

STANDARD THREE: STUDENTS

Element 3.D - Student Services

The institution recruits and admits students qualified to complete its programs. It fosters a supportive learning environment and provides services to support students' achievement of their educational goals.

Indicator: Admissions Policies & Practices

3.D.1 The institution adopts student admission policies consistent with its mission. It specifies qualifications for admission to the institution and its programs, and it adheres to those policies in its admission practices.

Detailed Findings

Narrative summary of progress -- or not -- since last report

The 2000 Interim Report stated that "TMCC has made no changes in admission policies since the initial accreditation in 1975." It also reported that no changes were made in graduation requirements nor grading, as well. The college has an open-door policy for admission by the entire community, which is consistent with the Institution's mission (*Catalog 03-04, p.5; on the map in the Schedule, on the Website*). Admission criteria stipulates "all persons who are 18 years or older are eligible to register at TMCC." Individuals in specific categories such as those under age 18, and those not a U.S. Citizen, may also be eligible.

Further, as quoted from the Appendix A#2 (*Catalog 03-04*) "Admission to TMCC implies general admission to the college only, and does not constitute admission to a specific curriculum or courses which may require additional admission criteria, such as the programs where admission is limited (see list under Current Status).

Since the 1995 report, some programs of study are new and have been added to keep up with community needs. **NEED TO CHECK WITH ????? TO GET WAY TO PULL DOWN PROGRAMS WITHOUT HAVING TO GO THROUGH DEGREE CODES SHEETS BY HAND!!**

In the 1995 report, facilities were referenced as adequate; there was sufficient staff and they were cross-trained. Some concern was expressed for the protection of records (this topic is also addressed within Element 3.C) According to the Director of Admissions and Records, significant improvements have been made and these are covered under Current Status

Also at that time, a Standing Committee existed to review and recommend procedural changes in both admissions and registration. They were addressing concerns about the class schedule. According to the Director, the Academic Standards Committee of the Faculty Senate now provides this review and the Director attends as an ex-officio member.

The following items were addressed in the 1995 and 2000 reports, but are not mentioned in the current self-study; however it was felt that feedback should be provided on them:

The following items were addressed in the 1995 and 2000 reports, but are not mentioned in the current self-study; however it was felt that feedback should be provided on them:

Under Future Plans, it was stated that “A&R is also planning to purchase a laser disk storage system which would allow campus-wide access to student files.” In _____date A&R purchased a document-imaging program which would allow access to student files on any desk top that has the network software. This is not a laser disk storage system, but it is a server storage system with back-up capability.

The same reports indicated that A&R would “obtain college catalogs on CD-ROM to facilitate the evaluation of transfer credit.” The Public Information Office has a CD-ROM for the 04-05 Catalog which is only available for professional dissemination. **WHAT ABOUT TRANSFER CREDIT EVAL???**

Again, under Future Plans, these previous reports said “the planned restructuring of Student Services will transfer application processing to the New Student Programs area in order to initiate the one-stop shopping services for new students.” If, by “processing” it is meant to add students into the SIS database, this function belongs exclusively to A&R.

Under “weaknesses” and “recommendations”, it was reported that A&R staff needed to develop a means to identify the actual goals of enrolled students...to establish true measures of student success, program outcomes, and institutional effectiveness. Interpretation by TMCC of “goals” is meant to address student academic goals regarding a degree, personal, job, etc. The TMCC application has seven fields available for students to select their intended goal. **(Exhibit ????, TMCC Application)**

Current status: Admissions and Records Office is located in the Red Mountain Building. There are 16 allocated positions of which 15 are filled; one is vacant with recruitment underway. In the area of file protection, the following improvements were made: acquisition of locking, fire-proof cabinets; coded entry locks with codes changed every six months; electronic grade books with faculty submitting grades electronically by Spring 2005; purchase of document-imaging hardware and software; and tape back-up provided through the UCCSN centralized computing center. Last spring, TMCC took great steps toward the implementation of the document-imaging program, but discovered that the entire process of scanning and indexing the archives was considerably time-consuming and not cost-efficient. It was recommended that investigation be done into outsourcing options to perform the archiving all at one time. TMCC is in the final stages of review on companies and expects to select a provider within a few weeks.

The catalog is now available on-line which basically eliminates the need for a CD-ROM; also links have been created for students to access Transfer Agreements from some other Universities. In addition, a new program called “Darwin” allows the appropriate TMCC staff, as well as students, to access their DARS—Degree Audit Report, to enable them to review the classes taken--and needed--for various degrees. **Still uncertain about previous reports statement about evaluation of transfer credit???**

In regards to “application processing” mentioned above, while Starting Point is an invaluable resource for gathering applications and directing students to A&R services, the job of adding student to the system is seen as A&R’s alone, for reasons of accuracy and security. There is an ongoing discussion in New Student Program about how to best serve students between Starting Point and A&R.

In addition, on May 24, 2004, the President’s Cabinet approved the Information Technology Disaster Recovery Plan. As stated in the report (p 8), “the mission of the

Disaster Recovery Plan is to establish defined responsibilities, actions and procedures to recover the TMCC computer, communication and network environment in the event of an unexpected and unscheduled interruption.”

Admission practices which include the application form, placement testing, and the registration procedure are all new since the 1995 interim report. In addition to dropping the application off in person, mailing or faxing it, individuals can now complete and submit the form through the TMCC website. The application has seven fields from which a student can select their intended academic goal: 1) one-yr certification program; 2) two-yr associate degree; 3) two-year associate degree then transfer to a university; 4) lower division classes toward a baccalaureate degree; 5) upgrade current job skills; 6) personal interest; and 7) basic skills in English or math. **It has not been determined, at this time, how this information is to be used, and by whom to “establish true measures of student success, program outcomes, and institutional effectiveness” as recommended in the previous reports. ???**

The use of Accuplacer to assess Math and English skills for placement into the appropriate level of class was instituted and the scoring system is updated regularly. The former Touch-Tel registration system using the telephone has been replaced by Web-Reg for enrolling in classes online. Other web access services include the student’s ability to print grades, class schedule, transcripts, DARS for their declared major, and other forms.

The following lists indicates those programs of study that require Special Admission procedures:

Dental Assisting	Automotive Technician Educational Cooperative
Dental Hygiene	Diesel Technician Educational Cooperative
Nursing	Fire Science
Radiological Technology	High Sierra Academy
Certified Nursing Assistant	Cosmetology
Paramedic	Apprenticeships
Emergency Medical Service	
Veterinary Technician	Massage Therapy

In order to be considered for selection into any of the *health science* programs, the applicant must satisfy certain requirements and submit the necessary application form to the Admissions and Records office which compiles and prepares the required documents for committee review by the respective departments. The admission policies for the health science programs are located next to the curriculum worksheets in the catalog as well as on the department website. Further information about admission to these programs may be obtained from either the Admissions and Records office or health sciences divisions. Monthly information sessions are held to introduce, promote, and recruit individuals into selected career fields.

For *non-health science* programs, individuals obtain an application form and information from the office of that particular program of study. Some of these programs do not have a central place describing their admission procedures and contact needs to be made directly with the coordinator of that particular department.

Instead of having a one-day “Help Line” activity where a booth was staffed with employees to help students apply and/or register at the beginning of each semester, “The Starting Point” was created. This is a permanent, centralized place where individuals are assisted in person or on the phone, by trained student workers in all aspects of the admission/registration procedures and to answer other questions about the college.

Additional outreach efforts to facilitate admission are provided through computer kiosks placed at various areas on each of the three college sites. Technology also advances the use of online chat rooms and free student email accounts which allow students to directly interact with staff by emailing questions regarding admission/registration procedures from any computer location. Live Support Online is available Monday through Friday from 10 a.m. to 3 p.m. and is offered by Admissions and Records and Starting Point.

Detailed Analysis

Strengths:

- 1) Open-door policy for entire community for general admission to the college
- 2) Special admission procedures exist to assure that programs enroll the most qualified applicants
- 3) Web-Reg allows printing the confirmation of student's schedule of classes; clearly addresses pre-requisites over the less effective Touch-Tel, and is a plus for those who are Internet-savvy
- 4) Placement testing, known as the Accuplacer, assures that all students begin at the appropriate class level. For out-of-state individuals, online testing is available at proctored sites in their state
- 5) Starting Point is a permanent site for assisting students with admissions and registration instead of the former one-day Help Line.
- 6) A Live Support time is available through the internet is sponsored by both A&R, Starting Point and Financial Aid Office.

Weaknesses

- 1) Special admission procedures not uniformly published
- 2) Web-Reg is the ONLY way to register for classes; is a minus for those who are not Internet-savvy (i.e., ABE/ESL, Seniors, etc) or have no, or limited access to a computer, or a powerful enough one.
- 3) The Accuplacer is only offered on the Dandini campus and is not convenient for all students (i.e., time issues and transportation)
- 4) The majority of departments no longer maintain waitlists for full classes so student access is limited thereby potentially discouraging further attempts at attending the college.
- 5) The college catalog is no longer printed; access is only online. This, plus the current discussion of providing the class schedule online as well, is detrimental to recruitment and retention efforts, for those non-computer owners or users (for whatever the myriad of reasons), for those whose computers have no SOL or PDF, for different learning styles, and for those who find flipping paper pages more user-friendly.

Recommendations

Areas of strengths to be commended

- 1) TMCC has made a tremendous effort to accommodate any individual desiring further education and training. This is exhibited in its open-door policy. It adheres to its mission of providing lifelong learning opportunities offering seven areas of programs and support services for students at different levels of need.
- 2) Special admissions procedures facilitate the greatest potential for success by qualifying students through department-specific application process and rating systems or interview for acceptance to certain programs of study.
- 3) The institution embraces current and future technologies to offer the student an effective and efficient mechanism for the admission process (i.e. TMCC website) and encourages two-way communication (i.e. student email and online live support).

Measures to address weaknesses

- 1) Programs of study where special admission procedures exist need to be reviewed for uniformity of documenting application procedures in the catalog curriculum worksheets as well as anywhere else that they are published.
- 2) Non-computer owners and users would benefit from some targeted training and information regarding accessibility to and utilization of the Web-Reg system; possibly an instructional videotape.
- 3) Providing the Accuplacer at the off-campus TMCC sites could encourage recruitment and enrollment efforts.
- 4) Based on the recent information on unduplicated attempts to register indicating underserved FTE, and frustrations expressed by students, it is suggested that the issue of re-establishing of some mechanism for waitlists for students be further explored.
- 5) Make printed copies of college catalog and schedule more widespread in locations within the community, i.e, libraries and other identified public areas. Consider charging a nominal fee, as low as \$2.50 for a hard-copy of the catalog, similar to how other colleges handle this.

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Timeline for implementation

STANDARD THREE: STUDENTS

Element 3.D - Student Services

The institution recruits and admits students qualified to complete its programs. It fosters a supportive learning environment and provides services to support students' achievement of their educational goals.

Indicator: Student Diversity, Rights, Responsibilities

3.D.2 The institution, in keeping with its mission and admission policy gives attention to the needs and characteristics of its student body with conscious attention to such factors as ethnic, socioeconomic, and religious diversity [AND DISABLED ??] while demonstrating regard for students' rights and responsibilities.

Detailed Findings

Narrative summary of progress – or not – since last report

The 1995 report recognized that TMCC had adopted the NASPA [National Association of Student Personnel Administrators] policy on student rights and responsibilities. TMCC appears to still be utilizing this source.

Found little, if any, discussion in either 1995 report on issues of diversity, whether ethnic, socioeconomic, or religious; however it did address the Re-Entry Center and Veterans Upward Bound. There was slight mention of ADA and accommodations. However, all three of these areas are covered in more detail below under the Current Status section.

Current Status: The 03-04 Catalog (p 14) and Student Handbook, (p 4) lists the following:

Student Responsibilities

- Read and understand the contents of the course catalog.
- Become familiar with all college policies and procedures.
- Be aware of college deadlines, including dates for registration, fee payments, dropping classes and registration changes.
- Keep the college informed of changes in name, address, phone number, enrollment changes which could affect financial aid awards and/or any other circumstances which could affect satisfactory progress toward a degree.
- Attend class and complete all assignments in accordance with the expectations established by the instructor.
- Behave in a manner which contributes to a positive learning environment for all in the classroom and on the campus

further responsibilities were found in the following:

“Rules and Disciplinary Procedures for Members of the University Community” p 256-8, Appendix L

“Academic Honesty” #17, Appendix L

“Unsupervised Children” Appendix R

“Student Conduct Policy & Procedures” Website

Unfortunately, unlike the student responsibilities, there is no identified listing in one place which addresses student rights, except in the TMCC Administration Manual. The Catalog, the Schedule, the Website, and Student Handbook were sources for gleaning the following items:

Student Rights

- Nondiscrimination Statement *Catalog p 4; Website*
- Equal Employment *Website,; Fin Aid Homepage*
- Rehabilitation Act *Website, SOS Office Homepage*
- Americans with Disabilities Act *Website, SOS Homepage; Faculty Syllabi*
- Equal Opportunity & Affirmative Action Policy *Appendix M: "Grievance Procedure Related to Equal Opportunity"*
- Grievance Procedures *"Appeal of Policy; Appeal of Class Grade" Handbook p 9, 25*
- Appeals *"Appeal of Policy; Appeal of Class Grade" Handbook p 9, 25*
- Sexual Harassment Policy *Appendix N*
- Family Education Right to Privacy Act *Catalog p 8; Appendix G; Schedule p 108*
- Financial Aid Rights *Catalog p 13; Website F.A. Homepage; Handbook p 26*
- Account Rights *Website F.A. Homepage*
- "Safety & Security" *Appendix P*
- "Drugs & Alcohol Prevention Policy" *Appendix O; Handbook, p 9-10, 25*
- "Religious Holiday Observations" *Appendix Q*
- Student Conduct Policy *On Website*
- Complaint Form *On Website*

TMCC's Administrative Manual (7/1/01), however, does address specific and detailed Students' Rights in one place from page 169-176, number 3400 to 3450 and covers the following areas [but not published for students in places they can access]:

Preamble

Freedom of Access to Higher Education

In the Classroom

Protection of Freedom of Expression

Protection Against Improper Academic Evaluation

Protection Against Improper Disclosure

Student Records

Student Affairs

Freedom of Association

Freedom on Inquiry and Expression

Student Participation in College Government

Student Publications

Off-Campus Freedom of Students

Exercise of Rights of Citizenship

Institutional Authority and Civil Penalties

Procedural Standards in Disciplinary Proceedings

Standards of Conduct Expected of Students

Investigation of Student Conduct

Status of Students Pending Final Action

Hearing Procedures

Student Appeals Board

Religious Holiday Observation

Sexual Harassment

Diversity See exhibits ??? for charts on “Enrollment Changes: ’96-03 comparing minority students to the general student population” and “Enrollment by Ethnicity: Fall ‘03” (Need to review, compare, summarize, and quote something from these charts)

TMCC has a variety of offices and programs that attends to the various needs of its diverse community, such as the student clubs and organizations, the Multicultural Diversification Office, Re-Entry Center, Silver College, Student Outreach Services, TMCC High School, Veterans Upward Bound, and Workforce Development & Continuing Education (formerly Outreach College).

Clubs & Organizations (Catalog p 19; Handbook p 8)

- Asian Pacific Islander
- Ambassadors
- ASTM -- Student Government
- American Institute of Architect Students
- Black Student Organization
- Latinos Unidos of Nevada Association
- Lizard College Gaming Association
- Native American Association
- Philippine United Student Organization
- Science Club
- Students American Dental Hygiene Assoc
- International Club
-

Multicultural Diversification Office (Catalog p. 20 and Website)

This office is responsible for creating and initiating cooperation from the institution to make the college more inclusive, aware, and sensitive to the needs of a multicultural and diverse society. Recently, _____ date?? the office has been given a new name and a new director has been hired. The areas of focus include the following:

- Academic diversity
- Advocate for underrepresented students and staff
- Annual multicultural festival
- Campus Ethnic Minority Affairs Committee
- Community Advisory Board
- Cultural awareness and sensitivity training
- Enhance the diversity of students and faculty
- Mentor program
- Provide diversity reports to the Board of Regents
- Provide diversity training and networking to the community
- Workshops on diversity and multiculturalism
- Workshops on recruitment, retention, graduation and employment equity
- Workshops on recruitment, retention and promotion of faculty and staff
- The infusion of diversity into the curriculum (as seen in the class syllabus and on worksheets)

The focus of the efforts of the Multicultural Diversity Office is not only on the experiences of a single racial / ethnic group, but on the contribution and achievement of diversity and multiculturalism to a broader intellectual experience of all students. The college has undertaken the challenge to become a more diverse, multicultural institution by the year 2006 as shown in the renewed commitment outlined in the TMCC Diversity Goals.

Re-Entry Center (*Catalog p 16; Schedule p 107*)

The Re-Entry Center offers assistance to special populations who are returning to or continuing in school and/or the workplace. The Center, which is 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. Assistance is offered through several programs: Federal Perkins III Educational Partnership Program renewed at \$57,243 for 04-05), Project Wings (private sponsorships), and the Washoe County Displaced Homemaker Program renewed at \$250,000 till 2007; amounting to \$60,000 per year plus fluctuating carry-over funds each year). (staffing, eval surveys, strengths, weaknesses????)

Senior Citizen Students (*Catalog, p 11 and Website*)

Individuals 62 or older who have been a Nevada resident for one year qualify for this program. Tuition discounts apply only if there are seats available in a class; the full tuition must be paid if the class becomes full. The following also outlines the fee structure: There is no application fee, nor per-credit charge to register for a regular course. All lab and special fees, including the \$4 per-credit technology fee are paid by the individual. Also, 80% of the cost of community services classes and full price for community services conferences, online courses, and motorcycle workshops are paid by the individual. (STATS ON SR CITIZENS SERVED???)

TMCC High School (*Catalog, p 107 and Website*)

TMCC is one of only a handful of colleges nationwide to be home to a school district high school. TMCC High School is designed for juniors and seniors who want to get a jump on their college education. This program gives high school students the opportunity to attend and earn college credit while they are still in high school classes. Admission process consists of an application and acceptance procedure. (stats on admissions, completion, retention rates ???)

Student Outreach Services (*Website SOS Homepage; schedule p 107*)

Student Outreach Services (SOS) mission is to provide tools to develop student academic, career, and personal success. This office oversees the total operations of the Disability Resource Center (DRC), the Learning Hub, and the Learning Assessment Program (LEAP). (*Catalog, p 19*) The SOS office, itself, along with LEAP are located at the Meadowood Center and provides academic advisement, career exploration, counseling services, and referrals for students needing disability resources, tutoring, and information on acquiring a degree through the use of a work-experience portfolio. The DRC and Learning Hub are located on the Dandini Campus. (staffing, eval surveys, strengths, weaknesses????)

Disability Resource Center

The Americans with Disabilities Act (or ADA) states that a person is eligible for accommodations if they are “qualified students with physical or documented learning disabilities.” This means that the college provides disability services at no charge to the student. Students are responsible for filling out an application, providing documented proof of their disability, participating in a personal interview, and assisting in the development of an accommodation plan, which may include one of the following services.

- Note taking, reading and/or writing assistance
- Recorded textbooks
- Interpreter services
- Access to specialized computers and software
- Reading and/or writing assistance
- Appropriate testing accommodations
- Peer tutoring and tutoring referral service
- Classroom accommodations
- Auxiliary aids

Veterans Upward Bound (*Catalog p 16, Schedule p 107, Handbook p 24, Director interview*)

The Veterans Upward Bound Program is an educational program funded for the past 15 years by the U.S. Department of Education. It is designed to assist veterans in preparing for the GED, success in college, and other postsecondary training. Veterans Upward Bound provides a comprehensive program of support services to improve both academic and motivational skills. The current four-year grant period is funded for \$1,300,450. Currently, the Director is compiling a “15-Year Report on Results which will include data that has been tracked on every participant since the doors were opened.). (staffing, eval surveys, strengths, weaknesses????)

Workforce Development & Continuing Education (formerly Outreach College) (*Website Homepage*)

This division acts as a broker, matching TMCC resources from all departments with business and community needs. Their mission is to create learning opportunities and offer access to education and training services through collaboration and entrepreneurship.). (staffing, eval surveys, strengths, weaknesses????) Their division includes:

- Adult Basic Education / English as a Second Language
- Certification Testing Center
- Community Services
- Computer Training
- Industrial Safety & Regulatory Compliance Center
- Institute of Business & Industry

They focus on the following areas:

- Customized classes based on community needs.
- Classes delivered on flexible schedules—weekends, evenings and weekdays.
- Training on-site at business locations or other off-campus locations.
- Trained staff to assess needs for a wide-range of industries.

Other

Religious holidays are listed in the 03-04 Catalog, (*Appendix Q*)

Bilingual staff available in a variety of languages to translate if assistance is needed. (*Handbook p 18*)

Detailed Analysis

Strengths:

- 1) Student responsibilities are clearly delineated in one specific section of the catalog.
- 2) The creation of the Multicultural Diversity Office **need new name** represents the college’s commitment to ensure broad support for diversity issues across the campus.
- 3) Course syllabi reflect the importance of multicultural issues for students.
- 4) The variety of college supported student clubs indicates broadening outreach to various ethnic groups in the TMCC community.
- 5) The on-campus high school provides direct linkages for young people to transition from high school to college experiences.
- 6) Disability Resource Center offers a full-range of academic support services to students with documented disabilities.

Weaknesses:

- 1) Whereas the listing of Student Responsibilities is provided in one specific section of the catalog, there is NO one location for public listing of Student Rights (except for Financial Aid Rights); there are 13 additional references to student rights but are scattered throughout various publications and the website.
- 2) Although TMCC has a variety of bilingual staff for various ethnic groups, with a rapidly growing Hispanic population in the community, the college has not always been able to offer bilingual assistance for all services on the campus.
- 3) While the diversity in the TMCC student population more accurately reflects the ethnic diversity in the community, the college needs to continue to reach out to underserved populations. (**Exhibit # ???**
“Ethnic Enrollment” and “Enrollment by Ethnicity”)
- 4) Overall rapidly increasing mental health and stressful life situations appear in today’s student populations requiring trained mental health professionals to be available to them; at present, staffing in this area has not been addressed.

Recommendations

Areas of Strengths to be commended

- 1) TMCC is one of a handful of colleges nationwide to house a school district high school.
- 2) The Multicultural Diversification Office reaches out to the TMCC community of students, faculty and staff with special programs featuring diversity issues. In addition, it acts as liaison with the broader local community to offer training and workshops.

Measures to address weaknesses

- 1) To accommodate the continued growth in the Hispanic population, provide conversational Spanish training to current staff involved in the first-contact on the frontline and/or increase the number of staff who are already bilingual.

Timeline for implementation

STANDARD THREE: STUDENTS

Element 3.D - Student Services

The institution recruits and admits students qualified to complete its programs. It fosters a supportive learning environment and provides services to support students' achievement of their educational goals.

Indicator: *Academic Assessment & Placement*

3.D.3 Appropriate policies and procedures guide the placement of students in courses and programs based upon their academic and technical skills. Such placement ensures a reasonable probability of success at a level commensurate with the institution's expectations. Special provisions are made for "ability to benefit" students. (see Glossary)

Detailed Findings

Narrative summary of progress – or not – since last report

The 1995 Regular Report discusses this topic of academic assessment/placement under its title "Testing Services." At that time, the CPT (Computerized Placement Test) was in operation, but was then replaced by the Accuplacer in summer, 1999. Placement scores are reviewed with the effected departments on a regular basis (how often ???) and validation studies are performed periodically (how often???). The General Educational Development (GED) testing was also provided. However, in the discussion under "Current Status" below, there are 10 new services that are not mentioned in the earlier report. There was mention then that the College was considering the feasibility of assessing and placing students prior to entering technology programs. Since the word "technology" covers a wide arena, it is not certain to what the report was specifically referring. It appears no progress was made on this task for the general student body. An ACT Center tests, educates, and certifies in "technology" areas for the public.

The 1995 Regular Report references a tutoring program provided in a group format, known then as Supplemental Instruction (SI) and consisted of former students who earned an "A" grade in the class and recommended by the instructor

Current Status: The assessment of a student's academic and technical skills in preparation for placement in the appropriate level of class is accomplished through several means. Policies and procedures on student placement testing are published in a variety of sources (*Catalog, p 6; Schedule, p5; Student Handbook, p 23; the Website*)

Accuplacer

Every new student planning to register for math or English courses at TMCC must take the Accuplacer placement tests, which assess the basic skills in reading, writing and mathematics. These tests are provided to help students select the appropriate courses in which to register. In many cases, there are also qualifying test scores required for course enrollment. Please note that some business courses require Accuplacer placement test results for course enrollment.

(cut this section???: too much detail??)

- Before taking the Accuplacer placement tests, an application must be on file with admissions and records.
- Students with recent ACT/SAT scores (no more than two years old) or with qualified transfer courses from other colleges, senior citizens and some others may be exempt. If a student is not sure if the Accuplacer is needed, they must contact a counselor.
- If English is not the first language, the individual must make arrangements to take the Accuplacer placement tests to be assessed in English.
- Every student may take one math and one English placement test at no cost. All subsequent retakes are \$10 each. A student may retake the test three weeks or more after the first testing session. A maximum of two retakes will be allowed. If a student desires to retake the test beyond the set limit, written permission from the chair of the math or English department is required.
- In accordance with the ADA requirements, TMCC accommodates a wide range of documented needs through alternative formats, special testing sessions, etc. Anyone who has special needs should inquire about accommodations when registering for tests.
- The “ability to benefit” means that students can apply for Federal Student Aid if they do not have a high school diploma or GED but have taken the Accuplacer in reading comprehension (55), arithmetic (34), and sentence skills (60) and achieved the indicated scores or above. The use of a standardized test approved by U.S. Department of Education determines the ability of a student to benefit from the instruction available from an institution. The test must be independently administered in accordance with U.S. Department of Education regulations.

(Ability to Benefit: www.nwccu.org)

Besides formal assessment offerings, the College’s commitment to building a foundation for success for its students at all levels is evidenced in the provision of free tutoring. Current services have exceeded this in increased and varied ways: math and English tutoring in groups and one-on-one are available in the Math Center and the Writing Center; and the recently created SOURCE (Student Outreach and Resource Center) offers tutoring in seven other academic areas as well as introducing students to online tutoring through www.smarthinking.com and sponsoring one-hour “Tips for You Learnshops” A new Reading Specialist has been hired and a bilingual work-study student is available at the Writing Center.

General Educational Development (GED)

GED Pre-test (Catalog, p 199)

This pre-test provides students the opportunity to have their strengths and weaknesses evaluated in each of the five sections of the GED test: math, writing skills, literature and the arts, social studies, and science. TMCC provides free GED preparation classes in an informal classroom setting in a convenient testing center. Instruction is available in all subjects covered by the GED exam, along with books and materials, pre-testing, practice tests, and post-GED guidance. With assistance from the instructor, students design personal study programs to increase skills leading toward the successful completion of the GED test. (Flyer available in ESL/ABE office at MDWS S108)

GED Test

For a fee, this test is offered at the Dandini Campus in the new V. James Eardley Student Services Center.

Developing Academic Skill

TMCC offers a number of programs, courses, and services to help students acquire the academic skills that lead to success in college. None of the courses outlined in this section are offered for transfer credit or apply to a degree within UCCSN. However, they are intended to bring the students to a level of proficiency that assures benefit from instruction in occupational or liberal arts programs. Students perceiving themselves as needing additional preparation for college are encouraged to take advantage of these opportunities. These programs and courses provide students the opportunity to upgrade their basic skills in English grammar, composition, reading, mathematics, algebra, study skills and test-taking. Developmental courses are those numbered below 100, such as: Eng 081 to 085, Eng 090, Math 090 to Math 096.

ESL Students and Testing -

Nonnative English speakers who are United States residents or citizens and all other nonnative English speakers, are strongly encouraged to have their language skills assessed prior to registering for college courses through the Accuplacer and Level of English Proficiency (LOEP) guidelines. Free classes in beginning to advanced English are designated as follows: ENG 081A , 081C, 081D, ENG 085 to ENG 088. There are also Bridge ESL Classes identified as ENG 112A – 299 that do count as credit in the students' program of study as well as transfer to another college or university. (*Catalog, p 18; Schedule, p 5*)

The September 2004 President's Newsletter mentioned that the Community ESL program had expanded and that the local newspaper included an article on the front page of the business section highlighting this accomplishment. In addition, an ESL Resource Center, to focus on providing services, products and activities to assist in learning English, was created and housed within the Writing Center on the Dandini Campus.

College Level Examination Program (CLEP) Testing

An enrolled or formerly enrolled student may petition for a challenge exam in certain courses approved by the college. The credit-by-exam petition may be obtained from the Admissions and Records office. The student must complete the petition and return it with the necessary fee. It will be approved or disapproved in accordance with the policies listed in Appendix C of the college course catalog. Upon approval by the A&R office, the petition is forwarded to the department in charge of administering the challenge examination. The examination is prepared by the department of the college responsible for instruction of the course. The exam is comprehensive in nature, covering all the basic skills required of a student completing the course in the regular manner. Lists of courses approved for challenges are listed on the Website, Institutional Research Homepage.

ADA Testing Services

In accordance with the ADA requirements, TMCC accommodates a wide range of documented needs through alternative formats, special testing sessions, etc. Anyone who has special needs should inquire about accommodations when registering for a test.

Learning Experience Assessment Program (LEAP)

LEAP is a program that awards credit to students for acquiring knowledge in nontraditional ways. LEAP students earn college credit through a challenge exam, transcript assessment, portfolio development, military experience and/or the number of credits earned at TMCC. Students are taught how to create a portfolio and can have up to 30 credits for combination of portfolio and CLEP or departmental exams. LEAP was started in 1999 by the Design Team and the first class was held in

2000. Funding is provided through the Student Outreach Services budget. Thus far, two students have graduated and _____ number of students ??? are currently in the program.

The ACT Center *Catalog (p 15)*

Certification Testing and Online Training Services within WDCE provides two major services to the entire community that are specially formatted to assist business and industry professionals in developing workplace skills and certification credentials. The ACT center, hosted by TMCC, delivers state-of-the-art testing and training services via computer-based technologies, the Internet, and other cutting-edge technologies.

ACT Courseware: more than 2,500 business courses are available online 24-7 to meet the scheduling needs of business owners, employees, and students.

Certification Testing: TMCC's Certification Testing Center delivers a wide range of state-of-the-art computerized testing and assessment programs in many business and industry disciplines. As an authorized ACT Center since 2001, TMCC proctors professional licensure exams in fields such as social work and industry-specific certification exams, such as automotive service excellence, as well as Microsoft Office Specialist testing and Workkeys assessments of basic employment skills such as applied math and locating information. As an authorized academic VUE Testing Center, TMC proctors information technology certification exams in such program as A+, Cisco, CompTia and Novell. The Center provides:

- unique, high-end training programs for individuals and small groups
- variety of professional certifications and examinations
- a variety of affordable courseware products and delivery options

Special Programs for Students *Catalog (p 141)*

- College Tech Prep – College Tech Prep courses are occupational or vocational high school courses that articulate for college credit at TMCC. Any high school student enrolled in an articulated college Tech Prep course may be admitted to the college with appropriate recommendations and required signatures. Some students may enroll at the college based on written, articulated occupational program agreements with designated school districts. Upon completion of an articulated high school course, with documented validation of mastery of competencies and a grade of “B” or better, students become eligible to receive college credit and a letter grade for the articulated course at TMCC.
- Dual Credit – Dual credit courses are college courses that high school juniors and seniors may take for high school and college credit. Credits earned in dual credit classes may be applied toward an associate degree at TMCC, a baccalaureate degree at UNR and as an elective toward high school graduation. *Students must meet college admission requirements, complete course prerequisites and have the approval of a high school principal and parent in order to enroll in dual credit courses.*
- Honors Program – Students who have been accepted into the program can take honors designated core courses or attend regular core classes taught by an honors professor with an honors component. For students who are seeking thought-provoking, academically-challenging classes

and who have a minimum GPA of 3.5 for college courses or 3.75 for high school work, this program may be available. TMCC honors classes will be fully transferable, up to 12 credits, to both UNR and UNLV and most other national universities. The honors classes will be taught by the college's best faculty and will range from English to history to science to math.

- Internships – Internships are courses which integrate classroom study with related work experience in a student's place of employment or major field or academic interest. Theory and practice are blended by training in career-related areas of professional interest. This method of instruction serves as a testing ground to make a student's educational program more relevant and meaningful while permitting employers to identify and select well-trained personnel. Academic credit is awarded for completing the mutually agreed upon learning objectives and for a project assigned by the faculty coordinator. For students already on the job, the employer must agree to new duties. Credit will not be awarded unless "new learning" takes place at the work site.
- Apprenticeship Program *Catalog (p 36)* -- The program of study requires apprentice students to successfully complete courses in one of the construction trades area of emphasis, technical core, and general education. Each apprenticeship area has specific qualification requirements.

Detailed Analysis

Strengths

- 1) Because Accuplacer is a computer-based assessment, it offers immediate feedback to the students taking it regarding their English and math placement results.
- 2) The GED preparation program offers individualized study programs so students may focus on their specific skills which need to be improved in order to pass the GED exam.
- 3) The College recognizes the wide variety of students' needs through programs such as LEAP for learning experiences acquired through employment or volunteer services.
- 4) "Ability to benefit" rule allows the bypassing of having a diploma or GED to obtain financial aid by taking the Accuplacer and achieving a specified score.

Weaknesses

- 1) While students who need English and math classes are assessed prior to enrollment in these courses, there is no mandatory assessment required before registering for the majority of TMCC classes. Some course that include heavy loads of reading and writing have no prerequisites, so students who have developmental level skills may struggle to successfully finish. Scores required for entrance to specific classes do not appear to be published so there is no guide for a student, unless a call is made to the IR office by a staff person.
- 2) For students who are not computer-savvy or who are not proficient in keyboarding skills, taking the Accuplacer on a computer may be an intimidating process, and for those who have test anxiety so scores may be misrepresented.

- 3) The Accuplacer assessment is only available in the Testing Services office on the main campus; access to this assessment at both of the other TMCC sites would be a great benefit to students with transportation issues and schedule conflicts with work.
- 3) The “ability to benefit” regulation limits access to the college for potential students who cannot successfully reach the required score levels in the Accuplacer test.
- 4) There exists a gap for those students who need developmental English at a level lower than that of ENG 090 (similar to the newly designed Math 090 series).

Recommendations

Areas of strengths to be commended

- 1) LEAP is a unique assessment and placement program demonstrating a commitment to capturing individuals who might not otherwise ever consider college as an educational path.

Measures to address weaknesses

Timeline for implementation

STANDARD THREE: STUDENTS

Element 3.D - Student Services

The institution recruits and admits students qualified to complete its programs. It fosters a supportive learning environment and provides services to support students' achievement of their educational goals.

Indicator: Continuation, Termination & Readmission

3.D.4 The institution specifies and publishes requirements for continuation in, or termination from, its educational programs, and it maintains an appeals process. The policy for readmission of students who have been suspended or terminated is clearly defined.

Detailed Findings

Narrative summary of progress -- or not -- since last report

Couldn't find anything on this topic in either the 1995 Regular or Interim Report.

Current Status: The continuation, termination, and readmission of students is governed by the categories listed below which include Expulsion or Termination, Suspension, Appeals of Policy, Appeal of Class Grade, Appeal of Financial Aid, and appeals within programs that have Special Admissions procedures. (*Catalog p 9 ; Appendix L & M; Handbook p 9 & 25, Website*)

Expulsion or Termination. Termination of student registration and status for an indefinite period of time. Permission of the President shall be required for readmission. The official transcript of the student shall be marked "*Disciplinary Expulsion Effective (date).*" The parents or legal guardians of minor students shall be notified of the action

Suspension. Exclusion for a definite period of time from attending classes and from participating in other activities of the system, as set forth in a written notice to the student. The official transcript of the student shall be marked "*Disciplinary Suspension Effective (date).*" Parents or legal guardians of minor students shall be notified of the action.

Suspension for fraudulent payments Get info from Scott.

Appeals of Policy. Students appealing the application of a TMCC policy or procedure should begin the process at the associate dean of student's office. Appeals will be accepted for review if students begin the process within six months from the date of occurrence, or six months of when it could be reasonably assumed that the student was aware of the occurrence.

The student appeals board consists of the affirmative action officer of the designee of the president as chair, three faculty members, one counselor, two administrators, and one student with the dean of strategic enrollment management or designee, the director of admissions and records and other appropriate departmental consultants who are nonvoting participants. This board meets monthly, or more frequently as needed, to hear appeals and recommend action to the vice president for academic affairs who has the final authority.

Appeal of Class Grade. Grade appeals begin with the student and instructor of the class. If the appeal is not settled with the instructor, the student must complete a formal “appeal form” and forward it to the chair or program coordinator of the appropriate academic department or division. Instructors have the responsibility and authority to establish standards and criteria for awarding grades in their classes. However, if there is some tangible evidence that an improper class grade was given, a student who wishes to appeal the grade must do so within 90 days of the official ending date of the class. Students appealing a grade should be able to provide all tests, papers and other evidence they may have to support their appeal. If the grade appeal is not resolved with the chair, it will be forwarded to the appropriate instructional dean. The dean’s decision will be final. (*Handbook p 9 & 25*)

Appeal of Financial Aid. If a student is placed on suspended status, the student may appeal. To appeal, the student must meet with a financial aid officer and complete an appeal form. The director or assistant director of financial aid may render a decision or refer the appeal to the financial aid review committee. Federal regulations permit TMCC to exercise professional judgment, on a case-by-case basis, in determining if unusual circumstances can be documented for federal student financial aid purposes. If a student is dependent by definition, but believes unusual circumstances exist to establish “independence,” the student may request a review by meeting with a financial aid officer and completing an appeal form. (*Catalog p 14*)

Continuation within particular educational programs of study. Programs that have Special Admission Procedures also have qualifying guidelines, such as a grade percentage in each class, which determines who is able to continue to the next level of the program.

- Nursing Program *Catalog (P 131)*
- Paramedic Program *Catalog (P 135)*
- Radiological Technology Program *Catalog (P 137)*
- Dental Hygiene Program *Catalog (P 76)*
- High Sierra Regional Law Enforcement Academy *Catalog (P 72)*

(need to add new ones...Vet Tech and ???)

Detailed Analysis

Strengths

- 1) Students who are dissatisfied with their grades are offered a standardized process for appealing their results, beginning with the instructor to the Dean for the final decision.
- 2) Continuation in programs with Special Admission procedures is dependent upon fulfilling qualifying guidelines, thus ensuring that the quality of the program remains high for those who are able to continue to the next level.

Weaknesses

- 1) In a grade appeal, the burden of proof falls upon the students who must be able to provide all results from their coursework in order to substantiate the claims of improper grades being issued, especially with DE students who are affected by the challenges and problems of computer technology.
- 2) Although Appendix L in the catalog provides written procedures to support the **list of reasons** a student can be suspended, expelled, terminated, and/or readmitted, this is not a prominent enough or user-friendly location to inform the students of consequences for actions.

Recommendations

Areas of strengths to be commended

Measures to address weaknesses

- 1) Publish the list of reasons a student can be suspended, expelled, terminated, and/or readmitted in a prominent and easily accessible location for the students. Make this information available to them in all financial aid workshops, etc.

Timeline for implementation

STANDARD THREE: STUDENTS

Element 3.D - Student Services

The institution recruits and admits students qualified to complete its programs. It fosters a supportive learning environment and provides services to support students' achievement of their educational goals.

Indicator: *Graduation & Right-to-Know*

3.D.5 Institutional and program graduation requirements are stated clearly in appropriate publications and are consistently applied in both the certificate and degree verification process. Appropriate reference to the Student Right-to-Know Act is included in required publications.

Detailed Findings

Narrative summary of progress – or not – since last report

The 1995 Regular Report only addressed the DARS (Degree Audit Report System) and stated that it was introduced in the 1994-95 academic year. The report viewed this technology as an enhancement to the mission to serve students. Although it does provide a great service, the instructions and explanations in the various current published sources are inconsistent in terminology and explanations, as well as the specific need for the student to track the progress on the receipt and evaluation of their transcripts by the Admissions and Records Office. The DARS has recently (F'04) been replaced with a new audit system called DARWIN and will be discussed below.

Current Status: Graduation requirements from the college and the student's program of study are stated in the Catalog (p 9-10), the Student Handbook (p. 27), and on the Website. TMCC offers four degrees: the Associate of Arts (AA), Associate of Science (SCI), Associate of Applied Science (AS), and the Associate of General Studies (AGS). TMCC also offers the Certificate of Achievement (CT). **Live Support** is provided online Monday through Friday, at www.tmcc.edu/admissions

Students are urged to meet with an advisor, counselor, or faculty coordinator each semester for help in selecting a program of study, declaring a major, planning the class schedule, and/or evaluating progress toward graduation.

Students with credit from other institutions should submit official transcripts to the admissions and records office for evaluation as soon as possible after matriculating at TMCC.

Preparation for Graduation. When students are within one semester of completing degree requirements, they need to apply for graduation. The following requirements must be satisfied

- Complete 15 semester credits within TMCC.
- Maintain a minimum cumulative grade point average of 2.00.
- Meet all financial and library obligations.
- Complete the curriculum requirements for the degree or certificate.
- File an application form and pay the fees

The application form is available online and submitted to the Admissions and Records office. Students should see an advisor or counselor to print the appropriate DARS and initial their approval; then attach it to the

application form. Beginning in November, 2004, the DARWIN system with interactive capabilities, was installed for both students and appropriate staff to be able to review a student's progress in a particular program of study through the Internet. The application must also be accompanied by a \$15 application fee before processing will begin. An additional \$5 is charged for any application submitted after the deadline date, but not later than the last day of the semester in which the student will graduate.

- Deadline dates for filing these applications and payment of fees are:
 - Fall semester, November 1
 - Spring semester, March 1
 - Summer session, May 1

Commencement. The commencement ceremony is held in May for students completing their degrees in December, May, or August. The graduation application fee covers the cost of [the college's purchase of] the diploma and cap and gown [which is borrowed by the student for the ceremony]. Students are cautioned that applying late for graduation will cause delays in the receipt of their diplomas and their name will not be published -- **Where is this stated specifically???** The date of graduation that will appear on the student's diploma/certificate and permanent academic record is the last month of the semester in which the application for graduation is approved.

TMCC provides two Graduate Outcomes Surveys. General areas that were queried were: General Education Skills, Learning Environment, Services and Overall Satisfaction. There was no question on their specific program of study emphasis. The only question on technology asked students to rate their acquisition of new computer skills, which seemed too vague and generic to generate data to critique. There also seemed to be no categories or questions related to the use of the TMCC Website, Distance Education Classes (online, cable, videotapes, videoconferencing). The first survey is distributed by A&R to all graduating students when they submit their application for graduation. The second survey is mailed by the IR office to students as a one-year follow-up. At this point, neither survey instrument is available to students on-line. Institutional Research compiles the data and publishes it on the website. It is then up to the campus community to implement changes based on the results.

The most recent results are from the Summer and Fall '02 and Spring '03 cohort of graduates consisting of 453 students. From this group, 160 usable surveys were returned, producing a 35% response rate. Some demographics are: The highest percentage of students-- 43% (# = 69) -- received the Associate of Arts Degree and next highest was the Associate of Applied Science at 34% (# = 39). By Program Area, the highest group was 14% (# = 23) in Transfer area, with 11% (# = 17) in Allied Health, and the next was 10% (# = 16) General Studies. There was a 26% No Response rate. **Exhibit ?????**. provides detailed data of the results and the follow-up survey.

The Student Right-to-Know and Campus Security Act (*Catalog, p 10*) requires that TMCC make available to current and prospective students the persistence and graduation rates of full-time, degree-seeking students. The average percentage of first-time, full-time students who graduate within three years of matriculating is 8.0% at TMCC.

Since the majority of our students are not full time (only 21% take 12 or more credits a semester) and we know that graduation is not the only measure of success for our students, these rates do not necessarily accurately reflect the success of all of our students.

The Student Right-to-Know Act is published in Appendix L and P of the 03-04 Catalog; in the Schedule (p 108), on the Website, and in the Student Handbook (p 13). This information contains data on crime statistics, security, safety policies, and safety tips for all sites of TMCC and is in compliance with the Crime Awareness and Campus Security Act of 1990. In compliance with the Campus Sex Crimes Prevention Act of 2002, the TMCC Police Department maintains information concerning convicted sex offenders who are enrolled or employed by the institution and required to register on campus.

There are 17 Safety Tips listed in the Catalog (p 26) and Student Handbook (13) to alert students and staff about behaviors that will assist them in managing their own security. TMCC Police actively patrol the college campus and centers; telephones are located in classroom and hallways; blue poles in parking lots are linked directly to emergency dispatch (911)**Is this true for Meadowood Center and Edison site???**

In Spring, 2001, the former Campus Environment Council, in conjunction with ASTM sponsored a Safety Campaign. Key chains, imprinted with the TMCC Police Department phone number, were purchased and distributed to students during various class presentations. During these class visits by a Council member, ASTM member and TMCC Police officer, a survey on safety was disseminated, collected, and compiled. Results were submitted to the President's Office. (CEC Minutes, Oct 2000)

Annually, volunteers lead by the Campus Safety Officer, participate in a "Walk in the Dark" in early November. They tour the campus with a flashlight to inspect lighting and to increase awareness about other concerns for safety. (CEC Minutes, Oct 2000)

Detailed Analysis

Strengths:

- 1) Graduation requirements are accessible from a variety of sources, making general information widely available.
- 2) Through DARWIN, students are able to track their progress towards graduation in their declared major, or in other programs of study and can print application for graduation and DARWIN report from the website.
- 3) Annual campus safety tours, called "A Walk in the Dark" keep levels of awareness about safety issues current.
- 4) Of 453 graduating students in 02-03, 35% returned their Graduate Outcome Survey. Of those 160 who responded, 145 or 91% received their Associates Degrees (AA, AAS, AGS, SCI)

Weaknesses:

- 1) Without a policy of mandatory advisement, students who do not meet regularly with an advisor or counselor risk failing to meet all the necessary requisites in order to graduate in a timely manner.
- 2) Terminology and explanations regarding the DARS (now DARWIN) lack consistency in the various sources where it is published.
- 3) Instructions regarding the evaluation of transcripts from other schools do not clearly specify the need for the student to *initiate* a request for a DARS (DARWIN) once the transcripts are received in A&R; otherwise the transcripts sit in the file and are not automatically evaluated. This causes potential problems for students at graduation time.
- 4) Although graduation requirements are published in several locations, the information on deadline dates for each term does not **prominently** list the deadline for having the student's *name in the commencement ceremony program* so students could miss this opportunity.

Recommendations

Areas of strengths to be commended

- 1) Establish use of new software for curriculum evaluation, called DARWIN, which replaces the former DARS (Degree Audit Report System); now more interactive and useable by students themselves.
- 2) 91%, or 145 of 160 graduates, received some form of an Associates Degree.

Measures to address weaknesses

- 1) Consider creating an on-line grad survey, in addition to the paper instrument, requiring / requesting / highly encouraging those who are graduating to complete and submit it as part of graduation application procedure to increase the response rate and meaningful data to analyze.
- 2) Revise and update the Graduation Outcome Survey to reflect changes, including separating technology into the variety of media used for distance ed classes, website, livesupport.com rooms online, etc.

Timeline for implementation