![TMCC - Truckee Meadows Community College]

Accreditation Self-Study

Submitted by
Truckee Meadows Community College

Submitted to
The Northwest Commission on Colleges and Universities (NWCCU)

September 14, 2012

Amended October 15, 2012

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Institutional Overview

In 1969, the community college system was established by the Nevada State Legislature. In 1971, Governor Mike O'Callaghan dedicated Western Nevada Community College as one of three community colleges in the University and Community College System of Nevada (UCCSN). In its infancy, TMCC operated under the name of Western Nevada Community College. The parent campus was located in Carson City. Stead Air Base housed a secondary campus serving predominantly the greater Reno-Sparks area. Both campuses had their own student organizations, faculty senates, and administrative organizations. In addition to Stead Air Base, space for registration and classrooms was provided by the Washoe County School District. The first of the multi-phases of construction for a campus on Dandini Boulevard in Reno was completed in 1976. The Dandini Campus became the central hub for the staff, programs, and students.

TRUCKEE MEADOWS COMMUNITY COLLEGE
RENO VICINITY MAP
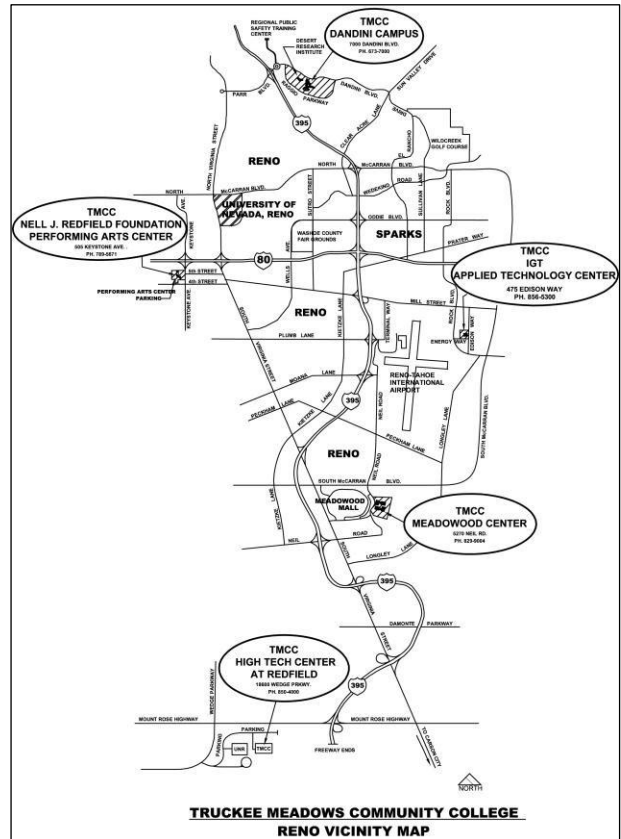
In 1979, the Board of Regents split Western Nevada Community College and established Truckee Meadows Community College. TMCC became the fourth community college within the UCCSN. Starting in the 1980s, the student demand for courses and programs created a need for more facilities. In addition to expanding the Dandini Campus, the college established the IGT Applied Technology Center (March 1999), Meadowood Center (February 2003), the Nell J. Redfield Foundation Performing Arts Center (September 2003), and the TMCC High Tech Center at Redfield (September 2005). In 2005, the UCCSN was renamed the Nevada System of Higher Education (NSHE) to reflect the diverse and multiple institutions in the state.

The Northwest Commission on Colleges and Universities first accredited Truckee Meadows Community College in 1980. The Commission's most recent comprehensive evaluation occurred in 2005 followed by a Focused Interim Report in 2007 and a Regular Interim Report in 2010. Responses to recommendations from the Interim Report are included in Appendix A.

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Truckee Meadows Community College

Address: 7000 Dandini Blvd.

City, State, ZIP: Reno, NV 89512-3999

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ☒ Associate ☐ Other

If part of a multi-institution system, name of system: Nevada System of Higher Education

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based ☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal ☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☐ Quarter ☒ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term ☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Paralegal/Law	Associate of Applied Science	American Bar Association	8/7/2006
Culinary Arts	Associate of Applied Science	American Culinary Federation	7/8/2009
Dental Assisting	Associate of Applied Science	American Dental Association-Commission on Dental Accreditation	9/22/2009
Dental Hygiene	Associate of Science	American Dental Association-Commission on Dental Accreditation	3/1/2008
Dietetic Technician	Associate of Applied Science	American Dietetic Association-Commission on Dietetic Education	4/24/2009
Veterinary Technology	Associate of Applied Science	American Veterinary Medical Association	4/17/2011
Early Childhood Education	Associate of Arts/Associate of Applied Science	National Association for the Education of Young Children	6/30/2009
Automotive	Associate of Applied	National Automotive Technician's Educational	5/25/2006

	Science	Foundation	
Nursing	Associate	National League for Nursing Accrediting Commission	7/30/2012

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: <u>Course CHRs/15</u>

Official Fall 2011   (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2011	One Year Prior Dates: Fall 2010	Two Years Prior Dates: Fall 2009
Undergraduate	6,267	7,152	7,296
Graduate			
Professional			
Unclassified			
Total all levels	6,267	7,152	7,296

Full-Time <u>Unduplicated</u> Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall   2011   (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2011	One Year Prior Dates: Fall 2010	Two Years Prior Dates: Fall 2009
Undergraduate	11,616	13, 139	13,582
Graduate			
Professional			
Unclassified			
Total all levels	11,616	13, 139	13,582

Numbers of Full-Time and Part-Time <u>Instructional and Research Faculty & Staff</u> and Numbers of Full-Time (only) <u>Instructional and Research Faculty & Staff</u> by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number   Number of <u>Full Time</u> (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	107	9	2	5	13	62	0	34
Associate Professor								
Assistant Professor								
Instructor	33	2	4	2	5	16	0	8
Lecturer and Teaching Assistant	0	577						
Research Staff and Research Assistant								
Undesignated Rank								

<u>Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff</u>. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	$69,294.12	14.63
Associate Professor		
Assistant Professor		

Instructor	$52,776.97	4.81
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: 6/30/11

Reporting of income:	Accrual Basis	x Accrual Basis	
Reporting of expenses:	Accrual Basis	x Accrual Basis	

BALANCE SHEET DATA

ASSETS	Last Completed FY Dates: 2011	One Year Prior to Last Completed FY Dates: 2010	Two Years Prior to Last Completed FY Dates: 2009
CURRENT FUNDS			
Unrestricted			
Cash	1,689,334	1,842,070	-139,744
Investments	21,706,066	18,546,581	18,895,769
Accounts receivable gross	2,412,254	1,672,303	1,124,803
Less allowance for bad debts	-1,023,981	-663,017	-424,982
Inventories	14,087	11,178	5,118
Prepaid expenses and deferred charges	3,929	2,702	6,467
Other (Funds Held in Trust)	0	0	37,400
Due from	1,583,207	5,775,671	297,072
Total Unrestricted	26,384,896	27,187,488	19,801,903
Restricted			
Cash	426,468	-385,058	-69,367
Investments	0	0	0
Other (Receivables from Fed and NV)	475,814	1,347,915	733,887
Due from	12,789	17,147	61,917
Total Restricted	915,071	980,004	726,436
TOTAL CURRENT FUNDS	27,299,967	28,167,492	20,528,339
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	8,966,656	7,751,939	7,010,150
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	8,966,656	7,751,939	7,010,150
PLANT FUND			
Unexpended			
Cash	5,783,928	5,523,924	3,816,188
Investments	0	0	0
Other (Cash held by NV)	2,752	19,123	457,375
Total unexpended	5,786,680	5,543,047	4,273,563
Investment in Plant			
Land	2,370,034	2,370,034	2,370,034
Land improvements	3,915,665	4,145,524	4,711,581

Buildings	50,479,383	52,380,460	54,279,513
Equipment	1,807,992	1,752,821	1,899,327
Library resources	227,595	261,225	318,042
Other (Construction in Progress)	1,629,813	438,044	0
Total investments in plant	60,430,483	61,348,109	63,578,497
Due from	324	22,836	26,583
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	66,217,488	66,913,991	67,878,643
OTHER ASSETS (IDENTIFY)	338,363	367,569	394,344
TOTAL OTHER ASSETS	75,522,507	75,033,500	75,283,137
TOTAL ASSETS	102,822,474	103,200,993	95,811,476

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY Dates: 2011	One Year Prior to Last Completed FY Dates: 2010	Two Years Prior to Last Completed FY Dates: 2009
CURRENT FUNDS			
Unrestricted			
Accounts payable	1,111,636	916,815	1,015,168
Accrued liabilities	2,889,916	3,130,070	4,671,943
Students' deposits	0	0	0
Deferred credits	730,341	676,515	684,880
Other liabilities (Funds Held in Trust)	22,049	50,699	236,729
Due to	1,460,279	5,608,417	323,235
Fund balance	20,170,674	16,804,971	12,869,948
Total Unrestricted	26,384,896	27,187,488	19,801,903
Restricted			
Accounts payable	62,580	103,326	38,701
Other (Acc. Payroll, Def. Revenue)	122,329	156,437	63,842
Due to	131,507	177,250	58,936
Fund balance	598,655	547,062	564,957
Total Restricted	915,071	984,075	726,436
TOTAL CURRENT FUNDS	27,299,967	28,171,563	20,528,339
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	8,966,656	7,751,939	7,010,150
TOTAL ENDOWMENT AND SIMILAR FUNDS	8,966,656	7,751,939	7,010,150
PLANT FUND			
Unexpended			
Accounts payable	1,413	421,698	26,596
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (Def. Revenue)	0	8,243	37,470
Due to	324	27,922	3,200
Fund balance	5,778,510	5,108,019	4,140,938
Total unexpended	5,780,247	5,565,882	4,208,204
Investment in Plant			
Notes payable	5,360,000	5,775,000	7,958,000
Bonds payable	0	0	0

Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (Acc. Interest)	62,192	66,274	91,942
TOTAL INVESTMENTS IN PLANT FUND	5,422,192	5,841,274	8,049,942
OTHER LIABILITIES (DUE TO US GOV'T)	351,757	300,208	314,030
TOTAL OTHER LIABILITIES	5,775,686	6,599,345	8,431,238
TOTAL LIABILITIES	12,306,324	17,418,876	15,524,671
FUND BALANCE	90,516,150	85,782,117	80,286,805

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY Dates: 2011	One Year Prior to Last Completed FY Dates: 2010	Two Years Prior to Last Completed FY Dates: 2009
Tuition and fees	13,428,831	13,577,656	13,075,458
Federal appropriations	0	0	0
State appropriations	35,230,785	22,137,901	39,416,369
Local appropriations	0	0	0
Grants and contracts	20,915,693	32,888,941	10,418,910
Endowment income	1,189,198	702,834	-1,983,246
Auxiliary enterprises	1,163,884	1,160,639	1,380,009
Other (Sales & Services, Other Operating)	1,030,852	1,020,663	1,026,925
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	27,755,634	28,081,095	27,422,964
Research	0	0	0
Public services	0	0	0
Academic support	4,614,346	4,986,383	5,156,305
Student services	6,440,298	5,934,534	7,911,742
Institutional support	8,038,912	9,458,813	7,511,503
Operation and maintenance of plant	6,239,577	4,291,156	7,371,776
Scholarships and fellowships	11,697,846	10,034,381	4,896,988
Other (depreciation)	3,092,244	3,087,481	3,046,859
Mandatory transfers for:			
Principal and interest	258,675	341,417	374,714
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	68,137,532	66,215,260	63,692,851
Auxiliary Enterprises			
Expenditures	1,097,045	990,073	1,148,442
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	1,097,045	990,073	1,148,442
TOTAL EXPENDITURE & MANDATORY TRANSFERS	69,234,577	67,205,333	64,841,293
OTHER TRANSFERS AND ADDITIONS/DELETIONS (xfer's to Sys. Admin, Gifts, FA Disposals)	1,005,297	1,212,009	-1,575,084

EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	4,729,963	5,495,310	-3,081,952

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	**Last Completed FY** **Dates: 2011**	**One Year Prior to Last Completed FY** **Dates: 2010**	**Two Years Prior to Last Completed FY** **Dates: 2009**
For Capital Outlay	5,360,000	5,775,000	7,958,000
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.
Academic Credit Courses – report the total number of academic credit courses offered at the site.
Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site **Name** **City, State, ZIP**	**Degree Programs**	**Academic Credit Courses**	**Student Headcount**	**Faculty Headcount**
N/A				

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the <u>names</u> of degree programs that can be completed at the site.
Academic Credit Courses – report the <u>total number</u> of academic credit courses offered at the site.
Student Headcount – report the <u>total number (unduplicated headcount)</u> of students currently enrolled in programs at the site.
Faculty Headcount – report the <u>total number (unduplicated headcount)</u> of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
N/A				

Preface

Institutional Changes Since the Last Report

Truckee Meadows Community College submitted its Accreditation Regular Interim Report in September 2010 and hosted an evaluation visit in October 2010. Prior to 2010 the college had embarked on a significant process of re-evaluating its mission and strategic initiatives, in addition to scripting new vision and values statements. Since the academic year 2010-2011, the Nevada System of Higher Education, and by extension TMCC, has undergone substantial changes, in some ways expected and anticipated through the college's planning and budgetary efforts, in other ways, unexpected and beyond the scope of any reasonable planning efforts.

After experiencing an enrollment growth of 25% between 2005 and 2010, TMCC's annualized FTE enrollment dropped by 2% in 2010-2011, and by 11% in 2011-2012. The enrollment drop

in 2011 can be attributed to a series of factors, such as budget cuts, course reductions, implementation of an application deadline and other policies impacting enrollment. Enrollment appears to be up about 4% in Fall Semester 2012, based on preliminary figures. While we are encouraged by the increase, we also note that it is nowhere near sufficient to return us to pre-2011 enrollment figures.

During the 2011 legislative session, legislators and the Board of Regents engaged in an open discussion about the possibility of merging two of the three northern community colleges, and even considered closing at least one northern college. While the worst case scenarios of closures and mergers did not materialize, at the conclusion of the 2011 legislative session, the Nevada State Legislature reduced the appropriation for the higher education system, and as a result, the Board of Regents cut TMCC's appropriation by another 15%, or approximately $5.1 million. In FY 2011, the appropriation was $35.7 million, reduced to $30.6 million each year of the 2011-2013 biennium.

Statewide talks are currently ongoing concerning a proposed change in the funding formula for higher education in Nevada. The proposed change would have the effect of transferring approximately $13.2 million from the four higher educational institutions in the northern part of the state to the three higher educational institutions in the southern part of the state, which have traditionally received less state support per student FTE than their northern counterparts. If approved, this proposal would have the effect of reducing TMCC's state appropriation by approximately $2.9 million dollars per annum.

In terms of institutional organization and personnel, expenses have been reduced using several methods. For the past several years, each vacant position has been analyzed to determine whether the college can leave the position vacant or replace the employee at a lower cost. Mandatory unpaid leaves, or furloughs, and a 2.5% pay reduction are in effect for all full-time employees in fiscal years 2012 and 2013, a change from the previous year, when tenured faculty members were exempt. Benefits have been reduced for all full-time employees.

Operating expenses have been reduced in selected administrative and academic departments, based on voluntary recommendations from departments throughout the college. Additionally, a Curricular Review Committee was formed with college-wide representation in spring 2011 to review department budgets in anticipation of program cuts; while program cuts were minimized, the process established criteria for future budgetary decisions.

Recognizing that the personnel cuts in recent years had reduced institutional staffing to an unsustainable level, in spring 2012 President Maria Sheehan approved searches to fill a number of crucial positions with permanent employees. Since that time, we have successfully conducted numerous national searches and recruited a total of eleven new tenure-track faculty, seven administrators, and thirteen support staff.

In addition to reducing expenses at the institutional level, TMCC participated in NSHE efforts to increase revenues, albeit with significant impact on students. The Board of Regents authorized a 13% increase in tuition and fees effective with the 2011-2012 academic year and a further 8% fee increase for the 2012-2013 academic year. NSHE has also eliminated its "good neighbor" reduced tuition policy and its policy of free tuition for senior citizens. The

Millennium Scholarship program continues to shrink as fees increase and the value of the scholarship remains flat. Fewer students are activating their scholarship. While the Board of Regents has stated its commitment to providing access to low-income students, there is no statewide need-based financial aid program for Nevada students.

In an effort to increase revenues, TMCC secured $7,826,319 in grant awards during the 2011-2012 fiscal year. Approximately 8% ($598,957) of these funds were in the area of Career and Technical Education (Perkins and Tech Prep) with another 25% ($1,967,299) dedicated to Student Support Services. Academic instruction—other than Career and Technical Education and Student Support Services—accounted for 51% ($4,024,724) and 16% ($1,235,339) was directed at Adult Basic Education and English as a Second Language.

In 2010, the TMCC Foundation completed a feasibility study that tested seven strategic initiatives, totaling $69 million. Four initiatives—health science programs, IGT Applied Technology Center and programs, instructional equipment, and the Success First program— received very strong and broad community support. In December 2010, the TMCC Foundation launched a Major Gifts Campaign to support four strategic initiatives: life and health sciences programs, the completion of the IGT Technology Center, the Success First Program, and instructional equipment. Over the last two years, the campaign has raised $8.2 million in cash and pledges, grants and planned gifts. The life and health sciences program gifts total $2.6 million; gifts to support the completion of the College's IGT Technology Center total $2.5 million; investments in the Success First program for low-income, first-generation students total $1.1 million; and additional gifts to various programs total $2 million. The Major Gifts Campaign is on track to meet or exceed its goal of $25 million in the five-year campaign.

In terms of institutional infrastructure, as one of the two lead institutions in the system-wide iNtegrate project, TMCC went live with the PeopleSoft student information system in fall 2010 and has now completed two full years using this system. The implementation and

integration processes were complex and time-consuming, affecting every area of the college. A significant amount of staff time is still devoted to the project, both in refining processes and addressing issues as they arise. In addition, TMCC continues to assist four other NSHE institutions with their implementation by providing documentation and answering questions related to setup and business processes.

Significant administrative changes have also taken place. In the summer of 2011, TMCC welcomed a new Vice

President for Academic Affairs and Student Services, Dr. John Tuthill, who replaces Interim Vice President Jesus Carreon. Dr. Tuthill has previously served as Chief Academic Officer at the College of the Marshall Islands, Ilisagvik College, and Northwest Arkansas Community College. Vice President of Finance and Administration, Delores Sanford, announced her resignation effective August 2011. A national search conducted during Fall Semester 2011 led to the appointment of Dr. Rachel Solemsaas as Vice President of Finance and Administrative Services, effective January 2012. Dr. Solemsaas comes to us from Bellevue College in Washington State where she was Vice President of Administrative Services.

Response to Recommendation/Issues Requested by the Commission

The Northwest Commission on Colleges and Universities conducted an interim evaluation visit in October 2010. On the basis of the evaluation, NWCCU reaffirmed accreditation in January 2011. The evaluation produced four commendations and two recommendations. Both recommendations focused on course, discipline, and program outcomes. A complete report on the progress made by TMCC in response to the recommendations is included in Appendix A. After submission of the year one report and review by the commission, two recommendations were made and the response to those recommendations is addressed in Appendix B.

Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Authority
TMCC is authorized to operate and award degrees by the Constitution of the State of Nevada and the authority it grants the Nevada System of Higher Education Board of Regents.

Section I: Standard 1.A

Mission Statement

Truckee Meadows Community College promotes student success, academic excellence, and access to lifelong learning by supporting high-quality education and services within our diverse community.

Interpretation of Fulfillment of the Institution's Mission

TMCC measures its progress in each of our three core themes. In one sense, mission fulfillment is defined by reaching or exceeding our stated goals in all areas within the specified time frame. On another level, however, our mission is always aspirational. We seek to be the very best we can, and once we have achieved one set of goals, we will set another, even higher.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

For each of our three core themes, we have one or more objectives that describe in general how we propose to meet our institutional aspirations. Within each objective, we have a number of indicators of achievement with specific benchmarks to be attained by 2015. We define acceptable progress as meeting, maintaining, or exceeding these benchmarks by the date indicated, with the understanding that whenever one goal is achieved, a higher standard will be set as our next goal.

TMCC Mission

CORE THEMES

1. Lifelong Learning
2. Academic Excellence
3. Student Success

STRATEGIC MASTER PLAN

- Strategic Initiatives—what we will do
  - Indicators of Achievement— how we demonstrate we did it

INSTITUTIONAL PRIORITIES

- Improving pathways of underprepared students
- Facilitate success of our transfer students
- Implement policies for student success
- Community Education to focus on workforce development

Section II: Standard 1.B

Core Theme I: Supporting lifelong learning through strengthening institutional infrastructure and partnerships within our diverse community.

Description of supporting lifelong learning

While TMCC has always been dedicated to access to lifelong learning for all members of our community, we recognize that, especially in our current economic and financial environment, we can no longer attempt to serve every segment of the population within our service area. Instead, while we are maintaining and even expanding some of our lifelong learning programs that we deliver directly, we are also aggressively identifying partnership opportunities so that we can leverage the resources of different entities within our community and work together, rather than competing against one another, to provide access to education across the lifespan.

We also acknowledge within this Core Theme that in order to be accepted as a significant presence and partner in lifelong learning, we need to be recognized as a stable institution providing the infrastructure as needed to provide and support quality higher education by our community. We also must be recognized as a professional entity capable of maintaining high standards and dedicated to serving community needs.

Strategic Initiative 1: Stewardship of college resources through responsible human resource development and management.

Indicators of Achievement:	Baseline 2010	Benchmark 2015
a. Recruiting, hiring, and retaining quality employees that reflect the diversity of the students and communities we serve.	14% minority employees	25%
b. Offer a variety of professional development opportunities for all faculty and staff. Survey participants to determine effectiveness.	240 workshops	280 workshops
c. Training and development of all employees in the use and maintenance of technology in all areas of the college.	137 workshops	150 workshops

Strategic Initiative 2: Enhance and ensure a welcoming and diverse environment that is mutually respectful, socially supportive, accessible, safe, physically pleasing, provides opportunities for personal growth.

Indicators of Achievement:	**Baseline 2010**	**Benchmark 2015**
a. Providing campus and center locations that are safe, accessible, sustainable and that meet the needs of the college community.	27 preventable injuries	15
b. Assessing on a regular basis, community demographics to maintain a current profile for planning purposes, to identify how to best serve our communities.	26% minority students	33%

Strategic Initiative 3: Create, expand, and/or strengthen partnerships with civic, community, educational, and business/industry organizations to provide lifelong learning opportunities.

Indicators of Achievement:	**Baseline 2010**	**Benchmark 2015**
a. Washoe County School District.		
i. Pre-developmental and pre developmental collaborative efforts	97% of WCSD HS grads place into pre-college level courses	Reduce number to 60%
ii. Total student enrollments in dual credit	123	160
iii. TMCC High School	192 total students; 54 matriculated to TMCC	Add 10th grade level
iv. Number of students receiving Tech Prep placement credits who were enrolled in one or more occupational/career technical courses	416 (fall 10)	500
v. WCSD High School capture rate	27% (fall 10)	32%

Indicators of Achievement cont.:	Baseline 2010	Benchmark 2015
b. UNR/TMCC Dual Admission Program	8	50
c. Nevada State College Fast-track degree program	0 students	300
d. Business and Industry Partnerships	34 sponsored projects	45
e. Funded Internships.	0	35

Strategic Initiative 4: Serve as a resource for the community by providing a variety of opportunities for cultural and educational enrichment.

Indicators of Achievement:	Baseline 2010	Benchmark 2015
a. Offer community enrichment opportunities.		
i. Music and Theatre Productions	12 events	Maintain
ii. Art Gallery	8 events	Maintain
iii. Distinguished Speaker Series and other speakers	2 events	Maintain
iv. Campus Sponsored Events (ex. Legacy Scholarship Reception, AIA Lecture Series, Business Plan Competition)	5 events	Maintain

Rationale as to Why the Indicators Are Assessable and Meaningful Measures

In the educational sector, TMCC has partnerships supporting learning at the Pre-K through 12th grade level, with four-year colleges and universities, and for members of our community seeking general interest and life-enhancing courses on a non-credit basis. Our partnerships with the Washoe County School District are especially crucial. Since the WCSD students today are our students of tomorrow, we need to work together to align our curricula and standards to ensure a seamless transition from high school to college.

Within the business sector, TMCC engages in contract training, internships, and new program development in response to emerging workforce needs, as well as employer-based advisory councils for all of our career and technical education programs. The multiple business and economic partnerships that TMCC has forged work together to strengthen TMCC's position in the community and to enhance its contribution to regional economic

growth.

TMCC also has a long-standing role enriching the cultural environment in which we live. Our music and theatre programs display some of the best local talent available. Our art shows and visiting speakers are always original, innovative and cutting-edge. Our community would be poorer without these contributions, and while financial conditions preclude expansion, we are committed at least to hold the line and maintain our current level of activity.

Core Theme II: Academic Excellence

Description of Academic Excellence

TMCC understands academic excellence in terms of preparing students for further academic work and workforce preparedness. Academic excellence makes student achievement meaningful; in the absence of strong academics, student success indicators only measure a hollow shell. TMCC recognizes that academic excellence is a communal effort and does not occur in the classroom alone. To achieve academic excellence, all units of the college must work in concert. Through difficult budgetary times and extraordinary pressures, TMCC has worked hard to maintain the percentage of funds committed to direct instruction, for that is ultimately why students come to us. To ensure academic excellence, TMCC's Planning and Budget Council identified three key strategic initiatives for achieving academic excellence.

> **Strategic Initiative 1:** Implement a comprehensive process to assess student learning outcomes and use the results to consistently improve curricula and the delivery of instructional programs and services.

Indicators of Achievement:	Baseline 2010	Benchmark 2015
a. All courses and programs will be reviewed and assessed on a five year cycle.	80%	100%
b. All program reviews will lead to defined program goals for the next five years.	44%	100%
c. The implementation of all program goals will be monitored via annual progress reports.	50%	100%
d. Monitor student satisfaction with quality of instruction via graduation	89% satisfaction	93% satisfaction

Strategic Initiative 2: Establish and implement college-wide processes that include regular assessment of all college programs and services delivered in support of academic programs.

Indicators of Achievement:	**Baseline 2010**	**Benchmark 2015**
a. Develop and implement assessment cycle for Administrative Unit Review (AUR).	Established	Maintain
b. All AURs lead to defined program goals.	25%	100%
c. Progress towards defined program goals monitored via annual progress reports.	25%	100%
d. Monitor student satisfaction with quality of services via graduation survey.	69% satisfaction	75% satisfaction

Strategic Initiative 3: Regularly assess the skills needed to meet workforce needs in the service area.

Indicators of Achievement:	**Baseline 2010**	**Benchmark 2015**
a. Implement Advisory Board recommendations for continual program improvement.	Advisory committees for 100% of AAS/CTE programs	80% of AAS/CTE programs will integrate advisory board recommendations into Program/Unit Review process
b. Monitor job placement of CTE program graduates.	None	80% verified placement
c. Monitor six month job success of CTE program graduates.	No tracking	75% verified 6 month job success

Rationale as to Why the Indicators Are Assessable and Meaningful Measures

Program excellence is achieved and maintained through continual assessment of quality followed by appropriate adjustments within the program based on assessment results. TMCC has developed a two-tier assessment model for all of its credit-level instructional programs, with an annual Course Assessment Report (CAR), based on five-year department assessment cycles. The CAR cycle feeds into the Program/Unit Review (PUR), also on a five-year cycle, and together, they provide the means for faculty to review, revise, and implement curricular changes with a focus on academic excellence. These processes are in place for both the academic and career instructional areas. This comprehensive assessment process provides meaningful data that is then used to inform defined program goals, which are in turn monitored via an annual progress report. The entire assessment process is implemented by faculty, and reviewed, supported, and critiqued by the faculty curriculum committee, the Associate Dean of Assessment and Planning, and the Vice President of Academic Affairs and Student Services.

TMCC also pays careful attention to the perspective of our students. We will continue to monitor, on an annual basis, the satisfaction students express in their evaluations of TMCC courses. We have also just implemented a satisfaction survey which will be completed by every student applying for graduation. The survey results will be used to demonstrate whether our internal assessment of academic excellence corresponds to the students' perception of their own experience.

We also recognize that assessment cannot be limited to only what we teach. A comprehensive assessment program regularly and systematically assesses all college programs and services, which facilitates the synergy necessary to achieve institutional excellence. While TMCC is required by the Nevada System of Higher Education to assess only its course and program offerings, the college endeavors to assess its student services and administrative units through similar assessment processes, affirming its goal of institutional excellence in support of student success. In Academic Year 2011-2012 all of the Student Services programs conducted an outcomes assessment. Other non-instructional areas will follow suit in subsequent years.

Finally, we recognize that job placement and success are a key indicator of excellence within our career and technical programs. These programs stay current not only through the learning outcomes assessment process, but also through frequent interaction with advisory councils which are asked on an annual basis to evaluate each program for its relevance to the workforce needs of our community. TMCC is currently recruiting a career and technical program placement specialist who will assist students in their job searches, and who will track their placement and subsequent success on the job. We consider successful job placement, and

successful on-the-job performance, as key indicators of the excellence of our instructional programs in career and technical fields.

Core Theme III: Student Success

Description of Student Success

TMCC recognizes that students come to our college with varying goals; consequently, no single definition of "success" can be all-inclusive. All students come to college with a purpose, however, and that purpose usually requires progress and movement towards a particular goal as set by the student. We have chosen, therefore, to measure student success by looking at indications of substantial progress towards specific goals: movement from developmental to college-level instruction, successful course completion, persistence from one semester to the next, graduation rates, and successful transfer.

Strategic Initiative 1:   Provide services for students to achieve college readiness and increase student retention, persistence, graduation, and transfer rates.

Indicators of Achievement:	Baseline 2010	Benchmark 2015
a. Successful transition – Developmental to Collegiate Math.*	58%	68%
b. Successful transition – Developmental to Collegiate English.*	67%	77%
c. Retention (course completion rate).*		
i. College-wide	72%	78%
ii. Developmental English	68%	78%
iii. Developmental Math	53%	72%
iv. Online	66%	75%
d. Persistence Fall to Spring.*	71%	77%
e. Persistence Fall to Fall.*	52%	65%
f. New FT freshman 3-year graduation rate.^	17%	40%
g. New FT freshman 4-year graduation rate.^	20%	43%
h. Transfer– subsequent enrollment at another institution.^	21%	27%
*fall 09 cohort ^fall 07 cohort		

Strategic Initiative 2: Maintain and regularly evaluate student progress and achievement.

<u>**Indicators of Achievement:**</u>	**Baseline 2010**	**Benchmark 2015**
a. Partner with WCSD to test students early to provide early educational intervention.	0	1,000 students
b. Use WorkKeys and Key Train for placement and remediation in technical programs.	0	200 students
c. Build pathways for ESL and skills lab students into CTE Programs.	No tracking data	100 ABE/GED/ESL students in CTE programs

<u>Rationale as to Why the Indicators Are Assessable and Meaningful Measures</u>

TMCC has consistently held to the principle of student success via student readiness. Students who enter college needing remediation in English and math will fail if their needs are not met; conversely, students who successfully transition from developmental to collegiate level courses are more likely to succeed, whether their goals are academic or career. Transition rates are critical markers for our most vulnerable students.

Retention, persistence, graduation, and transfer rates are linked and function as both local and global indicators of the overall success of our students and our college. Retention rates track the number of students retained on the course and program level—that is, the number of students who complete and thereby succeed. These rates identify not only the success of students, our courses, and programs but also areas that may need support. Persistence rates indicate the number of students who return from one semester to the next and provide both short- and long-term indicators of academic progression. Retention and persistence rates, when used in conjunction with graduation rates, inform the college regarding course, program, and college level services.

The goal, of course, is to have students earn certificates and degrees that will prepare them for further academic work or for careers. Transfer rates further illustrate the success of TMCC's programs and its students as they progress to the next level.

We are also particularly concerned about the numerous students who come to TMCC, whether through the Adult Education program or from the high schools, who are functioning more than two levels below college English and math. Our experience shows that most of these students do not succeed in the traditional developmental track. We are committed to designing new pathways to assist these students to transition into career and technical programs, and to find ways to make their English and math studies more relevant to the careers they have chosen.

Conclusion

Truckee Meadows Community College's Year One Report demonstrates the college's ongoing commitment to improvement and engagement with the new NWCCU standards. Our core themes are a direct outgrowth of our recently updated mission statement and clearly establish the foundation upon which student and institutional success rests. Working together, the college's mission, core themes, and strategic initiatives are concrete manifestations of mission fulfillment, focusing on the primary drivers for student success.

This Year One Report provided the opportunity to reflect on our many successes and identify areas for improvement. For example, while the indicators of achievement were relatively easy to identify, we recognize that we must develop a qualitative assessment process that measures their value rather than relying exclusively on quantitative assessment that merely tabulates the number of activities.

Additionally, the process of establishing objectives and indicators reinforced the need to fully integrate assessment and planning activities in every area of the college, not just instruction. While instructional areas have undertaken assessment and report demonstrable improvements, assessment in administrative and support areas has been sporadic. A comprehensive, institution-wide assessment and planning process must be implemented. During Academic Year 2011-2012, the Student Services area took the lead and assessed all of its programs. Other non-instructional areas must now follow suit.

The activities undertaken during the 2010-2011 and 2011-2012 academic years in response to NWCCU's Recommendations solidified the infrastructure, refined the relationships between processes, and increased faculty buy-in. As the process evolves and the integration of data analysis becomes more sophisticated, our planning matrices will be modified; as we attain our benchmarks, they will be modified.

With strong administrative support, TMCC is committed to realize its core themes and fulfill its mission. We are equally committed to the process of continuous improvement demanded by NWCCU, for it benefits all of us. And we are convinced that our plans and processes will enable us not only to survive our challenging fiscal environment, but also to improve in the core areas of lifelong learning, academic excellence, and student success.

<u>Appendix A</u>

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Truckee Meadows Community College
Reno, Nevada
Response to Recommendations
Northwest Commission on Colleges and Universities

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In its Regular Interim Report of October 11-12, 2010, the Northwest Commission on Colleges and Universities made the following recommendations to Truckee Meadows Community College:

Recommendations

1.   The committee did not find evidence that program learning outcomes are accessible to students and the public, or that through regular and systematic assessment the college demonstrates that graduates of all programs have achieved these outcomes. It is recommended that the college consistently identify and publish the expected learning outcomes for each of its certificate and degree programs (2.B.2).

2.   While faculty have made significant gains in course, discipline, and program assessment, the institutional processes for assessing its educational programs continues to be in a state of review (PDR) in 2010. The multiple efforts to create master course outlines and assessment review processes in courses, disciplines, and programs are not consistently defined or integrated into the overall planning and evaluation plan. It is recommended that the college finalize and implement a system of assessment that encompasses all of its offerings and is conducted on a regular basis (2.B.1).

Response

In response to the recommendations from NWCCU's Regular Interim Report of October 11-12, 2010, Truckee Meadows Community College developed and implemented a five-part plan for the spring 2011 semester. On January 13, 2011, an Administrators' Assessment Meeting took place and an overview of the five-part plan was presented, including the charges, a calendar, and information on processes and deadlines.

The Student Learning Outcomes and Assessment Coordinator was charged with coordinating and leading the effort and received a full release from teaching. The Student Learning Outcomes and Assessment committee, the Faculty Senate Curriculum, Assessment and Programs committee, department chairs, associate deans, directors, deans, and administrative and classified staff, as well as full- and part-time faculty, participated in the efforts. The five-part plan includes the following:

1.   **Develop and publish outcomes and measures for TMCC's four degrees: the**
        Associate of Arts (AA) degree, the Associate of Science degree (AS), the Associate

of Applied Science (AAS) degree, and the Associate of General Studies (AGS) degree.

On January 18, 2011, during the college's Professional Development Days, a workshop was held on Developing Outcomes and Assessment Measures for TMCC degrees. Approximately forty administrators, faculty, and staff from across the college attended and participated. Given TMCC's unique degree structure, including not only the Associate of Arts, Science, Applied Science, and General Studies but also "stand-alone" degrees such as the Associate of Science Environmental degree, and numerous emphases and certificates, the group decided to develop outcomes for the four "umbrella" degrees: the AA, AS, AAS, and AGS degrees.

The group developed similar outcomes for each degree while still reflecting each degree's particular focus. The goal was to create outcomes for each "umbrella" degree that can be traced, literally, through degree, emphasis, certificate, and course outcomes to demonstrate the clear connection between the components. In this manner, all outcomes will work in congruent and reciprocal manners.

Working in teams, the groups identified 4-5 outcomes for each degree, including outcomes for the institution, as well as student learning outcomes for the AA, AS, and AAS degrees and the AGS degree. The outcomes provide standards to establish, validate, and assess both institutional and student achievement. Over the course of the semester, work continued on the outcomes via email and small and large group meetings to establish the measurements and the criteria for the results, the comparison data, and the improvement measures. The original working group, primarily composed of faculty, approved the final four degree outcomes; they then were reviewed and passed by the Curriculum, Assessment and Programs (CAP) committee and Faculty Senate, approved by the Vice President of Academic Affairs and Student Services, and published in the 2011-2012 course catalog.

2.   **Develop and publish learning outcomes and measures for all degree, emphasis, and certificate courses of study.**

At the January 13, 2011 Assessment Meeting, a calendar was established to review and revise, if necessary, the outcomes for every TMCC degree, emphasis, and certificate. While all degrees, emphases, and certificates have approved outcomes, there were three significant issues. First, the relationship between TMCC's four "umbrella" degrees and the "stand-alone" degrees, emphases, and certificates neither was clearly defined nor understood by the majority of the participants; second, the original institutional forms that reflected the outcomes were absent or housed in different areas; and third, most of the outcomes were institutional, or administrative, rather than student learning outcomes that identified the knowledge, skills, and abilities students would gain after completing a particular course of study.

Identifying and distributing information about the relationships between degrees, emphases, and certificates was the first priority. After the hierarchy of "umbrella" degrees, stand-alone degrees, emphases, and certificates was established, the current outcomes were distributed to an appointed representative for each degree, emphasis, and certificate.

Six sessions were organized by the Student Learning Outcomes and Assessment (SLOA) Committee, which is under faculty leadership, and representative of all college areas. All degrees, emphases, and certificates were systematically reviewed and revised. Using a standardized template that would be reflected in the course catalog, representatives (faculty and administrators in their areas) identified the content and skills that students would gain as a result of completing a certificate, emphasis, or degree. These outcomes were considered and approved by the Faculty Senate Curriculum, Assessment, and Programs (CAP) committee, approved by the Vice President of Academic Affairs and Student Services, and published in the 2011-1012 course catalog. As a result of the review, two degrees and seven certificates of achievement were deleted; the deletions have been accepted by the Nevada System of Higher Education's Academic Affairs Council and the Board of Regents. Additionally, five emphases (which do not require Board of Regents' approval) were deleted.

All outcomes and measures for all degree, emphasis, and certificate courses of study have been entered into the online TMCC Academics database, to make this information readily available and searchable to the public as well as all members of our community.

3.   **Refine the relationships between course, certificate, emphasis, and degree assessment with annual and periodic assessment; solidify connection between assessment of offerings and planning and evaluation processes.**

TMCC has two institutional assessment processes in place for its instructional offerings: the Course Assessment Report (CAR) and the Program/Unit Review (PUR). Both of these assessment processes operate on a five-year cyclical basis, though many departments chose to conduct assessments of select course outcomes more frequently. All course and program outcomes must be assessed at least once every five years.

The Course Assessment Report schedule (Department Assessment Cycles) is published on the TMCC Assessment website, along with the approved reporting template. The department chair, dean, and Vice President of Academic Affairs and Student Services sign the form to acknowledge review; posting to the Assessment site constitutes approval. All Course Assessment Reports are archived on TMCC's Assessment website and are available for review by the public and all members of our community.

The periodic Program/Unit Review (PUR) responds to the Nevada System of Higher Education's reporting mandates (Title 4, Chapter 14, Section 4.1). While the Nevada System of Higher Education requires a ten-year reporting cycle, TMCC established a five-year cycle. Additionally, TMCC expanded the Nevada System of Higher Education's mandate to include not only degrees and certificates but also emphases and disciplines in an effort to systematically assess all its offerings. The schedule for the Program Unit Review is posted on the TMCC Assessment website. Through the process, the program/unit compiles and analyzes assessment activities and program/unit data for a five-year period and generates a report for the Deans. The Deans provide additional analysis and recommendations and submit the report to the PUR Committee. The PUR committee reviews the report, provides additional analysis and submits the report with the Dean's and PUR Committee's recommendations to the Vice President of Academic Affairs and Student Services who, in turn, provides summaries and

recommendations to the program faculty. Programs are then responsible for implementing the recommendations, and reporting progress to the Vice President via annual progress reports. Highlights of the Program/Unit Review, the recommendations, and the annual progress reports are all incorporated into the Educational Master Plan, and are used to inform the college's planning and resource allocation processes.

The Program/Unit Review (PUR) was realigned in spring 2010; the units under review for the fall 2010-spring 2011 period participated in the revised process, which emphasized better integration of degree, emphasis, certificate, and course assessment, particularly in the Curriculum section. Additionally, data templates were revised and new budget and assessment templates were incorporated into the next cycle, providing specific data for deeper analysis. An overview of assessment processes at TMCC, including the changes to the annual and periodic reports, as well as a panel discussion, took place during the fall 2011 Assessment Day, a college-wide event open to all faculty and staff.

During Academic Year 2011-2012, for the first time three Program/Unit Reviews were returned to the submitting program with instructions and deadlines to complete the program learning outcomes assessment as required. TMCC has recruited an Interim Associate Dean of Assessment and Planning, who, among other responsibilities, is tasked with working with program faculty to assist them as needed to develop proficiency in developing and assessing learning outcomes.

The Interim Associate Dean of Assessment and Planning has also revised the Program/Unit Review template to clarify the need to consider all functions of each program and its courses in its PUR. Many program courses, for example, also serve as general education courses, or as prerequisite courses for other programs, and program faculty must assess the contributions of their courses to these programs as well.

4. **Create and implement an assessment process for TMCC's general education program for the transfer degrees.**

TMCC courses that fulfill general education requirements are classified by categories and abilities. The process by which courses achieved general education status has been uneven, both institutionally and within the Nevada System of Higher Education. In fall 2010, the college finalized a list of general education courses for the Associate of Arts and Associate of Science degrees that matches the University of Nevada, Reno's general education requirements. Effective fall 2012, the Nevada System of Higher Education reconfigured the general education requirements for all institutions, and every degree program at TMCC has undergone or will soon undergo revision for compliance; additionally, the Nevada System of Higher Education has set a standard of no more than 60 credits of baccalaureate level courses for most Associate of Arts and Associate of Science degrees and no more than 30 credits for Certificates of Achievement. TMCC's efforts to align its general education course offerings are converging with the Nevada System of Higher Education's efforts to provide smoother transfer opportunities for community college students.

While the courses that comprise TMCC's general education component undergo discipline-

specific assessment, the courses have not been assessed as a general education program that identifies students' content knowledge and the level of achievement in relation to the identified abilities for each course and the general education program. Following the fall 2010 effort to finalize the list of courses that fulfill TMCC's and UNR's general education requirements, a general education matrix of courses was created, indicating the categories, abilities, and degree classifications for each course. This matrix is now being used in conjunction with newly established department assessment cycles, to create and implement a comprehensive general education program assessment cycle.

The General Education Pilot Assessment began in spring 2012 under the direction of the Student Learning Outcomes and Assessment Committee with the identification of seven courses that mapped their outcomes to the "analytical thinking skills" general education ability. The SLOA Committee determined that for the pilot, there would be two methods of general education assessment: one, the course learning outcomes that were mapped to the general education outcomes would serve as the general education outcomes, and two, the committee would obtain the raw materials from the courses (papers, tests, etc.), develop a rubric for the general education ability, and assess the materials.

As of fall 2012, the results of course assessment are being gathered. With the recruitment of an Associate Dean of Assessment and Planning, the SLOA committee now becomes a subcommittee of the Faculty Senate. SLOA and the Associate Dean of Assessment and Planning will work in coordination to complete the assessment by the end of 2012.

5.   Establish the spring 2011 semester as a benchmark semester for assessment.

While the full-scale 2005 and interim 2010 NWCCU evaluations indicate that TMCC has established a culture of assessment, implementation of assessment activities has been uneven, compounded by a number of internal and external factors. Following the 2010 interim evaluation, the spring 2011 semester was designated as a "benchmark" semester for assessment; the four efforts outlined above create a comprehensive, integrated assessment effort that incorporates the multiple assessment activities already occurring on a regular basis.

The following activities and processes also established spring 2011 as a benchmark semester:

- All degrees, emphases, certificates and courses have approved student learning outcomes and measures.
- The Program/Unit Review's five-year cycle eliminated parallel assessment processes (Program/Discipline Review and Program/Discipline/Course Assessment Report) and established TMCC's instructional assessment cycle (http://www.tmcc.edu/assessment/pur/calendar/).

- Departments had established or were in the process of establishing assessment cycles to ensure that every course will be assessed over a five-year period. Those course-level assessment results will be included in the Program/Unit Reviews, and archived on TMCC's Assessment website. Courses that are offered every semester are assessed more frequently and courses that are offered on an intermittent basis are assessed on a periodic basis as offered. However,

every course will undergo assessment over a five-year period and the results will be reflected in the annual Course Assessment Report and periodic Program/Unit Review report cycles.

- The Faculty Senate Curriculum, Assessment, and Programs committee (CAP), in conjunction with Information Technologies, created two electronic databases to facilitate curriculum, assessment, and program activities. These databases are known as "TMCC Academics-MCO and TMCC Academics-DEC," and were launched in the fall 2012 semester.

  - ➢ TMCC Academics-MCO houses all master course outlines, which include course descriptions, prerequisites, credit requirements, course objectives, and student learning outcomes and measures. These elements have been generated by departments and approved by CAP/Faculty Senate and the VPAA/SS. Any TMCC faculty or staff member with a log-in has the ability to access this information for instructional planning. A public view is also available for all students and community members.

  - ➢ TMCC Academics-DEC similarly will house all approved degree, emphasis, and certificate student learning outcomes and measures, along with course requirements and program worksheets/suggested course sequences. In the spring 2011 semester, all approved degree, emphasis, and certificate student learning outcomes and measures were generated by departments and approved by CAP/Faculty Senate and the VPAA/SS. In the spring 2012 semester, these learning outcomes were put into the database. Course requirements and program worksheets/suggested course sequences are currently being populated into the database; they too will be accessible by any TMCC faculty or staff member with a log-in. A public view is also available for all students and community members.

- TMCC is also exploring the creation of links in the electronic catalog that will connect any user—TMCC personnel, students, or the public—to the student learning outcomes for individual courses and/or degrees, emphases and certificates. In the interim, to ensure that every student has access to the student learning outcomes for a particular course, the Vice President of Academic Affairs and Student Services has required every instructor to incorporate the student learning outcomes for his/her course on the syllabus.

Conclusion

- In response to the recommendations of the Regular Interim Report, Truckee Meadows Community College established benchmarks in 2011 that clarify and solidify multiple assessment efforts. While the 2010 Regular Interim Report noted, "faculty are using assessment to improve teaching and learning processes in a regular and systematic manner," the assessment infrastructure still needs organization, cohesion, and implementation. To that end, the following goals have been met and demonstrate TMCC's commitment not

only to create, but also to imbed and develop, a culture of assessment:

For Recommendation One (2.B.2):

- Degree outcomes and measures are established for the Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies degrees. These were first published in the 2011-2012 catalog.

- Student learning outcomes and measures are established for every degree, emphasis, and certificate program. These were first published in the 2011-2012 catalog.

- In 2012 the office of the VPAA/SS, the Faculty Senate Curriculum, Assessment and Programs Committee and the Student Learning Outcomes and Assessment Committee spearheaded the unification of assessment efforts at TMCC. The purpose and interconnectivity of the various assessment processes, which had tentatively existed, were critically analyzed and concrete relations between assessment and use of assessment information for planning were clearly defined. Furthermore, calendars for all of the assessment process have been established and are published online.

For Recommendation Two (2.B.1):

- The relationship between the annual Program, Discipline, Course Assessment process and the periodic Program/Unit Review process has been clarified, resulting in a progressive assessment cycle from courses to degrees, emphases, and certificates.

- A general education assessment cycle has been established and will coincide with the department assessment cycles; the first cycle of general education assessment occurred in the 2011-2012 academic year.

- All Course and Program level learning outcomes were validated in the TMCC Academics Database. The relationship between course assessment and the Program/Unit Reviews was clearly delineated, as well as how information acquired through the PUR is to be used to develop strategic plans for curriculum, enrollment and resources. Progress on the strategic plans resulting from the PUR are reported in the Annual Progress Reports for every program and are published in the Educational Master Plan. In this manner, all instructional programs at TMCC follow the same process of assessment, and the direction of each program is guided by Faculty, Deans, the VPAA/SS and the President.

The assessment process has also been bolstered by the recruitment of two key positions. In spring 2011, TMCC's Interim Vice President of Academic Affairs and Student Services was

replaced with a permanent Vice President with extensive assessment experience. In June of 2012, TMCC filled a new administrative position, Associate Dean of Assessment and Planning, with a highly-experienced and respected faculty member who has for years been leading the faculty's assessment and curricular review efforts. Both the Associate Dean and the VPAA/SS are actively participating in the review and revision of outcomes as we implement the outlined assessment activities.

Appendix B

Truckee Meadows Community College
Reno, Nevada
Response to Recommendations
Northwest Commission on Colleges and Universities

In its review of the Year One Report, the Northwest Commission on Colleges and Universities made the following recommendations to Truckee Meadows Community College:

Recommendation 1a:
The evaluation panel recommends that the College ensure that its core themes individually manifest essential elements of its mission…. (Eligibility Requirement 3, Standard 1.B.1).

Response:
TMCC's understanding is that this recommendation stems from an observation on page 11 of the Year One Peer Evaluation Report: "An element of the TMCC mission that has not been identified as a core theme is the commitment to deliver high-quality education and services to our diverse community. It appears that this element has been subsumed as Objective 2 under the core theme Academic Excellence. However, the indicators for achieving this objective measure processes – developing and implementing assessment cycles."

In TMCC's response to recommendation 2 below, TMCC discusses in detail the changes it has made to the indicators of achievement under the core theme Academic Excellence, in an effort to respond to the recommendations of the evaluation panel and to sharpen the focus on measurable indicators of program improvement and academic excellence.

TMCC also want to stress, however, that it also "delivers high-quality education and services to our diverse community" through life-long learning partnerships noted in indicators of achievement I.3.a-e. In TMCC's partnerships with the Washoe County School District, high school seniors are being tested in the fall to determine remediation needs so that those needs can be addressed before high school graduation. TMCC is encouraging more high school students to take advantage of dual credit opportunities, to begin college while still in high school. TMCC is expanding its highly-successful TMCC High School, increasing participation in its Tech Prep partnerships, and increasing the attractiveness of its programs to recent high school graduates, as reflected in indicators of achievement 1.3.a.

In TMCC's partnership with the University of Nevada, TMCC has developed a dual admissions program that will allow selected TMCC students to be admitted to the University and to receive university advisement services while completing their TMCC degrees (indicator of achievement 1.3.b.) In TMCC's partnership with Nevada State College, it has developed two

accelerated 2+2 online degree programs, in business and criminal justice (indicator of achievement 1.3.c.)

TMCC's community partnerships have led to a successful funded internship program that places interested students into paid work experiences, and a wide range of sponsored programs ranging from short-term contract training to the "Right Skills Now" program training and placing entry-level CNC machine operators after an intensive sixteen-week educational and internship experience.

Recommendation 1b:
…and that core themes are adopted by its governing body consistent with its legal authority (Eligibility Requirement 3, Standard 1.B.1).

Response:
The Nevada State Higher Education System (NSHE) has traditionally not asked Board of Regents' approval for institutional core themes. In response to the November 2011 Year One Peer Evaluation Report, TMCC raised the issue at the November 30, 2011 meeting of the NSHE Academic Affairs Council (composed of NSHE representatives and chief academic officers of System institutions). At this meeting, the System Office agreed that TMCC could present its core themes to the Board for its approval. TMCC then placed the core themes on the Board of Regents' agenda for its June 1, 2012 meeting, at which time they were approved.

Recommendation 2:
The evaluation panel recommends that the College continue to build upon its efforts to identify meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating the accomplishment of the College's core themes and, therefore, fulfillment of its mission (Standard 1.B.2).

Response:
The November 2011 Year One Peer Evaluation Report notes that "indicators of achievement that measure processes do not provide sufficient evidence that the College is achieving its core themes," and "recommends that the College identify meaningful, assessable, and verifiable indicators of achievement…." This criticism echoes specific comments by the peer evaluators in their response to the Indicators of Achievement for the three objectives within the Core Theme of Academic Excellence: "The indicators of achievement for each of the above objectives measure institutional processes – assessment cycles, submission schedules, professional development activities, etc." The peer evaluators suggest that TMCC look instead at outcomes such as "student achievement in the classroom, job placement in the workforce and student satisfaction with student services."

Responding to this recommendation, the TMCC chief academic officer engaged in numerous conversations, some planned and some spontaneous, with faculty leaders and academic instructors about how we might identify concrete measures of academic excellence. Because TMCC in the past has lacked a comprehensive instructional assessment plan, the institution generally agreed on the importance of not losing sight of our processes in its planning documents, so TMCC has retained a process-based indicator of achievement (II.1.a) that "all courses and programs will be reviewed and assessed on a five year cycle."

TMCC wanted to stress, however, that the process has to lead to demonstrable improvement, though the specific improvements will vary from program to program. Indicators of achievement II.1.b. and II.1.c. are an attempt to capture program improvement by requiring that the assessment process lead to measurable goals, and that the achievement of those goals be monitored by chairs, deans, the assessment office, and the chief academic officer on an annual basis.

Everyone agreed that the most important indicator of academic excellence in TMCC's transfer programs is the success of its students as they transfer to baccalaureate-level programs, and their success in navigating those programs to completion. Unfortunately TMCC at this time is unable to measure the rate of this success. While the Nevada System of Higher Education has a common database for all system institutions, it currently lacks the capacity to track the progress of system students when they transfer from one institution to another. In the absence of this critical information, TMCC added one more measure: "student satisfaction with quality of instruction via graduation surveys." In order to ensure a wide response, TMCC has made completion of the graduation survey mandatory for all graduating students.

The same thought process underlies TMCC's changes to the second set of indicators of achievement under Academic Excellence, those pertaining to its administrative unit review process for "college programs and services delivered in support of academic programs." Because the institution in the past has lacked a comprehensive administrative assessment plan, TMCC believes it is important to stress in its planning documents the need to "do" this type of assessment on a regular basis, as expressed in indicator of achievement II.2.a. Once again, however, TMCC stresses that the process must lead to measurable results in indicators of achievement II.2.b and II.2.c. And once again TMCC will use the mandatory graduation survey to assess the level of student satisfaction with the quality of services rendered.

Ongoing conversations between the chief academic officer and career and technical program faculty and administrators brought home the fact that TMCC already knew: the key indicator of excellence within those programs is that completing students find work in the field they have studied, and that they are successful at such work. TMCC has in the past lacked the resources to track program completers after graduation, but it has opted to use some of the revenue generated by a System-mandated student fee increase to fund for the first time a full-time staff member to be responsible for placement and tracking of all technical program students. TMCC expects to

begin the search process during the fall , and expects to have useful data available by the end of 2013 and thereafter, as reflected in indicators of achievement II.3.b. and II.3.c. Indicator of achievement II.3.a. is intended to reshape a "process" indicator (the existence of advisory councils) into a measure of improvement by insisting that programs demonstrably integrate advisory council recommendations into their program improvement plans.

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

4. Operational Focus and Independence. Truckee Meadows Community College (TMCC) is a comprehensive community college serving the needs of students primarily within our service area of Washoe County, Nevada. The college offers adult education and non-credit workforce training, but its major focus is on transfer associate degree programs, and technical degrees and certificates designed to prepare graduates for specific careers. While operating as part of the Nevada System of Higher Education, Truckee Meadows Community College sets its own mission and core themes and has the independence necessary to meet the NWCCU's standards and eligibility requirements.

5. Non-Discrimination. Truckee Meadows Community College an EEO/AA (equal opportunity/affirmative action) institution and does not discriminate on the basis of sex, age, race, color, religion, physical or mental disability, creed, national origin, veteran status, sexual orientation, genetic information, gender identity, or gender expression in the programs or activities which it operates.

TMCC ensures equal employment opportunity and prohibits discrimination in employment on the basis of race, ethnicity, national origin, gender, gender identity, sexual orientation, age, marital status, status as a disabled or Vietnam era Veteran, the presence of any sensory, mental, or physical disability, or genetic information. The college is an equal opportunity employer, as is stated on all college employment recruitment materials.

The college integrates the principles of diversity into all its operations and activities. TMCC strives to eliminate barriers to employment restricting hiring, promotion, recruitment, and tenure, and to create an organization that reflects the diversity of the community it serves. The college is committed to creating a climate that values and promotes diversity, and that respects individual differences and encourages the productive potential of every employee.

6. Institutional Integrity. Truckee Meadows Community College operates under the standards and guidelines set by the Nevada System of Higher Education (NSHE) and its Board of Regents, as reflected in the Board of Regents Bylaws, the NSHE Procedures and Guidelines Manual,and the NSHE Handbook. The college has well-defined rules concerning the academic freedom of faculty and students, and the fair and consistent treatment of students and employees. The college provides accurate information to students and the public regarding college policies, programs, and services. The college prohibits discrimination and provides equal opportunity and equal access to its programs and services.

7. **Governing Board.** Truckee Meadows Community College is governed by a thirteen-member Board of Regents, each elected for a term of six years, which sets policies and approves budgets for the entire public system of higher education in the state of Nevada. The Regents have no contractual, employment, or financial interest in the college. The Board of Regents appoints the Chancellor, who serves as the chief executive officer and treasurer of the Nevada System of Higher Education.

8. **Chief Executive Officer.** The President of Truckee Meadows Community College, Dr. Maria Sheehan, was selected through a national search in 2008. Six members from the Board of Regents served on the search committee. President Sheehan is engaged full-time in the leadership of the college and does not serve an ex officio member of the Board of Regents.

9. **Administration.** Truckee Meadows Community College retains a sufficient number of qualified administrators to manage the college at all organizational levels. In addition to leading their individual units, these administrators, each chosen through a national search, work collaboratively across the college through their work on a variety of committees and councils that cross institutional functions and units.

10. **Faculty.** Truckee Meadows Community College employs appropriately qualified instructional staff in sufficient number to achieve its educational objectives and ensure the integrity and continuity of its academic programs. College faculty members are evaluated in a regular, systematic, substantive, and collegial manner, in accordance with the terms of the Nevada Faculty Alliance contract.

11. **Educational Program.** Truckee Meadows Community College provides programs with appropriate content and rigor consistent with its mission. Certificate and degree programs in recognized fields of study culminate in the achievement of identified student learning outcomes, culminating in degrees and certificates consistent with program content.

12. **General Education and Related Instruction.** The Nevada System of Higher Education sets the general education and related instruction requirements for all degree and credit-level certificate programs offered at all of the public colleges and universities in the state, including Truckee Meadows Community College. State policy is designed to assure the transferability of A.A. and A.S. degrees within the System. TMCC sets goals and objectives for its general education program, and is responsible for program assessment.

13. **Library and Information Resources.** The Elizabeth Sturm Library at Truckee Meadows Community College effectively supports the college mission and core themes by providing extensive paper and digital resources, as well as a welcoming atmosphere conducive to study. Ongoing collection development is conducted by faculty librarians and supported by guidance

from instructors across the curriculum. Collection decisions are made in response to clearly anticipated needs; particularly detailed attention is given to academic areas due for a renewal of their specialty accreditation.

14. **Physical and Technological Infrastructure.** Truckee Meadows Community College maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to support its educational programs and core themes. The main campus, on Dandini Boulevard just to the north of Reno, houses most faculty and administrative offices, Student Services, the E. L. Cord Child Care Center, the Facilities Service Center, and classrooms for a wide range of college programs. The TMCC Meadowood Center, located in mid-town Reno, houses the Adult Basic Education/GED/ESL programs, Workforce Development programs, and general education classrooms. The IGT Applied Technology Center, located near the Reno-Tahoe International Airport, offers programs in a variety of industrial technologies. The High Tech Center at Redfield, located on the south end of Reno, houses programs in nursing, veterinary technician, and renewable energy, as well as some general education instruction. The college also leases a performing arts center just west of downtown center, which is home for the theater and performing arts programs.

15. **Academic Freedom.** Truckee Meadows Community College adheres to the Nevada System of Higher Education policy regarding academic freedom in both teaching and research per the Board of Regents Handbook Title 2, Chapter 2.1.2.

16. **Admissions**. In accordance with the policy of the Nevada System of Higher Education, Truckee Meadows Community College is an open admission institution serving a diverse student body with a wide range of abilities and educational needs. In order to assure a reasonable probability of student success, TMCC has developed policies and programs to guide admission and placement of students in courses and certificate/degree programs based on individual assessment of prerequisite knowledge, skills, and abilities. The college's admissions and placement policies are clearly stated, published and administered in an equitable and timely Fashion, with ample advance notification prior to any changes.

17. **Public Information.** The college catalog provides comprehensive information about college costs, programs, policies and procedures, the college mission, vision and values, faculty and staff credentials, and the academic calendar. The catalog is published annually and developed through a collaborative process under the leadership of the Vice President for Academic Affairs and Student Services. The catalog is available digitally to students and college stakeholders on the TMCC website. The college also communicates current institutional information through regular electronic newsletters, notices on the college's website, a monthly online video from the President, and via Facebook and Twitter, as appropriate.

18. Financial Resources. Truckee Meadows Community College is committed to responsible, stable, and informed long term financial planning that supports its programs, services, and core themes. The Nevada State Legislature determines the budget allocation for all of the institutions within the Nevada System of Higher Education, in conformity to a legislatively-approved funding formula. TMCC has adopted a financial reserve policy requiring that the college begin each fiscal year with local operating reserve of no less than 15% of the annual operating budget. TMCC has a long history of responsible and strategic financial planning that advances its core themes and mission fulfillment, even during periods of budgetary cutbacks.

19. Financial Accountability. External auditors annually conduct an audit of the Nevada System of Higher Education finance in accordance with auditing standards accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. The results of the audit, including findings and management letter recommendations, are presented by the external auditor to the NSHE Board of Regents Audit Committee.

20. Disclosure. Truckee Meadows Community College discloses to the Northwest Commission on Colleges and Universities all information required by the Commission for its evaluation and accreditation functions.

21. Relationship with the Accreditation Commission. Truckee Meadows Community College accepts and agrees to comply with the standards and related policies of the Northwest Commission on Colleges and Universities. The college agrees that the Northwest Commission on Colleges and Universities may disclose the nature of any action, positive or negative, regarding its status with the Commission.

Standard 2 - Resources and Capacity

By documenting the adequacy of its resources and Curriculum, Assessment and Programs capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

2.A - Governance

2.A.1
The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Truckee Meadows Community College is a member of the Nevada System of Higher Education (NSHE). NSHE operates under Nevada laws and policies, and as such, its member institutions are responsible for adopting procedures and following processes consistent with these laws and policies. The Nevada Constitution establishes a distinct branch of government, the Board of Regents, to oversee higher education for the state. The Board of Regents is a thirteen-member elected body that functions much like a corporate board of directors, governing NSHE and its eight member institutions. NSHE's Chancellor serves as the system's chief executive officer responsible for developing NSHE strategies and implementing Board policies. The institutional presidents report directly to the Chancellor.

Title 1 of the Board of Regents Handbook contains the Bylaws which define the authority, roles and responsibilities of the NSHE. TMCC Bylaws and the TMCC Policy Manual define the roles and responsibilities of the various college entities representing faculty, classified staff, and students. In general, these institutional entities serve in an advisory capacity with final authority resting with the President. However, if one constituent body proposes an amendment to the Bylaws, the other constituent bodies have the opportunity to review the proposal and provide input.

TMCC's governance structure is clearly defined and designed to effectively sustain the various functions within the institution. The President is the CEO of the institution and is primarily accountable for the leadership and direction of the college. The President is supported by two vice presidents, a Vice President of Academic Affairs and Student Services who serves as the chief academic officer and a Vice President of Finance and Administrative Services who serves as the chief financial officer.

The President's Cabinet is authorized under TMCC's Bylaws for the purpose of coordinating efforts and generating recommendations on matters of institutional mission and college policy. President Sheehan's 2011 evaluation contained a recommendation to look at the membership of President's Cabinet and expand the constituency. As a result, the President's Cabinet was restructured, keeping some of the same membership but adding the Faculty Senate chair and the Classified Council president. Meetings have gone from weekly to once a month and often focus on refining and articulating issues to be taken to the President's Advisory Council for a thorough vetting. A second advisory body is the President's Advisory Council, which acts as an advisory and recommending body to the President for issues having college-wide implications. It reviews, considers and seeks input from constituencies on proposed institutional policy changes or additions. The Council discusses and reviews strategies for overall college planning, including prioritization of resource allocations, and promotes communication throughout the campus community. In order to formalize the resource allocation process, the Vice President for Finance

and Administrative Services will co-chair a representative group of the college that will report back to the President's Advisory Council. Its mission will be to address institutional priorities tied to the core themes of the institution as noted in the mission. These priorities will determine resource allocation. The President's Executive Council (PEC) is comprised of the President, the VPAA/SS, the VPFA, the Human Resources Director, and the college's Senior Budget Analyst. This body makes decisions about college personnel with respect to temporary and vacant positions.

The college's high and mid-level administrative structure has undergone substantial changes since the last Accreditation visit. In direct response to a severe budget crisis during which the state appropriation budget decreased by $12 million in funding between 2008 and 2012, the college cut a substantial number of administrative positions and instituted faculty and staff buy-outs and early retirement packages, resulting in a temporary backfill of 28 faculty lines and the permanent reduction of 63 staff positions. The most visible structural change during this period was the combining of two vice president lines into a single position, the Vice President of Academic Affairs and Student Services.

In fall 2011, the President instituted a reorganization plan for the academic divisions designed in part to return the college to its pre-recessionary staffing while considering the need for new administrative support in key areas. The planning process for this academic reorganization involved faculty and staff, including an advisory committee and numerous campus-wide forums to discuss potential options. The new academic structure resulted in five academic divisions. The academic reorganization secured the support of the Faculty Senate at a special meeting in December, and of the President's Advisory Board at their December meeting, before being approved by the Board of Regents at its March 1, 2012 meeting in Item Number 31. In May of 2012, the President requested that the student service support areas undergo an evaluation of current workload and a clarification of workflow and responsibilities. This is reflected in the May Meeting minutes of the President's Advisory Council, Item Number 3. Along with these primary areas of reorganization and clarification, the President also reorganized the chain of offices reporting directly to her, including the creation of an Office of Equity and Inclusion (May Meeting minutes, Item Number 4). The VPFA's office has also undergone a minor, but still noteworthy reorganization of its staff and lines of reporting (see Organizational Chart).

The views of the college community are represented through a variety of bodies including representation from faculty, administrators, staff, and students. These include (1) the Student Government Association (SGA), which "conducts its business and engages in projects that are dedicated to advancing the overall quality of the total learning experience;" (2) the Faculty Senate, which is "responsible for communicating with their constituents and providing information about the Senate's activities" and is "involved in active discussion of recommendations for the campus that are sent to the President;" (3) the Nevada Faculty Alliance (NFA), charged with negotiating the TMCC Contract; (4) the Classified Council, the voice that supports, represents and champions TMCC classified staff; and (5) the President's Advisory Council, an advisory and recommending body to the President, with broad membership and charged with enhancing communication with and gathering input from the college community on issues having college-wide implications, including reviewing proposed policies and developing strategies for overall college planning.

2.A.2

In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

In Nevada, the Board of Regents is an elected body that oversees the system of universities, colleges, and research and public service units collectively known as The Nevada System of Higher Education (NSHE). The NSHE and TMCC are bound to policies, regulations, and procedures defined within two documents which clearly delineate between the organizations. These are the Board of Regents Handbook and the Procedures and Guidelines Manual. The Board of Regents Handbook contains the governing documents of the NSHE and articulates all system bylaws, Code and policies. In contrast, the Procedures and Guidelines Manual contains system and institutional procedures that are the responsibility of the individual NSHE institutions.

The Chancellor is appointed by the Board of Regents to serve as the NSHE's Chief Executive Officer. The Board of Regents Handbook and the Procedures and Guidelines Manual define the division of authority between the Board of Regents, the Chancellor and his administrative team, and the institutions, and they delineate the respective responsibilities of each. Per the Board of Regents Handbook, TMCC's Bylaws, which provide for the organizational and administrative structure and personnel policies and procedures for the employees of TMCC, are posted on the TMCC Website.

2.A.3

The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

TMCC monitors its compliance with all standards associated with the Northwest Commission's accreditation process. For example, in their recent critique of TMCC's Year One Report, the Peer Review team noted TMCC's Core Themes had not been vetted by the Board of Regents per NWCCU eligibility requirement E.3. In response, the Core Themes were presented and adopted by the Board of Regents at the June 1, 2012 meeting. VPAA/SS John Tuthill serves as TMCC's Accreditation Liaison Officer and is responsible for maintaining an awareness of and currency with Commission Standards for Accreditation in all areas affecting the college. Additionally, the college has created an office of Institutional Assessment and Planning, which is currently filled by an interim associate dean.

Governing Board

2.A.4

The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the

roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The Board of Regents is the functioning governing board of TMCC. The thirteen Regents, each elected for a term of six years, set policies and approve budgets for Nevada's entire public system of higher education: four community colleges, one state college, two universities and one research institute. The Board of Regents' Bylaws can be found under Title 1 of the Board of Regents Handbook. The issue of financial interest in an institution is addressed in the Board of Regents Handbook—Code on Compensation, which stipulates: "None of the earnings of funds of the University shall inure to the benefit of any Board member. A member of the Board of Regents shall not 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" (Title 1, Article III, Section 8).

2.A.5
The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The actions of the Board as a committee of a whole are addressed in the Board of Regents Handbook—the Exercise of Power; "Except as otherwise specifically provided herein, any official action of the Boards shall require at least seven affirmative votes;" and the Limitation of Powers, which states "No member of the Board of Regents can bind the Board by word or action unless the Board has, in its corporate capacity, designated such member as its agent for some specific purpose and for that purpose only" (Title 1, Article III, Sections 4 and 5).

2.A.6
The Board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Board's responsibilities for establishing, reviewing and overseeing institutional policies are addressed in the Board of Regents Handbook, Title 1, "Authority", which states "The exclusive control and administration of the University is vested by the Constitution of the State in an elected Board of Regents"; and "Powers", wherein "The Board of Regents shall be responsible for the management and control of the University but may delegate specific authority to its Officers as hereinafter provided." (Title 1, Article III, Sections 1 and 3).

2.A.7
The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The Chancellor is appointed by the BOR to serve as the chief executive officer and treasurer and is responsible to the BOR for the administration of and financial management of the Board's

policies (BOR Handbook Title 1, Chapter 1, Article VII, Section 3). Daniel Klaich was appointed by the Board of Regents to serve as the NSHE's tenth chancellor on June 18, 2009. He previously held the positions of executive vice chancellor, vice chancellor for legal affairs and administration, and chief counsel. The Board evaluates the Chancellor annually. The criteria for both the annual and periodic evaluation of the Chancellor are articulated in the NSHE Handbook, Title 1, Chapter 1, Article 7, Section 3.

2.A.8
The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The Board of Regents, through its ongoing Efficiency and Effectiveness Initiative, regularly reviews its own operations and policies, as well as institutional academic and business operations, for efficiency and effectiveness. The initial phase of the Initiative focused on Board operations and policies, and resulted in a number of changes including changes to meeting schedules and reduction in the number of approvals required by the Board in order to focus the Board's activities on oversight, instead of administrative decision-making. The second phase of the Initiative, related to Human Resources, Payroll and Purchasing operations and included a number of recommended Board policy changes to improve efficiency and effectiveness throughout the System. The Initiative is an ongoing process and as additional operational areas are reviewed, additional policies will be examined.

In addition, the Board regularly discusses and examines its policies as issues come up in the context of its meetings. Moreover, the Chancellor of the System and the NSHE attorneys have responsibility for making recommendations to the board related to Board policies that should be reviewed and addressed. Currently, the Chancellor has established a Code Review Task Force which is examining the key Board personnel rules for the System in the NSHE Code, Title 2, Chapters 5 & 6.

Finally, the Board of Regents is currently drafting a strategic plan for the future of higher education. The discussion is intended to outline a process for defining the Board's vision of where higher education in Nevada should be headed in the future and its relationship to the goals and strategic vision for the State of Nevada and the role of the institutions.

Leadership and Management

2.A.9
The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

TMCC's governance structure is headed by the President who serves as the CEO of the institution and is primarily accountable for the leadership and direction of the college. The

President is supported by two vice presidents, a Vice President of Academic Affairs and Student Services who serves as the chief academic officer and a Vice President of Finance and Administrative Services who serves as the chief financial officer. The Associate Dean of Assessment and Planning is responsible for supporting the assessment of the college's academic programs.

Due to sequential years of budget cuts, TMCC's administrative ranks shrank beyond a sustainable level between 2008-2011. During this period, the administration practiced a policy of protecting faculty ranks even while instituting cutbacks, early retirement offers, and buyout programs. These cutbacks disproportionately affected administrators and staff, resulting in expansion of work responsibilities and individuals serving in interim and acting roles. Since 2011, the college has completed a major reorganization in its academic area and some realignments and adjustments of positions in both student services and administrative and financial services. At the start of spring 2012, the administration initiated searches for a number of faculty, administrative and support positions. As of the time of this writing, 11 faculty, 7 administrators, and 13 support staff members have been hired. Except in a few cases, the college conducted national searches for each of the key positions. All positions are staffed by qualified individuals and, with the restructuring of the college with administrative staffing levels more reflective of those that existed in pre-recessionary times, <u>institutional leadership as of fall 2012</u> reflects a more sustainable and effective system than in the previous few years.

2.A.10
The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

TMCC President Sheehan, the chief executive officer, was selected through a national search in 2008. To ensure the highest standards in this process, the Board creates a search committee with six members from the Board of Regents. It also creates an Institutional Advisory Committee, inclusive of faculty, staff, students, and community representatives, as a part of the search process. The President's responsibilities are full-time and exclusive to the college, and are articulated in the <u>Board of Regents Handbook, Title 1, Chapter 1</u>, Article 7, Section 4, "Presidents." The President is responsible for the organization and operation of TMCC. The President does not serve as an ex-officio member of the Board.

2.A.11
The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

The college's administrative structure is outlined in 2.A.1 and 2.A.9. As noted in 2.A.9, TMCC has just completed a hiring process intended to bring the college closer to pre-recessionary levels of administrative staffing. These administrators, each chosen through a national search, work collaboratively across the college through their work on a variety of committees and councils that cross institutional functions and units.

Policies and Procedures

Academics

2.A.12

Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic policies are specifically addressed to faculty as part of the new faculty orientation process at both the College and Department level, and to students as part of the new student orientation process. They are also available broadly to all college constituencies through a variety of means, including the following:

- Student Handbook
- Student Bill of Rights (TMCC Catalog, pg. F30)
- TMCC Catalog
- TMCC Policy Manual
- Nevada Faculty Alliance Contract
- Part-Time Faculty Handbook
- Documents and Forms section of the TMCC Website
- Professional Development section of the TMCC Website
- Faculty Annual Evaluation Criteria
- Board of Regents Handbook

2.A.13

Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

The TMCC Elizabeth Sturm Library policies are available online and apply to all branch campus locations. Information about the services and policies are found under the link "Library Information" and include policies regarding who may use the library, how material may be accessed, computing policies, information about research assistance, and rules of access, among other services. The TMCC Catalog, which is available exclusively online, also contains a smaller selection of library and information policies. These policies are enforced by library employees under the direction and supervision of the Library Director.

2.A.14

The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

NSHE transfer policy is governed by Board of Regents Handbook Title IV, Chapter 14, which requires that all four-year and degree programs in the NSHE must have on record an articulation agreement with the community colleges for transfer purposes. Program and institutional transfer agreements are published on TMCC's Transfer Center website and in Appendix C of the TMCC Catalog. TMCC has two Transfer Articulation Officers who develop and maintain new and existing transfer agreements with partnering institutions.

2.A.15

Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities— are clearly stated, readily available, and administered in a fair and consistent manner.

TMCC's Student Bill of Rights is listed in Appendix T of the TMCC Catalog. Student responsibilities are outlined under the General Information section of the TMCC Catalog. Appendix L of the catalog lists the rules for disciplinary procedures and specifically names academic dishonesty, inclusive of cheating, plagiarism, falsifying research data or results, as conduct that is prohibited. All TMCC syllabi are required to include an academic integrity or plagiarism policy.

TMCC has several processes regarding the administration of policies related to student rights and responsibilities:

Appeals of refunds and residency policy are handled by the Student Appeals Board. The procedures for appealing a policy and for appealing a class grade are outlined under Appeals Information in the TMCC Catalog. For purposes of grade appeals, the process is generally initiated at the department level and then proceeds to the respective academic dean, as outlined in TMCC's Policy Manual, Section 3,080. All disciplinary appeals go through the Office of Student Conduct.

The process for Financial Aid Appeals is managed directly through the Financial Aid Office. Appeals are reviewed by the Financial Aid Academic Progress Appeals Committee. If the appeal is approved, then the student will be placed into one of two statuses: Financial Aid Probation or Financial Aid Academic Plan. TMCC makes every effort to keep students informed of the responsibilities that come with the acceptance of financial assistance. To this end, students who have a financial appeal approved are required to attend a one hour Financial Aid Success Workshop within the first thirty days of the semester.

The Disability Resource Center is responsible for administering policies and procedures related to persons with disabilities. The DRC website includes a close-captioned video that provides policy information affecting persons with disabilities in both the classroom and potentially the workplace. The video also demonstrates some of the special technology available to assist students with their educational needs. Students may appeal the DRC decision of educational accommodations through the DRC Appeals Committee.

In addition to these avenues of appeal, a student complaint policy and process exists that allows students to file a grievance against a faculty member, staff member, or other student. It is

usually recommended that the student address the issue with the person involved; however, if the complainant does not wish to proceed in that manner, a formal process can be initiated by filing a Student Complaint Form with the Student Conduct Office.

2.A.16

The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

The basic admission requirements for attendance at an NSHE institution are approved by the Board of Regents although some institution-specific modifications are allowed. In recent years the NSHE has begun to reevaluate its open-access policies for its community colleges and the entrance requirements for its universities. One result of this reevaluation has been the adoption of a Board of Regents' community college admission requirement stipulating that applicants must be "a high school graduate or equivalent, effective fall 2012." A student who does not meet the community college requirements for admission established in subsection 2 may apply to be admitted under alternate criteria or test scores that demonstrate college readiness. Each college in the System has been authorized to establish procedures and requirements for such alternate admission (September 8, 2011 BOR meeting, Agenda Item 12). This was subsequently clarified as being applicable to "degree or certificate seeking students." (Approved, December 1, 2011 BOR meeting, Agenda Item 9b). TMCC's admission policy is published on page A-2 of TMCC's Catalog. Students who do not have a high school diploma or its equivalent will be admitted as non-degree 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 as established in the Board of Regents Handbook Title 4, Chapter 16 Section 25. This includes: English, Math, Communications, Constitution, Human Relations, Social Science/Humanities or Science; **or**
- Take the ACCUPLACER placement test and score a minimum course placement of English 98R, or English 112 and Math 95; **or**
- Request and present official ACT or SAT transcripts. Transcripts must show a minimum course placement of English 101 and Math 120; **or**
- Take the GED exam and present evidence of official GED transcript showing successful completion.

TMCC's "Steps to Enroll" is an institutional initiative in support of 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. Transfer students are exempt from this requirement.

All new, degree-seeking students without credits to transfer are required to take the ACCUPLACER test, which helps determine the student's academic abilities and identify appropriate course placement. There is presently a System-wide discussion about using ACT scores in lieu of ACCUPLACER testing. As a part of 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. The result of these discussions has been the formation of TMCC's math Skills Center for students placing at a pre-developmental level of coursework. Skills Center students can take two tiers of pre-developmental coursework, SKC 080 and 085, prior to enrollment in the first tier of developmental mathematics, MATH 95.

As a part of this reevaluation of college-readiness through assessment and placement processes, TMCC has adopted a 9-credit enrollment limitation strategy for those students placing below specific math and reading ACCUPLACER scores. This least-prepared population can then start their college careers with a modified schedule which enhances their ability to succeed.

In addition to TMCC's re-evaluation of its open admission policy and placement and enrollment policies, the BOR Handbook Title 4, Chapter 16, Section 1.3 requires that students must complete all remedial coursework prior to the completion of 30 college-level credits. TMCC has taken the lead within the NSHE in support of this policy. Every fall term, enrolled students approaching 30 or more completed credits are notified that they must complete their remedial courses by the end of the following fall term. If they are enrolled in the appropriate remedial courses during the following fall term but have not yet completed their required sequence of courses, they are considered to be satisfying the requirements. Students who are not enrolled in their required courses or who have failed to complete their required sequence will be blocked from future enrollment, and will be limited to enrollment in their required remedial courses after meeting with an academic advisor. Students receive at least three notifications of the requirement before their enrollment is blocked. By completing the remedial courses as early as possible, these students will have a better foundation for success in their college-level courses.

The administration and Faculty Senate have been engaged in a rigorous examination of prerequisites for coursework across the curriculum and have developed a comprehensive plan for implementing prerequisites in fall 2013. Discussions to support strengthening prerequisites involved many entities, including the Curriculum, Assessment and Programs (CAP) Committee, Faculty Senate and the President's Advisory Council. Faculty members were actively engaged in this process, and in many cases, discussions of course prerequisites have been stimulated through the curricular and program analysis that has taken place in the Program and Unit Review (PUR) process. Also under discussion is the re-evaluation of General Education criteria and what criteria will be used to grant General Education status to a course.

In 2009 TMCC implemented a new student information system from PeopleSoft. Although this feature-rich software allows for tracking of many facets of students' academic careers, modifications of some features are still being developed to accommodate TMCC-specific needs. As prerequisites are reevaluated and added, the automation provided by PeopleSoft will be critical.

The policy for Satisfactory Academic Progress is detailed online and includes information on continuation in and termination from educational programs, including policies related to academic probation, support services, and academic disqualification. Processes for appeal and reinstatement are also outlined.

TMCC's admissions policy is also described in an Admissions Flowchart (see pages 67 and 68).

2.A.17
The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

TMCC encourages and supports student participation in a variety of co-curricular activities including, but not limited to, the Student Government Association (SGA); The Echo (the student newspaper); The Meadow (the student literary and art journal); the Phi Theta Kappa honor society; and theater and musical productions.

Article 3 Section E.1 of the TMCC Bylaws authorizes the formation of an association of students for "the purpose of promoting student participation in the College community." The SGA is the governing body that officially recognizes all student organizations. SGA's section of the TMCC Catalog stipulates that "All student organizations must have an approved adviser, a constitution and bylaws, and be approved by the SGA and college president." The Student Government Association Student Club and Organization Handbook clearly outlines the roles and responsibilities of SGA-approved organizations, their advisors, and the college. For specific examples, see pages 5-6 (Retaining Recognition) and pages 7-9 (Roles & Responsibilities) of the Handbook.

The position for a full-time Student Activities and Leadership Coordinator, which was vacated in 2008 due to budget cuts, was re-opened and filled in August of 2012 as a result of an 8% increase in student fees and the mandate by the Board that those fees be used in direct support of students. This position will be critical in providing support to students involved in co-curricular activities.

Human Resources

2.A.18
The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Personnel policies are outlined in Article IV of the TMCC Bylaws. Other human resources policies can be found on the Human Resources page of the TMCC website, including a Part-time Faculty Handbook, documents and forms for TMCC employees, and a FAQs section.

TMCC's Human Resources policies and procedures are regularly reviewed through TMCC and NSHE committees such as the HRMS User's Group, the Human Resources Advisory Committee (HRAC), the NSHE Recruitment Consortium, and the TMCC President's Advisory Council. Human Resources staff members regularly attend professional development courses designed to review Federal and State laws and procedures which are then used to review TMCC policies and procedures. Process mapping is utilized to review processes for equity and efficiencies.

2.A.19

Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, and termination.

Classified employees are provided Work Performance Standards under NAC 284.468 and Administrative and Academic Faculty are provided job descriptions, which may be derived from the original job announcements and are governed under the NSHE Board of Regents Code Title 4, Chapter 3. Human Resources staff members provide individual new hire orientations. Each supervisor or manager of classified employees is required under NAC 284.498 to attend training classes. Supervisors are responsible for keeping employees apprised of their conditions of employment, work assignments, rights and responsibilities. Criteria and procedures for evaluation, retention, promotion and termination are provided under NAC and NRS 284 and under the NSHE Board of Regents Code.

2.A.20

The institution ensures the security and appropriate confidentiality of human resource records.

The TMCC Human Resources office ensures the security and appropriate confidentiality of HR records and follows the policies and procedures established under NAC 284.718 and 284.726, and under the NSHE Board of Regents Code Title 2, Chapters 5.6.2, 5.6.3 and Title 4, Chapter 1.

Institutional Integrity

2.A.21

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 assure integrity in all representations about its mission, programs, and services.

TMCC represents itself clearly and accurately to the public through a variety of channels. The TMCC Catalog is the primary document articulating all up-to-date policies, procedures, and program information for students and the public. The TMCC Catalog is an online publication that is reviewed and updated annually in order to assure the integrity of the information contained within it. Individual program information is reviewed regularly and any changes are reflected in the program worksheet contained within the TMCC Catalog and under the respective

program link on the TMCC website. Similarly, information pertaining to student services is reviewed and updated in both the TMCC Catalog and respective links on the TMCC website to ensure consistency and accuracy of information. The college's mission statement is located on the TMCC webpage under the TMCC Vision, Mission, and Values webpage and in the TMCC Catalog on page A-2.

Other modes of communicating current institutional information include:

- TMCC This Month, an email newsletter sent to students;
- TMCC Impact News, another email newsletter that is sent about twice a month to a variety of non-student audiences;
- A variety of email newsletters delivered to the college community on a regular basis;
- A monthly online video sent from the President updating the college community on events and issues affecting the college;
- TMCC news and events website and the scroller on the home page containing updates affecting the college;
- Assorted information pushed to social media (Facebook and Twitter) as deemed appropriate;
- Emergency notices, including those complying with the Clery Act, sent to all employees and students via the "All Mailboxes" email function and posted on the home page and on social media networks. Local news media receive information as well;
- The TMCC Fact Book.

In 2011, the college launched its "TMCC You Complete Me" marketing campaign, which highlights students who have reached their goals through programs offered by the college. The goal of this campaign is two-fold. First, the campaign is used during registration cycles to announce that classes are available for enrollment for the upcoming semester. Second, the campaign builds awareness of the college and its offerings all year.

Finally, TMCC has completed an online Academic Database, which is accessible to students effective fall 2012. Now fully populated with data, it serves as an online searchable repository of information, including all course descriptions, objectives, outcomes, and measures of assessment, as well as streamlining the process of managing Master Course Outline (MCO) submissions. Ultimately, the goal is to tie the database to a similarly-structured repository of degree, emphasis, and certificate information.

2.A.22

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

TMCC advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution. Information regarding the college that is provided to the public is reviewed, updated and disseminated regularly via a variety of channels as outlined in 2.A.21.

The college exemplifies high ethical standards in its dealings with the Commission by providing reports in a timely manner as required and by following all Commission regulations as outlined on the Commission website and as directed by Commission administrators. Policies regarding external organizations wishing to become TMCC vendors are outlined on TMCC's website.

TMCC administration and faculty are subject to the BOR Handbook and other documents as outlined in 2.A.23. There are procedures in place for addressing grievances in a fair and timely manner. Forms for submitting various grievances include Faculty Grievance Forms, Equity and Diversity Grievance Form, Student Complaint Form, Official Grade Appeal, and the Disability Resource Center Appeal Form. The Student Complaint Policy is located on TMCC's website as well. The TMCC organizational chart outlines the chain of command at the college and makes the reporting chain clear so that employees understand to whom their complaints should be addressed.

2.A.23
The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

TMCC's mission does not include the intent to instill specific beliefs or world views. The college is not supported by or affiliated with social, political, corporate, or religious organizations. The college does adhere to clearly defined policies that prohibit conflict of interest on the part of members of the governing board, administration, faculty, and staff. Conflict of interest is addressed in numerous places including (1) the Nevada Revised Statue 281A.430 that prohibits the creation of contracts by public employees which would create a conflict of interest, (2) the Board of Regents Bylaws, Article 3, Section 8 (Compensation), and (3) the last page of the NSHE Procedures and Guidelines Manual, which is the reporting form for outside compensation. Furthermore, the NSHE Handbook includes the following prohibitions:

- Title 4, Chapter 3, Section 7 prohibits nepotism in hiring by TMCC.
- Title 4, Chapter 3, Section 8 prohibits outside employment by faculty resulting in a conflict of interest.
- Title 4, Chapter 10, Section 1.7 prohibits faculty from selling to the institution any supplies, service, equipment or construction unless specifically approved by the institutional president.

2.A.24
The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The Board of Regents Handbook outlines the policies for intellectual property in Title 4, Chapter 12. The Sections of Chapter twelve are Definitions, Significant Use, Inventions, Copyrightable Works, Administration, Distribution of Income, Institutional Policies, Periodic Reporting, and Restricted Access Research. Section 8 specifies that "The intellectual property policy of each institution shall be consistent with these guidelines and shall be submitted to the Chancellor for review and subsequent approval by the Board of Regents (B/R 6/03)."

These policies are also referenced in the TMCC Policy Manual, "Intellectual Property Policy 6,503."

2.A.25
The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

TMCC publishes its accreditation status clearly on TMCC's Accreditation website and in its Catalog on pg. A-2. All individual programs requiring accreditation from an external agency have their respective accreditation status published online. In all cases, the accrediting agency is recognized by the U.S. Department of Education.

2.A.26
If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

TMCC follows the Board of Regents Policy stated in NSHE Handbook Title 4 Chapter 10 for its contractual agreements with external entities for the procurement of goods and services. The policies are further outlined in the NSHE Procedures and Guidelines Manual Chapter 5 Section 2 and 3. In addition to complying with these policies, TMCC ensures alignment of these agreements to its mission and core themes by setting clear processes of approvals and review. All agreements are signed by the college president or his/her designee. In some instances, contracts will require the Chancellor's approval. The requirements vary, depending on the type of purchase, contract, and/or agreement. These requirements are outlined in the NSHE Policies and Procedures Manual, Chapter 5. The Vice President of Finance and Administrative Services facilitates the review and approval process for the College.

Academic Freedom

2.A.27

The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

TMCC adheres to NSHE policy regarding academic freedom and responsibility in both teaching and research per the Board of Regents Handbook Title 2, Chapter 2.1.2. Academic freedom is also referenced in the TMCC Catalog, Appendix T, under the "Student Bill of Rights," as an essential component of the classroom dynamic for both instructor and student in the pursuit of freedom of expression and academic inquiry. Information may also be found in the Part-time Faculty Handbook.

2.A.28

Within the context of its mission, core themes, 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 examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Within the context of TMCC's mission and its core theme of academic excellence, all members of the TMCC community are encouraged to pursue areas of intellectual and creative interest. TMCC faculty, as members of the NSHE system, are expected to follow the policies and responsibilities regarding academic freedom articulated in the BOR Handbook Title 2, Chapter 2 and for intellectual property found in Title 4, Chapter 12. Student issues of academic freedom of expression and responsibilities are articulated in the TMCC Catalog under the Student Bill of Rights, page F-30. Other policies concerning students' rights to freedom of expression and to assemble can be found in the TMCC Catalog, Appendices J and K (pages F-14 through F-16).

Faculty members and students have a number of different venues for disseminating their creative productions, including multiple art galleries. Students may also seek to publish their work through the college newspaper, the *Echo*, and the college literary and artistic journal, *The Meadow*. Faculty members may also present their work through these same campus-based outlets, but generally also seek to publish and promote their work outside of TMCC. The IT staff have also created a series of discussion threads through the campus internal email system that allow for a free-flowing exchange on issues affecting the campus directly and educational trends more broadly. Most frequently used by faculty is the "all discussion" venue which allows for ongoing discourse where faculty are free to express any and all thoughts and opinions.

2.A.29

Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

While TMCC faculty members are not required as a part of their tenure process to do research, publish scholarship, or present creative projects, many do as a part of their professional lives. Under the category of Professional Development in the Faculty Evaluation Criteria, faculty members may list scholarship and creative work as a part of the self-evaluation process. As noted in 2.A.24 and 2.A.28, TMCC faculty, as members of the NSHE system, are expected to follow the policies and responsibilities for intellectual property and academic freedom articulated in the BOR Handbook Title 2, Chapter 2. These policies are also located in the TMCC Policy Manual, "Intellectual Property Policy 6,503."

Finance

2.A.30
The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and Curriculum, Assessment and Programs (CAP)ital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

TMCC has clearly defined policies regarding the oversight and management of financial resources as provided in the Board of Regents Handbook, Title 4, Chapter 9 and TMCC Policy Manual. In addition, specific procedures and guidelines are stated in NSHE Procedures and Guidelines Manual, Chapter 5, TMCC Accounting Services User Procedures Manual and the NSHE Business Center North General Purchasing Guidelines. Within the Board of Regents, the Audit Committee and the Business and Finance Committee have primary oversight over financial policies and accountability of each NSHE institution. The Vice-President of Finance and Administrative Services is the chief financial officer for the college.

2.B - Human Resources

To achieve the mission and instructional needs of the institution, TMCC has a workforce of 171 full-time faculty, 480 part-time faculty, 113 administrative/professional staff, 156 full-time classified staff, and 180 student workers (Human Resources Fall 2012 estimates). These numbers represent filled positions only and do not include vacancies.

In response to the magnitude of budget cuts since the FY08 budget, TMCC has significantly reduced its workforce. Each vacant position has been analyzed to determine whether the college can leave the position vacant, redistribute the work to an existing employee, or replace the employee at a lower cost. Per the mandate of the Nevada Legislature, all areas of employment have experienced either unpaid leave or some form of mandatory furlough time.

As of spring 2012, there were 62.5 vacated positions; 32 positions remained unfilled and 33.5 positions were backfilled with temporary, rather than permanent, replacements. From FY08 to FY11, the administration had made a deliberate decision to protect as many faculty positions as

possible to preserve the college's core teaching functions (although 11.5 of unfilled vacancies are faculty positions); as a result, student services and support functions absorbed a disproportionate number of position cuts, with 17 of the unfilled vacancies.

At the start of spring 2012, the administration initiated searches for a number of faculty and staff positions. By the beginning of fall semester 2012, eleven tenure-track faculty, seven administrators, and thirteen support staff members have been hired to permanent positions.

2.B.1
The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

TMCC employs multiple levels of personnel to maintain its support and operations functions.

Employment Type	Fall 2011		
	Full-time	Part-time	Total
Executive/Admin. Managerial	30	2	32
Other Professional (Support/Service)	92	6	98
Technical and Paraprofessional	16	0	16
Classified (Clerical and Secretarial)	53	9	62

(IPEDS Report, Fall 2011—Institutional Research Office)

In fall 2011, the administration recognized that the college had reached an unsustainable level in terms of staffing and institutional effectiveness and embarked on a plan to return to pre-recessionary staffing levels. The TMCC Staffing Plan generated in 2009 and the Faculty Diversity and Recruitment Plan 2011 served as foundational documents informing the 2011-2012 academic reorganization and the clarification of workload in other parts of the college.

Per State of Nevada regulations and Board policy, TMCC's Human Resources Department publicly posts all job opportunities on its website and uses an online employment process for hiring all full-time administrative, academic, and part-time positions. The online system addresses the needs of college recruitment efforts and simplifies the employment process for applicants and hiring managers. The online application process is supported by the Hiring Manager's Guide and the Manual for Search Committees.

Each position description clearly delineates its duties, responsibilities, and authority and includes the necessary qualifications and criteria, including educational background, experience, and skills. Generally, individuals exceed the minimum qualifications.

While faculty and administrative staff are employed under NSHE, classified staff members are employees of the State of Nevada and thus must apply through the State's application process.

The State classification structure enables TMCC to ensure consistency across classified staff positions in terms of duties, responsibility, and authority.

2.B.2
Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

The evaluation of TMCC's president is prescribed in the BOR Handbook (Title 1, Article VII, Section 4), and it is linked to the president's contract period. TMCC's current president, Dr. Maria Sheehan, underwent a periodic evaluation in the spring of 2011 by a committee that included three regents, two community members, and a student representative. The evaluation was overseen by an independent consultant who sought input from all college constituencies and interviewed college employees, students, other NSHE presidents, regents, and community members. He then compiled a report which was presented to the Board of Regents for acceptance. Specific criteria are outlined in the NSHE Procedures and Guidelines Manual, Chapter 2, Section 2. Annually the President presents to the Chancellor a self-evaluation including a progress report on the goals and objectives for the twelve-month period in review. The self-evaluation also includes proposed goals and objectives for the upcoming twelve months which must be approved by the Chancellor. Format and evaluation criteria are outlined in the NSHE Procedure and Guidelines Manual, Chapter 2, Section 2.

Administrators are required to be evaluated annually by supervisors as prescribed in the 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." Department chairs undergo annual evaluation with direct feedback from all department members. Faculty Senate and Nevada Faculty Alliance leadership are informed of the evaluation cycle, and in the case of the evaluation of academic administrators, are charged with informing faculty of the timeline for the respective evaluation and the need for their input in the evaluation process. (NFA Memo to Faculty—Evaluation VPAA/SS spring 2012). All managers underwent 360 reviews in FY10. Classified staff members are required to be evaluated each year as prescribed under the State of Nevada Department of Human Resources and Administration, NRS 284.340 and NAC 284.470.

2.B.3
The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

TMCC encourages the professional growth and development of its employees. The college provides opportunities through the Professional Development Office, which works in concert with all college departments to formulate, design, and facilitate staff and faculty professional development and training in alignment with TMCC's mission, strategic initiatives, and core themes. The workshops include hands-on training, informational sessions, Professional Development Days (a three-day series of workshops at the beginning of every semester), and mandatory trainings in FERPA, Sexual Harassment Prevention and Training, and Active Shooter Safety Training, Professional Development Days (Exhibit 2.B.3.1). These three mandatory trainings are also available to be taken online. College personnel are notified of available

trainings through the Professional Development website, email notifications, print notifications, and weekly email updates and reminders.

TMCC budgets $300 per faculty member for travel to support professional development. Individual departments determine the criteria for distribution of funds; many departments have established cycles to ensure equal access and opportunity. TMCC's Faculty Senate also provides travel funding for faculty professional development activities. The Professional Standards Committee can allocate up to $5,000 per academic year in support of travel for professional development.

Both classified staff (who are permanent and at least half-time) and professional staff have the opportunity to pursue professional development by taking college courses free of charge through a Grant-in-Aid; these courses may enhance the employee's skills and capabilities or may apply toward a certificate or degree. Grant-in-aid funding is available for credited courses at TMCC or UNR. Employees may take a course during work hours with the approval of the department manager.

2.B.4

Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

As noted in the initial paragraphs of this section, with the fiscal crisis of recent years the administration made a conscious and publicly-stated decision to protect academic faculty positions. However, similar to other college positions, faculty positions sometimes remained vacant through attrition and buy-outs, and between 2008-2011, TMCC did not hire tenure-track faculty, except in the exceptional case of a grant-funded position tied to a specific program. Instead, the college depended on one-year temporary backfill faculty contracts and part-time faculty (Letter of Appointment/LOA contracts) to satisfy its teaching workload.

As noted in section 2.B.1., the college is in the process of trying to return to pre-recessionary staffing levels in all areas. In recognition primarily of core theme three ("student success") and core theme two ("academic excellence") thirteen academic tenure-track faculty positions and 31.5 administrative and support positions were determined to be needed. As of the time of this writing, eleven academic tenure-track faculty, seven administrators, and thirteen support staff members have been hired.

Faculty, both full-time and part-time, serve on multiple committees that establish and oversee academic policies, primarily through the Faculty Senate Curriculum, Assessment, and Programs Committee, Part-Time Issues Committee, and Professional Standards Committee. Faculty also participate in college and administrative committees that assure the integrity and continuity of academic programs, including the Program Unit Review (PUR) process, the Student Learning Outcomes and Assessment Committee, and the Academic Technology Committee, which includes the Smart Classroom and WebCollege Faculty Advisory Committees.

2.B.5

Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Faculty workload and responsibilities are outlined in the BOR Handbook (Title 4, Chapter 3, Section 3) as follows: "[i]nstructional faculty members are expected to teach; develop curriculum; conduct other instructional activities including advising, grading, and preparing for classes; maintain currency in their academic discipline; and perform public and professional service, service to the institution, and similar academic activities." The BOR Handbook also sets the community college instructional workload at 30 instructional units per academic year, or 15 units per semester, which is considered a "B" contract, with a 10-month year/no annual leave. Faculty workload and responsibilities are further defined by the Nevada Faculty Alliance Contract (Article IV, pages 8-9, "Academic Year and Instructional Days."

"Faculty," as defined by NSHE, includes not only instructional faculty but also counseling, library, and administrative faculty. Counselors work under a "B" contract and have a teaching component of one section of Educational Psychology per academic year incorporated into their annual plan, workload, and evaluation. Counselors typically teach more than one section per semester due to student demand; if counselors teach above the contract requirement, they may receive a commensurate adjustment to their counseling duties or additional compensation. Library and professional faculty work under "A" contracts, with a 12-month year/annual leave. As noted earlier, many areas of employment have had their workloads affected by increased work responsibilities and mandatory furlough days.

2.B.6

All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

All full-time faculty members, both instructional and administrative, are evaluated annually using multiple indices that directly relate to their roles and responsibilities. The evaluation of instructional faculty is based on categories specified in the BOR Handbook, Title 4, Chapter 3, Section 4 and further delineated in the Faculty Annual Evaluation Criteria document under the categories "Primary Job Responsibilities," "Service to the College and Community," and "Faculty Professional Development." The Nevada Faculty Alliance Contract also articulates the process for the evaluation of faculty.

Faculty submit an Annual Plan, found on the Faculty Senate website, and self-select activities that will result in an evaluation of "Excellent," "Commendable," "Satisfactory," or "Unsatisfactory," rankings established by NSHE. The ranking criteria are found on the Faculty Evaluation Criteria document. These activities constitute the basis for the faculty member's

Annual Evaluation by his/her department chair and dean. Tenured faculty members are observed by their dean every three years, and tenure-track faculty members are observed annually. Additionally, each semester students have the opportunity to evaluate each instructor and course, the results of which are considered as a part of the faculty member's annual evaluation.

Counseling and administrative faculty members have a well-articulated evaluation process with their own respective criteria and are similarly evaluated on their specified areas of roles and responsibilities.

If a faculty member receives a rating of "Unsatisfactory," provisions for appealing the decision are outlined in the Board of Regents Handbook Title 2, Chapter 5, and the Nevada Faculty Alliance Contract, which provides for the formation of a Faculty Support Committee to improve the performance of the faculty member. Under the terms of the NFA Contract, Article 13, pages 52-54, tenured and tenure-track faculty may grieve any evaluation level less than "Excellent."

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. Nor is there a 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.

2.C – Education Resources

2.C.1

The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

TMCC provides programs with appropriate content and rigor that reflect the college's emphasis on student success and academic excellence. Program content is determined by faculty within the program's department. Adding or removing courses or programs requires the approval of the Curriculum Assessment and Programs (CAP) Committee, the Faculty Senate, and the Vice President of Academic Affairs and Student Services. Common course numbering practices assure similar content across institutions teaching the same course.

Each course and each program has established Student Learning Outcomes (SLOs). Student Learning Outcomes are assessed annually for courses based on the department assessment cycle. All learning outcomes for all courses are assessed within a five-year period and reported on the Course Assessment Report (CAR). Student Learning Outcomes for all programs are assessed in five-year cycles, with each program undergoing a comprehensive self-study every fifth year. This is known as the Program/Unit Review (PUR). Learning outcomes are determined by the corresponding department and are submitted to, reviewed and approved by the Curriculum and Assessment Program (CAP) Committee, the Faculty Senate, and the Office of the Vice President of Academic Affairs and Student Services. Following approval by CAP and the Faculty Senate, learning outcomes are reviewed by the Associate Dean of Assessment and Planning and the

VPAA/SS, who may approve, modify, or disapprove the proposed learning outcomes. The learning outcomes are included in all curriculum documentation and all course syllabi. The learning outcomes drive course and program assessment. All programs lead to certificates and degrees with designators clearly and consistently reflecting the program outcomes and content in recognized fields of study.

2.C.2

The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

TMCC identifies course, program and degree outcomes. Learning outcomes for each course are published on course syllabi which are given or made available over the web to enrolled students. Learning outcomes for the Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General Studies degrees are published in the TMCC Catalog, pages B–9 through B–15. TMCC has 72 degrees and programs (including emphases) and the learning outcomes for these are published in the TMCC catalog on pages B–18 through B–144.

2.C.3

Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Course credit is awarded by the instructional faculty member for the course and is based on the grade earned by the student. The grading system is outlined in the TMCC Catalog on pg. A-12 and is based on a four-point grading scale. Degrees are awarded upon completion of all requirements as outlined in the catalog and by the academic departments.

2.C.4

Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

All TMCC degrees and certificates are designed so that the sequencing of the courses build upon one another, enabling students to use the skills and knowledge from one course as they move to the next. This sequencing, which includes general education requirements, allows students to increase their knowledge base as they progress in their field of study.

Admissions and graduation requirements are clearly defined in the TMCC Catalog and on the website. Email reminders are sent to all TMCC students with information about upcoming deadlines and requirements related to graduation and transfer.

2.C.5

Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

The Curriculum, Assessment, and Programs (CAP) committee is a standing committee of the Faculty Senate established by Article 9.1 of the Faculty Senate Bylaws. Its authority, responsibilities and composition are defined by section 9.8. All curriculum, assessment, degree and program additions, revisions, and deletions are initiated by academic departments and submitted to the CAP committee at their monthly meetings. Proposals that are approved by CAP are submitted to the Faculty Senate for approval before submission to the Vice President of Academic Affairs and Student Services.

The Faculty Senate bylaws define committee composition to encourage representation across all academic departments of the college. Through Article 7 of the collective bargaining agreement with the Nevada Faculty Alliance (NFA), the college has clearly defined procedures for the selection of new faculty members which guarantee participation by current faculty members.

Beginning with the 2011-2012 year, the faculty evaluation criteria now incorporate the duty of assessment of courses as a basic responsibility of faculty, including submission of annual Course Assessment Reports based on approved departmental assessment cycles and participation in the Program Unit Review process.

2.C.6
Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The TMCC library offers information literacy instruction and more than one hundred of these training sessions are delivered each semester. Library instruction and support services are integrated into the learning management system, including video tutorials and documentation on library resources.

2.C.7
Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

TMCC students may receive credit for prior experiential learning through completion of the Life Experience Assessment Program, or LEAP 101. LEAP 101 (TMCC Catalog, page D-72) requires that the student complete an experiential learning portfolio which is then reviewed and evaluated by a panel of full-time faculty members. The TMCC prior learning assessment process conforms to Council for Adult and Experiential Learning (CAEL) guidelines. Students are limited to a maximum total of 15 credits through this process. The TMCC experiential learning process has been in place since 1994, but has been rarely utilized. Information on LEAP 101 is available through a link on the college's website.

2.C.8

The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions

TMCC's Catalog, Appendix C, page F-5, outlines the Transfer Credit Policy on the Evaluation of Previous Training and Education:

- The accreditation of the institution by one of the eight regional accrediting organizations and the listing published in the American Association of Collegiate Registrars and Admissions Officers Transfer Credit Practices of Designated Educational Institutions governs the acceptance of transfer credit.
- Credit may always be granted as elective credit.
- Credit intending to satisfy a department equivalent or department elective must be approved by the specific instructional division offering the degree.
- Transfer credit may be disallowed and may not apply toward certificate or degree requirements if the course was taken so long ago that the student would not possess current knowledge and/or skills. Courses in this category may still be applied as elective credit.

The Board of Regents Handbook states "all baccalaureate academic majors at a university or college must have current transfer agreements with NSHE community colleges. These agreements must provide clear information for community college students as to those courses that will transfer efficiently to another NSHE institution within each major. Information on these agreements must be made available to all students on each campus" (BOR Title 4, Chapter 14).

2.C.9

The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The TMCC General Education Mission Statement (TMCC Catalog, page B-6) demonstrates the college's commitment to general education. The mission statement affirms that "TMCC provides a coherent curriculum that consists of a rigorous foundation of interrelated academic and applied experiences that introduce students to diverse ways of thinking and of understanding the world." The mission statement is published in the college catalog and on the college's website. The General Education section of the college catalog outlines six goals of the general education curriculum. In addition, all general education courses must meet some or all of nine abilities designed to demonstrate whether students taking TMCC general education courses have successfully fulfilled the requirements of the general education mission. Finally, the catalog describes the general education categories which all degrees and certificates include.

For all AA and AS degrees, students must complete 6 credits in English, 3 credits of mathematics, 6 credits of natural science, and 9 credits of social sciences, fine arts or humanities. This is in exact alignment with the NSHE System General Education Requirements (page 19). The learning outcomes relating to these courses address competencies in communications, critical thinking, quantitative reasoning, information literacy, and personal/cultural awareness. These experiences directly relate to the college's overall mission of promoting student success, academic excellence, and access to lifelong learning.

In the fall of 2011, the Student Learning Outcomes and Assessment Coordinator created a General Education Matrix, which mapped every course that was classified as a general education course to the nine general education abilities, as indicated on curriculum forms. The General Education Pilot Assessment began in spring 2012 with the identification of seven courses that mapped their outcomes to the "analytical thinking skills" general education ability: ANTH 101, AST 104, CH 202, ENV 100, PHIL 210, PSY 101, and SOC 101. These courses were selected because they were on schedule to complete the regularly scheduled department assessment activity. The SLOA Coordinator met with department chairs and individual faculty members to establish the process: a common assignment would be established, and after the data was compiled at the end of the spring 2012 semester, the SLOA Committee or a body comprised of faculty members would review the assignment, create a rubric, and review/assess the results/data. The SLOA Committee determined that for the pilot, there would be two methods of general education assessment: 1) the course learning outcomes that were mapped to the general education outcomes would serve as the general education outcomes, and 2), the committee would obtain the raw materials from the courses (papers, tests, etc.), develop a rubric for the general education ability, and assess the materials. The committee would then compare the results to determine if it would be feasible to simply use the regularly scheduled course assessment to assess general education outcomes.

As of fall 2012, the results of course assessment are being gathered. With the recruitment of an Associate Dean of Assessment and Planning, the SLOA committee now becomes a subcommittee of the Faculty Senate. SLOA and the Associate Dean of Assessment and Planning will work in coordination to complete the assessment by the end of 2012.

2.C.10
The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have

identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

TMCC's transfer associate degree programs, applied science degrees, and certificate programs include a recognizable core of general education, fulfilling students' need for breadth and depth of diverse knowledge and skill. All courses demonstrate identified outcomes that align with and support program goals or intended outcomes. The general education component of TMCC's degrees has been aligned with a recent Board of Regents mandate to streamline general education system-wide. This mandate was passed in December 2010 and will be fully implemented fall 2012. (The new general education requirements are located in the Board of Regents Handbook, Title IV, chapter 14, section 18, page 18. New degree requirements are located in Title IV, chapter 16, page 16.)

Included in the mandate is the initiative for reduced general education requirements for degrees: from 39 to 24 for the Associate of Arts and from 33 to 24 for the Associate of Science. This change allows students to complete their degree in a more efficient manner while at the same time emphasizing the importance of a focused general education. TMCC's Curriculum, Assessment and Programs (CAP) committee met in early 2011 to discuss these new requirements and put forth recommendations for appropriate changes to degree programs; it also initiated an examination of transfer agreements with other institutions. The streamlining of degrees and emphases—AA, AS, AAS, AAS in Business, and AGS—as well as certificates, is being conducted by department/program completion of the revised Form C. As of February 2012, 7 of the 32 officially-approved degrees have gone through the CAP committee for approval, and the remaining degrees are bringing forth their changes in the coming months, pending articulation agreements and revisions to Bachelor level degrees at UNR. CAP is focusing first on targeting transfer degrees to readily assist with articulation agreements. Realizing that publishing all changes in the catalog will be a lengthy process due to publishing deadlines, the Curriculum, Assessment and Programs committee has focused attention on the TMCC Academics Database website to facilitate any curricular changes to the catalog and related academic advisement. The site's function is four fold. First, it provides a single, open source for all objectives, learning outcomes and measures associated with all courses, degrees, emphases and certificates offered at TMCC. In this way, TMCC curriculum is accessible to all interested parties, including faculty, staff, and students, accrediting bodies, advisory boards, funding agencies or other interested parties. Second, the site functions as a curriculum management system. All curricular revisions are now submitted through the database. Course, degree, emphasis, and certificate modifications, deletions, or new submissions are reviewed and tracked, while all parties with vested interest in the submission remain informed of the submissions progress from inception to final approval. Third, program worksheets for all degree, emphasis, and certificates will be published on the site. This will provide an invaluable resource for both the academic advisors, and for students who choose to self-advise. Fourth, as this system houses all learning outcomes, it drives the annual Course Assessment Reports and cyclical Program/Unit Review Process ensuring accuracy and integrity of our assessment processes. It includes all learning outcomes and measures for all degrees, emphases, certificates and courses. The data base was validated over the summer of 2012 and was launched live for view, submissions, and approval processes in August 2012. Program worksheets are still under construction with a tentative completion in November 2012.

2.C.11

The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.
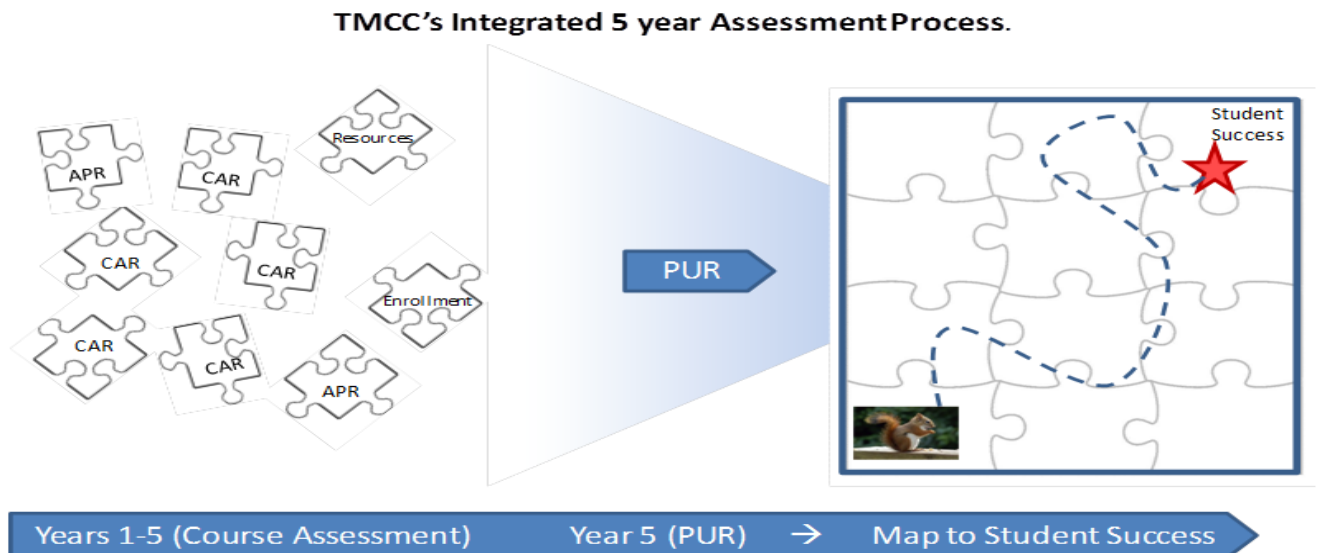
TMCC offers an Associate of Applied Science degree, an Associate of General Studies degree and several certificates of achievement. The minimum instructional components of these credentials are defined by NSHE Board Policy and were modified in December 2010 (Title 4, Chapter 16, Section 25). They are reflected in TMCC's degree and certificate requirements. The following are requirements for the AAS degree (60 credits), 21 general education credits, 9 additional program credits and 30 emphasis credits. The following are requirements for the

certificate of achievements under the AAS degrees (30 credits), 9 general education credits and 21 emphasis credits. The following are required for the Associate of General Studies (60 credits), 21 general education credits, 39 program requirements. The following are required for the Associate of General Studies certificate of achievement (30 credits), 18 general education credits, and 12 elective credits. The specific general education requirements for each are published in the TMCC Catalog (page B12-B15).
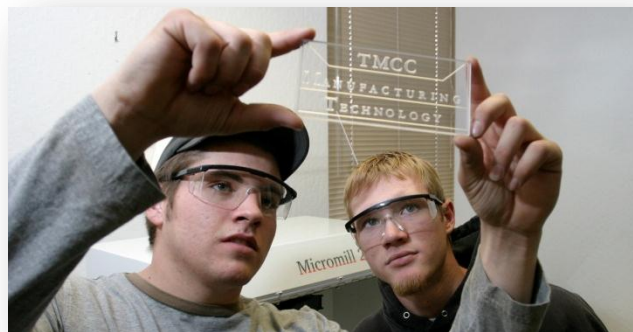
In order for a course to qualify as satisfying requirements of the above mentioned areas of study, faculty must complete a General Education Review Form for the course and submit it to the Curriculum Assessment and Programs Committee (CAP). The CAP committee reviews the submissions and evaluates the content of the course based on criteria established by the General Education Committee (the General Education committee was absorbed by CAP in 2010). Student learning outcomes and associated measures are reviewed by the CAP committee based on standards set by the Student Learning Outcomes and Assessment Committee (SLOA) and the Office of Assessment and Planning. In this fashion, instructional components of each of the degrees are well defined and vetted by committees maintaining the most current knowledge of assessment.

In addition, faculty in a few areas of study have chosen to embed general education requirements within the emphasis requirement. In these cases the requirement is referred to in the course listing. Examples are: Apprenticeship (human relations and quantitative reasoning) and Dental Assisting (human relations). In these cases, the embedded curriculum is taught within the emphasis courses. The Curriculum, Assessment and Programs committee, under the guidance of the office of Assessment and Planning, requires that programs intending to follow this model include additional documentation to support the need for embedding and ensuring appropriate coverage of material. Courses used in this model will also be required to include a general education student learning outcome to be assessed in their Course Assessment Reports cycle.

In addition, current recommendations to the Board of Regents (Board of Regents Briefing Paper, revision 8.27.12) amends Title 4, Chapter 16, Section 25 by combining English and communications requirements and eliminating the human relations requirement with the caveat that human relations be embedded in the curriculum, for an overall reduction in the general education requirements from 21 to 18. The proposal also suggests that mathematics and science requirements be taught within technical courses. TMCC will continue to closely monitor these degree changes in order to stay current and offer the best curriculum as effectively as possible to serve our students.

TMCC's Integrated 5 year Assessment Process.

| Years 1-5 (Course Assessment) | Year 5 (PUR) | → | Map to Student Success |

Assessment activities are interconnected. In years 1-5, Annual Course Assessment (CARs) provides continual feedback of course level student learning outcomes and the Annual Progress Reports (APR) provide continual feedback of program level outcomes and progress. In year 5, the Program/Unit Review (PUR) provides an opportunity for self-reflection of the program/unit. This self-study is the vehicle by which programs/units identify their goals and objectives for the next 5 years and piece together their map to student success.

Graduate Programs

2.C.12 – N/A

2.C.13 – N/A

2.C.14 – N/A

2.C.15 – N/A

Continuing Education and Non-Credit Programs

Workforce Development and Continuing Education (WDCE) offers credit and non-credit professional development programs and customized training for employers/employees;

additionally, WDCE administers both state and non-state supported programs designed to meet the needs of TMCC's diverse service area.

Workforce Development and Continuing Education has undergone two major reorganizations in response to TMCC's administrative and budget contractions. Prior to 2010, WDCE was a college division, administered by a dean and equivalent to other college schools. In 2010, the President and Vice President of Academic Affairs and Student Services restructured WDCE, eliminating the dean position and assigning WDCE to the Interim Dean of Business and Entrepreneurship. Programs were reassigned as appropriate to the Interim Dean of Business and Entrepreneurship, Interim Dean of Liberal Arts, and Dean of Sciences.

In 2011, the President and Vice President of Academic Affairs and Student Services determined that WDCE would focus only on professional development programs in light of Nevada's dire economic and employment situation; this change was implemented in January 2012. Since approximately 75% of WDCE's program offerings were for personal enrichment, it was clear that the need remained; thus, a community alliance was created between WDCE and Washoe County School District (WCSD) to coordinate efforts. WCSD now sponsors the personal enrichment programs, while TMCC provides administrative support. The Program Director for WDCE administers credit and non-credit offerings and reports to the Dean of Business.

2.C.16
Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

WDCE programs and courses provide access to lifelong learning for multiple constituencies through its partnership with Washoe County School District (WCSD), the University of Nevada, Reno, and local businesses and industries. WDCE programs range from non-credit professional development programs and customized training programs to the credit-based Administrative Professional program and computer and office technology courses. These programs span the lifelong, changing educational needs of our diverse community.
Through its partnership with WCSD, WDCE continues its mission to provide personal enrichment programs for the community at large. Washoe County School District's offerings reflect the college's active role in the community and align with the college's mission and goals, which are directly reflected in its core themes.

WDCE programs and courses incorporate academic excellence by offering course content that is current, relevant, and applicable to students' needs. Instructors are employed in the fields and have the hands-on experience needed to teach students in condensed curriculum programs. Credit and non-credit programs and courses are designed to maximize student success upon completion. WDCE actively seeks input from local businesses and industries to ensure courses will provide students with immediate results, whether they are taking courses to learn new job skills or increase their employability.

2.C.17

The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

TMCC is directly and solely responsible for the quality of programs and courses in WDCE. Programs and courses are developed based on relevance to the college community, current workforce needs, and community interest. The overall planning and evaluation of WDCE programs and courses, which requires collaboration with college administrators, community business and industry members, advisory board members, faculty (both full- and part-time), and students, is the responsibility of WDCE's Program Director. Because WDCE's offerings are expansive in terms of content, intent, and administrative distribution, planning and evaluation require an ongoing, collaborative effort.

Both non-credit and credit courses and programs are monitored and regularly reviewed through college processes. Since non-credit programs are offered in response to workforce demand, they are monitored for relevance by WDCE staff and faculty in consultation with industry and advisory board members; additionally, since non-credit programs are self-supporting, they are evaluated for profitability to ensure that indirect fees to the college as well as operating and staffing expenses are met. Other non-credit programs such as Adult Basic Education, English as a Second Language, and GED conform to the National Reporting System (NRS) through the US Department of Education; NRS evaluates the quality of these programs based on national standards. TMCC is consistently above national standards in these areas, demonstrating the value of regular monitoring and review. Students in non-credit WDCE courses evaluate instructors and course content, but there is no consistent approach to assessment of student learning outcomes.

All credit programs and courses offered by Washoe County School District follow mandated NSHE and TMCC policies, including the Curriculum, Assessment, and Programs committee process, and are approved by the VPAA/SS. Advisory boards meet annually to provide feedback to enhance relevancy, particularly in light of the current economic climate. Additionally, WDCE faculty and staff collaborate with faculty in other departments to determine program revisions. Credit programs, such as the Administrative Professional program, undergo evaluation as part of TMCC's Program/Unit Review, which includes assessment of student learning outcomes for the program and its courses. Assessment in credit courses not attached to programs is uneven; in spring 2012, as part of a college effort to establish a 5-year department assessment cycle for every course, the majority of WDCE credit courses were placed on an assessment cycle. In all courses, non-credit and credit, students provide critical feedback in their evaluation of courses and instructors, and they self-assess in course evaluations.

2.C.18

The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

WDCE is rarely requested to grant CEUs for its programs. A request for CEUs must meet the standards of the International Association for Continuing Education and Training (IACET), including contact hours, participation under sponsorship, direction, and instruction. Requests are made via an application form, require an administrative fee, and they must demonstrate the program is within the scope of TMCC's mission. Participants are validated to ensure that they meet minimum requirements for completing a program; CEUs must be directly linked to course objectives and determined by achievement of student learning outcomes. TMCC's CEU policies are found in the TMCC Catalog, Appendix U, pages F-33 through F-34.

2.C.19

The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Non-credit programs and courses use a variety of methods to record data regarding number of courses, course information, and student information.

Prior to 2005, all Community Services class information was stored in the Student Information System (SIS). Recoreds for non-credit workshops were maintained in the community services office. The Institute for Business & Industry (now WDCE) used the PeopleWare registration system before moving to Lumens. The college retains access to that data. The Wildland Fire program records information via the regular credit college admissions and records database system, PeopleSoft, as its status shifted from non-credit to credit. Prior to being incorporated into PeopleSoft, the Wildland Fire program recorded information in Lumens. Adult Basic Education, English as a Second Language, and GED programs use Tops Pro to record course and student information (from 2003 to the present). Remaining WDCE non-credit programs use Lumens for registration and course and student information (from 2005 to the present). Reports that show course details, instructor data, enrollment data, and student information can be generated from any of the listed methods.

2.D – Student Support Services

2.D.1

Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Truckee Meadows Community College creates effective learning environments through the provision of programs and services in support of student learning needs. The TMCC Catalog The Student Services section of the TMCC Catalog (pages A-15 through A-18) provides information

on a wide variety of the services and states that "TMCC's programs and services assist students and community residents in achieving their educational, career and life goals. These services enhance the educational process and assist students in overcoming the financial, personal and learning obstacles that may prevent educational and career success."

Other programs and services not listed include the E. L. Cord Child Care Center, TMCC's WebCollege, the Elizabeth Sturm Library and its branch locations, Student Orientation, Steps to Enrollment, the Student Success and Summer Bridge Program and the Disability Resource Center.

2.D.2
The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Primary physical protection and safety for TMCC falls to the TMCC Police Department. Officers are sworn Nevada peace officers whose training meets or exceeds mandatory State requirements. TMCC Police provide uniform patrol services, escort services, traffic control, dead-battery assist, community education and awareness training, public service announcements, Rape Awareness Defense (RAD) training, and sex offender registration and notification. Extensive information about the TMCC Police Department, its services, and crime reporting is found in the TMCC Catalog, Appendix P, page F-22.

The TMCC Police Department has inter-local agreements with municipal and county law enforcement partners. It provides emergency telephones around campuses to contact regional dispatch operators and has an updated campus-wide emergency plan. The Department trains all employees in Active Shooter classes, heads the campus Threat Assessment Team, and complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act) requirements through publication of campus crime statistics in the TMCC Catalog.

TMCC's Facilities Services provide a wide variety of services for the maintenance, enhancement and safety of the physical plant.

2.D.3
Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

TMCC recruits and admits students with the potential to succeed by requiring applicants to have either a high school diploma or equivalent, or to demonstrate the ability to benefit through placement scores. TMCC's department of Access, Outreach and Recruitment conducts activities to assist prospective students in the enrollment process at the college. The department focuses on high school and at-risk populations. TMCC has two advising specialists who serve as resources

for students and their fellow advisors; one is cross-trained and shared with Financial Aid and the other with the Disability Resource Center.

Prospective students are required to complete the college's Steps to Enroll program for new and transfer students. The Steps program is communicated via the college website, handouts, in person and by call center staff who maintain an information phone and website chat line. The TMCC Steps to Enroll are: application to the college, financial aid outreach and support in completing the FAFSA, completion of the ACCUPLACER placement test, completion of the new student orientation and advisement workshop (required for all full-time students), registration, and payment.

Many TMCC academic departments sponsor orientations for prospective students to learn more about their programs, especially those that require additional admission requirements such as nursing or dental hygiene.

My TMCC student portal provides students 24/7 access to their Student Center where they may view their admission status, communication center, to do list, registration holds and run an Academic Advisement Report (AAR) to see if they are fulfilling their certificate or degree requirements.

The TMCC website provides prospective and continuing students access to an online catalog that lists institutional expectations, policies and course descriptions as well as access to academic department's web pages that provide additional certificate and degree information on pre-requisite and special admission requirements. The TMCC website also provides important information on the Steps to Enroll based on the category of the incoming student with links to other student services pages such as admission and records, academic advising for new/transfer students, financial aid, controllers and disability resource center to assist a student in the enrollment process.

Fall 2012 Admission Process

Students with Status as: U.S. HS Grad / International (F1) / Home School Certified / GED / or Foreign Equivalent

Degree Seeking

- **F1** → Steps to Enroll for International Students
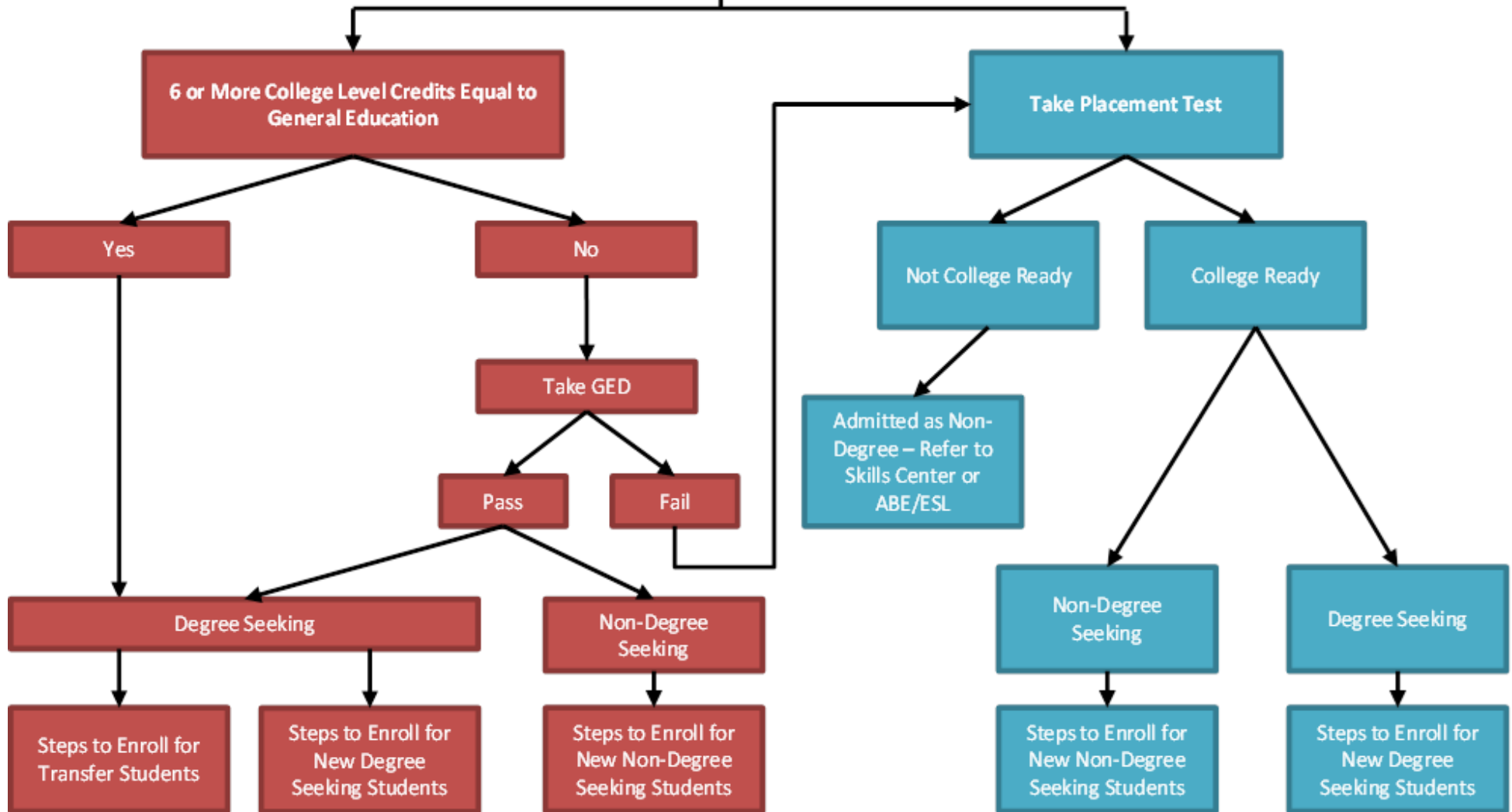- **Transfer** → Steps to Enroll for Transfer Students
- **New Student** → High School Diploma / Adjusted Diploma / Home School / GED → Steps to Enroll for New Degree Seeking Students

Non-Degree Seeking

→ Steps to Enroll for New Non-Degree Seeking Students

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Fall 2012 Alternative Admission Process

Students without Status as: U.S. HS Grad / International (F1) / Home School Certified / GED / or Foreign Equivalent

6 or More College Level Credits Equal to General Education

- **Yes**
- **No**
  - **Take GED**
    - **Pass**
      - Degree Seeking
        - Steps to Enroll for Transfer Students
        - Steps to Enroll for New Degree Seeking Students
    - **Fail**
      - Non-Degree Seeking
        - Steps to Enroll for New Non-Degree Seeking Students

Take Placement Test

- **Not College Ready**
  - Admitted as Non-Degree – Refer to Skills Center or ABE/ESL
- **College Ready**
  - Non-Degree Seeking
    - Steps to Enroll for New Non-Degree Seeking Students
  - Degree Seeking
    - Steps to Enroll for New Degree Seeking Students

2.D.4

In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

The Board of Regents requires that the college provide a transition plan for students affected by the elimination of programs. NSHE requires that the college honor the program requirements of any degree being eliminated for six years after the student selects the program of study.

2.D.5

The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) Institutional mission and core themes; b) Entrance requirements and procedures; c) Grading policy; d) 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; e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) Rules, regulations for conduct, rights, and responsibilities; g) Tuition, fees, and other program costs; h) Refund policies and procedures for students who withdraw from enrollment; i) Opportunities and requirements for financial aid; and j) Academic calendar.

The TMCC Catalog clearly identifies the factors identified in this standard on the pages as noted:

a. Institutional mission and core themes: A-2
b. Entrance requirements and procedures: A-3 to A-6.
c. Grading policy: A-12
d. 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: B-1 through B-137.
e. Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: E-1 through E-8.
f. Rules, regulations for conduct, rights, and responsibilities: A-2.
g. Tuition, fees, and other program costs: A-17 through A-18.
h. Refund policies and procedures for students who withdraw from enrollment: A-13
i. Opportunities and requirements for financial aid: A-8 through A-10.
j. Academic calendar: A-1

2.D.6

Publications describing educational programs include accurate information on: a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

Truckee Meadows Community College provides students with information online and in print about state and national licensing requirements. All the special requirements/certifications are published in each program's catalog worksheet page and include the following:

- Apprenticeship AAS - Students must be accepted into apprenticeship by a qualifying apprenticeship program.
- Automotive AAS - Students are prepared to take ASE national certification exams, preferred by employers.
- Landscape Architecture AA - Degree satisfies requirements of the Nevada State Board of Landscape Architecture to sit for national exam.
- Radiologic Technology AAS – Degree satisfies the educational and eligibility requirements to take the American Registry of Radiologic Technologist examination for radiographers.
- Residential Design AAS - Degree satisfies educational requirements for registration as a Residential Designer as established by the Nevada State Board of Architecture.
- Veterinary Technician AAS - Students completing the degree are eligible to take the Veterinary Technician National Exam leading to licensure as a licensed veterinary technician.
- Welding AAS - Students are prepared for AWS national certification exams, required by many employers.

Brochures are distributed by departments offering programs of instruction that contain specific requirements for employment, occupation, or advancement in an occupation. (Exhibit 2.D.6.1) Further information about employment requirements and advancement is contained on college websites as well as on the department websites, where students can find links to employers, job information sites and employment listings.

TMCC's Workforce Development and Continuing Education department (WDCE) offers a wide variety of noncredit professional courses, as well as customized training. The department provides specific training in such areas as computer skills, health careers, massage, and computer and office technology. Each health career course contains a link to additional information giving specifics about requirements for employment and professional advancement.

For example, TMCC's Emissions training program certifies workers to do state-mandated smog checks on vehicles. All employees must complete the certification training. Course descriptions on the WDCE website, where individuals register for the training, explain how the training qualifies an individual for the specific job.

Likewise, courses that are offered to the public by TMCC's Safety Center include descriptions on the WDCE web site. The college also offers training targeted at specific industries and descriptions of courses that lead to certifications required for specific jobs are distributed through various means, such as direct mail, industry newsletter ads/articles, and flyers distributed during training or industry events.

For programs at the college leading to degrees or certifications, requirements for licensure or entry into an occupation or profession are listed in brochures, the TMCC College Catalog, and department websites. For example, all allied health programs such as dental hygiene, radiologic

technology, dental assisting, paramedic, EMT, and nursing have websites listing both program requirements and requirements for licensure or certification. Information regarding both nurse assistant and clinical lab specialist is located on the Nursing Program's web page and requirements for licensure and/or certification are clearly listed.

2.D.7
The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Students apply for admission using TMCC's Admissions website; the application data is stored in the in-house Online Student Application Program (OSAP). Electronic student records are maintained in Oracle's PeopleSoft system aka Campus Solutions system, including student transcript records and official enrollment records, student financial aid and scholarships, and student accounts. Paper based documentation is scanned into the Singularity data base. TMCC'S Information Technology Department provides for the retrievable backup of student records in its Network Operational and Security Procedures. Section 13.A states that "Daily incremental, weekly, monthly and annual transactions files backups will be made by TMCC IT Operations of all data that resides on servers managed and maintained by TMCC IT Operations."

TMCC adheres to Nevada System of Higher Education policies as well as the Family Educational Rights and Privacy Act (FERPA) federal law and regulations 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 TMCC Catalog Appendix G, pages F-9 through F-11, 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.

All TMCC employees, including full-time, part-time and letter of appointment employees having access to student information must have training in FERPA according to TMCC policies and the NSHE Board of Regents Handbook, Chapter 4, Section 1, Chapter 22. 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. The office of Professional Development tracks mandatory training.

TMCC's Online Privacy Statement indicates that "the sole exception to the [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 Truckee Meadows Community College, 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 by using their PeopleSoft MyTMCC portal to designate restriction of their directory information.

2.D.8

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 Office of Financial Aid, Scholarships and Student Employment supports the college's Mission and its Core Theme of Student Success. The college offers four types of financial aid to students: grants, scholarships, student employment/work study, and loans. Information regarding the categories of financial assistance is published on the TMCC Financial Aid website and is also provided in paper format via handouts from the department which are disbursed to key areas such as Access, Outreach and Recruitment, Admission/Records, Counseling, Academic Advisement and Testing Services and the Disability Resource Center.

Higher Education entities that distribute federal financial aid are required to complete an annual A-133 audit via an external auditing agency. However, since NSHE System Administration contracts the A-133 auditor, they treat the NSHE as one entity, and therefore focus their audit on major programs. As a result, TMCC financial aid has not had an audit for four years, because CSN, UNR and UNLV are all larger financial aid programs.

The NSHE A-133 Audit Report is available each December on the System Office website as part of the Audit Committee Agenda of the Board of Regents. It contains audit findings, recommendations and responses from all the institutions. Even though TMCC Financial Aid has not been audited, the College is audited every year.

2.D.9

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

Students receiving financial assistance are informed of any repayment obligations. As part of their agreement to receive student loans, students must print their loan history from the National Student Loan Data System. Students must also complete a one-time promissory note on the Federal Direct Loan website (http://studentloans.gov) and complete online entrance counseling on an annual basis. Information about maintaining the student loan is found online at the Financial Aid Academic Progress Policy website.

Completion of web-based Life Skills Modules is required of students receiving student loans of $15,000 or more. The modules cover such topics as "How will I pay for my higher education" or "What if I have trouble repaying my student loans?"

The Office of Financial Aid receives a default rate draft every February; irregularities are investigated and the final draft student loan cohort default rate is distributed by the U.S. Department of Education each September.

2.D.10

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 adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

TMCC designs, maintains and evaluates a systematic and effective program of academic advisement through a combination of group workshops, individual advising, transfer agreement advising, and printed materials.

Group advising includes New Student Orientation and Student Portal training which provides new students with the knowledge necessary to navigate the My TMCC Student Portal in order to gain pertinent information regarding program requirements and curriculum. The On Track Advising Sessions provide continuing students with ongoing advising to ensure successful completion of program requirements. Selected sessions are provided for particular degrees such as nursing. The TMCC advisors provide supplemental advising workshops for the participants in the Success First Program Individual advising is offered to all students through the Academic Advisement Office.

TMCC has two Transfer Articulation Officers who develop and maintain new and existing transfer agreements with partnering institutions. TMCC maintains transfer agreements with the University of Nevada, Reno, University of Nevada Las Vegas, and Nevada State College. A University of Nevada, Reno representative comes to TMCC's campus each month in order to work with students planning to transfer. The college's Transfer Center also organizes an annual Transfer/Graduation Fair that provides information to students considering transferring to other institutions.

The Student Guidebook (Exhibit 2.D.10.1) is provided to students during the New Student Workshop that details their responsibilities, advisement requirements and opportunities. The TMCC Catalog also contains information about student advising on pages A-16 and A-17

TMCC's Academic Advisement Office evaluates its advising program through the use of student responses on self-report survey instruments. In 2011 the Academic Advisement Department revised its departmental mission, goals, outcomes and measures in preparation for the unit assessment. All strategies in the department are linked to student learning outcomes.

A variety of training and continuing education methods are used to ensure that TMCC advisors are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to fulfill their responsibilities. New advisors are given the Academic Advising Training Manual; they undergo three months of initial training, as do our peer advisors, with a seasoned advisor. In addition, they shadow all the professional advising staff; they meet with their trainer once a week as well as attending weekly Academic Advising Staff meetings**.** All advisors are

encouraged to attend professional development training, when budgets allow, but the current practice is to restrict attendance at conferences unless the advisor is a board member or a presenter. Advisors complete individual training sessions and quizzes related to the college's catalog. TMCC advisors have access to a departmental listserv which allows pertinent questions to be asked and information to be quickly disbursed. Each advisor is assigned a specific academic department. The advisor is responsible for keeping abreast of changes within that department that may affect advising. The college holds membership in the Council for Advancement of Standards in Higher Education and the National Academic Advising Association.

Advising requirements and responsibilities are defined, published, and made available to students in the TMCC Catalog, the Student Handbook, the Student Guidebook, on the college's website, and in printed handouts given to students throughout the advisement process.

2.D.11
Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Truckee Meadows Community College provides co-curricular activities that are consistent with the institution's mission, core themes, programs, and services. The Student Government Association (SGA), according to its mission statement, "conducts its business and engages in projects that are dedicated to advancing the overall quality of the total learning experience." The goals of the SGA are: 1) to promote TMCC student participation in community service projects through the Truckee Meadows region; 2) to recognize students, clubs and organizations while encouraging fellowship and student involvement; 3) to facilitate the creation of a student leadership program at Truckee Meadows Community College; 4) to provide for student use appropriate facilities that are aesthetically pleasing, safe, environmentally friendly and conducive to the learning experience; 5) to support and foster the creation and growth of student clubs and organizations at TMCC; 6) to provide information to the student body about academic and administrative processes; 7) to create a fun, energetic and lively atmosphere through events and programs, and 8) to increase awareness of involvement in student government, provide service to the student body, and integrate all branches of TMCC students into the SGA.

Any student taking at least one class at TMCC is considered a member of the SGA. The SGA promotes student leadership and participation in the TMCC community by making recommendations and contributing opinions and information regarding student concerns to the college, the System Office, and the Board of Regents . The SGA executive officers serve as representatives to the TMCC Faculty Senate, the Planning and Resource Allocation Council, the Web Advisory Committee, and the Academic Standards Committee. The SGA provides support to the student clubs and organizations on campus. Officially-recognized organizations are listed on the Student Government Association (SGA) website. According to page 7 of the SGA and Student Club and Organization Handbook, all organizations must have at least one full-time and one part-time TMCC employee serving as their advisor. Student organizations, including the SGA, are governed by their elected officers.

In the summer of 2012, the college recruited a new Student Activities and Leadership Coordinator, filling a position that had been lost due to budget cutbacks in 2008. The Student Activities and Leadership Coordinator is charged with providing leadership development and oversight to the SGA and all student clubs. The Coordinator will work with advisors and student leaders to strengthen co-curricular activities and programs.

2.D.12

If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Truckee Meadows Community College operates auxiliary services that provide food services, vending services, a full-service copy center, and a bookstore.

TMCC contracts with Chartwells for its dining Services. The Café offers a wide variety of hot sandwiches and specials, a salad bar and soda fountain. A satellite coffee, soda, and snack station is operated during the fall and spring semesters. Students, faculty, and staff may submit questions, comments, and/or suggestions via comment cards in the Café or on the Café website. The TMCC Food Services Committee, chaired by a faculty member, meets bi-annually, encourages student, staff and faculty participation by recruiting new members each year. The Café supports the institution's mission and enhances the quality of the learning environment by making food conveniently available to students without the need to leave campus, thus contributing to their success.

TMCC's Vending Services, located in RDMT 231, stocks all of the campus' vending machines. Included in the machine offerings are packaged snacks and drinks, as well as coded cards that allow patrons to add money to their computer printing accounts. The college's vending machines are located on the Dandini, Redfield, Edison and Meadowood campuses and are checked, cleaned and stocked daily. TMCC's Vending Services support the institution's mission and enhance the quality of the learning environment by providing fast and convenient access to snacks and drinks, saving students time and contributing to their success.

TMCC Copy Center provides full scale reprographic services to students, faculty and staff. The center is located in the Red Mountain Building and offers a full range of copy services: black and full color copying, comb and tape (thermal) binding, and laminating. In addition, the center offers free of charge, when printed in the copy center, folding, stapling, booklet making, envelope stuffing, padding, shrink wrapping and dual and three-hole punching. Requests for services may be placed online. Students are encouraged to use the copy center's competitively priced services, which can be paid for in cash or a credit card in the Cashiers office. Patrons of the copy center may provide feedback regarding the services by using the Contact Us section of the Center's website. TMCC's Copy Center supports the institution's mission and enhances the quality of the learning environment by providing these services on-site, which saves time and contributes to student success. Demand for additional document technology is driving a survey planned for the fall of 2012 to determine what additional services of this kind are needed on campus by faculty, staff, and students. This survey may result in an expansion of the Copy Center's services in 2014.

TMCC contracts with Follett for its bookstore services. The bookstore provides textbooks for purchase or rental as well as course packs, non-curricular books, office supplies, snacks, and clothing and accessories bearing the TMCC logo. Online purchases or rentals can be made, with the options of store pick up or home delivery. Contact information for providing feedback is provided on the Contact Us section of the Bookstore's website. TMCC's Bookstore supports the institution's mission by providing access to required and suggested curriculum-related material that directly supports student success and academic excellence. Access to lifelong learning is supported by the provision of non-curricular books. The Bookstore enhances the quality of the learning environment by making these materials readily available and easily identifiable online and at the college's main campus.

2.D.13

Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Truckee Meadows Community College does not offer intercollegiate athletics. Students who wish to participate in any of the college's co-curricular programs must follow regular admissions requirements and procedures.

2.D.14

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures 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.

The Higher Education Opportunities Act established the authentication standard for Distance Education classes. At TMCC, the college student information system is fully integrated with the Learning Management System (LMS) which is the teaching platform for online instruction. The college is in the process of moving from Angel to Canvas as its LMS provider. The same "single-sign-in" system that generates a unique student username and password for admission, registration for classes, access to financial aid, payment for classes and access to grades and permanent records is also used to access online classes – and is required input by the student each and every time he or she accesses an online class. The NSHE has also adopted a unique student ID number for all students that includes all campuses in order to further confirm a student's identity within the system.

TMCC continues to monitor national practices and trends as concerns student authentication. TMCC's Dean of WebCollege serves on a national taskforce on academic integrity which includes developing a national set of best practices for student authentication.

There are no additional costs associated with the identity verification process outside of TMCC's standard tuition and fees.

2.E - Library and Information Resources

2.E.1

Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

TMCC's library holds or provides access to library and information resources in support of the college's curriculum for both traditional and online courses. Each librarian is assigned to monitor specific areas of the collection to ensure the currency, depth, and breadth of that portion of the collections. Information resources are reviewed regularly to ensure that materials are appropriate to the curriculum and that they reflect changes to the college's courses.

2.E.2

Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Data on the library's collection and usage, as well as unit evaluations, assessment, and planning reports are found on the library's Administration website. This information, along with suggestions from faculty and students, is used to guide future purchases and deselections. The usage statistics for electronic databases are reviewed each year by the library director and the librarians to determine whether to continue subscribing to them or not. Print collections are updated with new material each year, selected by the librarians and material is weeded from the collection based on circulation numbers.

The library has a vigorous liaison program which links individual librarians to specific disciplines and their faculty, building relationships that encourage faculty to be active participants in the library collections and services. Each academic area is linked to a specific librarian, as seen on the page where faculty may request new material online. The librarians make it a point to attend departmental meetings for their areas of responsibility, especially early in the semester of each new academic year, as well as connecting with individual faculty members within those disciplines through a variety of means, including individual meetings, emails about new material in the collection, and requests for purchase suggestions. Connections are also made when faculty bring their classes to the library for library literacy instruction. When the library is considering purchase of new online databases, faculty in the related areas are invited to demonstrations and asked to provide their feedback. These relationships build over time and result in a collection that reflects input from the faculty. The library also provides a general contact form that may be used by anyone to make suggestions and ask questions.

2.E.3

Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Truckee Meadows Community College's library staff provides information instruction in support of the college's Mission and related Core Themes of promoting student success, academic excellence and access to lifelong learning. Instruction is provided in a variety of ways, including:

1. The library's Reference Desk is staffed by a professional librarian during all of the hours that the library is open. The librarian on duty provides assistance in using specific library and information resources to locate, evaluate, cite, and use information in support of the curriculum and in support of general requests for information. All students, faculty, staff, administrations and community patrons may take advantage of these services.

2. Assistance with library resources is available by phone. Patrons may call the library's main number or the Reference Desk number to speak with a librarian who will provide assistance in using library resources by phone by walking the patron through the process of accessing appropriate material.

3. Patrons may send an email to the library general address, library@tmcc.edu, or to an individual librarian to request assistance. The library's email box is checked several times daily and the librarians check their email frequently as well and respond promptly to requests for help.

4. The library provides virtual materials for use by students enrolled in online courses. These include instructional videos tied to specific disciplines and assignments, lists of passwords that allow student access to electronic resources off campus, and guides to library resources which are placed in online classrooms.

5. Librarians receive requests from faculty members for group instruction sessions for the classes. Over 100 of these are delivered in the fall and spring semesters. Some of the sessions provide a general introduction to the variety of resources found in the library and others are tied to a particular academic area or course. Pre- and post-testing on library resources is done for a sampling of these sessions each year in order to assess the effectiveness of the instruction and provide information on avenues for improvement. The results of the assessments are published on the library's Planning and Self Evaluation website. The post-instructional tests for spring 2012 showed an increase of 22.2% in students' ability to use library resources effectively with scores increasing from 3.6 out of 5 to 4.4 out of 5. This number is down from an improvement of 29% the previous fall. It remains to be seen if this is a significant change, the start of a trend, or simply this semester's results.

2.E.4

The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The quality, adequacy, utilization, and security of library resources are evaluated in several ways.

1. Quality and adequacy are evaluated on an ongoing basis by the librarians who are responsible for the quality and currency of particular academic areas of the collection. They make decisions about what to add or remove based on conversations with faculty in those academic areas and their own familiarity with the discipline.

2. The utilization of the library's resources is evaluated based on the frequency of access; for print materials, this means how often they are removed from the shelf and either used in house or checked out for off campus use. In the case of online resources, data is collected regarding the frequency with which they are accessed. This data is used to determine which resources to keep or discontinue. These numbers are published on the library's Planning and Evaluation page under Usage Reports.

3. Security of the library's print materials is ensured through the use of the Voyager Library Management System (LMS) and through a security gate that produces a loud noise when materials are inappropriately taken from the library (magnetized strips in each item which are desensitized upon checkout will cause the gate to sound if the item was not checked out). Patron information including name, address, and contact information is maintained in the LMS and the barcode of an item being checked out is scanned and tied to the patron's record until the item is returned. Patrons who cause the security gate alarm to sound are called back to the circulation desk in order to determine and correct the cause of the alarm.

4. Online resources are password protected as required by the library's contractual agreement with the vendor. Students who are enrolled in TMCC classes may use the passwords to access the online resources from off campus locations. Patrons using computers in the library or any of the college's computer labs do not need passwords.

2.F - Financial Resources

2.F.1

The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

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. Using such

long-range planning documents as the <u>Strategic Master Plan</u>, the <u>Facilities Master Plan</u>, Technology Strategic Plan and documents developed in each unit of the College to anticipate emerging needs for personnel, equipment, and support, the President is able to design a long-term resource allocation plan that addresses the development, conservation, and allocation of resources commensurate with the College's current Mission Statement and institutional focused initiatives. The College's commitment to effective institutional planning is exemplified by the new resource allocation planning starting this fall. The new process links units' efforts in program assessment and evaluation to create objectives and action plans. These plans provide the basis for appropriate resource requests for institutional prioritization. The Vice President of Finance and Administrative Services facilitates the development of the budget and other resource allocation plans through an inclusive and participatory process that involves constituency-based support from the Planning and Resource Allocation Council (PRAC), formerly the Planning and Budget Council. Recommendations through PRAC go to the President, including the revenue and capacity levels to use for the year.

Despite a deep and continuing recession resulting in decreased state support, TMCC has managed its finances effectively by (a) reducing personnel costs through offering staff buy-outs and strategically not filling positions after normal attrition; (b) reducing non-personnel operating costs throughout the institution; and (c) increasing revenue through student fees and other resources. TMCC has received a reduction in its state appropriation by over $12 million (29%) from 2009-2012. During that time, TMCC has also generated an increase in student fees by over $4 million. TMCC is working to find additional ways to supplement state funding with other resources with increased emphasis in grants and fundraising activities.

Risk management procedures are in place, with several staff reviewing ongoing practices for inappropriate levels of risk management. TMCC manages financial risk by: (a) maintaining an appropriate contingency in its annual operating budget; (b) maintaining reserve funds for unscheduled repairs of an emergency nature; and (c) maintaining insurance policies for catastrophic losses through a combination of College-funded policies and a state self-insurance pool.

2.F.2

Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Because TMCC has a comprehensive process for developing annual budgets across the entire college, we have been extraordinarily successful in attaining expense and revenue projections for each major component of our overall budget. The Vice President of Finance and Administrative

Services, working with the designated unit leaders and the Planning and Resource Allocation Council, develops an annual budget each spring.

Setting the appropriate levels of revenues forms the basis for institutional prioritization of resource requests. First, the level of state allocation is coordinated closely with the Nevada System of Higher Education (NSHE) office as policies on the formula funding among the state's higher educational institutions are deliberated for legislative appropriation. Since 2009, state allocation has been kept at a flat (reduced) level. In May 2010, NSHE initiated a study of the formula funding. Following this study, SB 374 created a legislative committee to study the funding of higher education for the state. As in years past, TMCC continues to rely on NSHE and legislative projections for the state allocation. Financial models for the next five years are updated regularly as new formula funding scenarios are provided.

In addition, the college's financial model relies upon projections from the Office of Institutional Research on enrollment capacity and demand. They inform the projections for tuition and all other related student fees, including technology and capital improvement fees. Enrollment projections have matched plans very closely for each of the past few years. The Office of Institutional Research also provides regular enrollment data, including details on enrollment capacity and the student-faculty ratio for each course, department, and program. This information helps estimate the level of part-time faculty allocation needed for the budget.

The college also closely monitors grants and revenues from its ancillary services (self-support), necessary sources of funds given the declining 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.

2.F.3

The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.
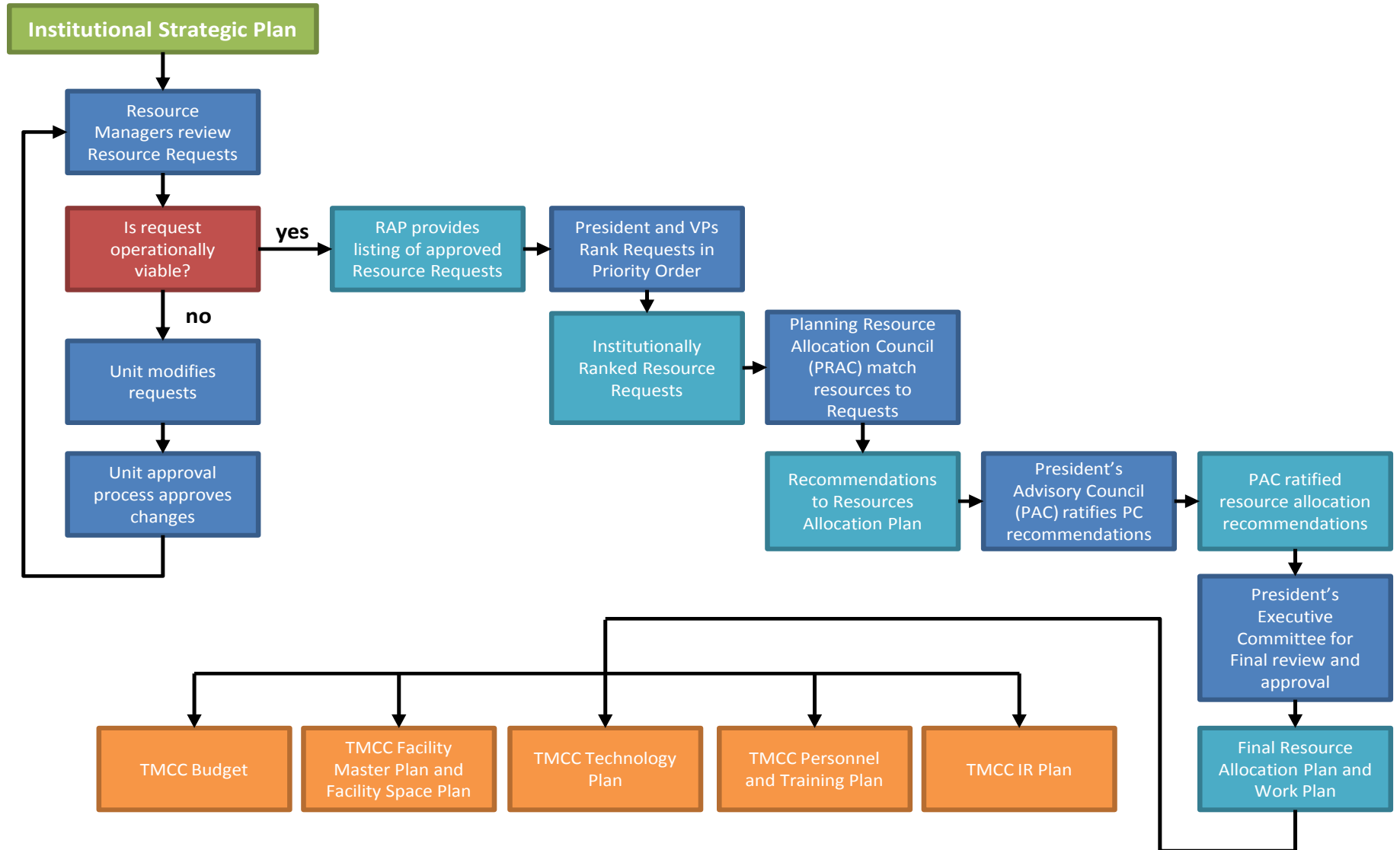
As the College relies upon a unified, college-wide system in developing its financial plan, budget and other resource allocation plan, policies, guidelines and instructions are reviewed and disseminated as part of the planning cycle. The process starts with the President communicating the institutional priorities for the coming year.

Planning priorities at TMCC emerge from data and information on future development and program growth generated at the department and division level, and all divisions follow a similar process. These priorities are carefully aligned to the Strategic Master Plan. Starting this fall, all designated units will begin their planning cycle by affirming their value and contributions to the College through their mission statement and goals. An evaluation of their progress towards these goals plus an analysis of future development and needs of the units will form a basis for each unit's objectives. These objectives require careful alignment to the College's core themes and strategic initiatives. Instructional program units also evaluate data in terms of such variables as the ratio of part-time to full-time faculty within the department, student enrollment patterns, future growth projections and the significance of the program in fulfilling the college's academic mission. Unit objectives translate to action plans and appropriate resource requests.

In consultation with department chairs, deans make the final decision as to the priority of resource requests in their area. The Vice President of Academic Affairs and Student Services then meets with the deans from the various academic and student services areas to negotiate the final prioritized list of requests from the Academic Affairs division. Other divisions and departments submit their prioritized resource requests to the appropriate President's Cabinet member. These requests are then ranked in an order of institutional priority by the President and the Vice Presidents of each area. The institutionally-ranked resource requests are provided to the PRAC, which then matches these ranked requests with the available sources of revenue. Planning and Resource Allocation Council (PRAC) recommendations are provided to the President's Advisory Council (PAC) for ratification and then forwarded to the President for her approval. Cabinet members are then responsible for communicating with their deans, directors, and department chairs the results of the discussions in PRAC and the PAC, the resulting budget and the final budgetary decisions.

As state allocation and student fees represent a significant source of operating budget, the final decision as to the number of requests the college will fund for the upcoming year is determined only after the legislature's budget appropriation becomes official.

Budget Process Flowchart

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Institutional Strategic Plan
        │
        ▼
Resource Managers review Resource Requests ◀──────────────┐
        │                                                  │
        ▼                                                  │
Is request operationally viable? ──yes──▶ RAP provides     │
        │                                 listing of       │
        │                                 approved         │
       no                                 Resource         │
        │                                 Requests         │
        ▼                                      │           │
Unit modifies requests                         ▼           │
        │                    President and VPs Rank        │
        ▼                    Requests in Priority Order    │
Unit approval process                          │           │
approves changes ──────────────────────────────┘           │
                                               ▼
                             Institutionally Ranked Resource Requests
                                               │
                                               ▼
                             Planning Resource Allocation Council
                             (PRAC) match resources to Requests
                                               │
                                               ▼
                             Recommendations to Resources Allocation Plan
                                               │
                                               ▼
                             President's Advisory Council (PAC) ratifies PC recommendations
                                               │
                                               ▼
                             PAC ratified resource allocation recommendations
                                               │
                                               ▼
                             President's Executive Committee for Final review and approval
                                               │
                                               ▼
                             Final Resource Allocation Plan and Work Plan
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- TMCC Budget
- TMCC Facility Master Plan and Facility Space Plan
- TMCC Technology Plan
- TMCC Personnel and Training Plan
- TMCC IR Plan

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2.F.4

The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

TMCC has a computerized financial system that allows accurate and timely financial reporting. The institution uses the system to facilitate reporting according to budget requirements and generally accepted accounting principles. TMCC's system of internal controls also ensures timely and accurate financial information.

All income and expenditures are subject to regular budgeting, accounting, and auditing procedures. TMCC utilizes a financial data warehouse to provide management and administrative personnel daily updates of all financial activity. Internal controls are strengthened by segregation of duties when appropriate and regular internal audits by the Nevada System of Higher Education. Quarterly and annual budget reports are prepared by the Budget Office and sent to the NSHE and/or the State of Nevada.

The TMCC Policy Manual states under Accounting Principles and Definitions 1,001 that "the accounting system is maintained and financial reports are presented on the accrual basis. A year-end financial statement is prepared by the Controller's Office and audited by independent auditors."

TMCC is currently participating in a system-wide Enterprise Resource Management (ERP) system for its financial and human resource applications. It is expected that business processes and new application system would be replace in the next biennium period.

2.F.5

Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

TMCC's request for future capital construction, a list submitted to the Board of Regents for inclusion in a system-wide discussion of capital expenditures, projects ten years into the future. TMCC's short- and long-range capital budgets reflect the institution's current goals while

projecting TMCC's potential for growth and proposed initiatives to respond to the growth within the framework of the Facilities Master Plan. Each biennium TMCC develops a list of major capital improvement project requests based on the needs of the institution. Those requests are sent to the Board of Regents and are prioritized and sent to the State of Nevada Legislature for funding. For the past several years and in the immediate future, there have been and will be very minimal major capital improvement project contributions from the State. TMCC does continue to receive support funded by Higher Education Capital Construction and Special Higher Education Capital Construction (HECC/SHECC) funds that fund capital improvement projects for ADA accessibility, safety and equipment maintenance ($1 million for FY 2011-1013). The Capital Improvement Fund, funded by student fees, provides TMCC with the flexibility to prioritize and initiate small-scale projects in accord with the immediate needs of the institution. In summer 2012, the College paid off its sole remaining capital debt, a $4.9 million State of Nevada General Obligation Bond for our buildings at the Meadowood location.

2.F.6
The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The purpose of TMCC's auxiliary operations is to provide services to students and staff via cost efficient delivery systems, allowing internal college resources to focus on institution core themes of student success and academic excellence. The financial relationship between the college's general operations and its auxiliary enterprises is defined by the contract that outlines the obligations of both the college and the entity providing the auxiliary service.

The college bookstore is operated by Follett and operational expectations and financial relationships are defined in the contract with Follett. TMCC provides centrally located space in the student center and pays for related utilities and maintenance; Follett pays TMCC commission on revenues and makes available $10,000 annually in textbook scholarships. The commission payments are available to support general college initiatives. Follett has responded to concerns about service and the high cost of textbooks by implementing an online and onsite rental program.

TMCC's cafeteria is operated by Chartwell's, a division of Compass. The relationship is defined contractually (Exhibit 2.F.6.1). In recognition of the importance of providing food services to students and staff, TMCC pays Chartwell's a management fee; in addition, the difference between revenues and expenses of the operation results in either a subsidy payment from TMCC or a profit check to TMCC. TMCC provides equipped space and related utilities and maintenance for cafeteria operations. Chartwell's on-site manager works with Central Services in an ongoing process to provide menu selections that address pricing concerns of students and staff.

Vending is operated by TMCC's Central Services. A focus on efficient operations has resulted in an improving and self-sustaining cash flow. TMCC has used the excess cash from Vending to re-invest in updated vending equipment and to support other central services activities, in particular cafeteria startup support.

The Child Care Center not only provides care and education for children of students and staff, but also serves as a learning lab and best practices demonstration for students in the early childhood education program. Tuition from users supports the Center's operations and is supplemented by TMCC in recognition of the center's role in the early childhood program. TMCC's state operating budget funds the salaries of director and master teacher, a portion of student wages, and building space, maintenance, and other overhead support (Exhibit 2.F.6.2).

2.F.7

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

External auditors annually conduct an audit of the Nevada System of Higher Education (NSHE)finance in accordance with auditing standards accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. The results of the audit, including findings and management letter recommendations, are presented by the external auditor to the NSHE Board of Regents 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. In addition, 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. (Exhibit 2.F.7.1)

2.F.8

All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Established in 1982, the TMCC Foundation is a separate non-profit corporation and a primary fundraising and community outreach entity for the college (BOR Handbook Title 4, Chapter 10, Section 9). Members of the Board of Regents are corporate trustees of the Foundation; community membership on the Foundation is determined by Presidential appointment and Board approval. Fundraising activities are conducted in a professional and ethical matter. The activities comply with governmental requirements and Foundation policies and procedures connected to gifting and solicitation of funds are clearly articulated on the Foundation webpage. The Foundation Bylaws also document procedures and policies connected to gifting and solicitation of funds. The Executive Director of Institutional Advancement and Foundation functions as the college liaison to the Foundation and serves, as does President Sheehan, as an ex-officio member of the Foundation Board.

As noted in the Year One Report, the TMCC Foundation launched a Major Gifts Campaign in December 2010. The goal is to raise $25 million to help fund the four initiatives most strongly supported in the Foundation Feasibility Study: life and health science programs, IGT Applied Technology Center and programs, instructional equipment, and the Success First program. As of May 2012, the Major Gifts Campaign has generated $8 million in cash, pledges, planned gifts and grants. As part of the initial process, a Family Campaign was conducted to garner support from TMCC employees, and currently 58% of TMCC's employees are contributors to the Major Gifts Campaign, a significant surge in involvement from the 17% employee giving rate prior to the Major Gifts Campaign.

2.G - Physical and Technological Infrastructure

Physical Infrastructure

2.G.1

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

TMCC works to provide a physical infrastructure in support of Core Theme 1, Strategic Initiative 2 (Welcoming and Diverse Environment). The college has nearly 700,000 total square feet of building space as reflected in the NSHE Facility Inventory, with locations at five separate sites around the College's service area.

All newly-constructed buildings for the State of Nevada and TMCC are built to the most current ADA code. Older facilities have been significantly modified to bring them up to the ADA standards that were in place at the time of modification. The Facilities Department also works with the Disability Resources Office to address any specific needs that arise in a particular semester. TMCC maintains a list of completed projects addressing accessibility to its facilities.

TMCC undergoes multiple inspections each year from a number of agencies including the State Fire Marshal, Washoe County Health Department, the City of Reno Fire Department, State Business and Industry Boiler and Elevator Divisions as well as fully compliant NFPA

inspections performed by a licensed vendor. An annual loss prevention inspection is made by an independent firm specializing in prevention of disasters and damage which could lead to injuries. Additionally, safety inspections are made by qualified in-house personnel and TMCC Facilities Services responds to safety related issues as they are reported.

All TMCC facilities' exterior doors and windows are lockable and are secured nightly by trained Facilities Services staff and are periodically checked by the TMCC Police Department. All facilities are outfitted with electronic security systems which are monitored by a professional monitoring agency. All interior office, classroom and machine room doors are lockable and classroom and machine room doors are required to be locked when not occupied.

Truckee Meadows Community College Police Department (TMCCPD) is a fully sworn Nevada law enforcement agency providing police services to TMCC students, faculty, staff and visitors at all TMCC properties. TMCCPD received its charter from the Board of Regents in 1997. The Department employs nine full-time sworn officers, five full-time non-sworn personnel, two part-time sworn officers, one-volunteer reserve officer, and several for credit student interns. Duties include patrol, detectives, traffic, public safety, escort, special events and crime suppression. Additionally, the Department leads the College's Environmental Health and Safety, Threat Assessment Team and Emergency Planning efforts. TMCCPD works closely with local law enforcement partners, vis-à-vis a number of inter-local agreements, to enhance service delivery and leverage assets.

Regular renovation, expansion, retooling and repurposing of space is completed to ensure the space available meets the current needs of the College's students and faculty. These projects are tied to the college's Master Facilities Plan.

2.G.2

The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

TMCC complies with all current regulations adopted and mandated by the State of Nevada and Federal agencies in regards to the use, handling, storage and disposal of hazardous or toxic materials. The college's procedures are reviewed on an annual basis through a four hour class/presentation by the Nevada Department of Environmental Protection at NVEnergy offices in Reno. TMCC's procedures are outlined in its Hazardous Waste Preparedness and Prevention Plan (Exhibit 2.G.2.1).

2.G.3

The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

TMCC's Facilities Master Plan completed in December of 2004 represents a comprehensive and inclusive process in developing the college's long-term capital plan. The plan describes a ten- and twenty-year horizon campus build-out. It was developed under the direction of a Facilities Master Plan Committee composed of a cross section of the college community. The Facilities Master Plan Committee discussed and approved any plans for any new, permanent campus alteration before the plans were submitted to the Board of Regents for approval.

The Facilities Master Plan outlined implementation strategies in sequences or steps as funding and capacity becomes available. With the economic downturn, the College's efforts in the last three years focused on operational priorities given the impacts of the budget reductions. Similarly, availability of state allocation for capital projects diminished at the state level. Thus, TMCC deferred the implementation of projects in the plan and focused its capital planning capacity in renovations and major repairs. Lease agreements have been extended for programs with lease rates that are more affordable.

 TMCC's strategic planning provides a renewed effort in directing the allocation and implementation of the Facility Master Plan. TMCC plans to update the Facility Master Plan by Spring 2013, including a review of programmatic allocation of spaces. The annual institutional planning process emphasizes resource allocation to include facility and capital planning based on the strategic directions of the College. For instance, the TMCC Foundation Major Gifts Campaign emphasized support to facility enhancement in the TMCC IGT Applied Technology Center as TMCC emphasized its commitment to job creation and workforce development in the career and technical fields.

2.G.4

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

TMCC's equipment is sufficient in quantity and quality to meet its mission. Whenever new space is built or existing space is renovated, a Furnishings, Fixtures and Equipment (FF&E) budget is included in the overall project budget that is reflective of the needs for that project. In addition, availability of one-time student fee revenues from enrollment growth in the last three years provided funding for new or upgraded instructional and operational equipments. TMCC also leverages the use of grant funding to upgrade equipments. TMCC Foundation capital campaign also focused on support on instructional equipments.

TMCC is also committed in the maintenance of existing equipments ensuring its ongoing functionality. Preventive equipment maintenance is tracked and serviced through Footprints, a work management system. The system also allows service units to provide necessary repairs and fixes. Finance and Administrative Services is developing an equipment and FF& E replacement plan for consideration in the next resource allocation process. TMCC's equipment is sufficient in quantity and quality to meet its mission. Whenever new space is built or existing space is renovated, a Furnishings, Fixtures and Equipment (FF&E) budget is included in the overall project budget that is reflective of the needs for that project. TMCC's mechanical and building systems equipment is managed via Footprints, a work management system that allows employees to enter a service request online. In response, a trained technician is dispatched to address the problem.

Technological Infrastructure

2.G.5

Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

TMCC's technological infrastructure supports student success, academic excellence, and lifelong learning through a wide variety of services provided by the college's Information Technology Operations Department and Information Technology Services.

TMCC Student ID Cards allow student to access the Tutoring and Learning Center's Quick Swipe check-in system and they serve as the student's library card. The card may also be used as off-campus identification for community business discounts and events and off-campus educational activities such as health sciences clinical rotations and ambulance/police ride alongs, apprenticeships and internships. The cards also serve as a convenient method for on-campus vending and café purchases. A Financial Literacy program, which would combine a debit card with the current student ID card, is under consideration.

OSAP, the Online Student Application Program provides an entry point to the college for applying for admission to TMCC. The Disability Resource Center's online Request Forms facilitate the proper resource deployment to respond to the needs of qualified students. TMCC's Single Sign-On service facilitates access to the college's wireless network, student accounts, on-campus computers, Canvas (for online classes), and many other student resources.

The TMCC website acts as a source for training and documentation for student resources, facilitates the accurate and timely delivery of important college information and access to all online student resources such as the tutoring scheduling system, student information system, student email, and financial aid forms.

Other services include Absolute Live Support for assistance with matriculation, financial aid and other services; E-newsletter Pro software and processes for communicating with the college community; and RSS News feeds, videocasts, and iTunes U, all of which provide multiple ways

to access educational and campus information in a variety of formats. TMCC's SFTP Server allow for file sharing and transfers. The Information Technology Operations (ITO) department provides infrastructure support for the WebCollege department and the college's learning management systems (Angel, Canvas, and Moodle), Google Apps for Education, network traffic routing, as well as network and desktop security. Academic Computer Labs and classrooms provide faculty and students access to computers that are kept current through the department's life-cycle replacement program. All TMCC classrooms are outfitted with Smart Classroom Technology. The TMCC Academic Data Base provides online access to course information with outcome and assessment data and outcomes for our degrees, emphasis, and certificates. Additional services provided are detailed in the ITO Core Services Catalog.

TMCC's Information Technology Services unit is focused on providing support to the TMCC working environment by developing enhanced desktop, reporting and Web tools, providing institutional project management to various in-house and NSHE computing initiatives, developing and managing the college's World Wide Web presence, and serving as consultants to TMCC Leadership Team and administrators on the implementation and management of the TMCC Information Technology Vision.

2.G.6

The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

TMCC is committed to ensuring that faculty, staff, and students are appropriately supported and trained in the effective use of technology. A wide range of support, resources, and tools are designed to facilitate the use of technology to improve effectiveness and efficiencies in all college operations from instruction to administration. Campus technology training and support includes:

- Smart classroom training for instructors and in-person smart classroom support.
- Smart Classrooms are being outfitted with room control technology that will allow on-line assistance and troubleshooting.
- PeopleSoft training videos for faculty, staff, and students.
- Student Help Desk support.
- Faculty and staff Help Desk support.
- Business Process Guides and tutorials for core business systems.
- Training videos and online documentation for all in-house software applications.
- Professional Development group training sessions for PeopleSoft, Google Apps, and MS Office for staff and faculty.
- Training for Dreamweaver and Google Sites web page creation for faculty web pages.
- Training for Faculty and Staff on creating web-friendly documents and forms.
- Security awareness programs and training.

- Professional Development supported college-wide with many opportunities for Faculty and Staff to receive training and/or attend professional conferences.
- NSHE System Computing Services training offered for HR and Financial systems.
- Training in the use of the college learning management system.

2.G.7

Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

- Informational Technology Services project request - allows faculty and staff to request software, web, or reporting projects and involves them in the process of creation and implementation process
- Information Technology Plan (http://www.tmcc.edu/ito/downloads/documents/general/ITOPTechPlan.pdf) - details technology goals and objectives related to infrastructure, services, academics, and student services. Identifies the technology that the college will be using in each of those areas
- Technology Committee Structure
  - Technology Committee http://www.tmcc.edu/committees/technology/
  - Academic Technology Committee http://www.tmcc.edu/committees/atc/
  - Web Advisory Committee http://www.tmcc.edu/committees/atc/
- Disaster Recovery Planning- identifies and secures critical applications and systems required for business continuity in case of a disaster
- Bi-Weekly technology staff planning meeting (Rectangle meeting)- brings technology staff from three departments to collaborate on ongoing technology projects to ensure coordination of resources and staffing
- IT Operations daily operational change management meeting- addresses any planned changes and operational issues that impact the college community
- Weekly IT Services Meetings- facilitates communication and collaboration among IT Services staff for all current projects and maintenance
- IT representation at regularly scheduled Academic and Student Services meetings

2.G.8

The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

- LCD Projector Life Cycle Replacement- ensures that equipment is both functional and up-to-date in the classrooms (this includes all Instructional Technology Equipment)
- Media Services inventory- facilitates life-cycle equipment replacement and warranty repairs by tracking important equipment information and statistics
- Academic computer lifecycle replacement planning- ensures that all academic computing labs and classrooms have workstations that are no older than 5 years in order to support current technology applications
- Administrative computer lifecycle replacement planning- ensures that faculty and staff primary workstations are no older than 5 years in order to support current technology

applications. Part-time staff workstations are upgraded with memory and new systems as often as possible
- Core network, server, and telephony systems-hardware and software related to these systems are typically reviewed every two years to ensure major systems have adequate processing functionality to support the infrastructure
- Student tech fee planning process- http://www.tmcc.edu/ito/academic/techfee

Security at the Network, Application, and database levels are driving factors that impact IT infrastructure planning and implementation.

Conclusion

In our Year One Report, TMCC outlined its mission and plans for mission fulfillment, including key objectives and indicators of achievement. In our Year Three report, we discuss our institutional infrastructure, resources, and processes in order to demonstrate that we are indeed prepared to attain our objectives, fulfill our mission, and support lifelong learning, academic excellence, and student success within our service area.

We find encouraging signs in our Year Three report. After years of declining budgets, buy-outs and furloughs, we see very important indicators of progress in this document, indicators which themselves are laying the foundation for even greater progress to come.

We are heartened to be able to report that this past spring and summer, we recruited a total of eleven new tenure-track faculty members, our first new tenure-track instructors since 2007.

Having long struggled to develop and implement a comprehensive student learning outcomes assessment process, we are gratified to report that we have developed processes and resources that make our instructional assessment efforts transparent and accessible to all. These resources include a fully searchable online database of course- and program-level outcomes and measures. The database provides complete and accurate access to student learning outcomes and measures to all members of our community. Our policies and processes are intentionally structured to promote curricular and instructional improvement, and are now being systematically enforced in every credit-level program.

We are proud to have developed a new and highly-inclusive budget process, a process that for the first time in our institutional history clearly connects assessment, planning, and budgeting, with each activity reinforced and made more meaningful by the others.

While the future remains unpredictable and we no doubt have many new challenges ahead, we are convinced that TMCC at present, is better prepared to meet those challenges than at any time in its past, and that we will not only endure, but excel in years to come.