carnell
PA I
Catherine Bixler
PA II
Dental Clinic Mgr.
Amber Gallop
MA II
Health Sciences
Elaine Kelly
MA II
Science
Kitty Mentaberry
MA II
Mathematics
Barbara Flemming
Clerical Trainee
Science
Betty Baglin
Lab Manager
Chemistry
Kathy Mann
Lab Manager
Biology
Vacant
19 Hr (no benefits)
DIVISION SUPPORT TEAM
Astronomy
Biology
Chemistry
Dental Assisting
Dental Hygiene
Dietetic Technician
EMS
EMTP
Environment
Geography
Geology
Health Occupations
Human Nutrition
LTE
Medical Records Tech
Nursing
Nursing Assistant
Radiologic Technology
Physics
Science
Prof. John Adlish
Biology
Inst. Jamie Campbell
Biology
Prof. Eun-Woo Chang
Chair Chemistry,
Physics, Geology,
Geography, Astronomy
Prof. John Clevenger
Chemistry
Prof. James Collier
Chemistry
Prof. James Conkey
Biology
Inst. Janice Grover
Coordinator
Nutrition/Dietetics
Prof. Phyllis Henderson
Biology
Prof. Scott Huber
Chair Biology, Nutrition,
Dietetic Technicians
Prof. Lars Jensen
Math/Physics
Inst. Daniel Loranz
Physics/Astronomy
Inst. Cinzia Muzzi
Chemistry
Prof. Virginia Rivers
Environmental Studies
Lecturer
Dan Robertson
Geology, Geography

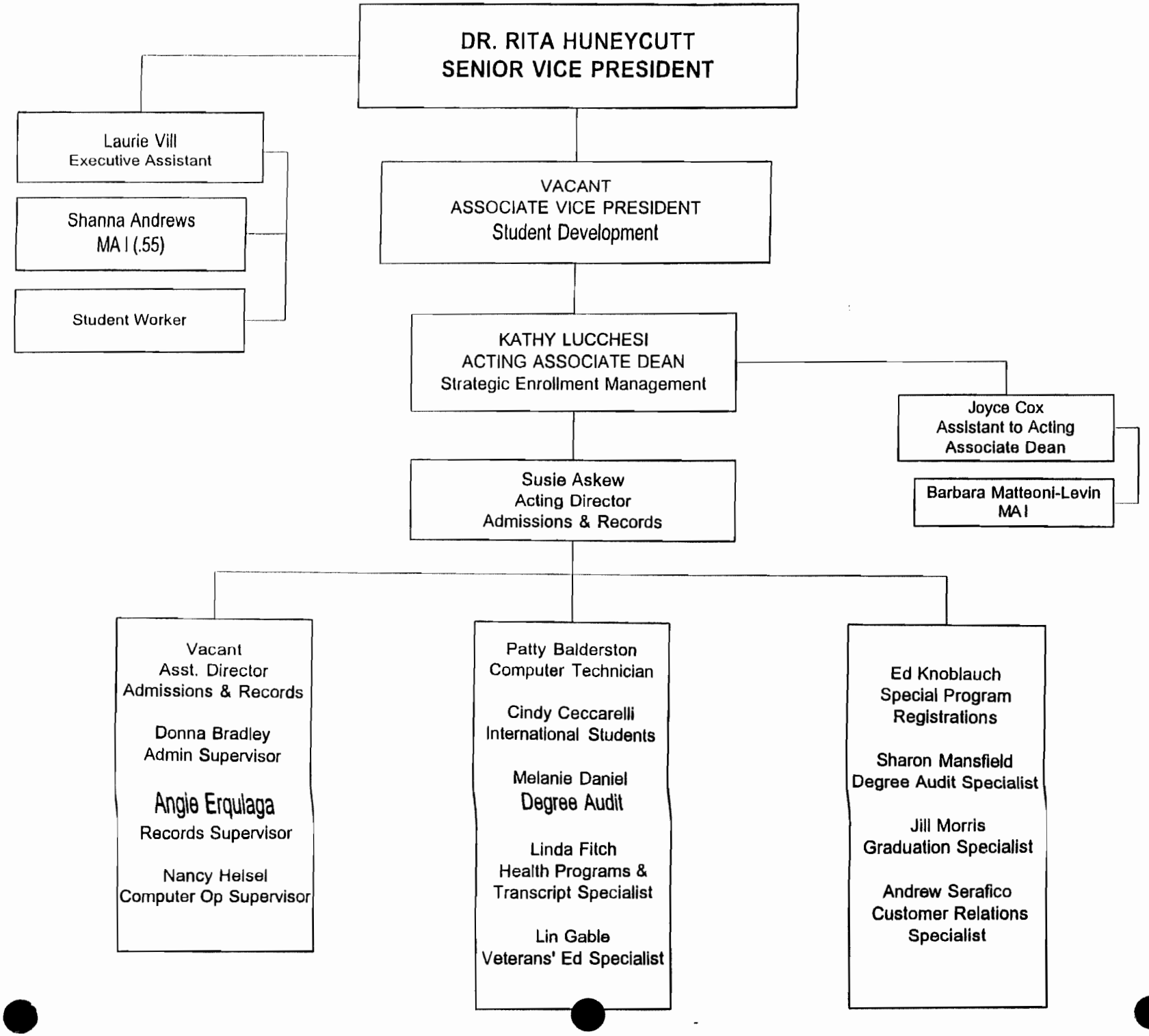

DR. RICHARD BRAND
VICE PRESIDENT
ACADEMIC AFFAIRS &
PUBLIC SAFETY
Amy Alves
Executive Assistant
Jeanne Howard
MA I
VACANT
DEAN
SCIENCE, MATHEMATICS & HEALTH SCIENCE
Hugh Gutknecht
Assistant to the Dean
MA III
Vacant
PA IV
Jeanie Carnell
PA I
Catherine Bixler
PA II
Dental Clinic Mgr.
Amber Gallop
MA II
Health Sciences
Elaine Kelly
MA II
Science
Kitty Mentaberry
MA II
Mathematics
Barbara Flemming
Clerical Trainee
Science
Betty Baglin
Lab Manager
Chemistry
Kathy Mann
Lab Manager
Biology
Vacant
19 Hr (no benefits)
DIVISION SUPPORT TEAM
Astronomy
Biology
Chemistry
Dental Assisting
Dental Hygiene
Dietetic Technician
EMS
EMTP
Environment
Geography
Geology
Health Occupations
Human Nutrition
LTE
Medical Records Tech
Nursing
Nursing Assistant
Radiologic Technology
Physics
Science
Prof. Kerry Swinney
Emer. Med. Services
Emily Jo Hasley
Director
Nursing
Prof. Bobbeye Bowes
Nursing
Prof. Sharon Dirlam
Nursing
Prof.
Patricia Durham-Taylor
Nursing
Lecturer John Heinlein
Nursing Assistant
Prof. Ellen House
Nursing
Prof. Mary Love
Nursing
Prof. Carol Metcalf
Nursing
Prof. Rosemary Rinaldi
Nursing
Prof. Linda Saunders
Nursing
Inst. Mary Stubbs
Nursing Coordinator
Prof. Karen Wood
Nursing
Inst. Julie Muhle
Coordinator
Dental Assisting
Inst. Dee Ann Jaeger
Dental Assisting
Laura Webb
Director
Dental Hygiene
Inst. Julie Stage
Dental Hygiene
Prof. Deborah Baker
Coordinator
Radiologic Technology
Prof. Warren Hejny
Radiologic Technology

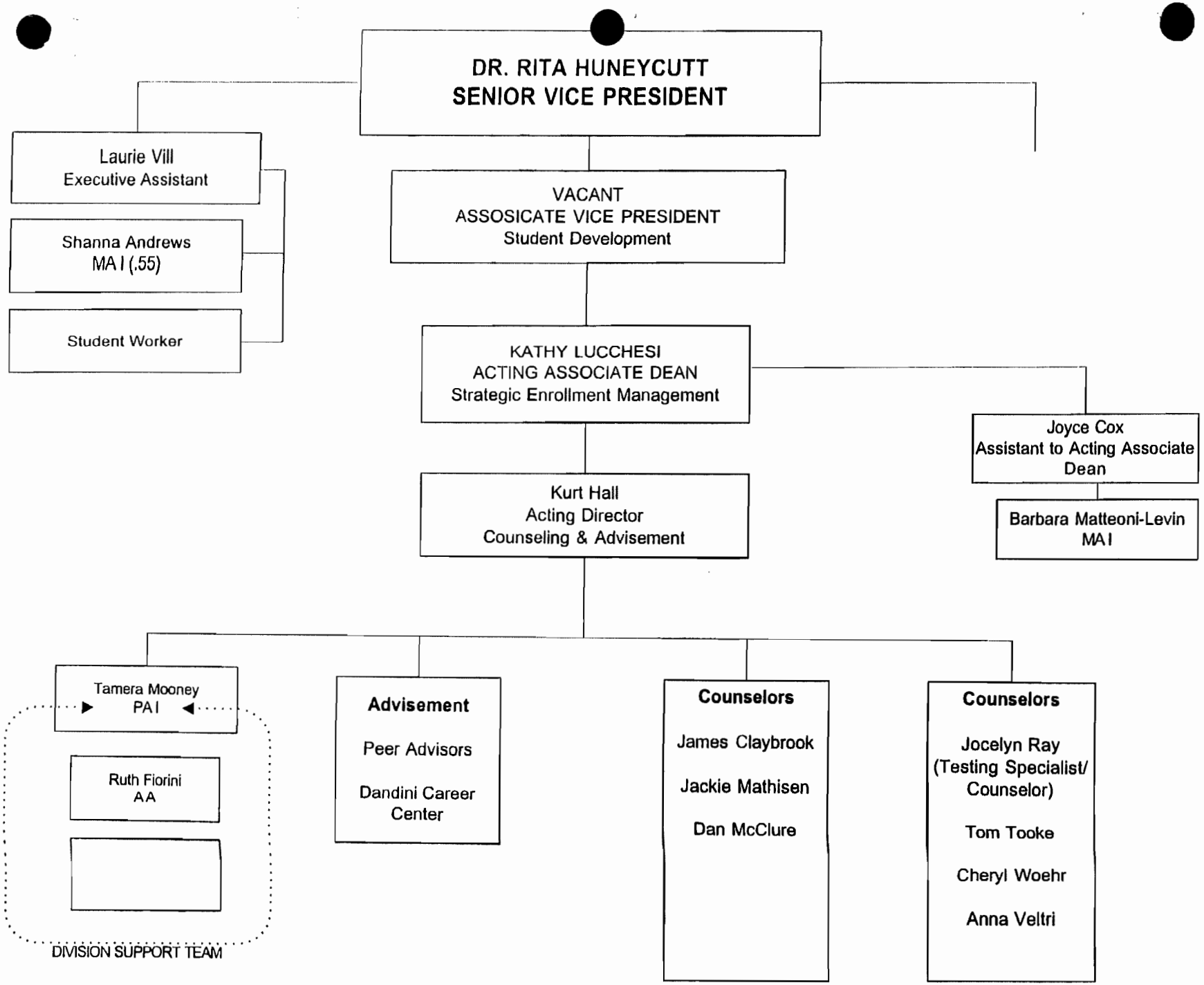

DR. RICHARD BRAND
VICE PRESIDENT
ACADEMIC AFFAIRS &
PUBLIC SAFETY
Amy Alves
Executive Assistant
Jeanne Howard
MA I
VACANT
DEAN
SCIENCE, MATHEMATICS & HEALTH SCIENCE
Hugh Gutknecht
Assistant to the Dean
MA III
Vacant
PA IV
Jeanie Carnell
PA I
Catherine Bixler
PA II
Dental Clinic Mgr.
Amber Gallop
MA II
Health Sciences
Elaine Kelly
MA II
Science
Kitty Mentaberry
MA II
Mathematics
Barbara Flemming
Clerical Trainee
Science
Betty Baglin
Lab Manager
Chemistry
Kathy Mann
Lab Manager
Biology
Vacant
19 Hr (no benefits)
DIVISION SUPPORT TEAM
Developmental Math
Mathematics
(University Parallel)
Mathematics
Inst. Quan-Ping Chai
Inst. Judy Chilcott
Prof. Jim Cotter
Inst. Kurt Ehlers
Prof. Gail Ferrell
Dept. Chair
Inst. Bill Gallegos
Mathematics
Lecturer
Jeff Harootunian
Inst. Theresa Housden
Prof. Lars Jensen
Prof. Bill Newhall
Prof. Becky Porter
Prof. Elsi Reinhardt
Prof. Jim Winston

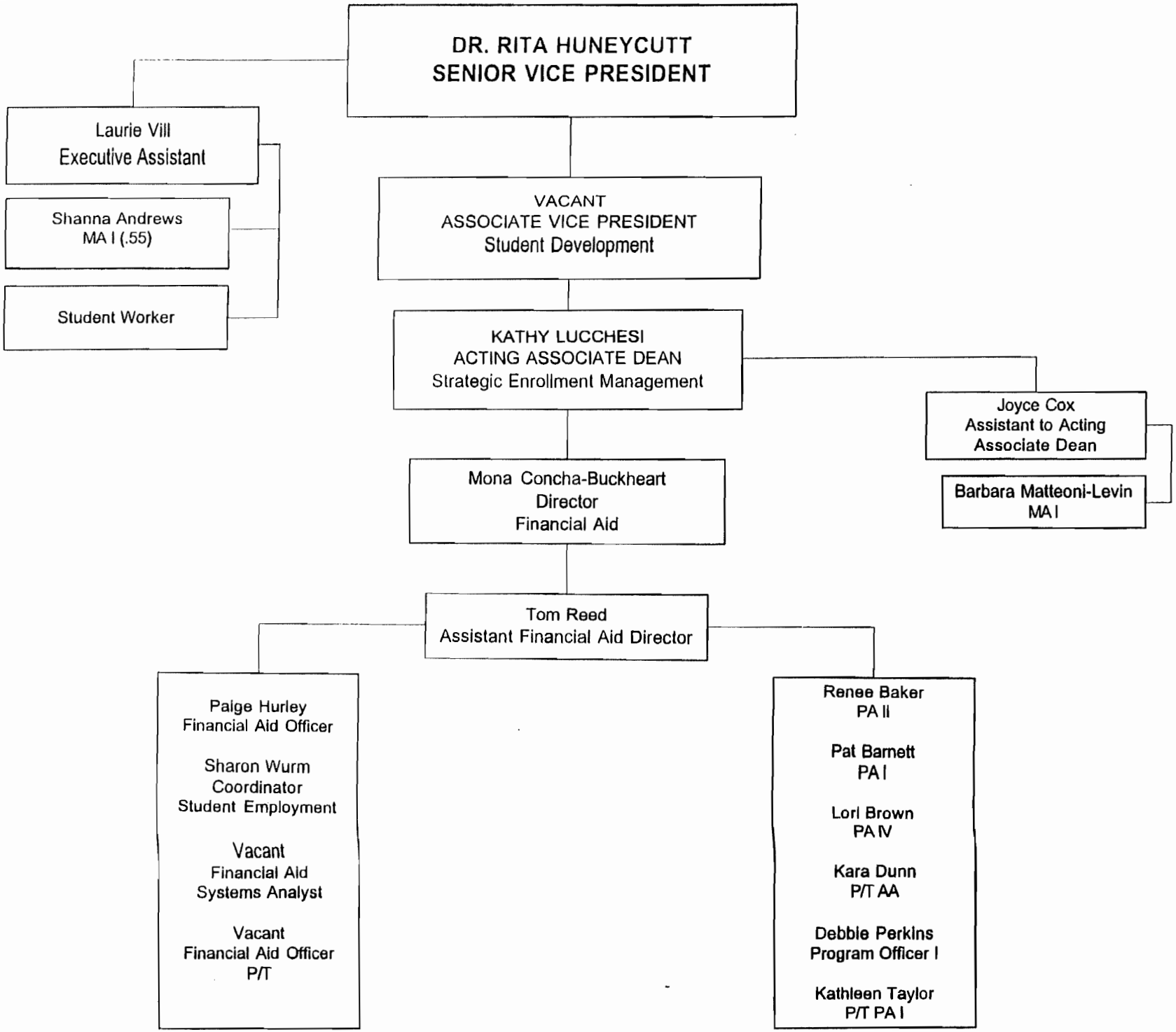

DR. RICHARD BRAND
VICE PRESIDENT
ACADEMIC AFFAIRS &
PUBLIC SAFETY
Amy Alves
Executive Assistant
Jeanne Howard
MA I
PAT SLAVIN
ACTING ASSOCIATE DEAN
Extended Day Services
Ann Ozolins
Assistant to the Associate Dean
MA III
Jodee Weaver
Data Entry Clerk
Scheduling
Student Employees
Approximately
400 Part-time Faculty
Site Supervisors
Reno Town Mall
Joe Ayarbe
Alan Ross
Wooster High School
Tom Osloond
Weekend College
Wil Fujii
Hug High School
George Smith
Reed High School
Francine Stancel
Georgia Tacholres
Cathy Young
Incline
Thalia Routsis
Edison Desk
Laurie Baldwin
Heidi Christeson
MA I
P/T Faculty Office
Student Employees
Vicky Davis
MA II
Reno Town Mall
Jesse Snedden
AA
P/T Faculty Office
Noah Gallop
Communications
Systems Operator I
Student Employees

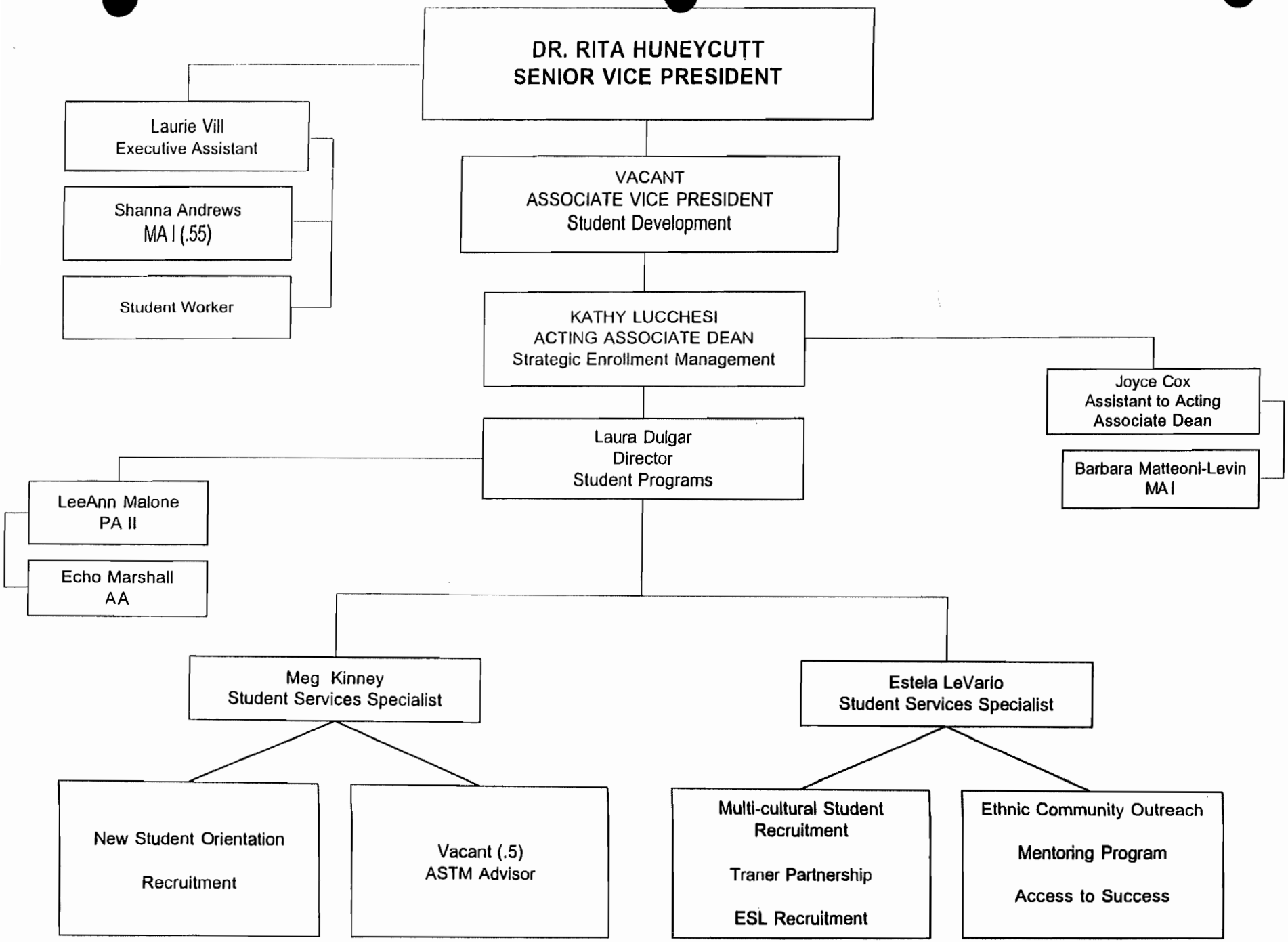

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I (.55)
Student Worker
ELSIE DOSER
ASSISTANT VICE PRESIDENT
Institutional Effectiveness & Research
Tyler Trevor
Assistant Dean
Institutional Research and
Assessment
Margie Lish
Assistant to the
Assistant Vice President
Elena Bubnova
Director
Outcomes Assessment
Howard Craig
PA III
Betty Francis
MA I (.55)

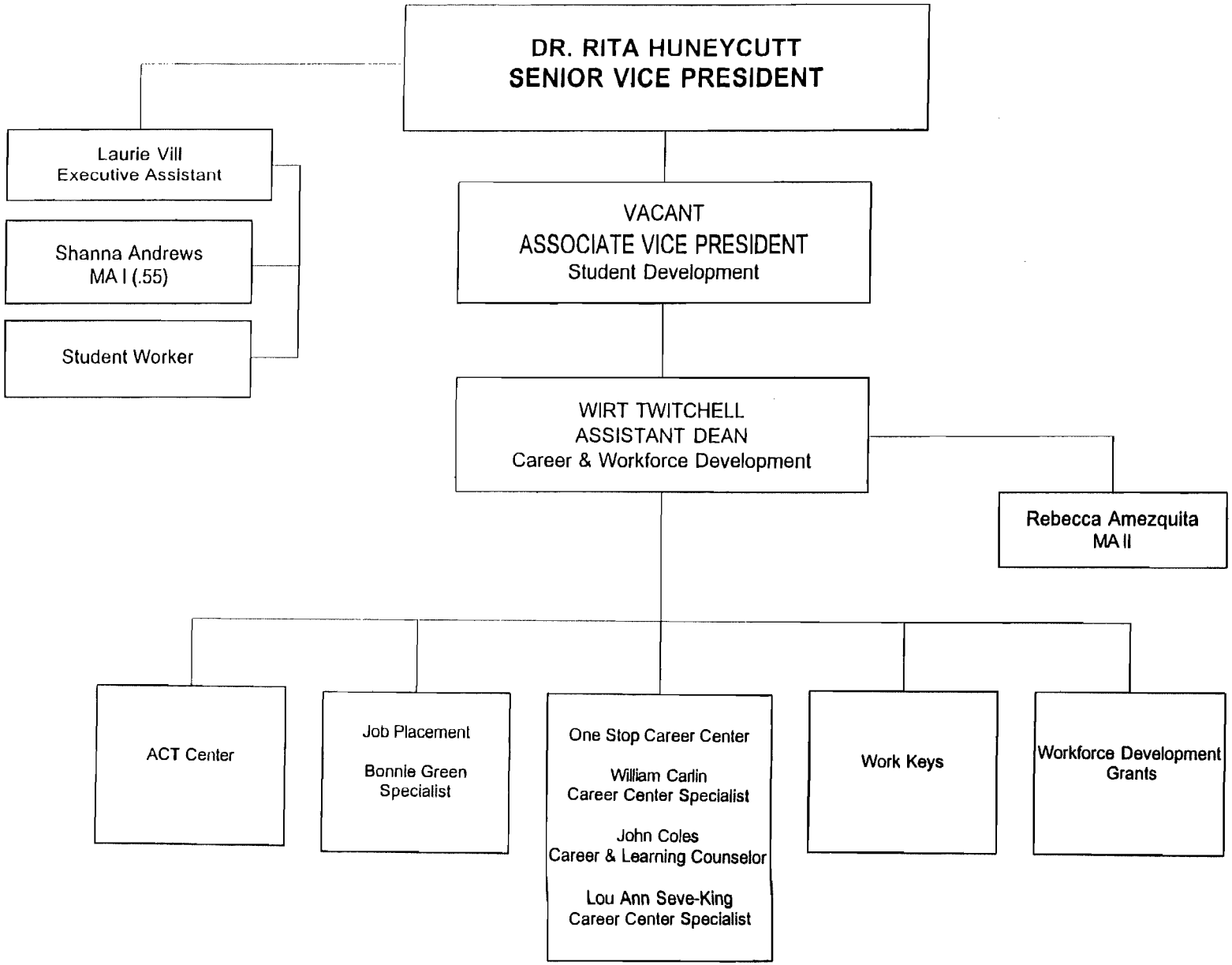

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I (.55)
Student Worker
VACANT
ASSOCIATE VICE PRESIDENT
Student Development
MICHELE GLAZIER
ACTING ASSISTANT DEAN
Non-Traditional and Special Programs
Dawn Cranfield
MA II
DIANE NICOLET
Director
Child Care Center
Carol Gribbin
Office Manager
Child Care Center
Toni Stricklan
Infant/Toddler Coordinator
Becci Maxie
Infant Head Teacher
Laurie Shepstead
Toddler Head Teacher
Jane Wirth
Pre-School Coordinator
Renee Caudill
Pre School Head Teacher
Louise Walker
Kindergarten Coordinator
HARRY HEISER
Disabled Student Services
Jeanie Ince
Special Programs
PA II
LEAP
BARBARA TWITCHELL
Director
Re-Entry Center
Sheila Affonso
PA II
Ruth McKnight
Counselor
Darlene Simkins
Self-Sufficiency &
Employment Specialist
Lee Stieha
Workshop Specialist
CHARLOTTE COX
Special Projects
Tutor
Accomodations Specialist
ROBERT HERNANDEZ
Director
Veterans Upward Bound
Patricia Collingwood
Veterans Upper Bound
PA II
Ken Mela
Program Specialist
Susan Thomasson
Program Counselor
Judy Turner
Program Counselor

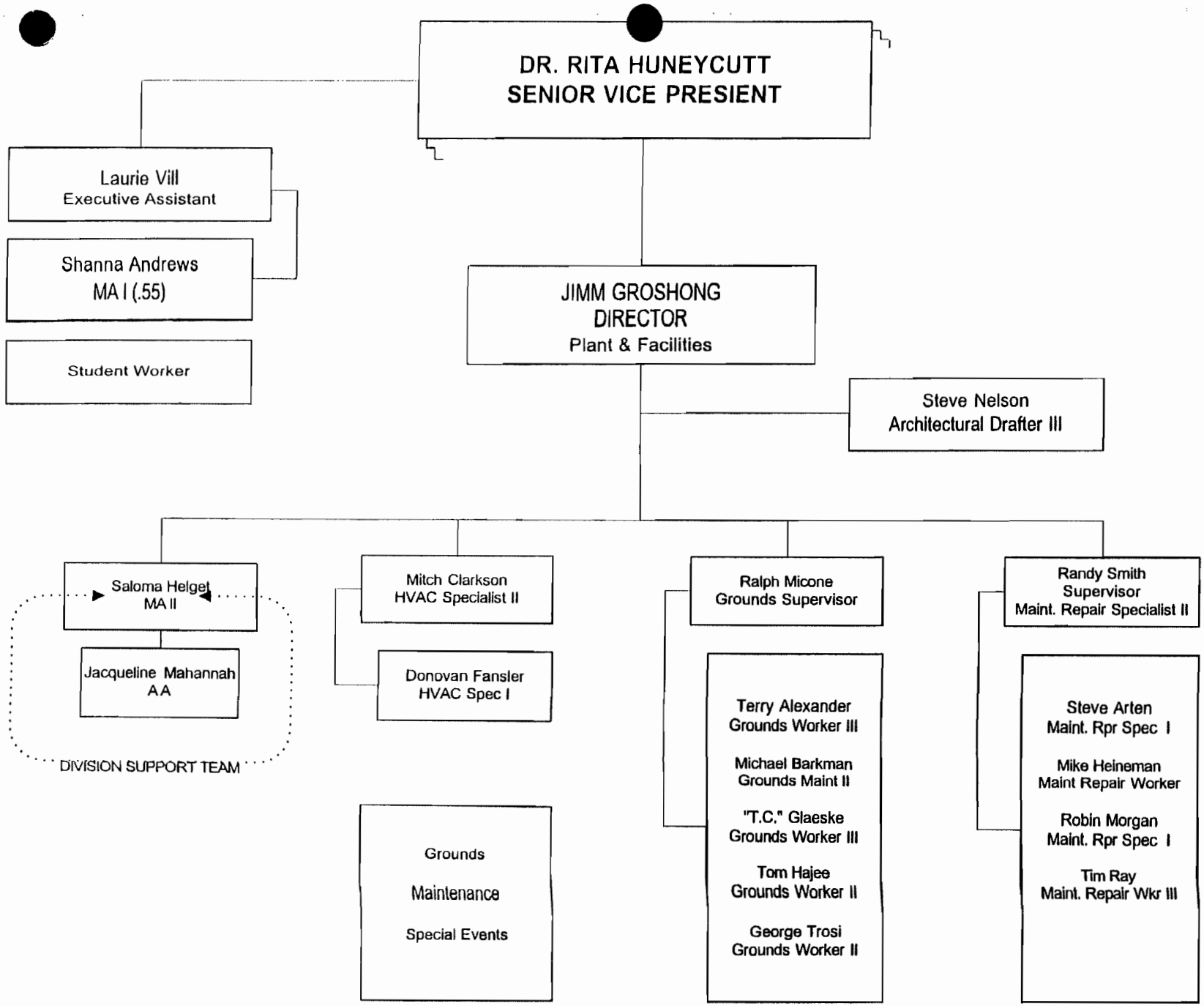

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I (.55)
Student Worker
VACANT
ASSOCIATE VICE PRESIDENT
Student Development
KATHY LUCCHESI
ACTING ASSOCIATE DEAN
Strategic Enrollment Management
Joyce Cox
Assistant to Acting
Associate Dean
Barbara Matteoni-Levin
MA I
Susie Askew
Acting Director
Admissions & Records
Vacant
Asst. Director
Admissions & Records
Donna Bradley
Admin Supervisor
Angie Erqulaga
Records Supervisor
Nancy Helsel
Computer Op Supervisor
Patty Balderston
Computer Technician
Cindy Ceccarelli
International Students
Melanie Daniel
Degree Audit
Linda Fitch
Health Programs &
Transcript Specialist
Lin Gable
Veterans' Ed Specialist
Ed Knoblauch
Special Program
Registrations
Sharon Mansfield
Degree Audit Specialist
Jill Morris
Graduation Specialist
Andrew Serafico
Customer Relations
Specialist

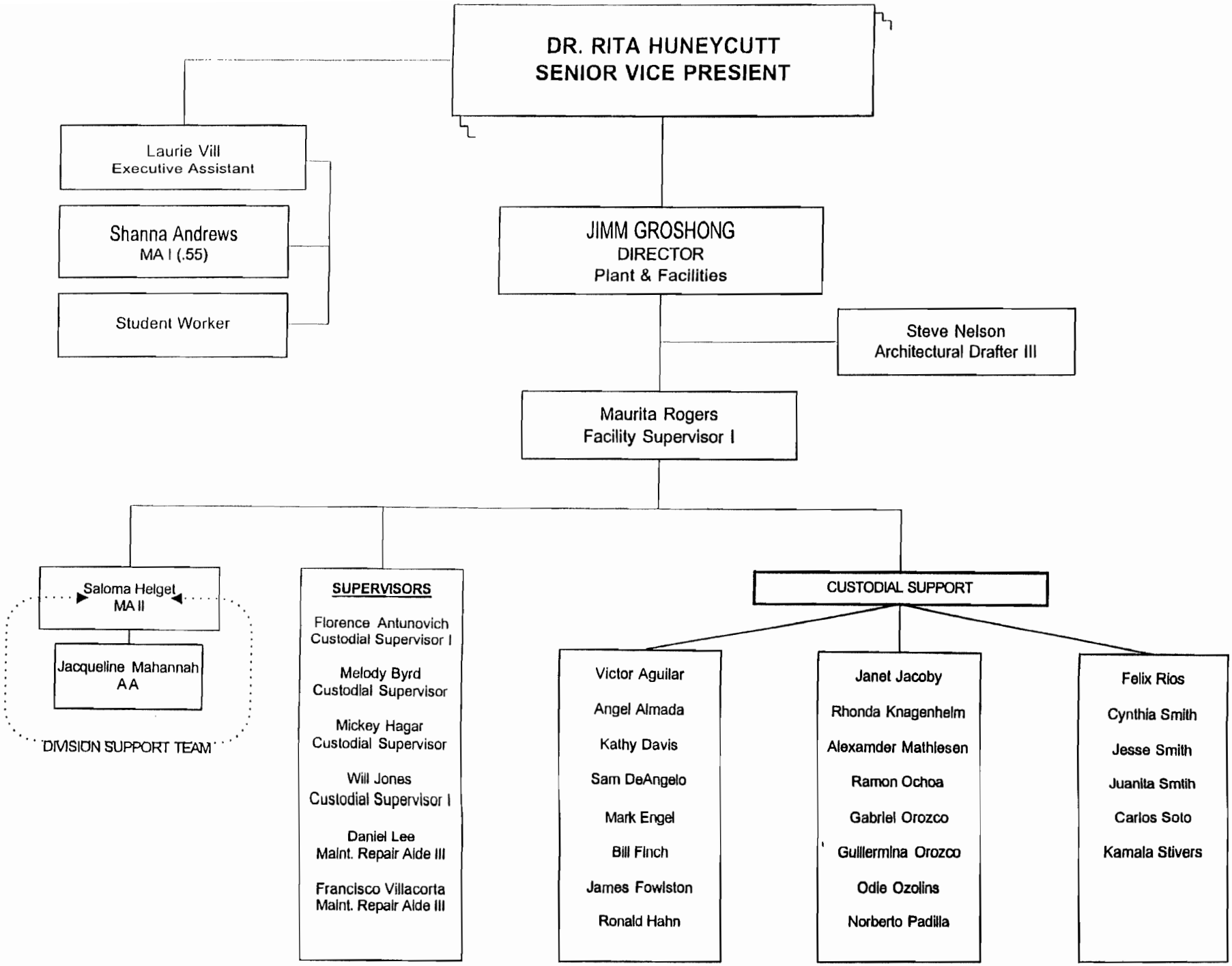

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I (.55)
Student Worker
VACANT
ASSOSICATE VICE PRESIDENT
Student Development
KATHY LUCCHESI
ACTING ASSOCIATE DEAN
Strategic Enrollment Management
Joyce Cox
Assistant to Acting Associate Dean
Barbara Matteoni-Levin
MA I
Kurt Hall
Acting Director
Counseling & Advisement
Tamera Mooney
PA I
Ruth Fiorini
AA
DIVISION SUPPORT TEAM
Advisement
Peer Advisors
Dandini Career Center
Counselors
James Claybrook
Jackie Mathisen
Dan McClure
Counselors
Jocelyn Ray
(Testing Specialist/ Counselor)
Tom Tooke
Cheryl Woehr
Anna Veltri

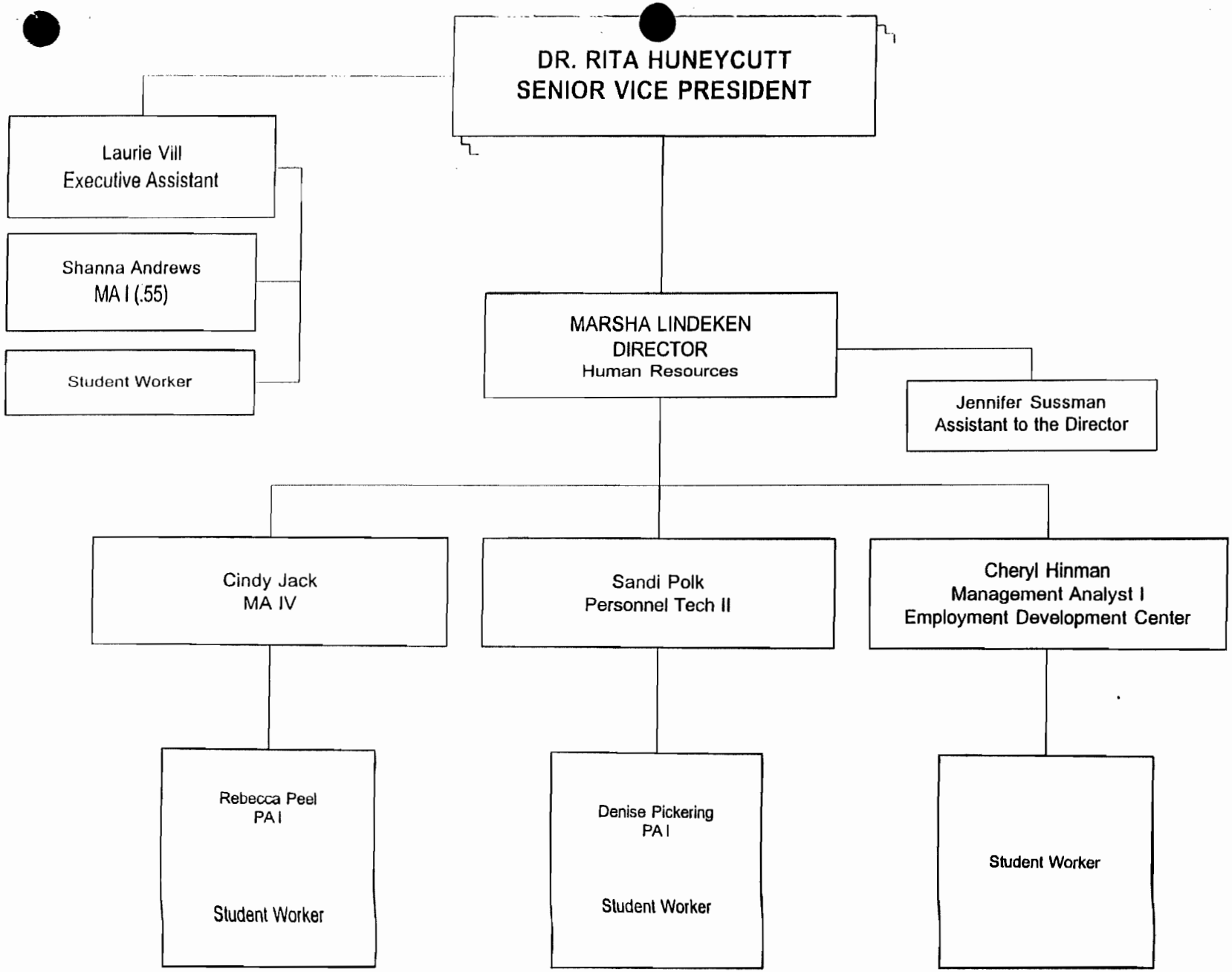

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I (.55)
Student Worker
VACANT
ASSOCIATE VICE PRESIDENT
Student Development
KATHY LUCCHESI
ACTING ASSOCIATE DEAN
Strategic Enrollment Management
Joyce Cox
Assistant to Acting
Associate Dean
Barbara Matteoni-Levin
MA I
Mona Concha-Buckheart
Director
Financial Aid
Tom Reed
Assistant Financial Aid Director
Paige Hurley
Financial Aid Officer
Sharon Wurm
Coordinator
Student Employment
Vacant
Financial Aid
Systems Analyst
Vacant
Financial Aid Officer
P/T
Renee Baker
PA II
Pat Barnett
PA I
Lori Brown
PA IV
Kara Dunn
P/T AA
Debbie Perkins
Program Officer I
Kathleen Taylor
P/T PA I

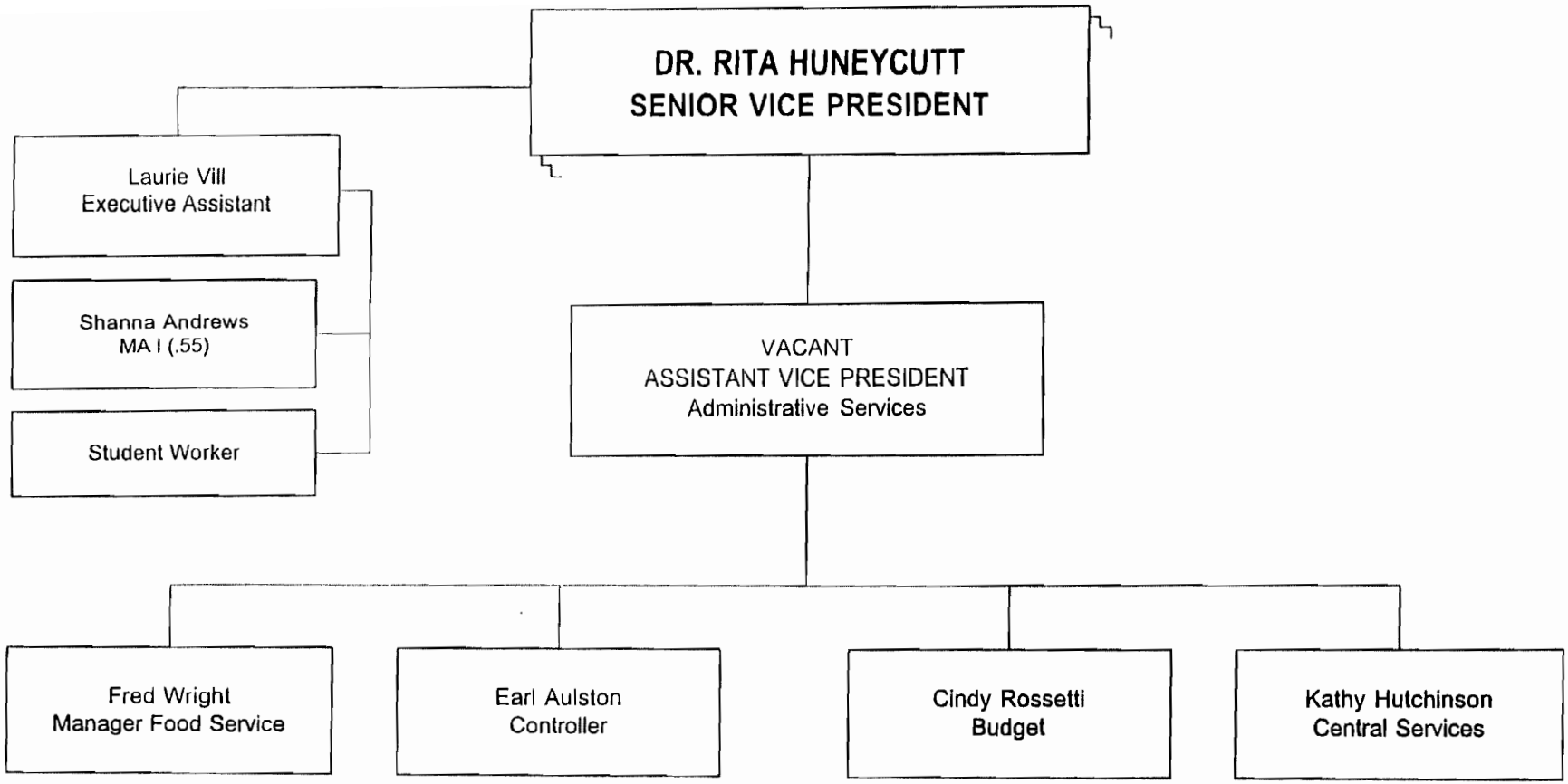

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I (.55)
Student Worker
VACANT
ASSOCIATE VICE PRESIDENT
Student Development
KATHY LUCCHESI
ACTING ASSOCIATE DEAN
Strategic Enrollment Management
Joyce Cox
Assistant to Acting
Associate Dean
Barbara Matteoni-Levin
MA I
Laura Dulgar
Director
Student Programs
LeeAnn Malone
PA II
Echo Marshall
AA
Meg Kinney
Student Services Specialist
Estela LeVario
Student Services Specialist
New Student Orientation
Recruitment
Vacant (.5)
ASTM Advisor
Multi-cultural Student
Recruitment
Traner Partnership
ESL Recruitment
Ethnic Community Outreach
Mentoring Program
Access to Success

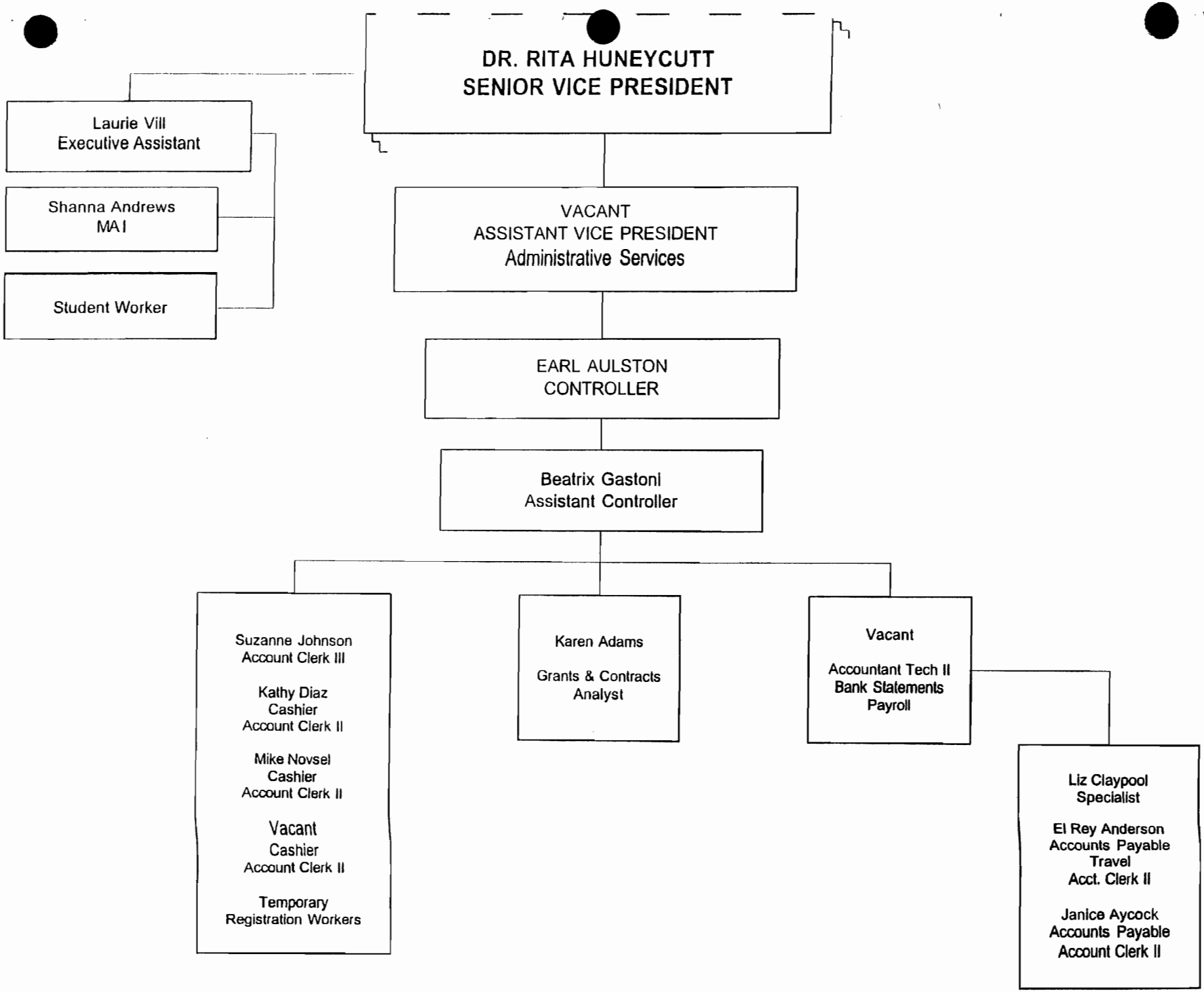

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I (.55)
Student Worker
VACANT
ASSOCIATE VICE PRESIDENT
Student Development
WIRT TWITCHELL
ASSISTANT DEAN
Career & Workforce Development
Rebecca Amezquita
MA II
ACT Center
Job Placement
Bonnie Green
Specialist
One Stop Career Center
William Carlin
Career Center Specialist
John Coles
Career & Learning Counselor
Lou Ann Seve-King
Career Center Specialist
Work Keys
Workforce Development
Grants

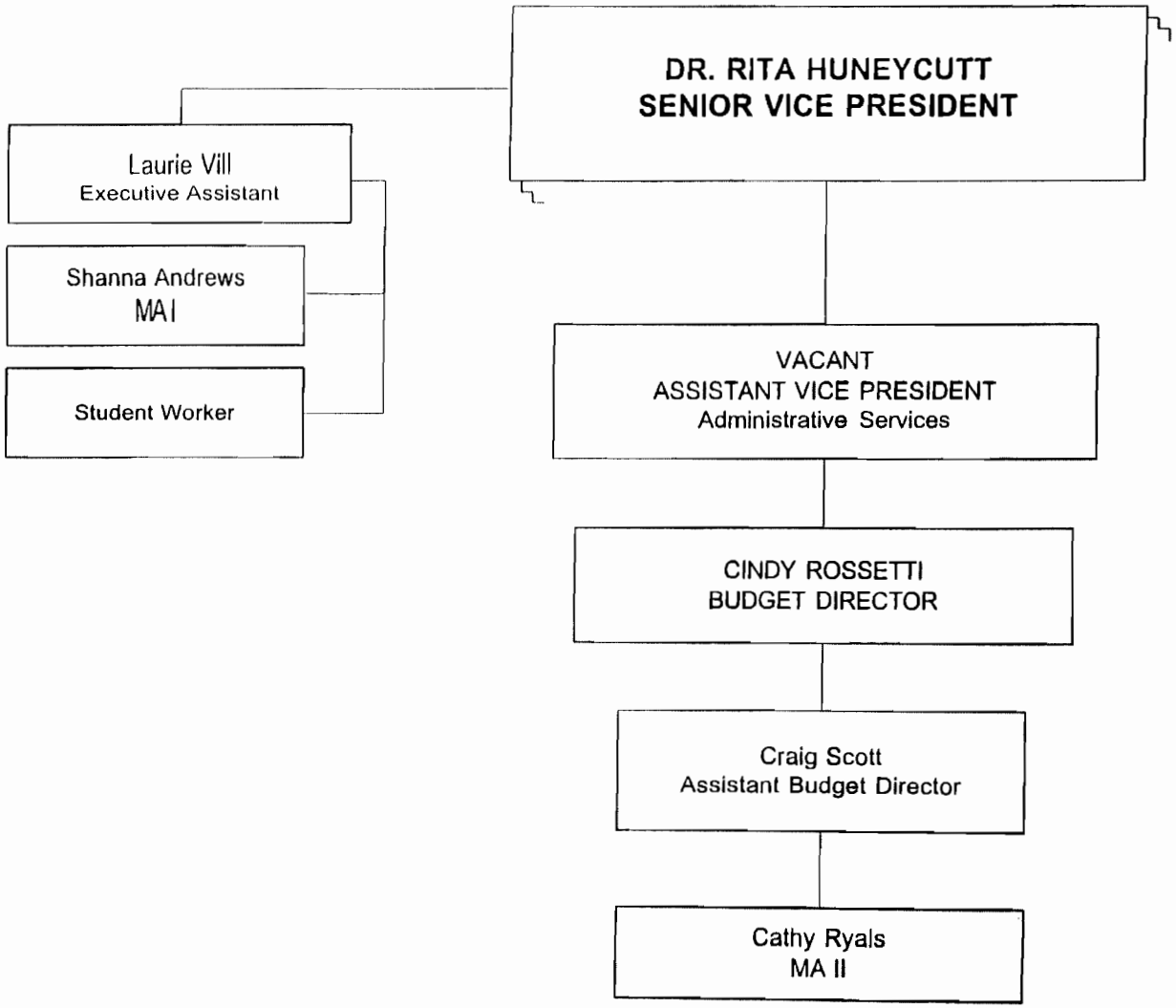

DR. RITA HUNEYCUTT
SENIOR VICE PRESIENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I (.55)
Student Worker
JIMM GROSHONG
DIRECTOR
Plant & Facilities
Steve Nelson
Architectural Drafter III
Saloma Helget
MA II
Jacqueline Mahannah
AA
DIVISION SUPPORT TEAM
Mitch Clarkson
HVAC Specialist II
Donovan Fansler
HVAC Spec I
Grounds
Maintenance
Special Events
Ralph Micone
Grounds Supervisor
Terry Alexander
Grounds Worker III
Michael Barkman
Grounds Maint II
"T.C." Glaeske
Grounds Worker III
Tom Hajee
Grounds Worker II
George Trosi
Grounds Worker II
Randy Smith
Supervisor
Maint. Repair Specialist II
Steve Arten
Maint. Rpr Spec I
Mike Heineman
Maint Repair Worker
Robin Morgan
Maint. Rpr Spec I
Tim Ray
Maint. Repair Wkr III

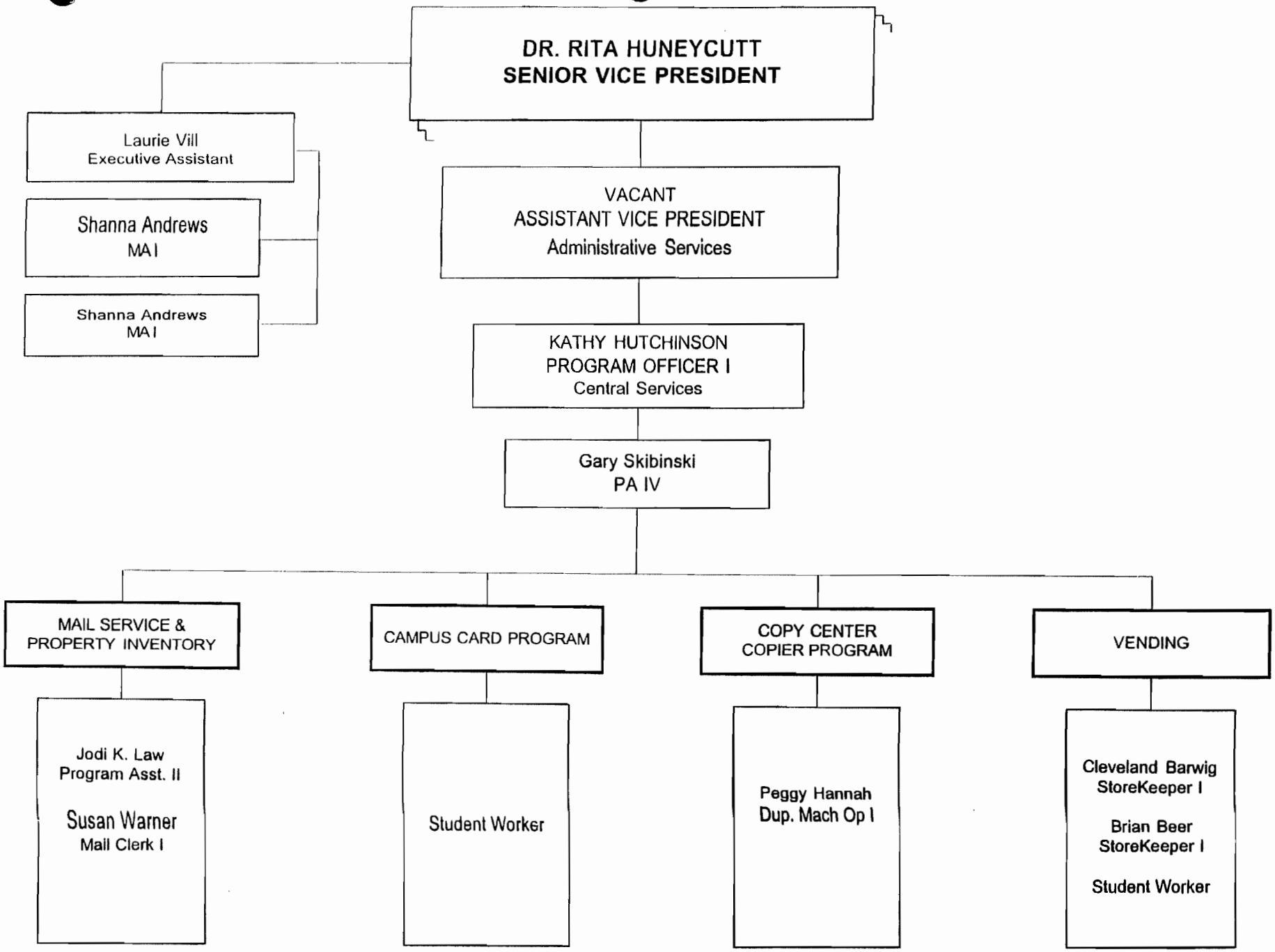

DR. RITA HUNEYCUTT
SENIOR VICE PRESIENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I (.55)
Student Worker
JIMM GROSHONG
DIRECTOR
Plant & Facilities
Steve Nelson
Architectural Drafter III
Maurita Rogers
Facility Supervisor I
Saloma Helget
MA II
Jacqueline Mahannah
AA
DIVISION SUPPORT TEAM
SUPERVISORS
Florence Antunovich
Custodial Supervisor I
Melody Byrd
Custodial Supervisor
Mickey Hagar
Custodial Supervisor
Will Jones
Custodial Supervisor I
Daniel Lee
Maint. Repair Aide III
Francisco Villacorta
Maint. Repair Aide III
CUSTODIAL SUPPORT
Victor Aguilar
Angel Almada
Kathy Davis
Sam DeAngelo
Mark Engel
Bill Finch
James Fowlston
Ronald Hahn
Janet Jacoby
Rhonda Knagenhelm
Alexamder Mathlesen
Ramon Ochoa
Gabriel Orozco
Guillermina Orozco
Odie Ozolins
Norberto Padilla
Felix Rios
Cynthia Smith
Jesse Smith
Juanita Smtih
Carlos Soto
Kamala Stivers

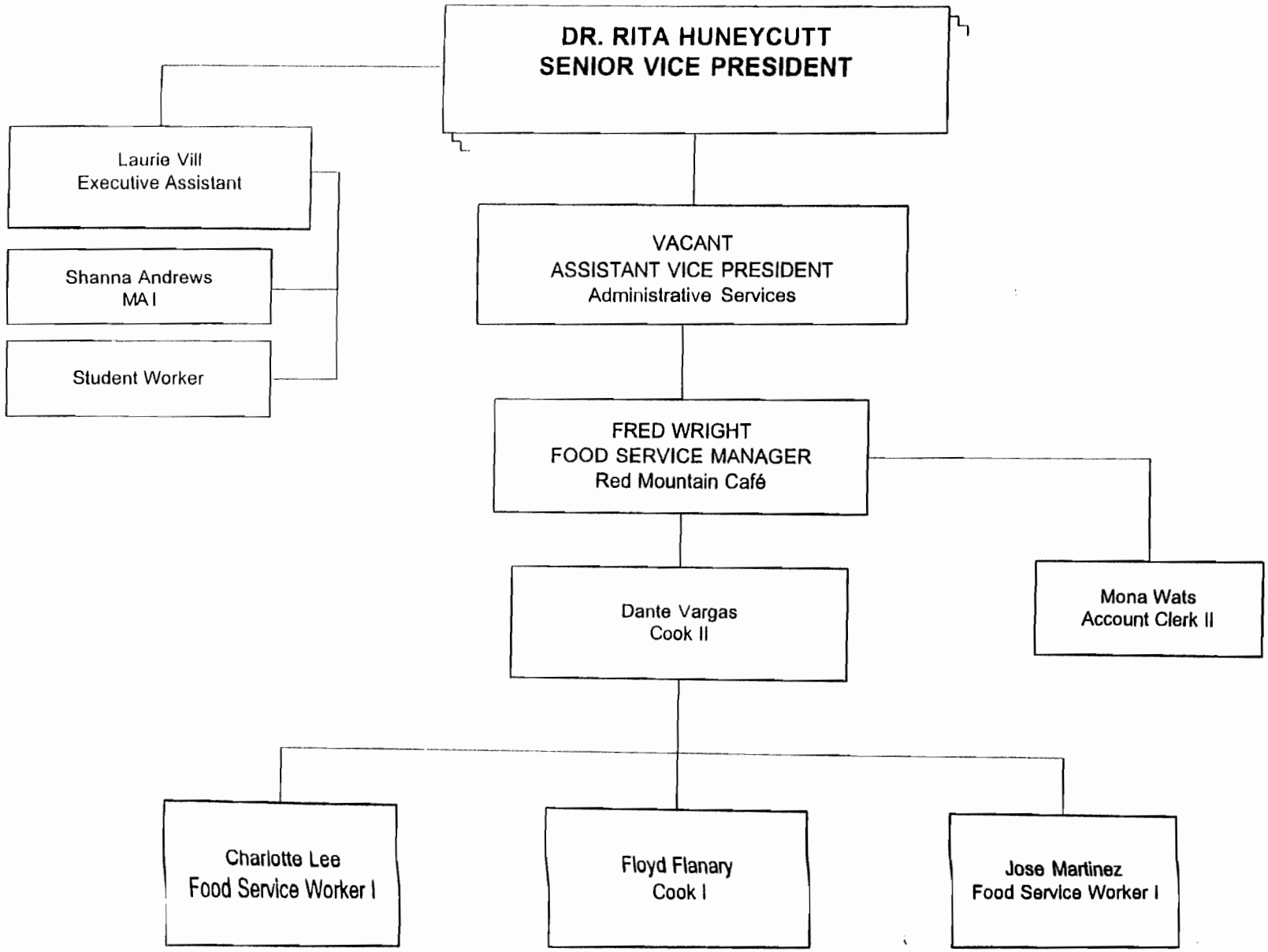

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I (.55)
Student Worker
MARSHA LINDEKEN
DIRECTOR
Human Resources
Jennifer Sussman
Assistant to the Director
Cindy Jack
MA IV
Sandi Polk
Personnel Tech II
Cheryl Hinman
Management Analyst I
Employment Development Center
Rebecca Peel
PA I
Student Worker
Denise Pickering
PA I
Student Worker
Student Worker

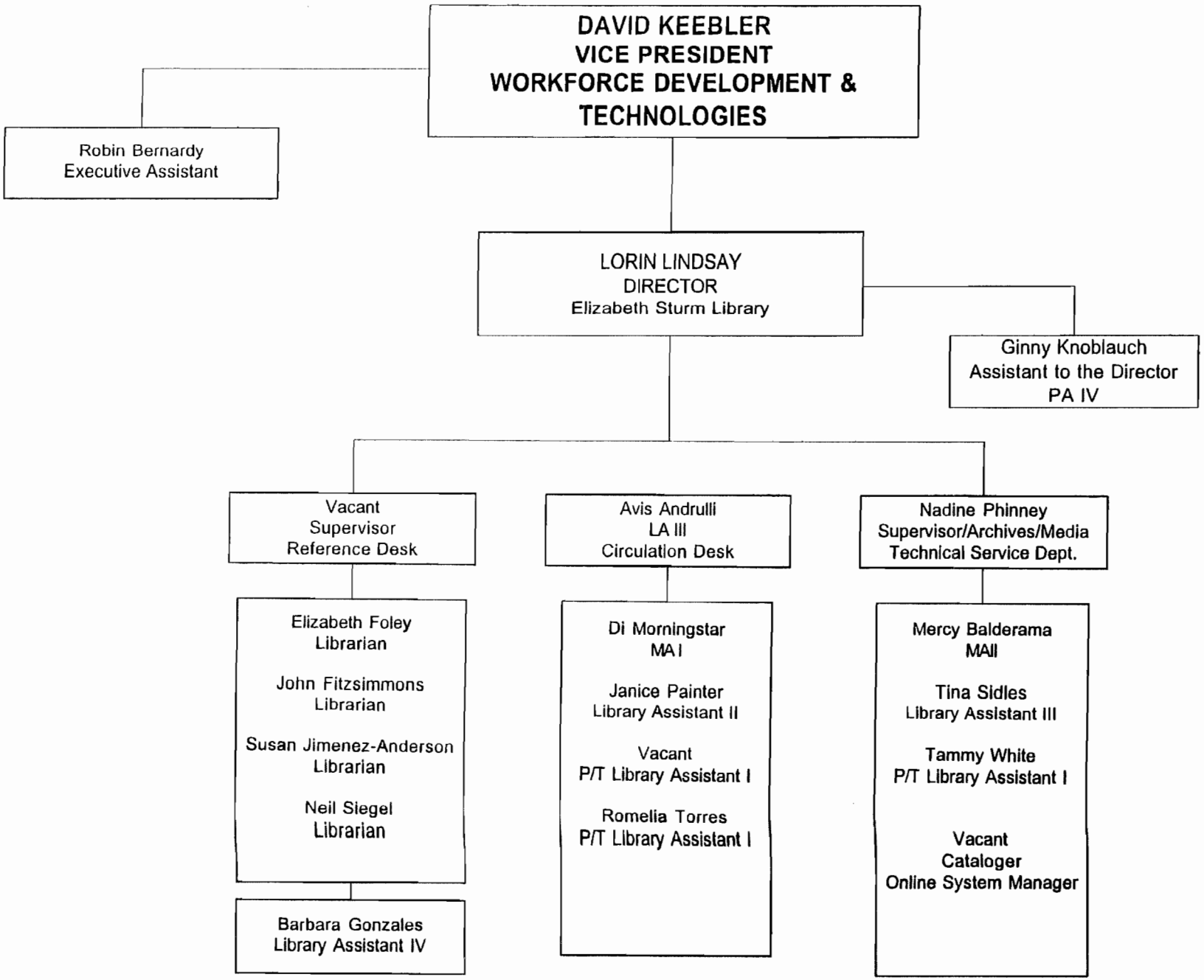

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I (.55)
Student Worker
VACANT
ASSISTANT VICE PRESIDENT
Administrative Services
Fred Wright
Manager Food Service
Earl Aulston
Controller
Cindy Rossetti
Budget
Kathy Hutchinson
Central Services

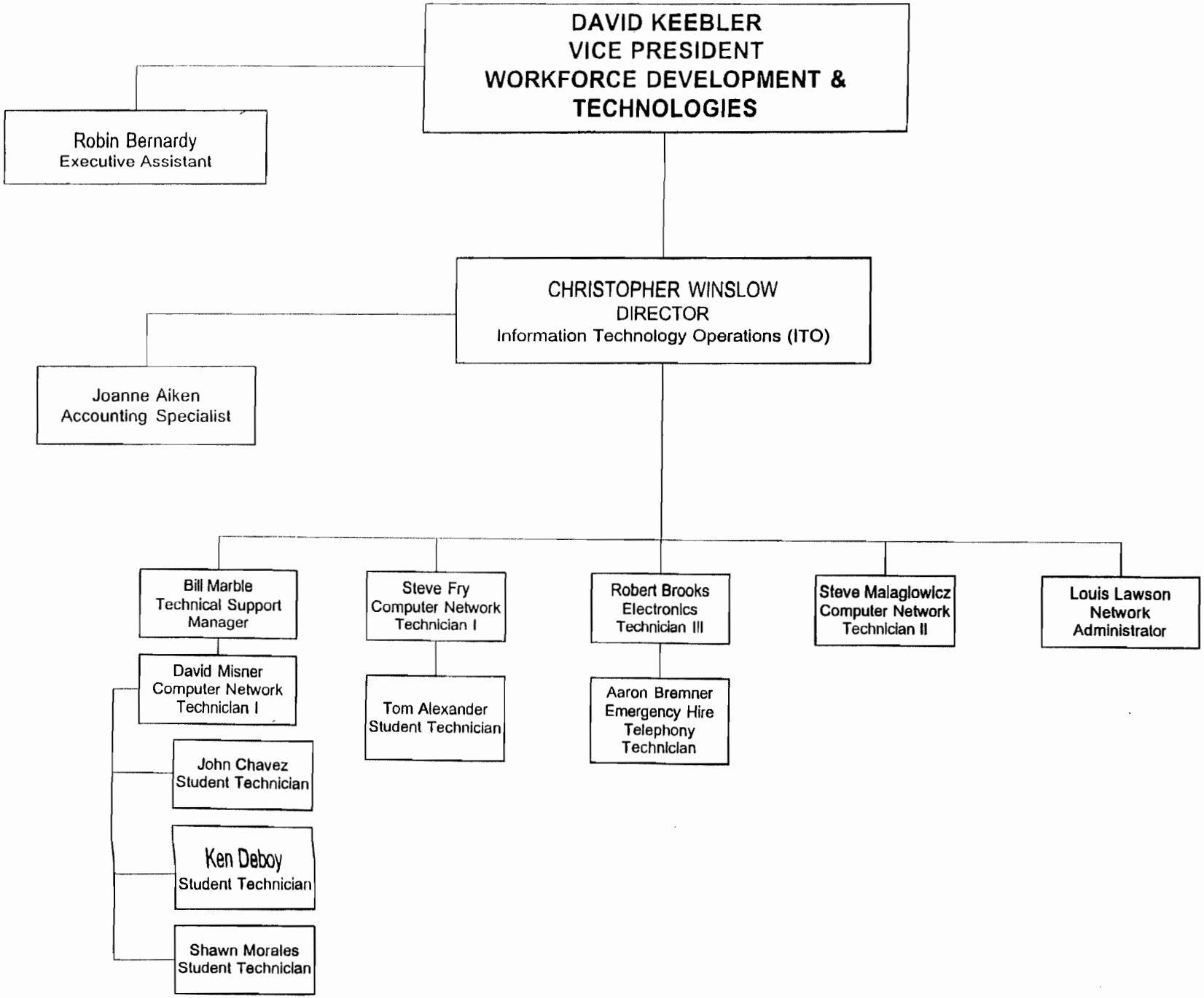

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MAI
Student Worker
VACANT
ASSISTANT VICE PRESIDENT
Administrative Services
EARL AULSTON
CONTROLLER
Beatrix Gastoni
Assistant Controller
Suzanne Johnson
Account Clerk III
Kathy Diaz
Cashier
Account Clerk II
Mike Novsel
Cashier
Account Clerk II
Vacant
Cashier
Account Clerk II
Temporary
Registration Workers
Karen Adams
Grants & Contracts
Analyst
Vacant
Accountant Tech II
Bank Statements
Payroll
Liz Claypool
Specialist
El Rey Anderson
Accounts Payable
Travel
Acct. Clerk II
Janice Aycock
Accounts Payable
Account Clerk II

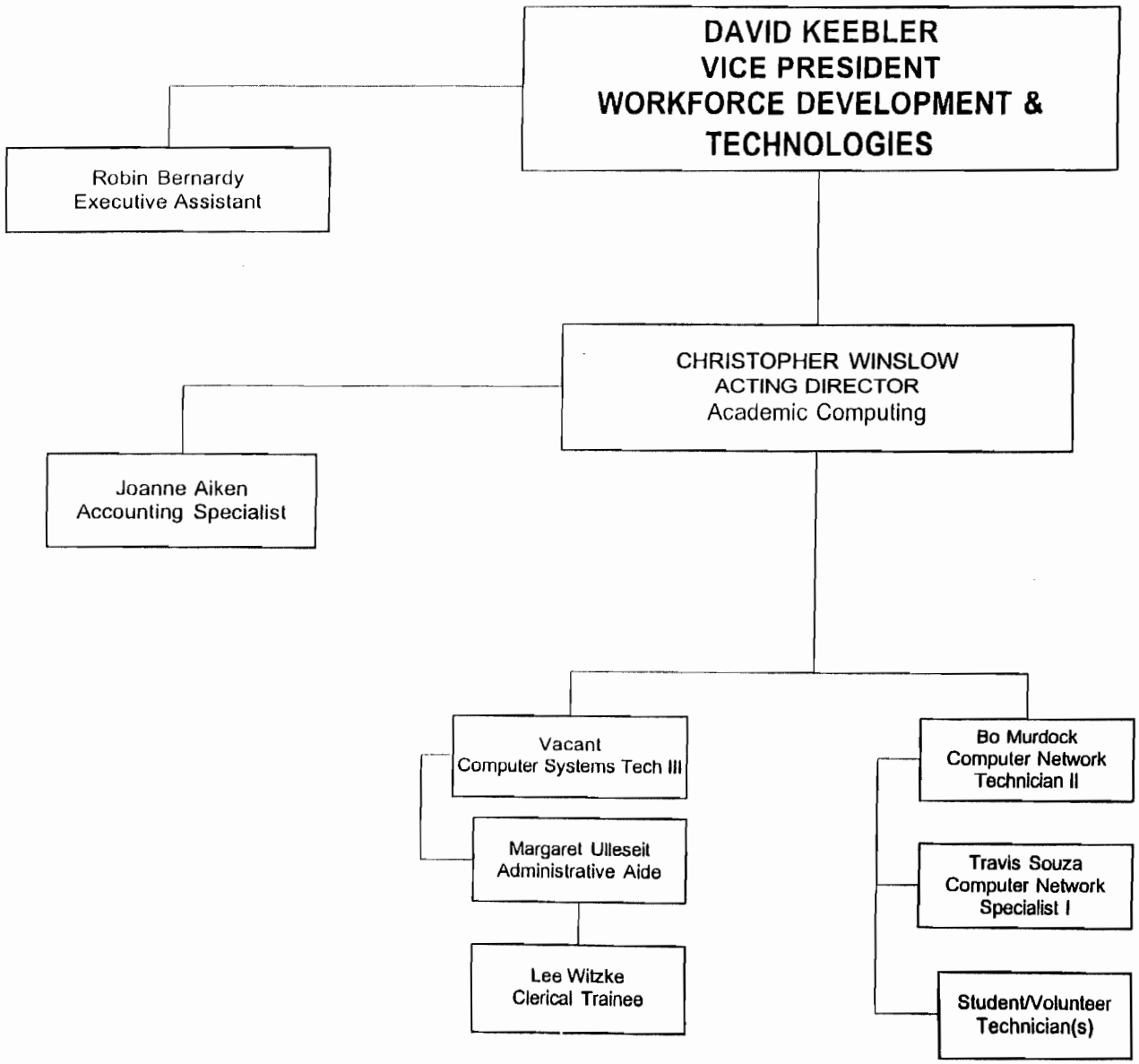

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MAI
Student Worker
VACANT
ASSISTANT VICE PRESIDENT
Administrative Services
CINDY ROSSETTI
BUDGET DIRECTOR
Craig Scott
Assistant Budget Director
Cathy Ryals
MA II

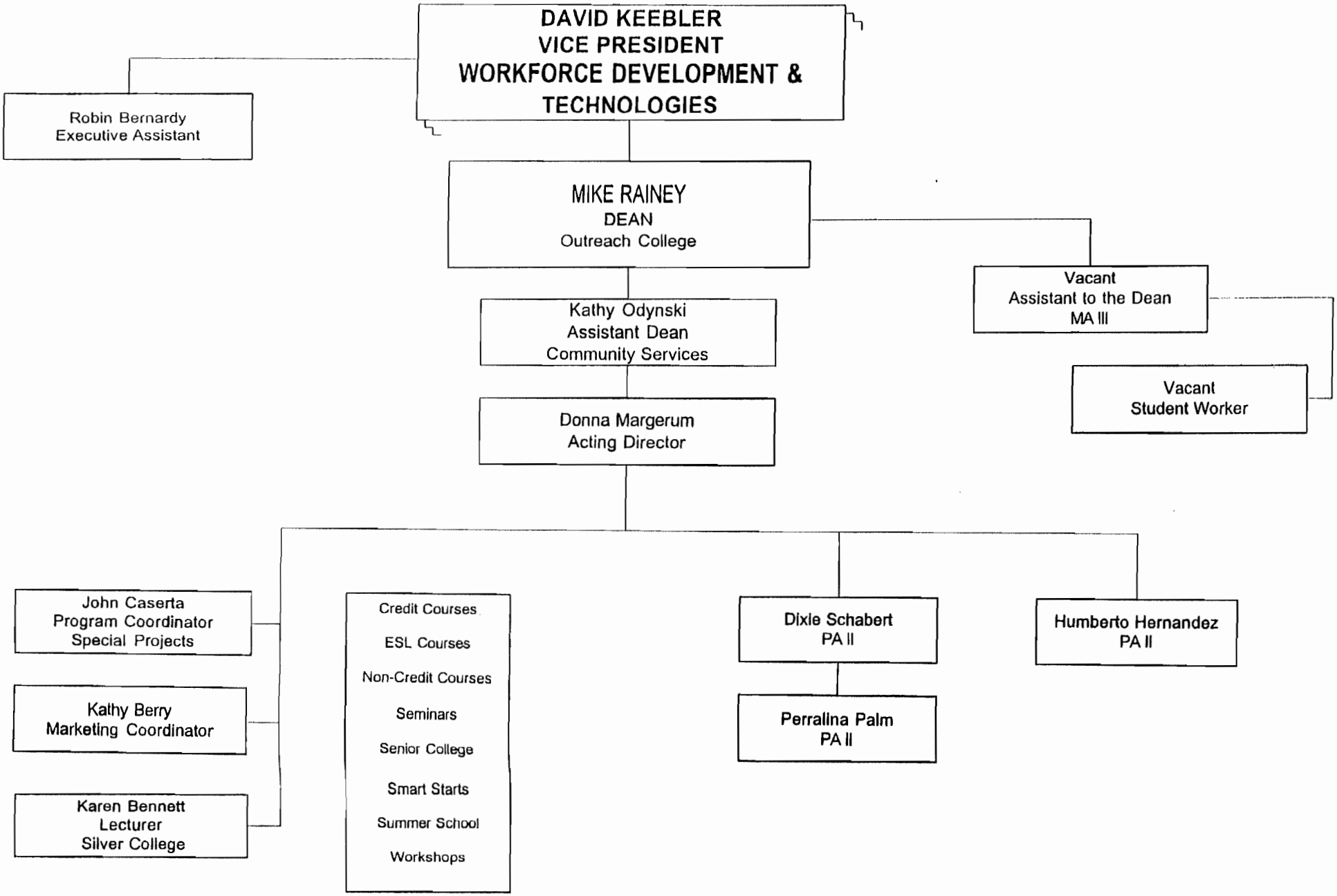

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I
Shanna Andrews
MA I
VACANT
ASSISTANT VICE PRESIDENT
Administrative Services
KATHY HUTCHINSON
PROGRAM OFFICER I
Central Services
Gary Skibinski
PA IV
MAIL SERVICE &
PROPERTY INVENTORY
CAMPUS CARD PROGRAM
COPY CENTER
COPIER PROGRAM
VENDING
Jodi K. Law
Program Asst. II
Susan Warner
Mail Clerk I
Student Worker
Peggy Hannah
Dup. Mach Op I
Cleveland Barwig
StoreKeeper I
Brian Beer
StoreKeeper I
Student Worker

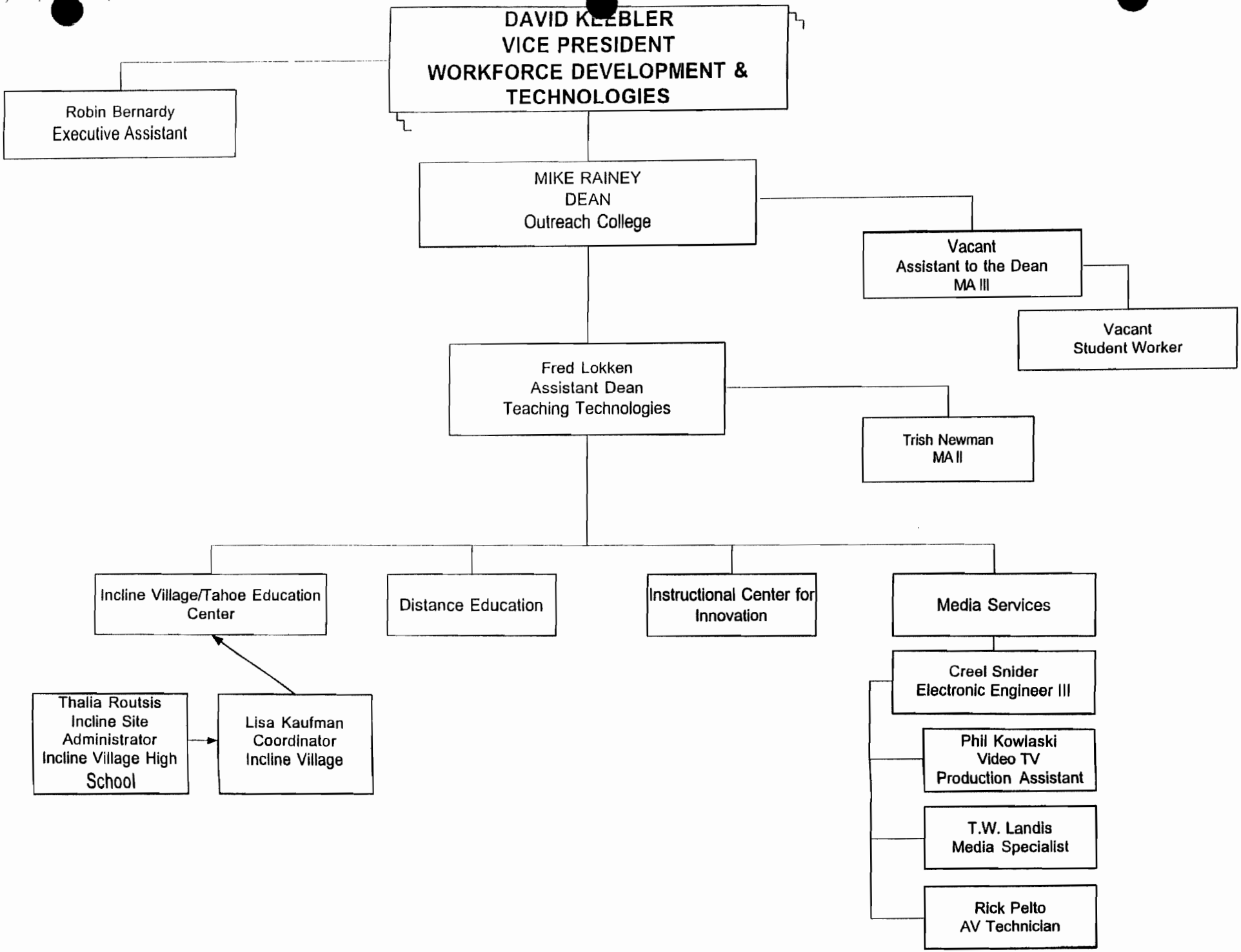

DR. RITA HUNEYCUTT
SENIOR VICE PRESIDENT
Laurie Vill
Executive Assistant
Shanna Andrews
MA I
Student Worker
VACANT
ASSISTANT VICE PRESIDENT
Administrative Services
FRED WRIGHT
FOOD SERVICE MANAGER
Red Mountain Café
Dante Vargas
Cook II
Mona Wats
Account Clerk II
Charlotte Lee
Food Service Worker I
Floyd Flanary
Cook I
Jose Martinez
Food Service Worker I

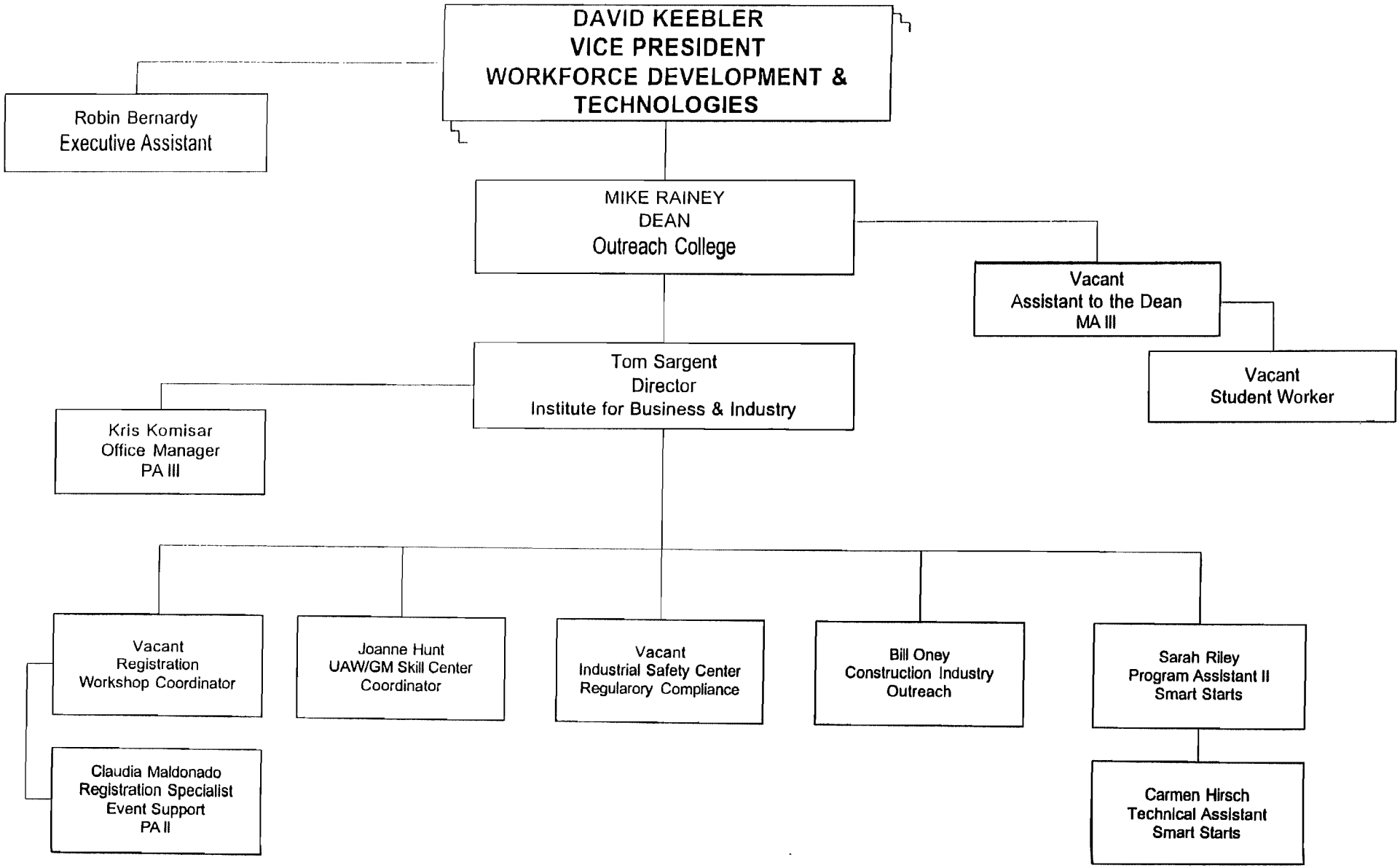

DAVID KEEBLER
VICE PRESIDENT
WORKFORCE DEVELOPMENT &
TECHNOLOGIES
Robin Bernardy
Executive Assistant
LORIN LINDSAY
DIRECTOR
Elizabeth Sturm Library
Ginny Knoblauch
Assistant to the Director
PA IV
Vacant
Supervisor
Reference Desk
Avis Andrulli
LA III
Circulation Desk
Nadine Phinney
Supervisor/Archives/Media
Technical Service Dept.
Elizabeth Foley
Librarian
John Fitzsimmons
Librarian
Susan Jimenez-Anderson
Librarian
Neil Siegel
Librarian
Barbara Gonzales
Library Assistant IV
Di Morningstar
MA I
Janice Painter
Library Assistant II
Vacant
P/T Library Assistant I
Romelia Torres
P/T Library Assistant I
Mercy Balderama
MA II
Tina Sidles
Library Assistant III
Tammy White
P/T Library Assistant I
Vacant
Cataloger
Online System Manager

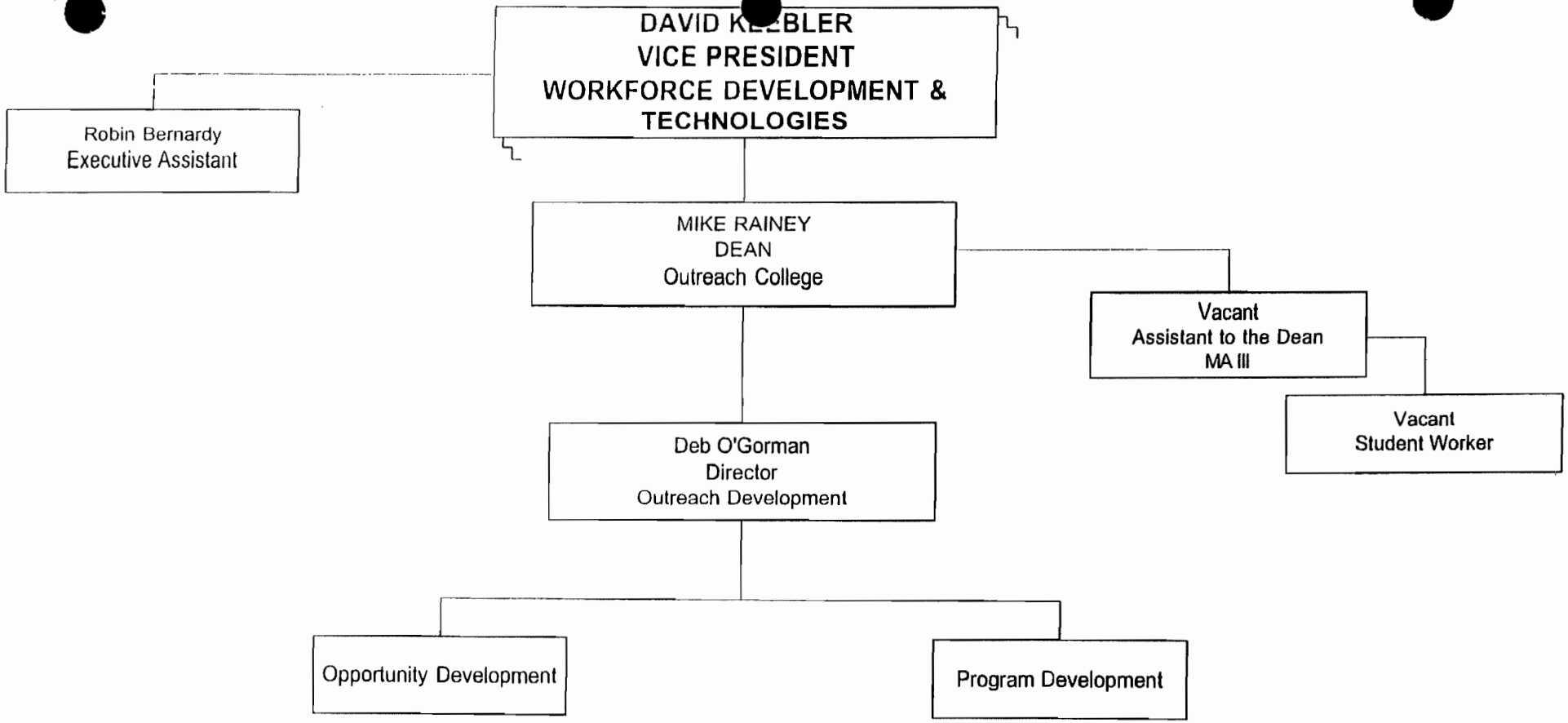

DAVID KEEBLER
VICE PRESIDENT
WORKFORCE DEVELOPMENT &
TECHNOLOGIES
Robin Bernardy
Executive Assistant
CHRISTOPHER WINSLOW
DIRECTOR
Information Technology Operations (ITO)
Joanne Aiken
Accounting Specialist
Bill Marble
Technical Support
Manager
David Misner
Computer Network
Technician I
John Chavez
Student Technician
Ken Deboy
Student Technician
Shawn Morales
Student Technician
Steve Fry
Computer Network
Technician I
Tom Alexander
Student Technician
Robert Brooks
Electronics
Technician III
Aaron Bremner
Emergency Hire
Telephony
Technician
Steve Malaglowicz
Computer Network
Technician II
Louis Lawson
Network
Administrator

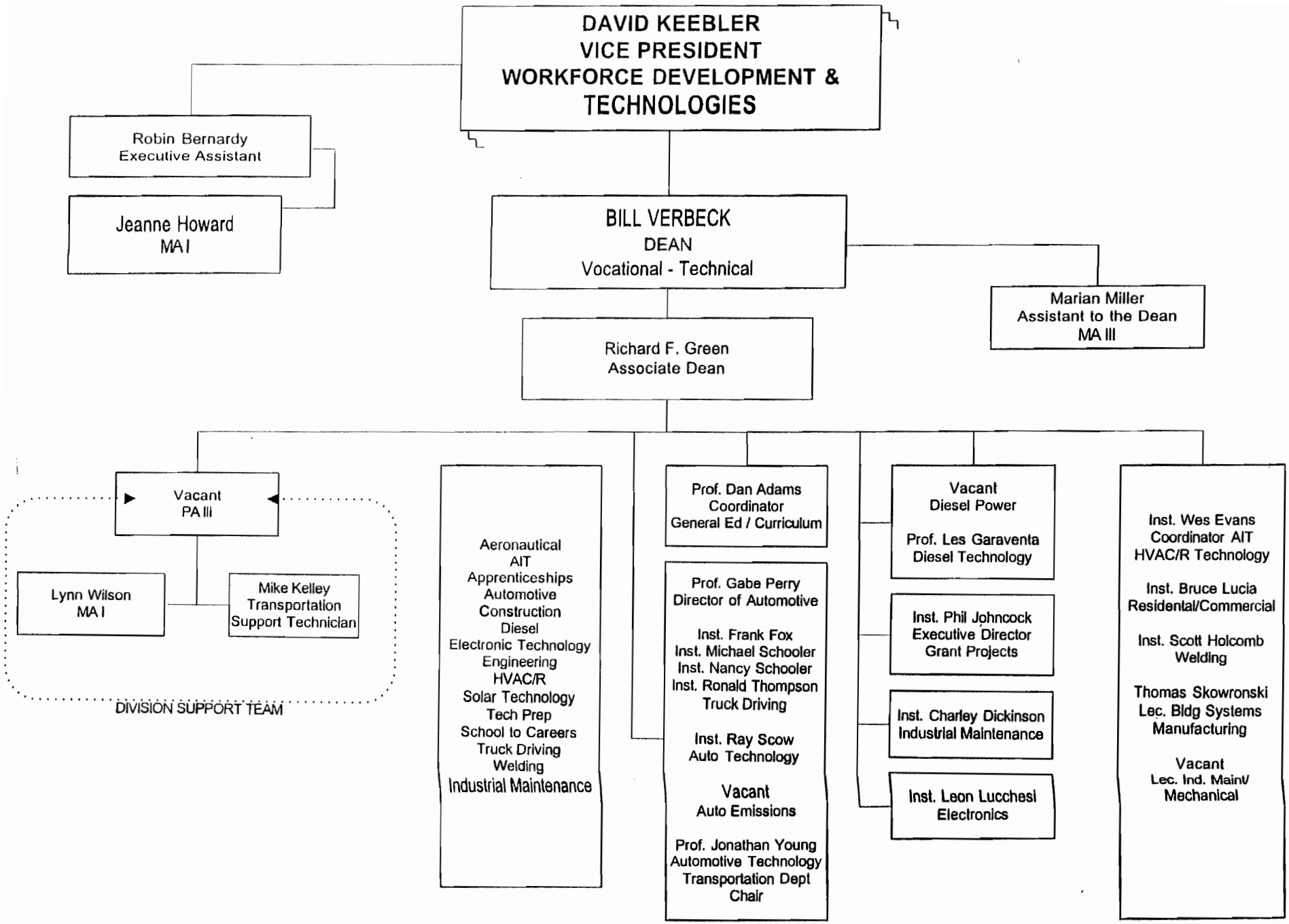

DAVID KEEBLER
VICE PRESIDENT
WORKFORCE DEVELOPMENT &
TECHNOLOGIES
Robin Bernardy
Executive Assistant
CHRISTOPHER WINSLOW
ACTING DIRECTOR
Academic Computing
Joanne Aiken
Accounting Specialist
Vacant
Computer Systems Tech III
Margaret Ulleseit
Administrative Aide
Lee Witzke
Clerical Trainee
Bo Murdock
Computer Network
Technician II
Travis Souza
Computer Network
Specialist I
Student/Volunteer
Technician(s)

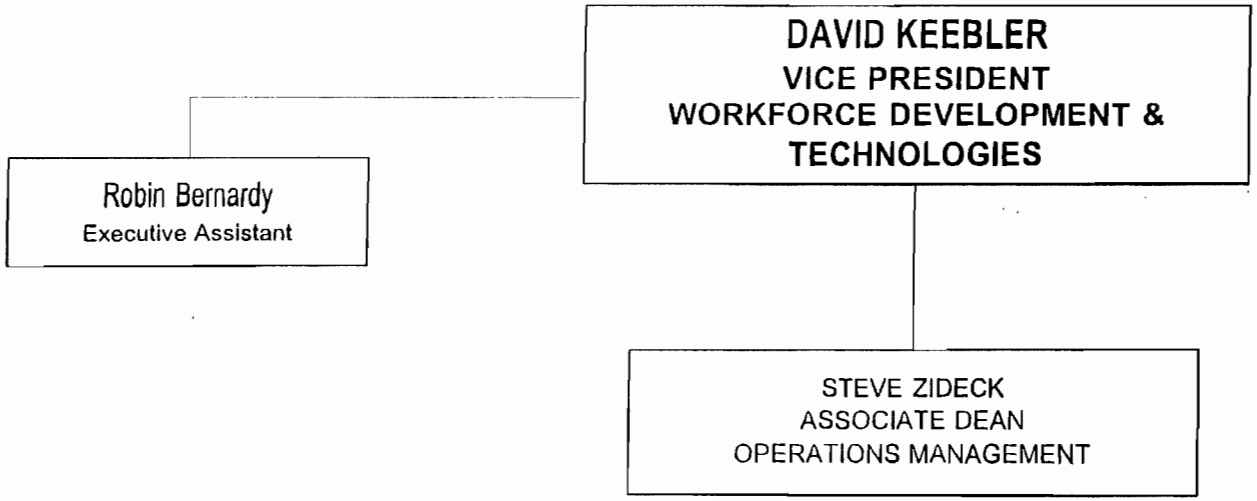

DAVID KEEBLER
VICE PRESIDENT
WORKFORCE DEVELOPMENT & TECHNOLOGIES
Robin Bernardy
Executive Assistant
MIKE RAINEY
DEAN
Outreach College
Kathy Odynski
Assistant Dean
Community Services
Donna Margerum
Acting Director
Vacant
Assistant to the Dean
MA III
Vacant
Student Worker
John Caserta
Program Coordinator
Special Projects
Kathy Berry
Marketing Coordinator
Karen Bennett
Lecturer
Silver College
Credit Courses
ESL Courses
Non-Credit Courses
Seminars
Senior College
Smart Starts
Summer School
Workshops
Dixie Schabert
PA II
Perralina Palm
PA II
Humberto Hernandez
PA II

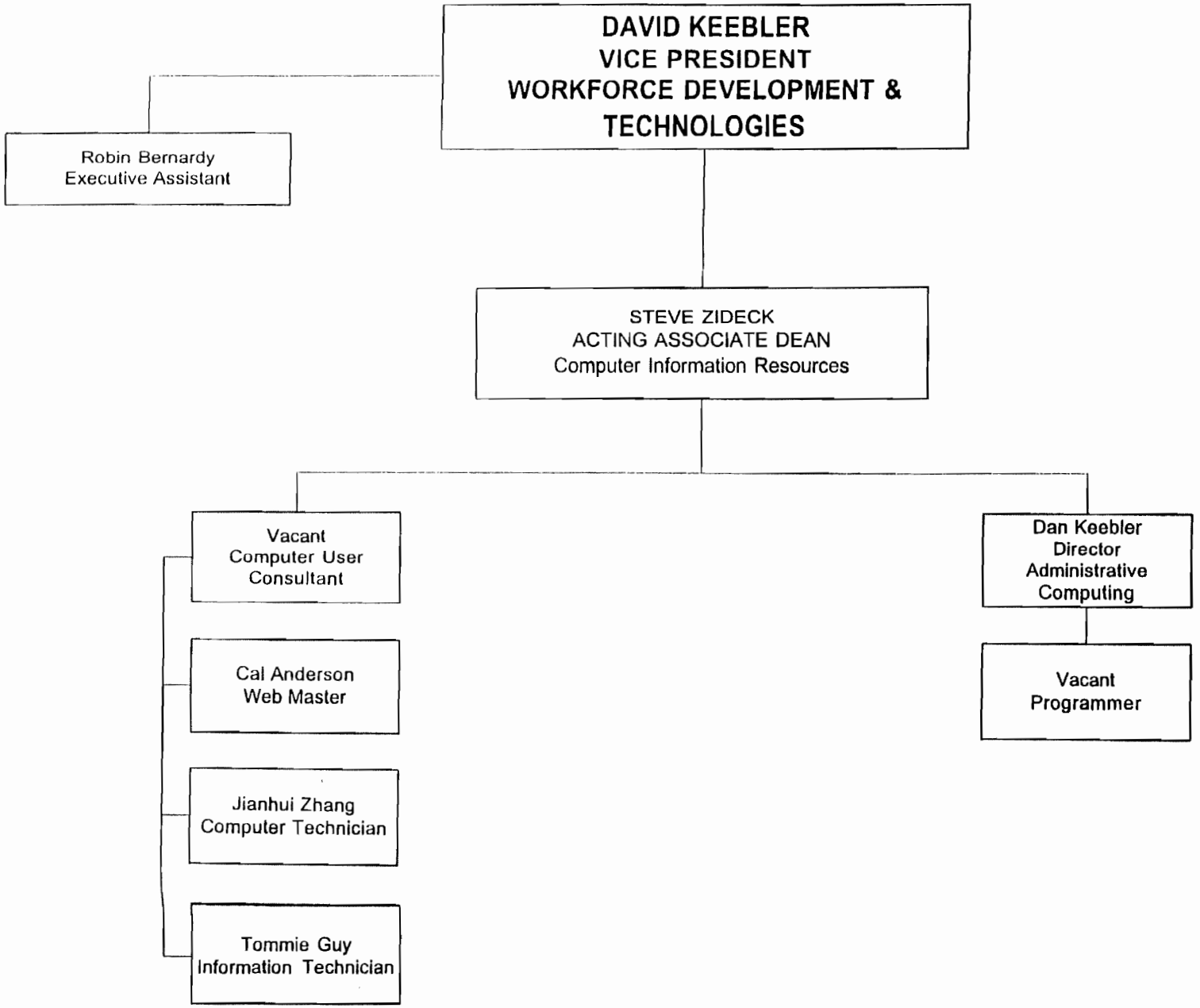

DAVID KLEBLER
VICE PRESIDENT
WORKFORCE DEVELOPMENT &
TECHNOLOGIES
Robin Bernardy
Executive Assistant
MIKE RAINEY
DEAN
Outreach College
Vacant
Assistant to the Dean
MA III
Vacant
Student Worker
Fred Lokken
Assistant Dean
Teaching Technologies
Trish Newman
MA II
Incline Village/Tahoe Education Center
Distance Education
Instructional Center for Innovation
Media Services
Creel Snider
Electronic Engineer III
Phil Kowlaski
Video TV
Production Assistant
T.W. Landis
Media Specialist
Rick Pelto
AV Technician
Thalia Routsis
Incline Site
Administrator
Incline Village High
School
Lisa Kaufman
Coordinator
Incline Village


DAVID KEEBLER
VICE PRESIDENT
WORKFORCE DEVELOPMENT &
TECHNOLOGIES
Robin Bernardy
Executive Assistant
MIKE RAINEY
DEAN
Outreach College
Vacant
Assistant to the Dean
MA III
Vacant
Student Worker
Tom Sargent
Director
Institute for Business & Industry
Kris Komisar
Office Manager
PA III
Vacant
Registration
Workshop Coordinator
Claudia Maldonado
Registration Specialist
Event Support
PA II
Joanne Hunt
UAW/GM Skill Center
Coordinator
Vacant
Industrial Safety Center
Regularory Compliance
Bill Oney
Construction Industry
Outreach
Sarah Riley
Program Assistant II
Smart Starts
Carmen Hirsch
Technical Assistant
Smart Starts


DAVID KEEBLER
VICE PRESIDENT
WORKFORCE DEVELOPMENT &
TECHNOLOGIES
Robin Bernardy
Executive Assistant
MIKE RAINEY
DEAN
Outreach College
Vacant
Assistant to the Dean
MA III
Vacant
Student Worker
Deb O'Gorman
Director
Outreach Development
Opportunity Development
Program Development


DAVID KEEBLER
VICE PRESIDENT
WORKFORCE DEVELOPMENT &
TECHNOLOGIES
Robin Bernardy
Executive Assistant
Jeanne Howard
MA I
BILL VERBECK
DEAN
Vocational - Technical
Marian Miller
Assistant to the Dean
MA III
Richard F. Green
Associate Dean
Vacant
PA III
Lynn Wilson
MA I
Mike Kelley
Transportation
Support Technician
DIVISION SUPPORT TEAM
Aeronautical
AIT
Apprenticeships
Automotive
Construction
Diesel
Electronic Technology
Engineering
HVAC/R
Solar Technology
Tech Prep
School to Careers
Truck Driving
Welding
Industrial Maintenance
Prof. Dan Adams
Coordinator
General Ed / Curriculum
Prof. Gabe Perry
Director of Automotive
Inst. Frank Fox
Inst. Michael Schooler
Inst. Nancy Schooler
Inst. Ronald Thompson
Truck Driving
Inst. Ray Scow
Auto Technology
Vacant
Auto Emissions
Prof. Jonathan Young
Automotive Technology
Transportation Dept
Chair
Vacant
Diesel Power
Prof. Les Garaventa
Diesel Technology
Inst. Phil Johncock
Executive Director
Grant Projects
Inst. Charley Dickinson
Industrial Maintenance
Inst. Leon Lucchesi
Electronics
Inst. Wes Evans
Coordinator AIT
HVAC/R Technology
Inst. Bruce Lucia
Residental/Commercial
Inst. Scott Holcomb
Welding
Thomas Skowronski
Lec. Bldg Systems
Manufacturing
Vacant
Lec. Ind. Maint/
Mechanical


DAVID KEEBLER
VICE PRESIDENT
WORKFORCE DEVELOPMENT &
TECHNOLOGIES
Robin Bernardy
Executive Assistant
STEVE ZIDECK
ASSOCIATE DEAN
OPERATIONS MANAGEMENT


DAVID KEEBLER
VICE PRESIDENT
WORKFORCE DEVELOPMENT &
TECHNOLOGIES
Robin Bernardy
Executive Assistant
STEVE ZIDECK
ACTING ASSOCIATE DEAN
Computer Information Resources
Vacant
Computer User
Consultant
Cal Anderson
Web Master
Jianhui Zhang
Computer Technician
Tommie Guy
Information Technician
Dan Keebler
Director
Administrative
Computing
Vacant
Programmer

APPENDIX K

- FACULTY QUALIFICATIONS POLICY

TMCC Faculty Qualifications Policy

Revised Policy Effective March 1, 2000

The UCCSN Board of Regents has the following qualifications for community college faculty:

Section 3. Credentials for Community College Faculty
A minimum of a master's degree is required for instruction in baccalaureate-level courses or an appropriate combination of education and experience. A bachelor's degree, or appropriate experience in lieu of a post-secondary education, is required for instruction in occupational courses. (B/R 12/89) Rev. 166 (12/97) Title 4, Chapter 3, page 2.

TMCC General Standards of Qualifications for Faculty

Prior to employment of candidates to perform professional services for Truckee Meadows Community College, the college shall establish that the candidate possesses:

(1) Scholarship and/or technical skill that represent appropriate study, training, and skills in the proposed area of assignment.

(2) Expertise as a practitioner as evidenced by reports of former associates and supervisors,

(3) A demonstrable understanding and acceptance of the role to be played as a partner in an educational enterprise serving the best interests of the students,

(4) A demonstrable understanding and acceptance of the mission, role, and character of the community college,

(5) The ability to perform assigned duties in a manner consistent with the standards, mission, and goals of Truckee Meadows Community College, and

(6) Personal characteristics that contribute to the ability to promote the welfare of the students, the institution, and the State of Nevada.

Specific Qualifications

In addition to the faculty credentials required by the Board of Regents, candidates for appointment shall meet or exceed the following standards in their areas of specialization:

(1) Professional personnel performing services for which advanced degrees are normally available shall hold the equivalent of a master's degree in the field of their educational service from a regionally accredited college or university or a bachelor's degree and extensive professional experience in the field of their educational service.

(2) Professional personnel in vocational fields or other specialized areas for which advanced degrees are not normally available shall have sufficiently broad and

comprehensive training and work experience that particularly qualifies them to provide instruction in their area of specialization.

(3) Minimum work experience for an instructor in occupations requiring state or local licensing, certification, or registry will be two calendar years subsequent to receipt of license or certificate unless the occupation is an apprenticeable trade. Current licenses, registrations, and/or certifications shall be maintained as a requirement for teaching courses in the respective occupation.

(4) For all other occupations and/or trades in business and industry that do not meet the above noted requirements, the minimum work experience in the field for an instructor shall be a minimum of three years, equivalent to three years employment in the occupation/vocation/trade to be taught.

(5) Truckee Meadows Community College reserves the right to employ individuals as instructors who do not meet the above qualifications but who possess unique skills and talents as certified technicians, artists-in-residence, scholars-in-residence, or researchers-in-residence that contribute to the College's ability to meet its mission and goals.

Related Instruction Requirements

(1) Professional personnel assigned as an instructor for block instruction to meet the requirements for related instruction areas (Communication, Human Relations, Computation) for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, shall hold a master's degree in the specific field of related instruction to which they are assigned, or a bachelor's degree with a minimum of 15 semester credit hours in the discipline at the upper-division level.

(2) Curricula containing embedded instruction in the three related instructional areas must have *clearly identified content* that is pertinent to the student's program of study. The program must have Academic Standards and content Department Chair approval for the embedded content. This instruction shall be provided by faculty who meet the qualifications noted in Criteria 1, 2 or 3 above.

Part-time and Adjunct Faculty

Part-time and adjunct faculty shall meet the foregoing qualifications as to degrees from an accredited institution, academic background, and professional experience, to carry out their teaching assignment and/or other prescribed duties in accord with the mission and goals of Truckee Meadows Community College.

Certification of Qualifications

(1) Candidates selected for interview for full-time and part-time positions shall provide an unofficial transcript with their application to the Office of Human Resources. Upon offer of employment, the candidate shall provide an official transcript to the Office of Human Resources within 15 days after signing their contracts.

(2) The Screening Committee shall be responsible for the verification of qualifications necessary to meet the general requirements for employment and the specific requirements for open positions as described in official position posting notices.

(3) The Associate Dean of Extended Day will maintain applicant pools for all part-time positions. Assistant deans/directors/department chairs seeking teaching applicants for specific courses will draw from this pool in accordance with TMCC's Affirmative Action Plan. The Deans/directors/department chairs have the responsibility to determine which candidates meet the specific qualifications needed for their areas. The Instructional Deans notify the Vice President of Academic Affairs each semester of the part-time applicants being considered for teaching who do not meet the minimum requirements. These applicants are "emergency" hires for one semester only. The Instructional Dean will provide appropriate supervision, training and monitoring.

Revision approved by: John A. Richardson Date: 2.23.00
John A. Richardson, President

Policy originally adopted July 1, 1997
Revised February 2000

Faculty Quals #5

APPENDIX L

- PROGRAM REVIEW PROCEDURES

PROGRAM REVIEWS
May 1998

Program reviews cover three levels of efficiency and accountability. The information gathered will help TMCC monitor institutional effectiveness and encourage continuous improvement in the instructional program* areas. The following paragraphs are a brief description of the three levels. Additional materials may need to be added for the different levels.

Level I and Level II Program Reviews are developed using college resources. The instructional dean oversees the activities not covered by the Institutional Effectiveness and Research Office (I. E. & R.). Level III Program Reviews are more in depth and require substantially more information and time. Level III reviews should be written by an outside consultant, preferably one who is employed in the same or a related field at another community college. The instructional dean for that program area will still have the responsibility for providing some information for the consultant.

Level I, Program Information/Data

The objectives of Level I are to provide faculty and administration with enough data to assess effectiveness and efficiency of the programs on an annual basis for planning and budgeting. The report consists of basic numerical data such as enrollment, FTE, grades, faculty, trends, efficiencies and other information needed to make program decisions. The data will be compiled annually by the I. E. & R. offices and forwarded to the instructional dean. (See page 7 for an outline of the data in "Factors for Program Vitality.) This information is used for a program self-assessment that will assist the dean and chair in making program decisions relative to staffing, scheduling and budgeting.

If the program uses both contact and credit hours, cost accounting information will be calculated both ways. The "statistical measures" and "budgetary factors" information from the "Factors for Program Vitality" will be available on the network. Information will be supplied each fall from the previous year. Since this is a self-appraisal document, it is used for division planning and is not presented to Academic Standards or other groups unless requested by the dean or a vice president, or a specially appointed ad hoc committee appointed by the Leadership Team to review all programs.

*Program is defined as a unit of academic instruction e.g. a discipline, a set of courses (Honors, developmental, etc.), a certificate or a degree.

Level II, Review for Program Enhancement

The objectives of Level II are to provide more in depth information if strengths and weaknesses show trends that need to be addressed prior to the four-year System review cycle. This review is to provide a more in depth analysis of the program, identifying how the program relates to the mission, strategic college goals, and identifying additional support needed to improve any employment trends or program trends that show reduced effectiveness or productivity. The following reasons could be triggers for such a review:

- Data from Level I
- Length of time since last review
- Staffing changes e.g. retirements
- Cost factors
- Local employment trends
- Erratic enrollment patterns
- Changes in transfer program requirements
- Change in curriculum because of industry needs

In addition to the data from the Level I review, the faculty in conjunction with the dean supply responses to the program vitality indicators shown as "other measures" from the Factors for Program Vitality Form as listed on page 10. The report is forwarded to the appropriate committees or teams along with initiative recommendations for program improvement. The Level II review would be used internally within the Division and shared with Academic Standards, the deans, and the Leadership Team. Recommendations for enhancements or improvement may be submitted at any of the presentations. Academic Standards and any others participating in the Level II review are expected to make recommendations for improving the program. The Level II review is initiated by the chair or instructional dean.

Academic Standards is charged to review the discipline/program in light of its mission and goals and determine:

1. The need or importance for the program
2. The institutional support given to the program
3. The quality of the teaching and learning
4. The success of the students
5. The degree to which the program promotes general education
6. The cost effectiveness of the program

The Academic Standards report will be forwarded to the deans and Leadership Team. The report should include:

- The mission and goals of the program in light of the college's mission and goals
- A list of changes over the past four years

- A list of strengths and concerns for each item in the charge
- A recommendation for each concern that describes an improvement strategy
- A statement as to how this improvement strategy will improve quality/productivity

A copy of the Level II Program Review and the Academic Standards report will be on file in the instructional dean's office, I. E. & R. office, appropriate vice president's office, and the library.

Action Plan

An "Action Plan" will be developed under the direction of the instructional dean. A timeline and reporting schedule will accompany the Action Plan. The Action Plan will:

- Describe the actions to be taken (changes needed to enhance the program with budget estimates
- Assign responsibility for the plan
- Designate a timeline with interim reports
- Bring closure to the process with an addendum to the report

Academic Standards, the instructional dean, and Leadership Team will monitor the Action Plan. Accomplishments as a result of the Action Plan will be submitted with the next Level I report to Academic Standards, deans, and Leadership Team.

Level III, Review of Program for UCCSN Cycle or for Program Retention

The objectives of Level III are two-fold: one, provide the program review information for the System on our four-year cycle; and/or, two, provide a comprehensive review of the entire program for assessment of program viability if the program completed a Level I or II review and showed unfavorable trends. The additional information will be used to determine if it is feasible to maintain the program. The Level III program review may be requested the year following a Level I or II review even though the program may not be listed for the System review that year.

If the Level III review is done for the System cycle, the dean and/or chairs (?) will complete the Action Plan (Program Improvement Plan) for viable programs. Budget initiatives should support the changes recommended by the review.

A program may be targeted for a Level III review based on (but not limited to) any of the following criteria:

- Declining enrollment trends that are statistically significant
  - Greater than overall college declines
  - Resistance to discipline efforts to change decline
  - No logical explanation

- Decreasing level of essential resources necessary for the program including:
  - Equipment
  - Facilities
  - Space
  - Finances

- Key staff members are no longer available

- A sudden change in any of the above criteria

The evaluation will also consider:

- Number of students graduating

- Employment trends

- Level of student interest as determined by trend of students selecting program code

Process for Selecting Programs for Level III Program Review

1. If one or more of the selection criteria are evident to the division chair and/or the instructional dean as a result of Level I, Program Information Data, they will determine the advisability of requesting a Level III review.

2. The instructional dean will discuss the criteria with the academic vice president and a decision will be made regarding the need for a Level III Program Review.

3. The Academic Standards Committee and any other groups identified will assess the Level III Review.

Academic Standards is given the charge and expected to file a report that reviews the program and as it is and makes recommendations for terminating, changing or continuing with a Level III review to improve the program.

The Program Review Report

The instructional dean, chair, or program faculty will be responsible for the Level III program review report. The instructional dean is authorized to hire a consultant to write the final draft of the report. The outline provided for the System report will be addressed in Part I; in addition Part II will include information related to other efficiency factors. Pages 8 and 9 provide the basic outlines.

The report to Academic Standards, deans, and/or Leadership Team should include:

- The mission and goals of the program in light of the college's mission and goals
- Trends—past and those expected in the future
- A thorough analysis of the need for the program from an employability standpoint as well as an enrollment perspective.
- An analysis of the effect on the college including: human resources, equipment on hand, impact on other academic disciplines and support services as well as the effect on the budget.
- Availability of programs elsewhere and/or the possibility of creating an articulation agreement (1+1 program) with another community college.

A complete report will be on file in the library as well as in the offices of the appropriate vice president, and the instructional dean.

Report Path

1. If the Level III program review report is the four-year cycle report for the System, after the presentation to Academic Standards and any other committees, the person responsible for drafting the report will prepare the two page summary that include feedback from Academic Standards and any other groups. The instructional dean's office will forward the report and summary to the Vice President of Academic and Student Affairs.

2. If the Level III program review report was triggered by one or more indicators cited earlier, the instructional dean or his/her designee will present the results to Academic Standards, deans, and Leadership Team. The instructional dean will be responsible for developing an "Action Plan" and assisting in the selection of a "Resolution Team" The "Resolution Team" is comprised of individuals from Academic Standards, Senate, deans and Leadership Team.

3. A timeline and reporting schedule will accompany the Action Plan that will be monitored by the Chair and the appropriate instructional dean.

4. Final recommendations will come from the recommendations made by the "Resolution Team" to Academic Standards who will analyze and refine the recommendations. If the initial program went through a Board of Regents approval process, these recommendations will go through the instructional dean,, deans, Leadership Team before being forwarded to the System and Board of Regents. If the program didn't require Board action, the report will go to the Leadership team and a final decision will be made and reported.

Action Plan

The Action plan will be monitored by the instructional dean and the chair of the appropriate area. It will:

- Describe the actions to be taken
- Assessing responsibility for the plan
- Designate a timeline with interim reports as needed
- Bring closure to the process with an addendum to the report.

Operational Components

The Offices of Institutional Effectiveness & Research will assist in the following ways:

- Provide the "statistical measures" data and most of the information for "budgetary factors"

The Vice President of Academic Affairs Office will:

- Maintain the four-year cycle for all degree programs (System)
- Notify instructional deans of reviews due that year and coordinate review presentations with Academic Standards
- Prepare summary report for the Academic and Student Affairs/System
- Maintain the four year cycle for all disciplines, series of courses, or certificates

Instructional deans, chairs, or faculty will be responsible for the following:

- Deans, chairs, or program faculty will supply information on equipment, labs, space, library support or LRC support and any other costs not readily available to the I.E. & R. offices and prepare the program review reports for Levels II and III.
- Deans, chairs, or program faculty will prepare Level II reports and present the reports for Levels II and III to Academic Standards and any other groups such as deans and/or Leadership Team.
- Instructional deans oversee the Action Plan component for Level II and the Program Improvement component for the Level II reviews.

PROGRAM REVIEWS

Factors for Program Vitality

LEVEL I

Statistical Measures

- FTE growth (if applicable) over 5 years
- Number of declared majors
- Current enrollment—full time and part time
- Number of graduates/number of placements
- Class size
- Grade distribution
- Credit hour production
- Efficiency rate (how many FTE for number of instructors—how many credits are generated vs. how many could be generated
- Persistence or retention rates

Budgetary Factors

- Operating budget
- Full-time faculty
- Part-time faculty
- Instructional Aids or Teacher Aids
- Equipment (replacement/rotation schedule/repairs)
- Space allocation
- Labs
- Library support/LRC/Distance Ed

LEVEL II

Other Measures

- Active advisory board
- Competency-based/outcome based curriculum
- Quality/Value added—employability skills, work ethic
- Seven step Program/Learner Outcomes report
- Internship/Co-op component
- Articulation (WCSD/UNR/other)
- Availability of instructors
- Local/state/national employment trends
- School-to-Careers components
- Certifications/licensing requirements & outcomes
- Student/employer satisfaction & employability
- Current needs assessment or curriculum validation through industry
- Course & instructor evaluations
- Times and locations of courses scheduled allow for flexibility
- Special accreditation for program

(Rating scales may be developed for Factors for Program Vitality.)

LEVEL III

PROGRAM REVIEW REPORT FORMAT

Prepared by the Office of Planning and Development

Program reviews for all degrees are required by the Board of Regents. Internal reviews of those programs not resulting in a degree or a certificate were initiated by Truckee Meadows Community College's Office of Academic Affairs.

The Chancellor's Office has specified the five main areas, those identified by Roman numerals, that must be included in the annual Level I program review report. The criteria is established in the Code and in the UCCNS Strategic Directions. ALL ITEMS MAY NOT BE APPROPRIATE FOR ALL PROGRAMS.

Results of the review process are an important component of the academic planning process, and should be used to assure the best possible programs are being provided at Truckee Meadows Community College.

PART I

Approved by Senate 11/92

I. Quality of Programs

- A. Curriculum
  1. Global perspective
  2. Critical thinking/problem solving
  3. Comparison with other colleges
  4. Competency-based
  5. Writing across the curriculum
- B. Faculty
  1. Workload
  2. Staff development
  3. Teaching excellence
  4. Learning styles/delivery techniques
- C. Students
  1. Advisement
  2. Student support services
  3. Diversity
  4. Classroom excellence
  5. Opinionnaires
- D. Advisory/Technical Skills Committee
- E. Accreditation Reports

II. Need/Demand

- A. Community needs
- B. National job market

C. Recruitment
D. Growth pattern

III. Relation to Mission

A. Focus of Program in Light of Mission Goals

IV. Student Outcomes

A. Follow-up Studies
B. Employer Surveys
C. Retention Rates
D. Transfer Rates
E. Test Results
F. Licensure Statistics
G. GPAs
H. Placement Rates

V. Quality and Adequacy of Resources

A. Non-traditional Delivery systems
B. New Instructional Technology
C. Library
D. Space
E. Budget
F. Equipment

PART II

I. Need for the program:
   A. Enrollment information (by course)
   B. Employment opportunities (local openings, number of interns, etc.)
   C. Transfer options (if appropriate)
   D. Historical trends
   E. Future trends

II. A cost/benefit analysis
   A. Human resources
   B. Income versus cost of the program
   C. Current equipment and supplies
   D. Equipment update needs

III. Effects on college
   A. Enrollment in supporting disciplines
   B. As a feeder for other programs
   C. Show cause for maintaining program

LEVELS II AND III
ACTION PLAN

The format for the Action Plan consists of the following major components:

I. Future Industry and Program Direction
   A. Two Year Goals
   B. Five Year Goals
   C. Estimated Changes in Personnel
   D. Estimated Costs of Equipment
   E. Additional Space Needed
   F. Estimated FTE Generation
   G. Estimated- Additional Costs Per Year

II. Curriculum
   A. Related Instruction
   B. Embedded Curriculum
   C. Course/learner outcomes (linked to learner/program outcomes)
   D. Additions, revisions and/or deletions of related instruction that will be necessary

III. Equipment Needed to Support Changes
   A. List of equipment needed to implement program changes shown in Section I.
   B. To assure that equipment is current and readily available, identify possible vendors and anticipated delivery time.
   C. List room number(s) where new equipment will be used or housed. If additional space will be required, attach implementation plan.
   D. Identify all installation needs. (i.e. wiring, plumbing, lighting, compressed air, etc.)

IV. Five Year Program Planning Guide

Based upon program changes, equipment and retraining needs, outline the program objectives for the next five years. Prioritize as necessary.

Approved by Academic Standards May 8, 1998

APPENDIX M

- PROFESSIONAL ADVANCEMENT PLAN APPLICATION
- MERIT CONSIDERATION FOR FACULTY AT TOP OF PAY SCALE
- EMPLOYEE DEVELOPMENT TRAINING DAY

TRUCKEE MEADOWS COMMUNITY COLLEGE
Professional Advancement Plan Application

Notice of Intent and Application for Program Approval for salary schedule movement.
PROGRAM (circle one): Bachelors, Associate Plus Hours, Associate Plus 60 Credits, Masters, Bachelors Plus Hours, Bachelors Plus 30 Credits, Masters Plus 30 Credits or Equivalent, Bachelors Plus Hours, Bachelors Plus 60 Credits or Equivalent, Doctorate (see Code for specifics, 4:3:23)

Starting Date:_____ Anticipated Completion Date:_____

Submit your "Professional Advancement Plan" to your Department Chair and explain how your program or courses are related to your discipline OR will enhance your skills OR will provide benefit OR will enhance your specific assignment with TMCC . **It is also understood that for a course, only a grade of C, P, S, or better OR official verification of course completion will be recognized. An official transcript or official verification of course or contact hour completion must be submitted upon completion to the Human Resources Department with a copy to the Department Chair.**

•**DEGREE PROGRAMS**: *Step 1:* Faculty member submits written formal request to HR, identifying anticipated program and program completion date. HR then forwards to appropriate VP or Dean for review. *Step 2:* Request is signed by appropriate VP or Dean and a formal agreement is written. *Step 3:* Agreement is signed by the faculty member. *Step 4:* Once signed, the agreement becomes validated. *Step 5:* Upon successful completion of degree program, faculty member submits official verification to HR for official personnel file (If completed, go to *Step 7*). *Step 6:* If the degree program is not completed in the anticipated time frame, a review of the completed work is submitted by faculty member to the Department Chair for future movement on the salary schedule. *Step 7:* President signs off before salary movement occurs. New salary takes effect at the beginning of the next academic year unless otherwise approved by the President. Submit pages 1-4.

•**CREDIT COURSE WORK**: *Step 1:* Faculty member submits written formal request to Department Chair. *Step 2:* Department Chair forwards recommendation to Professional Standards Chair and/or Faculty Senate Chair or designee and then to appropriate VP or Dean. *Step 3:* Within 20 working days, the appropriate VP or Dean notifies faculty member of approval or non-approval. *Step 4:* Upon successful completion of agreed upon course work, faculty member submits official grade verification to H R for official personnel file. *Step 5:* When all approved courses toward required credits are completed, faculty member notifies HR in writing and submits official transcripts for audited review by HR. *Step 6:* President signs off before salary movement occurs. New salary takes effect at the beginning of the next academic year unless otherwise approved by the President. Submit pages 1-4.

•**OCCUPATIONAL COURSES**: *Step 1:* Faculty member submits written formal request to Department Chair. *Step 2:* Department Chair forwards recommendation to Professional Standards Chair and/or Faculty Senate Chair or designee and then to appropriate VP or Dean or designee. *Step 3:* The appropriate VP or Dean or designee notifies faculty member of approval or non-approval in time to meet registration deadlines. *Step 4:* Upon successful completion of individual contact hour courses/workshops/institutes, faculty member submits official verification to H R for official personnel file. *Step 5:* When all approved courses reach contact hours required for advancement, faculty member notifies HR in writing and submits official verification or documents for audited review by HR. *Step 6:* President signs off before salary movement occurs. New salary takes effect at the beginning of the next academic year unless otherwise approved by the President. Submit pages 1-4.

Professional Advancement disputes, such as Appeals of Denials, are reviewed by "Faculty Senate Committee for Professional Advancement."

Print Your Name _____ Department _____ Your Signature _____ Date _____

TRUCKEE MEADOWS COMMUNITY COLLEGE
PROFESSIONAL ADVANCEMENT PLAN

1. NAME: _____

2. DEPARTMENT/DIVISION: _____

3. CURRENT PLACEMENT ON SALARY SCHEDULE: _____

4. PLANNED PROGRAM (Check one):

( ) Column 1 Less than a Bachelors
( ) Column 2 Associate Plus 60 cr. or 900 hrs.
( ) Column 2 Baccalaureate
( ) Column 3 Baccalaureate Plus 30 cr. or 450 hrs.
( ) Column 3 Masters
( ) Column 4 Baccalaureate Plus 60 cr or 900 hrs.
( ) Column 4 Masters Plus 30 cr. or 450 hrs.
( ) Column 5 Earned Doctorate
( ) Column 5 Other (Special permission of President And Regents)

NOTATIONS

The following degrees are not available in my specialty:

___ A.A./A.S.
___ Baccalaureate
___ Masters
___ Doctorate
___ Other

5. PLANNED ACTIVITY/PROGRAM RATIONALE (If necessary, attach additional pages):
Rev. 160 (11/96), Title 4, Ch 3, and Revision (1/15/99).

_____

_____

_____

_____

_____

_____

_____

6. COLLEGE, UNIVERSITY OR AGENCY OFFERING THE PROGRAM/CERTIFICATE ETC.: _____

7. ACCREDITATION/SANCTIONING BODY: _____

8. IF NOT SELF-EVIDENT, SUBMIT PROGRAM'S RELATIONSHIP TO PROFESSIONAL RESPONSIBILITIES: (Please attach a separate page describing your rationale)

9. **DESCRIPTION OF THE PROGRAM/COURSE WORK**:

COURSES	#CR (if applicable)	CMPLTD	IN PRGS	NEEDED

1) Course Description

2) Course Description

3) Course Description

4) Course Description

5) Course Description

6) Course Description

7) Course Description

8) Course Description

9) Course Description

10) Course Description

TRUCKEE MEADOWS COMMUNITY COLLEGE
PROFESSIONAL TRACKING FORM

The following courses have been through the appropriate offices as noted below and have been approved according to the College guidelines:

NAME OF APPLICANT
PROPOSED PROGRAM (Attach additional pages if necessary)

RECOMMENDING SIGNATURES		
1.	Department Chair/Coordinator/Director **This signature is needed prior to presentation to Professional Standards**	Date
2.	Professional Standards Chair **and/or**	Date
3.	Faculty Senate Chair	Date

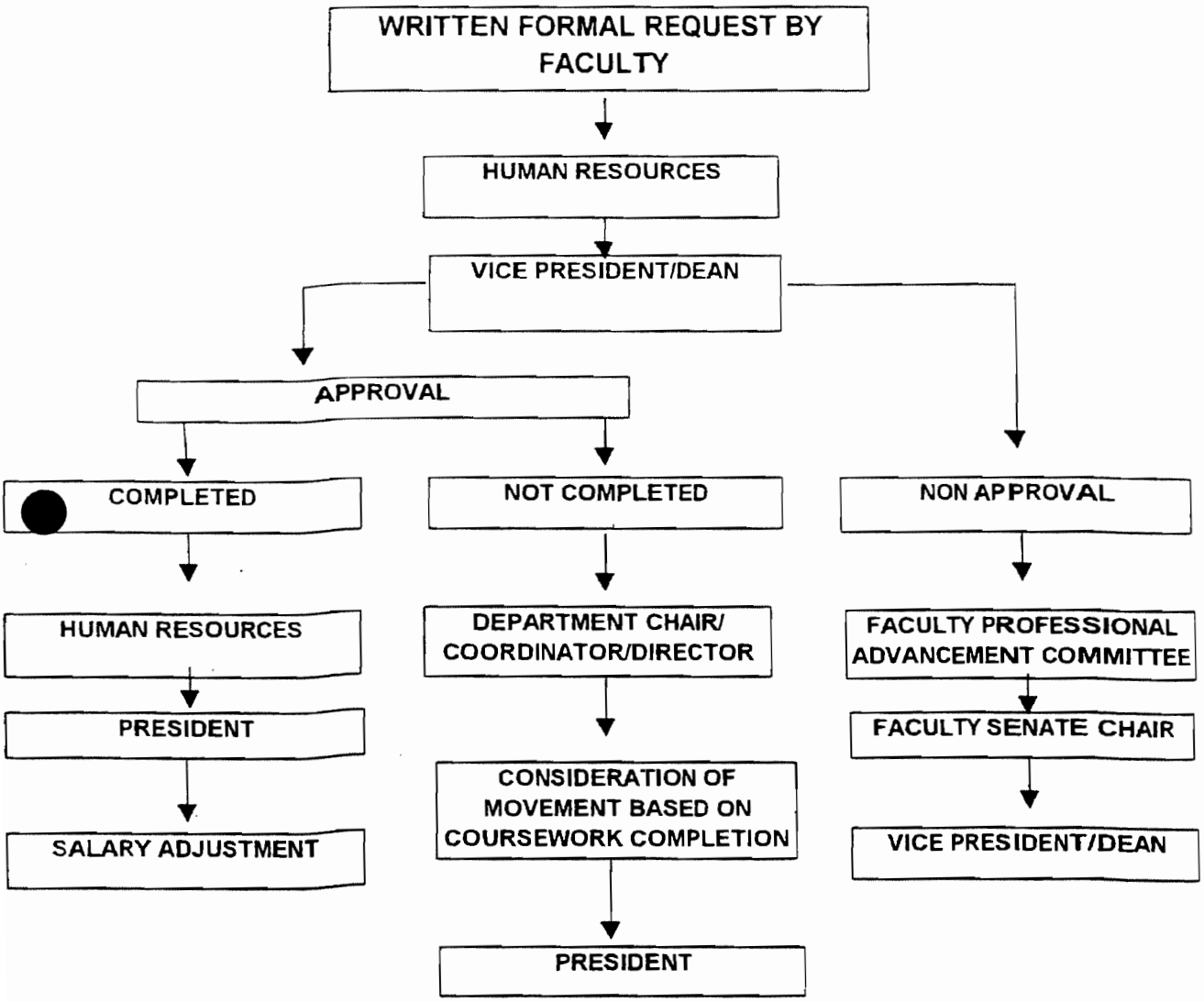
APPROVED ☐ **NOT APPROVED** ☐

Vice President or Dean — Date

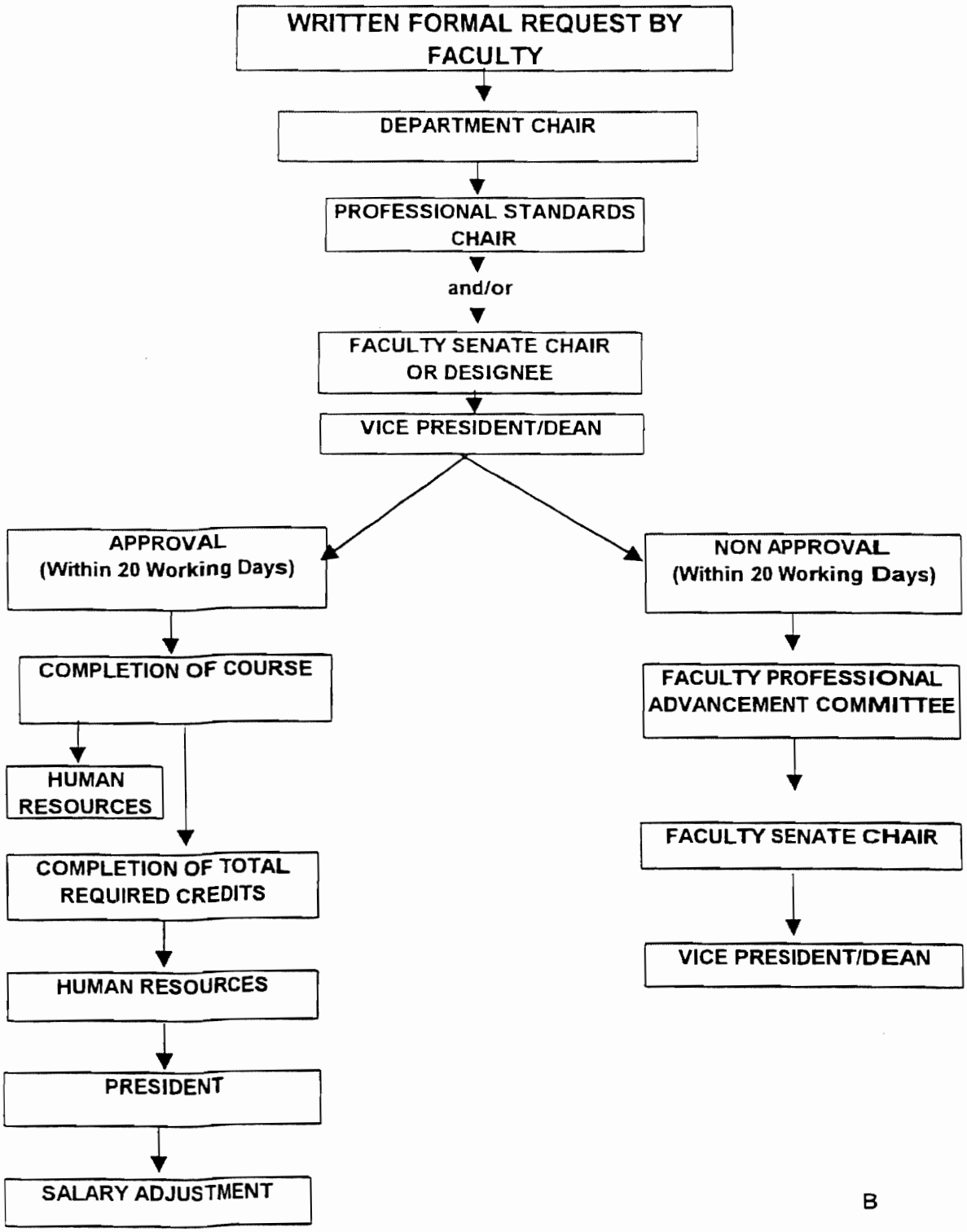
FINAL APPROVAL FOR SALARY MOVEMENT	
President	Date

Original to Human Resources
One signed copy to: Professional Standards Committee and Faculty Senate Chair, Department Chair, Dean or Vice President and Applicant.

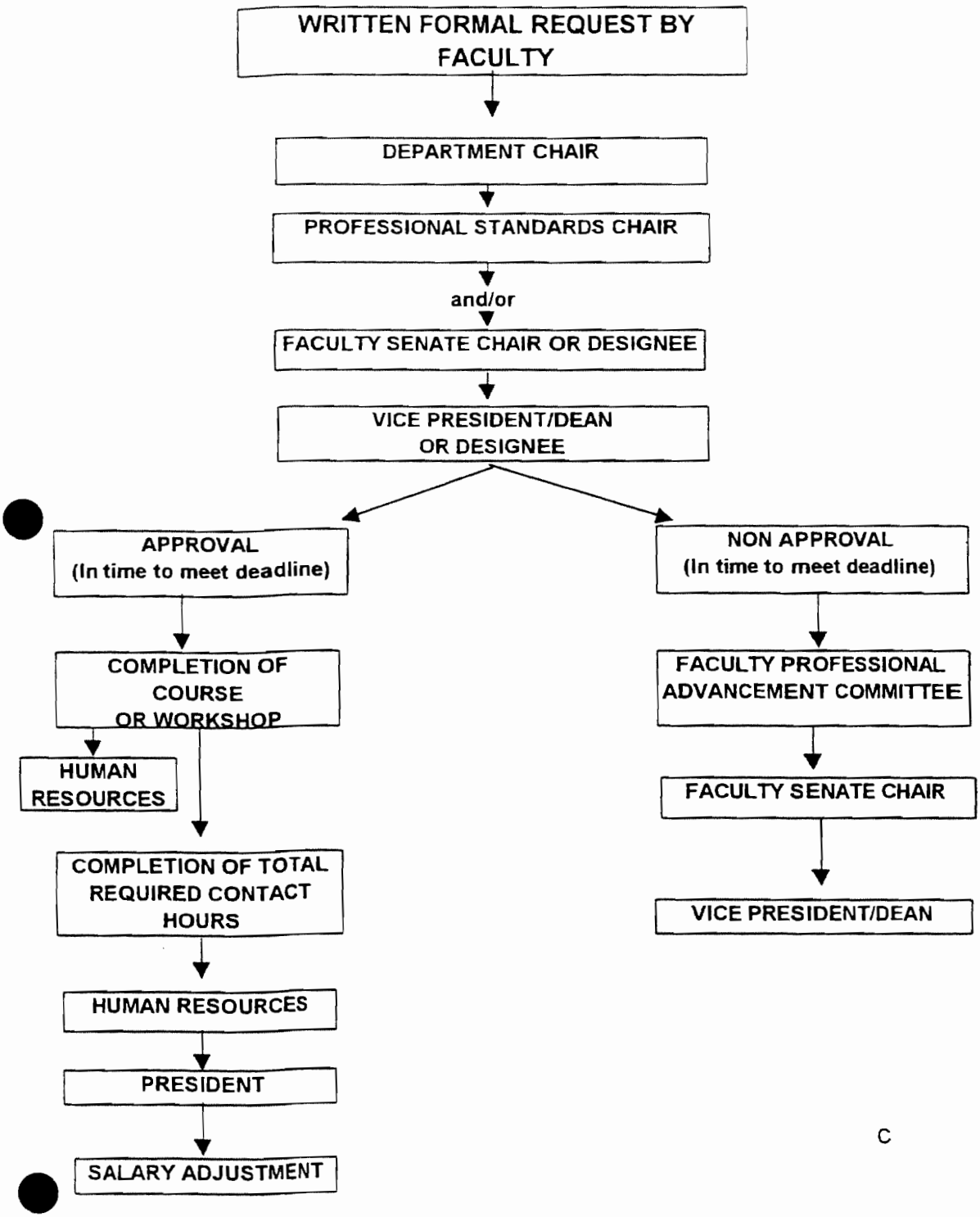
DEGREE PROGRAMS



CREDIT COURSE WORK



OCCUPATIONALLY RELATED COURSES



C

May 8, 2000

TO: Faculty

FROM: Dr. Richard F. Brand
Vice President for Academic Affairs

SUBJECT: Criteria/Processes in Merit Consideration for Faculty at the Top of Salary Range

TMCC MERIT PROCESS

FACULTY AT THE TOP OF THE UCCSN SALARY SCHEDULE

Any member of the TMCC faculty wishing to be considered for a merit increase once he or she has reached the top of the salary schedule should follow the guidelines below. Faculty Senate Chair Bill Newhall has furnished the following criteria for merit consideration for faculty at the top of the salary range.

1. **Principle**

All faculty should be eligible for consideration for legislatively approved increases in salary earned through meritorious performance. Consideration should be based upon performance evaluation.

2. **Policy Criteria**

The following criteria will be incorporated in campus policies by which faculty at the top of their salary range may be considered for merit awards:

2.1 Performance evaluation should demonstrate an excellent yearly rating, not merely satisfactory performance, for the current academic year.

2.2 Identification of recipients should be highly selective, but it should not be based upon a quota (proportion of eligible recipients), nor should recipients be rotated among those eligible.

3. **Process**

Each redlined individual will be contacted by Human Resources and asked if they want to be considered for a salary step increase.

3.1 If they choose consideration then they will be required to present in their annual plan evidence of faculty leadership in the form of any of the following:

3.1.a Institutional participation such as chairing a Faculty Senate committee.

3.1.b Faculty leadership participation such as holding office in a professional

association.

3.1.c Community leadership participation

3.1.d Leadership in the faculty member's primary job area. For example, instructional faculty might demonstrate leadership in new curricular or program development, curriculum renewal, instructional techniques, or other scholarship related to teaching. They might also demonstrate leadership in these types of areas in working with other faculty.

The maximum amount available for merit increases is 2.5% of the total of the current fiscal year's salaries of those eligible for consideration. Awards are only for one contract year and faculty must reapply for consideration in order to continue to receive an award.

In order to be considered for faculty merit, please prepare a detailed letter describing your excellence in teaching, counseling, or library service, scholarly contributions and community service. The candidate may attach any documentation, i.e., publications, campus contributions, community contributions and services (curriculum input and equipment contributions), student evaluations, etc., which the candidate feels will support his or her application. The letter and attachments shall be submitted to the Director of Human Resources by **May 15**. The period for consideration for meritorious performance is the current academic year. This merit increase will be effective July 2000.

Those of you who wish to apply for consideration, please try to furnish the committee with as much detail/documentation as possible. This decision must be made from the documentation furnished in order to be fair to all concerned.

The letter of application will be reviewed by a committee consisting of:

Co-Chairs:

The Vice President for Academic Affairs and the Faculty Senate Chair

Committee:

Two tenured faculty who are not applicants for consideration appointed by the Senate Chair from the Salary and Benefits Committee.

One administrator appointed by the Vice President for Academic Affairs.

To ensure continuity, the members will be on staggered terms.

Ex-Officio (non-voting):

Director of Human Resources

Anyone with questions, please call.

Thanks.

Dick

BACK TO SCHOOL

TRAINING DAY

SCHEDULE

Truckee Meadows Community College
August 23, 2000

START TIME	WORKSHOP	FACILITATOR	LOCATION
All Day 8:30 – 5:00	Distance Education Orientation & Training	TW Landis	**SIER 100**
	Smart Classroom Orientation & Training	Phil Kowalski	**SIER 204**
8:30 – 9:30	It's Cool to be in Compliance (FERPA)	Susie Askew Admission & Records	**SIER 105**
	Classroom Assessment Techniques	Elena Bubnova	**SIER 117**
	Web Publishing at TMCC	Cal Anderson	**SIER 111**
8:30 – 10:30	The Many Faces of Anger	Michael Freida, MS Counseling	**VSTA B206**
9:00 – 11:00	Teaching to a Multi-Cultural/International Classroom	Cheryl Woehr	**SIER 116**
9:45 - 10:45	College Etiquette	Kitty Jung	**SIER 105**
	How to Use the Technology in Your Office	Chris Winslow	**SIER 111**
	New Book Catalog, Full-Text Journal Databases, Collection Development, and Web Page Design	Library Staff	**Library**
	How Pushing Papers Leads to Student Success	Susie Askew, Mona Concha-Buckheart Kathy Lucchesi	**SIER 115**
9:45 – 11:15	LEAP Faculty Training	Mich Glazier	**SIER 117**
11:00 – 12:00	How to Strengthen Advisory Boards	Phil Johncock	**RDMT 333**
	Web Publishing at TMCC	Cal Anderson	**SIER 111**
11:00 – 12:00	WIDS Overview	Martin Bauer	**SIER 110**

START TIME	WORKSHOP	FACILITATOR	LOCATION
12:15 – 1:15	**"The Future of UCCSN and TMCC through the eyes of Governor Kenny Guinn**	**President John Richardson**	**SIER 108**
1:30 – 2:30	Time Management for Faculty	Dave Hansen Assistant Vice President UNR, Student Development	**VSTA B206**
	It's Cool to be in Compliance (FERPA)	Susie Askew Admission & Records	**SIER 105**
	Need Money? Grants, Mini-Grants & Faculty Stipends	Phil Johncock	**RDMT 333**
	Web Publishing at TMCC	Cal Anderson	**SIER 111**
1:30 – 3:00	Teaching Technologies & Student Centered Instruction	Fred Lokken	**SIER 110**
2:45 – 3:45	Professional Portfolios for Students, Instructors and Staff	Mike Rainey Martin Bauer	**SIER 105**
	How to Use the Technology in Your Office	Chris Winslow	**SIER 111**
	New Book Catalog, Full-Text Journal Databases, Collection Development, and Web Page Design	Library Staff	**Library**
	Service Learning: Hands-on Learning with a Bonus!	Charlotte Cox	**RDMT 333**
2:45 – 4:15	Developing Outcomes Assessment	Elena Bubnova	**SIER 117**
3:30 – 5:30	Teaching to a Multi-cultural/International Classroom	Cheryl Woehr	**SIER 116**
4:00 – 5:00	Web Publishing at TMCC	Cal Anderson	**SIER 111**
4:00 – 5:30	Teaching Technologies & Student Centered Instruction	Fred Lokken	**SIER 110**
6:00 – 9:00	"Making Time Work For You"	Dave Hansen Assistant Vice President UNR, Student Development	**SIER 108**

APPENDIX N

- MULTICULTURAL DIVERSIFICATION WORKSHOPS AND EVENTS

1999/2000 MULTICULTURAL DIVERSIFICATION WORKSHOPS AND EVENTS

WORKSHOP	NUMBER ATTENDED
1. Affirmative Action – Friend or Foe	60
2. In Honor of Women's History Month Topic: Diversifying the Workforce: Career Opportunities Speaker: Susan Nelson, Regional Representative Wells Fargo Bank	40
3. Panel presentation. Topic: "Career Choices for Women of Color"	35
4. Diversity Training Homophobia in the Workplace	65

1998/1999 MULTICULTURAL DIVERSIFICATION WORKSHOPS AND EVENTS

WORKSHOP	NUMBER ATTENDED
1. Chicano Voices	120
2. Betting on the Future, AAFPE Conference Topic: Reaching Minority Students	60
3. Cultural Writers Workshop Presenter: Clarence Major, acclaimed author and poet.	70
4. St Patrick's Day Celebration Speaker: Irish Council, Dr. Bernard Brady	40
5. Appreciation of Latin American Music and Dance Presenter; Dolores Burnett	150
6. In honor of Latino/Hispanic Heritage Month Speaker: Dr. Emma Sepulveda	30
7. Sexual Harassment and Gender in the Workplace	40
8. EEOC Regional Office Presentation	40
9. Recruitment and Outreach Efforts to Diversify the The Workforce	80
10. Teaching to a Multicultural Classroom	35
11. Affirmative Action Plan and OFCCP Updates	45
12. Diversity in Religion and Its Impact in the Workplace	67
13. Hate Crimes and the Impact in the Workplace and Higher Education	70
14. Cultural Training for Tutors	15
15. Annual Multicultural Festival	1000

1997/1998 MULTICULTURAL DIVERSIFICATION WORKSHOPS AND EVENTS

WORKSHOP	NUMBER ATTENDED
1. One America in the 21st Century Open Forum	40
2. The Fair Way to Manage Diversity Topic: Reaching Minority Students	60
3. Black History Month Celebration Presenter: Senator Bernice Mathews	70
4. Black History Month Celebration Speaker: Professor Herb Green, UC Berkley	40
5. Chautauqua Presentation James P. Beckwourth Presenter: J. Holmes Armstead, Jr.	50
6. In honor of Native American Heritage Month Speaker: An evening with John LaFountaine, Storyteller And flute player	100
7. Homophobia in the Workplace	49
8. Violence in the Workplace	68
9. Smart Starts Diversity Training	23
10. Annual Multicultural Festival	1180

1996/1997 MULTICULTURAL DIVERSIFICATION WORKSHOPS AND EVENTS

WORKSHOP	NUMBER ATTENDED
1. Diversity and Culture Education for First Year Nursing Students	50
2. Diversity Workshop Topic: Native Americans: Values, Past, Present and Future	60
3. New Access to the Workplace: The Americans with Disabilities Act in Higher Education	70
4. Stages of Diversity Workshop	60
5. Black History Month Presentation Professor Wesley Brown, Playwright and Novelist	70
6. Documenting Discipline Diversity Workshop for Supervisors	50
7. In honor of Native American Heritage Month Speaker: Dennis Banks	100
8. Workforce Diversity: African American	70
9. Workforce Diversity: Asian American	69
10. Workforce Diversity: Native American	55
11. Discover the Essence of Tibet Presentation	88
12. Annual Multicultural Festival	1310

1995-1996 MULTICULTURAL DIVERSIFICATION WORKSHOPS AND EVENTS

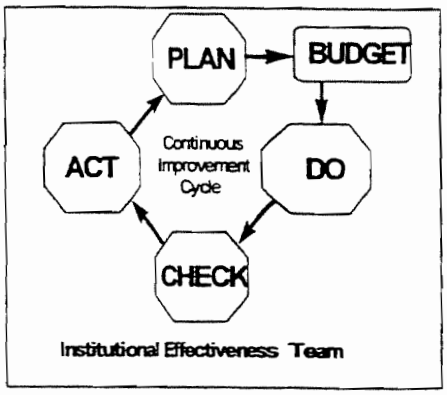
	ACTIVITY	ATTENDED
1.	Mentoring program for new faculty	65
2.	World Unity Festival	300
3.	Sexual Harassment Workshop for new faculty	28
4.	Multicultural Festival Event	400
5.	Hispanic Heritage Month	150
6.	Speakers Presentations	100
7.	Annual Speaker Series for Nursing Class	60
8.	International Poetry Reader - Ferne Davye -	300
9.	Sexual Harassment Classroom Presentation	35
10.	Bias, Prejudice and Stereotypes from the Media (Manogue High School)	45
12.	Sexual Harassment In the Workplace Workshop	30
13.	Affirmative Action Workshop -Past, Present and Future	30
14.	Alliance of Racial Minorities Annual Luncheon for new faculty and faculty hired at TMCC and UNR	50
15.	Dr. Martin Luther King Dinner	1500
16.	"Threads of Hope" presentation by Emma Sepulveda	20
17.	Black History Month Speaker Presentations	60
18.	Sexual Harassment Classroom Presentation	40
19.	Saint Patrick's Day Celebration	100
20.	Annual Minority Elderly Symposium - Sharing the Wisdom -	200

APPENDIX O

- **DESIGN TEAM MATERIALS**

PLANNING PROCESS

- The purpose of planning is to provide value to the implementation decisions. Thorough planning uncovers potential problems and discovers viable alternatives. Planning encourages the diversity of perception and opinion, which can yield an improved design.



- The primary goal of the planning process is to create a better and not necessarily a perfect solution. A common problem with planning is the tendency towards a paralysis through over-analysis.

- Each phase of the planning process must be completed in sequence with the proper authority to progress to the next phase. Too many planning processes consider the feasibility issues prior to identifying the requirements.

- Only forward movement through the phases should occur. At any time during the developmental process, the administrative manager may terminate the project (with the option of restarting a replacement project).

- Broad-based participation is encouraged throughout the process.

Identification Phase

Purpose: Introduce the needs and opportunities;
Document the history, values, missions, and goals;
Create a succinct written objective, which will provide focus throughout the development cycle.

Process: Establish a planning task force to manage the planning processes;
Present the project's objectives and background;
Design the project management responsibility matrix describing who is responsible for developing, supporting, reviewing and approving the processes and products.

Product: Conceptual Study

Timeline:

Requirements Phase

Purpose: Determine the resources necessary to effect change;
Conduct research to assemble relevant information.

Process: Identify and clarify the mission, goals, and values;
Research legislative and other mandated requirements;
Research other similar institutions;
Conduct a discrepancy analysis to describe the differences between the current structures and the desired structures; Conduct an organizational analysis to include personnel, fiscal, space, technologies, information flows, governance, and administration;
Conduct a operations/service capacity analysis.

Product: Requirements Study

Timeline:

Feasibility Phase

Purpose: Determine the internal/external controls, constraints and barriers;

Process: Assess the availability and adaptability of the required resources;
Assess the internal/external politics;
Conduct a preference modeling analysis to minimize constraints;
Conduct simulations which test major design requirements.

Product: Feasibility Study
Timeline:

Analysis Phase

Purpose: Create a portfolio of alternative designs.

Process: Integrate and optimize resources;
Analyze alternative designs in relation to the missions, goals, values, objectives, and unifying principles;
Develop alternative administrative plans;
Develop administrative flow procedures;
Simulate operational flow through alternative designs.

Product: Portfolio of Alternative Designs
Timeline:

Design Phase

Purpose: Select the best design.

Process: Prioritize the portfolio of alternative designs;
Select the best design;
Commit to the implementation of the best design.

Product: Design Study

Timeline:

Institutional Effectiveness & Research

DESIGN TEAMS

To Develop Our Communities' Diverse Human Potential

10/14/99

OVERVIEW OF A DESIGN TEAM

HISTORY

Continuous Quality Improvement is necessary in the planning process. The purpose of planning is to provide value to the implementation decisions. Thorough planning uncovers potential problems and discovers viable alternatives. Planning encourages the diversity of perception and opinion, which can yield an improved design.

In 1997 the Design Team concept was introduced. We started with approximately 30 design teams. Some teams were placed on hold or defunct because of uncontrollable circumstances. Currently, we have six active design teams; Seventeen teams completed their tasks. See the attachment.

PROCESS

Purpose

The purpose of a design team is to get as much value prior to making the decision, a commitment to doing something. The design teams look at all the issues and relate those issues to the mission of the College.

The design team template is the initializing process. This form makes each chair accountable and forces the team or college to allocate time and resources so that the activities be successful at different stages.

Once the design team is convinced to move forward, then the chair needs to convince the deans, Institutional Effectiveness, and Leadership Team.

Reports

The first phase of the planning process goes into the Conceptual Study. Basically this is the purpose of the team. Requirement Studies are considerations. A Feasibility Study determines the internal/external controls, constraints and barriers. The Design Study is where individuals can make recommendations to be consider by the team. Once this done, the Design Team is complete. At this point it, the outcomes of the team would go through the stages of adoption or implementation. The final report goes to the deans, Institutional Effectiveness, and to Leadership Team for final decision.

The planning process consists of five phases. The first four is the responsible of the chair. The fifth phase is the decision-making. Once the planning done, the next stage is the implementation process. The administration will handle the implementation process.

Office Responsible for Documents

All information such as agendas, minutes, and reports regarding design teams is housed in the office of Institutional Effectiveness and Research, Rm. 212 RDMT.

Completed

- Assessment, Advisement, Placement, Remediation and Outcomes
- 1999 National ATEA Conf.
- Campus Photocopying
- Catalog
- Dental Hygiene Program
- Distance Education
- Faculty Advancement
- Faculty Evaluations
- Campus Food Service
- LEAP Program
- Outreach Reach – Phase I
- OTM Career Center
- Parr Course
- Program/Learner Outcomes Assessment Review (PLOAR)
- TMCC Technical Institute
- Student/Staff Universal Identification/Access Card
- Campus Diversity

Current

NAME OF DESIGN TEAM	CHAIR PERSON	PURPOSE
Classroom Scheduling	Brand	To develop a more effective scheduling plan for all classes and classrooms beginning in Fall 2000. This will include the Edison and OTM campuses and all the other sites currently utilized.
Regional Technical Institute	Jim Welsh (WCSD) & David Keebler	Truckee Meadows Community College and the Washoe County School District will partner to design and operate a world-class Regional Technical Institute. The institute will provide the highest quality technical training and education in the region leading to high-skill, high-wage careers and regional economic development.
Library	Lindsay	To provide the plan and model of the library in 2005.
Outreach College Phase II	Rainey	To develop the organizational model for the Outreach college relation to the TMCC's mission, vision, goals, values. The team will oversee, monitor, and evaluate the Outreach college's annual and five-year plans.
Retention	Glazier	Informational – guide participants in steps to prepare literature for use in writing a grant for "Student Support Services" in the amount of $250,000.
Technical Institute Operations Quality Management	Ewing	To develop a total quality operations policies and procedures manual for the Technical Institute at Edison Way.

Truckee Meadows Community College

Institutional Effectiveness – Design Team Initiation Form

Design Team Name

Design Team Chair

Design Team Members

Design Team Purpose

Deliverables / Outcomes

Conceptual Study

Planning Objectives — Operations Objectives
Initiative Background — Planning Process
Timeline

Requirements Study (Determine the resources necessary to effect change)

Identify and clarify this initiative relative to TMCC's mission, goals, and values
Research legislative, Board or other mandated requirements
Research similar institutions
Prepare a discrepancy analysis between current and desired
Prepare an resource requirements analysis
Prepare an operation/services capacity analysis

Feasibility Study (Determine the internal/external controls, constraints and barriers)

Assess the availability and adaptability of the required resources
Assess internal/external politics
Conduct a preference modeling analysis to minimize constraints
Conduct simulations which test major design requirements

Design Study (Create a portfolio of alternative designs)

Analyze alternative designs in relation to TMCC's mission, vision, goals and values.
Prepare a costs/benefits analysis for each design (budgets, personnel, space, hours, capacity, etc)
Develop customer and operations flow procedures
Simulate and test alternative flow procedures
Recommend the best design

Preliminary Time Line

Forming the Team
Conceptual Study Report
Requirements/Feasibility Studies Report
Design Study Report
Institutional Effectiveness – Leadership Team Approval
Construction – Renovation
Operations

Vice President Signature ***Date***

Chair Institutional Effectiveness Signature ***Date***

APPENDIX P

- EXECUTIVE SUMMARY—1997-2004 COLLEGE STRATEGIC PLAN
- EXECUTIVE SUMMARY—ASSESSING INSTITUTIONAL EFFECTIVENESS
- EXECUTIVE SUMMARY—1997 FOCUSED INTERIM REPORT
- EXECUTIVE SUMMARY—INFORMATION TECHNOLOGY VISION

TRUCKEE MEADOWS COMMUNITY COLLEGE

COLLEGE STRATEGIC PLAN
1997 - 2004

EXECUTIVE SUMMARY

Truckee Meadows Community College has demonstrated a new focus on institutional planning over the past two years. The College has undergone significant philosophical and organizational changes during that period and now moves into an era in which more participatory planning will empower and drive budget-making decisions. The College has also successfully reversed a slowly declining enrollment through significant growth in the past two semesters, leading to a 13 percent increase in Full-Time Equivalents (FTE).

The College Strategic Plan demonstrates the commitment to the mission of the University and Community College of Nevada System (UCCSN). TMCC supports the six-fold mission of UCCSN with a variety of specific activities and initiatives. In addition to supporting the six-fold UCCSN mission, TMCC has also identified college-specific initiatives regarding students, policies and budgets.

The College Strategic Plan is organized into four chapters that address the major planning activities that occurred over the past two years. "Perspective" covers the background and trends. Major factors are:

- State supported programs grew substantially during the 1996-1997 year.
- The majority of TMCC's student population take fewer than 12 credits.
- Growth in the non-credit courses of Business and Industry, Community Services, workshop areas has continued to grow at a rapid rate.
- TMCC has expanded its partnerships with educational institutions as well as the business community.
- Support services for students are being used more extensively.
- Planning functions have fostered shared governance and continuous quality improvement concepts.

Chapter two, "Direction," identifies the campus-wide, planning activities. Concepts of shared governance planning were implemented with both internal and external participation. The steps taken for arriving at a mission, vision, and strategic goals are linked to the new organizational structure and community involvement. As these steps unfolded, the College identified the major challenges and opportunities it faced in a proactive planning process.

The "Analyses" looks at the challenges that the College faces in meeting the UCCSN six-fold mission. Directions that the College and UCCSN could take to improve each of the

six areas of the mission are included. These challenges address all aspects of community college education.

The last chapter "Action Plan - Initiatives" identifies how all college initiatives will be addressed by the four functional design teams: Instructional Effectiveness, Matriculation, Organization Development, and Outreach College. The initiatives identified in these four areas are the unit goals from all units on campus. Initiatives for the 1997-1999 Academic Master Plan will be identified, put in priority order, and recommended for funding through the Institutional Effectiveness Committee. Approval for the initiatives budget will come from the Planning and Evaluation Council.

Assessing Institutional Effectiveness

Executive Summary

"Assessing Institutional Effectiveness" is a historical, planning document that covers the College's development of mission, vision, strategic college goals, and institutional effectiveness planning. Linked to the strategic college goals is an Institutional Effectiveness Chart that identifies eight areas of inquiry: Access and Equity, Employment Preparation and Placement, College/University Transfer, Workforce Development, College/Community Partnerships, Cultural and Cross-Cultural Development, Instructional Effectiveness, and Resource Effectiveness. Each of these areas is supports by a number of performance indicators ranging from three to ten. Each performance indicator has a measure that will be used when comparing the data available for that indicator. Eleven of the 48 performance indicators from five of the eight Areas of Inquiry were analyzed from the 1996-97 data. This planning document is intended to support college efforts regarding accreditation efforts as well as general planing.

The document also addresses assessment and describes the steps taken over the past two years to identify the areas of "general education" that the institution selected to measure, the pilot project, and the results. The general education indicators the College selected were: communication skills, computational skills, and critical thinking skills. A faculty coordinator developed the assessment plan, identified a number of standardized tests that would measure what the College chose, made presentations to internal groups, developed the pilot testing program, completed the assessment using selected classes. The results of the pilot indicated that TMCC's students equaled or surpassed students completing two years at other institutions who also used the ETS short form standardized test.

The second component of assessment lies with program and learner outcomes. A college-wide committee addressed what kinds of data the degree program areas should gather and analyze in order to measure effectiveness. The eight step outline developed was presented to internal committees and administration and adopted. Program areas are in the process of developing a timeline for completion of program and learner outcomes. The activities are facilitated by a faculty coordinator. Steps or timelines impacting the assessment projects are included.

The Appendix of "Assessing Institutional Effectiveness" provides the faculty and administration with relevant data to assist in planning and evaluation of the measures proposed.

Executive Summary

Truckee Meadows Community College's Focused Interim Report is in response to the five major recommendations from its 1995 Evaluation Report from the Northwest Association of Schools and College's Commissioners. These five areas focused on general education/related instruction, institutional effectiveness and assessment, the library and information resources, faculty evaluations, and participatory governance and communications. Since our 1995 site visit, TMCC developed a means of validating how much embedded curriculum was included and the level of difficulty for its occupational programs. The College also continued with its institutional effectiveness planning—refining it approach, expanding its definition, and involving the community in its long range planning. The assessment that was just starting at the time of the 1995 site visit is now in its third year; while the full cycle of planning, implementing assessment, evaluating results, budgeting for improvement, and implementing changes is not yet complete, the College has a plan and a timeline that is workable. The weaknesses of the library were addressed across the campus; major changes in the relationship between the library and the faculty occurred; technology was strengthened, the move into the new library and the opening of the new Advanced Technology Building helped the usage of the library to more than double. While the College was working to improve its academic areas, it was also reorganizing to bring shared governance and team management concepts into practice. Our response to the Commission demonstrates that TMCC has undergone substantial changes.

I. General Education/Related Instruction

Several program areas had embedded curriculum that was not clearly identified nor closely assessed. To address these issues, the College asked the program faculty and their respective administrators to review the procedure, the amount of embedded curriculum, and the level of difficulty. In almost every instance, the faculty and administration felt that the programs should have standalone courses. For one program identified during the 1995 visit, the faculty and the Dean did a careful assessment of the content and validated that it was of college level and that the amount of time spent teaching it equated to a three credit college course. The College now has a standardized form for any program to use if it chooses to embed any related instruction curriculum; the form requires validation for the amount and quality of embedded curriculum.

II. Institutional Effectiveness and Assessment

The College continued to work on its institutional effectiveness plan. Areas that were underway at the time of the accreditation visit were finalized, greater involvement of the entire campus helped TMCC to centralize its efforts and establish procedures to determine if the college was achieving its goals. The College faculty committees continued work on refinement of assessment practices; the result is a plan that is now being implemented.

The significant factors related to institutional effectiveness involved the entire campus. A vice president position for planning and development to oversee college-wide efforts made it possible for the campus to have a systematic approach for major changes that needed to occur. These major areas were assigned to "champions" to get the discussions started.

The College used community leaders to assist in the planning activities; retreats were held to identify common concerns and environmental trends. Major planning documents resulted such as an Institutional Effectiveness Chart with eight areas of inquiry and 49 performance indicators

that are being implemented over a three year period. Numerous open forums were held; formal and informal meetings provided all faculty with the opportunity to contribute to the planning processes.

The assessment plan that was just being formed at the time of the 1995 visit was completed and implemented. While the full circle of activities will not be completed for at least another academic year, the assessment of general education, program and learner outcomes, and a refinement of the improvement process through planning and budgeting is underway.

III. Library and Information Resources

The significant changes that occurred over the past two years have made the library a well utilized facility. The atmosphere is warm and friendly; student usage is up. Faculty and librarians participate in planning ways to improve services. The acting director of the library worked the library staff and empowered them to do their best with a minimum of administrative interruption. The librarians developed workbooks for students on the use of the library, provided tours with hands-on activities, extended library hours for greater access. The library was able to expand its use of electronic information in the library by adding more computers to provide greater access to networks and linkages to UNR; it also added a temporary position for a part-time technician to maintain the equipment. One major change was the establishment of a college-wide Technology Committee. Its primary role in regard to the library is to improve services and expand information technologies. Another major change involved the reporting procedure. The acting director of the library reports to the Associate Dean of Information Resources. A search will be undertaken this spring to replace the acting director with a permanent director with at least a MSL degree.

IV. Faculty Evaluation

The inconsistencies that were occurring in 1995 are now corrected. At that time we had some directors requiring additional criteria for their respective areas. The current plan now brings a standardized plan into place so that all faculty are evaluated on the same criteria. The College is continuing to refine the process and expand the indices used in evaluation. The Vice President of Academic and Student Affairs is overseeing these changes.

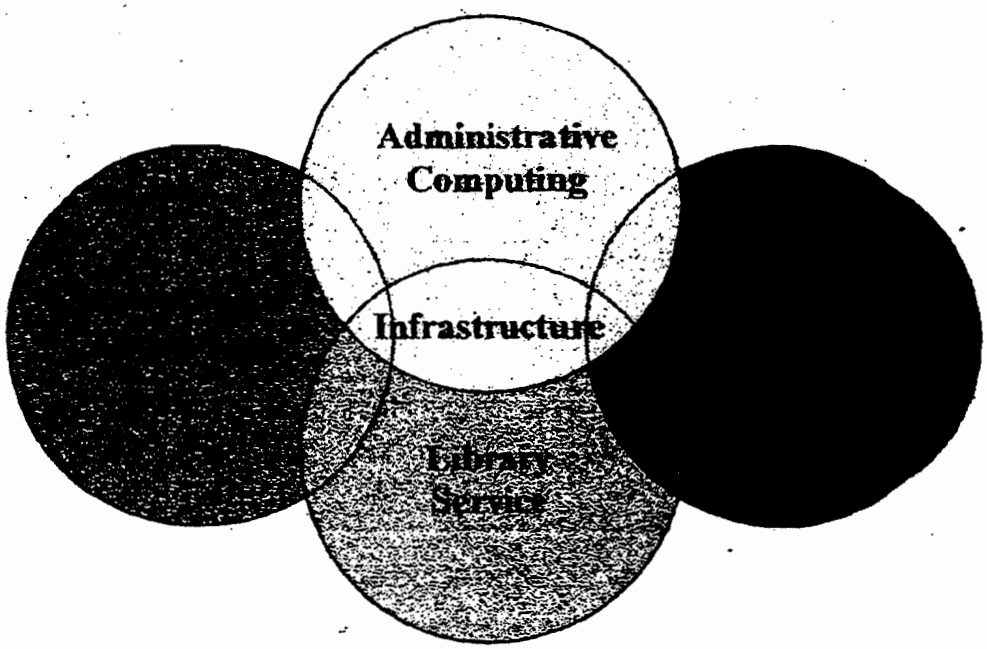
V. Shared Governance and Improved Communications

The reorganization process took substantial time in order to provide all segments of the College with an opportunity to have input. Numerous forums were held over an eighteen month period; numerous plans were presented and discussed. Improved communications became a part of the discussions. The final organizational decision was a plan that provided the greatest amount of flexibility and moved decision-making to the lowest possible level. The College has a Leadership Team comprised of the President and three Vice Presidents. College planning is focused through an Institutional Effectiveness Team that represents all areas of the campus. Four major Senate Chairs serve as standing members: Curriculum, Academic Standards, Professional Standards, and Budget. Oversight of all college activities is the responsibility of the Planning and Evaluation Council. It approves planning processes and recommends funding. Four functional design teams have major college responsibility; they are Instructional Effectiveness, Organizational Development, Matriculation, and Outreach. The teams are comprised of Faculty Senate representatives and other faculty and staff. Support staff for all teams exists. Communications were strengthened through newsletters, electronic mail, open forums, special

publications, and greater involvement of faculty at all levels of planning and budgeting. As a part of the reorganization and planning, a new mission, vision, and strategic college goals resulted in the College's first College Plan. The new organization is being implemented fall semester.

Information Technology Vision

2000, 2002



Truckee Meadows Community College

Executive Overview

TMCC's comprehensive strategic planning activities resulted in the College's first College Strategic Plan. The foundation for the initiatives identified in the College Strategic Plan came from the mission, vision, and strategic college goals developed with substantial input from the community and within the institution. The "Information Technology Vision" document represents a major component of the college strategic planning activities and elaborates on the technology functions and initiatives found in the College Strategic Plan.

Information resources at TMCC are grouped into five areas and managed as one cohesive group under the Associate Dean of Information Resources. These areas are Administrative Computing, Instructional Technology, Distance Education, Library Services, and Infrastructure. With these resources grouped together and guided by three college-wide committees, TMCC's information resources will progress in a well-planned, well-managed way.

By developing planning parameters based on the College Strategic Plan and by responding to the trends and conditions affecting the College, TMCC will utilize the state and community resources to meet the economic needs and the wishes of the community. The current parameters are:

- Increase student access to instructional resources
- Integrate technology for improved instructional effectiveness
- Improve student/computer ratios to empower students
- Provide more and improved technology in the classroom to serve all students
- Demonstrate accountability for the cost of technology
- Attract motivated, qualified faculty through an advanced instructional environment
- Provide professional development to enable faculty to maximize the use of technology
- Meet the expectations of students and the community
- Expand the use of the web as a methodology for delivering diverse materials to a wide audience

TMCC plans to implement the administrative computing six-year vision developed in the Spring of 1997. By 2002, TMCC will have its local production systems supporting Human Resources, Position Control, Budget and Finance, Student Information, as well as other ancillary data systems unified under a client server structure. During the interim, TMCC will also fully cooperate with System Computing Services (SCS) efforts in data warehousing and production system upgrades. At all times, TMCC will synchronize its local data with SCS data.

Instructional Technology support services will improve instruction, provide a better quality of learning, and reach more students. Major initiatives include:

- Developing a multi-media resource center
- Improving opportunities for professional and curriculum development
- Providing support staff and technology in line with demands and projects
- Equipping the TMCC Technology Center

Distance Education expansion will permit TMCC to deliver a better quality learning experience to its students; the accessibility afforded by improved technology will reach students to whom a higher education was previously unattainable. Several of the key strategies are:

- Increase access and opportunity for our students
- Collaborate with other agencies such as Channel 5, SNCAT, PBS, UNR
- Develop a 24 hour education access channel
- Develop partnerships with other UCCSN campuses and WCSD
- Deliver a two-year degree in telecourse format

Library Services are a very important part of this endeavor. They are necessary to meet the growing student population. Moreover, these services must be able to reach students who need the additional accessibility to overcome physical, geographical, or time constraints that may be preventing them from achieving a higher education goal. The goals include the following:

- Provide online, web accessible materials
- Make online materials available to more students through the library and satellite libraries
- Make online materials more user friendly
- Improve the organization and development of the web site

Infrastructure is that part of technology upon which all other technology is dependent. TMCC is designing its infrastructure to include the following characteristics: dependability, upgraded economically without replacement or expensive modification, and provide a pathway for future technology integration.

In addressing its short and long range planning initiatives, Information Resources compiled projections of equipment, personnel, and services necessary to serve the projected student growth. The budget summaries for each of these five areas are included in a separate section of this report. The amounts needed to meet the goals are highlighted.

Information Resources at TMCC developed a plan for maximum effectiveness in delivery of its services through coordination, cooperation and mutual support within its five areas. Provision for input from all beneficiaries of the services is included. This planning and continuing management in conformity with the goals will provide an outstanding contribution to TMCC.

APPENDIX Q

- **HIGHER EDUCATION FUNDING FORMULA GUIDELINES**

Higher Education Funding Study
Formula Guidelines

1. The proposed higher education funding formula developed by the working group is based on the establishment of a minimum percentage of the Nevada general revenues, e.g. 20%. This percent of revenue appropriation will provide planning/budgeting stability for Nevada's higher education. It also will move the expense funding accountability to UCCSN Board of Regents.

2. The new UCCSN expense funding formulae were developed to ensure funding equity among the institutions and levels of higher education.

3. UCCSN will continue to be accountable to provide access to higher education. Additionally, the institutions will be accountable to achieve other program outcomes including research, workforce development and public services.

4. Once the percent of State revenues is established, Higher Education Funds (HEF), the Non-Formula Costs (NFC) of UCCSN will be deducted. (Available HEF = HEF – NFC). These non-formula program budgets will be zero-based or set to a percentage of the higher education funding growth.

5. The new expense formulae will be calculated to produce the total System Formula Cost (SFC).

6. If the total System Formula Costs exceeds the available Higher Education Funds (after the Non-Formula Costs were deducted) a Formula Coefficient will be established: FC = Available HEF/SFC.

7. Each of the Institution's Formula Costs (IFC) will be calculated by multiplying the 100% Institution's Formula Costs by the Formula Coefficient

8. An institution will be held harmless for two biennia if the Institutional Formula Cost is less than the Institutional Base Budget (IBB). The institution will be funded at their Institutional Base Budget (including budget maintenance adjustments).

9. If any institution is being held harmless, #8 above, then the difference between the Institutional Base Budget and the Institutional Formula Costs must be deducted from the Available Higher Education Funds and a new Formula Coefficient must be calculated (#10). Once the sum of all Institutional Formula Costs or Institutional Base Budget (if any) equal the Available Higher Education Funds the institutions will receive their funding allocations.

APPENDIX R

- **FINANCIAL AID DATA**

FINANCIAL AID WORKSHEET, 1998-99

CAMPUS Truckee Meadows Communit College **RESPONDENT** Mona Buckheart

Type of Award	Number of Awards	Federal Funds	State Funds	Instituitonal Funds	Private Funds	Total-submitted	Need Based	Non Need Based
Grants								
Pell	1,013	1,523,465.00				1,523,465.00	1,523,465.00	
SEOG	155	44,476.00		11,119.00		55,595.00	55,595.00	
SSIG	53		19,487.00			19,487.00	19,487.00	
NV Access (nrgt)	725		246,218.00			246,218.00	211,342.00	34,876.00
Regent's Award Prgm								
Other Grants	38	93,136.00				93,136.00	89,977.00	3,159.00
Total Grants-submitted	1,984	1,661,077.00	265,705.00	11,119.00		1,937,901.00	1,899,866.00	38,035.00
Grants-in-Aid								
Athletics								
College/Dept.	64		188.00			188.00		188.00
Faculty/Staff	510		87,507.00			87,507.00		87,507.00
Grad Asstnt								
Native American	16		6,000.00			6,000.00		6,000.00
Other Grants-in-Aid	152		42,012.00			42,012.00		42,012.00
Total Grants-in-Aid	742		135,707.00			135,707.00		135,707.00
Scholarships								
Endowed	173			125,072.00		125,072.00	11,190.00	113,882.00
Non-Endowed	108			46,330.00		46,330.00	43,725.00	2,605.00
Athletic								
Nevada Acess	47		20,000.00			20,000.00		20,000.00
Regent's Award Prgm								
Other Scholarships	122			3,672.00	73,715.00	77,387.00	3,672.00	73,715.00
Total Scholarships-sub	450		20,000.00	175,074.00	73,715.00	268,789.00	58,587.00	210,202.00
Loans								
Perkins	22	47,619.00				47,619.00	47,619.00	
Ford Direct								
Stafford Subdzd								
Stafford Unsubsdzd								
PLUS								
FFEL								
Stafford Subdzd	331	763,855.00				763,855.00	763,855.00	
Stafford Unsubsdzd	251	681,061.00				681,061.00		681,061.00
PLUS	7	23,865.00				23,865.00		23,865.00
Emergency	134			13,981.00		13,981.00		13,981.00
Other Loans/Alaska	12	84,350.00				84,350.00		84,350.00
Total Loans-submitted	757	1,600,750.00		13,981.00		1,614,731.00	811,474.00	803,257.00
Student Employment								
College Work Study	43	57,571.00				57,571.00	57,571.00	
Grad Assistant Wages								
Nevada Acess	46		106,165.00			106,165.00	95,014.00	11,151.00
Regent's Award Prgm	21		121,155.00			121,155.00	121,155.00	
Other Stdnt Emplymnt	225		352,067.00			352,067.00		352,067.00
JLD Program	42				263,590.00	263,590.00		263,590.00

Total Stdnt Emplymnt-sub	377	57,571.00	579,387.00		263,590.00	900,548.00	273,740.00	626,808.00
Grand Total	4,310	3,319,398.00	1,000,799.00	200,174.00	337,305.00	4,857,676.00	3,043,667.00	1,814,009.00

Unduplicated headcount of Student receiving financial aid	
Unduplicated count of undergraduate students====	2,614
Unduplicated count of graduate students==========>	

DATE: JANUARY 12, 2000