

Policies, Regulations, & Financial Review

Prepared for the Northwest Commission on Colleges and Universities
By Truckee Meadows Community College

Submitted by September 15, 2021



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INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Truckee Meadows Community College

(Name of Institution)

Dr. Karin M. Hilgersom

(Name of Chief Executive Officer)

Karin M. Hilgersom

(Signature of Chief Executive Officer)

September 15, 2021

(Date)

Policies, Regulations, and Financial Review Report Contributors

Content Contributors

YeVonne Allen, Program Director, Equity and Inclusion and Chair, Faculty Senate

Dr. Natalie Brown, Director, Academic Advisement

Elena Bubnova, Associate Vice President, Research, Marketing, Web Services, and IT

Dr. Melissa Deadmond, Associate Dean, Assessment and Planning / ALO

John Fitzsimmons, Librarian, Learning Commons

Anne Flesher, Dean, Math and Physical Sciences

Dr. Leslie Jia, Director, Financial Aid, Scholarships and Student Employment

Valarie Llanos, former Executive Assistant, Finance and Administration

Jeffrey Metcalf, NSHE Specialist I, Assessment and Planning

Jim New, former Vice President of Finance and Administration

Brandy Scarnati, Director, Learning Commons

Nicole Scollard, Operations Manager, Human Resources

Chynna Slocum, NSHE Specialist I, Admissions and Records

Dr. Joan Steinman, Executive Director, Retention and Support

Amy Williams, Dean, Business and Social Sciences

Editors

Cheryl Cardoza, Professor, English

Dr. Dana Ryan, Special Assistant to the President

Additional Internal Reviewer

Dr. Jeff Alexander, Vice President of Academic Affairs

Cover and Page Layout

Brandie Davis, Graphic Designer II, Marketing & Communications

For the Reviewer

The majority of required and additional evidence is provided directly within the body of the report via hyperlinks to the Truckee Meadows Community College (TMCC) or other public-facing websites. References to the Nevada System of Higher Education (NSHE) Board of Regents (BOR) Handbook link to the Title and Chapter. Clicking a specific Section on the first page will page drop down to that Section. On occasion, evidence that cannot be found on public-facing websites are indicated as being provided in the appendix, which links to these files in Box.

TMCC does not have any outstanding recommendations and has not been asked to address any transitional efforts to the 2020 Standards. Links to financial statements and certified audits are present in the body of the report. Consequently, the report will not include an addendum as described in the guidelines for the Year Six, Standard Two, Policies, Regulations, and Financial Review of NWCCU Accreditation Handbook.

Mission Fulfillment (Executive Summary)

Truckee Meadows Community College (TMCC) is a 2-year college located in Reno, NV that serves over 10,500 learners (Fall 2020 for-credit headcount) primarily across Washoe County. The College offers certificates and degrees in university transfer, technical sciences, and allied health. Following a comprehensive and inclusive process that solicited input from the entire college and external communities, TMCC adopted a new mission statement, which was [approved](#) (Board of Regents Handbook, Title 4, Chapter 14, Section 4) by the Board of Regents in March, 2021:

Create a future you will love with accessible, innovative educational opportunities at TMCC. Together we can make it happen.

Our mission is intentionally outward-facing and student-focused rather than traditionally inward-facing and institutionally-directed; nonetheless, it affirms our commitment towards student achievement through access, excellence in teaching and learning, and innovation.

Along with a new mission statement, TMCC developed a new [Strategic Master Plan 2021-2026](#) which was also approved by the Board of Regents in March 2021. We assess the fulfillment of our mission through a series of objectives and key performance indicators (KPIs) within our SMP, which are viewed through an equity lens and benchmarked against short and long-term goals as well as regional and aspirational peers. Our objectives align to those of the Nevada System of Higher Education (NSHE) and ensure ongoing stewardship of resources to continue fulfilling our mission.

NSHE Goal	TMCC Objectives
Access	Serve as an open access institution.
	Cultivate a welcoming, safe, and inclusive learning environment.
Success	Improve successful completion of students' educational goals.
	Foster learning and preparation with high-quality instruction.
	Provide student support services that correlate with student success.
Close the Achievement Gap	Close achievement gaps across underserved student populations.
Workforce	Develop innovative programs that respond to the dynamic needs of industry and the community.
Research	Promote student learning through undergraduate research and experiential learning.
	Encourage research-based practices in teaching.
	Optimize state-funded revenue.
	Maximize and grow non state-funded revenue streams.

Towards equity, the College identifies access and achievement gaps among potentially underserved student populations through a series of dashboards developed by TMCC's Institutional Research Office. These can be disaggregated by student demographics such as ethnicity, age, gender, first-generation status, and financial aid recipient and include outcomes metrics of [persistence](#), [course pass rate](#), [degrees awarded](#), and [IPEDS](#) and [Student Achievement Measure \(SAM\)](#) graduation rates. Potential gaps in equity coupled with the College's standing as a Hispanic Serving Institution (HSI) have contributed to the adoption of a few specific, disaggregated KPIs within the SMP 2021-26.

KPI Number:

- 1.2 – Enrollment reflecting the Hispanic distribution of Washoe County
- 6.1 – Graduation rate by Hispanic population (compared to cohort) and Hispanic male population (compared to cohort)
- 6.1 – Fall-to-fall retention of first-generation students

Other KPIs are viewed in a disaggregated manner so the College can continue to monitor potential equity gaps. If needed, KPIs that reflect specific student demographic groups can be added to the SMP and prioritized in our operations.

KPI Number:

- 1.3 – Number of JumpStart (Dual Enrollment) Students
- 3.1 – SAM grad/transfer/still enrolled rate
- 3.2 – IPEDS graduation Rate
- 3.5 – Fall-to-fall persistence
- 3.6 – Successful completion of math and English courses
- 4.1 – General Education learning outcomes achievement (Percent of students assessed at greater than or equal to “Proficient” in campus-wide rubrics)

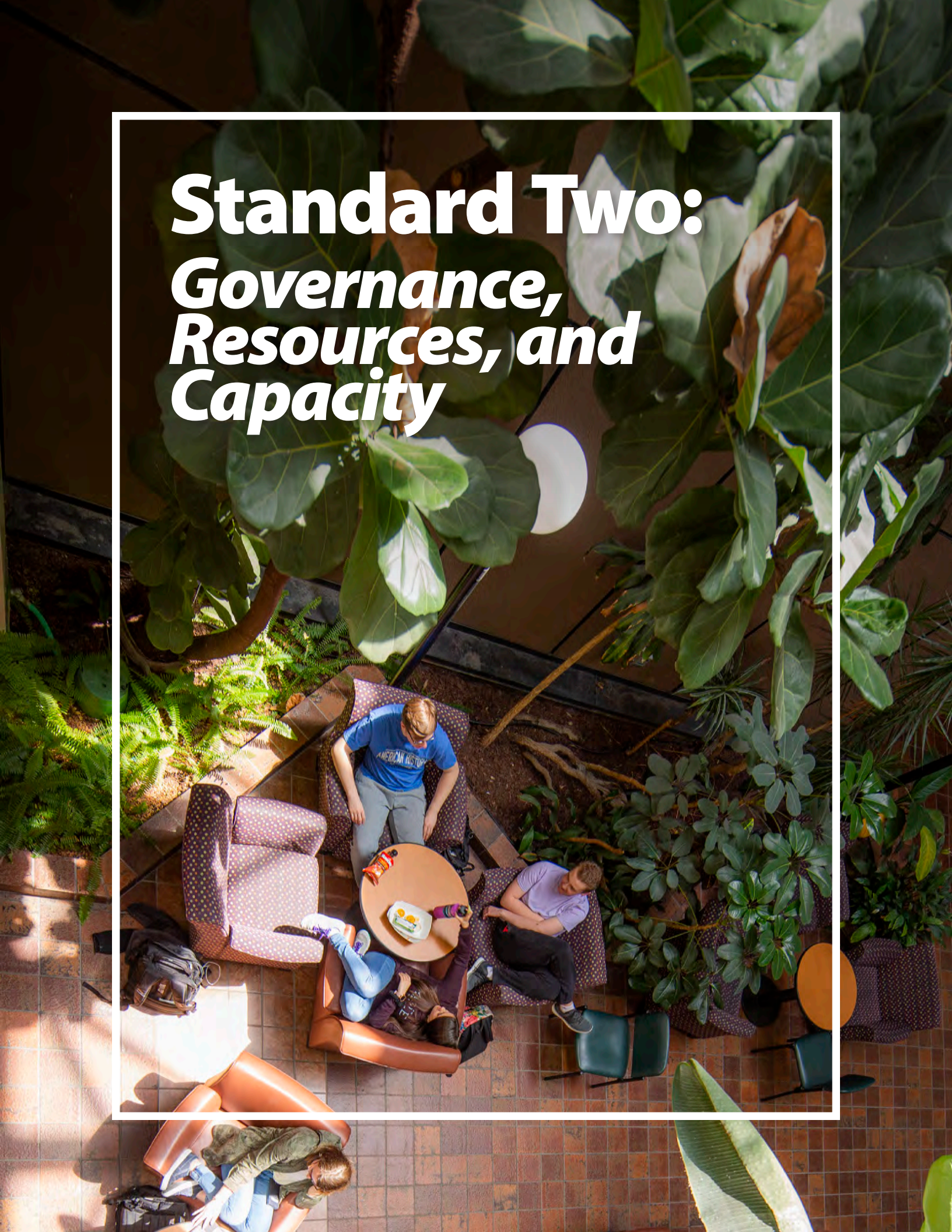
The President’s [Planning Council](#) reviews KPI achievement annually against our benchmarks to determine where improvement is needed the most. The Council then recommends strategies towards improvement, which are decided upon and prioritized by the executive Leadership Team. These strategies are operationalized at unit levels across the College, where individual strategic plans align to the SMP. The Leadership Team prioritizes and allocates resources towards these efforts. To begin this process under the new SMP 2021-2026, the Planning Council looked at the past 5 years’ data, where available, in order to see trends and establish short and long-term goals. We will review our progress towards these goals in the next academic year in order to strategize where improvement is needed.

Our Policies, Regulation, and Financial Review (PRFR) report on Standard 2 further describes our system of shared governance, policies, and resources in place towards continuous improvement and mission fulfillment. Our Year 7 Evaluation of Institutional Effectiveness report, due fall 2022 and accompanied with a site visit, will further address our assessment of institutional effectiveness, student learning, and student achievement outlined in Standard 1.

Eligibility Requirements

Truckee Meadows Community College attests that it remains compliant with NWCCU's Eligibility Requirements (ERs). References to ERs 2-3, 5-20, and 23 are specifically referenced in this Year 6 Policies, Regulations, and Financial Review Report. The College will address ER 4 and more fully elaborate on ERs 5-6 in its Year 7 Evaluation of Institutional Effectiveness Report. Timely submission of these and other reports and requests for information by NWCCU serve as evidence of continuing to meet ER 21-22.

Standard Two: *Governance, Resources, and Capacity*



Governance



Governance

2.A.1 (ER 9, 21, 22)

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Truckee Meadows Community College (TMCC) is one of eight higher education and research institutions in the [Nevada System of Higher Education](#) (NSHE). The Nevada Constitution establishes a distinct government component, an elected, 13-member [Board of Regents](#) (BOR), to oversee higher education for the state ([Nevada Constitution, Article 11, Section 4](#); [NSHE BOR Handbook, Title 1, Article III, Section 1](#)). The Board is responsible for the business, finances, facilities, academic program offerings, promotion of cultural and ethnic diversity, health-related research and services, security, and community college initiatives of state-wide significance by way of its standing and special committees ([NSHE BOR Handbook, Title 1, Article VI, Sections 1-3](#)). Board members may not benefit financially from the earnings or funds of NSHE nor be “interested directly or indirectly, as principal, partner, agent or otherwise, in any contract or expenditure created by the Board of Regents, or in the profits or results thereof” ([NSHE BOR Handbook, Title 1, Article III, Section 8](#)). The elected Board of Regents maintains exclusive control over all institutions within NSHE ([NSHE BOR Procedures and Guidelines Manual, Chapter 15, Section 2](#); [NSHE BOR Handbook, Title 1, Article III](#)).

The [Chancellor](#) is the Chief Executive Officer and ex-officio treasurer of NSHE. The Chancellor is appointed by and serves at the pleasure of the BOR after a rigorous search process that includes constituents from across the system. As such, the Chancellor is responsible for the administration of NSHE, implementation of Board policies and directives, and NSHE’s financial management ([NSHE BOR Handbook, Title 1, Article VII, Section 3](#)).

College, Desert Research Institute, and University Presidents report to the Chancellor for the administration of their respective institutions and are accountable through the Chancellor to the Board of Regents. The Presidents’ duties include but are not limited to providing leadership in planning and implementation towards each of their institution’s successful operations, making recommendations to the BOR concerning budgets, implementing budgets according to NSHE policy, overseeing all institution personnel, and serving as the principal spokesperson for their institution to the BOR, Chancellor, and Nevada Legislature. ([NSHE BOR Handbook Title 1, Article VII, Section 4](#), [TMCC Bylaws Article III, Section A.9](#)).

In 2014, the Board of Regents directed Nevada’s community colleges to establish Institutional Advisory Councils (IAC) for the purpose of connecting community colleges more directly to the workforce community in our region ([NSHE BOR Procedures and Guidelines Manual, Chapter 15, Section 1](#)). The IAC is charged with advising the college President, the Vice Chancellor for Community Colleges, the Chancellor, and the Board of Regents on the long-term educational needs of the area served by the college. IAC members serve as liaisons between the College and various community entities and respond to requests by the Board on behalf of the communities served by the College ([NSHE BOR Procedures and Guidelines Manual, Chapter 15, Section 1](#)). Council members are comprised of community volunteers who are nominated by the college President and appointed by the Chair of the Board of Regents.

Required Evidence for Standard 2.A.1

- Institutional Governance Policies and Procedures:
 - [TMCC Policy Manual Policies 1-299: General Information](#)
 - » [Policy 121: Board of Regents](#)
 - » [Policy 125: Delegation of Authority](#)
 - » [Policy 140: Presidential Responsibilities](#)
 - » [Policy 170: College Bylaws](#)
 - [TMCC Bylaws Article III, Section A.9](#)
- System Governance Policies and Procedures:
 - [Nevada Constitution, Article III, Section 4](#)
 - [NSHE BOR Handbook, Title 1 – Bylaws of the Board of Regents, Article III, Section 1](#)
 - [NSHE BOR Handbook, Title 1, Article VI, Sections 1-3](#)
- Board’s calendar for reviewing institutional and board policies/procedures:
 - [NSHE BOR Handbook Title 1, Article VIII, Section 1](#)
 - [NSHE BOR Meeting Schedule](#)
- Bylaws:
 - [TMCC Bylaws](#)

Additional Evidence for Standard 2.A.1

- [NSHE BOR Procedures and Guidelines Manual, Chapter 15](#) – Community College Institutional Advisory Councils

2.A.2 (ER 11)

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

TMCC employs a diverse group of qualified administrators to effectively lead and manage the affairs of the institution. The College conducts competitive nationwide searches to ensure a broad pool of qualified candidates as evidenced by their curriculum vitae and application materials. TMCC is also committed to ensuring fair hiring practices through its policies and procedures, including required training for search committee members, reaffirmations to avoid implicit bias while giving the search committee charges, and open forums with finalists to solicit varied feedback from our campus community.

TMCC's Executive [Leadership Team](#) (L-team) is comprised of the College President, Vice President of Academic Affairs (VPAA), Vice President of Student Services and Diversity (VPSSD), Vice President of Finance and Administration (VPFA), and Associate Vice President of Research, Marketing, Web Services, and Information Technology (See Table 2.A.2 and Organization Chart). As a result of COVID-related budget reductions, the VPFA position was restructured into pilot Interim Executive Directors of Budget and Planning, and Facilities Operations and Capital Planning. Collectively and by the oversight of their individual areas, the L-team is responsible for managing the affairs of the institution, including but not limited to implementation of college and system-wide initiatives, environmental scanning, strategic planning, evaluation of student success metrics, student learning, program offerings, resource allocation, financial activities, and student support services. The College's organizational chart (L-team and their direct reports) is available in the Appendix.

Table 2.A.2. Executive Leadership Team

Name	Title
<i>Dr. Karin Hilgersom</i>	TMCC President
<i>Dr. Jeffrey Alexander</i>	Vice President of Academic Affairs
<i>Estella Gutierrez</i>	Vice President of Student Services and Diversity
<i>Elena Bubnova</i>	Associate Vice President of Research, Marketing, Web Services, and Information Technology
<i>Dr. Ayodele Akinola</i>	Interim Executive Director, Facilities Operations and Capital Planning
<i>Elise Bunkowski</i>	Interim Executive Director, Budget and Planning

Required Evidence for Standard 2.A.2

- [Leadership organizational chart \(L-team and direct reports\)](#)
- CVs of executive Leadership Team (see Appendix 2.A.2)

2.A.3 (ER 10)

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Dr. Karin Hilgersom was selected as TMCC's current President by the Board of Regents following a national search on May 2, 2016 and assumed the role on June 15, 2016. Dr. Hilgersom holds a doctorate in Educational Policy and Management from the University of Oregon and came to TMCC after serving as President of Sullivan County Community College, SUNY Sullivan, in New York. Her community college career spans over 30 years.

Per BOR Handbook, Title 1, Article VII, Section 1, college and university Presidents, along with the Chancellor, serve as Officers of the Nevada System of Higher Education. Presidents and are appointed and serve at the pleasure of the Board of Regents (NSHE BOR Handbook, Title 1, Article VII, Section 4) but are not Board members and cannot serve as the Chair or the Board, who is elected from among the Board members (NSHE BOR Handbook, Title 1, Article IV, Section 2). The duties of the President, which the President may delegate, include but are not limited to (NSHE BOR Handbook, Title 1, Article VII, Section 4):

- Providing leadership in planning and implementation necessary for the successful operation of the institution
- Acting as the appointing authority and executing contracts for the institution's professional personnel
- Making recommendations and administering the budgets within the institution
- Authorizing the transmission of applications or requests for grants, contracts or gifts to individuals, foundations, corporations, and the federal government
- Acting as the principal spokesman for the institution in concert with the Chancellor to the Board, Nevada Legislature, and other bodies
- Ensuring the institution's compliance with NSHE Code and Policies, and Board of Regents and institutional Bylaws
- Notifying the Board in a timely manner of campus events that may significantly impact the institution
- Providing oversight of the institution's athletic programs

Required Evidence for 2.A.3

- CV of President Hilgersom (See Appendix 2.A.2)

Additional Evidence for 2.A.3

- NSHE Policies and Procedures defining role of President, relationship to the Board, and President's performance-monitoring:
 - Board policies defining role of President
 - » NSHE BOR Handbook, Title 1, Article VII, Section 4
 - Relationship of the President to the Board
 - » NSHE BOR Handbook, Article VII, Section 1
 - President's performance monitoring
 - » NSHE BOR Procedures and Guidelines Manual, Chapter 2, Sections 2.1-2.3

2.A.4 (ER 8)

The institution’s decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

TMCC has a multifaceted shared-governance process and decision-making structure that allows for a broad range of views. The President’s Leadership Team and the Faculty Senate worked together to develop a [Shared Governance Document](#) that takes those principles and applies them to decision-making processes at the College. The Collective Bargaining agreement with the Nevada Faculty Alliance, an affiliate of the [American Association of University Professors](#), is negotiated with TMCC’s administration.

The President’s [Planning Council](#) and President’s Cabinet function as the primary recommending bodies for strategic planning and policy. The Planning Council is composed of a broad spectrum of constituent and standing members, with a subcommittee structure to oversee and recommend policies related to [Accreditation](#), [Enrollment](#), Academics, Student Service, Budget, [Facilities](#), [Technology](#), [Diversity](#) and Safety. Policies are approved through the Planning Council and it is where the [Strategic Master Plan](#) is reviewed and vetted through constituents. The President’s Cabinet provides leadership and guidance for the planning processes and policy changes that go through the Planning Council.

Table 2.A.4. President’s recommending groups.

President’s Cabinet Constituent Groups Represented			Planning Council Subcommittee Structure Constituent Groups Represented	
<ul style="list-style-type: none"> • President • Vice Presidents • Deans • Admissions and Records • Advising • Assessment • Budget Office • Classified Council • Faculty Senate • Foundation Office • Institutional Research • Student Government Association 			<ul style="list-style-type: none"> • All of President’s Cabinet • Information Technology and Computing • Operations and Facilities • Academic Faculty Representatives (FT and PT) • Nevada Faculty Alliance • Legal Counsel • Learning Commons and WebCollege • Athletics 	
Faculty Senate	Classified Council	Student Government Association	Nevada Faculty Alliance	Institutional Advisory Council

Overall, TMCC's structure for decision-making is composed of many councils, committees, and the Faculty Senate. If needed, smaller subcommittees or task forces are formed with specific charges, purpose, timeline, and goals to handle ongoing issues and make recommendations. For example, when the institution needed to develop a plan to deal with the budget shortfall as a result of the COVID-19 pandemic, a Budget Reduction Task Force was formed with broad representation of administrators, staff, and faculty, to develop and reach consensus on recommendations to meet the Boards' mandated budget cut. During the COVID-19 pandemic, a COVID Response Team was mobilized with members of leadership, classified employees, and faculty members to oversee immediate and long term decisions related to the COVID-19 pandemic (Appendix 2.A.4).

Required Evidence for 2.A.4

- Institutional governance policies & procedures (see 2.A.1):
 - [TMCC Bylaws, Article III: Organization of the College, Section B: Shared Governance and Planning](#)
 - [Planning Council Charge](#)
 - [Faculty Senate Bylaws](#)
 - [Classified Council Bylaws](#)
 - [Student Government Association Bylaws](#)
 - [TMCC Committees](#)
 - [Nevada Faculty Alliance \(NFA\) Contract](#)

Additional Evidence for 2.A.4

- [Shared Governance Website](#)
- [COVID Response Team Roster](#)

Academic Freedom



Academic Freedom

2.B.1 (ER 16)

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The principles of academic freedom are essential to TMCC's fulfillment of our [mission and values](#). TMCC is committed to "excellence in teaching and learning," "nurturing a climate of innovative and creative thought," and "fostering attitudes that exemplify responsible participation in a democratic society."

As a member of the Nevada System of Higher Education (NSHE), TMCC utilizes the system-wide definitions, standards, and practices as stated within the NSHE BOR Handbook: "Academic Freedom and Responsibility." We affirm that these principles are essential, and that "Freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student in learning" ([NSHE BOR Handbook, Title 2, Section 1.2](#)). We further maintain that our faculty "shall not be subjected to censorship or discipline by the Nevada System of Higher Education on grounds that the faculty member has expressed opinions or views which are controversial, unpopular or contrary to the attitudes of the Nevada System of Higher Education or the community." [Title 2, Chapter 2](#) of the NSHE BOR Handbook continues to support the values of freedom in research, publishing, classrooms, and as citizens.

The Preamble to our [Student Bill of Rights](#) states that TMCC "exists for the transmission of knowledge, the pursuit of truth, the development of students, and the general wellbeing of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon opportunities and conditions in the classroom, on the campus, and in the larger community." With this statement, TMCC asserts that our commitment to academic freedom is robust for our entire college community.

Required Evidence for 2.B.1

- Academic Freedom Policies and Procedures:
 - [TMCC Mission and Values](#)
 - [NSHE BOR Handbook Title 2, Chapter 2](#)
 - [TMCC Student Bill of Rights \(within the College Catalog\) – Preamble](#)

2.B.2 (ER 16)

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

The NSHE BOR Handbook includes the system wide principle of “Freedom of Expression: Aspirational Statement of Values” ([NSHE BOR Handbook Title 4, Chapter 1, Section 38](#)). As a system of higher education, we agree that all of the institutions are “committed to free and open inquiry in all matters and strive to afford all members of the NSHE community the broadest possible latitude to speak, write, listen, challenge and learn.” This aspirational statement of values also states that “Members of the NSHE community are encouraged to promote an atmosphere of mutual respect that is aligned with institutional values of inclusivity, diversity, and critical thinking. These values and this encouragement inform the vision of the community we aspire to be. Faculty, students, staff, and others are free to criticize, contest, and condemn views expressed on campus; however, they may not obstruct, disrupt, suppress or otherwise interfere with the freedom of others to express views they reject or even loathe.” TMCC recognizes, acknowledges, and protects the principle that all perspectives may be challenged, tested, and examined.

The TMCC [Student Bill of Rights](#) states that our students have the Freedom of Inquiry and Expression, which includes:

- Students and student organizations shall be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. They shall be free to support causes by legal and orderly means which do not interfere with the operation of the College or of its educational objectives.
- Freedom to speak and to hear will be maintained for students, faculty, and staff and college policies and procedures will be used to provide a full and frank exchange of ideas. An effort should be made to allow a balanced program of speakers and ideas.

Required Evidence for 2.B.2

- Academic Freedom Policies and Procedures:
 - [NSHE BOR Handbook, Title 4, Chapter 1, Section 38](#): “Freedom of Expression: Aspirational Statement of Values”
 - [NSHE BOR Handbook, Title 2, Chapter 2, Section 2](#): “Academic Freedom and Responsibility”
 - [TMCC Student Bill of Rights \(within the College Catalog\) – Freedom of Inquiry and Expression section](#)

Policies and Procedures



Policies and Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable, and timely manner.

2.C.1 (ER 18)

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

The NSHE Board of Regents has rigorous policies that regulate transfer between NSHE's seven universities and colleges. Students' rights on transfer are articulated in the [NSHE BOR Handbook Title 4, Chapter 14, Sections 15-18](#). Common course numbering is an important component of transferability within NSHE. All institutions across the system accept transfer of courses that are numbered through common course numbering. Institutions must be consulted whenever changes to a course might infringe on common course numbering principles.

Students who transfer to TMCC with credit from institutions outside of NSHE may request to have their transcript evaluated for course credit and equivalency by the Admissions and Records Office. If faculty input is needed on particular courses required for degrees or certificates, Admissions and Records sends a request to faculty in the appropriate academic area for a determination on course equivalency. If a course is a General Education (GE) requirement, department chairs are asked to evaluate course content according to established GE criteria and in concert with the academic discipline with the Associate Dean of Assessment and Planning as a liaison if needed.

Institutional policies on evaluation of previous training and education are outlined in the [College Catalog](#). These include policies on transferring credits from other colleges and universities, earning credit by examination, and transferring/earning credit from nontraditional sources, such as military training and schools, United States Armed Forces Institute (USAFI), Defense Activity for Nontraditional Education Support (DANTES), correspondence, extension, certificates and proprietary schools.

Required Evidence for 2.C.1

- Transfer of credit policies/procedures (BOR Handbook, Catalog, A&R):
 - [NSHE BOR Handbook Title 4, Chapter 14, Sections 15-18](#)
 - [Transfer Credit Policy on the Evaluation of Previous Training and Education \(College Catalog\)](#)
 - [Transferring into TMCC website](#) (Academic Advising)

2.C.2 (ER 18)

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

The [TMCC Student Bill of Rights](#) encapsulates the freedoms and responsibilities afforded to students in the pursuit of their educational goals and articulates the College's commitment to implementing policies and procedures that safeguard the "orderly exchange and pursuit of knowledge and opinion." The TMCC College Catalog also includes a process for students to [appeal TMCC policy](#). Several TMCC departments also have policies and procedures related to student rights and responsibilities and post links to these documents on their webpages.

The TMCC Office of Student Conduct is responsible for student discipline. The student code of conduct is codified in the [NSHE BOR Handbook, Title 2, Chapter 10](#). Students can find this information in both the [College Catalog](#) and on the [Student Conduct](#) webpage.

Faculty Senate's Academic Standards and Assessment Committee recently passed an [Academic Dishonesty Policy](#), which was approved through Faculty Senate on September 4, 2020, and signed by President Hilgersom. This policy is consistent with the [NSHE BOR Handbook, Title 2, Chapter 10](#).

Information about [grade appeals](#) and [grievances](#) related to faculty are located on the Vice President of Academic Affairs (VPAA) website. These grievance processes include a form and a process that includes the student, faculty member, Department Chair, Dean, and VPAA.

The TMCC Disability Resource Center (DRC) works across the TMCC community to ensure that students have equal access to educational opportunities at TMCC. Faculty include a statement on their syllabi to ensure that students are aware of the Disability Resource Center. [Student rights and responsibilities related to accommodations](#) for persons with disabilities and the [appeal process](#) related to accommodations reside on the Disability Resource Center webpage. The DRC works with the Web College to provide training to faculty and staff about creating accessible content as well as encouraging the use of universal design for learning principles to ensure equal access to the curriculum for all students. Examples include:

- [DRC 101](#)
- [Quality Matters](#)
- [UDOIT](#) (4 week course for faculty to learn how to create accessible online content)

In addition, the Vice President of Student Services and Diversity (VPSSD) has a [complaint procedure](#) in place to make sure that any grievances arising out of the Student Services unit of the College are addressed.

[Financial Aid](#) and [Accounting Services](#) also notify students of their rights and responsibilities when students enter into any financial agreement with TMCC.

TMCC adheres to State and Federal mandates related to Title IX. Information can be found in the [College Catalog](#). Discrimination and harassment complaint processes can be found on the [Human Resources](#) webpage with links on the webpage for the [Disability Resource Center](#) and [Equity, Inclusion and Sustainability Office](#).

Required Evidence for 2.C.2

- Documentation of students' rights and responsibilities policies and procedures:
 - [Student Bill of Rights](#)
 - [Appeal of TMCC Policy](#) (College Catalog)
 - [Rules and Disciplinary Procedures for Students](#) (College Catalog)
 - [DRC Rights and Responsibilities](#) (Disability Resource Center)
 - [Accommodation Appeals](#) (Disability Resource Center)
 - [Grade Appeal](#) (VPAA)
 - [Student Complaint Against Faculty/Staff](#) (VPAA)
 - [Student Services and Diversity Complaint Procedure](#) (VPSSD)
 - [Title IX Complaint Process](#) (Human Resources)

2.C.3 (ER 17, 18)

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Basic admission requirements for NSHE institutions are approved by the Board of Regents, although some institution-specific modifications are allowed. The Board of Regents' community college admission requirement states that applicants seeking a degree or certificate must be "a high school graduate or equivalent" and that each college is able to establish procedures and requirements for students to be admitted using "alternative criteria or test scores that demonstrate college readiness" ([NSHE BOR Handbook, Title 4, Chapter 16, Section 18](#)).

TMCC's [admission policy](#) is published in the College Catalog. Students who do not have a high school diploma or its equivalent will be admitted as non-degree-seeking students; however they may request approval to be degree-seeking under the following conditions (referred to as TMCC's alternate admission guidelines):

- Provide proof of satisfactory completion of six credits of college-level courses equivalent to General Education for degrees established in the [NSHE BOR Handbook Title 4, Chapter 16, Section 25](#). This includes: English, Math, Communications, Constitution, Human Relations, Social Science/ Humanities or Science; or
- Present official ACCUPLACER, ACT or SAT scores. Scores must show a minimum course placement of ENG 101 and MATH 120; or
- Take one of the three state approved High School Equivalency exams and present evidence of an official HSE transcript showing successful completion.

[TMCC's Steps to Enroll](#) is an institutional initiative that supports student success upon admission. It includes mandatory orientation and academic advisement that must be completed by all new degree- and certificate-seeking students prior to class registration. Non-degree-seeking students are exempt from this requirement.

Students planning to enroll in English and/or Math classes, and who do not have current ACT or SAT test scores on file with the College, are encouraged to take the ACCUPLACER exam, which helps to determine the student's academic abilities and identify appropriate course placement. Additionally, [Alternate Pathways](#) to college-level English and Math course placement were implemented in fall 2014 for recent (within 2 years) high school graduates meeting the GPA and grade requirements. Recent high school graduates meeting the following criteria may place directly into college-level English or math courses:

Criteria	May enroll in
Overall high school unweighted GPA \geq 3.0	ENG 101 (READ 135 is recommended)
B average in Senior English classes taken in high school	ENG 101 (READ 135 is recommended)
AP English course with a grade of B or higher	ENG 101 (READ 135 is recommended)
Overall unweighted GPA \geq 3.0 and a grade of B or higher in Intermediate Algebra	MATH 120 or MATH 126

As a part of NSHE and TMCC's reevaluation of its open access policies, the administration and faculty have engaged in a rigorous evaluation of developmental course offerings and placement practices. In Fall 2020, TMCC piloted a co-requisite model prior to full implementation of the BOR policy in Fall 2021. The English Department implemented ENG 100 (5 credits), which took the place of ENG 98, READ 95 and other developmental courses. [ENG 100](#) is equivalent to ENG 101 and is 5 credits. The Math Department implemented [MATH 20/120](#) (5 credits) for Liberal Arts majors, which eliminated the Math Skills Center (below traditional developmental math) and MATH 95. In Fall 2021, MATH 26/126 (6 credits) for STEM majors was offered, which eliminated MATH 96. ENG 100, MATH 20/120, and MATH 26/126 have no prerequisites, making them accessible to any student who needs remediation.

The College's [Satisfactory Academic Progress Policy](#) places students on academic probation if they are under a 2.0 cumulative GPA with 12 attempted credit hours. An academic hold that prevents a student from registering the next semester is implemented by Admissions and Records. To remove the hold, the student must participate in an [Academic Success Kit \(ASK\) Program](#) workshop, which addresses the seriousness of academic probation through self-reflection. If a student does not improve their GPA within the next three consecutive semesters, the student is disqualified from the College and is required to sit out for a semester. A second disqualification results in a student sitting out for two semesters. A student may appeal the disqualification to the Academic Intervention Committee. A disqualified student stays on Academic Probation until they are back in good academic standing.

Required Evidence for 2.C.3

- Policies and procedures for recruiting, admitting, and placing students:
 - [NSHE BOR Handbook, Title 4, Chapter 16, Section 19](#)
 - [Admission Policies](#) (College Catalog)
 - [NSHE BOR Handbook Title 4, Chapter 16, Section 25](#)
 - [TMCC's Steps to Enroll](#)
- Policies/procedures related to continuation and termination from educational programs including appeal process and readmission policies/procedures:
 - [Satisfactory Academic Progress Policy](#) (VPAA website)
 - [Satisfactory Academic Progress Policy](#) (College Catalog)

Additional Evidence for 2.C.3

- Corequisite Information:
 - [Math Department corequisite information](#)
 - [English Department corequisite information](#)
 - [NSHE BOR Handbook Title 4, Chapter 16, Section 1](#) (1.d specifically addresses the corequisite requirement if a student does not place into college-level math or English)
 - [NSHE Corequisite Math and English Reform website](#)
 - Corequisite [Implementation Action Plan Part 1](#) [p.5-8 of the document (not pdf) for English, p. 6 shows TMCC's ENG 100 (this is found on the website above)]

2.C.4 (ER 15, 18)

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Students apply for admission using TMCC's online application. Application data are stored in the Online Student Application Program (OSAP), which was developed by our Information Technology programmers. Electronic student records, including student transcripts, official enrollment records, financial aid and scholarship records, and student accounts are maintained in Oracle's PeopleSoft Campus Solutions system. Paper documents and electronic, online forms are scanned and stored in the OnBase database. OnBase allows the institution to determine how long each document type is kept in a student file. TMCC adheres to the [NSHE Records Retention and Disposition Schedule](#).

TMCC'S Information Technology Department provides for the retrievable backup of student records in its [Network Operational and Security Procedures policy](#), which is housed in the department. This policy states that "Backups are created for data residing on servers maintained by TMCC IT. Daily incremental backups are maintained for up to two weeks. Weekly full backups are maintained for six months to one year depending on storage capacity. Weekly backups are stored at two TMCC sites for disaster recovery purposes. Quarterly full backups are maintained for one year. Quarterly full backups are stored at the TMCC disaster recovery site."

TMCC adheres to Nevada System of Higher Education policies, [NSHE BOR Handbook Title 4, Chapter 1, Section 26](#), as well as the Family Educational Rights and Privacy Act (FERPA) with regard to the privacy of student records and the appropriate release of student information, including directory and educational records. [TMCC's Online Privacy Statement](#) addresses the College's adherence to FERPA policy. FERPA regulations are available in detail to faculty, staff and students in the [College Catalog](#), as well as in various other places on TMCC's website. The FERPA regulations are also explained to students as a part of their orientation.

TMCC requires that all employees having access to student information undergo [training in FERPA](#). This training must take place before the employee is granted access to the student information system, PeopleSoft. Employees must watch the online video presentation, take a FERPA quiz, and validate that they have done so. TMCC's Professional Development Office tracks mandatory training.

[TMCC's Online Privacy Statement](#) indicates that "the sole exception to the above practice [information protected by FERPA] is the release of 'directory' information considered to be public in nature and not generally deemed to be an invasion of privacy. At TMCC, the following categories are defined as 'directory' information: student name, address, telephone number, semesters of enrollment, full-time/part-time status, degree(s) awarded, emphasis field(s) and date(s) of graduation."

A student may request either in writing or online that TMCC restrict the directory information items from being released for either commercial purposes, non-commercial purposes or both. Once logged in, students may also restrict directory information through their [MyTMCC](#) student portal.

A student who wants to allow a parent/spouse/third-party to access information about their education records can give their consent by completing a third-party release through their MyTMCC student portal. The corresponding office must be listed on the release. The recipient must be able to provide the student's name, student ID number, and the passphrase on the release before any information is given.

Required Evidence for 2.C.4

- Policies/procedures regarding secure retention of student records (back-up, confidentiality, release, protection from cybersecurity issues or other emergencies):
 - [NSHE Records Retention and Disposition Schedule](#)
 - [Network Operational and Security Procedures policy](#)
 - [FERPA Policy](#) (College Catalog)
 - [FERPA Video](#) (Part of Mandatory Training Videos, login required to record post-video quiz)
 - [TMCC's Online Privacy Statement](#)

Additional Evidence for 2.C.4


- Example of Third-Party Release information in the MyTMCC student portal:

Third Party Releases

The College does not allow access to, or the release of, education records or other personally identifiable information without consent of the student. (Exception: The College must disclose information to students requesting review of their own records and to authorized government officials or agencies for audit and evaluation of state and federally funded programs as outline in the Federal Education Right to Privacy Act.)

By adding a third-party (parent, spouse, significant other, etc.) to this page you are authorizing the College to release information from your records. The College recommends that you review your authorized list of third-parties on a regular basis. You have the right at any time to remove authorization from any third-party you had previously added.

For your third party to request information from Admissions & Records, Financial Aid or the Controller's Office, they MUST know your NSHE-ID and Pass Phrase that you set up below.

You currently do not have any Third Party Releases

ADD Third Party Release

Institutional Integrity



Institutional Integrity

2.D.1 (ER 8)

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

The [TMCC website](#) is one of the primary communications platforms of the College. Academic programs are represented on the TMCC website, which is the central recruitment tool for prospective students. An annual review and update of the [College Catalog](#) and the official [Admissions Dates and Deadlines](#) is complemented by the [semester class schedules](#), all of which are published online. The [Academic Advisement](#) office website provides regularly updated information regarding [New Student Orientation](#) as well as information for continuing students, transfer students, and [international students](#). Recommended semester course sequences for all degrees and certificates are published in the [College Catalog](#) and demonstrate how students taking a full-time credit load can complete them in a timely fashion. Some examples are:

- [Certificate of Achievement, Advanced Manufacturing and Automation](#)
- [AS Computer Science](#)
- [AA Fine Arts](#)
- [Skills Certificate, Magnetic Resonance Imaging](#)
- [Associate of Applied Science, Personal Trainer Entrepreneurship](#)

The TMCC Web Services Office manages the website and adheres to best practices and industry standards to ensure accuracy, accessibility and focus on high quality user experience. The [Web Advisory Committee](#), a group with college-wide representation, acts as a recommending body and provides continuous feedback and input from various constituents, such as academic faculty, staff and students. Academic and student services departments provide their own content, which the Web Services staff reviews with departments on a regular basis.

The Marketing and Communications Office (MCO) at TMCC maintains a robust set of policies, procedures and guidelines to ensure clear, accurate, and consistent representation of academic programs and services offered across various communication platforms. In addition to the website, the MCO utilizes various tools to communicate with current and prospective students including news stories on the TMCC website, monthly e-newsletters and other email communications, on-campus signage, social media (Facebook, Instagram, Twitter, Linked In, YouTube, and TikTok), texting, and in case of crisis or weather closures, emergency communications. An additional monthly e-newsletter, Impact News, is published regularly for employees, alumni, and the community. These communication platforms reach diverse audiences, raise the profile of the College externally, and communicate information about academic programs and services.

Institutional integrity is of the utmost importance and all college communications are maintained and reviewed regularly. The MCO is the official spokesperson, oversees, and provides accuracy in the following areas:

- College-wide document approval: [Policy 4602](#)

- TMCC Style Guide: [TMCC Style Guide](#)
- College-wide news source: [Policy 4604: Official College News Source](#)
- College-wide marketing and advertising: [Policy 4652: Marketing and Advertising](#)
- College-wide social media source: [Policy 4654: Social Media Source](#)
- College-wide social media conduct: [Policy 4658: Social Media Conduct](#)
 - Other social media guiding documents are posted on the TMCC website, including [Social Media Procedure](#) and [Social Media Guidelines](#).
- College-wide branding: [Policy 4665: Logo Use](#)
 - Guidance about the TMCC logos, colors, mascot, and branding is maintained in the [College Brand and Logos website](#).

The Institutional Research (IR) Office oversees the administration of all college surveys, in conjunction with MCO and Web Services, to ensure appropriate integrity, confidentiality and administration in accordance with [Policy 4700: College Surveys](#).

Posting materials on campus boards are governed by a number of policies. Guidelines are updated annually and posted for use by constituent groups, including:

- For SGA and Recognized Student Organizations:
 - [Policy "Regulations Concerning Student Sponsored Events," sections E-G](#)
 - For annual SGA elections: ["SGA Elections"](#) for campaign materials and candidate flyers
- For external groups to post information on campus:
 - [Policy "Regulations Concerning Off-Campus Organizations," sections 3-5](#)
 - TMCC website: [Posting Materials](#)

Required Evidence for 2.D.1

- Policies/procedures/ for reviewing published materials (print or websites) that assure institutional integrity:
 - TMCC Policy Manual: Marketing and Communication Office:
 - » [Policy 4602: General](#)
 - » [Policy 4604: Official College News Source](#)
 - » [Policy 4652: Marketing and Advertising](#)
 - » [Policy 4654: Social Media Source](#)
 - » [Policy 4665: Logo Use](#)
 - » [Policy 4700: College Surveys](#)
 - TMCC Policy Manual: Web Publishing Procedures:
 - » [Policy 4825: Web Publishing Policy](#)
 - » [Policy 4826: Administrative Web Page](#)
 - » [Policy 4827: Instructional Web Pages](#)
 - » [Policy 4828: Student Club/Organization Web Page](#)
 - [Web Content Responsibilities](#)
 - [Posting Materials at TMCC](#)

Additional Evidence for 2.D.1

- [Web Policies and Guidelines](#):
 - [Policy 4831: Web Content Editorial and Accountability](#)

- [Policy 4829: Online Video](#)
 - [Policy 4830: Online Photography](#)
 - [Policy 4833: PDF Documents/Forms on the Web](#)
 - [Policy 4832: Third-Party/Community-Building Websites](#)
- [Writing for the Website / Style Guide / Best Practices](#)

2.D.2 (ER 8)

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

TMCC advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution. Ethical standards policies and procedures are defined by the State of Nevada, NSHE, and TMCC.

TMCC has policies against [discrimination](#) and [sexual harassment](#). The [College Catalog](#) also includes policies to ensure fair and equitable treatment of students, including [grievances](#). The [personnel section](#) of the TMCC Policy Manual contains policies that provide for equitable and appropriate treatment of all college employees and potential employees, as well as for clear and consistent access to TMCC by external groups.

As stated in the [NSHE BOR Handbook, Title 4, Chapter 1, Section 3](#), all public officials and employees including TMCC administrators and faculty are subject to the code of ethical standards of the State of Nevada ([Nevada Revised Statutes \(NRS\) 281A.400 – 281A.480](#)). These sections of the NRS include, but are not limited to, provisions related to acceptance of gifts and services ([NRS 281A.400](#)), voting ([NRS 281A.420](#)), bidding on contracts ([NRS 281A.430](#)), and honorariums ([NRS 281A.510](#)).

General policies regarding standards of fair treatment for faculty, staff, and administration may be found in the [NSHE BOR Handbook, Title 2, Chapter 6, Rules and Disciplinary Procedures](#). Policies regarding student recruitment, Equal Employment Opportunity, and Affirmative Action are in the [NSHE BOR Handbook in Title 4, Chapter 8](#).

The authority to establish institutional grievance procedures and the conditions under which they may be applied is delegated to TMCC through the [NSHE BOR Handbook in Title 2, Chapter 5, Section 5.7](#). This section defines procedures for addressing grievances in a fair and timely manner. Grievance procedures for all TMCC employees are provided on the [TMCC HR website](#).

Required Evidence for 2.D.2

- Policies/procedures for reviewing internal and external complaints and grievances:
 - [Grievance Procedures for Employees](#)
 - [Grievance Procedures Relating to Equal Opportunity](#)
 - [NSHE BOR Handbook, Title 2, Chapter 6: Rules and Disciplinary Procedures](#)
 - [NSHE BOR Handbook, Title 4, Chapter 8; Section 13: Policy Against Unlawful Discrimination and Harassment; Complaint Procedure](#)

Additional Evidence for 2.D.2

- Code of Ethical Standards for Nevada State Employees: [Nevada Revised Statutes \(NRS\) 281A.400 – 281A.480](#)
- [NSHE BOR Handbook, Title 2, Chapter 5, Section 5.7: Grievance Procedures](#)

2.D.3 (ER 8)

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

TMCC is subject to the Nevada Revised Statutes ([NRS 281A.400–281A.480](#)), the [NSHE BOR Handbook](#) ([Title 4, Chapter 1, Section 3](#); [Chapter 2, Section 3](#); [Chapter 3, Sections 7–9](#)), and institutional policies and procedures. Members of the Board of Regents, college administration, faculty, and staff are subject to the code of ethical standards developed for the conduct of public officers and employees. All board members, administration, faculty, and staff are required to disclose any conflicts of interest per NRS and NSHE code.

Required Evidence for 2.D.3

- Policies/procedures prohibiting conflict of interests among employees and board members:
 - Nevada Revised Statutes ([NRS 281A.400–281A.480](#)): Code of Ethical Standards
 - NSHE BOR Handbook, [Title 4, Chapter 1, Section 3](#): Statutory and Policy Prohibitions for Members of the Board of Regents
 - NSHE BOR Handbook, Title 4, [Chapter 2, Section 3](#): Duties and Responsibilities of System Administration Executive Staff
 - NSHE BOR Handbook, Title 4, [Chapter 3, Section 7](#): Nepotism
 - NSHE BOR Handbook, Title 4, [Chapter 3, Section 8](#): Conflicts of Interest - Chancellor and Presidents
 - NSHE BOR Handbook, Title 4, [Chapter 3, Section 9](#): Compensated Outside Professional Services
 - [Compensated Outside Professional Services Disclosure](#)

Financial Resources



Financial Resources

2.E.1 (ER 19)

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

NSHE and TMCC (TMCC) undergo annual financial audits by external, professionally-qualified personnel. Audits comply with United States auditing standards applicable to Government Auditing Standards, issued by the Comptroller General of the United States. Audit results, including findings and recommendations, are presented by external auditors to the NSHE BOR Audit Committee. NSHE is also the subject of independent audits for compliance with federal regulations ([OMB A-21](#) and [A-110](#)) related to federal grants and contracts. Additionally, the NSHE Internal Audit Department conducts periodic internal audits for TMCC, which are reported directly to the Audit Committee and then to the Board of Regents.

Quarterly and annual budget reports are prepared by the TMCC [Budget and Planning Office](#) and sent to NSHE and/or the State of Nevada. TMCC uses Workday, a system-wide Enterprise Resource Planning (ERP) system for its financial and human resource applications because it provides accurate and timely financial reporting according to budget requirements and generally accepted accounting principles using an effective system of internal controls. The Financial Data Warehouse, maintained by NSHE's [System Computing Services](#) (SCS) is used for historical data prior to 2018. TMCC policy requires an accounting system to be maintained and financial reports presented on the accrual basis. A year-end financial statement is prepared by the Controller's Office and audited by independent auditors. All income and expenditures are subject to regular budgeting, accounting, and auditing procedures.

Financial stability is demonstrated when there are sufficient cash flow and reserves to support the College's programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability. Approximately 64% of the annual operating budget comes from a state allocation based on a funding formula, while the remainder of the funding is from student tuition and registration fee revenue.

A [higher education funding formula](#) was implemented in 2013 by the State of Nevada legislature, based upon the assumption that state funding must be equitable to all institutions, transparent and aligned with the goals of the State, and built on national best practices in higher education financing. The funding formula consists of two components: a base formula driven primarily by course completions measured by Weighted Student Credit Hours (WSCH), and a performance pool driven by performance metrics that align with State goals.

TMCC's reserves are adopted as part of the College's annual budget plan process. The President must approve all expenditures drawn from reserve accounts that reduce the balance below the required minimum. The College retains the right, however, to sweep level funds during periods of financial need. The College maintains a minimum operating reserve to provide for such items as adequate cash flow, emergencies, budget contingencies, multi-year planning or capital commitments. The general fund operating reserves are based on 15% of the College's state formula-budgeted operating revenues (state allocation, tuition, and general fund portion of registration fees) for the current fiscal year, and at the time of this report, the operating reserves exceeded this threshold.

In fiscal year (FY) 2019, TMCC demonstrated financial stability with assets of \$127 million (MM) that were 1.9 times greater than liabilities of \$68MM. The College's sources of revenue of \$76MM for FY 2019 included state appropriations of \$37MM and registration fees of \$18MM. Per College policy, TMCC also maintains a contingency fund of a minimum of 15% of its operating budget (\$51MM in state appropriations and tuition in FY 2019) for emergency situations. The contingency funds are held in cash and short-term investments to ensure availability to meet the expenditures of the College.

As a result of the Covid-19 pandemic, the College was forced to reduce its FY 2021 budget by 20%, from \$51MM to \$41MM. To offset this reduction, TMCC implemented a travel freeze and hiring freeze on vacant positions, asked departments to reduce discretionary purchases, and implemented a 2.3% pay reduction across-the-board. The College received \$14MM in Higher Education Emergency Relief (HEERF) funds and a \$5MM distribution from the NSHE operating pool reserves, which were used to offset the difference in the state funds and provide emergency financial grants to students. While these funds prevented the College from using contingency funds, these one-time distributions cannot be viewed as long term solutions to maintaining normal college operations.

As TMCC plans for FY 2022, the College has assets of \$134MM, which includes \$32MM of cash and short term investments. Liabilities at the end of FY21 are \$69MM of which \$61MM are long-term. The contingency fund at the end of FY21 contains a balance of \$14MM, which is 27% of the FY22 state budget. TMCC also has \$3MM of institutional HEERF grants available to offset revenue shortfalls that may occur in FY22.

Required Evidence for 2.E.1

- [Policies/procedures](#) that articulate the oversight and management of financial resources
- [Latest external financial audit including management letter](#)
- Cash flow balance sheets:
 - [NSHE Financial Statements – June 30, 2020 \(TMCC on p. 70\)](#)
 - [NSHE Financial Statements – June 30, 2019 \(TMCC on p. 70\)](#)
 - [NSHE Financial Statements – June 30, 2018 \(TMCC on p. 64\)](#)

2.E.2 (ER 19, 20)

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

Financial planning is tied to a statewide process involving the Chancellor, Board of Regents, Governor, and Nevada State Legislature. Budgets for the state of Nevada cover a biennium, a [two-year period](#). State funding for NSHE is based on a multivariable formula that applies to all NSHE institutions and derives from revenue projections created by the Governor's office. Most proposed budgets for revenues and categories of expenditure are calculated for institutions by NSHE and based on past enrollments and other established factors. NSHE submits a budget for the entire system based on those projections. Once approved by the legislature and the governor, budgets are allocated to NSHE institutions annually over the biennium.

TMCC relies on a unified, college-wide process to develop financial plans, allocate resources, and track expenditures. The President and the College's designated unit leaders function as the starting point from which the College's budget and financial planning decisions flow. Long-range planning documents, such as the [TMCC Strategic Master Plan](#), the [Facilities Master Plan](#), [Academic Affairs Strategic Plan](#), and others are developed in each unit of the College to anticipate emerging needs for personnel, equipment, and support. Using these documents, the President is able to design long-term resource allocation plans that address the development, conservation, and allocation of resources commensurate with the College's [Vision, Mission, and Values](#).

TMCC is committed to responsible, stable, and informed long-term financial planning that supports its programs, services, and core themes. The College prepares an operating budget each year for state appropriated accounts. Other funds may be listed if they include state-appropriated funds. Budgets are prepared in accordance with processes developed by NSHE and the TMCC Cabinet. The TMCC [Budget and Planning Office](#) coordinates the production of the annual budget. The Nevada State Legislature determines the budget allocation for all NSHE institutions in accordance with a legislatively-approved funding formula. Financial models for the next five years are updated regularly as new formula funding scenarios are provided. Setting the appropriate levels of revenue forms the basis for institutional prioritization of resource requests. The level of state allocation is coordinated closely with the NSHE office, as policies on the formula funding among the state's higher educational institutions are deliberated for legislative appropriation.

TMCC's institutional financial planning process facilitates strategic direction by establishing objectives and work plans at each department level, and by identifying and prioritizing resource allocation. The budget for the fiscal year is developed to include approved resource plans. Resource plans originate within departments and are processed through the Deans and Vice Presidents to prioritize the requests.

A coordinated and transparent resource allocation planning process continues despite the impacts of continued budgetary shortfalls experienced by the College due to the COVID-19 crisis. A Budget Reduction Task Force, chaired by the Interim Director of Human Resources, was convened in Spring 2020 to identify strategies for balancing the FY 2020 and FY 2021 operating budgets. Many of the recommendations to the President and the leadership team from this committee complemented resource planning. A variety of sources must be balanced including: self-support funding, Perkins grants, foundation grants, technology fees, and general improvement fees. Budget planning ensures that these sources of support are invested in the College's vision, mission, values, and core themes. The recommendations resulting from these shared governance processes culminate into a budget that is approved at the college and NSHE level.

The College also closely monitors grants and revenue from its ancillary services (self-support revenues). These are necessary sources of funds given the recent decline in state allocation. Prior year trends of grant revenue activity plus a carefully-tracked dataset of pending grant requests provide a basis for setting not only grant and self-support budgets, but also the level of indirect rate contributions relied upon to balance the state operating budget and fund special initiatives.

TMCC conducts an ongoing review of current [risk management practices and prevention strategies](#) to mitigate further risk. TMCC manages financial risk by maintaining an appropriate contingency in its annual operating budget, maintaining reserve funds, and maintaining insurance policies for catastrophic losses through a combination of college-funded policies and a state self-insurance pool.

Required Evidence for 2.E.2

- [Policies/procedures](#) for planning and monitoring of [operating](#) and capital budgets, [reserves](#), [investments](#), [fundraising](#), cash management, debt management, [transfers](#) and borrowing between funds

Additional Evidence for 2.E.2

- Budget Reduction Task Force minutes (see Appendix 2.A.4)

2.E.3 (ER 20)

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

TMCC has clearly defined policies regarding the oversight and management of financial resources as provided in the NSHE BOR Handbook, [Title 4, Chapter 9](#) and the [TMCC Policy Manual Policies 1000-1999](#). The Policy Manual outlines the College's policies as established by the College, to either clarify or expand upon other governing documents, or develop new policies not covered by other governing documents. The [President's Planning Council](#) serves as a governance team for the College's planning efforts and adopts policy for the College through a process of seeking input from constituencies on proposed institutional [bylaw](#) and policy changes. Specific procedures and guidelines are stated in the [NSHE BOR Procedures and Guidelines Manual](#), [TMCC Accounting Services](#), and [TMCC Budget and Planning Office User Procedures](#), and the [NSHE Business Center North General Purchasing Guidelines](#).

Required Evidence for 2.E.3

- Description of [internal financial controls](#)
- [Board approved financial policies](#), [state financial policies](#), or [system financial policies](#)

Human Resources



Human Resources

2.F.1 (ER 12, 23)

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

TMCC employs individuals in multiple categories. All employees complete new-hire onboarding, one on one with Human Resources, which includes policies and procedures governing conditions of employment and rights and responsibilities. Additional information regarding, but not limited to, retention, promotion and terminations is detailed in the Board of Regents Handbook ([Title 2, Chapter 5](#)); ([Title 4, Chapter 3](#)), [NSHE Policies and Guidelines](#), the Nevada Administrative Code ([Chapter 284](#)), [TMCC Policy Manual \(Section 2000-2999\)](#), [TMCC Bylaws](#) (Article IV), and the [NFA Contract](#).

TMCC Human Resources is guided by the Nevada System of Higher Education (NSHE), which operates with direction from the State of Nevada Constitution and statutes. The Nevada Administrative Code (NAC), [Chapter 284](#) addresses personnel systems and contains the [State of Nevada Employee Handbook](#). NSHE Human Resources is responsible for the administration of all system-wide employee benefits programs and provides advice, guidance, and assistance to the Board of Regents, the Chancellor, the Chancellor's Cabinet, and Presidents and Human Resource Officers of NSHE. From the guidance of the NAC and NSHE, TMCC develops policy and procedures within these guidelines.

All TMCC employees are apprised of their work performance standards and job responsibilities through the hiring job announcement, onboarding processes, and annual evaluations. The evaluation process is different for each category of employee: [Administrative Faculty](#), [Academic Faculty](#), and [Classified Staff \(Employee Appraisal\)](#). For example, the annual evaluation for Academic Faculty is largely based on self-evaluation tools. Recently the NSHE Board of Regents mandated merit based salary increases to begin FY23 and as such evaluation processes are being reviewed. Each semester the [Academic Support Center \(ASC\)](#) distributes and maintains student evaluations of Part-Time Faculty.

Required Evidence for 2.F.1

➤ [Human Resources: Policies and Procedures:](#)

- NSHE BOR Handbook, [Title 2, Chapter 5](#): Personnel Policy for Faculty
- NSHE BOR Handbook, [Title 4, Chapter 3](#): Professional Staff
- [TMCC Bylaws, Article IV: Personnel Policies](#)
- [NFA Contract](#):
 - » *Article 5, p.13 – Salary*
 - » *Article 6, p. 17 – Benefits*
 - » *Article 8, p. 25 – Department Chair Responsibilities and Compensation*
 - » *Article 11, p. 48 – Academic Program Coordinators and Academic Program Directors*
 - » *Article 12, p. 67 – Faculty Evaluation Process*
 - » *Appendix A, p. 86 – Faculty Workload Policy*
- [State of Nevada Employee Handbook](#):
 - » *Appointments and Probationary Periods, p. 4*

- » *Employee Performance and Development, p. 7*
- » *Compensation, p. 10*
- » *Separation, p. 40*

► **Evaluation Processes:**

- Administrative Faculty
- Academic Faculty
- Classified Staff

Additional Evidence:

► **Teaching Observation and Evaluation Forms:**

- Observation of Teaching Effectiveness
- Observation of Online Teaching Effectiveness
- Observation of WebLive Teaching Effectiveness
- P/T Clinical and/or Lab Instructor Evaluation

► **Faculty Tenure Guidelines**

2.F.2 (ER 12, 23)

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

TMCC deeply values teaching and learning, use of technology, and professional growth, and it therefore provides numerous professional development opportunities through its [Professional Development Office \(PDO\)](#). This office is now coordinated as a joint effort of personnel from across the College, following the recent retirement of the PDO Manager. The PDO's programming includes a biannual series of workshops and trainings at the beginning of the semester during Fall and Spring Professional Development Days, as well as frequent offerings throughout the academic year. A Professional Development committee of both full- and part-time faculty and staff brainstorms professional development ideas, identifies needs, and reviews proposals for Professional Development Days. Full-time faculty are required to attend a minimum of 2 professional development sessions as part of their [Annual Performance Evaluation](#) (S7a, page 3). Department chairs, Academic Program Directors, and Academic Program Coordinators "promote faculty excellence by encouraging professional development" and "assist faculty with their annual evaluations regarding their activities and professional development related to the department and the College" ([NFA Contract](#), Articles 8.3.2c, 11.1.1, 11.1.2, 11.2b, 11.3.2b, 11.3.2g, 11.4.2b).

In addition, TMCC's WebCollege employs a dedicated instructional designer and provides a number of workshops in online course design and best practices, along with training on the College's Canvas Learning Management System (LMS). The [Classified Council](#) organizes a [Classified Symposium](#) in the summer, and the [Administrative Faculty Committee](#) provides a [Synergy Summit](#) for its constituents. The College and the Faculty Senate also allocate [funding for travel](#) to professional conferences and to support faculty sabbaticals. In addition, TMCC is able to offer faculty and staff training in [suicide prevention](#), [crisis response](#), and "[Youth Mental Health First-Aid](#)" at no cost through partnerships with other community agencies.

TMCC employees must undergo periodic [mandatory trainings](#) in FERPA, Sexual Harassment Prevention, and Active Shooter: How to Respond, which are provided by the College in accordance with TMCC policy, NSHE Code, and/or Nevada Administrative Code (NAC). Completion of these trainings is tracked by TMCC's Professional Development Office. Supervisors of classified employees must receive training on evaluation of work performance standards within six months of appointment and at least one supervisory professional development training offered by the Nevada State Human Resource Division within twelve months.

Required Evidence for 2.F.2

- Employee professional development policies/procedures:
 - [TMCC Mandatory Trainings](#)
 - Mandatory Sexual Harassment Training ([NAC 284.496](#))
 - Training of Supervisory and Managerial Employees ([NAC 284.498](#))
- [Annual Performance Evaluation](#) (S7a, page 3).
- [NFA Contract](#) (Articles 8.3.2c, 11.1.1, 11.1.2, 11.2b, 11.3.2b, 11.3.2g, 11.4.2b)

Additional Evidence for 2.F.2

- Professional Development session attendance AY 2015-2020 (see Appendix 2.F.2)

2.F.3 (ER 2, 12, 23)

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

TMCC employs appropriately qualified faculty and staff to support its mission. Faculty are hired in accordance with the [NFA Contract](#) (Article 7). This contract is established through a collective bargaining agreement between the Board of Regents of the Nevada System of Higher Education acting on behalf of TMCC and the Nevada Faculty Alliance. The [Nevada Administrative Code 284](#) outlines policies for recruiting and hiring classified employees.

The Human Resources office coordinates the recruitment and hiring system (via Workday). The hiring manager consults with HR to develop and post position advertisements based on detailed job descriptions. All new position announcements, including duties, responsibilities, and authority of the position, are available at the [TMCC jobs website](#).

Before sitting on a search committee, all employees must receive training from HR, as well as the Equity, Inclusion and Sustainability Office, that covers effective methods of conducting a search and methods to avoid introducing bias into the process. The Human Resources Office reviews employment documents for accuracy and verifies the credentials of new employees. At the end of a search, all materials are given to HR and retained for three years.

Faculty, both full-time and part-time, serve on multiple committees that establish and oversee academic policies, primarily through the Faculty Senate and its standing committees, including Curriculum Review, Academic Standards and Assessment, Part-Time Faculty, and Professional Standards. Faculty also participate in college and administrative committees that ensure the integrity and continuity of academic programs, including the Planning Council, and the Academic Technology Committee, which includes the Smart Classroom and [WebCollege Faculty Advisory](#) committees.

TMCC employs multiple levels of personnel to maintain its support and operations functions. Please see the table below for the faculty and staff distributions in Fall 2019 and Fall 2020.

Table 2.F.3. Summary of Faculty and Staff, Fall 2019 and Fall 2020

Fall 2019 Faculty and Staff Summary	FT	PT	Total
Business and Financial Operations Occupations	62	5	67
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	28	11	39
Computer, Engineering, and Science Occupations	26	1	27
Instruction w/ Public Service	166	0	166
Instruction	0	474	474
Healthcare Practitioners and Technical Operations	0	0	0
Librarians	2	1	3
Library Technicians	4	1	5

Fall 2019 Faculty and Staff Summary	FT	PT	Total
Management Occupations	28	1	29
Natural Resources, Construction, and Maintenance Occupations	15	1	16
Office and Administrative Support Occupations	76	6	82
Production, Transportation, and Material Moving Occupations	0	0	0
Sales and Related Occupations	1	0	1
Service Occupations	32	5	37
Student and Academic Affairs and Other Education Services Occupations	12	117	129
Total	452	623	1075

SOURCE: Human Resources 2019-20 IPEDS Report/IR

Fall 2020 Faculty and Staff Summary	FT	PT	Total
Business and Financial Operations Occupations	59	5	64
Community, Social Service, Legal, Arts, Design, Entertainment, Sports and Media Occupations	23	10	33
Computer, Engineering, and Science Occupations	23	2	25
Instruction w/ Public Service	156	0	156
Instruction	0	349	349
Healthcare Practitioners and Technical Operations	1	0	1
Librarians	2	1	3
Library Technicians	5	1	6
Management Occupations	35	0	35
Natural Resources, Construction, and Maintenance Occupations	14	1	15
Office and Administrative Support Occupations	72	5	77
Production, Transportation, and Material Moving Occupations	0	0	0
Sales and Related Occupations	0	0	0
Service Occupations	38	2	40
Student and Academic Affairs and Other Education Services Occupations	11	106	117
Total	439	482	921

SOURCE: Human Resources 2020-21 IPEDS Report/IR

Required Evidence for 2.F.3

- Documentation about engagement and responsibilities specified for faculty and staff, as appropriate:
 - [Faculty Senate Standing Committees](#)
- Personnel hiring policies/procedures:
 - [TMCC Job Opportunities](#)
 - [NFA Contract](#) (Article 7)
- Academic organizational chart (Appendix 2.F.3)

2.F.4 (ER 7, 12, 23)

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

The evaluation of TMCC's President is prescribed in the NSHE BOR Handbook, [Title 1, Article VII, Section 4](#), and it is linked to the president's contract period. TMCC's President undergoes a periodic evaluation by a committee appointed by the Chancellor and includes four individuals knowledgeable with the institution, including one senior faculty member. Specific criteria are outlined in the NSHE BOR Procedures and Guidelines Manual ([Chapter 2, Section 2](#)). Annually, the president presents a self-evaluation, including a progress report on the goals and objectives for the twelve-month period in review, to the Chancellor. The self-evaluation also includes proposed goals and objectives for the upcoming twelve months, which must be approved by the Chancellor.

Administrators are required to be evaluated annually by supervisors as prescribed in the NSHE BOR Handbook, [Title 2, Chapter 5, Section 5.12](#) and the evaluation "shall include consultation with the professional and classified staff of the administrative unit." This section of the Board of Regents Handbook also provides evaluation procedure information regarding faculty.

All full-time faculty members, both instructional and administrative, are evaluated annually using multiple indices that directly relate to their roles and responsibilities as outlined in the BOR Handbook, [Title 4, Chapter 3, Section 4](#). The evaluation process and forms for both [academic faculty](#) and [administrative faculty](#) are also outlined on the Faculty Senate webpage.

Part-time faculty members are evaluated under the authority of the department chair using a combination of teaching observation and student course evaluations. Because part-time faculty contracts are issued on a semester basis, there is no implied permanent employment for part-time faculty. There is no formalized system for performance improvement or mentoring for part-time faculty; any mentoring of part-time faculty is voluntary and initiated by the department chair.

Classified staff evaluations are addressed in the Nevada Administrative Code ([NAC 284.470](#)) and their rules for personnel administration. Classified staff are evaluated at 3, 7, and 11 months during their probationary year. Afterward, the evaluation is done annually. The evaluation is measured against each employee's work performance standards, and must be performed by a supervisor who has completed required training designed by the State. The Human Resources office runs monthly reports and notifies supervisors of classified staff that evaluations are due.

Required Evidence for 2.F.4

- President's Evaluation: BOR Handbook, [Title 1, Article VII, Section 4](#) and the NSHE Procedures and Guidelines Manual, [Chapter 2, Section 2](#)
- Administrator Evaluations: NSHE BOR Handbook, [Title 2, Chapter 5, Section 5.12](#)
- Faculty Evaluations:
 - [Academic Faculty](#)
 - [Administrative Faculty](#)
- Classified Staff Evaluations: Nevada Administrative Code ([NAC 284.470](#))

Student Support Resources



Student Support Resources

2.G.1 (ER 13, 14, 15)

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

TMCC has a suite of dashboards developed by our Institutional Research Office to display disaggregated [institutional](#) and [program](#) achievement outcomes data, which are the basis for identifying equity gaps and designing programs and services towards mitigating those gaps. One of the goals in TMCC's Strategic Master Plan is to "provide student support services that correlate with student success. The College assesses outcomes achievement among underserved students and populations of students using many of these programs and services with its [student services assessment dashboard](#). Specific examples of student support services are discussed below.

Tutoring and Learning Center

The Tutoring and Learning Center (TLC) staffs its inviting environment with tutors trained to promote students' academic success by modeling and reinforcing independent learning skills. Tutors are trained to create a positive learning experience, to clarify content, and to help students to attain higher academic achievement. The TLC provides free tutoring to TMCC students in several subject areas, including writing, math, biology, chemistry, and foreign languages. The TLC offers help at any stage of the writing process, from brainstorming to revising. This includes work on writing assignments across the curriculum in any discipline. Peer tutors help students with idea development, comprehension, research, tutoring, grammar, punctuation, and mechanics. In the Center, students can also attend workshops in academic success, use computers with Internet access, print papers for free, and rent graphing calculators.

Types of tutoring:

- One on One appointment tutoring
- Supplemental Instruction
- Embedded Tutoring
- Online synchronous and asynchronous tutoring

Satisfactory Academic Progress Alerts

Students must make [Satisfactory Academic Progress](#) toward a degree or certificate to remain in good standing (a cumulative GPA of 2.0 or above). After completing twelve credits, if a student's GPA is below 2.0, they are placed on academic probation and are required to complete the [Academic Success Kit](#) (ASK) in order to enroll in the next semester. ASK workshops are offered both in person and online. Students must pass the quiz at the end of the workshop before they can enroll in classes. In the workshop, students identify the factors that interfered with their academic success and the resources available to assist them. Students who do not return to good standing after completing the ASK workshop, remain on academic probation and are required to see a counselor to formulate a success plan which may include interventions such as a reduced course load, tutoring, working with an academic mentor/advisor or attending follow-up counseling appointments.

If a student has not achieved academic improvement after two semesters, the student is placed on academic disqualification and is dismissed from the College for one semester. The student may appeal the dismissal to the Academic Intervention Committee. The Academic Intervention Committee may reinstate the student on probationary status and require the student to adhere to specific conditions until the student returns to good academic standing. For a second or subsequent dismissal, the student may not enroll for two full semesters. Students who return after a dismissal remain on academic probation and are required to meet with a counselor.

Learning Commons

The Learning Commons is a welcoming, dynamic shared space where students, staff and faculty are able to access Library Services, Tutoring, Computers, Group Study Rooms, WebCollege, Academic Support Center, Lost and Found, and Professional Development.

Learning Commons Services:

- Computers for student, staff and public use
- Printers, both color and black as white, as well as two flatbed scanners for student, staff and public use
- Laptops for students, staff and public use to checkout and use in the Learning Commons
- Study space - the entire second floor of the Learning Commons is designated as a quiet study space
- Group study rooms, students can reserve group study rooms during business hours

The Disability Resource Center

The [Disability Resource Center](#) (DRC) assists students to obtain reasonable accommodations and services to ensure equal access to TMCC programs and services. The DRC helps students to become self-sufficient, while providing resources to help students accomplish their academic and professional goals.

The Americans with Disabilities Act (ADA) states that a person is eligible for accommodations if they have a qualifying disability (see [Eligibility Information](#)). Students with documented disabilities have the right to free accommodations to ensure equal access to educational opportunities at TMCC.

Reasonable accommodations and implementation of services are determined by a TMCC DRC specialist who schedules support services. Students must first submit a [DRC Registration Form](#) and then make an appointment with a specialist. Students are required to produce documentation describing their disability and any suggested accommodations requests (see [Documentation Policy](#)) before receiving services.

Academic Advising and Student Orientation and Registration (SOAR)

[SOAR](#) is the College's new student orientation program. SOAR (Part I) is delivered online and covers information and resources that students need to start their education at TMCC on the track to success. Students access SOAR from TMCC's LMS, Canvas, and the program is delivered in two parts: Part I provides information and resources throughout students' first year of college, and in Part II students prepare their first-semester class schedule and register for their courses.

Retention and Support Services

Retention and Support Services encompasses several programs designed to support vulnerable students who face barriers to academic success. These are housed in the [Counseling Center](#), [Career Hub](#), and [Educational Partnership Programs](#) (formerly the Re-Entry Center). Several programs provide case management, academic and life success workshops, work experience opportunities, connections to community and college resources, academic progress reports, and access to additional financial resources. While participant qualifications vary depending on program, all programs are designed to support student success. Some services, such as our on-campus food pantry, [Wizard's Warehouse](#), and our [Emergency Scholarship Fund](#) are available to any student in need.

Diversity, Equity, and Inclusion Initiatives

- The TMCC [Equity, Inclusion and Sustainability Office](#) leads efforts to make sure that during everyone's time at the College, they are part of an inclusionary environment that honors diversity and integration.
- TMCC's [Men of Color Mentorship Program](#) (MOC) aims to educate students and their families about different career paths and college opportunities. Students are provided with a mentor who assists the mentee from their sophomore or junior year of high school until their successful matriculation to college.
- The [Students of Color Mentorship Program \(SOC\)](#) strives to match first-year TMCC students with experienced faculty and peer mentors who help guide students from their first year at TMCC to their graduation and successful transition to another institution or workforce.
- Campus Community Conversations: These monthly events during the summer bring pertinent members of our campus and local community together with our entire campus. These events are open to all students, staff, and faculty.
- The [Diversity and International Student Center and Offices](#) (DISCO) is a physical on-campus space that provides a welcoming, inclusive environment. This space includes drop-in computers, student meeting spaces, a lounge area, student peer mentoring, a private meditation and prayer room, a private nursing room, and a charging station.
- TMCC is proud to be a federally-designated [Hispanic Serving Institution](#) (HSI). The TMCC HSI Task Force's purpose is to provide strategies, input, and advice on efforts that support Hispanic Student success in the following areas: Access, Retention, Hispanic Serving Institution initiatives/compliance/strategies.
- [TMCC's Success First Program](#) goal is to increase college readiness, persistence, retention and graduation rates of first-time, full-time, first-generation students. Success First also uses a Summer Bridge program to give students a jump start to college, helping them gain information about science, technology, math and engineering, growing career fields and academic/motivational support during their first year at TMCC.
- The goal of the IDeA Network Biomedical Research Excellence (INBRE) grant is to increase the number of low-income, first-generation, and underrepresented minority undergraduates interested in and successfully working toward biomedical careers.

Student Engagement Opportunities

The TMCC [Student Government Association](#) (SGA) is dedicated to advancing the overall quality of the academic environment at TMCC. SGA offers many ways for students to get involved, make lifelong friendships, and represent fellow students to improve TMCC.

Through a variety of programs and activities, SGA provides support to recognized student organizations (RSOs), promotes student activities as an enhancement to the overall learning experience, and advocates for student rights.

FLAME\$

Prior to July 1 of this year, TMCC hosted a financial literacy program led by student peer mentors called Financial Literacy and Money Education by Students (FLAME\$). FLAME\$ provided free educational services to all TMCC students on several basic financial topics such as simple budgeting, banking basics, completing the FAFSA and much more. The primary goal of the FLAME\$ was to significantly decrease the TMCC's student loan default rate by providing good financial aid coaching and referral. These efforts, combined with the implementation of tuition repayment options other than loans and the existing support provided by TMCC's financial aid staff who coach students by providing tools related to smart loan borrowing, have allowed TMCC to successfully meet this goal. As a result, the effective FLAME\$ program strategies are now embedded in routine financial aid service processes. These strategies will be further enhanced with the implementation of an online education tool, scheduled to launch in Fall Term 2021.

Required Evidence for 2.G.1

► List of Programs Serving Student Needs:

- [Tutoring and Learning Center](#)
- [Learning Commons](#)
- [Academic Success Kit \(ASK\)](#)
- [Disability Resource Center \(DRC\)](#)
- [New Student Orientation, Advising, and Registration \(SOAR\)](#)
- [Academic Advisement](#)
- [Counseling](#)
- [Career Hub](#)
- [Educational Partnership Programs](#)
- [Wizard's Warehouse](#)
- [Equity, Inclusion and Sustainability Office](#)
- [Men of Color Mentorship Program \(MOC\)](#)
- [Students of Color Mentorship Program \(SOC\)](#)
- [The Diversity and International Student Center and Offices \(DISCO\)](#)
- [Hispanic Serving Institution \(HSI\)](#)
- [TMCC's Success First Program](#)
- [Nevada IDeA Network of Biomedical Research Excellence \(INBRE\)](#)
- [Student Government Association \(SGA\)](#)

2.G.2 (ER 18)

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

TMCC publishes current and accurate information about its mission, policies and regulations, academic programs and courses, student learning outcomes, and other information about the College on its website, in the College Catalog, within our assessment management system, and in course syllabi.

Required Evidence for 2.G.2

- College Mission
 - [TMCC Website \(About TMCC\)](#)
- Admission Requirements and Procedures
 - [College Catalog](#)
- Grading Policy
 - [TMCC website \(Grade Appeal on VPAA's website\)](#)
 - College Catalog:
 - » [Grading Scale](#)
 - » [Grade Reports, Incomplete Grades, Grade Appeals](#)
 - » [Course Retake and Grade Replacement](#)
 - » [Satisfactory Academic Progress](#)
 - » [Academic Forgiveness](#)
- Academic Programs and Courses
 - College Catalog:
 - » [Programs A-Z List](#)
 - » [Courses A-Z List](#)
 - TMCC Website (Example department pages):
 - » [Visual and Performing Arts](#)
 - » [Radiologic Technology](#)
 - » [Culinary Arts](#)
 - » [Applied Technologies](#)
 - » [Physical Sciences](#)
- Names, titles, degrees held, conferring institutions for administrators and full-time faculty
 - [College Catalog \(Faculty and Administrative Staff\)](#)
- Student Conduct
 - [TMCC Website](#)

- **Student Rights and Responsibilities**
 - [College Catalog \(Student Rights\)](#)
- **Tuition, Fees, and other Program Costs**
 - [College Catalog \(Tuition and Fees\)](#)
- **Refund Policies and Procedures**
 - [College Catalog \(Refunds\)](#)
 - [TMCC Website \(Admissions and Records Refund Policy\)](#)
- **Financial Aid**
 - [TMCC Website \(Financial Aid\)](#)
 - College Catalog (Financial Aid):
 - » [Eligibility and Application](#)
 - » [Student Responsibilities](#)
- **Academic Calendar**
 - [TMCC website \(Admissions and Records\)](#)
- **Program Student Learning Outcomes**
 - [College Catalog](#) (Each program posts outcomes on the “Overview” tab.) Examples from each academic division:
 - » [AA English](#)
 - » [AS Mathematics](#)
 - » [AS Nursing](#)
 - » [BAS Logistics Operations Management](#)
 - » [AAS Automotive Certified Technician](#)
- **Course Student Learning Outcomes**
 - Course Syllabi (Five examples are provided in Appendix 2.G.2. A comprehensive set is provided in Box.)

2.G.3 (ER 2, 18)

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

TMCC has 14 educational programs that require external licensure for entry into the profession. Accurate information is published in the College Catalog, department websites, and publications such as brochures and student handbooks, which are distributed to students at information or orientation sessions held by the departments.

Required Evidence for 2.G.3

Program	Required External Licensure or Credential and Unique Requirements for Advancement	Online Location and/or Published Documents
Certified Professional Bookkeeper	American Institute of Professional Bookkeepers Exam	<ul style="list-style-type: none"> » College Catalog (Certified Professional Bookkeeper) » Accounting and Bookkeeping web page
Certified Nursing Assistant (CNA)	Nevada State Board of Nursing CNA Clinical Skills Competency Exam and the Written Knowledge Exam	<ul style="list-style-type: none"> » College Catalog (Certified Nursing Assistant) » Certified Nursing Assistant (CNA) Program web page
Clinical Lab Specialist	American Society for Clinical Pathology Certifications	<ul style="list-style-type: none"> » College Catalog (Phlebotomy) » Phlebotomy and Clinical Laboratory Specialist web page
Dental Assisting	Dental Assisting National Board Exam	<ul style="list-style-type: none"> » College Catalog (Dental Assisting) » Dental Assisting web page » Dental Assisting Info Session Document (Appendix 2.G.3) » Dental Assisting Nevada State Requirements Document (Appendix 2.G.3)
Dental Hygiene	Written Exam: National Board Dental Hygiene Examination (NBDHS) Clinical Exam Options: <ul style="list-style-type: none"> » Nevada State Clinical Exam » Western Regional Examination Board (WRE) » American Board on Dental Examiners (ADEX) 	<ul style="list-style-type: none"> » College Catalog (Dental Hygiene) » Dental Hygiene web page » Dental Hygiene Fact Sheet (Appendix 2.G.3)

Program	Required External Licensure or Credential and Unique Requirements for Advancement	Online Location and/or Published Documents
Dietetic Technician	Commission on Dietetic Registration National Credentialing Exam	<ul style="list-style-type: none"> » College Catalog (Dietetic Technician) » Dietetic Technician Handbook (Program Requirements) » Dietetic Technician Policies and Procedures » Dietetic Technician Exit Interview
Emergency Medical Technician (EMT)	National Registry of Emergency Medical Technicians (NREMT)	<ul style="list-style-type: none"> » EMS program website » NREMT website » Committee on Accreditation for the EMS Profession (CoAEMSP)
Emergency Medical Technician – Advanced (EMT – Advanced)	National Registry of Emergency Medical Technicians (NREMT)	<ul style="list-style-type: none"> » EMS program website » NREMT website » Committee on Accreditation for the EMS Profession (CoAEMSP)
Paramedic	National and State Licensure, Advanced Cardiac Life Support (ACLS) Card, Advanced Pediatric Life Support (PALS) card, Advanced Trauma Life Support (ITLS) Card, and Basic Life Support or CPR Card. Once licensed the Paramedic has to maintain certification by attending at least 40 hours of CEU's	<ul style="list-style-type: none"> » Paramedic website » NREMT website » Committee on Accreditation for the EMS Profession (CoAEMSP)
Fire Academy	Previous EMT Certification National Fire Protection Association (NFPA) and Nevada standards for Firefighter I Exam	<ul style="list-style-type: none"> » Fire Academy web page
Nursing	National Council Licensure Examination - Registered Nurse (NCLEX-RN) Background check and fingerprinting are required to sit for the NCLEX-RN Employment Requirements (may vary): Drug screen Medicine administration exam 2-year current healthcare provider CPR and possibly Advanced Cardiac Life Support or Pediatric or Neonatal Advanced Life Support For Nevada minimum of 30 continuing education units every two years and a Bioterrorism course within the first two years of licensure	<ul style="list-style-type: none"> » College Catalog (Nursing) » Nursing Handbook (sections 1 and 6)

Program	Required External Licensure or Credential and Unique Requirements for Advancement	Online Location and/or Published Documents
Massage Therapy	American Massage Therapy Association (AMTA) or Associated Bodywork and Massage Professionals (ABMP) Exams	<ul style="list-style-type: none"> » College Catalog (Massage Therapy) » Massage Therapy web page
Paralegal/Law		<ul style="list-style-type: none"> » College Catalog (Paralegal/Law) » Paralegal/Law web page
Radiologic Technology	ARRT- American Registry of Radiologic Technologists (Radiography, CT, MRI) Nevada State Licensure Exam	<ul style="list-style-type: none"> » College Catalog (Radiologic Technology) » Radiologic Technology web page » Radiologic Technology Resources and Links » Radiologic Technology Program Handbook (Appendix 2.G.3)
Real Estate Salesperson	Nevada Real Estate Exam	<ul style="list-style-type: none"> » College Catalog (Real Estate Salesperson) » Real Estate Salesperson web page
Veterinary Nursing	Veterinary Technician National Exam (VTNE) Nevada State Exam Employment requirements: 10 CEU's annually	<ul style="list-style-type: none"> » College Catalog (Veterinary Nursing) » Veterinary Nursing web page

2.G.4 (ER 18, 23)

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

TMCC's [Financial Aid, Scholarship, & Student Employment website](#) and its [College Catalog](#) provide comprehensive information on the eligibility requirements for students seeking federal student aid. The catalog also presents other pertinent information, including financial aid priority deadlines, financial aid opportunities, academic progress standards to maintain financial aid eligibility, and the financial aid refund policy. Students' rights and responsibilities related to financial aid are also disclosed in the College Catalog.

Required Evidence for 2.G.4

- [Financial Aid website:](#)
 - [Grants](#)
 - [Loans](#)
 - [Scholarships](#)
 - [Work Study](#)
 - [Student Employment](#)
- [Financial Aid Eligibility and Application](#)
- [Financial Aid Students' Rights and Responsibilities](#)

2.G.5 (ER 18, 23)

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Our comprehensive [student loan webpage](#) contains information that all prospective and current student loan borrowers need to know before applying for a federal student loan at the College. The information that we provide includes the steps to apply for a federal student loan as a first-time borrower or a previous loan borrower. We also provide information on loan disbursement, when loan repayment occurs, and our efforts to reduce our loan default. The current default rate is also listed on our student loan webpage.

Required Evidence for 2.G.5

- [Student Loan Webpage](#)
- [College Student Loan Code of Conduct](#)

2.G.6 (ER 18, 23)

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

TMCC offers a comprehensive advising program to support student development and success. Academic Advisement oversees the new student orientation program (SOAR), individual advising appointments, group workshops, and assists students in preparing for transfer. Personnel responsible for advising spend six to eight weeks of initial training that includes understanding the Core Values and Principles of NACADA, accessing institutional information (catalog, programs, requirements, etc.), referring appropriately to college and community resources, and troubleshooting issues and obstacles as they arise. Training continues through weekly In-Service training sessions focusing on programs or new opportunities available for students. The presenters may be TMCC advisors who are training each other on new research in the field, faculty members from TMCC and universities to which students may wish to transfer, and other Student Services departments wishing to keep up to date on program and service changes.

Each fiscal year, Academic Advisors review professional development opportunities related to their position and coordinating area and include that information in their annual evaluation as part of personal and professional goals which are reviewed monthly with their supervisor. All professional development the Academic Advisors take part in each year is included in the Annual Report.

What advising does, how TMCC conducts advising, and information about how to connect with Academic Advisement is available on the advisement.tmcc.edu webpage. For any registration holds Academic Advisement places on students, information is sent to students via their TMCC email, in the Student Information System (PeopleSoft) communication center, and students are contacted through texting and phone calls. Academic Advisement staff regularly connect with students requesting an Academic Advisement appointment and answer student questions, immediately when possible, through emails and a Quick Answer Advisor who is available over the phone and virtually throughout the day.

Required Evidence for 2.G.6

- Description of advising program, staffing, and advising publications:
 - Website with description of advising program: advisement.tmcc.edu
 - [Staffing](#)
- Systematic evaluation of advising includes [CAS Self-Study](#) and [Annual Reports](#) completed each year
- Professional development policies / procedures for advisors: each fiscal year, each Academic Advisor reviews professional development opportunities related to their position and coordinating area and includes that information in their annual evaluation as part of personal and professional goals, which are reviewed [monthly](#) with their supervisor. All professional development in which the Academic Advisors take part is included in the Annual Report each year.

2.G.7 (ER 15, 18)

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Upon acceptance, students who apply for admission to TMCC receive an email sent to their personal email address, which is provided by the student during the application process. This email provides the student with their student ID number, TMCC email, username and temporary password. The student has the ability to set up their TMCC email (gmail) account with security questions and answers. This allows the student to utilize the 24/7 self-service tools to reset passwords on the TMCC website. Unique passwords are required and must contain at least eight characters including upper- and lower-case characters and a number and/or special character. During regular business hours, students can also call the Student Helpdesk or during non-Covid-19 times, just walk in to IT Customer Service. Proper identification is required when students seek help with their email accounts. Student accounts are disabled after two years of academic inactivity. All computer systems require a username and password for login. According to TMCC policy, no computer shall be used without unique authentication.

TMCC deploys Single Sign On (SSO) to allow convenient access to student email, computer logins, the Wi-Fi system, the MyTMCC student portal, the Canvas LMS and ZOOM, just to name a few.

TMCC's online, hybrid, and many face-to-face courses utilize the Canvas LMS, which students access through their campus network accounts. Instructors can employ a variety of methods to verify student identity in the assessment of work in their courses, including:

- TMCC Testing Center
- Respondus Lockdown and Monitor
- ProctorU

Respondus Lockdown and Monitor are free of charge to the students and are integrated into Canvas. Faculty can opt to turn on these features for assessment purposes. ProctorU is integrated into Canvas but students must pay a fee directly to ProctorU if this option is used. ProctorU is typically used if the student does not want to come to the campus Testing Center for personal reasons.

Required Evidence for 2.G.7

- Policies/procedures for ensuring identity verification for students enrolling in distance education courses
 - [TMCC Email for Students](#)
 - [Email Privacy, Security, and General Use Disclaimer](#)
 - [WebCollege](#)

Library and Information Resources



Library and Information Resources

2.H.1 (ER 14)

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The TMCC [Library](#) supports instructional programs by providing services, digital and print resources and a welcoming atmosphere conducive to study, research and collaboration. The Library serves the needs of students, staff, and community members by providing high-quality academic research resources, embracing new and emerging technologies, promoting information literacy across all disciplines, and supporting distance education and lifelong learning.

The main library is located at the Dandini Campus. TMCC has three additional branch library locations at the Meadowood Center, Health Science Center, and Applied Technology Learning Resource Center. Each branch location has access to computers, databases, journals, and physical items.

The primary goals of the TMCC Library are as follows:

- Enhance and promote library resources to support student success
- Develop a culture of assessment
- Increase community outreach, collaborations and library-sponsored events

Policies relating to user access to services and resources are posted on the [Library's policy webpage](#).

The [Library's Collection Development Policy](#) drives decision making in developing and maintaining the collection. Librarians consult with faculty when reviewing purchases of materials to ensure that the resources under consideration meet curricular needs.

The Library's Assessment Plan allows library staff to measure the library's contribution to fulfilling the goals of the College.

The [Library's Instruction Plan](#) is intended to give librarians guidance in strengthening library instruction and build information literacy skills so that students will understand information technology; use applications as tools; and evaluate the applicability and validity of information.

The [Library's Research Guides](#) (LibGuides) are intended to provide students and staff with links to academic resources about broad topics or course-specific resources and assignments. The library has some 70 Guides covering 50 subjects.

With the growing number of online resources, a large number of individual database portals at the Elizabeth Sturm Library (40+ at present), and an aging library catalog, the decision to upgrade the system was finalized in Fall 2019. The University of Nevada, Reno invited the community colleges of Northern Nevada to review several discovery options from various vendors. The group decided to migrate to the Primo and Alma products provided by ExLibris. With completion of this migration in Summer 2021, library users are now able to search all of the library's physical and digital holdings in one search, which greatly simplifies the research experience.

The Library provides information about Open Educational Resources (OER) to support online learning and quality low-cost materials. An [OER Research Guide](#) provides access to several OER repositories and other OER information.

Librarians have increased online interaction due to the COVID pandemic. A library [resource page](#) is integrated into the Canvas LMS so every class that is offered at TMCC has a link to access library help. Many faculty also ask for Reference Librarians to be embedded in their online courses to provide one-on-one help with research assignments. Additionally, during Spring and Fall 2020 and Spring 2021, librarians held library instruction sessions via Zoom and in Canvas.

The [Learning Commons Committee](#) is a standing committee of the Faculty Senate. The committee is composed of faculty, staff, and students. The charge of the committee is to promote the many services offered and sponsor other events, guest lectures and community outreach.

Library Staffing

The library is supervised by the Learning Commons Director. The library has 1.5 full-time equivalent Reference Librarians and one additional half-time librarian. The library staff also includes 7 Library Technicians and one Library Administrative Assistant. The staff divides their time between the four library locations.

Required Evidence for 2.H.1

- [Procedures for assessing adequacy of library collections](#)
- Library planning committee (Learning Commons Committee) and procedures for planning and collection development:
 - [Faculty Senate Learning Commons Committee](#)
 - [Collection Development Policy](#)
- Policies/Procedures related to the use of library and information resources:
 - [Library Instruction Plan](#)
- [Library staff contact information](#)

Physical and Technology Infrastructure



Physical and Technology Infrastructure

2.1.1 (ER 15)

Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

The physical infrastructure at TMCC exists to support the [Vision, Mission, and Values](#) of the College, as represented in the programs and services it offers. The importance of this infrastructure is facilitated through a budget dedicated to construction, maintenance, repair, and capital improvement. The College maintains existing facilities to a standard that ensures an accessible, safe, and secure learning and working environment for students, faculty, staff, and visitors. The [Facilities Operations and Capital Planning](#) Department offers a work-order process for service or maintenance.

Additionally, environmental sustainability and resilience initiatives have historically been a high priority at TMCC. As far back as 2005, TMCC implemented “forced shutdowns” for on-site computers, turning off all computer connected to the TMCC network at a designated time. In 2008, monitors were replaced to be Energy Star compliant. For many years, TMCC has used a building envelope evaluation program to take incremental annual steps toward greater efficiency. According to Northern Nevada’s local energy provider, NV Energy, benchmark energy use reports show that TMCC has reduced grid-based energy consumption by 20% over the last decade. In partnership with NV Energy, TMCC became 100% renewable energy powered in January, 2020. With the purchase of renewable energy credits, TMCC is the first Nevada institution of higher education to be afforded the privilege of being 100% “green”.

Also in 2020, TMCC achieved two more landmark “firsts” by being the first college in Nevada to be forwarded to the federal government for consideration as a U.S. Department of Education “Green Ribbon School” and, subsequently, being the first Nevada educational institution to receive the U.S. Department of Education’s “Green Ribbon Schools” Postsecondary Sustainability Award which honors leadership in facilities, health, and environment.

Since 2016, TMCC has partnered with Second Nature, a nationwide climate action and sustainability organization. President Hilgersom is a member of the Second Nature Steering Committee, a group of presidents and chancellors committed to mobilizing the sector’s knowledge and practical expertise to accelerate global climate action, rapidly reduce carbon pollution, and increase institutional and community resilience to climate hazards. In this role, President Hilgersom has engaged in multiple national panel discussions representing TMCC and Second Nature as a part of the ‘America is All In’ initiative led by Mike Bloomberg, former Mayor of New York, and the UN Secretary-General’s Special Envoy for Climate Ambition and Solutions, which hopes to cut emissions by 50% by 2030 in the U.S. and reach net zero emissions by 2050 while guarding against the impacts of climate disruption.

Locally, TMCC is a part of the Sustainability Partners of Northern Nevada, Partners for a Sustainable Nevada with the Nevada Division of Environmental Protection, and collaborates with the non-profit organization Keep Truckee Meadows Beautiful.

TMCC operates four campus sites in Reno, Nevada: Dandini Campus, William N. Pennington Health Science Center, TMCC's Meadowood Center, and the TMCC William N. Pennington Applied Technology Center. Currently, campus resources include 714,493 square feet of facilities, including:

- The Dandini Campus: TMCC's main campus located on Dandini Boulevard just to the north of downtown Reno. This campus site is home to the Student Services and Administrative Divisions of the College, which includes Admissions and Records, Academic Advisement, Financial Aid, Testing Services, the Disability Resource Center, the V. James Eardley Student Services Center, the Elizabeth Sturm Library, the Learning Commons and Tutoring and Learning Center, open computer labs, the Sports and Fitness Center, and the E.L. Cord Child Care Center.
- The [William N. Pennington Health Science Center](#): located on the south end of Reno, this is a collaborative campus of TMCC and the University of Nevada, Reno. Nursing, Radiologic Technology, Public and Occupational Safety, Emergency Medical Services and Paramedic Programs are housed at this site.
- TMCC's Meadowood Center: located in central Reno, this site offers a wide variety of credit courses, Certified Nursing Assistant, Veterinary Technology programs, Educational Programs Inspiring the Community (EPIC) department, Adult Basic Education, which includes English as a Second Language, High School Equivalency preparation, and basic literacy programming. TMCC's Career Hub, Veterans Upward Bound, and a testing center are also located at this learning site.
- The [William N. Pennington Applied Technology Center](#): located near the Reno-Tahoe International Airport, houses TMCC's Division of Applied Technologies. This location provides Career Technical Education training for high-skill jobs in construction and design, manufacturing, and transportation technologies, including automotive, diesel, construction management, machining, fabrication, HVAC/R and welding.

All facilities created and maintained by TMCC are compliant with all codes and regulations for the [State of Nevada Public Works Board](#), [The Americans with Disabilities Act of 1990 and Revised ADA Regulations Implementing Title II and Title III](#), and [Occupational Safety and Health Administration](#) regulations.

TMCC's Interim Executive Director of Facilities Operations and Capital Planning oversees facility improvements, construction plans and approval process by the state public works board. All facility improvements are governed by TMCC's [Facility Improvements Policy and Procedures](#). Buildings, facilities and landscaping are maintained in a manner designed to minimize hazardous conditions.

In June 2014, the NSHE BOR approved TMCC's updated [Facilities Master Plan](#) (FMP) (amended in 2016). With significant collaboration and engagement with the college community, the FMP is an essential component of the College's institutional planning effort. It provides a broad framework for the development of its physical space to accommodate student enrollment in the College's academic program offerings, while considering space for services that support learning. The FMP establishes a sense of community across each of the four locations and the College as a whole.

The Facilities Operations and Capital Planning team periodically deploys facilities condition assessment (FCA) to assess the sufficiency of physical facilities and ensuring accessible, safe, and secure facilities. Through FCA, the College analyzes the physical condition of TMCC facilities and equipment by conducting walk-through inspections to collect data, using mathematical modeling to facilitate optimization/maintenance of the physical condition and value of TMCC assets, developing capital budgets, and prioritizing resources.

[Police services](#) are provided to TMCC by [University Police Services](#), a fully functional law enforcement agency, certified by the [Nevada Peace Officer Standards and Training](#) (POST) in accordance with the laws of the State of Nevada. University Police Services officers regularly patrol all [TMCC campus locations](#).

Nevada is a [US Environmental Protection Agency](#) (EPA) Authorized state. State authorization is a rulemaking process that delegates the primary responsibility of implementing the [Resource Conservation and Recovery Act](#) (RCRA) hazardous waste program to individual states in lieu of the EPA. This process ensures national consistency and minimum standards while providing flexibility to states in implementing rules. State statutes are documented in the [Nevada Administrative Code 459](#) (NAC 459). RCRA establishes “Cradle-to-Grave” waste ownership for hazardous waste generators. Once hazardous waste is generated, the generator is entirely responsible for its proper management until it is destroyed, recycled, or treated.

The [Hazardous Waste Management Program](#) (HWMP) was developed to supplement the overall TMCC [Environmental, Health, and Safety](#) (EHS) system with regards to protecting human health and safety, appropriately managing various site wastes, reducing negative impact to the environment, managing disposal costs, and ensuring regulatory compliance. The HWMP provides information for the proper management and disposal of three types of waste found at TMCC: hazardous waste, regulated non-hazardous waste, and universal waste. The HWMP informs TMCC faculty, staff, and students of policies and procedures created to ensure compliance with all laws and regulations governing the proper [management of hazardous and other regulated wastes](#).

TMCC’s [Information Technology](#) department follows [NSHE’s technology strategic plan](#) in addition to creating its own planning process. In monthly [NSHE Chief Information Officer](#) meetings, current trends and implementations are shared and discussed to help institutions to meet NSHE expectations as well as their own local needs. For security reasons, the discussions and topics of the CIO meetings are not posted publicly. However, additional information can be provided upon request. [System Computing Services](#) (SCS) is the central shared services hub that provides support and general direction for current and future planning. This is especially valuable in today’s [Cyber Security](#) environment.

TMCC’s [Technology Committee](#) consists of faculty and staff members, as well as current students. The committee meets monthly to discuss new projects and technologies and all members have the opportunity to bring new ideas or existing issues to the committee.

IT attempts to replace academic computer and multimedia systems and administrative computer systems every [five years](#), depending on funding availability. In coordination with [Auxiliary Services](#), IT salvages any computers that are determined not to have a useful service life. One-fifth of all academic lab computers or laptops are replaced every year. Network switches, uninterruptible power supplies (UPS), and other devices are replaced based on need or End of Life (EOL). Server equipment follows the same 5-year replacement or EOL. Internal software applications follow the Software Development Lifecycle (SDLC) and are never more than two revisions behind the current version. Administrative computers follow a 5-year replacement plan but the program is based on available funding.

Required Evidence for 2.1.1

- [Facilities master plan](#)

- Equipment replacement policies/procedures
- Procedures for assessing sufficiency of physical facilities
- Policies and procedures for ensuring accessible, safe, and secure facilities
- Policies/procedures for the use, storage, and disposal of hazardous waste
- Technology master plan and planning process
- Technology / equipment update and replacement plan

Moving Forward

TMCC's Mid Cycle peer evaluation, which occurred under the previous 2010 NWCCU Standards, asked the College to focus primarily on its Strategic Master Plan and for better integration of student learning outcomes assessment processes. Most notably, TMCC was encouraged to:

- Reduce the number of measures for institutional reporting and place greater emphasis on outcomes rather than inputs
- Continue to develop and refine program level outcomes and assessment processes
- Continue efforts to align budget allocations to planning and assessment processes

The College has made progress in these areas, which it hopes to demonstrate in the upcoming Year Seven Evaluation of Institutional Effectiveness report. The [new Strategic Master Plan](#) (SMP) is aligned with the goals of the Nevada System of Higher Education and has roughly two-thirds fewer indicators as the previous plan, and the majority are outcomes rather than inputs. Achievement of general education learning outcomes is now integrated into the SMP and evaluated at the institutional level. The College has also incorporated a few specific, disaggregated indicators based within the SMP 2021-26 and is well positioned to continue monitoring potential equity gaps with disaggregated dashboards for student outcomes. We have set shorter term benchmarks and longer term aspirational targets to evaluate the success of these indicators. The few remaining input indicators are centered on access, especially to underserved student populations, and the desire to expand a more diverse faculty and the high-impact practice of undergraduate research. In addition, the College has refocused its program/unit review more around program learning outcomes assessment, integrated general education assessment, and aligned course to program assessment through curriculum mapping.

Although the College has completed much of the fundamental work towards an ongoing process of assessing institutional effectiveness, there is still more to do. Throughout the next year, the College will focus on several priority areas to strengthen the institutional connection to the SMP. This will include evaluating and refining existing processes; examining student achievement and associated practices through an equity lens; and honing in on student learning outcomes assessment processes and practices.

In the area of institutional processes, the College will focus on two key goals. The first goal will be to develop a formalized cycle of institutional planning and assessment that ties back to the SMP. The second goal will be to strengthen the resource allocation process to prioritize projects that directly align and enhance SMP initiatives. The College will also address equity, specifically equity gap mitigation, by identifying, examining and developing strategies to minimize achievement gaps among various student populations. Finally, with regard to the student learning outcomes assessment, the College will strive to enhance the assessment processes through better longitudinal collection techniques and improved use of resultant data. As well, the College will encourage a shift from isolated course assessment to a broader focus on program assessment, highlighting examples where data are effectively being used to drive program improvements. Combined, these areas of focus will better position TMCC to affirm a culture of ongoing institutional effectiveness and improvement.

Appendix

2.A.2

- [Leadership Organizational Chart](#)
- [CVs of Executive Leadership Team](#)
 - [Dr. Karin Hilgersom, President](#)
 - [Dr. Jeffrey Alexander, Vice President of Academic Affairs](#)
 - [Estella Gutierrez, Vice President of Student Services and Diversity](#)
 - [Elena Bubnova, Associate Vice President of Research, Marketing, Web Services, and Information Technology](#)
 - [Dr. Ayodele Akinola, Interim Executive Director of Facilities Operations and Capital Planning](#)
 - [Elise Bunkowski, Interim Executive Director of Budget and Planning](#)

2.A.3

- [CV for Dr. Hilgersom, TMCC President](#)

2.A.4

- [COVID Response Team Roster](#)

2.E.1

- [NSHE Financial Statement, June 30, 2018](#)
- [NSHE Financial Statement, June 30, 2019](#)
- [NSHE Financial Statement, June 30, 2020](#)
- [NSHE Single Audit, 2020](#)

2.F.2

- [Professional Development Workshop Attendance, AY 2015-16](#)
- [Professional Development Workshop Attendance, AY 2016-17](#)
- [Professional Development Workshop Attendance, AY 2017-18](#)
- [Professional Development Workshop Attendance, AY 2018-19](#)
- [Professional Development Workshop Attendance, AY 2019-20](#)
- [WebCollege Workshop Attendance, AY 2015-16](#)
- [NSHE Workday Webinar TMCC Attendance, AY 2019-20](#)
- [NSHE Workday Webinar TMCC Attendance, AY 2020-21](#)

2.F.3

- [TMCC Academic Affairs Organizational Chart](#)

2.G.2

- [Sample Course Syllabi with Course Student Learning Outcomes:](#)
 - [ART 101](#)
 - [AUTO 216](#)
 - [BIOL 100](#)
 - [HIST 101](#)

- [MATH 120](#)
- [MATH 20](#)
- (See Box for a comprehensive collection of syllabi)

2.G.3

- [Dental Assisting Info. Session Document](#)
- [Dental Assisting State Requirements Document](#)
- [Dental Hygiene Fact Sheet](#)
- [Radiologic Technology Program Handbook](#)

2.I.1

- [Information Technology Master Plan and Planning Process](#)