TMCC

TRUCKEE MEADOWS COMMUNITY COLLEGE

YEAR SEVEN SELF-EVALUATION REPORT

COMPREHENSIVE EVALUATION – STANDARDS ONE THROUGH FIVE

SUBMITTED TO THE NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
SEPTEMBER 1, 2015

ACKNOWLEDGEMENTS

TMCC would like to thank the Accreditation Team for their dedication towards this report.

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The Team also recognizes and thanks the many individuals who provided contributions and commitment to the accreditation process.

TMCC is an EEO/AA institution. For more information, visit eeo.tmcc.edu.

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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, Truckee Meadows Community College (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.

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), the TMCC High Tech Center at Redfield (September 2005) and the Pennington Health Sciences Center at Redfield (2015). In 2005, the UCCSN was renamed the Nevada System of Higher Education (NSHE) to reflect the diverse and multiple institutions in the state. Currently, our campus resources include 697,644 square feet of facilities.

TMCC offers a variety of services to our community in the spirit of a comprehensive community college. Programs are designed for academic university transfer, career and technical education, high school dual credit, workforce development, adult basic education, outreach and specialized training programs. In 2014-15, TMCC had a total enrollment of 11,686 providing 6,246 FTE. Twenty-eight percent of those students were considered full-time. TMCC has 161 full-time faculty, 367 part-time faculty and 287 full-time staff and administrators.

In addition to the Associate of Science and Associate of Arts transfer degrees, TMCC offers academic programs of study in the following areas:

- *14 additional Associate of Science (named degrees and emphases)*
- *19 additional Associate of Arts (named degrees and emphases)*
- *24 Associate of Applied Science*
- *Associate of General Studies*
- *45 Certificates of Achievement*
- *38 Skills Certificates*

TMCC is a member institution of the Nevada System of Higher Education (NSHE) and is one of four public community colleges in the state. Additionally, there are two universities (UNR, UNLV), one state college (Nevada State College), and one research institute (Desert Research Institute) that comprise the

member institutions of NSHE. NSHE is governed by a publically elected Board of Regents, who in turn appoints the Chancellor as NSHE's chief executive officer. Additional oversight is provided by the Nevada College Collaborative, which was designed to work with the community colleges to identify opportunities for shared services and provide back office administrative services, manage talent sharing and facilitate collaborative purchasing that will help the colleges utilize scarce resources more effectively and efficiently.

The Northwest Commission on Colleges and Universities (NWCCU) 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. Subsequent to the changes in NWCCU's accreditation cycle, TMCC participated in a Year One visit in 2011, a Year Three visit in 2012 and an ad hoc report (2014) to the Year One and Year Three Recommendations. Responses to recommendations from the Year One and Year Three Report are included in the Appendix.

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES
BASIC INSTITUTIONAL DATA

Information and data provided in the institutional self-study are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide the Commission and the members of the evaluation committee with current data for the year of the visit.

After the self-study 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-study distributed to Commissioners, the Commission office, and members of the visiting committee.

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

Institution:

Name: Truckee Meadows Community College

Address: 7000 Dandini Boulevard

Address:

City: Reno State: NV ZIP: 89512

If part of a multi-institution system:

Name of System: Nevada Higher Education System

Address: 2601 Enterprise Road

Address:

City: Reno State: NV ZIP: 89512

Highest Degree Offered: ___Doctorate ___Masters ___ Baccalaureate __X_ Associate ___Other (specify) _____

Type of Institution: __x_Comprehensive ___ Specialized ___Health-related ___Religious-based ___Tribal

Other (specify)

Institutional control: ___Public ___City ___County __X__State ___Federal

___Private/Independent ___Non-profit ___For Profit

Institutional calendar: ___Quarter __X_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
Nursing	AS	ACEN	
Dental Hygiene	AS	CODA	
Dental Assisting	AAS	CODA	
Dietetic Tech	AS	ACEND	
Veterinary Tech	AAS	AVMA	
Paralegal/Law	AAS	American Bar Association	
Culinary Arts	AAS	American Culinary Federation	
Automotive	AAS	National Automotive Technician's Educational Foundation	
Early Childhood Education	AAS	National Association for the Education of Young Children	

Revised August 2011

Full-Time Equivalent (FTE) Enrollment

State the formula used by the institution to compute FTE: **Student credit hours divided by 15**

Official Fall Term Enrollments

Classification	Current Year	One Year Prior	Two Years Prior
	Dates: Fall 2014 (final)	**Dates: Fall 2013 (final)**	**Dates: Fall 2012 (final)**
Undergraduate	6,135	6,246	6,494
Graduate			
Professional			
Unclassified			
Total all levels	6,135	6,246	6,494

Full-Time Unduplicated Headcount Enrollment. Count students enrolled in credit courses only.

Official Fall Term Enrollments

Classification	Current Year	One Year Prior	Two Years Prior
	Dates: Fall 2014 (final)	**Dates: Fall 2013 (final)**	**Dates: Fall 2012 (final)**
Undergraduate	11,553	11,686	12,138
Graduate			
Professional			
Unclassified			
Total all levels	11,553	11,686	12,138

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

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	88	11	0	3	12	48	0	36
Associate Professor								
Assistant Professor								
Instructor	51	1	7	2	4	27	0	12
Lecturer and Teaching Assistant	0	511						
Research Staff and Research Assistant								
Undesignated Rank								

Number of instructional staff added for current year:	
Number of instructional staff who were employed previous year but not reemployed:	

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

Rank	Mean Salary	Mean Years of Service

Professor	$77,252.98	17.67
Associate Professor		
Assistant Professor		
Instructor	$61,191.74	4.92
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:	63014			
Reporting of income:	Accrual Basis		Accrual Basis	
Reporting of expenses:	Accrual Basis		Accrual Basis	

BALANCE SHEET DATA

ASSETS	Last Completed FY 14 Dates: 1 July 13 to 30 June 14	One Year Prior to Last Completed FY 13 Dates: 1 July 12 to 30 June 13	Two Years Prior to Last Completed FY12 Dates: 1 July 11 to 30 June 12
CURRENT FUNDS			
Unrestricted			
Cash	2,661,000	3,895,000	5,499,000
Investments	21,004,000	18,377,000	17,495,000
Accounts receivable, net	3,001,000	2,378,000	2,227,000
Inventories	13,000	15,000	15,000
Prepaid expenses and deferred charges	53,000	104,000	55,000
Other (identify) Loans Receivable	60,000	51,000	13,000
Due from	0	0	0
Total Unrestricted	26,792,000	24,820,000	25,304,000
Restricted			
Cash	0	0	0
Investments	0	0	0
Other (identify) Receivables	1,402,000	1,893,000	1,052,000
Due from	0	0	0
Total Restricted	1,402,000	1,893,000	1,052,000
TOTAL CURRENT FUNDS	28,194,000	26,713,000	26,356,000
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	3,000	0
Investments	11,032,000	9,125,000	8,590,000
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	11,032,000	9,128,000	8,590,000
PLANT FUND			
Unexpended			
Cash	858,000	1,204,000	1,728,000
Investments	6,779,000	5,676,000	5,495,000
Other (identify) A/R	142,000	0	219,000
Total unexpended	7,779,000	6,880,000	7,442,000
Investment in Plant			
Land	2,370,000	2,370,000	2,370,000
Land improvements	1,547,000	1,547,000	1,547,000
Buildings	48,259,000	50,895,000	52,058,000
Equipment	1,982,000	2,176,000	1,926,000
Library resources	201,000	282,000	245,000
Other (identify) CIP	342,000	47,000	337,000

Total investments in plant	54,701,000	57,317,000	58,483,000
Due from			
Other plant funds (identify)Cash Held by State Treasurer	43,000	314,000	0
TOTAL PLANT FUNDS	62,523,000	64,511,000	65,925,000
OTHER ASSETS (IDENTIFY) NONCURRENT LOANS RECEIVABLE	80,000	135,000	198,000
TOTAL OTHER ASSETS	80,000	135,000	198,000
TOTAL ASSETS	101,829,000	100,487,000	101,069,000

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY 14 Dates: 1 July 13 to 30 June 14	One Year Prior to Last Completed FY 13 Dates: 1 July 12 to 30 June 13	Two Years Prior to Last Completed FY12 Dates: 1 July 11 to 30 June 12
CURRENT FUNDS			
Unrestricted			
Accounts payable	699,000	799,000	1,068,000
Accrued liabilities	3,216,000	2,863,000	3,837,000
Students' deposits	0	0	0
Deferred credits	0	0	0
Other liabilities (identify) Current portion of compensated absences	1,182,000	1,125,000	1,105,000
Unearned revenue	863,000	791,000	989,000
Funds held in trust for others	130,000	86,000	96,000
Due to State of Nevada, other institutions	163,000	198,000	6,000
Fund balance	0	0	0
Total Unrestricted	6,253,000	5,862,000	7,101,000
Restricted			
Accounts payable	42,000	36,000	331,000
Other (identify) Accrued liabilities	279,000	334,000	195,000
Due to	0	0	0
Fund balance	0	0	0
Total Restricted	321,000	370,000	526,000
TOTAL CURRENT FUNDS	6,574,000	6,232,000	7,627,000
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Accounts payable	57,000	59,000	0
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Fund balance	0	0	0
Total unexpended	57,000	59,000	0
Investment in Plant			

Notes payable	0	0	0
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 (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	57,000	59,000	0
OTHER LIABILITIES (IDENTIFY)			
NONCURRENT COMPENSATED ABSENCES	419,000	639,000	584,000
REFUNDABLE ADVANCES	195,000	283,000	283,000
TOTAL OTHER LIABILITIES	614,000	922,000	867,000
TOTAL LIABILITIES	7,245,000	7,213,000	8,494,000
FUND BALANCE	94,584,000	93,274,000	92,575,000

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY 14 Dates: 1 July 13 to 30 June 14	One Year Prior to Last Completed FY 13 Dates: 1 July 12 to 30 June 13	Two Years Prior to Last Completed FY12 Dates: 1 July 11 to 30 June 12
Tuition and fees	14,770,000	14,385,000	13,166,000
Federal appropriations	0	0	0
State appropriations	30,028,000	30,577,000	30,590,000
Local appropriations	0	0	0
Grants and contracts	18,018,000	18,627,000	19,845,000
Endowment income	4,836,000	3,243,000	613,000
Auxiliary enterprises	1,291,000	1,230,000	1,297,000
Other (identify) Sales/service education depts.,	1,066,000	864,000	996,000
Interest & other operating revenue	274,000	280,000	499,000
Transfers to System Administration	(2,182,000)	(1,690,000)	(13,000)
Gifts	490,000	582,000	624,000
Disposal of capital assets and other non-operating revenues	(170,000)	(219,000)	(378,000)
Total Operating and Nonoperating Revenues	68,421,000	67,879,000	67,239,000
Other Revenues			
Capital Grants and Gifts	833,000	0	0
Capital Appropriations	854,000	0	1,025,000
Additions to permanent endowments	23,000	56,000	10,000
Total Other Revenues	1,710,000	56,000	1,035,000
TOTAL REVENUES	70,131,000	67,935,000	68,274,000
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General	0	0	0
Instruction	27,324,000	26,419,000	26,485,000
Research	0	0	0
Public services	0	0	0
Academic support	5,573,000	6,639,000	4,814,000
Student services	6,873,000	6,286,000	5,985,000
Institutional support	9,708,000	9,004,000	8,472,000
Operation and maintenance of plant	5,942,000	5,533,000	6,391,000
Scholarships and fellowships	8,957,000	9,212,000	10,203,000
Other (identify)	0	0	0
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify) Depreciation	3,333,000	3,220,000	3,149,000
Total Educational and General	67,710,000	66,313,000	65,499,000
Auxiliary Enterprises	0	0	0
Expenditures	1,111,000	923,000	716,000
Mandatory transfers for:	0	0	0
Principal and interest	0	0	0
Renewals and replacements	0	0	0

Total Auxiliary Enterprises	1,111,000	923,000	716,000
TOTAL EXPENDITURE & MANDATORY TRANSFERS	68,821,000	67,236,000	66,215,000
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	1,310,000	699,000	2,059,000

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY 14 Dates: 1 July 13 to 30 June 14	One Year Prior to Last Completed FY 13 Dates: 1 July 12 to 30 June 13	Two Years Prior to Last Completed FY12 Dates: 1 July 11 to 30 June 12
For Capital Outlay	0	0	0
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.

Degree Programs – list the names of degree programs that can be completed at the site.
Degrees Awarded – report the number of degrees (by program) awarded at the location last year.
Academic Credit Courses – report the total number of academic credit courses offered at the site.
Student Headcount – report the total number (headcount) of students currently enrolled in programs at the site.
Faculty Headcount – report the total number (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	Degrees Awarded	Academic Credit Courses	Student Headcount (course enrollment)	Faculty Headcount
Air National Guard, Reno NV	none	none	2.00	24.00	2
Association of Builders & Contractors, Reno NV	none	none	1.00	12.00	1
Clayton Middle School, Reno NV	none	none	3.00	35.00	2
Edward Reed High School, Reno NV	none	none	9.00	179.00	8
EL Cord Childcare Center, Reno NV	none	none	2.00	79.00	2
Hug High School, Reno NV	none	none	1.00	17.00	1
International Game Technology, Reno NV	none	none	3.00	21.00	3
Northern Nevada Electrical JACT, Reno NV	none	none	1.00	11.00	1
Occupational Center, Reno NV	none	none	1.00	12.00	1
Regional Public Safety Training Center, Reno NV	none	none	36.00	875.00	20
Spanish Springs High School, Reno NV	none	none	1.00	20.00	1
Washoe Medical Center, Reno NV	none	none	2.00	41.00	1
Wild Creek Golf Course, Reno NV	none	none	2.00	16.00	2
Wooster High School, Reno NV	none	none	1.00	32.00	1
YMCA, Reno NV	none	none	2.00	25.00	1
Yoga Loca, Reno NV	none	none	1.00	43.00	1

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 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 COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Degrees Awarded	Academic Credit Courses	Student Headcount	Faculty Headcount
NONE					

PREFACE

Truckee Meadows Community College has weathered significant challenges over the last several years. TMCC has endured repeated reductions in state funding and in response has gone through several rounds of buyouts, course and program cancellations and elimination of services. Through it all we have kept the mission and core themes of the College as a guiding light. As we have struggled through these tough economic times we have had several major institutional changes. The following is a brief list of institutional changes since the institution's last report.

Performance-based Funding

The Chancellor of the **Nevada System of Higher Education (NSHE)** presented to the Board of Regents and the Legislative Committee to Study the Funding of Higher Education (Chapter 375, Statutes of Nevada, 2011) a modified model for funding public higher education. The model was based on the following principles: Allocation of state funds should be based on instruction as measured by weighted student credit hours, state support should be based on student success (completion rather than enrollment), differential cost of instruction by discipline and level, and a funding pool established to reward institutional behavior that results in increased student success. Essentially, justification for funding TMCC was changed from enrollment-based to completion-based, with overall distribution of funds being reduced to the community colleges and directed to the universities in the state.

Nevada College Collaborative

In early 2011, the three northern Nevada community colleges, Truckee Meadows Community College, Western Nevada College and Great Basin College faced several challenges that threatened their individual viability. Among these challenges were both a significant change in the higher education funding formula and very limited enrollment growth.

The three college presidents and the chancellor designed a three-prong strategy for meeting the challenges. The presidents agreed to design and implement the Nevada College Collaborative, which would create a new toolkit for college leadership through the following three mechanisms:

1. Talent Sharing: Maximize staff by empowering individuals and creating opportunity for them to lead in their area of expertise across the three colleges.
2. Purchasing Power: Combine large purchases into a single purchase order to take advantage of economies of scale.
3. Shared Services: Consolidate eight business operations into a stand-alone entity.

The presidents further defined the **Nevada College Collaborative** as a set of centers that provide non-core services to the colleges by employing a specialized team and focusing on the business requirements of each college. The goal of the collaborative is to provide high-quality, back office functions at lower overall cost and with greater efficiency than each college can otherwise continue to provide.

Elimination of the WebCollege Division

The discontinuation of the WebCollege Division occurred in the spring semester of 2015. The academic programs (History, Political Science, Law, Women's Studies) within WebCollege were transitioned to the

Liberal Arts Division. All online courses continue to be scheduled and report to the discipline-specific departments. The Dean position was eliminated and oversight of the Canvas Learning Management System (LMS) and training for online instruction are maintained by the new WebCollege Department under supervision of the Vice President of Academic Affairs.

New Vice President of Student Services Position

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 2014, the college cut a substantial number of administrative positions and instituted faculty and staff buy-outs and early retirement packages. 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 2013, the college reversed this consolidation and searched a Dean of Student Services position, thus returning to a two-division structure (Academic Affairs and Student Services). In 2015, the Dean of Student Services was appointed as Vice President. This appointment establishes vice presidential leadership over the three areas of the College: Academic Affairs, Student Services, and Finance.

Institutional Advisory Council

Community colleges in the state of Nevada were mandated by the Board of Regents to establish an **Institutional Advisory Council** on or before December 1, 2014, with the purpose of ensuring the linkage of the college to the community it serves and to anticipate future regional educational trends.

Bachelor of Applied Science Degrees

On June 12, 2015, the NSHE Board of Regents approved two new Bachelor of Applied Science (BAS) degrees to be offered by TMCC starting in the fall semester of 2016. The programs are: BAS, Logistics Operations Management and BAS, Emergency Management and Homeland Security. These programs further the mission of TMCC to provide an accessible and affordable higher education to our students.

Skills Certificates

In response to local industry need, TMCC designed skills certificates to provide students with the preparation necessary to take state, national and/or industry-recognized certification or licensing examinations. These programs provide training for entry level positions and/or career advancement. They are shorter (under 30 credits) and more narrow in focus than certificates of achievement or associate degree programs.

Elimination of Copy Center

As a means of cost savings, the Copy Center on campus at TMCC was discontinued and all copy, print and binding services were outsourced.

Customer Relationship Management System

TMCC, in partnership with the College of Southern Nevada is in the process of identifying a Customer Relationship Management System. A Request for Proposal (RFP) has been submitted and we are evaluating proposals at this time.

X25 Scheduling Optimization Software

As part of the most recent **Facilities Master Plan** update, TMCC hired an architectural consultant with an educational specialty to review the College's classroom utilization, who recommended that TMCC use a scheduling optimizer. In response, the College purchased X25 Graphical Analytics and Reporting Software. As such, classroom utilization has improved since 2012, and the College remains committed to a more data-driven approach to course scheduling.

Catalog Management and Curriculum Workflow Software

In order to increase efficiency of the curriculum approval process and to provide a more useful catalog experience for students, TMCC evaluated multiple curriculum workflow and catalog management software solutions through an official RFP process and selected LeepFrog's CourseLeaf Catalog (CAT) and CourseLeaf Curriculum (CIM). The College plans to begin implementation in the fall semester of 2015.

Veterans Resource Center

The **Veterans Resource Center (VRC)** launched in 2014 to assist student veterans in their successful transition from military service to the academic environment. The center is prepared to help guide all veterans, eligible dependents and spouses, Nevada National Guard members, and active duty personnel in their educational goals. Entirely operated by veterans, the staff of the VRC is dedicated in using their own personal experiences to support other veterans and their families.

Partnerships with Air National Guard

TMCC developed a partnership in 2014 with the Nevada Air National Guard to provide testing services and General Education classes on site at the Air Base in Reno.

Pennington Health Science Center

TMCC broke ground on the expansion of its Redfield Campus in November, 2014. The expansion included a new 17,000-square foot addition to the existing 34,500-square-foot facility. In addition to new sizeable classrooms with laboratories, the Center houses four simulation labs, two standard patient rooms and office space for all of the Nursing program faculty. The new facility has been officially named the William N. Pennington Health Science Center and is scheduled to open on August 31, 2015. Programs housed at the new facility include Nursing, Certified Nursing Assistant, Radiologic Technology and Veterinary Technician.

TMCC High Tech High School/IGT Applied Technology Center remodel

The **TMCC IGT Applied Technology Center** is undergoing a major renovation in the coming year funded in part by a grant from the U.S. Economic Development Administration (EDA). Furthermore, the College recognizes a need for a technical high school to be embedded into the college to prepare students for employment in the technical, middle skills professions that are becoming more prominent in economic development discussions. These professions include manufacturing, welding, green technologies, automotive and diesel, and logistics to name a few. Recent changes in the State of Nevada's career and technical education model offer TMCC an opportunity to provide a seamless pathway for high school students to gain college credit and gain workforce certification.

Alternate Pathways

Beginning fall 2014, Washoe County School District (WCSD) high school graduates are now able to use **alternate pathways** for placement into entry-level college courses. This means WCSD students can use their high school course work with a qualifying GPA to place into college classes instead of being required to take a placement exam (ACCUPLACER/ACT/SAT). The intent is to provide faster access to college-level gateway courses for students who meet the criteria.

Undergraduate Research Programs

The TMCC Science departments have begun using an inquiry-based teaching model where students are exposed to real world science. This is achieved through a nationwide project based on bacteriophage discovery and genomics known as SEA-PHAGES (Science Education Alliance-Phage Hunters Advancing Genomics and Evolutionary Science). SEA-PHAGES is jointly administered by Graham Hatfull's group at the University of Pittsburgh and the Howard Hughes Medical Institute's Science Education division.

TMCC facilitates this program using an introductory microbiology course where students engage in hands-on research experience resulting from environmental samples they collect and process. Following completion of the coursework interested students often continue their research in courses geared toward the mentoring of students by TMCC Biology faculty. The program aims to increase undergraduate interest and retention in the biological sciences through immediate immersion in authentic, valuable, yet accessible research.

The undergraduate research experience is supported by several outside sources including the Howard Hughes Medical Institute, the Community College Undergraduate Research Initiative (CCURI), Nevada INBRE, part of the IDeA Network of Biomedical Research Excellence program from NIH, the Sagebrush Chapter of Trout Unlimited, and the NASA sponsored program, A Community College Partnership Creating a Community of Practice Model to Engage and Retain Minority Students.

RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION

Following the 2010 modification of the accreditation process, the Northwest Commission on Colleges and Universities conducted on-site peer evaluations in 2010 (**Focused Interim**), 2011 (**Year-One Peer Evaluation**), and 2012 (**Year-Three Peer Evaluation**). In addition, NWCCU requested an ad hoc report in response to recommendations from the Year One and Three reports in 2014. Recommendations stemming from these peer evaluations were focused on full implementation of assessments recommendation 1 and 2 (2010) and recommendation 1 (2013), and institutional mission fulfillment recommendation 1 and 2 (2011). TMCC has worked diligently to respond to the recommendations and is proud to report that in January of 2015, all expectations of the commission were met in regards to these recommendations. A summary of these recommendations and TMCC's responses follows:

In the 2010 Focused Interim report, recommendations from the evaluation team were as follows:

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 revision. For example, the new program unit review (PUR) process replaced the program discipline 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).

In response to the recommendations from NWCCU's Regular Interim Report of October 11-12, 2010, TMCC 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 (SLOA) Committee**, the Faculty Senate **Curriculum, Assessment and Programs (CAP) Committee**, and broad representation from administration and faculty participated in the efforts. The five-part plan included the following:

1. Develop and publish outcomes and measures for TMCC's four degrees (AA, AS, AAS, AGS).
2. Develop and publish learning outcomes and measures for all degree, emphasis, and certificate courses of study.

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 process.
4. Create and implement an assessment process for TMCC's general education program for the transfer degrees.
5. Establish the spring 2011 semester as a benchmark semester for assessment.

All of the proposed components of the plan were initiated but not fully implemented by the Year One Peer Evaluation in 2011. In the **2011 Year One Report**, TMCC again received two recommendations from the evaluation team. The recommendations were as follows:

1. While the core theme of Student Success may be viewed as a manifestation of the College's success in delivering high-quality education and services, the College has not explicitly addressed this element of its mission. Further, since it appears that the core theme of Academic Excellence also contributes to the ability of the College to succeed in delivering high-quality education and services, this too should be explicitly addressed. The Evaluation Team recommends that the College ensure that its core themes individually manifest essential elements of its mission and that the core themes are adopted by its governing board consistent with its legal authority. (Eligibility Requirement 3, Standard 1.B.1)
2. Indicators of achievement that measure processes do not provide sufficient evidence that the College is achieving its core themes and, therefore, its mission. Indicators of achievement need to measure outcomes. The Evaluation Team recommends that the College 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)

As with many other institutions, TMCC labored over the identification of our core themes, their intent, importance and how they support the Mission of the College. A broadly represented college task force was established in 2012 under the guidance of the Vice President of Finance and Administrative Services. The group convened to address and update the Strategic Master Plan, core themes, and measures of achievement for the College. The specific objectives of each of the core themes were identified and specifically designed to be in alignment with and support the mission of the College. Each of the core themes were strategically designed to build a sustainable and financially responsible foundation for fulfillment of the college mission. In doing so, the College was able to identify realistic, measurable outcomes that were used for institutional assessment. This process resulted in a definition of mission fulfillment based on its progress towards each measure. For the College to meet the core themes of its mission, it needs to maintain or exceed a baseline measure for each indicator within the specified timeframe as outlined in the **Strategic Master Plan**. Mission fulfillment is based on satisfying at least 80% of the established measures. The modified mission, core themes and measures were published in the current version of the Strategic Master Plan in 2013, which was presented to the Board of Regents in 2014 and approved unanimously.

During the Year 3 Peer evaluation, TMCC received only one recommendation:

1. While Truckee Meadows Community College has made substantial progress in educational assessment in recent years, full implementation has not yet been accomplished. The evaluation committee recommends that the college move forward with its current educational assessment initiatives with particular attention to its general education outcomes. (Standards 2.C.5, 2.C.9, 2.C.10).

This recommendation came to TMCC during a time when we were focused keenly on General Education (GE) and GE assessment. We had a multi-faceted approach to the response in this recommendation. This included strong faculty representation for Standard 2.C.5, including full faculty oversight of curriculum development and assessment as indicated in the TMCC Faculty Senate Bylaws and charges to the CAP and SLOA committees. Additionally, faculty evaluation criteria now incorporate course assessment as a standard responsibility of faculty, including submission of annual course assessment reports (CARs) based on approved departmental assessment cycles and participation in the Program Unit Review (PUR) process.

For Standard 2.C.9, in the same semester as the site visit, TMCC had published General Education learning outcomes and measures for every course meeting the rigor and requirements for General Education and approved a GE mission statement. The **TMCC General Education Mission Statement** demonstrates the College's commitment to General Education. The mission statement affirms that "General Education at 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 **Course Catalog** and on the College's **website**. The General Education section of the Course Catalog outlines five objectives of the GE curriculum:

Communications: Includes the ability to listen, speak, and write competently so as to gain skills to interact effectively with others; and to read with comprehension.

Critical Thinking: Includes the ability to grasp complexities, relationships, similarities and differences; to draw inferences and conclusions; to identify and troubleshoot problems; to collect and identify data to formulate and test solutions; and to identify how individual values and perceptions influence decision making.

Information Literacy: Includes the ability to understand information technology; use applications as tools; and to evaluate the applicability and validity of information.

Personal/Cultural Awareness: Includes the ability to develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems; to attain skills to function effectively as responsible, ethical community members; and to learn to value, respect and critique the aesthetic and creative process.

Quantitative Reasoning: Includes the ability to use scientific reasoning skills including induction and deduction; to discern bias and subjectivity; to perform appropriate calculations; and to understand, evaluate, model and effectively use data.

For Standard 2.C.10, much work was completed. TMCC's transfer degree programs, applied science degrees, and certificate programs include a recognizable core of GE, fulfilling students' need for breadth

and depth of diverse knowledge and skill. The GE component of TMCC's degrees have been aligned with a Board of Regents mandate to streamline GE system-wide. This mandate was initially passed by the Board of Regents in 2010 for implementation in 2012. The updating of degrees and certificates provided an opportunity for TMCC to review learning outcomes associated with each degree and their respective courses. In doing so, academic departments were able to strategically align course and degree level learning outcomes, and ultimately with the General Education outcomes. These, in turn, are aligned with the mission and core themes of the College.

The response to the Year Three Peer Evaluation was followed by a request from NWCCU for an ad hoc report due in October of 2014. The Commission requested a follow-up on Recommendation 1 and 2 from the fall 2011 Year One Peer-Evaluation Report and Recommendation 1 of the fall 2012 Year Three Peer-Evaluation Report. On January 20, 2015, TMCC received confirmation that the Commission accepted TMCC's ad hoc report and in accepting, the Commission determined that with regards to the Recommendations addressed above, all expectations have been met.

CHAPTER 1
MISSION, CORE THEMES AND EXPECTATIONS

TMCC's Dandini Campus, overlooking the Truckee Meadows

> *Eligibility Requirement 2. Authority. The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

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**.

> *Eligibility Requirement 3. Mission and Core Themes. The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.*

The Nevada System of Higher Education Board of Regents approved the college mission and core themes in June 2013. 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. The Core themes are as follows:

- *Core Theme I: Student Success*
- *Core Theme II: Academic Excellence*
- *Core Theme III: Access to Lifelong Learning*

Each of the Core Themes have multiple objectives which are measured against specified indicators of achievement.

1.A – MISSION

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.

Mission Fulfillment

For the College to meet the core themes of its mission, it needs to maintain or exceed a baseline measure for each indicator within the specified time frame. TMCC has identified a clear articulation of mission fulfillment that is based on satisfying at least 80% of the established objective measures for our core themes.

1.B – CORE THEMES

The purpose of the TMCC mission statement has remained relatively unchanged throughout this seven year accreditation cycle. We have steadfastly held to the values and vision that the mission has provided in guiding the College. The mission itself is succinct, clear and purposeful. The core themes are clearly articulated in the mission statement and represent the purpose of the College with regard to our community and constituencies. They are student success, academic excellence and access to life-long learning.

For each of our three core themes, we have three 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. Additionally, TMCC has established aspirational targets for each of our measures. These aspirational targets provide long term goals for each of our objective areas.

Core Theme 1: 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 objectives: Promoting college readiness, increasing student retention and persistence, and increasing graduation and transfer rates. These objectives each have several measures of achievement as outlined in the following excerpts from the Strategic Master Plan.

Objective 1: Promote College Readiness

Measure	Baseline	Current (2013)	Mission Fulfillment Status *(maintain/exceeds)*	Aspirational Target (2015)	Aspirational Fulfillment Status
Number of Gateway Course Completers*	4,230 *(2012)*	4,350	YES	4,315	YES
Number of recent Washoe County School District (WCSD) graduates who are college ready as a result of collaborative partnership	3% *(2010)*	18%	YES	40%	NO
Number of enrollment matriculating from WCSD with Tech Prep placement credits	384 enrollment *(Fall 2010)*	425 enrollment	YES	500 enrollment	NO

**NSHE Performance Pool Indicator*

Objective 2: Increase Student Retention and Persistence

Measure	Baseline	Current (2013)	Mission Fulfillment Status *(maintain/exceeds)*	Aspirational Target (2015)	Aspirational Fulfillment Status
Student retention (course completion rate): College-wide	72% *(Fall 2009)*	77%	YES	78%	NO
Student retention (course completion rate): Developmental English	68% *(Fall 2009)*	73%	YES	78%	NO
Student retention (course completion rate): Developmental Math	53% *(Fall 2009)*	67%	YES	72%	NO
Student retention (course completion rate): Online	66% *(Fall 2009)*	71%	YES	75%	NO
Student persistence from Fall to Spring	71% *(FA2009 to SP2010)*	69%	NO	77%	NO
Student persistence from Fall to Fall	52% *(FA2009 to FA2010)*	52%	YES	65%	NO

Objective 3: Increase Graduation and Transfer Rates

Measure	Baseline	Current (2013)	Mission Fulfillment Status *(maintain/exceeds)*	Aspirational Target (2015)	Aspirational Fulfillment Status
New FT freshman 3-year graduation rate	17% *(FA2007 cohort)*	21%	YES	40%	NO
New FT freshman 4-year graduation rate	20% *(FA2007 cohort)*	21%	YES	43%	NO
Transfer out rate without earning a degree– subsequent enrollment at another institution	21% *(FA2007 cohort)*	14%	NO	27%	NO
Number of graduates – Associates Degrees*	1,035 *(FY 2012)*	950	NO	1,056	NO
Number of graduates – Certificates*	51 *(FY 2012)*	70	YES	52	YES
Number of transfer students with 24 credits or associates degree*	989 *(FY 2012)*	1,260	YES	1,009	YES

**NSHE Performance Pool Indicator*

Core Theme 2: Academic Excellence

TMCC defines academic excellence in terms of preparing students for their academic and workforce endeavors. 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 funds committed to direct instruction, for that is ultimately why students come to us. To ensure academic excellence, TMCC's Planning and Resource Allocation Council (PRAC) identified three key strategic objectives for achieving academic excellence. These are: providing relevant curricula and effective delivery of instructional programs and services, providing relevant and effective non-instructional college programs and services, and meeting workforce educational needs in the service area. These objectives each have several measures of achievement as outlined in the following excerpts from the Strategic Master Plan.

Objective 1: Provide relevant curricula and effective delivery of instructional programs and services

Measure	Baseline	Current (2013)	Mission Fulfillment Status *(maintain/exceeds)*	Aspirational Target (2015)	Aspirational Fulfillment Status
Number of programs assessed: (PUR & PUR annual progress)	44% *(2010)*	100%	YES	100%	YES
Number of courses offered assessed within cycle (cycle currently at 5 years)	14% *(FY 2010)*	44%	YES	70%	NO
Average student satisfaction level rate relating to educational experience via TMCC graduation survey (question 1, 3a, 3c, 3e)	90% *(Grad Outcomes Survey 2011)*	95%	YES	Maintain or exceed satisfaction for related questions	YES

Objective 2: Provide relevant and effective non-instructional college programs and services

Measure	Baseline	Current (2013)	Mission Fulfillment Status *(maintain/exceeds)*	Aspirational Target (2015)	Aspirational Fulfillment Status
Number of non-instructional units assessed: (AUR & AUR annual progress)	25% *(2010)*	100%	YES	100%	YES
Average student satisfaction level rate with quality of support services via graduation survey (question 2)	66% *(Grad Outcomes Survey 2011)*	76%	YES	Maintain or exceed satisfaction for related questions	YES

Objective 3: Meet workforce educational needs in the service area

Measure	Baseline	Current (2013)	Mission Fulfillment Status *(maintain/exceeds)*	Aspirational Target (2015)	Aspirational Fulfillment Status
Number of AAS/ CTE programs using Advisory Board input recommendations for continual program improvement	29% *(FY 2010)*	100%	YES	100%	YES
Percentage of Certificate (CT) and Associate of Applied Science (AAS) graduates employed within one year of graduation	66% *(AY 2012)*	Available Fall 2014		68%	
Number of Associate of Applied Science (AAS) graduates*	233 *(FY 2010)*	258	YES	237	YES
Number of Certificates graduates*	51 *(FY 2012)*	70	YES	52	YES
Number of Economic Development (STEM and Allied Health) graduates*	273 *(FY 2012)*	248	NO	278	NO
Number of TMCC chosen economic development field graduates*	5 *(FY 2012)*	18	YES	5.1	YES

**NSHE Performance Pool Indicator*

Core Theme 3: Access to Lifelong Learning

While TMCC has always been dedicated to lifelong learning access 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.

In order to be accepted as a significant presence and partner in lifelong learning, we need to be recognized by our community as a professional entity capable of maintaining standards with the necessary infrastructure to provide and support higher education for our community. In order to accomplish these goals, TMCC has developed three objectives for access to lifelong learning. These are: Serving as a resource to the community, both internal and external, by providing a variety of opportunities for educational and

cultural enrichment, providing a welcoming and accessible teaching environment to a diverse community, and creating, expanding, and/or strengthening partnerships with civic, community, educational and business/industry organizations to provide lifelong learning opportunities. These objectives each have several measures of achievement as outlined in the following excerpts from the Strategic Master Plan.

Objective 1: Serve as a resource to the community, both internal and external, by providing a variety of opportunities for educational and cultural enrichment

Measure	Baseline	Current (2013)	Mission Fulfillment Status *(maintain/exceeds)*	Aspirational Target (2015)	Aspirational Fulfillment Status
Average student satisfaction level rate with educational opportunities via graduation survey (question 4a, 4c).	89% *(Grad Outcomes Survey 2011)*	95%	YES	Maintain or exceed	YES
Number of community enrichment opportunities: Music and Theater Productions	12 events *(FY 2010)*	12 events	YES	Maintain or exceed	YES
Number of community enrichment opportunities: Art Gallery	8 events *(FY 2010)*	8 events	YES	Maintain or exceed	YES
Number of community enrichment opportunities: Distinguished Speaker Series and other Speakers	2 events *(FY 2010)*	2 events	YES	Maintain or exceed	YES
Number of community enrichment opportunities: Campus Sponsored Events (ex. Legacy Scholarship Receptions, Business Plan Competition)	51 events *(FY 2010)*	171 events	YES	Maintain or exceed	YES
Number of community enrichment opportunities: WDCE enrichment programs	675 *(FY 2010)*	1,251	YES	Increase by 5%	YES
Number of professional development opportunities for all faculty and staff	186 workshops/ 2,956 participants *(FY 2010)*	243 workshops/ 2,423 participants	YES	240 workshops/ 2,500 participants	YES

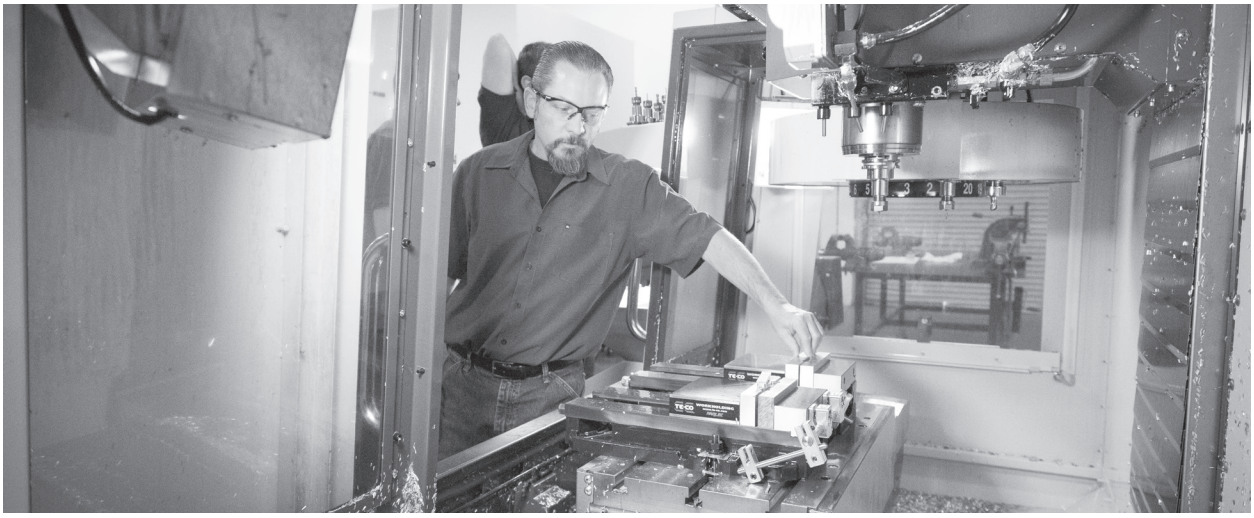
Objective 2: Provide a welcoming and accessible teaching environment to a diverse community

Measure	Baseline	Current (2013)	Mission Fulfillment Status *(maintain/exceeds)*	Aspirational Target (2015)	Aspirational Fulfillment Status
Ratio of under-represented student population groups as it relates to community demographics	TMCC 32.5% vs. WC 29% = 105% *(FY 2010)*	TMCC 35.4% vs. WC 33.6% = 105%	YES	Maintain or exceed community demographics (=100% or higher)	YES
Ratio of under-represented faculty and staff as it relates to student demographics	TMCC faculty/ staff 18% vs. TMCC students 32.5% = 55% *(FY 2010)*	TMCC faculty/ staff 21% vs. TMCC students 35.4% = 60%	YES	Exceed (greater than 60%) student demographics	NO
Average student satisfaction level rate with via graduation survey (questions 3b, 3d, 4e, 4f, 4i, 4j)	89% *(FY 2010)*	95%	YES	Maintain or exceed	YES

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

Measure	Baseline	Current (2013)	Mission Fulfillment Status *(maintain/exceeds)*	Aspirational Target (2015)	Aspirational Fulfillment Status
Number of student enrollments in high school dual-credit courses	123 *(FY 2010)*	152	YES	160	NO
WCSD Graduate Capture rate	27% *(FA 2010)*	26%	NO	32%	NO
Number of participation in workforce apprenticeship	447 students had 792 apprenticeship enrollments *(FY 2010)*	148 students had 257 apprenticeship enrollments	NO	Maintain or exceed	NO
Number of participation in workforce internships	0 internships *(FY 2010)*	86 internships	YES	35 internships	YES
Amount of college revenues from grants, contracts or gifts	$6.9 million in grants and gifts *(FY 2010)*	$11.5 million in grants and gifts	YES	$9 million in grants and gifts	YES

CHAPTER 2
RESOURCES AND CAPACITY



A TMCC Machining instructor demonstrates how to operate a CNC milling machine.

> *Eligibility Requirement 4. Operational Focus and Independence. The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.*

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 (NSHE)**, 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.

> *Eligibility Requirement 5: Non-Discrimination. The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.*

The College's articulated statements of vision, mission, values, and core themes uphold respect for all individuals. Two of TMCC's core theme III objectives speak to this affirmation:

- *Objective 1: Serve as a resource to the community, both internal and external, by providing a variety of opportunities for educational and cultural enrichment.*
- *Objective 2: Provide a welcoming and accessible teaching environment to a diverse community.*

The policies and procedures of the College put these values into operation.

Eligibility Requirement 6: Institutional Integrity. The institution establishes and adheres to ethical standards in all of its operations and relationships.

Truckee Meadows Community College adheres to established ethical standards in all of its operations and relationships. TMCC 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**, **Handbook**, and **NSHE Procedures and Guidelines Manual**. 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. The **Human Resources Department** and the **Equity and Inclusion Office** maintain training in ethical conduct.

Eligibility Requirement 7. Governing Board. The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

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.

Eligibility Requirement 8. Chief Executive Officer. The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

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 as an ex officio member of the Board of Regents. Appointments and evaluations of executive officers are defined by **Chapter 2, Section 2 of the NSHE Procedures and Guidelines Manual**.

Eligibility Requirement 9. Administration. In addition to a chief executive officer, 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 achievement of its core themes.

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 work collaboratively across the College through their work on a variety of committees and councils that serve cross-institutional functions and units.

Eligibility Requirement 10. Faculty. Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve

its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

Truckee Meadows Community College ensures employment of appropriately qualified instructional staff through its hiring processes as defined in the **Nevada Faculty Alliance Contract, Article 7**. College faculty are also evaluated in a regular, systematic, substantive, and collegial manner, in accordance with the terms of the Nevada Faculty Alliance contract. Tenured faculty are evaluated once every three years by the academic dean. Non-tenured, temporary and range 0 faculty are observed once per year by the department chair/director/program coordinator. The academic dean is the final authority for full-time and part-time faculty evaluations. Faculty complete annual plans, which define their professional intent for each academic year. Criteria set forth in the annual plan reflect and support goals as described in college mission statement.

> *Eligibility Requirement 11. Educational Program The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.*

Truckee Meadows Community College provides a variety of programs with appropriate content and rigor consistent with the College's mission. Curriculum prepares students to transfer to a 4-year institution, for an applied program of study, or to enter the workforce directly. Certificate and degree programs have clearly-defined student learning outcomes and result in skill certificates, certificates, or degrees as appropriate to the program content. Furthermore, many of the programs offered are subject to programmatic accreditation standards.

> *Eligibility Requirement 12. General Education and Related Instruction. The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted 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. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.*

The **Nevada System of Higher Education (NSHE)** establishes the General Education and related instruction requirements for all degree and credit-bearing certificate programs offered at all of the public colleges and universities in the state, including Truckee Meadows Community College. NSHE policy is designed to assure transferability of A.A. and A.S. degrees to the universities within the System. The College has designated Common Course Numbering, University of Nevada, Reno (UNR) Core Board, and UNR University Course and Curriculum Committee liaisons to ensure continuity between the institutions. TMCC establishes objectives and learning outcomes for its General Education program, and is responsible for program assessment. The Curriculum, Assessment and Programs (CAP) committee reviews all General Education curriculum according to established criteria.

> *Eligibility Requirement 13. Consistent with its mission and core themes, the institution maintains and/*

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

The Elizabeth Sturm Library at Truckee Meadows Community College supports instructional programs by providing services, print and digital resources and a welcoming atmosphere conducive to study, research and collaboration. Group study rooms are available for students and the second floor of the library is reserved for quiet study. Materials provided include print and AV materials on Reserve, including some current textbooks; updated Reference materials; web-delivered research databases; and a circulating collection of ca. 57,500 print/AV materials. There is a small print journal collection that does not circulate.

The Library provides access to subscription databases, including multi-disciplinary resources such as Academic Search Premier and MasterFILE Premier and discipline-specific resources such as ERIC and CINAHL Plus with Full Text. The Library also subscribes to two digital book collections: EBSCO's Community College collection and Ebrary. These collections consist of approximately 140,000 full text titles. The databases and eBooks are accessible on and off campus from links on the library website. In addition to its collections and subscriptions, the Library offers online research guides for use in specific disciplines as well as citation style guides to assist students in documentation. These are available from the **Library's website** and through TMCC's learning management system (LMS), Canvas.

Services and learning resources are available at the Dandini campus and more limited print offerings are available at TMCC's Health Science Center and Meadowood sites. TMCC's licensed digital materials are available to all students at all sites, including online learners.

The library is supervised by the Library Director under the shared services outlined in the Nevada College Collaborative. The Library Director oversees both the Western Nevada College and Truckee Meadows Community College libraries and is present at the TMCC library three days per week. A staff of 3.5 full time librarians and seven staff serve the three sites. Three of the staff divide their time between the Dandini and Health Science Center sites, providing coverage at Health Science Center four days a week (32 hours/week). A varying number student employees supplement regular staff.

> *Eligibility Requirement 14. Physical and Technological Infrastructure. The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.*

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 downtown 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 **Meadowood Center**, located in central Reno, houses the ABE/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 newly-named **William N. Pennington Health Sciences Center** (formerly the High Tech Center at Redfield), located on the south end of Reno, houses programs in Nursing, Radiologic Technology, and Veterinary Technician, as well as some General Education instruction. The College also leases the **Nell J. Redfield Foundation Performing Arts Center** just west of downtown, which is home for the Theater and Performing Arts programs.

In June 2014, the Board of Regents for the Nevada System of Higher Education (NSHE) approved TMCC's

updated **Facilities Master Plan (FMP)**. With significant collaboration and engagement with the college community, the FMP is an essential component of the College's institutional planning effort. It provides a broad framework for the development of its physical space to accommodate student enrollment in the College's academic program offerings while considering space for services that support learning. At the same time, the plan establishes a sense of community across each of the five sites and the college as a whole.

Similarly, the College provides technology services and maintains a robust computing environment, including several teaching and student computer labs. The campus enjoys seamless technology support, which includes single sign on (one password for all accounts), 95% wireless coverage on all campuses, Google Mail for Education with 30GB of free storage (soon to be unlimited), webcasts and Media Services for classrooms and off-campus groups, and access to Canvas, the LMS hosted by Amazon. In 2014, the College upgraded its network infrastructure to strategically position itself for new and higher bandwidth applications, streaming video content in the classrooms and, lastly, for a telephone system upgrade to an on premise Voice over Internet Protocol (VoIP) system.

> *Eligibility Requirement 15. Academic Freedom The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.*

Truckee Meadows Community College adheres to the Nevada System of Higher Education policy regarding academic freedom in teaching, publishing and research per the **Board of Regents Handbook Title 2, Chapter 2**. In that Code, the Regents establish academic freedom as the right of all members of the faculty, part-time or full-time. Invited guests are also extended academic freedom to discuss ideas. The College establishes free speech zones for groups wishing to express this freedom. This guaranteed academic freedom given to faculty produces an atmosphere in which both faculty and students seek greater knowledge through informed discourse.

> *Eligibility Requirement 16. Admissions. The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.*

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 in the **TMCC Policy Manual, Section 3000-3999**, and **Course Catalog**. The TMCC admissions policy states that to be enrolled as a degree-seeking student, students must meet one of the following criteria: be a graduate of a high school or its equivalent (certificate of attendance is not equivalent to high school graduation); or be a qualified international student. Students who do not meet the above criteria will be admitted, but they will be assigned the status of non-degree seeking. Students who are non-degree seeking are not eligible to receive financial aid and some scholarships.

Eligibility Requirement 17. Public Information. The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct ; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The **Course 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. 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, occasional online videos from the President, and social media outlets, as appropriate.

Eligibility Requirement 18. Financial Resources. The institution demonstrates financial stability with sufficient cash flow and, as appropriate, 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 long-term financial sustainability.

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 with 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. The College has an ongoing planning and resource allocation process, which is discussed more thoroughly in Standard 2 and Chapters 3-5. 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.

Eligibility Requirement 19. Financial Accountability. 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 governing board.

External auditors annually conduct an audit of the **Nevada System of Higher Education** finances 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. TMCC underwent its last audit in AY 2014 with no findings.

Eligibility Requirement 20. Disclosure. The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

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.

> *Eligibility Requirement 21. Relationship with the Accreditation Commission. The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy.*

Truckee Meadows Community College accepts and agrees to comply with the standards and related policies of the Northwest Commission on Colleges and Universities (NWCCU). The College agrees that the NWCCU may disclose the nature of any action, positive or negative, regarding its status with the Commission. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

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 government component, 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 presidents of each institution report directly to the Chancellor.

Title 1 of the Board of Regents Handbook contains the Bylaws of the Board of Regents. These Bylaws 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. In addition, college departments may propose new Policies as needed to support the work in their area.

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 directly supported by three vice presidents; a Vice President of Academic Affairs who serves as the chief academic officer; and a Vice President of Finance and Administrative Services who serves as the chief financial officer; as well as a Vice President of Student Services. A Chief of Staff/Associate Dean also supports the President. In addition, several advisory and leadership groups have been established to support college operation and mission implementation.

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. The membership of President's Cabinet includes the Vice President of Academic Affairs, Vice President of Finance and Administrative Services, Vice President of Student Services, Executive Director of Institutional

Advancement and Foundation, Chief Human Resources Officer, Dean of Equity and Inclusion (currently unfilled), Executive Director of Institutional Research, Effectiveness and Analysis, Chief of Staff, Budget Director and Faculty Senate Chair. Meetings are held every other week during the academic semester and focus on defining and solving college issues and preparing items to be taken to the President's Advisory Council for a thorough vetting. The President's Cabinet also functions as the **Personnel Executive Committee**, which makes decisions about College personnel with respect to temporary and vacant positions.

TMCC also maintains a **President's Advisory Council**, which acts as an advisory and recommending body to the President for issues having college-wide implications. In addition to the President, the Council consists of all three vice presidents, the Chief of Staff/Associate Dean, the Executive Director of Institutional Research, Analysis and Effectiveness, an academic dean, various Student Services and administrative unit directors, the Faculty Senate and Classified Council chairs, and faculty. The Council reviews, considers and seeks input from constituencies on proposed institutional policy changes or additions. Furthermore, the Council discusses and reviews strategies for overall college planning, including approval of resource allocations, and promotes communication throughout the campus community. A subcommittee of the Council, the Planning and Resource Allocation Council, reviews and prioritizes resource requests from all academic, student services and administrative units.

The views of the College community are represented through a variety of bodies including faculty, administrators, staff, and students. These include (1) the **Faculty Senate**, which "is the officially-designated organization representing members of the TMCC faculty to assure faculty participation in the formulation of institutional policies and goals, and in their evaluation, in most academic issues and other issues of shared governance at the College and in the NSHE system"; (2) the Nevada Faculty Alliance (NFA), charged with negotiating **TMCC's NFA Contract**; (3) the **President's Communication Committee**, recently established to provide faculty and staff direct access to the Office of the President for promoting an open exchange regarding topics that affect the college, faculty and staff, and our students; (4) the **Classified Council**, which serves, supports and represents all classified members at the college; and (5) 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.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)**. 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;

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. The College most recently vetted its core themes and **Strategic Master Plan** with the NSHE Board of Regents in June, 2014. TMCC's Dean of Sciences, Dr. Lance Bowen, 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. The College's Chief of Staff/ Associate Dean monitors legislative actions of NSHE and the state and keeps leadership abreast of their potential impact on the College. Additionally, the College has created an **Assessment and Planning Office**, which is currently filled by an associate dean. The Associate Dean assists with monitoring TMCC's compliance in matters of General Education, academic assessment and non-instructional assessment of its service and administrative units.

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 **Nevada System of Higher Education 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 that includes 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 **Title 1 of 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.*

As stated in Title 1 of the Board of Regents Handbook, the chancellor is appointed by the Board of Regents 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.

In addition, over the past year, the Nevada System of Higher Education developed the **ad hoc Community College Collaborative** as an additional level of oversight. The Nevada College Collaborative is designed to work with the community colleges to identify opportunities for shared services and provide back office administrative services, manage talent sharing and facilitate collaborative purchasing that will help the colleges utilize scarce resources more effectively and efficiently. Initiatives currently underway include: Communications, Grants Center, Shared Purchasing, Financial Aid Processing, Distance Education, Admissions, Information Technology, Professional Development, and Veteran's Services Centers.

An additional development in this area was the formation of Truckee Meadows Community College **Institutional Advisory Council**. Community colleges in the state of Nevada were mandated by the Board of Regents to establish an institutional advisory council on or before December 1, 2014, with the purpose of ensuring the linkage of the college to the community it serves and to anticipate future regional educational trends.

> *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** maintains a constant focus on its own efficiency and effectiveness as well as that of the System's eight institutions. For example:

- *the Board scheduled a Special Meeting in January 2015 devoted to comprehensive review of all aspects of Board governance;*
- *in 2014 the Board conducted an extensive review of national intercollegiate athletics governance best practices and established a detailed annual Board athletic review segment at each September Board meeting;*

- *the Board continued its six-year long multi-phase iNtegrate Initiative, a major project revision to enhance efficiency through system-wide implementation of new information systems;*
- *in December 2013, the Board's ad hoc Committee on Institutional Service Areas began meeting to identify shared services among the community colleges with potential to reduce operational costs and increase the efficiency of educational programs;*
- *the Board recently established a Standing Committee on Community Colleges to re-examine the role of the community colleges in the state's higher education system and enhance both their operational and educational functions.*

These examples are supplemented by the Board's ongoing Efficiency and Effectiveness Initiative, where the Board 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 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.

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.

Finally, the Board conducts regular, intensive reviews of key administrative system officers as well as examination of institutional Master Plans, both in terms of content and execution. These procedures are in addition to compliance with annual statutorily mandated legislative reports encouraging the Board to "Examine and audit the function, strengths and most efficient use of the facilities, resources and staff of each institution to address the needs of the students of the System" and report to the Legislature on these areas (**NRS 396.504**).

> *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 a Vice President of Academic Affairs, who serves as the chief academic officer, a Vice President of Finance and Administrative Services, who serves as the chief financial officer, a Vice President of Student Services and a Chief of Staff/Associate Dean. The Associate Dean of Assessment and Planning is responsible for supporting 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 attempted to protect 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 major reorganizations in its academic areas and some realignments and adjustments of positions in both Student Services and Administrative and Finance Services.

> *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's President, Dr. Maria Sheehan, the chief executive officer, was selected through a national search in 2008. To ensure the highest standards in a presidential search 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 **Board of Regents Handbook, Title 1, Chapter 1, 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 continues to work toward pre-recessionary levels of administrative staffing. These administrators work collaboratively across the College through their work on a variety of committees and councils that cross institutional functions and units.

> *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 addressed in orientations for students and new faculty and are discussed regularly by the **Student Government Association** and by **Faculty Senate**. There are a number of documents, available on TMCC's website, which clearly articulate these policies to faculty, administrators, staff and students: **TMCC Policy Manual**, **Faculty Tenure Guidelines**, **Faculty Senate Annual Evaluation Criteria**, **NFA Contract**, and the **TMCC Course Catalog**. The institution's policies are communicated to part-time faculty at a biannual Part-time Faculty Orientation and in the Part-time Faculty Handbook (hard copies maintained in TMCC's **Academic Support Center**). The Course Catalog and course syllabi communicate TMCC's academic policies and expectations to students. Syllabi must include the instructor's grading policy, a statement on academic integrity, and learning outcomes for the course.

> *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 in the **Course Catalog** and **online**. Information provided includes library patron agreements, plagiarism and cheating policies, copyright laws, and additional information on library hour and services. Policies are enforced by library faculty and staff 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.

The Board of Regents has rigorous policies that regulate transfer between NSHE's seven universities and colleges. Students' rights on transfer are articulated in the **Board of Regents Handbook Title 4, Chapter 14, Sections 15-18**. Common course numbering is an important component of transferability within NSHE.

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

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

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.

The Rules of Conduct and Procedures for Students of the Nevada System of Higher Education ore outlined in **Title 2, Chapter 10, of the NSHE CODE**. In **Title 2, Chapter 11 of the CODE**, Student Program Dismissal Procedures are described. NSHE General Policy regulating student conduct is in **Title 4, Chapter 20 of the Board of Regents Handbook**. All of these policies clearly state a student's right to due process and appeal.

To implement these NSHE policies, TMCC has its own institutional policies in place. The **Student Conduct page** on the Vice President of Academic Affair's website defines disruptive behavior by a student and outlines consequences and appeals procedures. **Appendix L of the Course Catalog** describes acts of prohibited conduct and disciplinary sanctions that may be imposed on a student found to have violated rules of conduct. Of note, acts of academic dishonesty include cheating, plagiarism, fraudulently obtaining grades, falsifying research data or results, assisting others to do the same, or other forms of academic or research dishonesty. Course syllabi include a statement on academic integrity outlining the consequences of plagiarism, cheating, piracy, or theft.

The Student Bill of Rights, outlined in Appendix S of the Course Catalog, describes students' rights to: freedom of access to higher education, evaluation based solely on an academic basis, privacy and confidentiality of all student records, freedom of association, freedom of inquiry and expression, and freedom of expression off-campus. Appendix S also states the procedural standards in disciplinary proceedings, including investigation of student conduct and the purpose of the Student Appeals Board.

TMCC's Student Appeals Board handles student appeals on policies such as fee refunds and residency policy. This process is outlined on page 18 and in more detail in Appendix S of the Course Catalog. The Student Appeals Board consists of a Chair appointed by the President, three faculty members, one counselor, one administrator, two staff members and one student representative. The Board meets monthly, except January and July, to hear appeals and recommend action to the Vice President of Student Services, who has final authority.

An Academic Progress Appeal related to suspension of Financial Aid is submitted by students directly to the Financial Aid Office. Information and forms are supplied online. If an appeal is approved, students are required to attend a Financial Aid Success Workshop.

Grade Appeal processes are described on pages 15-16 in the Course Catalog and online on the **Vice President for Academic Affairs website**. Legitimate grounds for a grade appeal are arbitrariness, prejudice, error, or personal hardship. The final decision is made by the dean of the academic division with consideration given to the student's case and responses from the instructor and department chair.

The College has an Academic Forgiveness policy, which is outlined on page 16 of the Course Catalog. Students may petition, one time only, to have up to two consecutive semesters worth of credits adjusted on their academic record. The names of the courses will remain on the transcript, grades will be converted to "W" and a notation will be placed on the record indicating that a petition was filed and academic forgiveness granted for the semester(s) indicated. All grades for the semester(s) will be converted and none of the forgiven coursework will calculate into the TMCC GPA.

The College follows the NSHE Board of Regents Handbook, Title 4, Chapter 8, Section 13 regarding the Sexual Harassment Policy and Complaint Procedure, which is also outlined in Appendix N of the Course Catalog, page 440-442.

Students also have **Rights and Responsibilities under the Disability Resource Center (DRC)**. A student registered with the DRC who disagrees with approved accommodations may appeal the decision according to a step-wise **DRC Appeals Process**. Students must first meet with the Director of Retention & Support Services, who also oversees the DRC. If not satisfied with the resolution, the student may appeal to a Disability Resource Center Appeals Committee. If the student is still not in agreement with the approved accommodations, the student may appeal to the Equity and Inclusion Office. DRC students who feel they have been subject to discrimination may file a formal grievance with the U.S. Department of Education, Office for Civil Rights.

> *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.*

Basic admission requirements for NSHE institutions are approved by the Board of Regents although some institution-specific modifications are allowed. In recent years NSHE has begun to reevaluate its open-access policies for its community colleges and 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 seeking a degree or certificate must be "a high school graduate or equivalent"

but that each college could establish procedures and requirements for students to be admitted using "alternative criteria or test scores that demonstrate college readiness" (**Board of Regents Handbook, Title 4, Chapter 16, Section 19**).

TMCC's admission policy is published on page 8 of the **Course 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 High School Equivalency (HSE) exam and present evidence of official HSE 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. Non-degree students are exempt from this requirement.

Students planning to enroll in English and/or Math classes, and who do not have current ACT or SAT test scores on file with the College, are encouraged to take the ACCUPLACER exam, which helps determine the student's academic abilities and identify appropriate course placement. Additionally, **Alternate Pathways** to college-level English and Math course placement were implemented in fall 2014 for recent Washoe County School District (WCSD) high school graduates:

- *WCSD graduates with an overall unweighted GPA > 3.0 may enroll in ENG 101, Recommended Read 135 or ENG 113, Recommended Non-Native Read 135.*
- *WCSD graduates with an overall unweighted GPA > 3.0 and complete Intermediate Algebra (Algebra 3-4 in WCSD) with a grade of B or higher may enroll in MATH 120 or MATH 126.*

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.

The English Department has also put into place similar strategies to promote access and completion of developmental and college-level English classes. An English Skills Center was also created to assist

students in completing pre-developmental course work with a structure that aligns with Math Skills Center placement levels. The English Department has streamlined the pathway for developmental English and Reading by eliminating ENG 95 and supplementing ENG 98R with a Reading component, READ 95 (1.5 credits). Furthermore, the department lowered the placement test cut score for the college-level English course, ENG 101, and supplemented that, for students who need additional support, with READ 135. Finally, the English Department began offering 7-week mini sessions of ENG 98R and ENG 101, and ENG 101 and ENG 102, which reduces time to completion and provides for an immersive experience.

> *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.*

Per Policy 3525 in the **TMCC Policy Manual**, "the College supports student clubs, organizations and activities because they encourage and foster academic and personal growth and learning through active involvement, individual commitment and personal enrichment." These co-curricular activities include, but are 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. Additionally, 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."

> *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** and **Section 2000 of the TMCC Policy Manual**. Other human resources policies and procedures may be found on the **Human Resources website**, including **Americans with Disabilities Act (ADA) Requests**, **Academic Performance Evaluations**, **Administrative Performance Evaluations**, **Payroll Procedures**, and **Professional Advancement Programs**.

TMCC's Human Resources policies and procedures are regularly reviewed through TMCC and NSHE committees such as the Human Resource Management System (HRMS) User's Group, the Human Resources Advisory Committee (HRAC), and the TMCC President's Advisory Council. In the past year the Evaluation and Merit processes were revised in response to a new salary schedule structure, and salary adjustments were made to address equity concerns from past pay freezes. Forms and processes for adding part time faculty and student workers were updated and improved. The ADA policy was updated, and procedures were outlined on the Human Resources Website. 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. The Assistant HR Director was Senior Professional in Human Resources (SPHR) certified in 2014. 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 (Handbook), Title 2, Chapter 5**, and **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 Department 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 **Board of Regents Handbook Title 4, Chapter 1**. There have been no breaches in confidentiality of human resource records.

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 **Course Catalog** is the primary document articulating all up-to-date policies, procedures, and program information for students and the public. The Course 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 program worksheets in the catalog and under the respective program link on the TMCC website. Program worksheets include a suggested course sequence to ensure that programs can be completed in a timely fashion. Similarly, information pertaining to student services is reviewed and updated in both the Course Catalog and respective links on the TMCC website to ensure consistency and accuracy of information. TMCC uses traditional and non-traditional media to advertise the College's registration cycles and to build awareness of the college and its offerings.

Other modes of communicating current institutional information include:

- *TMCC This Month, a monthly email newsletter, is sent to students.*
- *TMCC Alumni Association E-News, an email newsletter to alumni, is published quarterly.*
- *A variety of additional email newsletters are delivered to the college community on a regular basis.*
- *An online video is regularly sent from the President updating the college community on events and issues affecting the College.*
- *TMCC "College News" column and homepage website banner on* **www.tmcc.edu** *communicates updates affecting the College.*
- *Media releases are regularly sent to local and regional media outlets.*
- *Assorted information is pushed to social media (Facebook, Twitter, Instagram and Linked In) as deemed appropriate.*

» *Emergency notices, including those with the Clery Act, are sent to all employees and students via the "All Mailboxes" email function and posted on the home page and on social media networks. An opt-in text messaging system is also in place. Local news media receive information via email as well.*

» *Human Resources sends out a monthly newsletter to keep employees abreast of the latest regulations.*

» *The* **TMCC FactBook**, *containing information on student profiles, enrollment trends, outcome measures, campus resources and the external environment, is published online and in hard copy annually.*

> *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 Standard 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 **Board of Regents Handbook** and other documents as outlined in Standard 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 (**pursuant to NFA Contract** and **pursuant to TMCC Bylaws**), 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.

TMCC has a dedicated Equity and Inclusion Office, which pledges to address, work with and uphold the following goals and commitments:

» *To build and maintain a* **non-discriminatory environment** *in all facets of TMCC's programs as they relate to all members at TMCC including faculty, staff and students;*

» *To develop a diverse workforce, through outreach and* **affirmative action** *efforts, that reflects a demographic distribution in the service area, with regard to race, color, religion, gender, sexual orientation, disability, veteran status and age;*

» *To coordinate with and assist TMCC's* **Human Resources Office** *in developing policies and procedures that will ensure diversified recruitment for the hiring of faculty, staff and professionals;*

- *To ensure that all recruitment, hiring and personnel transactions are conducted in conformity with federal, state and local laws, rules and regulations as they apply to the following: equal employment opportunity; Title VII of the Civil Rights Act of 1964, as amended; Nevada Revised Statues (NRS); Nevada Administrative Code (NAC); Nevada System of Higher Education (NSHE); the Nevada Faculty Alliance (NFA) and other applicable authorities;*
- *To work with TMCC's faculty and staff to facilitate the integration of* **diversity content into the curricula***;*
- *To provide leadership and direction in advocating, facilitating, supporting and coordinating the development and delivery of College-wide programs that encompass* **academic and non-academic initiatives** *and co-curricular programs on issues of access, equity and inclusion initiatives;*
- *To provide support to TMCC's enrollment management, recruitment and retention support efforts;*
- *To provide direction in establishing and maintaining a clearinghouse of information and resources on issues of access, equity and inclusion and services to faculty, staff and students;*
- *To conduct* **equal employment opportunity** *training, including the prevention of* **sexual harassment***, for the purpose of creating a full and meaningful understanding of applicable laws and that* **discrimination at any level will not be tolerated***;*
- *To fully and objectively investigate* **complaints of discrimination** *filed by aggrieved faculty and staff;*
- *To represent TMCC in the community at large in promoting and disseminating TMCC's commitment to equal opportunity, equity and inclusion at all levels of operations.*

> *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, nor is the College supported by social, political, corporate, or religious organizations. The College adheres 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) **Nevada Revised Statue 281A.430**, which prohibits the creation of contracts by public employees which would create a conflict of interest, (2) **Board of Regents Bylaws**, Article 3, Section 8 (Compensation), and (3) page 33 of the **NSHE Procedures and Guidelines Manual Forms Appendix**, which is the reporting form for outside compensation. Furthermore, Board of Regents 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 establishes definitions outlines the policies for intellectual property in **Title 4, Chapter 12**, including 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 **Policies 6503 and 6505 of the TMCC Policy Manual**.

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 adheres strictly to the policies and guidelines established by NWCCU. Our accreditation status and reports are publically available on our **Accreditation website**.

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 **Board of Regents 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 Sections 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 according to **TMCC's purchasing procedures**, which require certain approvals and signatures. In some instances, contracts will require the Chancellor's approval. The requirements vary, depending on the type of purchase, contract, and/or agreement. The Chancellor's signature requirements are outlined in the **NSHE Policies and Procedures Manual, Chapter 5**. The Contracts and Risk Management Analyst facilitates the review and approval process for the College.

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 the NSHE **Board of Regents Handbook, Title 2, Chapter 2**, which establishes clear guidelines for academic freedom in research, teaching, and publishing. The Board of Regents demonstrates clearly its commitment to academic freedom with this statement: The continued existence of the common good depends upon the free search for truth and knowledge and their free exposition. (Title 2, Chapter 2.1.1) The Faculty Senate and the faculty bargaining unit (Nevada Faculty Alliance) also pay attention appropriately to faculty evaluations and processes to ensure adherence to NSHE policies on academic freedom.

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.

TMCC's Mission promotes student success and academic excellence by supporting high-quality education and services. TMCC encourages faculty and students to pursue areas of intellectual and creative interest in the classroom, in campus discussions and forums, and in publications related to fields of study. The Board of Regents' strong policy on academic freedom protects faculty. Their policy requiring a Student Bill of Rights protects students. **Appendix S of the Course Catalog** describes students' rights in the classroom and in students' organizations and assembly. Of particular importance is the portion of Appendix S that defines Freedom of Inquiry and Expression.

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.

Scholarship at TMCC is always the foundation for class preparation and teaching, but most faculty also engage in independent scholarship or creative activities related to their area of expertise. In publishing and grant writing, the scholarly standards for attribution of others' work are a clear expectation. **Title 4, Chapter 12** of the NSHE Board of Regents Handbook codifies policy concerning intellectual property, research and entrepreneurial activity. **Title 2, Chapter 2, section 2.1** is a declaration of policy pertaining to higher education and the common good, academic freedom, academic responsibility and acts interfering with academic freedom. In the **TMCC Policy Manual, Academic Standards 6502**, TMCC's commitment to academic standards supported by students and faculty is detailed. "Faculty have the responsibility to create an atmosphere in which students may display their knowledge. Students have the responsibility to rely upon their own knowledge and resources in the evaluation process."

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 capital 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 **Policies 1000-1999 of the TMCC Policy Manual**. In addition, specific procedures and guidelines are stated in the **NSHE Procedures and Guidelines Manual, Chapter 5**, the TMCC Accounting Services and Budget and Planning User Procedures and the **NSHE Business Center North General Purchasing Guidelines**. Within the Board of Regents, the Audit Committee, the Business and Finance Committee and the Investment and Facilities 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 158 full-time faculty, 486 part-time faculty, 132 administrative/professional staff, 159 full-time classified staff, and 237 student workers (Human Resources Fall 2014 estimates). These numbers represent filled positions only and do not include vacancies. Each vacant position (50% FTE or greater) is analyzed through the **Personnel Executive Committee (PEC)** 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.

> *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.

Table 2.1. TMCC Filled Positions

Occupational Categories	Fall 2013		
	Full-time	Part-time	Total
Business and Financial Operations	10	0	10
Community Service, Legal, Arts and Media	8	0	8
Computer, Engineering and Science	18	1	19
Instruction w/ Public Service	154	0	154
Instruction	0	369	369
Librarians	2	0	2
Library Technicians	8	1	9
Management	58	2	60
Natural Resources, Construction and Maintenance	13	0	13
Office and Admin Support	121	18	139
Other Teaching and Instructional Support	15	14	29
Service	41	2	43
(Institutional Research, Analysis and Effectiveness Office)			

Per State of Nevada regulations and NSHE Board policy, TMCC's **Human Resources Department** publicly posts job opportunities on its website and uses an online employment process for hiring 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. In 2013 all professional recruitment guides and committee forms were updated and standardized. Human Resource along with Equity and Inclusion personnel meet with each search committee to review legal hiring processes before the review of applications.

Each position description clearly delineates job 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 governed under NSHE, classified staff members are governed under 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. In summer 2014, managers worked to standardize the classified internal recruitment process.

> *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 **Board of Regents Handbook, Title 1, Article VII, Section 4**, and it is linked to the president's contract period. TMCC's president undergoes a periodic evaluation by a committee that includes three regents, two community members, and a student representative. 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.

Administrators are required to be evaluated annually by supervisors as prescribed in the **Board of Regents Handbook, Title 2, Chapter 5, Section 5.12**, and the evaluation "shall include consultation with the professional and classified staff of the administrative unit." The TMCC Faculty Senate developed an Evaluation Committee to review and revise the current academic and administrative faculty evaluation forms during the 2013-2014 academic year. In 2014-2015, Faculty Senate participated in evaluation of academic deans. Via an anonymous survey, department chairs undergo annual evaluation with direct feedback from 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. Classified staff members must 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 professional growth and development of all campus employees. The importance of professional development cannot be understated. Students need the assistance of a wide variety of effective, well-trained and motivated personnel on campus. Faculty and staff can benefit from the most up-to-date training on meeting the needs of all students and effective teaching and learning strategies in order to invest in student success.

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 offerings include hands-on trainings on computer and software applications, workshops, Professional Development Days (a multiple-day series of workshops at the beginning of every semester), a multi-day Classified Symposium during the summer for classified staff and the mandatory trainings in **FERPA, Sexual Harassment Prevention and Training, and Active Shooter Safety Training**. 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.*

Truckee Meadows Community College employs appropriately qualified faculty to support its Mission and core themes. Faculty are hired in accordance with the Truckee Meadows Community College Nevada Faculty Alliance Contract. This contract is established through a collective bargaining agreement between the Board of Regents of the Nevada System of Higher Education acting on behalf of TMCC and the TMCC Nevada Faculty Alliance.

- *For General Education and University Transfer courses (lower division – 100-299), a Master's degree in the subject matter or a related Master's degree with 18 graduate credits completed in the field of study are minimal requirements for teaching.*
- *For Career and Technical Courses, faculty must demonstrate subject matter competency including, but not limited to, related credentials, certifications, professional experience, and documented competencies or combination thereof.*
- *For Developmental Courses, a Bachelor's degree in the subject area is a minimum requirement with graduate level coursework completed in the area.*
- *For Non-credit courses, subject matter proficiency and experience are required in addition to necessary credentials/degrees when applicable.*

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

Over the last several years of budget reduction, TMCC has struggled to maintain adequate faculty position to meet the student demand. In the fall semester of 2014, 563 students were turned away from classes because we had no seats for them. In addition, were unable to accommodate an additional 2187 students because we were not able to offer the course at a time that worked with the student's schedule. We continue to have significant demand for faculty teaching positions to respond to the overwhelming student demand, especially in areas of Math, Biology, English, and Core Humanities.

> *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 **Board of Regents Handbook, Title 4, Chapter 3, Section 3**, as follows: "[instructional 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 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 and 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, also includes counseling, library, and administrative faculty. Counselors work under a "B" contract. Most Library and professional faculty work under "A" contracts, with a 12-month year with annual leave. **Faculty Annual Plans** detail how expectations for teaching, service, scholarship, research and/or artistic creation by individual faculty are met.

> *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 **Board of Regents 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 to their Dean, which is part of the Annual Academic Performance Evaluation form found on the Human Resources website, and self-select activities that will result in an evaluation of "Excellent 1", "Excellent 2", "Commendable 1", "Commendable 2", "Satisfactory" or "Unsatisfactory" rankings established by NSHE. The ranking criteria are found on the Human Resources website under **Policies and Procedures** (Academic Performance Evaluations). These activities constitute the basis for the faculty member's Annual Evaluation by his/her department chair and dean. Annual

evaluations of faculty are due annually and are drafted by the faculty member based on their annual plan. The evaluations are submitted to department chairs for chair comments and then forwarded to the dean for the dean's observations and comments. These are then shared with the faculty member before they are forwarded to the VPAA and HR. In this manner the faculty member receives feedback from the chair and dean on performance and can modify the subsequent year's annual plan.

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/Librarian 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 appeal any evaluation level that affects a merit award. This process is outlined in **TMCC Bylaws** section J.

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.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 are consistent with the college's mission emphasis on student success and academic excellence. Programs are required to identify quantifiable outcomes and measures which provide the framework for course content. Course outcomes and measures are identified in the curricular master course outlines and are evaluated, in part, with how they tie back to the program outcomes. The program unit review (PUR) assessments shows the culmination of achievement of the identified outcomes. PUR assessments occur in five-year cycles, with each program undergoing a comprehensive self-study every fifth year.

Faculty are responsible for identifying the content of programs (degree, emphasis or certificate). To add or change a program a faculty member submits the program for a peer review process which entails the critical evaluation of the program and/or the recommended changes. This involves a review by the Curriculum Assessment and Programs (CAP) Committee, followed by approval from the Faculty Senate, and finally the Vice President of Academic Affairs. Common course numbering practices assure similar content across institutions teaching the same course. Master course outline additions and changes require the same peer review process.

Course outcomes and measures are assessed within a five-year period and reported on in the Course Assessment Report (CAR). As mentioned, these outcomes tie back to the program outcomes.

> *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.*

Identified degree learning outcomes for the Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General studies are published with each of the degrees in the current catalog beginning on page 58 of the 2015-2016 Course Catalog. Following faculty-driven curricular review, student learning outcomes for degree programs and courses are published in two locations: an **Academics Database** that was developed by our own Information Technology Department developers, and the Course Catalog. The Academics Database is publically accessible. The Degree, Emphasis, Certificate (DEC) database houses the program outcomes, while the Master Course Outline (MCO) database houses course learning outcomes. Program outcomes for TMCC's degree emphases or certificates are incorporated into the catalog program worksheets, pages 58-251 (2015-2016 catalog). Course outcomes are published in syllabi, which are given to students or made available through the Canvas learning management system for online students. TMCC will transition to a new curriculum management system over the next year, and all degree learning outcomes will be available in the system as well.

> *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. 14 and is based on a four-point grading scale. TMCC accepts the following examinations for students attempting to earn college-level credit: ACT-PEP, CBAPE (Advanced Placement), CLEP, DANTES-Subject Standardized Tests, Challenge Examinations, Department Examinations, and International Baccalaureate (IB). **Appendix C of the Course Catalog** clearly defines processes for granting credit by examination. 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 degrees and certificates of achievement require a general education component in English (or Communications), Fine Arts, Humanities (or Human Relations), Mathematics (or Quantitative Reasoning), Science, Social Science, Diversity, and U.S. and Nevada Constitutions. The General Education courses offered at TMCC have been mapped to the general education competencies of communication, critical thinking, information literacy, personal/cultural awareness, and quantitative reasoning. As such, students acquire a broad foundation of knowledge and skills in addition to the depth they receive through their degree or certificate specializations. Courses within degrees build upon one another through meticulous selection of pre-requisites. Certificates are designed as stackable credentials within associate degree tracks.

TMCC follows the Community College Admission – General Policy outlined in the **Board of Regents Handbook, Title 4, Chapter 16, Section 19**, which is also referenced on page 8 the **Course Catalog**.

"**Steps to Enroll**" are tailored to specific student types, such as new degree-seeking students, transfer students and international students, and guide students through the enrollment process. Special admission requirements, such as requirements for allied health programs, are also articulated in the Course Catalog. Graduation requirements are published in pages 16-17 of the Course Catalog and include filing an application, completing at least 15 college-level semester credits in residence, maintaining a minimum cumulative GPA of 2.0, meeting all financial and library obligations, and completing the curriculum requirements for the degree, emphasis or certificate.

> *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.*

Curriculum development at TMCC is a faculty-driven process and is controlled by the Curriculum, Assessment and Programs (CAP) committee, a standing committee of the Faculty Senate whose membership is primarily teaching faculty. All course curriculum, degree, emphasis and certificate additions, revisions, and deletions are initiated by academic departments and submitted to CAP to be reviewed by the committee members. The Associate Dean of Assessment and Planning is included in the review process. Proposals that are approved by CAP are submitted to the Faculty Senate for approval before submission to the Vice President of Academic Affairs for final approval.

Criteria for student learning outcomes are also faculty driven and are the responsibility of the Student Learning Outcomes and Assessment (SLOA) committee. SLOA was formed as a standing committee of the Faculty Senate in fall 2012, and works along with the Associate Dean of Assessment and Planning to provide guidance on course, discipline, and program level student learning outcomes and assessment issues.

Course Assessment Reports (CARs) are generated by faculty based on a yearly assessment cycle, in order to evaluate courses against their published outcomes using the associated measures. Academic programs are evaluated every five years with a Program Unit Review (PUR) process, which is the responsibility of faculty within the program.

Selection of new teaching faculty is done through a Search/Screening Committee composed of faculty with an ex officio member from the classified staff. **Article 7 of the NFA Contract** specifies that this committee includes committee chair, which may be a department chair/director or program coordinator or their designee approved by the Dean, four other faculty members (three from the same division, two from the same discipline, and a fourth from outside the division). The committee forwards a recommendation of up to three candidates with their strengths and weaknesses to the Dean who makes a recommendation to the Vice President for Academic Affairs who makes a recommendation to the President. The final appointment is up to the President. If a dean or above does not select one of the candidates that was forwarded, the search is canceled or reopened.

> *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 previously received credit for prior experiential learning through completion of the Life Experience Assessment Program, or LEAP 101. LEAP 101 required a student to complete an experiential learning portfolio, which was then reviewed and evaluated by a panel of full-time faculty members. The TMCC prior learning assessment process conformed to Council for Adult and Experiential Learning (CAEL) guidelines. Students were limited to a maximum total of 15 credits through this process. The TMCC experiential learning process had been in place since 1994, but was rarely utilized. Consequently, LEAP 101 was inactivated fall 2014.

In October, 2014, however, the College was awarded a Trade Adjustment Assistance Community College and Career Training (TAACCCT) Round 4 Grant through the U.S. Department of Labor to better serve our military and veteran students. A portion of the funded proposal includes a plan to implement an American Council on Education (ACE) certified evaluation process of military or other post-secondary transcripts for active military, reserves and veterans. As a result, the College is currently discussing plans to re-instate a prior learning evaluation process.

> *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 areas, 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.*

TMCC is committed to General Education through its **General Education Mission, Objectives and Outcomes**, which are published on **page 38 of the 2015-2016 Course Catalog**. TMCC strives to establish and implement a broad educational foundation that integrates a body of knowledge and skills with study of contemporary concerns that are essential to meeting individuals' social, personal and career goals. This statement affirms that TMCC's General Education "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."

TMCC's general education curriculum, which aligns with the minimum general education requirements outlined in the **Nevada System of Higher Education Title 4, Chapter 14, Section 19.1**, includes courses in the following categories:

	AA	AS	AAS	AGS
English	6 credits	6 credits	6 credits	9 credits
Communications				
Fine Arts	3 credits	3 credits	3 credits	
Humanities	3 credits	3 credits		3 credits
Social Science	3 credits	3 credits		3 credits
Mathematics	3 credits	3 credits	3 credits	3 credits
Science (lab required)	6 credits	6 credits	3 credits	3 credits
Diversity	(3 credits)	(3 credits)	(3 credits)	(3 credits)
U.S. and Nevada Constitutions	(3 credits)	(3 credits)	3 credits	3 credits
Human Relations			3 credits	3 credits
Computer Science				3 credits

The curricula within these courses align to five identified abilities with individual learning outcomes that prepare students to discover, integrate, apply, and communicate diverse ways of thinking and understanding the world. In fall 2012, the College reduced its general education curriculum from nine abilities, now called competencies, to five: communications, critical thinking, information literacy, personal/cultural awareness, and quantitative reasoning. Instead of meeting some or all of the previous nine abilities, students will have met all five of these revised competencies upon completing the General Education curricula. From 2011-2012, the faculty-driven Student Learning Outcomes and Assessment (SLOA) committee developed criteria for these competencies within each of the General Education course disciplines for the AA and AS degrees. All General Education courses are now required to map their student learning outcomes to 2-3 of these competencies within each of the general education categories and submit for review by the faculty-driven Curriculum, Assessment and Programs (CAP) committee. TMCC completed this curriculum mapping of existing general education courses within the AA and AS degrees in fall 2014. Assessment of these courses under the new General Education criteria began in spring 2014.

Associate of applied science (AAS) degrees require a General Education compliment in Communications, English, Fine Arts/Humanities/Social Science, Human Relations, Mathematics, Science (with lab), U.S. and Nevada Constitutions, and Diversity. In 2012, the Nevada System of Higher Education Board of Regents approved changes to the AAS degree that allowed for certain General Education components to be embedded within the regular course curriculum. Per the **Board of Regents Handbook, Title 4, Chapter 16, Section 26**, "Mathematics and Science may be included as courses or clearly identified as content in other required courses. Human Relations must be included as a course or be clearly identified as content included in other required courses for an Associate of Applied Science." Courses that have embedded General Education undergo the regular curriculum review process by the CAP committee. These courses must include a statement in the course description stating that the course satisfies a set

number of hours of instruction towards completing a specific General Education requirement. In addition, at least one of the student learning outcomes must directly address what students will learn/be able to do with the embedded curriculum.

In 2014-2015, the SLOA committee worked to develop general education competencies and criteria within each of the general education course categories for AAS degrees so that programs without embedded General Education curriculum will have a standard set of criteria similar to those of the AA and AS transfer degrees. We anticipate that curricular mapping of General Education courses that satisfy the AAS degrees will begin in fall 2015.

> *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 mission is to "student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community." As such, our values outlined in our **Educational Master Plan** include "evidence of student progress through assessment of student outcomes." TMCC's **General Education curriculum** aligns to five identified competencies in communications, critical thinking, information literacy, personal/cultural awareness, and quantitative reasoning. Each of these competencies has student learning outcomes. General education courses within each of TMCC's AA and AS emphases map to SLOA-developed criteria for each of these competencies, and student learning outcomes must reflect these criteria. The Curriculum, Assessment and Programs (CAP) committee reviews all course submissions seeking General Education course status to ensure their student learning outcomes are both aligned with these criteria are measureable. Most acceptable measures include standardized rubrics, allowing for direct as opposed to indirect measures of General Education. Approved courses are published in the Master Course Outline (MCO) database, which also establishes the cycle for assessment.

> *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.*

All Associate of Applied Science (AAS), Certificates of Achievement have a robust General Education component in addition to their emphasis requirements. AAS degrees contain 21 General Education credits along with 9 additional degree requirements and 30 emphasis requirements. Certificates of Achievement contain 9 General Education requirements and 21 core requirements. These degrees/certificates undergo the same curricular review by the CAP committee as transfer degrees to ensure approved course and program student learning outcomes. This includes any General Education components that are embedded within the emphasis course curriculum. As mentioned, the SLOA committee worked throughout the 2014-2015 academic year to establish General Education competencies and criteria for stand-alone General Education courses that satisfy the AAS and certificates of achievement.

TMCC is further committed to a rigorous but focused curriculum through its newly devised skills certificates, which prepare students to take state, national or industry-recognized certification or licensing

exams. Skills certificates are often designed as stackable credentials within an existing AAS degree program. Skills certificates are shorter (less than 30 credits) and narrower in focus than certificates of achievement or associate degree programs and contain no General Education component. They are monitored by faculty as well as industry advisory committees, who provide curricular input to ensure that students are learning appropriate and applicable skills within a respective vocation. Skills certificates undergo further approval by the CAP committee as stand-alone credentials, who review certificate and course student learning outcomes.

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 Dean of Business and Entrepreneurship. Programs were reassigned as appropriate to the Dean of Business and Entrepreneurship, 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. In this partnership agreement, from January 2012 through June 2015, WCSD sponsored the personal enrichment programs, while TMCC provided the administrative support. In July 2015 Washoe County School District will no longer offer personal enrichment programming to the community and this program will come back under the WDCE umbrella of programs. The Director and Program Manager for WDCE administer credit and non-credit offerings and report to the Dean of Business. TMCC offers almost 1,000 personal enrichment courses each year. Specific information on personal enrichment and community education offerings can be found on the **Workforce Development and Continuing Education website**.

GRADUATE PROGRAMS

> *Standards 2.C.12, 2.C.13, 2.C.14, 2.C.15*

TMCC does not offer graduate programs. Responses are not applicable.

> *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. WDCE's course 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 to 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 Director and Program Manager. 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 High School Equivalency Preparation conform to the National Reporting System (NRS) through the U.S. Department of Education as well as the national College and Career Readiness Standards. The Nevada Department of Education evaluates the quality of these programs based on these 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 WDCE follow mandated NSHE and TMCC policies, including the Curriculum, Assessment, and Programs committee process, and are approved by the Vice President of Academic Affairs. Advisory boards meet biannually 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. In spring 2012, as part of a College effort to establish a 5-year department assessment cycle for every course, 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 **Course Catalog, Appendix T**.

> *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). Records 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 High School Equivalency programs used TopsPRO from 2003-2011 and have used LACES from 2012-present to record course and student information. These are state-mandated databases for these programs, which are grant funded through the Nevada Department of Education. 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 databases.

> *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 **Course Catalog** provides information on a wide variety of services for students and under the Student Services heading on page 27 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." To this end, TMCC offers the following student support services.

- *TMCC's* **Tutoring and Learning Center (TLC)** *provides free tutoring to TMCC students in several subject areas, including Biology, Chemistry, Economics, French, Math, Physics, Spanish, college study skills, and Writing. In the Center, students can also attend workshops in academic success, use computers with Internet access, print papers for free and rent graphing calculators.*
- *The TMCC* **Counseling Center** *offers personal counseling to enrolled students to assist with issues that interfere with normal day-to-day life, academic difficulties, anxiety, crises and suicide prevention and career counseling to assist students in understanding their values, interests, personality and skills and how they match occupations/careers.*
- *The TMCC* **Writing Center** *is a free tutoring service for students who want help at any stage of the writing process, from brainstorming to revising. This includes work on writing assignments across the curriculum in any discipline. Peer tutors help students with idea development, comprehension, research, tutoring, grammar, punctuation and mechanics.*
- *The* **Academic Advisement Office** *offers services involving academic advisement, transfer and international student advisement. Academic Advisors are available throughout the year to help students explore educational planning, majors, transfer procedures, class selection and other information about the college.*
- *The* **Disability Resource Center (DRC)** *provides free services and appropriate accommodations to qualified students and program participants with self-identified, documented disabilities. Services and accommodations will be determined on a case-by-case basis upon an individual review.*
- *The* **Re-entry Center** *offers assistance to special populations who are returning to school and/or the workplace. The center, which is primarily funded by the College and grant programs, is dedicated to helping these individuals become economically self-sufficient through education, vocational training and enhanced job search skills.*
- *The TMCC* **Career Center** *prepares students at any stage with the skills needed to be successful in the world of work. We host a variety of job-related events connecting TMCC students with alumni and employers to build lasting partnerships and increase networking opportunities. Our goal is to prepare students to become self-sufficient through enhancing, building and increasing the skills necessary to obtain employment now and in the future. Whether you're entering a new field, looking for your first part-time job, returning to work, or transitioning into a career the TMCC Career Center can provide guidance, information, and connections.*
- *TMCC's* **Financial Aid, Scholarships and Student Employment Office** *provides support and information to students and their families to help plan for the cost of college, including identifying financial aid options, scholarship opportunities and on-campus employment.*

> *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 meet or exceed mandatory State requirements. TMCC Police provide uniform patrol services, escort services, traffic control, disabled vehicle assist, Rape Awareness Defense (RAD) training, community education and awareness training, prepare and disseminate public service announcements, and sex offender registration and notification services. Extensive information about the TMCC Police Department, its services, and crime reporting is found in the TMCC Annual Security Report published on the TMCC website.

The TMCC Police Department has interlocal agreements with municipal and county law enforcement partners. TMCC 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 Annual Security Report**.

> *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 that they 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. TMCC's Access, Outreach and Recruitment (AOR) Office conducts activities to assist prospective students in the enrollment process at the College. The office focuses on high school and at-risk populations, and staff is crossed-trained to provide success coaching for special populations during their first year in college. TMCC's AOR team is comprised of student success specialists and program managers who are utilized as resources by TMCC faculty/staff in conducting outreach, recruitment, and first year retention services to at-risk and special populations.

New, prospective incoming students complete the College's **Steps to Enroll** program. The 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 steps to enroll at TMCC are: application to the college, completion of the new student orientation, advisement, registration, and payment.

An additional component to Steps to Enroll is the Student Orientation, Advising and Registration (SOAR) program. **SOAR** is designed to help students by providing answers to common questions, introducing students to resources and providing important information for students to continue in their enrollment process. In addition, many TMCC academic departments sponsor orientations for prospective students to learn more about their programs, especially those that require additional admission criteria such as allied health programs.

Prospective and continuing students meet with the academic advisement staff through the orientation program, group workshops or in individual appointments to review class schedules and placement as well as general degree requirements and transfer policies. The Academic Advisement Department communicates its services, which include the Transfer Center, through the use of the Department website, targeted emails to students, and the College calendar of events for transfer programming. Students are

encouraged to meet with an academic advisor each semester to ensure degree progression and timely transfer information, where applicable.

The **MyTMCC 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, course descriptions, and access to academic departments' 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 services such as Admission and Records, Academic Advisement, Financial Aid, Cashier's Office, and the Disability Resource Center to assist students in the enrollment process.

> *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.*

By practice and by Board of Regents requirements, TMCC makes appropriate arrangements to ensure students have the opportunity to complete their program if it is eliminated or significantly changed. Any program elimination requires **Board of Regents' approval**, and the material requesting the program elimination must describe how all students currently in the program will be enabled to complete their course of study. Typically, this involves tracking of student enrollment in the discontinued plan and correspondence with remaining declared students to inform them of discontinuance and options to complete remaining course work.

> *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 (2015-2016) TMCC Course Catalog provides the information required of this Standard on the following pages. In addition, the TMCC website provides much of the same information, which is noted by links.

a. **Institutional mission and core themes**: *Page 6.*

b. **Entrance requirements and procedures**: *Pages 8-12.*

c. *Grading policy: Pages 14-16.*

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: Pages 38-251 and 268-399.*

e. *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty: Pages 404-413.*

f. *Rules, regulations for* **conduct**, **rights, and responsibilities**: *Pages 434-437 and 447-448 (conduct), 444-447 (rights and responsibilities).*

g. **Tuition, fees, and other program costs**: *Pages 22-24.*

h. **Refund policies and procedures** *for students who withdraw from enrollment: Pages 24-25.*

i. **Opportunities and requirements for financial aid**: *Pages 18-22.*

j. **Academic calendar**: *Page 2*

2.D.6. Publications describing educational programs include accurate information on:

a. *National and/or state legal eligibility requirement 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.*

Programs requiring background checks, drug tests and/or specific entrance requirements include: Early Childhood Education, Dental Assisting, Dental Hygiene, Nursing Assistant, Nursing, Phlebotomy, Radiologic Technician and Veterinary Technology. Descriptions of entry, license and advancement requirements are included on the webpage for each of the programs, the Course Catalog, as well as in program application materials.

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 **online application**. Application data are stored in the Online Student Application Program (OSAP), which was developed by our Information Technology programmers. Electronic student records, including student transcripts, official enrollment records, financial aid and scholarship records and student accounts, are maintained in Oracle's PeopleSoft Campus Solutions system. Paper documents are 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, which is housed in the department. 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 Course Catalog Appendix G**, as well as in various other places on TMCC's website. The FERPA regulations are also explained to students as a part of their orientation.

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

TMCC's Online Privacy Statement indicates that "the sole exception to the [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, email address(es), semesters of enrollment, full-time/part-time status, degree(s) awarded, emphasis field(s) and date(s) of graduation."

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

> *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 Financial Aid, Scholarships and Student Employment and Veterans Educational Benefits offices support 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 as paper handouts. These are disbursed to key areas such as Access, Outreach and Recruitment, Admissions and Records, Counseling, Academic Advisement, 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. TMCC financial aid was audited by Grant Thornton the past two years. 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.

In August, 2014, the Federal Department of Education (ED) visited TMCC to conduct an on-site program review. The focus of the review was to determine TMCC's compliance with the statutes and federal regulations as they pertain to the College's administration of title IV programs. The review consisted of an examination of TMCC's policies and procedures regarding institutional and student eligibility, individual student financial aid and academic files, attendance records and student account ledgers. TMCC received no findings during this review, which is very rare among community colleges. In October 2014 ED issued an Expedited Final Program Review Determination Letter.

> *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** 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 all students receiving student loans. 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 Financial Aid, Scholarships and Student Employment Office 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.

TMCC participates in USA Funds Endowment Program. Through this program, USA Funds provides free services and products to TMCC. A debt management consultant meets with TMCC's director of financial aid and student loan coordinator on a regular basis to review the college's default prevention/ debt management (DPDM) plan. In 2013-14, TMCC piloted a data analytics program with USA Funds to contact delinquent borrowers. Borrowers were assigned a risk category and thus the college was able to identify which borrowers to focus efforts on first. Since adoption of the DPDM, student borrowing has decreased nearly 40% over three years, and the college was able to keep the institutional cohort default rate below the national average for two year public-institutions.

Lastly, TMCC is in year two of a three year grant from USA Funds to implement a comprehensive student financial literacy program, Financial Literacy and Money Education by Students (FLAMES). Guided by a financial literacy specialist, the program is student-led and student-driven. TMCC students have been trained as peer mentors to help other TMCC students gain a better understanding about their money, their attitude towards money, and their choices involving money. The FLAMES provide one-on-one financial literacy mentoring as well as group workshops.

> *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, HVAC, or Dental Hygiene. The TMCC advisors provide supplemental advising workshops for the participants in the Success First Program and high school students at TMCC High School. Individual advising is offered to all students through the Academic Advisement Office.

TMCC has a Transfer and Articulation Specialist who develops and maintains 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. Additionally, a transfer workshop series (LEAP Workshops) were developed to assist transfer students with the process of transferring to or from TMCC and teaching students how to research majors and programs offered at potential transfer institutions.

A **Student Guidebook** is provided to students during the New Student Orientation and details their responsibilities, advisement requirements and opportunities. The guidebook is designed to assist students in understanding how to put together a class schedule, find the right classes to take, enhance time management, locate available resources on campus, and provide general TMCC policies and procedures. The **TMCC Course Catalog** also contains information about student advisement on pages 10 and 29. Advising requirements and responsibilities are also defined, published, and made available to students as part of a Student Government Association-funded planner distributed at the beginning of the academic year, on the **Advising website**, and in printed materials given to students throughout the advisement process.

TMCC's Academic Advisement Department evaluates its advising program through a variety of methods. General appointment statistics with the number and type of appointments seen, student evaluation information from new student orientation and group workshops, as well as student feedback from the annual Graduating Student Survey all help shape the direction of the department and how/where resources are allocated. In 2014, the Academic Advisement Department revised its mission, goals, outcomes and measures. 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. All academic advisors are provided a membership to the Global Community for Academic Advising (NACADA) and read/discuss articles pertinent to the philosophy, theory, and practice of academic advising.

New advisors are given the Academic Advising Training Manual, which is housed within the department, and undergo six weeks 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. TMCC advisors have access to a departmental listserv which

allows pertinent questions to be asked and information to be quickly disbursed. Each full-time advisor is assigned a specific academic department and acts as a liaison to that department and is responsible for keeping abreast of any changes that may affect advising and inviting each department to speak with the staff at least one time per semester.

> *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 through the Student Government Association (SGA) that are consistent with the institution's mission, core themes, programs, and services. The SGA mission states:

"The SGA conducts its business and engages in projects that are dedicated to advancing the overall quality of the total learning experience. The SGA seeks to accomplish this mission by:

- *Providing effective and responsive student governance;*
- *Promoting student activities as an enhancement to the overall learning experience;*
- *Promoting the general welfare of all students; and*
- *Advocating student rights and concerns"*

The **SGA Event Request** includes a field where the requestor must indicate how the event supports TMCC and SGA mission and goals.

In August of 2012, TMCC hired a full time Student Activities and Leadership Coordinator. Since that time, the SGA has revised its Constitution, Bylaws, process and procedures to encourage more student engagement and better compliance with TMCC and NSHE policies. With assistance of the Student Activities and Leadership Coordinator, SGA has accomplished the following since fall 2012:

- *The SGA participated in leadership training through retreats, webinars and attendance at ASGA conferences. The SGA and student club leaders received training in the following areas:*
  - *Roles and responsibilities of executive board members*
  - *Developing, growing and retaining club membership*
  - *Fundraising ideas/methods/rules*
  - *Marketing and advertising*
  - *How to conduct meetings, Parliamentary Procedure, and Roberts Rules of Order*
  - *Nevada Open Meeting Law*
- *All forms have been revised and updated. The various stakeholders (PIO, Risk Management, Scheduling, etc.) were consulted in the revision of the forms. In addition to other changes, event and finance request now require a statement explaining how the request exemplifies the TMCC mission and supports the SGA goals.*
- *SGA now uses technology and social media (Facebook, twitter, listserves) to communicate with students, clubs and advisors.*
- *The SGA and student clubs and organizations hosted or co-sponsored more activities and events in the fall term than they had the previous academic year.*

- » *2012-2013 academic year: 77 total events*
- » *2013-2014 academic year: 92 total events*
- » *The number of active student organizations increased from 4 in fall of 2012 to 19 in spring of 2014. The number of students actively participating in student organizations tripled from fall of 2012 to spring of 2014.*

> *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 bookstore, and printing/copy services. These services support the College's mission and enhance the quality of our learning environment.

TMCC has contracted with Chartwells for its dining services since November 1998. With a renewed agreement that will expire in June 2019, Chartwells, through the campus Café, offers a wide variety of special entrees and hot sandwiches, 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 biannually and encourages student, staff and faculty participation by recruiting new members each year.

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. Vending machines are located on the Dandini campus and all other centers and are checked, cleaned and stocked daily.

Since 2003, TMCC has contracted Follett for bookstore operations. The renewed contract will expire in June 2016. The bookstore, located in the Student Center on the Dandini campus, stocks new and used textbooks, e-books and digital media required for courses, nursing professional reference materials, study guides and educational software. Textbooks can be purchased or rented for a semester. The bookstore also offers general school supplies and convenience items as well as TMCC school spirit merchandise.

TMCC recognizes the importance of accessing affordable learning materials in support of student success. In fall 2014, the Vice President of Academic Affairs assembled a Textbook Taskforce Committee consisting of faculty, administrators, students and the Bookstore Manager to develop strategies for ensuring that textbooks are accessible and affordable. The committee's work culminated in spring 2015 with number of **recommendations**, which included criteria and procedures for adopting textbooks, College promotion of open educational resources, and College support for faculty to create custom learning materials.

TMCC's Auxiliary Services Department provides various printing and copy services in partnership with University of Nevada, Reno's Nevada Ink. In addition to onsite copy service Xerox machines, Nevada Ink provides full scale reprographic services to students, faculty and staff. Nevada Ink offers a full range of copy services: black and full color copying, comb and tape (thermal) binding, and laminating. The center also 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 Nevada Ink's competitively priced services, which can be paid for with 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 Nevada Ink's website.

The E.L. Cord Child Care Center is nationally accredited and provides early care and education for children of students, employees and the surrounding community. The Center also serves as a learning lab and best practices demonstration site for students enrolled in the Early Childhood Education program, Nursing and other programs of study.

> *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.*

TMCC does not have intercollegiate athletic or other co-curricular programs.

> *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 (2008) established both the authentication requirement and the recognized method: a unique student username and password. Distance Education programs were tasked to explore additional methods of authentication and to adopt methods found to be effective, cost-effective, and respectful of student privacy rights (FERPA). As a result, the TMCC WebCollege has monitored the national dialog on this topic, participated in informational webinars and presentations about new emerging technologies and strategies, and worked with other NSHE institutions to explore possible collaborations in support of this requirement.

Currently, TMCC uses several strategies that address identify verification: 1) the unique student username and password – TMCC utilizes a single student sign-on strategy to access all records and resources including our online classes, 2) maintenance of an on campus online student proctoring center in support of any faculty member wishing to validate student identity in this way, 3) use of ProctorU to ensure student identity – and to maintain academic integrity – for students not located close to campus, and 4) continued monitoring of national emerging technologies and practices relevant to student authentication.

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.*

The Elizabeth Sturm Library at Truckee Meadows Community College supports instructional programs by providing services, print and digital resources and a welcoming atmosphere conducive to study, research and collaboration. Group study rooms are available for students, and the second floor of the

library is reserved for quiet study. Materials provided include print and AV materials on Reserve, including some current textbooks, updated reference materials, web-delivered research databases and a circulating collection of ca. 57,500 print/AV materials. There is a small print journal collection that does not circulate. More limited print offerings are available at TMCC's William N. Pennington Health Science Center and Meadowood sites.

The Library provides access to subscription databases, including multi-disciplinary resources such as Academic Search Premier and MasterFILE Premier and discipline-specific resources such as ERIC and CINAHL Plus with Full Text. The Library also subscribes to two digital book collections: EBSCO's Community College collection and Ebrary. These collections consist of approximately 140,000 full text titles. The databases and eBooks are accessible on and off campus from links on the library website. In addition to its collections and subscriptions, the Library offers online research guides for use in specific disciplines as well as citation style guides to assist students in documentation. These are available from the Library's web page and through TMCC's LMS, Canvas.

Ongoing collection development is conducted by faculty librarians and supported by guidance from instructors across the curriculum. Collection decisions are made in response to faculty requests and anticipated program needs. Detailed attention is given to academic programs due for their specialty accreditation.

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. Materials are collected to meet the needs of all learning levels of the libraries' constituents from ABE to those about to transfer to four-year colleges and universities.

Computing resources include 44 public workstations at the Dandini campus and an additional 18 laptops available for student in-library use. Four student workstations are available for students at the Meadowood site. The library space at the Health Science Center is located within a learning commons space that includes a medical book collection, group study rooms and a number of student workstations.

> *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.*

Planning for library and information resources is guided by evidence that includes feedback from affected users: students, faculty, and staff. Some data on the library's collection and usage, as well as unit evaluations, assessments and various statistical 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 de-selections.

Database usage statistics are reviewed each year by the Library Director and professional staff to determine whether to add, delete or continue database subscriptions. Print collections are updated with a combination of acquisitions and weeding.

The TMCC Library will be updating its Collection Development policy in the 2015-16 academic year. The Library is just now planning a quantitative assessment of the effectiveness of the collection. At present, weeding is based primarily on age and number of times each item has circulated in recent years. We expect to mine our ILS (Voyager) for reports indicating counts of items serving particular programs, year to year growth of the collection (acquisitions v. discards).

The library has a liaison program linking individual librarians to specific disciplines and their faculty. The purpose is to build relationships that encourage faculty to be active participants in the library collections and services. Each academic area is linked to a specific librarian. The librarians regularly attend departmental meetings for their areas of responsibility, especially at the beginning of the academic year. Librarians also connect with individual faculty members within their subject areas through 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 orientation or research instruction. A very productive collaboration between staff librarians and English faculty produced a joint library assignment that directly addresses the components of an argumentative essay required English 101 essay.

Each Fall semester English 101 classes attending research orientations are surveyed following their orientations about the perceived effectiveness of the presentation. Library staff also use the opportunity to ask students to rate their interactions with reference and circulation staff, their use public computers and the overall impression of the library as a study space. Ratings of class presentations are very favorable, with 78% of presentations scoring either excellent or very good by their instructors.

When the library is considering purchase of new online databases, faculty in the related areas are invited to evaluate them and to provide feedback. The library also provides a general contact form that may be used by anyone to make suggestions and ask questions.

The Library Director regularly attends the College's Deans and Directors Council meeting. The group meets monthly to share information affecting the academic programs. The meetings are a valuable source of information pertinent to library operations and planning.

> *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.*

The 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. TMCC facilitates library instruction and support for students, faculty, staff, administrators and other patrons in the following ways:

The library's Reference Desk at the Dandini campus is staffed by a professional librarian all of the hours the library is open. At present, no professional staff is available at the other sites. The Librarian/Library Assistant 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. When feasible, reference interactions with students are treated as opportunities for individualized information literacy instruction. All students, faculty, staff, administrators and community patrons may use these services.

Assistance with library resources is available by phone to all regardless of location. Patrons may call the library's main number or the Reference Desk number to speak with a librarian (or library assistant at the branch sites) who will provide assistance in using library resources by walking the patron through the process of accessing appropriate material.

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 and respond promptly to requests for help. One librarian checks this account on the weekends.

The library provides materials for use by students enrolled in online courses. These include instructional videos relevant to specific disciplines and assignments, lists of passwords that allow student access to electronic resources off campus, and guides to library resources which are available on the library's website and via Canvas where they can be linked by faculty to their course shells.

Each semester, the Library provides instruction sessions for classes across a range of disciplines. Librarians work with faculty to ensure that the content is tailored to fit the needs of each class. This helps promote Information Literacy concepts. The disciplinary range of the Library's databases assists students in understanding that writing and research is different across the disciplines.

In the past staff used pre-testing and post-testing of students attending English 101 library instruction sessions, as well as student survey data to determine whether it was helping to improve student attainment of learning outcomes. Although results tended to indicate an increase in student knowledge, staff determined that the testing effort didn't produce particularly useful information and reduced the amount of instructional time.

> *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.*

Quality, adequacy, utilization, and security of library resources are evaluated in several ways:

Physical and online resources are evaluated on an ongoing basis by professional staff responsible for specific academic areas of the collection. They make decisions about what to add or remove based on conversations with faculty in those academic areas, usage data and by consulting traditional library collection review sources.

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, (tracked daily by In-House Use in the ILS) or checked out for off-campus use. Additional criteria are being considered. In the case of online resources, data are collected regarding the frequency in which they are accessed. These data are used to determine which resources to renew or discontinue. Aggregate numbers are published in Usage Reports on the library's **Planning and Evaluation webpage**.

The library's information literacy effort is assessed with surveys that ask students to rate their perceived usefulness of the research orientation, the library assignment format and how well the assignment assisted them with their class research assignments. Survey results indicate a high level of satisfaction with both the orientations and the library assignment. Results from the Fall 2014 survey included 71% rating the library assignment and 78% rating orientations as either very valuable or valuable. In the past, the library conducted pre and post-testing of students attending English 101 instruction session, but this was dropped several years ago because library staff determined it wasn't providing useful feedback.

Although some areas of library services are being adequately assessed, there is a recognition that a more structured, formal approach to assessment is needed. A major goal for the 2015-2016 academic year is the development of a formal assessment plan. As a part of this effort, plans are underway to conduct a broad-based student survey of library services in the Spring semester of 2016.

Patron information including name, address and contact information is maintained in the library's Voyager Library Management System, and the barcode of an item being checked out is scanned and tied to the patron's record until the item is returned. After an item is checked in the record of the transaction is deleted. The system, along with a security gate that produces an alarm when materials not check out are carried through, ensures security of the library's print materials. Patrons who cause the security gate alarm to sound are requested to return to the circulation desk in order to determine and correct the cause of the alarm.

Online resources are limited to on-campus users and are password protected for remote use as required by the library's contractual license agreements with vendors. Students who are enrolled in TMCC classes may use the passwords to access the online resources from off-campus locations. Materials are available to all from on-campus workstations without restriction through IP authentication. A project to migrate off-campus authentication from a simple vendor-supplied login/password to Active Directory authentication via Ezproxy software is in the early stages of assessment.

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. Long-range planning documents, such as the **Strategic Master Plan**, the **Facilities Master Plan**, **Technology Strategic Plan** and others are developed in each unit of the College to anticipate emerging needs for personnel, equipment, and support. Using these documents, the President is able to design a long-term resource allocation plans that address the development, conservation, and allocation of resources commensurate with the College's mission and institutional initiatives.

A coordinated and transparent resource allocation planning process continued for FY 2015 and FY 2017 despite the impacts of continued budgetary shortfalls experienced by the College. A Budget Reduction Committee, chaired by the Vice President of Academic Affairs, was convened in fall 2013 and spring 2015 to identify strategies to balance the FY 2015 and operating budget. The work of this committee complemented resource planning for other sources of self-support funding such as Perkins grants, foundation grants and technology and general improvement fees, and ensured that these sources support initiatives invest in the College's mission and vision. The recommendations from these processes were presented to the President's Advisory Council and thereafter approved by the President.

Risk management procedures are in place, with several staff reviewing ongoing practices for managing appropriate levels of risk and uncertainty. TMCC manages financial risk by: (a) maintaining an

appropriate contingency in its annual operating budget; (b) maintaining reserve funds; 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 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 President's senior leadership, develops an annual budget each spring. In September 2013, faced with an institutional shortfall in state support of $2.27 million for FY 2015, the President charged a Budget Reduction Committee to identify strategies to ensure a balanced operating budget plan.

Setting the appropriate levels of revenue 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. 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 Institutional Research, Analysis and Effectiveness Office 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 Institutional Research, Analysis and Effectiveness Office 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 revenue from its ancillary services (self-support). These are 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 and fund special initiatives.

> *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.*

In conjunction with the President's Advisory Council, the Budget and Planning Office establishes policies, guidelines and processes for financial planning and budget development that ensure adequate reserves for college financial activities and that record and report fund balance and reserves activity. **Policies 1000-1999 of the TMCC Policy Manual** govern the Fiscal and Business Affairs of the College as described below. In particular, Policy 1799: Fund Balance and Reserves, speaks to financial planning:

- *General Policy: College reserves shall be adopted as part of the College's annual budget plan. All expenditures drawn from reserve accounts shall require prior approval from the President, unless previously authorized for expenditure within the College's annual plan.*

» *Ancillary and Auxiliary (aka self-support) Fund Reserves: The College will maintain a reserve for each of its ancillary or auxiliary funds to provide for adequate cash flow, multi-year planning, and operation contingencies. The reserves will be 15 percent of each fund's operating revenues unless a different level is necessary to sustain its operations. To ensure continuity of these programs, 50 percent of any excess funds after meeting the required reserve level shall be retained by the program and used as part of its succeeding year's budget plan.*

» *Capital Reserves (Capital Improvement Fee Account): The College will maintain, as necessary, a local capital account to manage facilities needs that are not funded or are underfunded by the state.*

» *Contingency Fund: The College will maintain an annual contingency fund equal to 3 percent of the operating budget revenues to cover revenue shortfalls, unplanned but necessary expenditures, or operating changes that occur outside of the planned annual budget. Any unused contingency fund shall be carried over and used as special funding sources for institution-wide initiatives as approved by the President.*

» *Operating Reserves: The College will maintain an operating reserve to provide for such items as adequate cash flow, emergencies, budget contingencies, multi-year planning or capital commitments. The general fund operating reserves will be based on 15 percent of the College's operating budgeted revenues.*

TMCC's institutional financial planning process is designed to facilitate strategic direction by establishing objectives and work plans at each institutional level, and by identifying and prioritizing resource allocation. The budget for the fiscal year is developed to include approved resource plans. Resource plans originate within departments and are processed through the deans and vice presidents to prioritize the requests. Prioritized requests are reviewed and evaluated by the President's Advisory Council. The final decision on approval of budget requests is contingent on legislative funding and TMCC-generated resources. Vice Presidents, Deans, and President's Advisory Council members are responsible for communication of the final decisions on resource plans and the resulting budget throughout their organizations.

Resource allocation planning for FY 2015 and 2017 was also informed by the work of the Budget Reduction Committee. The Committee, which was co-chaired by the Vice President for Academic Affairs and the Faculty Senate Chair, and consisted of Student Services, academics, administration and student representatives, devised recommendations to address budget shortfalls.

> *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. This system facilitates financial reporting according to budget requirements and generally accepted accounting principles. TMCC has an effective system of internal controls that ensures timely and accurate financial information. The **TMCC Policy Manual, Policy 1001, Accounting Principles and Definitions**, states 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."

All income and expenditures are subject to regular budgeting, accounting, and auditing procedures. TMCC utilizes a **Financial Data Warehouse**, maintained by the System Computing Services unit in the Nevada System of Higher Education (NSHE), 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 NSHE. Quarterly and annual budget reports are prepared by the Budget Office and sent to NSHE and/or the State of Nevada.

TMCC has participated in a system-wide Enterprise Resource Management (ERP) system for its financial and human resource applications. The Workday application was chosen by the Board of Regents in their October, 2014, meeting. It is expected that business processes and the new Workday application system would be in place in two to three years.

> *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 capital budgets reflect the institution's deferred maintenance needs and future growth and facility enhancement needs informed 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 the State Public Works Board. Requests are then 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 continues to receive funding from the Higher Education Capital Construction and Special Higher Education Capital Construction (HECC/SHECC) funds. These funds are earmarked for capital improvement projects that will address or improve ADA accessibility, safety, equipment maintenance and deferred maintenance needs. The local Capital Improvement Fund, funded by student fees, local community support through pledges, as well as the TMCC Foundation's capital campaign provide TMCC with the flexibility to prioritize and initiate capital projects to support new buildings or major renovations that will improve functionality of current spaces.

In fact, TMCC is moving forward with two capital projects by leveraging local capital fees, federal grants, community support and a Certificate of Participation bond. These projects include: 1) the new William N. Pennington Health Science Center, located at the Redfield site and 2) renovation of the IGT Applied Technology Center. Additionally, a capital fundraising campaign has begun to fund the construction of a Fine Arts Center on the Dandini Campus to eventually replace the existing Nell J. Redfield Performing Arts Center, which the College leases.

> *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 faculty and staff to focus on the institution's core themes of student success, academic excellence and access to lifelong learning. 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 entities providing these services. For instance, the College bookstore is operated by Follett, and operational expectations and financial relationships are defined in the contract with Follett. Similarly, TMCC's cafeteria is operated by Chartwell's, a division of Compass Group. The relationship is defined contractually. TMCC's Auxiliary Services Department provides various printing and copy services in partnership with University of Nevada, Reno's Nevada Ink and Xerox lease program. These are also defined contractually.

Vending services are operated by TMCC's Auxiliary 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 auxiliary services activities, in particular cafeteria startup support.

The E.L. Cord Child Care Center is supplemented by TMCC in recognition of the Center's role in the nationally accredited Early Childhood Education program. TMCC's state operating budget funds a portion of student wages, the Center Director, Master Teacher, as well as building space, maintenance, and other overhead support systems.

> *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) finances 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.

> *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 (**Board of Regents Handbook Title 4, Chapter 10, Section 10**). 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 website**. 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 the President, as an ex officio member of the Foundation Board.

The TMCC Foundation $25 million Gifts Campaign, launched in December 2010, supports four initiatives: life and health science programs, IGT Applied Technology Center and programs, instructional equipment, and the Success First program. As of October 2014, it raised $23.5 million (94% of goal) in cash, pledges, planned gifts and grants.

A major part of the life and health science initiative included construction of a new William N. Pennington Health Science Center at our Redfield site in south Reno. Construction for this $10 million project began in late 2014, and the Center is scheduled to open for the fall 2015 semester. Fundraising efforts will continue to purchase equipment and provide program support.

Success First, a program focused in supporting low-income, first-generation students, continues to gain community financial support as it enters its sixth year. This year-long program continues to reinforce the value of intensive programs to aid students in high need.

PHYSICAL AND TECHNOLOGICAL 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 the College's mission and core themes. The College has nearly 700,000 total square feet of building space, as reflected in the Nevada System of Higher Education Facility Inventory, with locations at five separate sites around the College's service area. 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 **Facilities Master Plan**.

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 in place at the time of modification. The Facilities Operations and Capital Planning Department also works with the Disability Resource Center 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, internal personnel and licensed vendors 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.

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 classrooms and machine room doors are required to be locked when not occupied.

In the spring 2015 semester, the College commenced a trial initiative of leaving designated general purpose classrooms at the Dandini Campus unlocked. The primary intent of the initiative was to provide additional spaces for students to gather for study and student life activities. Academic and scheduled activities have remained the priority uses of the spaces.

In addition, the campus is monitored and supported by the Truckee Meadows Community College Police Department (TMCCPD), a fully sworn Nevada law enforcement agency. They provide 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 currently employs 16 people; nine full-time sworn officers, five full-time non-sworn personnel, one part-time sworn officer, one part-time non-sworn employee and one or two for-credit student interns per semester. Typical duties include patrol, detectives, traffic, public safety, escorts, special events and crime suppression. Additionally, the Department leads the College's Student Conduct, 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.

As part of the Shared Services component of the Nevada College Collaborative, the Board of Regents is currently investigating the possibility of consolidating TMCC's police force under the direction of the University of Nevada, Reno. Discussions are scheduled to take place at the next Board of Regents meetings in September and December, 2015.

> *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, which resides in the Environmental Health and Safety (EH&S) Office in Red Mountain room 241.

TMCC is a Conditionally Exempt Small Quantity Generator (CESQG) of hazardous waste under Resource Conservation and Recovery Act (RCRA) Section: 261.5 254.31. As such, TMCC is exempt from certain regulations governing the operation of a hazardous waste storage and disposal program. The EH&S Office is charged with the safe handling, storage and disposal of hazardous waste generated by this institution. Specific regulations apply to TMCC as a hazardous waste generator. These regulations are enacted and enforced by the following agencies:

- *Environmental Protection Agency (EPA) under Subtitle C of the Resource Conservation and Recovery Act (RCRA) 40 CFR Parts 260-280 and 148.*
- *Occupational Safety & Health Administration (OSHA) 29 CFR Section 1910.*
- *Nevada Division of Environmental Protection*

The TMCC EH&S office has the following responsibilities:

1. Hazardous Waste storage facility. Hazardous waste is stored in room #140 of the Red Mountain building on the Dandini Campus. This is a secure storage facility housing waste from campus labs and shops to include solid and liquid wastes regulated by the Environmental Protection Agency. TMCC's confined and secure storage of hazardous waste materials complies with Federal RCRA regulations. (RCRA 260.10 265.171 265.173 270.2) and OSHA regulations (29 CFR 1910.120(j)(1).

2. Tracking of and responsibility for the proper disposal of our hazardous waste to approved disposal sites. Disposal is in accordance with Federal, State and local regulations (RCRA 260.10 265.171 270.2 273.1). Such compliance is evidenced by the yearly inspection by the Office of Environmental Control, City of Reno for the State of Nevada (Alan Hart). TMCC has passed each inspection. Currently the northern NSHE institutions have contracted with PSC Environmental Services for the transportation and disposal of certain hazardous chemical wastes. TMCC also disposes of medical waste through Waste Management Corporation and Veolia ES Technical Solutions for fluorescent light bulbs.
3. Safety Inspections. The Occupational and Safety Office provides random safety inspections of laboratories and shops at all campus locations. Results of such inspections are provided to the respective deans as an advisory document.

> *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.*

In June 2014, the Board of Regents approved the College's **Facilities Master Plan**, which is developed to support the College's mission, core themes and its vision for the future. Since 2004, changes in the economy and enrollment trends have made it necessary to update the plan to reflect current conditions and needs. The updated Facilities Master Plan covers a minimum time horizon of 10 years. The plan provides a broad framework for the development of physical space to accommodate student enrollment in the College's academic program offerings while considering space for services that support learning. At the same time, the plan defines a sense of community across each of the five sites and the College as a whole.

The updated Facilities Master Plan was developed with significant input by the College community. Collaborative meetings were held with representatives from all academic divisions, the Student Services Division and the Finance and Administrative Services Division to gain input on the future needs of the College. Additionally, presentations were made to TMCC Faculty Senate, the President's Advisory Council, and several open forums were here held to gain additional input. These resulted in a blueprint for 1) improving the utilization of existing spaces and 2) enhancing the functionality of the facilities to support teaching and learning. As mentioned in Standard 2.F.5, construction of the new William N. Pennington Health Science Center and major renovation of the IGT Applied Technology Center are currently underway expected to be completed in fall 2015.

In addition to building space, the plan reviewed exterior space for vehicular and pedestrian circulation, parking and roadway projects that might affect TMCC's campus and centers and identified ways to enhance outdoor student life. It recommended reorganizing parking on the Dandini campus and adding connector roads tying the north and south parking areas together as well as a series of sidewalks that allow pedestrians to safely move from parking areas to campus buildings. Some of this is being accomplished through a Desert Research Park project to improve Raggio Boulevard. Recommendations at other centers included forming parking agreements with neighboring facilities to use open parking space during certain times of the day. The Facilities Master Plan outlines implementation strategies in sequences or steps as funding and capacity becomes available as follows:

- *Creation of a dedicated events center – Renovation*
- *Relocation of portions of the Student Services Division to the first floor of the Red Mountain Building – Renovation*
- *Creating a state of the art technology driven learning center by remodeling the existing library – Renovation*
- *Creating dedicated space for student life – Building addition*
- *Enhancing the north entrance of the Red Mountain Building for improved circulation – Building addition*
- *Relocation of the existing, leased Fine Arts Center to the Dandini campus by constructing a new Fine Arts Center on the campus and not renewing the leased space – New building*
- *Constructing a new Health Science Center building on the shared UNR – TMCC Redfield campus – New building, (underway)*
- *Renovation of the IGT Applied Technology Center – Renovation, (underway)*
- *Reorganizing and adding parking on the north side of the Dandini campus – Renovation/New construction*

> *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 and the programs it supports. TMCC leverages the use of grant funding to upgrade equipment. TMCC Foundation's Capital Campaign also focuses on supporting both new and upgrades to instructional equipment.

TMCC is also committed to the maintenance of existing equipment, ensuring its ongoing functionality. Preventive maintenance of mechanical and building systems equipment, necessary repairs and other facilities service requests are tracked through Footprints, a work management system. Employees to enter a service request online. In response, a trained technician is dispatched to address the problem.

> *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.*

Truckee Meadows Community College technology services and investments have served the institution well over the years, promoting the College as a leader and innovator in advancing technology in the classroom and in support of students. For instance, TMCC was relied upon to implement the Student Services iNtegrate1 system conversion to PeopleSoft ahead of other institutions in the Nevada System of Higher Education. In support of student success, academic excellence, and access to lifelong learning, the College's Information Technology Department provides a wide variety of services. Services include one password for all accounts, 95% wireless coverage on all campuses, Google Mail for Education with 30GB

of free storage (soon to be unlimited), webcasts and Media Services for classrooms and off-campus groups, and access to Canvas, the Learning Management System hosted by Amazon. The department consists of the following groups: Network and Telephony, IT Customer Service, and the IT Enterprise group.

The complete network infrastructure is managed and maintained by TMCC's own Network Team. In 2014, the group facilitated a complete infrastructure overhaul, which included new fiber connections between buildings, new firewalls, an upgrade of all network switches to Power over Ethernet (PoE) switches, and a new core routing upgrade in the Dandini Data Center. This upgrade will allow TMCC to strategically position itself for new and higher bandwidth applications, streaming video content in the classrooms, and lastly, for a telephone system upgrade to a Voice over Internet Protocol (VoIP) system. In addition, all wireless access points (WAP) will be upgraded to the latest Meru WAPs to accommodate higher throughput and bandwidth for all TMCC and student/faculty/staff wireless devices.

IT Customer Service is the "high touch" group that interacts directly with all customers, such as students, faculty and staff, and guests. The group consists of Academic Computing, Administrative Computing, Media Services, and Software/Account Management, which also includes security and access control functions.

Academic Computing serves the students with approximately 1,400 desktops, laptops, and mobile wireless carts equipped with laptops. The group takes care of all academic software installed in all classrooms. All TMCC licensed software is available on all academic computers on all five campuses. In addition, four general access computer labs are available to students to do research and/or homework. The labs are supervised by a lab monitor who can assist with most common questions. The current lifecycle replacement for academic computers is four and in some cases five years. This also includes the Macintosh computers for the Graphics Communication labs.

Administrative Computing is the single point of contact for customers and houses the "Help Desk," including the Student Support Desk. All calls are logged with a ticket system to allow for accurate distribution, statistics, documentation and accountability. This group also maintains all office computers and laptops. The life cycle replacement for office computers is also between four and five years.

Media Services installs and maintains all audio & visual (AV) equipment in the classrooms, as well as video conferencing rooms equipped with TV monitors, cameras, and microphones. This group also assists special events that require AV equipment.

Software and Account Management creates and tests software pushes and builds academic and administrative computer images. This group also assists with account creation, access rights, and security concerns.

The IT Enterprise Group consists of Programming Services, Web Services, and Database and Server Administration. In addition, a Systems Analyst acts as the liaison between TMCC and the Nevada System of Higher Education (NSHE) System Computing Services (SCS), to facilitate PeopleSoft upgrades and enhancements on this shared application. The Programming Group writes and maintains programs and interfaces to assure business continuity. Web Services is responsible the TMCC's award winning website and the currency thereof. The responsibility of the Database and Server Administration includes all servers, the newly purchased and installed EMC backup system, the virtual environment, and last but not least the integrity and redundancy of all data bases. This group works closely with SCS and the Washoe County School District.

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. It also has new lecterns that allow for table height adjustment*
- *PeopleSoft training videos for faculty, staff, and students.*
- *Student Help Desk support.*
- *Faculty and staff Help Desk support.*
- *On-site technology support 8:00 am to 5:00 pm and on-call IT technician after hours.*
- *Professional Development group training sessions for PeopleSoft, Google Apps, Canvas and Microsoft Office for staff and faculty.*
- *Training for Content Management System (CMS) web page creation for faculty web pages.*
- *Training for Faculty and Staff on creating web-friendly documents and forms.*
- *Security awareness programs and training as well as monthly Cybersecurity newsletters.*
- *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.*

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.

Technological infrastructure planning is well developed at TMCC. Several committees contribute to overall planning and execution of technical planning. These include the Technology Committee, Academic Technology Committee and the Web Advisory Committee. Collectively, these groups contribute and produce the Annual Information Technology Plan, which outlines the detailed projects and technology goals related to the infrastructure, services, academics, and student services in support of the College's mission and core themes and the Disaster Recovery Plan, which identifies and secures critical applications and systems required for business continuity in case of a disaster.

Furthermore, several regularly scheduled meetings take place to ensure communication across the department and campus. These meetings include the academic and Student Services meeting, IT Operations daily operational change management meeting and the Bi-weekly tech staff planning meeting.

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.

The IT department has a comprehensive equipment replacement plan. These plans are developed around the longevity and likely replacement periods associated with the various IT equipment. Plans include: LCD projector life cycle replacement ensuring that equipment is both functional and up-to-date in the classrooms, Media Services Inventory which facilitates lifecycle equipment replacement and warranty repairs, academic computer lifecycle replacement which ensures all academic computing labs have computer workstations no older than 5 years, administrative computer lifecycle replacement ensuring primary workstations are no older than 5 years, and finally a wireless infrastructure upgrade ensuring sufficient throughput for mobile devices for both students and employees.

CHAPTER 3
INSTITUTIONAL PLANNING

TMCC faculty and staff participate in the 2015 Convocation's planning exercises, focusing on the College's core themes.

> *3.A.1. The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.*

> *3.A.2. The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.*

INSTITUTIONAL PLANNING

Truckee Meadows Community College uses an integrated planning process towards fulfillment of the College's mission:

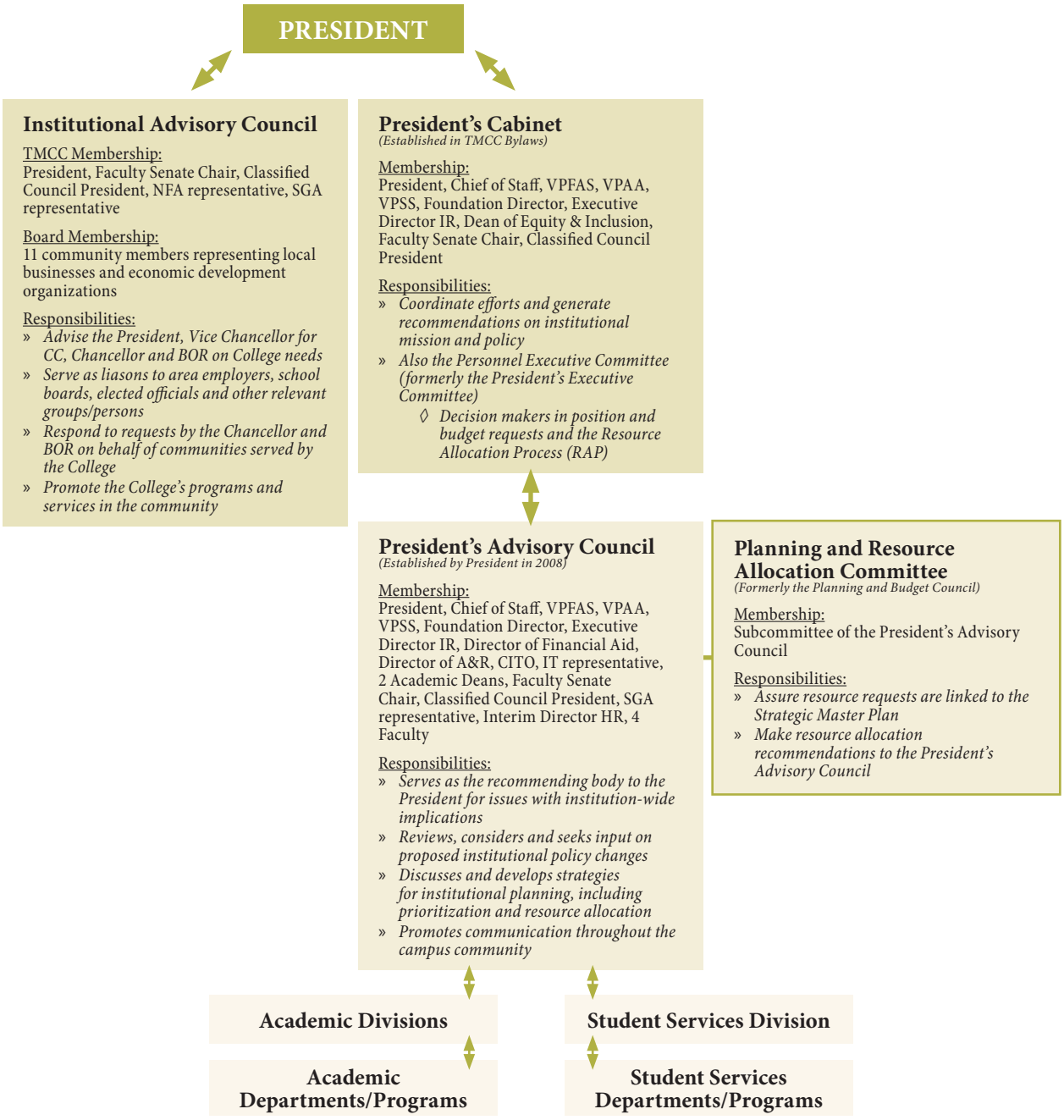
"Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by supporting high-quality education and services within our diverse community."

The College's core themes of Student Success, Academic Excellence and Access to Lifelong learning are directly articulated within its mission and are the framework that guides institutional planning and decision making. The planning process integrates assessment and resource allocation into a comprehensive practice that engages multiple college constituencies.

Institutional planning is informed externally by environmental scans, mandates by the NSHE Board of Regents and a dedicated Institutional Advisory Council, who consists of regional employers from business and industry, economic development and workforce preparation agencies, and K-12 education partners. The Council functions to advise the College President, Vice Chancellor for Community Colleges, the Chancellor and the Board of Regents on regional workforce development trends and the region's long-term educational needs that are served by the College.

Internally, institutional planning is informed by constituency-based standing committees such as the President's Advisory Council and ad hoc taskforces, such as the Budget Reduction Committee, which was convened to develop strategies to balance the FY 2015 budget. While final decision-making rests with the College President, she is informed most closely by the President's Cabinet, which consists primarily of the executive-level leadership. The Cabinet, in turn, is informed and likewise shares information with the President's Advisory Council. The President's Advisory Council is a broad-based representation spanning the executive leadership, student services, administrative units, academic divisions, the Faculty Senate, Classified Council and student government. A diagram of the institutional planning structure is represented in Figure 3.1.

Figure 3.1. Institutional Planning Structure



3.A.3. The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

The use of data is an important and informative component of assessment, planning and decision making at both the executive and operational levels of the College. The Institutional Research, Analysis and Effectiveness Office collects data towards indicator measures for each core theme objective, including enrollment data, retention and persistence rates, graduation and transfer rates, number and types of degrees conferred, and student satisfaction data. These data, summarized in Table 3.1, are reported to the College leadership to assess progress towards mission fulfillment and to facilitate planning by the College's leadership team, with input from constituent groups such as the President's Advisory Council. Data are also reported as part of an annual cycle to the Board of Regents towards performance indicators, many of which are the same indicator measures for core theme objectives.

Table 3.1 Data Sources for Evaluating Mission Fulfillment and Institutional Planning

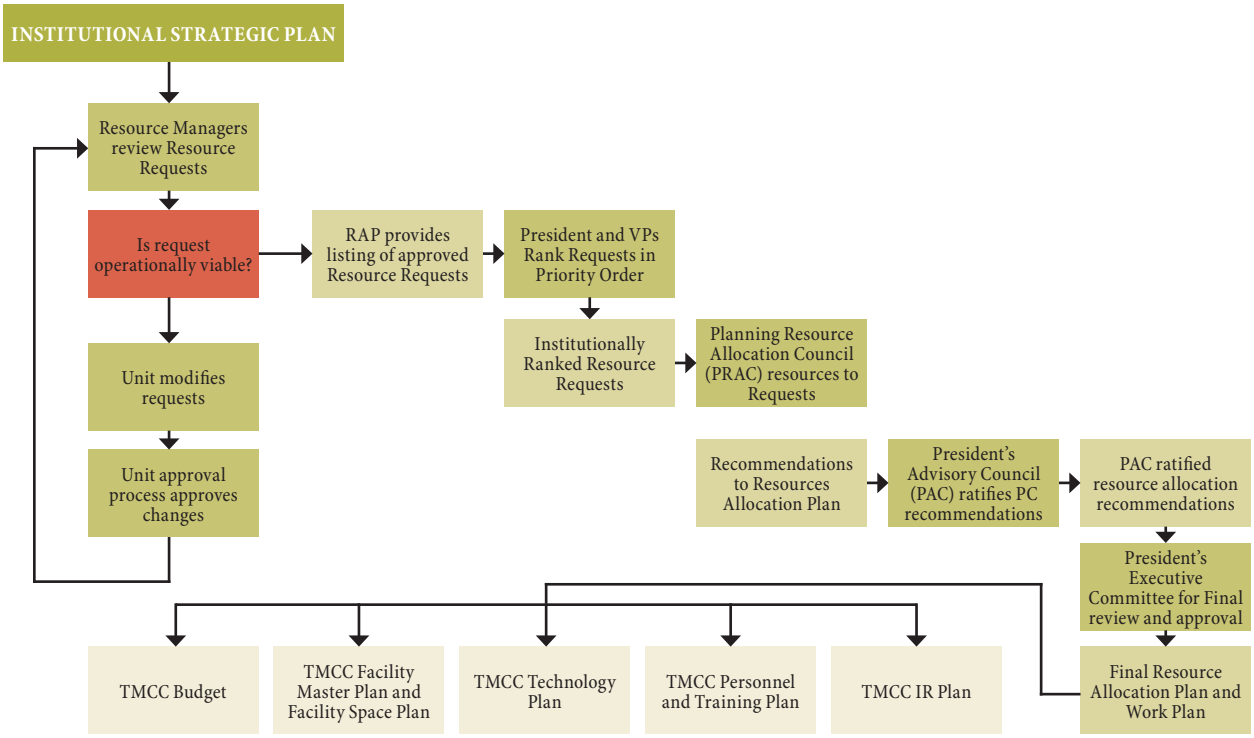
Data Source	When Collected	Uses
Strategic Master Plan	Every 2 years	Assess mission and aspirational target fulfillment through indicator measures of core theme objectives.
TMCC Fact Book	Annually	Monitor enrollment trends, student demographics, resources, and external environment.
Graduate Outcomes Survey	Annually	Assess satisfaction of graduates and their educational experience at TMCC, including general instruction, educational atmosphere, technology-oriented education, degree-related employment, and college services.
Graduate Follow-Up Survey	Annually	Gain insight regarding graduates opinions of TMCC, their employment status and location as well as the degree to which students attribute the attainment of their job and/or advancements within an occupation to the education they received at the college. Results of this survey also contribute to the measurement of performance indicators for the federal Perkins funding.
National Community College Benchmark Project Summary	Annually	Assess how TMCC compares against peer colleges in over 150 benchmarks that reflect national best practices, and assist with improving efficiency, institutional effectiveness, and student outcomes.
Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report	Annually	Required of institutions that receive federal student financial aid. Assess how TMCC compares against peer institutions. Establish and assess benchmarks of mission fulfillment.
Washoe County School District (WCSD) Student Profile	Annually	Informs TMCC of WCSD students' high school performance, college matriculation and college success and helps the College identify factors that increase success as students transition from high school to college.

3.A.4. The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The **Strategic Master Plan** is TMCC's comprehensive planning document that articulates the College's priorities and guides decisions on resource allocation and application of institutional capacity. During the 2013-2014 academic year, the plan's objectives, measures and aspirational targets were updated by the Planning and Resource Allocation Committee to align to the College's core themes of Student Success, Academic Excellence and Access to Lifelong Learning. This current plan was approved by the NSHE Board of Regents in June 2014 and establishes priorities through 2015.

It was significant that the Planning and Resource Allocation Committee (PRAC) was assigned to update and align the Strategic Master Plan. PRAC is a subcommittee of the President's Advisory Council charged with ensuring that resource allocation decisions are linked to institutional strategic initiatives, which are guided by the Strategic Master Plan. PRAC is also an integral participant in the College's Resource Allocation Process. During the Resource Allocation Process, academic, student services or administrative units make requests to the appropriate senior staff member (academic dean, director, etc.). Each request must be justified with specific reference to the College's Strategic Master Plan. Resource allocation requests are then ranked in order of institutional priority by the president and vice presidents of each area, who present their requests to PRAC. PRAC matches these ranked requests with available resources and makes resource allocation recommendations to the President's Advisory Council. The President's Advisory Council reviews these recommendations and forwards them to the President for consideration. This finalized resource allocation and work plan informs the College's other planning documents and processes (Figure 3.2). Resource requests involving personnel hires must be approved by the President's Cabinet, which also serves as the Personnel Executive Committee (PEC). In this way, PEC supports the College's overall Resource Allocation Plan.

Figure 3.2. Budget Process Flowchart



Resource requests may also come from a program's Program/Unit Review (PUR). During this process, discussed more thoroughly in Chapter 4, programs/units affirm their value and contributions to the College through their mission statements and goals, conduct an analysis of current progress towards these goals, and strategize their development and needs. These translate into action plans and appropriate resource requests reported through Annual Progress Reports (APRs). Administrative unit reviews occur annually through their annual work plans.

Faced with a budget shortfall, resource allocation planning for FY 2015 with regard to operating funds was also informed by the work of the Budget Reduction Committee. Ancillary (self-support) funding was prioritized in consultation with department chairs and through their deans who make the final decision as to the priority of resource requests in their area. The Vice President of Academic Affairs 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 senior staff member. A final recommendation is then presented to the President for her approval.

The College's recently formed **Enrollment Management Team** provides another example of how TMCC's Strategic Master Plan guides the application of institutional capacity. The Enrollment Management Team works to solve issues that affect enrollment as well as develops strategies to support a viable enrollment at the College. The Team began its work by analyzing the College's Strategic Master Plan and identifying enrollment-related core theme objectives and measures. It then categorized the measures as related to marketing and recruitment, retention and completion, and academic access and quality, which formed the basis of three sub-committees in these areas. Sub-committees prioritized core theme measures based on greatest impact on enrollment, identified activities already underway to address these priorities, and made additional recommendations. These were shared with and further prioritized by directors, deans and department chairs at an Executive Team and Managers Retreat prior to the start of the Fall 2015 semester. Following Convocation, the Vice President of Academic Affairs and Vice President of Student Services led campus-wide discussions to solicit input from the campus community regarding strategies for these priorities. In this way, enrollment planning was aligned with the College's Strategic master plan and reflective of the campus community.

> *3.A.5. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.*

Truckee Meadows Community College (TMCC) developed and implemented a comprehensive Emergency Plan to, among other things:

- *Provide for the continuation of essential functions for students, faculty and staff in the event of an emergency through an effective and comprehensive program of incident management and recovery.*
- *Enable a rapid, coordinated, and effective response and recovery to an interruption of normal activities.*
- *Develop and articulate an emergency chain-of-command, including specific roles and responsibilities of members of TMCC's Core Crisis Management Team (CCMT) during the initial incident and the follow-up period of recovery.*

» *Guide TMCC in its efforts to provide regular training and drills to test and improve incident management plans; including evacuations, tabletop and all-campus drills.*

TMCC's Emergency Plan includes protocols for risk crisis events; and addresses alarms and emergency protocol, key personnel, emergency telephones, reporting emergencies, Incident Command System (ICS), college command center, Washoe County Emergency Operations Center, media guidelines, Threat Assessment Team, and ICS forms and checklists. This plan resides in the Safety Services Office.

TMCC is in the process of developing department-specific emergency continuity of operation and recovery plans to augment the overarching college plan. TMCC's E.L. Cord Child Care Center's plan is complete and has been drilled. TMCC routinely tests fire alarms, holds evacuation chair training, and conducts mandatory college-wide evacuation drills. TMCC is currently working towards completion of mandatory ICS 100, 200 and 700 training for supervisors and senior management.

CHAPTER 4 (STANDARDS 3.B, 4 AND 5)
CORE THEME PLANNING, ASSESSMENT & IMPROVEMENT

Eligibility Requirement 22. Student Achievement.

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Identified degree learning outcomes for the Associate of Arts, Associate of Science, Associate of Applied Science, and Associate of General studies are published in the Course Catalog. Student learning outcomes for degree programs and courses are also published in the catalog and in the publically accessible **Academics Database** that was developed by our own Information Technology Department developers. Program outcomes for TMCC's named degrees, emphases or certificates are incorporated into catalog program worksheets. Course outcomes are published in syllabi, which are given to students or made available through the Canvas learning management system for online-enrolled students.

Regular assessment of student learning outcomes occurs at both the course and program level. Departments are required to assess each course learning outcome at least once within a 5-year cycle. The established **Course Assessment Cycle** is publically accessible from TMCC's Assessment and Planning Office website. Departments submit Course Assessment Reports (CARs) as evidence of their course assessment efforts, and **approved CARs** are also published on the Assessment and Planning Office website.

Academic programs undergo a comprehensive Program Unit Review (PUR) every 5 years. The established **PUR cycle** is published on TMCC's Assessment and Planning Office website. Programs compose an introspective study, which is reviewed by a PUR committee, academic deans and Vice President of Academic Affairs, and validated by the College President. Programs address the recommendations by these individuals through Annual Progress reports (APR).

Eligibility Requirement 23. Institutional Effectiveness.

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

TMCC's institutional planning processes are directed by its **Strategic Master Plan**. The plan itself is a reflection of external factors, such as performance mandates by the Nevada System of Higher Education (NSHE) Board of Regents, and the College's commitment to its mission and core themes. The Institutional Research, Analysis and Effectiveness Office collects data for the plan, which provides status updates for each core theme objective measures and assists with annual and long-term planning as the College strives towards its aspirational targets. On an annual basis, instructional programs and various operational units (administrative or student services) conducts a self-assessment and completes an Annual Progress Report (APR) with a written plan that:

- *Affirms their values and contributions to the College through their program or unit mission statements.*
- *Provides measures of progress or results on outcomes within previously stated goals.*
- *Establishes new goals.*
- *States resource needs for achieving goals.*

In this way, the College uses assessment results to effect institutional improvement on an annual basis. This process is further supplemented by the comprehensive Program Unit Review for instructional programs/units described in Eligibility Requirement 22 and discussed more thoroughly in this Chapter.

Environmental scans are completed every 2-3 years to project the potential economic, educational, technological, and environmental influences on the college. Findings are shared with the President's Advisory Council on a regular basis and presented to the NSHE Board of Regents and the College as a whole through open forums.

STANDARD 3.B – CORE THEME PLANNING

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

TMCC serves the region through planning and implementation of activities that support its core themes. Following a Year Three recommendation by NWCCU, the Planning and Resource Allocation Committee updated the College's Strategic Master Plan to reflect the 4-tiered structure of mission, core themes, objectives and measures in compliance with NWCCU accreditation standards. In this evaluation, the committee affirmed the core themes of Student Success, Academic Excellence and Access to Lifelong Learning from the College mission, and articulated objectives that satisfied core themes, and defined appropriate measures for each core theme objective. This most recent Strategic Master Plan, approved by the NSHE Board of Regents in June, 2014, is the vehicle by which TMCC selects programs and services. The College thus serves the region through planning and implementation of activities that support its core themes.

3.B.2. Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

The core theme objectives of the College's Strategic Master Plan guide academic and administrative program assessments and prioritization of College's initiatives and activities on the academic and administrative and services sides of the house.

Through a continued and ongoing assessment cycle, academic Program/Unit Reviews begin with a clear alignment of a program's purpose to the core themes and culminate with strategies and resource requests necessary to achieve program. The status of goal achievement is followed up annually through Annual Progress Reports (APRs). Within APRs, program needs and requests require a statement of alignment to appropriate core theme objectives. In addition, academic initiatives and new program plans from 2015-2019 were guided by the core theme objectives and outlined in the **2015-2019 NSHE Planning Report**.

Similarly, each of TMCC's administrative unit has clearly articulated its purpose and alignment to the College's mission and core themes and indicators of performance in support of its contribution to mission fulfillment. Each administrative unit then establishes its annual work plan that aligns to the core themes objectives. Such alignment provides a basis for resource requests and prioritization through the Resource Allocation Process.

3.B.3. Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

TMCC's core themes of Student Success (I), Academic Excellence (II) and Access to Lifelong Learning (III) are based directly on its Mission Statement, which vows to promote these areas by "supporting high-quality education and services within our diverse community." The College's **Strategic Master Plan** reflects the 4-tiered structure of mission, core themes, objectives and measures (indicators) requested in Standard 1.B.2, and presents the most recent status update of each measure as well as aspirational targets for future planning. TMCC is further engaged in on-going assessment of its effectiveness by participating in the National Community College Benchmarking Project and by annual reporting and receiving of Integrated Postsecondary Education Data System (IPEDS) Data Feedback Reports. Annual results are reviewed with the leadership of the College and shared with governance entities. The College also collects, analyzes and assesses data for NSHE Board of Regents-approved performance targets on an annual basis, and those measures are used to assess Core Themes objectives.

Data for the majority of core measures are collected regularly by **TMCC's Institutional Research, Analysis and Effectiveness office**. These data can be compared to similar data gathered from years past and allow the college to see improvements and plan initiatives towards measures where the college has fallen short. In addition, a collection of college-wide assessment instruments that align with one or more of the core themes is in place, which is presented to and then used by the President's Cabinet, President's Advisory Council, and deans and directors to gather student, employee and community feedback for evaluation purposes and implementation strategies, such as program initiatives, for improvement and core theme fulfillment (Table 4.1).

Table 4.1. Assessment Instruments used by the College

Core Theme Alignment	Core Theme Objectives	Assessment Instrument
I, II, III	All	TMCC Strategic Master Plan
I, II, III	All	TMCC Educational Master Plan
II, III	II.1, II.3, III.1, III.3	Academic Master Plan
I, II	I.2, I.3, II.3	TMCC Fact Book
I, II	I.1, I.3, II.3	NSHE Performance Pool Targets
I, II	I.2, I.2	Community College Survey of Student Engagement (CCSSE)
		TMCC Campus Climate Survey
II, III	II.1, II.2, III.1, III.2	Graduate Outcomes Surveys
II	II.1, II.2, III.1, III.2	Graduate Follow-up Surveys
I	I.3	IPEDS Data Feedback Reports
I, II, III	II.1, III.2	Program Unit Reviews
I	I.1	WCSD Data Profile
II	II.2	Administrative Unit Reviews
II	None directly	Faculty Evaluations
I, II	I.2	Course Assessment Reports
I, II	None directly	Collegiate Learning Assessment (CLA, 2013)

STANDARD 4

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to affect improvement.

Core Theme Planning, Assessment and Improvement

The following sections describe the planning (3.B) and assessment (4.A) of the College's core themes and core theme objectives, followed by a discussion of initiatives and recurring programs towards improvements for each core theme (4.B). Where relevant, improvement initiatives specific to each core theme objective are described.

Core Theme I: Student Success

» *Planning (3.B.2)*

Planning for Core Theme I occurs within the **Strategic Master Plan**, which lays out the general goals for the institution over a 2-year period and contains specific indicator measures towards three core theme objectives related to college readiness, student retention and persistence, and graduation and transfer. As described in the overview, TMCC's Planning and Resources Allocation Committee evaluated these

measures and reviewed the results. Their review resulted in an update to the strategic master plan which was presented to the President's Advisory Council and Faculty Senate for feedback before a final plan is presented to the President and eventually to the Board of Regents. For core theme objectives that reflect NSHE Performance Indicators, weighted metrics are established by the System.

Objective 1: Promote College Readiness

» *Assessment (3.B.3 and 4.A.1)*

Assessment for Core Theme I, Promote College Readiness, primarily comes from the measures outlined for this objective in the Strategic Master Plan: (1) Number of Gateway Course Completers, (2) Number of recent Washoe County School District (WCSD) graduates who are college ready as a result of collaborative partnerships, and (3) Number of enrollment matriculating from WCSD with Tech Prep placement credit (now called Career and Technical Education College Credit (CTE)). Baseline for these indicator measures were established in 2009-2010 and last measured in 2013. Currently, TMCC is fulfilling all of these indicator measures by meeting or exceeding these baseline levels; however, aspirational 2015 targets for (2) and (3) remain elusive. TMCC aspires for 40% of WCSD graduates who are college ready as a result of a collaborative partnership and 500 WCSD matriculated students with CTE credit.

» *Improvement (4.B.1)*

The College has planned several initiatives towards promoting college readiness among high school and newly enrolled students, including the Career and Technical Education program, Jump Start: Dual Enrollment, Success First, Steps to Enroll, and the Student Orientation Advising and Registration (SOAR) program. The **Career and Technical Education College Credit program** allows high school students to earn college credit by taking approved high school classes taught by high school teachers. High school students have the opportunity to earn the State Certificate of Skill Attainment towards college credit at TMCC or any NSHE community college by earning a B or better in the program course sequence and passing the associated Technical Skills and Employability Skills exams.

The **Jump Start: Dual Enrollment program** is a newly renovated program to highlight our existing ability for high school juniors and seniors to enroll in college courses taught by college instructors and dually earn both college and high school graduation or elective credit. As such, students jump start their college education by transitioning to college early. Jump Start students pay only a $50 class tuition for online classes and receive a 25% per-credit tuition discount (for Washoe County residents) for in-person courses that are dual-credit eligible. The Washoe County School District (WCSD) has also contributed $30,000 in fee assistance towards this program.

Success First seeks to increase college readiness, persistence, retention, and graduation among first-time, full-time, first-generation students. Qualifying students receive an $800 stipend for completing a 5-week Summer Bridge experience prior to their first semester in college, where they take developmental or college-level math, or the college preparatory course EPY 101. (In past Success First cohorts, students have also taken developmental English). After entering college, they meet twice with a Success Coach to review their academic progress, participate in a financial aid workshop, and get priority registration for classes.

The two-part **Student Orientation, Advisement and Registration (SOAR)** process introduces students to the college's resources available to students through a series of online modules and then allows them to meet with advising staff to prepare their first semester class schedule and register. It is the

college's hope that by informing students of the resources available to them and starting them on clear path with an appropriate class schedule, students will be better prepared to succeed in their first semester of college.

In addition to individualized advising efforts by faculty and the Academic Advising office, TMCC has several programs to assist students with graduation and transfer, should transferring be their goal. **On Track to Graduate** is a hands-on group advising service that introduces students to the Course Catalog, personalized Advisement Report, What-If Scenario and MyTMCC Planner. It strives to help students have a thorough understanding of degree requirements and a well-organized plan to graduate. The **Learn, Explore and Plan (LEAP)** program assists students specifically with the transfer process. In this series of workshops, students learn transfer basics, including transfer terminology, explore other colleges and universities that allow them to continue in their major, and create a transfer timeline and checklist for transferring to their chosen institution.

TMCC works very closely with WCSD to improve college readiness of high school graduates and promote college continuation. TMCC, WCSD and UNR collaboratively developed multiple pathways for students to access college level math and English. In addition to using standardized test scores, such as ACT, SAT, and ACCUPLACER to enroll in college-level courses, the Alternative Pathways option for WCSD students includes their overall unweighted high school GPA (3.0 or better), and successful completion of pre-collegiate math (Math 095, 096) and English (ENG 98R), while still in high school. TMCC, UNR and WCSD faculty collaboratively worked to build course content, which is taught by qualified WCSD faculty on WCSD campuses and meet periodically to assess outcomes and refine the concept. At the end of the fall 2014 semester, TMCC will assessing the success of students placing into college level math and English through alternative pathways to determine the effectiveness of this approach.

Objective 2: Increase Retention and Persistence

» *Assessment (3.B.3 and 4.A.1)*

Assessment for increasing retention and persistence is based on several indicator measures gathered by the Institutional Research, Analysis and Effectiveness office in the Strategic Master Plan, including retention in developmental and online courses, college-wide retention, and percent student persistence from fall to spring and fall to fall semesters. Currently, TMCC is meeting or exceeding 5 of the 6 indicator measures for this core theme objective but falls short in all of its aspirational targets. Retention shortcomings, such as college-wide course completion, is clearly within reach (current completion 77%; aspirational target 78%), while persistence from fall to spring and fall to fall appear more problematic for the college. Current levels of 69% and 52% fall well short of respective 77% and 65% aspirational targets.

» *Improvement (4.B.1)*

Retention and persistence pose challenges to the college overall. Despite mission fulfillment in 6 of the 7 indicator measures, the college has yet to fulfill a single aspirational target in these areas. TMCC has implemented a variety of strategies and programs to increase retention and persistence based on assessment of core theme objectives that involve both faculty and student services.

Students who fall below a 2.0 cumulative GPA are placed on academic probation and have a hold placed on registration for the next semester until they complete a holistic **Academic Success Kit** workshop. This workshop program communicates the seriousness about being on academic probation, assesses the

reasons for their probation, and establishes mid-term progress reports and follow-up services. Campus-wide initiatives are in place, however, to prevent a student from being subject to academic probation in the first place. The **Early Alert Program** has faculty submit notices about students whose class performance they are concerned with for reasons of attendance, missed assignments, exam failures, or other reasons. Students then receive notices along with additional prescriptive resources that support student learning and help get them back on track. These prescriptive resources may be a required workshop, appointments at the Tutoring and Learning Center or Disability Resource Center, or progress reports. Faculty have also recently been asked to play a more direct role in preventing students from unnecessarily withdrawing from their class. When a student withdraws, faculty are notified and asked to contact and meet with the student to see if a withdrawal is really in their best interest.

TMCC has also recently revised its audit policy to change from a grade to an audit from the 100% refund deadline (early in the semester), to the withdraw deadline (later in the semester. In this way students who are struggling have an alternative to withdrawing by staying in the class and continuing to learn as much as they can in preparation to retake the course another time, without the pressure of a failing grade.

Finally, TMCC recently hired two new retention specialists for the Jump Start Dual Credit program and for WebCollege. For the Jump Start program, the retention specialist will be in place to assist with the application process, enroll students in classes, and follow-up with them during the semester to ensure they are adequately transitioning and succeeding in college-level coursework. The WebCollege retention specialist will monitor faculty and student engagement in online courses and intervene when either appear minimally or non-participatory.

Objective 3: Increase Graduation and Transfer Rates

» *Assessment (3.B.3 and 4.A.1)*

Assessment for increasing graduation and transfer rates is based on several indicator measures gathered by the Institutional Research, Analysis and Effectiveness Office in the Strategic Master Plan. TMCC participates in the National Community College Benchmarking Project and uses IPEDS Data Feedback reports to gage itself against national and peer-level metrics of performance standards. Assessing TMCC performance against similar institutions, allows the college to refine its major initiatives and improve institutional effectiveness. For example, according to 2010 IPEDS Data Feedback, TMCC lagged behind its peers in the number of degrees awarded. TMCC produced 560 degrees a year compared to an average of 713 degrees reported by peer institutions. Degree attainment has been the focus of the College's many initiatives aimed at improving student persistence to degree over the last few years. 2014 IPEDS Data Feedback report shows TMCC outperforming its peers in degree production: 950 degrees earned annually by TMCC students vs 933 reported by peer institutions. Increasing student diversity has been another area of concerted efforts by the College, where progress has been made. 2010 IPEDS Data Feedback report showed TMCC falling behind its peers in the number of minority students served (30% vs 43%). In 2014, TMCC served 33% minority students vs 42% reported by peers. Additionally, required NSHE Performance Pool Indicators are used to assess institutional performance across seven weighted outcomes that primarily deal with graduation and transfer.

Of the six indicator measures used to assess Core theme I, Objective 3, TMCC is fulfilling mission status in four areas. While the college falls short in transfer rates and number of Associates degree graduates (14% compared to a 21% baseline and 950 compared to a 1035 baseline, respectively), it is far exceeding the

number of students with 24 credits or an associate degree (1260 compared to 989 baseline). Still, TMCC is meeting only two of the six aspirational targets for increasing graduation and transfer rates for 2015. Most notably, the college has 21% 3-year and 4-year graduation rates for new freshmen when it hopes to be at 40% and 43%, respectively.

» ***Improvements (4.B.1)***

Data from the indicators for Objective I.3 suggest that the college is facing challenges with meeting its graduation and transfer targets. To address graduation, **15 to Finish** is a NSHE-wide initiative to encourage students to take a full course load of 15 credits per semester and graduate with an associate degree in 2-years. Research demonstrates that students are more likely to progress from freshman to sophomore status, pay less in tuition and living expenses, graduate, and gain additional years of earnings. Toward this effort, TMCC is reaching out to students enrolled in 12 credits and assisting them with considering, planning and financial aid implications of taking 3 additional credits either in the same semester, or during winter or summer sessions.

Core Theme II: Academic Excellence

» ***Planning (3.B.2):***

Planning for Core Theme II occurs within the Strategic Master Plan, which lays out the general goals for the institution over a 2-year period and contains specific indicator measures towards three core theme objectives related to program and course curriculum, effective non-instructional programs and services, and meeting workforce educational needs.

Two Faculty Senate Standing Committees contribute towards the improvement of curricula through the assessment of educational courses, programs and degrees outlined in Standard 4.A.3: the **Student Learning Outcomes and Assessment (SLOA) Committee**, and the **Curriculum, Assessment & Programs (CAP) Committee**. SLOA serves as the representative institution-wide body for course, discipline and program level student learning outcomes and assessment issues and provides policy guidance towards these ends. Working closely with SLOA, CAP establishes the criteria and recommends requirements for all courses, certificates, degrees, programs, diversity, and general education. Both committees meet monthly throughout the academic year.

Objective 1: Provide relevant curricula and effective delivery of instructional programs and services

» ***Assessment (3.B.3, 4.A.1, 4.A.2, and 4.A.3):***

Program Review (4.A.2): Academic programs that grant credentials undergo a comprehensive Program Unit Review (PUR) every 5 years according to the process outlined in the **PUR Handbook**. The **established PUR cycle** is published on TMCC's Assessment and Planning office website. During the PUR, faculty from these programs are asked to compose an introspective self-study that examines the program's curriculum, student demographic and enrollment trends, and resources. Each of these sections culminates in strategies for improvement, growth, or development that feeds directly into the College's planning process for resource allocation towards these strategies. PUR self-studies are reviewed by a committee of faculty representing each of the academic Divisions, and a representative from Institutional Research and Planning, Student Services, the academic Deans, and the Student Learning Outcomes

and Assessment (SLOA) committee. The PUR Committee notes the strengths and weaknesses of the self-study and makes recommendations to the program. Deans provide supplementary analysis, and the Vice President of Academic Affairs and Assessment and Planning office provide summaries and additional recommendations, which are reviewed and approved by the President, and which become the focus of Annual Progress Reports (APRs). Programs submit APRs on the status of the PUR self-study recommendations until their completion or the next PUR cycle.

Completed PUR self-studies, recommendations and APRs are published on TMCC's Assessment and Planning office website. All programs have been reviewed or are scheduled to be reviewed within the next 5 years.

Assessment of course student learning outcomes (4.A.3): Regular assessment of student learning outcomes occurs at both the course and program level. Departments are required to assess each course learning outcome at least once within a 5-year cycle, although more frequent assessment is encouraged, especially for courses that satisfy General Education Requirements and/or have high enrollment. The established **Course Assessment Cycle** is publically accessible from TMCC's website.

Faculty are responsible for developing, submitting, reviewing and assessing student learning outcomes for its programs and courses. The documented assessment of student learning outcomes by faculty has been in place since 2004, and development and assessment of student learning outcomes has continued to evolve. In 2012, there was a major push by the faculty-driven Student Learning Outcomes and Assessment (SLOA) and Curriculum, Assessment and Programs (CAP) committees to standardize and educate faculty on how to craft course objectives and student learning outcomes according to Bloom's taxonomy and other best practices. These course objectives and student learning outcomes are reviewed by the CAP committee, which verify both the quality and measurability of outcomes. Student learning outcomes are published in course syllabi for students and in TMCC's Master Course Outline database, which was developed in-house in 2012, for faculty and general public access. Faculty are then required to assess these approved outcomes at least once within a 5 year cycle, although more frequent assessment, especially of general education and high-enrollment courses, is encouraged.

Departments submit Course Assessment Reports (CARs) as evidence of faculty course assessment efforts. These reports ask departments to summarize the methods used to assess course outcomes, the results of the assessment activities, how the departments plan to use assessment results to improve student learning, and whether or not departments will revise student outcomes based on the assessment results. CARs are submitted through Department Chairs and academic Deans to the Assessment and Planning office and are eventually approved by the Vice President of Academic Affairs. **Approved CARs** are published on the TMCC's Assessment and Planning office website.

TMCC is currently assessing 44% percent of its courses, which exceeds the baseline level established in 2010 but falls well short of its 2015 aspirational target of 70%

» *General Education Assessment (4.A.3)*

There have been different attempts to assess General Education at TMCC directly. In fall 2011, the Student Learning Outcomes and Assessment (SLOA) chair created a general education matrix to map every General Education course to (then) nine general education abilities, and implemented a pilot assessment of seven courses in spring 2012. This effort helped established the current General Education mapping

discussed in Standard 2.C, whereby all general education courses were mapped to competencies within each of five general education categories by Fall 2014. Assessment under this mapping scheme began in Spring 2014 with a more robust implementation in Spring 2015.

In Fall 2013, the college purchased and administered the standardized Collegiate Learning Assessment + (CLA+) in an attempt to critical thinking, analytic reasoning, problem solving, and written communication skills at the institutional level. The data summary received from the Council for Aid to Education, however, provided little insight towards our general education curriculum. The college has decided to continue their efforts with curriculum mapping as the means for direct General Education assessment.

» *Assessment of program and degree-level outcomes (4.A.3):*

As with course assessment, faculty develop and submit program objectives and program-level student learning outcomes for curricular review through the CAP committee. These include programs with industry or discipline-specific accreditations whose accrediting bodies review program outcomes (Table 4.2).

Table 4.2. TMCC Industry-accredited Programs

	Accreditation Cycle	Accrediting Agency
Sciences Division		
Culinary Arts	5 years	American Culinary Federation
Dental Assisting	7 years	American Dental Association-Commission on Dental Accreditation
Dental Hygiene	7 years	American Dental Association-Commission on Dental Accreditation
Dietetic Technician	10 years *	American Dietetic Association-Commission on Dietetic Education
Nursing	8 years	Accreditation Commission for Education in Nursing, Inc. (formerly National League for Nursing Accrediting Commission)
Applied Industrial Technology Division		
Paramedic	5 years	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Veterinary Technology	10 years ^	American Veterinary Medical Association
Automotive (Automotive Service Excellence certification)	5 years	National Automotive Technicians Education Foundation (NATEF)
Liberal Arts Division		
Early Childhood Education	7 years	National Association for the Education of Young Children
Legal Assistant	7 years	American Bar Association
* ADA two-step accreditation process: Program Assessment Report is due every 5 years; report and site visit every 10 years		
^ 5 year difference based on probation status		

Associate degree outcomes and results are published in the catalog (p. B-43, 45 and 47) and measured with completion and transfer data acquired by the Institutional Research, Analysis and Effectiveness Office, as well as the TMCC **Graduate Outcomes Survey** conducted by the same office. Question 1 on the 2013-2014 revealed that at least 94% of students felt that their studies at TMCC enabled them to acquire the knowledge, skills and values consistent with their degree of study. Furthermore, at least 95% felt that their studies helped them to develop skills in each of the 5 General Education areas described in Standard 2.C.

» ***Review of Assessment Processes (4.A.6)***

TMCC routinely reviews its assessment processes in the SLOA and CAP Faculty Senate Standing Committees. Among other duties, SLOA is charged with developing and maintaining expertise in outcomes assessment, researching best practices in academic assessment, and recommending appropriate modifications or changes to course, discipline, and program level assessment processes. Among its other duties, CAP is charged with establishing criteria and recommending requirements for all courses, certificates, degrees, programs, diversity, and general education, as well as reviewing these for new approval, changes, or deletions. The CAP chair also serves as the liaison to the Assessment and Planning office and the Vice President of Academic Affairs, who also reviews the college's Program Unit Review and other assessment practices.

» ***Assessment-driven Planning (3.B.2), Core Theme Alignment (4.A.5), and Improvements (4.B.2):***

Each of the PUR self-study's curriculum, demographics and enrollment, and resources sections culminates in proposed strategies to improve the program's ability to enhance student learning. Following review, these sections and further recommendations are incorporated directly into the institution's Educational Master Plan, which "provides a framework to successfully support the implementation of the College vision, mission and strategic initiatives by effectively allocating resources to meet the educational needs of all students." The **Educational Master Plan** and other planning documents establish the College's Strategic Master Plan, which directs the **resource allocation process (RAP)**. In this way, academic programs' funding requests have been vetted by faculty and administrative review and have documented ties to the College's core themes. Beginning in 2014, funding requests that have been identified by the PUR process are now summarized by the Vice President for Academic Affairs' Office for the Vice President of Finance and the Planning and Resource Allocation Council (PRAC). PUR self-studies and their recommendations are all published on the **Assessment and Planning office's website**.

Moving forward with its academic assessment efforts, the college has a number of areas it can improve on. Currently, only 44% of courses offered are being assessed within a 5-year cycle, which is well short of our aspirational target of 70% in 2015. In 2012, the SLOA and CAP committee chairs developed handouts and video tutorials towards crafting course objectives and student learning outcomes according to best practices. Still, continued faculty education on this practice, as well as on the importance of assessment towards accreditation and improving student learning is needed in order to promote faculty buy-in and reach 100% of courses assessed.

The college has also recently experienced difficulties with its PUR process in that programs have turned in unacceptable self-studies or have failed to turn in self-studies on time. The college will need to continue educate and incentivize faculty to contribute quality work towards this process. Furthermore, while

the PUR self-study affords a thorough review of a program's existing curriculum, including strategies to continue to develop and revise to meet future demands, it does not provide for indirect or direct assessment of program outcomes. Faculty will need to work with the Institutional Research, Analysis and Effectiveness Office to develop surveys for soon-to-be or recent program graduates, establish a means for evaluating end-point student work, such as the use of e-portfolios, and/or map program outcomes to specific assessments in specific courses.

Objective 2: Provide relevant and effective non-instructional college programs and services

» ***Assessment (3.B.3, 4.A.1 and 4.A.5):***

The TMCC **Graduate Outcomes Survey** (question 2) is used to assess effectiveness of the college's programs and services from students' perspectives, and average student satisfaction is used as a measure of Core Theme II, Objective II in the Strategic Master Plan. Overall, the college experienced a 10% improvement in average satisfaction in these services compared to the baseline value of 66% in 2011. The **most recent survey** indicates a high degree of satisfaction with many of its products, including TMCC's website (94%), MyTMCC portal (95%), and class schedules (95%) and catalogs (91%), while still needing improvement in services such as Career Services (49%) and Counseling (60%), student government (41%) and campus social and cultural activities (59%), and the online student support center (61%).

Aside from the Graduate Student Survey that is used as a measure of Core Theme II, Objective 2, Student Services and administrative unit assessment has not been as systematic and continuous as the academic Program Unit Review (PUR) and course assessment efforts. From 2005-2007, an Administrative Unit Review was in place whereby administrative unites completed a self-study with analysis of employee survey and customer feedback data supplied by the Institutional Research, Analysis and Effective Office. Similar to the PUR, the Administrative Unit Review was conducted on a 5-year cycle. The process was partially resurrected in 2012 when the Vice President of Finance and Administrative Services Office underwent review, but since then it has not been maintained. The Administrative Unit Review was replaced in 2013 with **Administrative Unit Profiles**, in which units articulated their particular missions, established outcomes and indicators of achievement, and measured indicator baselines towards future attainment of benchmarks (targets). The intent was annually review the unit's mission and progress towards benchmark, which in turn would become a basis for an administrative unit's work plan and be used towards the College's Resource Allocation Process. While some units continue with this practice, many profiles have not been updated with benchmark status, and progress reports have not been systematically collected.

While there is work to be done towards continued and systematic assessment of non-instructional programs and services, pockets of robust assessment practices exist. The Academic Advisement Office produces an **annual report** of their internal assessment efforts, which includes a mission aligned to that of the College, establishment of annual goals, and highlights of activities and progress towards goal attainment. Recently, the Vice President of Student Services held a retreat with department directors towards building a "culture of evidence" in the division. At this retreat, directors mapped current assessment practices to the College's Strategic Master Plan, evaluated the plan for what could potentially be assessed among the student services departments, and established an assessment team that includes representatives of the Student Services division and the Associate Dean of Assessment and Planning. Going forward, this team's purpose is to establish a framework for assessment that is systematic and includes these elements:

- *Conveys the "Big picture"*
- *Information is concise/summarized*
- *Measures are relevant, related to foundations (planning, budge, priorities)*
- *Information is conveyed in stakeholders' or leaderships' language*
- *The purpose is to transform data into information that can be used to make decisions*

The team plans to establish an assessment process and identify outcomes and measures for incorporation into the next Strategic Master Plan in Fall 2015, and create a dashboard of assessment results and share results with stakeholders the following Fall. If successful, the Student Services assessment model can be applied to other non-instructional units of the College.

» *Improvement (4.B)*

Student Services Improvements

Based on the Student Satisfaction Survey and other factors, the College leadership has been committed to ensuring excellent service to students in addition to compliance with federal regulations. Since 2012, the Financial Aid staff has been slowly building up to full staffing, from a low of 8 staff in 2011 to the current staffing level of 12 permanent staff. The industry average, according to the National Association of Student Financial Aid Administrators (NASFAA) Staffing Survey, is 13 for an institution of our size and complexity. For a financial aid office to be just one position below average is actually a remarkable accomplishment in the current economic times. This past January was the first time in many years in which the dean of student services received no complaints, and also the first time that the TMCC police were not called to deal with an out of control student. The current staffing level allows staff to take the time to work with students and demonstrate a level of empathy that would be more difficult with greater staffing shortfalls.

In Fall 2013 the College launched a robust financial literacy program—Financial Literacy and Money Education by Students (FLAMES)—with the assistance of a generous three-year grant from USA Funds. TMCC students have been trained as peer mentors to help other TMCC students gain a better understanding about their money, their attitude towards money, and their choices involving money. In addition to one-on-one sessions, these student peer mentors have created workshops and in-class sessions in an effort to reach out to students. These events are all free and open to the TMCC student body.

In April 2014 the College launched the Veterans Resource Center, a dedicated space to assist student veterans in their successful transition from military service to the academic environment. The VRC is intended to help guide all veterans, eligible dependents and spouses, Nevada National Guard members, and active duty personnel in their educational goals. Entirely operated by veterans, the staff of the VRC is dedicated in using their own personal experiences to support other veterans and their families.

Perhaps one of the College's greatest student services accomplishments is the perfect U.S. Department of Education Title IV Program Review in August 2014. TMCC was selected at random and the review was scheduled for the first week of the fall semester. TMCC received no findings, which is virtually unheard of for a community college. This demonstrates not only the good work of the Financial Aid Office, but also that of the Admissions & Records and the Cashiers offices, as well as strong ties to the academic side of the house. Again, the commitment of the College leadership to dedicate sufficient resources allowed TMCC to achieve perfect compliance with the Program Review.

Administrative Unit Improvements

Objective 3: Meet workforce and educational needs in the service area

» *Assessment (4.A.1)*

A number of NSHE Performance Pool Indicators are used to assess workforce and educational needs in the Strategic Master Plan, most notably graduates with Certificates or Associate of Applied Science degrees. TMCC has currently achieved its aspirational targets in the number of Certificates (70) and AAS degrees (258) but has not yet reached mission fulfillment or aspirational fulfillment status in the number of graduates in STEM or Allied Health (273 and 278, respectively). Still, 76% of Certificate and AAS graduates college-wide are employed within one year of graduation, which is positive.

» *Improvement (4.B)*

Data from indicator measures for Core Theme Objective II.3 suggest that TMCC is committed to meeting the workforce needs of the community. Towards that, the college has a number of Career and Technical Education (CTE) College Credit (formerly Tech Prep) agreements with local high schools, whereby high school students can earn college credit by taking approved courses and passing the Technical Skills and Employability Skills assessments. TMCC has also been awarded a number of Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants towards the vocational and applied trades. In TAACCCT round 3, the college utilized the funding to create a number of 9-29 credit skills certificates that prepare students to take a state, national, or industry-recognized exam and now count towards achievement benchmarks for the college. In the latest TAACCCT round 4, the college was awarded $1.7 million as part of the Nevada Community College Consortium to staff a Veterans Resource Center and to enhance the diesel program.

One area that the college still needs to improve upon is the number of Economic Development graduates, which the college has selected as STEM and Allied Health fields. As an NSHE Performance Pool Funding metric that the college was able to choose, this has financial ramifications as well as being a reflection of college effectiveness. The college's allied health programs--Nursing, Radiology Technician, Dental Hygiene, Dental Assisting, Dietetic Technician, and Veterinary Technology--are limited in size but routinely have 100% graduation and board pass rates. Most likely, then, the college needs to improve the graduation rates of its STEM transfer degrees. This may be partially addressed by enhancing the college's reverse transfer agreement with UNR, whereby students who transfer before completing an associate degree have the option of applying credits they earned at UNR toward the associate degree.

Core Theme III: Access to Lifelong Learning

» *Planning (3.B.2)*

As with the first two Core Themes, Planning for Core Theme III occurs within the Strategic Master Plan, which lays out the general goals for the institution over a 2-year period and contains specific indicator measures towards three core theme objectives related to providing educational and cultural enrichment opportunities, providing a welcoming and accessible environment, and sustaining partnerships with external organizations.

Objective 1: Serve as a resource to the community, both internal and external, by providing a variety of opportunities for educational and cultural enrichment.

» ***Assessment (4.A.1):***

The college uses a number of measures to assess provision of enrichment opportunities and has fulfilled both mission and aspirational status for each measure. For example, the college continues to offer community enrichment opportunities such as music and theatre productions, art gallery events, a Distinguished Speaker Series and other speakers, campus-sponsored events, and Workforce Development and Continuing Education (WDCE) programs. Most notably, the college offers over 171 campus sponsored events and over 1200 enrichment programs through WDCE. Furthermore, the college gages student satisfaction of its educational opportunities through the Graduation Survey (question 4a, 4c). At least 95% of graduates are satisfied with their educational opportunities by indicating that TMCC has helped them meet the goals they expected to achieve and prepared them well to further their education.

» ***Improvement (4.B)***

TMCC's Workforce Development and Continuing Education (WDCE) department strives for continuous improvement. The department conducts student evaluations in every class that we offer and look for ways to improve classes and expand offerings to better serve the community. In this past year WDCE has placed an increased focus on developing short term certificate programs so that students can model our tagline of "Get In, Get Out, Get a Job!" WDCE has increased its offerings in areas that exceed the average job growth rate in northern Nevada so that students are more likely to find a position when they complete their program. Most of these programs can be completed in two to three months and include certification. Additionally, WDCE has continued to grow its personal enrichment programming to better serve the entire community from children through seniors. WDCE has done this in partnership with the school district in the past few years and in the coming fiscal year will be offering these programs completely under the TMCC umbrella, which will allow WDCE to generate more revenue to support general college endeavors.

Objective 2: Provide a welcoming and accessible teaching environment to a diverse community.

» ***Assessment (4.A.1):***

TMCC values diversity and strives to maintain an environment that reflects community demographics and serves underrepresented student population groups. For example, the College's Success First program discussed earlier is geared towards the historically underserved population of first-time, first-generation students. Considerable support from program instructors, counselors and administrators are offered to these students during the program. Furthermore, students who complete the Success First program can apply to be part of the BioPrep workshop in their second summer of college. In this 5-week workshop, funded by a collaborative National Institutes of Health (NIH) Idea Network of Biomedical Research Excellence (INBRE) grant awarded to the University of Nevada, Reno and TMCC, students complete a hands-on, laboratory intensive research project and present their findings in a poster session to administrators, faculty and staff. This experience, which often occurs prior to their first college-level science course, gives students a glimpse at the possibility that their education affords them very early in their college careers.

Success First students' retention in the Success First program, course completion rates (especially in gatekeeper courses), persistence from fall to spring and fall to fall, and graduation rates are measured and compared to the remaining IPEDS Graduate Rate Survey (GRS) cohort of students who were not Success First participants. Although these measures most directly align with Core Theme I, Student Success, they are also indirect measures of the welcoming and supportive teaching environment offered to these students throughout the program.

The College also measures the ratio of under-represented student population groups compared to community demographics and the ratio of under-represented faculty and staff compared to student demographics at the college. Currently, TMCC has 35.4% under-represented student population groups, and compared to under-represented student groups seen in Washoe County of 33.6%. Compared to TMCC's under-represented student population groups, the college has 21% under-represented faculty and staff. Both statistics achieve mission fulfillment status, but TMCC would like to exceed the under-representative faculty/staff to student ratio towards its aspirational target.

» ***Improvement (4.B)***

Ongoing assessment of Success First has led to considerable improvement of the program and enhancement of student learning achievements. Success First students have yielded graduation rates that are more than double of their IPEDS Graduate Rate Survey peers who did not participate in the program. At Success First's inception in 2010, students who placed at low developmental levels were eligible and enrolled in reading or developmental English and college and life skills (EPY 101) courses as part of the program. STEM concepts were introduced into the program's curriculum in 2011 and 2012. Assessment of program curriculum and course completion and persistence measures lead to the introduction of peer math workshops in 2013 and integration of full developmental math courses (MATH 95 and 96) in addition to English and EPY 101 courses the following year. In 2015, two sections of college-level math (MATH 126) were introduced in for students who placed higher than the developmental math sequence, and the program was extended from five to six weeks to better accommodate the more intense math curriculum. English courses were moved out of the summer program and to the subsequent fall semester. Although data from the 2015 Success First cohort are yet to be assessed, it is anticipated that Success First will continue with this model as a means of improving gateway course completion.

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

» ***Assessment (4.A.1):***

TMCC actively seeks to capture Washoe County high school students and to form partnerships with the community in order to promote lifelong learning opportunities for students of all ages and career aspirations. To assist with capturing WCSD high school students, the college has recently re-emphasized its dual credit program as the Jump Start program, discussed earlier in this chapter. The college has also enhanced its internship program, which was almost non-existent in 2010. Finally, TMCC has significantly increased its revenue in the form of grants, contracts or gifts towards enhancing its programs.

The Institutional Research, Analysis and Effectiveness Office collects data on a number of indicators towards measuring Core Theme III, Objective 3. TMCC currently has 152 students enrolled in dual credit

courses, which fulfills mission status but falls just short of its aspirational target of 160. WCSD graduate capture rate is down slightly from the 2010 level of 27% to 26%. Apprenticeship participants are also down with 148 students having 257 apprenticeship enrollments. On a more positive note, TMCC now has 86 internships compared to 0 in 2010, and has almost doubled its revenues from grants, contracts or gifts from $6.9 to $11.5 million.

» *Improvements (4.B)*

Overall, TMCC is fulfilling mission status for 13 of the 15 indicators (measures) used to evaluate Core Theme III and is meeting its aspirational targets in 12 of the 15. Most notably, there has been a slight decrease of 1% in the WCSD graduate capture rate, and a marked decrease in the number of workforce apprenticeship students and enrollments. As mentioned, the college is working diligently to increase WCSD capture rate through its Jump Start Dual Credit Program, whereby students can take college courses that also count towards their high school graduation. It is hoped that these students will have a positive experience and make a full-time transition to TMCC upon graduation. Targeted recruitment efforts will also need to be intensified to capture the general WCSD graduate population.

The marked reduced number of apprenticeship enrollments may be a reflection of the economic cycle. In 2010, when the baseline number of apprenticeship students and enrollments was established, the economy continued to struggle, and the region experienced a high, stagnant unemployment rate. This suggests the typical practice of recently unemployed individuals returning to school in order to retool themselves for the workforce. As the economy and unemployment have improved, individuals return to work. As mentioned, TMCC has continued to meet workforce demands, however, by recently establishing targeted skills certificates that lead to state, national, or industry-specific certifications upon passing the required examination. The college approved 27 new skills certificates in the 2013-2014 academic year and 16 in 2014-2015.

CHAPTER 5
MISSION FULFILLMENT, ADAPTATION, SUSTAINABILITY

ELIGIBILITY REQUIREMENT 24.

The institution demonstrates that its operational scale (e.g. Enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

As demonstrated throughout this self-evaluation report, TMCC maintains sufficient institutional infrastructure to meet its mission and core themes.

The College carefully balances and prioritizes its resources to ensure its operations remain effective and efficient. The College retains dedicated and well-qualified faculty and staff to serve its students. The student to faculty ratio is low, with small class sizes that enhance students' educational experience. College constituencies work together to define enrollment goals that will ensure continuing stability of student numbers and revenues.

Despite budgetary cuts from the implementation of the new formula funding, TMCC operated and planned for a balanced operating budget, while leveraging grants and non-state accounts to invest in program initiatives supporting student success. In fiscal year 2014, TMCC was awarded $7.2M in grant funding that included $4.2M to benefit career and technical education programs, $1M to support adult basic education and $504,235 to prepare students for success in biomedical degree programs. TMCC has also maintained and met its fund balance reserve policy and has maintained a 3% contingency account throughout the fiscal year to cover revenue shortfalls and unplanned but necessary expenditures.

Despite the lack of state supported capital improvement funding, TMCC gained generous community support to implement major renovations and facility additions for its IGT Applied Technology Center and Redfield Health Science Center. These projects align with the College's 2014 Facilities Master Plan.

Infrastructure, including facilities and technology, is maintained and updated regularly. Currently, about a $1 million network infrastructure upgrade is underway to strategically position the College for new and higher bandwidth applications, streaming video content in the classrooms, and a telephone system upgrade to a Voice over Internet Protocol (VoIP) system.

5.A Mission Fulfillment

> *5.A.1. The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.*

> *5.A.2. Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.*

Collectively, the preceding chapters of this report illustrate that TMCC engages in regular, systematic, participatory, self-reflective and evidence-based assessment of its accomplishments. These assessments include both formal and informal processes and represent constituencies from across the College, ensuring inclusiveness in decision making.

In chapter 1, we define our mission statement and core themes as well as our definition for mission fulfillment. In chapter 2, we document the resources and capacity necessary to fulfill that mission. Our comprehensive and participatory assessment processes are outlined in Chapters 3 and 4. Multiple measures of institutional effectiveness yield data to identify strengths and weaknesses in practices, policies, and programs. Data are then used at the department, division and executive levels to assess accomplishments and plan new interventions. In doing so, the College ensures full commitment to its core themes and mission.

TMCC defines mission fulfillment in terms of performance in each Core Theme and its objectives. The mission is considered fulfilled when 80% of the established core theme measures are satisfied. Currently, 80% of the measures for Core Theme I, 90% for Core Theme II and 87% for Core Theme III have been met. Overall, TMCC is fulfilling its mission. These results are articulated to the College and the public through multiple vehicles, including the TMCC FactBook, published updates to the Strategic Master Plan and presentations at Convocation and to the Board of Regents.

5.B Adaptation and Sustainability

> *5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.*

> *5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.*

> *5.B.3 The institution monitors its internal and external environment to identify current and emerging patterns, trends and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction and review and revise, as necessary, its mission, core themes, objectives, goals or intended outcomes of its programs and services and indicators of achievement.*

No entity is immune to external forces. Over the last several years, TMCC has experienced unprecedented challenges in terms of staffing, budget, resources and capacity. State allocation to TMCC has been cut on an annual basis for the last five years running. In AY 08/09, state allocation to TMCC was $39.4 million. In AY 13/14 state allocation was reduced to $30 million. This represents a 24% reduction in state allocation. Over the same period, enrollments moved from 13,137 to 11,686, representing an 11% reduction in enrollment. In the coming year, we are facing an additional $2.1 million reduction, but with the new funding formula we must increase enrollments just to break even financially. This financial pressure has become a crucible by which TMCC has begun to reinvent itself, its processes, and its existence in order to be effective and reactionary to external forces, while maintaining an effective balance between following a planned agenda and adapting to emerging opportunities and exigencies. The College frequently embraced new projects as funding becomes available or reallocated. Several examples of how we are accomplishing this follow:

» *Enrollment Management and Customer Relationship Management (CRM) System*

Given a continuous downward trend in annual state-supported FTE since 2009-2010, coupled with a recent shift in the NSHE funding formula that focuses on completion rather than enrollment, strategic enrollment management has become more important than ever. In 2014, TMCC formed an Enrollment Management Team to assist with development and implementation of enrollment processes, and formulate strategies to support enrollment patterns that maintain viability of the College and result in student access and success.

The College recognizes that sustainable enrollment requires an enhanced student relationship throughout the student lifecycle, from recruitment to alumni status. To this end, TMCC partnered with the College of Southern Nevada to evaluate a complete student lifecycle customer relationship management (CRM) system. Once implemented, the CRM system will provide full student lifecycle tracking and management and assist the College in growing our applicant pool, streamlining our admissions processes, advising and communicating with students towards improving retention and completion, and maintaining positive relationships with our alumni.

» *Responding to Programmatic Accreditation Needs*

In order to respond to National trends and demands in workforce training and education, TMCC monitors closely, programmatic accreditation requirements in order to provide the most current training possible. As an example, the Radiologic Technologist program will be developing a new online program for training in MRI technology. National certification in MRI will require 16 hours of structured education starting in January, 2016. Very few colleges have developed the programs necessary to comply with the requirements, so our Radiologic Tech program has developed the curriculum and will deliver in an online format to reach not only our students, but students across the state and nation.

» *Partnerships with K-12*

TMCC has been actively developing stronger partnerships with K-12 programs within our service area. To this end, several programs have been developed.

- *The college has a number of Career and Technical Education (CTE) College Credit (formerly Tech Prep) agreements with local high schools, whereby high school students can earn college credit by taking approved courses and passing the Technical Skills and Employability Skills assessments. The TMCC CTE College Credit Program offers high school students the opportunity to earn a maximum of 21 college credits for approved CTE coursework completed in high school. The CTE pathways are clearly articulated with the State Department of Education.*
- *The Jump Start Dual Credit Program is an opportunity for high school students to start the transition to college early by taking a college course taught by a college instructor while in high school, while also receiving credit towards high school requirements.*
- *TMCC High School is a rigorous early college high school on a college campus for degree-seeking 10th, 11th, and 12th grade students. The school, on TMCC's Dandini campus, is a partnership between TMCC and Washoe county School District that provides motivated, academically prepared students an early college experience that can result in an Associate's degree upon high school graduation.*

» *Promoting College Readiness*

The College has planned several initiatives towards promoting college readiness among high school and newly enrolled students, including the Career and Technical Education program, Jump Start: Dual Enrollment, Success First, Steps to Enroll, and the Student Orientation Advising and Registration (SOAR) program. The **Career and Technical Education College Credit program** allows high school students to earn college credit by taking approved high school classes taught by high school teachers. High school students have the opportunity to earn the State Certificate of Skill Attainment towards college credit at TMCC or any NSHE community college by earning a B or better in the program course sequence and passing the associated Technical Skills and Employability Skills exams.

» *Responding to Industry and Workforce Need*

TMCC has been awarded a number of Trade Adjustment Assistance Community College and Career Training (TAACCCT) grants towards the vocational and applied trades. In TAACCCT round 3, the college utilized the funding to create a number of 9-29 credit skills certificates that prepare students to take a state, national, or industry-recognized exam and now count towards achievement benchmarks for the college. In the latest TAACCCT round 4, the college was awarded $1.7 million to continue this effort.

» *Enhancing Infrastructure*

The TMCC IGT Applied Technology Center is undergoing a major renovation in the coming year funded in part by a grant from the Economic Development Administration (EDA) to prepare students for employment in the technical, middle skills professions that are becoming more prominent in economic development discussions. These professions include manufacturing, welding, green technologies, automotive and diesel, and logistics to name a few. The planned IGT remodel is being planned to accommodate additional modifications anticipated for this program. Additional grant and community support is being pursued to support this change.

Additionally, the Pennington Health Sciences Center is currently approaching completion. Initially commissioned as a project to bring all of the Nursing program to one location, further analysis of room utilization and facility usage identified an opportunity for expanded health science offerings at the Center.

In the fall semester of 2016, the Radiological Technology program will move to the center as well opening all of the current facility for expanded offerings in Nutrition and Biology. The repurposing of the space is another example of how limited resources are being leveraged against student demand to provide the most efficient and sustainable utilization of scarce resources.

Despite the strained economic environment, maintaining and expanding robustness of assessment processes has been a top priority for the College. TMCC is committed to providing quality education to our students and serving our community. To that end we have invested in formalized administrative oversight while continuing to value a faculty-driven assessment:

» *Establishing the Assessment and Planning Office*

In response to a recommendation made in NWCCU's Year One Peer Evaluation Report in 2011 to finalize and implement a system of assessment that encompasses all of its offerings and is conducted on a regular basis, the College created a Student Learning Outcomes Assessment (SLOA) Officer position under the Vice President of Academic Affairs and Student Services (VPAA/SS). The SLOA Officer, with an assembled a committee, established a system and cycle of assessment, and served in an advisory capacity to existing General Education, Academic Standards and Curriculum Faculty Senate standing committees. Recognizing the need for greater faculty governance over assessment practices, SLOA was granted full Faculty Senate standing committee status and charged with being the representative institution-wide body for course, discipline, and program level student learning outcomes and assessment issues. Meanwhile, the General Education, Academic Standards and Curriculum committees were merged into the Curriculum, Assessment and Programs (CAP) committee.

To institute formalized administrative oversight of assessment practices, the College established an Assessment and Planning Office under the VPAA/SS in Fall 2011. This office ensures systematic and continuous assessment and assessment reporting practices in line with NSHE Board of Regents and accreditation standards, collaborates with the SLOA and CAP committees, and assists faculty with student learning outcomes development and assessment practices in general.

» *Embedded General Education in Applied Degrees*

In June 2011, the NSHE Board of Regents approved a policy to limit associate's degrees to 60 credits. This caused great concern about the ability of Associate of Applied Science degrees AAS to maintain their technical content, and General Education, within the 60-credit limitation. In response to these concerns Regents enacted a new policy allowing for the embedding of Math, Science and Human Relations General Education (GE) curriculum within existing courses of an AAS. While this solution provided a way for AAS degrees to offer both their technical content and general education, it posed new challenges in assessing embedded content. To resolve this, the Student Learning Outcomes Assessment (SLOA) and Curriculum, Assessment and Programs (CAP) committees required courses with embedded content to devote at least one learning outcome to this curriculum and to undergo the same GE criteria review as stand-alone GE courses. Additionally, assessment instruments must be able to measure embedded content. In this way, the College continues its commitment to academic assessment.

While the future remains unpredictable and we no doubt have challenges to face in the future, we are convinced that TMCC, at present, is better prepared to meet those challenges than at any time in its past.

CONCLUSION

Truckee Meadows Community College's Year Seven Self-Evaluation Report is the product of tremendous campus-wide collaboration. The report builds upon previous NWCCU evaluations and has provided a valuable vehicle for self-reflection. Although TMCC finds itself in the midst of a turbulent fiscal arena, student access and success will remain paramount in our decision making processes and will depend heavily on data driven decision making processes help guide our institutional direction as we address future challenges.

Of significant importance will be the continued restriction of funds from the State. With the loss of funds, programs will have to be evaluated for their viability. In order to respond to the demands of our workforce, we will become more heavily reliant upon the Community College Collaborative, the TMCC Institutional Advisory Board, partnerships with our sister institutions and will have to identify additional funding sources to support our academic programs. Furthermore, we will are looking forward to stronger relationships within the college itself, leveraging limited resources and implementing national best practices for academic efficiency. Programs involving undergraduate research, strong student government interaction are showing strong promise in their ability to push students to completion.

Community Colleges across the state of Nevada continue to face extraordinary challenges at the state level financially, structurally, and technologically. Workforce demands are on track to outpace our ability to train our workforce, while at the same time state funding is on track to fall below our ability to even maintain current levels of service. Maintaining a focus on our institutional mission and core themes will provide the compass we will need to navigate the next few years of financial uncertainty. The campus community has worked hard to maintain the standards and intent of the College's core themes. As indicators of our success, they will allow us, as an institution, to maintain our high standards and robust campus community as we fulfill our mission and serve our students.

APPENDIX

This list of exhibits will also be provided as hard copies during the site visit.

- Facilities Master Plan
- 2010 Focused Interim Report
- Year-One Peer Evaluation
- Year-Three Peer Evaluation
- 2010 Recommendation
- 2011 Year-One Self Evaluation
- 2012 Year-Three Self Evaluation
- Responses to NWCCU Recommendations
- Strategic Master Plan
- Course Catalog
- NSHE Board of Regents Handbook
- NSHE Procedures and Guideline Manual
- NFA Contract
- TMCC Policy Manual
- TMCC Bylaws
- TMCC FactBook
- Educational Master Plan
- TMCC Annual Security Report
- Student Guidebook
- Technology Strategic Plan
- Foundation Bylaws
- 2015-2019 NSHE Planning Report
- PUR Handbook