

Standard Three - Students

Standard 3.A – Purpose and Organization

Purpose and Organization

3.A Student programs and services support the achievement of the institution’s mission and goals by contributing to the educational development of its students. Student programs and services are consistent with the educational philosophy of the institution. The institution provides essential support services for students, regardless of where or how enrolled and by whatever means educational programs are offered.

3.A.1 Organization of Student Services

3.A.1 The organization of student services is effective in providing adequate services consistent with the mission and goals of the institution.

The mission of student services at Truckee Meadows Community College is to provide a system of support that enhances student success and achievement of educational goals. This is derived from the college mission stating the college will create a supportive, intellectually and culturally dynamic environment by offering student support services. The student service mission, which states the support of educational goal achievement, mirrors the college mission of responding to educational needs of individuals to achieve their goals, aspirations and dreams.

Student Services is organized into eight separate service departments each supervised by a director-level administrative manager and containing multiple administrative and classified staff. These departments all contribute to meeting the college’s mission and goals as follows:

- Admissions and Records: Supports mission of lifelong learning opportunities and diversity through open door admission policy. Supports students and faculty with registration support, course maintenance, grade management, FERPA training and a student appeals/grievance process. Supports goal of strategic partnerships with special registrations for outside organizations such as Job Corps.
- Child Care: Supports the overall mission by offering child care services to both students and faculty so they may attend college. Creates strategic partnerships in the community by offering educational training opportunities.
- Counseling and Academic Advisement: Supports the strategic goal of academic excellence through assessment and placement services. The

counseling and academic advisement center supports the college mission by providing counseling and academic support services. Supports improvement in quality of life mission by helping students find self-understanding and resolution of problems and concerns that might interfere with learning.

- Financial Aid: As stated in their mission statement, the financial aid, scholarships and student employment office helps students identify financial aid options, scholarship and student employment opportunities. Supports the college overall mission of lifelong learning and diversity strategic goal by offering monetary assistance to those eligible students who could not otherwise attend or continue to attend Truckee Meadows Community College.
- New Student Programs: New student programs offers orientation, information services, student recruitment, ethnic community relations and student government/activities. Supports the strategic goals of a welcoming and supporting environment and academic excellence by offering Quest, new, transfer, and degree-seeking orientation as well as the Starting Point, a first stop information resource center. Supports strategic partnership goal through recruitment in local high schools. Supports diversity goal by offering ethnic community involvement and services. Supports lifelong learning mission through student involvement in student government (Associated Students of Truckee Meadows).
- Re-entry Center: As stated on their web-site, the Re-Entry Center offers assistance to students who are returning to school and/or the workplace. The Re-entry Center, which is funded by TMCC as well as federal, state and private grants, is dedicated to helping these individuals become economically self-sufficient through education, vocational training and enhanced job search skills. Supports diversity goal by offering both monetary and academic support for non-traditional students. Supports college mission to improve the quality of life for our diverse community.
- Student Outreach Services oversees the operations of the Disability Resource Center, the SOURCE tutorial center and the Learning Assessment Program (LEAP). Student Outreach Services also offers support services for students attending the Meadowood Center. Supports the strategic goal of academic excellence through the SOURCE tutorial center and LEAP. Supports the diversity strategic goal through Disability Resource Center services.
- Veterans Upward Bound: As stated on their web-site, the Veterans Upward Bound program is an education program funded by the U.S. Department of Education and is designed to assist veterans in preparing for success in college and other postsecondary training. Supports the diversity strategic goal by offering assistance to non-traditional students.

In addition to the eight student service departments, the office of enrollment management seeks to optimize institutional resources by efficient course

management. This not only supports the colleges overall student and academic mission but fulfills the strategic goal of finance and institutional effectiveness.

Since the last accreditation, student service has re-defined its goals. Such goals include offering a welcome intellectual, cultural and physical environment that is open, supportive and sensitive as well as to foster an academic community that welcomes the opportunity to experience, examine and learn from the diverse physical, cultural and ideological backgrounds while nurturing mutual respect. Student services recognizes the importance of instructional support in meeting the college mission of lifelong learning opportunities and goals of academic excellence. Our Dean of Student Services works closely with our Vice President of Academic Affairs to assure the college provides high quality and integrated support for students and faculty.

Strengths:

- Extensive services for non-traditional students, including Re-Entry center, Disability Resource Center, Child Care center, LEAP, Veterans Upward Bound and ethnic community relations support diversity strategic goal.

Weaknesses:

- Not all departments have mission statements though all have strategic goals. Mission statements should be well thought out and published for easy student access. Mission statements should be congruent between the individual departments and overall student service mission.

3.A.2 Student Service Staffing

3.A.2 Student services and programs are staffed by qualified individuals whose academic preparation and/or experience are appropriate to their assignments. Assignments are clearly defined and published. The performance is regularly evaluated.

Truckee Meadows Community College has four classifications of employees, classified, professional, students and letters of appointment.

Classified Employees

Examinations and Certifications

As stated in the Administrative Manual Section 2253 and 2254, the State Personnel System requires that classified employee be appointed through a competitive process, meaning appointment must be made from a eligible list of persons having successfully completed an assembled or unassembled examination. The appointment of classified employees (including a casual hire appointment) will be made by appointing authorities of TMCC with due regard for the rules and regulation applicable to such employees.

To fill a classified vacancy, the Office of Personnel Services will request a certification list from the State Personnel Division for the appropriate classification. The certification consists of a list of name and addresses of qualified applicants to be considered for the vacancy. The top five candidates as ranked by their examination scores, who are both available and interested in the particular vacancy, are referred to the TMCC Human Resource Department to be considered by the interviewing department. Examinations are usually given by the State Personnel Board. Promotional candidates taking a promotional examination have preference over open candidates. Appointment must be made from among the top five available and interested candidates. These names are obtained first from the “divisional promotional” list (i.e., those employees in a lower classification who have worked at least six months on the campus in which the vacancy has occurred), then the “departmental promotional” list (i.e., university system employees with at least six months of service currently employed in a lower classification), next the “statewide promotional” list (i.e., employees of other state agencies with at least six months of service currently employed in a lower classification), and finally the “open” list (applicants not employed by a state agency).

Advertisement of Open Positions

As stated on the human resource web-site, Truckee Meadows Community College policy involves advertising all available job opportunities to attract a wide range of qualified job applicants. Individuals interested in employment with Truckee Meadows Community College should routinely search local newspapers and higher education publications. To be considered for an advertised position, all applicants should consult TMCC’s Web site for a complete listing of required documents for each position. Generally, all applicants must submit a cover letter stating the Position Title and Position Number for each position, a detailed resume, names and addresses (contact information) for three current references, certificates and/or unofficial transcripts from all colleges attended.

Probation

As stated in the Administrative Manual Section 2270, classified positions at grade 23 or above will require the service of a one-year probationary period. Positions at grade 22 or below will require the service of a six-month probationary period. Those positions designated as “trainee” classifications will normally serve a one-year probationary period. At the successful completion of this one-year training

period, the incumbent may move to the fully qualified level as a permanent appointee upon recommendation of the appointing authority.

Classified Performance Evaluation

As stated in the Administrative Manual Section 2250, the State Personnel Department requires that an Employee Development Report be completed periodically for each classified employee in the state service. In effect, this report constitutes the official justification for all merit salary adjustments. In addition, it provides a general outline of performance areas which management should access for each employee.

Training

As stated in the Administrative Manual Section 2360, TMCC shall, within budgetary constraints, provide training which is beneficial to the college or is required by the state, the appointing authority, or the federal government and needed to enable the employee to meet the standards of performance for his position or update the employee's skills, knowledge and techniques of his current position.

Professional Employees (Administrative and Academic)

Recruitment

As stated in the Administrative Manual Section 2507, the President shall determine whether any full-time contracted position at the college shall exist. Upon this determination, the President shall decide whether the position will be filled by appointment, through a search or left vacant. In the event that the position is to be filled through a search, the procedures in the college administrative manual shall be followed. Search procedures shall operate in accordance with the relevant Federal guidelines, TMCC personnel policies and the TMCC Affirmative Action Plan. TMCC personnel policies and the Affirmative Action Plan shall be developed and periodically reviewed by appropriate administrators in cooperation with faculty.

Professional Qualifications

As stated on the human resource web-site, prior to employment of candidates to perform professional services for Truckee Meadows Community College, the college shall establish that the candidate possesses:

1. Scholarship and/or technical skill that represent appropriate study, training, and skills in the proposed area of assignment.

2. Expertise as a practitioner as evidenced by reports of former associates and supervisors,
3. A demonstrable understanding acceptance of the role to be played as a partner in an educational enterprise serving the best interests of the students,
4. A demonstrable understanding and acceptance of the mission, role, and character of the community college,
5. The ability to perform assigned duties in a manner consistent with the standards, mission, and goals of Truckee Meadows Community College, and
6. Personal characteristics that contribute to the ability to promote the welfare of the students, the institution, and the State of Nevada.

Specific Academic Faculty Qualifications

As stated on the human resource web-site, in addition to the faculty credentials required by the Board of Regents, candidates for appointment shall meet or exceed the following standards in their areas of specialization.

1. Professional personnel performing services for which advanced degrees are normally available shall hold the equivalent of a master's degree in the field of their educational service from a regionally accredited college or university or a bachelor's degree and extensive professional experience in the field of their education service.
2. Professional personnel in vocational fields or other specialized areas for which advanced degrees are not normally available shall have sufficiently broad and comprehensive training and work experience that particularly qualifies them to provide instruction in their area of specialization.
3. Minimum work experience for an instructor in occupations requiring state or local licensing, certification, or registry will be two calendar years subsequent to receipt of license or certificate unless the occupation is an apprenticeable trade. Current licenses, registrations, and/or certifications shall be maintained as a requirement for teaching courses in the respective occupation.
4. For all other occupations and/or trades in business and industry that do not meet the above noted requirements, the minimum work experience in the field for an instructor shall be a minimum of three years, equivalent to three years employment in the occupation/vocation/trade to be taught.
5. Truckee Meadows Community College reserves the right to employ individuals as instructors who do not meet the above qualifications but who possess unique skills and talents as certified technicians, artists-in-residence, scholars-in-residence, or researchers-in-residence that contribute to the College's ability meet its mission and goals.

Professional Performance Evaluations

As stated in the Board of Regents Handbook Sec. 5.11:

- Evaluations. Professionals shall be evaluated in writing at least once annually by department chairs, supervisors or heads of administrative units. The performance evaluations of executive and supervisory professionals shall include consultation with the professional and classified staff of the administrative unit. Each third year, a peer review is conducted by someone outside one's administrative unit.
- Procedures. All performance evaluations shall include a rating of (i) "excellent," (ii) "commendable," (iii) "satisfactory," or (iv) "unsatisfactory." The areas of evaluation and procedures for evaluation of academic faculty and administrative faculty shall be established in Board policies and institutional bylaws. Evaluations of instructional faculty shall include an assessment of teaching evaluations completed by their students.
- Self-evaluations. All professional evaluations include a self-evaluation component to look introspectively at one's strengths and weaknesses.

Student Employees

As stated on the student employment web-site, the student employment office at TMCC offers a variety of free services to both students and employers. Our mission is to assist students in securing meaningful employment, that will both supplement the student's academic pursuits and provide a means of financial support while attending TMCC. Like other employees, student employees are hired based on their skills and competency. Although many student employees do not have the extensive work experience, once hired they undergo training to ensure they are competent in their area of specialty. Student employees are periodically reviewed by their supervisor and sign a contract through the letter of appointment process.

LOA Employees

As stated in the Administrative Manual Section 2572, the following procedures are used for all Letters of Appointment hires in all TMCC departments.

- Hiring departments establish recruitment pools. Pools may be appointment specific or generalized content by discipline. Division chairs/directors will identify anticipated part-time hiring needs and create pools accordingly.
- Position descriptions, including minimum qualifications and essential functions, must be submitted to the Human Resource Office and must be approved by the Affirmative Action Officer.

- Recruitment efforts to fill openings in identified pools will be initiated by Human Resources in consultation with the Affirmative Action Officer and the Multicultural Diversification Director.
- The hiring authority and one additional person in the discipline will screen submitted applications for minimum qualifications and relevant experience.
- Hiring authority or designee will conduct screening interviews and reference checks for individuals at initial hire.
- For each applicant, the hiring authority will complete a checklist of determination of qualifications and eligibility for hire. The basis for decision will be identified on the application checklist and attached to each application.

Classified and professional employees are encouraged to pursue further education through the grant in aid program. Staff development is also available through workshops offered in many topics. These workshops are free and available throughout the year.

Strengths:

- The college has recently hired a Vice President of Student Service in commitment to excellence in student support services.
- The college has recently hired a Professional Development Manager to assist with employee training and development.
- Funding for continuing education of staff is extensive, especially for professional employees.
- Workshop training is comprehensive and offered year-round.
- Job descriptions are current.

Weaknesses

- Staffing in some student service departments is still lacking behind student demand for services.

3.A.3 Established Policies and Procedures

3.A.3 Appropriate policies and procedures for student development programs and services are established. The objectives of each operating component are compatible and support the goals of student services.

Catalog

Student policy and procedures are published in the college catalog. They are monitored and updated by appropriate professional staff. They include:

- Admission to the college
- Regulation for determining residency and tuition charges
- Transfer credit policy on the evaluation of previous training and education
- Progress standards for millennium scholarship.
- Progression standards for students receiving veterans benefits
- Progression standards for F-1 international students on TMCC's I-20
- Statement of policy in accordance with the family educational rights and privacy act
- Official library circulation code
- Traffic and parking regulations
- Regulations concerning student sponsored events
- Regulations concerning off-campus organizations
- Rules and disciplinary procedures for members of the university community
- Grievance procedures relating to equal opportunity
- Sexual harassment policy
- Drug and alcohol prevention policy
- Safety and security
- Religious holiday observations
- Policy on unsupervised children
- University and community college system of Nevada AIDS guidelines
- Tuition and Fees

Class Schedule

Relevant policies and procedures are included in abbreviated form in the semester class schedule. Informational topics include:

- Admissions, Registration and Orientation
- Change of Instructors
- Crime Statistics and Safety policies
- Drug and Alcohol abuse
- Emergency procedures
- FERPA
- Financial Aid
- Nondiscrimination statement
- Outside agreement with instructors
- Police Services
- Sexual Harassment
- Tuition and Fees
- Unsupervised children

Student Handbook

The Student Handbook is a smaller published handbook designed to answer common student questions, summarize many of the policies and procedures in the catalog and schedule and provide a student date book. The handbook is a convenient quick reference supplement to the catalog and schedule but not as intended to be all-inclusive.

Administrative Manual

The TMCC Administrative Manual contains established policy, procedures and precedents in administrative action for the college. The Administrative Manual is divided into ten major classifications with each classification further divided into sections and subsections. Student Services and Records is one of the ten classifications.

Board of Regents Handbook

An elected Board of Regents is responsible for the governance of the institutions comprising the University and Community College System of Nevada. The thirteen member board holds eight regular meetings each year as well as additional committee meetings. The Board of Regents publishes the Board of Regents Handbook. Student service policies and procedures included in this handbook are:

- Admissions and Transfer guidelines
- Course numbering
- Financial Aid
- Policy for student publications
- Residency guidelines
- Student Government
- Tuition and Fees

Intra-department Policies and Procedures

Student service departments also establish internal policies and procedures unique to the specific department.

Departmental Web-sites

Information from the catalog and class schedule is also published on many individual student service departmental web-sites. Web-site information also gives the added benefit of further explaining policies and procedures through visual aids, question and answer dialogues and examples.

Student Service Goals

Annually, individual department directors submit goals and objectives congruent with student service goals. The student service goals are:

1. **Recruitment:** To recruit students who reflect our communities' diversity.
2. **Matriculation:** To admit, assess, advise and place students in classes that optimize their chances to achieve their educational goals.
3. **Retention:** To offer quality educational programs and support services which encourage and empower students to complete their educational goals.
4. **Communities:** To participate in our communities to positively reflect on TMCC and to encourage community participation and awareness in TMCC.

Strengths:

- Student access to policies and procedures published in many venues including the student handbook, catalog, schedule and web-sites.
- Annually establish departmental goals and evaluate their congruence to student service goals.

Weaknesses:

- Intra-departmental policies and procedures lacking in some departments.
- Intra-departmental policies and procedures should be located within one departmental location.

3.A.4 Human, Physical and Financial Resources

3.A.4 Human, physical, and financial resources for student services and programs are allocated on the basis of identified needs and are adequate to support the services and programs offered.

Allocation of human, physical and financial resources is decided by many factors including:

- Appropriation of state funding (student FTE)
- Board of Regents
- Enrollment Management and Retention data
- Facilities Master Plan
- Institutional Research data
- President's Cabinet
- Tuition and Fees rates set by Board of Regents

Human resources

Allocation of departmental staffing is based upon the goals and objectives of student services and individual departmental needs. Institutional research and enrollment management data is used to evaluate staffing needs. Student service strategic and vision goals also drive the allocation of staffing resources. Funding of new positions is established by the President's Cabinet.

Physical Resources

Physical resources are allocated to student service departments based on student needs in consultation with the college planning committee and the facilities master plan. Some departments, such as Admission and Records, Financial Aid, New Student Programs and Counseling are located in close proximity to each other to better serve students. Other services such as Re-Entry , Veterans Upward Bound and Student Outreach Services are located at the Meadowood campus. \$4.00 per credit of tuition and fees is allocated to capital improvement. This fee can be used for the service of revenue bonds, to supplement capital projects, to remodel or to purchase property or land. In addition, the college annually receives new construction and deferred maintenance funding through the Board of Regents. Capital construction in excess of \$25,000 must be approved by the Board of Regents. The college is currently developing a new facilities master plan. Identified needs are submitted to facilities services and prioritized. The Presidents Cabinet then reviews prioritized list, make any changes deemed necessary and submits to the Regents with other UCCSN institutions. The Board of Regents makes the final decision on which UCCSN capital projects are funded.

Financial Resources

Student services are funded by state appropriations, tuition and fees and self-supporting fees:

- General fund: State appropriations accounted for 80.15% of total college revenue for fiscal year 2004.
- Tuition and Fees: Registration fees, non-resident tuition, miscellaneous student fees and operating capital investment accounted for 19.85% of total college revenue for fiscal year 2004.
- Student services received 10.3% of the college fiscal year 2004 operating budget.
- Total student service staffing includes 30.25 FTE professional staff and 23.10 FTE classified staff.
- Fifty cents per credit is allocated to fund student government.
- Fifty cents per credit fee (changing to \$1 per credit in fiscal year 05) is allocated for student access funding, a state financial aid need-based grant. An additional \$200,000 is allocated from student fees to fund need-based grants.

- \$4.00 per credit is allocated for general improvement, a broad category used to finance and maintain many student services.
- An additional \$4.00 per credit technology fee is allocated to fund student computer lab hardware, software and staff support.

State appropriations are allocated by the state legislature. Allocation of institutional funding is established by the President's Cabinet. Tuition and fees are set by the Board of Regents.

Student service funding has increased in recent years as the college's student population has grown and become increasingly diverse. Still, greater demands on student service resources have not necessarily kept pace with limited funding. The college has tried to augment the increase in student service demands with increased online student services. Results have been mixed, with many students embracing the technology while others still requiring individualized assistance.

Strengths:

- Increase in student access funding for FY05.
- New V. James Eardley Student Services Center.
- Community College Survey of Student Engagement scheduled for spring 2005. This comprehensive institutional research tool will measure the degree of student engagement in the educational process as well as provide vital feedback to student service departments.

Weaknesses:

- Some physical distance between student service departments in the Red Mountain building and James Eardley Student Services Center. The Red Mountain student service area is for many students and parents their primary destination (and impression of the college) and is in need of renovation. Renovation funding is relatively low on Regents capital priority list.
- College currently uses older text-based student information system. Although the system is well tested and relatively error-free it does require extensive customization and technical expertise to navigate. Some staffing demands stem from labor intensive processes that may have other technological solutions.

STANDARD THREE: STUDENTS

Standard 3.B – General Responsibilities

The institution provides student support and programs based upon an assessment of student needs, provides adequate support for the services offered to achieve established goals, and adopts, publishes, and makes available policies that are accurate and current.

3.B.1 The institution systematically identifies the characteristics of its student population and students' learning and special needs. The institution makes provision for meeting those identified needs, emphasizing students' achievement of their educational goals.

The office of Institutional Research systematically gathers information to identify the characteristics of TMCC's student population. (See Exhibits labeled "Student Demographics" to understand the characteristics of our student population.) TMCC is an institution that embraces an "open door" admissions policy, and we encourage and welcome the enrollment of students of diverse backgrounds to strengthen the dynamic of our campus climate. While we continue to grow in population and diversity, we continue to see positive changes taking place on campus. TMCC's overall growth has increased by 25% since 1996, while minority student enrollment has increased 52% over the same period. (See Exhibit "Growth of Minority Student Enrollment"). By working closely with the Admissions and Records office, the office of Institutional Research continually monitors both the characteristics of TMCC's student population (See Exhibit "Table 1: Admissions Report"), as well as the characteristics of students' learning and special needs.

During the 2001 academic year, TMCC has conducted annual **Graduate Outcomes Surveys**. The results of these surveys can be located on the institution's Institutional Research webpage (http://www.tmcc.edu/inst_research/ir/Survey/index.asp). The purpose of this survey is to:

. . . gather information regarding the educational experiences of TMCC graduates. The intent of this survey is to assess general education satisfaction of graduates, as well collect data essential TMCC Performance Indicators. Questions were designed to elicit information related to general instruction, educational atmosphere, technology-oriented education, and degree-related employment. The Graduate Outcomes Survey is an annual questionnaire distributed to all TMCC students receiving degrees and certificates.

Most recently, TMCC conducted a Graduate Outcomes Survey for 2002-2003 graduates (those graduating from TMCC in Summer 2002, Fall 2002, and Spring 2003). According to the Institutional Research and Assessment office, this particular cohort ". . . was made up of 453 students. From this group of graduates, 160 usable surveys were returned,

producing a 35% response rate.” The questions included on this survey address student demographics, degree/certificate information, general education skills, TMCC’s learning environment, student services, and overall satisfaction.

In Fall 2002, the IR office also conducted a **Class Scheduling Survey** for both faculty and staff, as well as students. This survey allows faculty, staff, and students to voice their concerns and suggestions about courses scheduled at TMCC. The results of the student survey can be found at:

http://www.tmcc.edu/inst_research/ir/Survey/Scheduling_Students_Results_02.pdf.

In addition, the IR Office regularly conducts the **Program Outcomes Assessment** survey. This assessment is “the systematic gathering and use of information about student learning for the purposes of improvement of all TMCC programs. ‘Program’ is defined as a sequence of courses leading to a degree.”

And finally, a 2002 system-wide **UCCSN Campus Climate Survey** was conducted by the UNLV Center for Applied Research. The results will be available Summer 2004.

At TMCC, our assessment philosophy is wholly focused upon the academic success of our students, in that:

. . . faculty and administration believe in continuous assessment of college programs and

services and their relationship to the college mission, values and strategic direction. Assessment directly relates and drives one of the major college initiatives: Achieving Academic Excellence.

The Academic Excellence Initiative emphasizes student learning. The efforts of faculty and administration are directed at ensuring continual progress, keeping teaching and learning at the core of our mission, supporting innovation and faculty development, recruiting and hiring qualified faculty, reviewing our programs, and regularly asking ourselves what we can do to establish the highest expectations for all of our students.

(http://www.tmcc.edu/inst_research/assessment/AssessmentReport_October02.pdf)

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The results of this survey are entered into TMCC’s annually-updated **Fact Book** compiled and produced by the Office of Institutional Research and Assessment. The most recent copy can be located online at the following address:

http://www.tmcc.edu/inst_research/ir/FactBook_2003.pdf.

The college makes provision for meeting the identified needs of its student populations. Again, TMCC maintains an open admissions policy, which is consistent with its mission to “provide access for lifelong learning opportunities to improve the quality of life for our diverse community. TMCC creates a supportive, intellectually and culturally dynamic environment . . .” and “. . . anticipates and responds to educational needs of individuals to

achieve their goals, aspirations, and dreams.” Ways that TMCC meets students’ educational needs include, but are not limited to the following:

- Students entering TMCC who are planning on enrolling in Math and/or English are required to take an **ACCUPLACER test** to determine skill level and to appropriately place students into Math and English courses, whether they are developmental or for credit. Information on ACCUPLACER testing is located on the Dandini campus, Red Mountain Building, Room 201, and at the following website: <http://www.tmcc.edu/admissions/accuplacer.asp>.
- TMCC offers three **orientation** programs for matriculating students: QUEST, for recent high school graduates who plan to attend college full-time, Transfer and Degree-Holding Orientation, and New Student Orientation.
- Students are encouraged to take advantage of **Counseling, Advising, and Career Services**. “The counseling program assists in establishing and achieving educational, career, and life goals,” and the center “offers a variety of tests to aid in identifying and exploring a student's occupational interests and personal characteristics.” On-line academic and career advisement is also offered to students through the counseling office, and is done by appointment. Students can call or contact an advisor via e-mail at e-advisor@tmcc.edu.
- **The Financial Aid, Scholarships, and Student Employment Office** assists TMCC students and their families plan for the cost of college.
- Students with disabilities are encouraged to sign up with the **Disability Resource Center** to receive free accommodations, which may include: 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, and auxiliary aids.
- Free **tutoring services** are available to students during the academic year as well as during the summer sessions. The **Writing Center** offers one-on-one peer tutoring for students in writing, offering appointment-based consultations up to one hour. The **Math Center** accommodates walk-in students for math tutoring, and will be offering supplemental instruction beginning fall 2004. The Writing and Math Centers are located together on the Dandini Campus in Vista B106. A satellite Writing Center with limited tutoring hours is also located at the Meadowood campus in room 220. Students with inquiries can call the Center, or access the Writing Center webpage at <http://www.tmcc.edu/writing/>, and the Math Center webpage at <http://www.tmcc.edu/mathcenter/>.
- Students who wish to be tutored in subjects other than writing or math were able to get assistance in the Learning Hub, which offered tutoring in the sciences and foreign languages. As of Fall 2004, the Learning Hub has become part of the **SOURCE** (Student Outreach and Resource Center), which was developed to “increase students’ academic success and retention at TMCC.” The SOURCE “allows for the centralization of intervention services that includes a joint approach whereby Student Services and Academics work collaboratively to educate all students (particularly those academically ‘at risk’) at TMCC.” The SOURCE will make efforts to outreach to the following student populations: part-time students, students with disabilities, undecided students, ethnic and ESL

students, first generation students, developmental students, distance learners, academically at-risk students, and millennium scholars. [Include SOURCE model as evidence]

- Ethnic and International students can be accommodated by contacting and taking advantages of the **English as a Second Language (ESL) Program** on campus. Students can access the program webpage at <http://www.tmcc.edu/english/esl.asp> to learn information such as the following: “Truckee Meadows Community College's English as a Second Language (ESL) program is designed for students who wish to pursue a complete or limited academic program, including language skill improvement, certificates or degrees such as an associate of art, bachelor of science or bachelor of arts. College-level ESL instruction helps students whose native language is not English to succeed in college and at work. To meet the needs of ESL students, TMCC offers courses in different levels and skill areas: listening/speaking, reading, writing/grammar and vocabulary/spelling. Students receive high quality instruction designed to meet their language interests and goals.”
- The **Adult Basic Education (ABE) Program** “provides basic literacy education for adults who are at least 17-years-old.” Students “can take classes in basic listening, speaking, reading, writing and mathematics in one-on-one instruction and group learning settings.” The ABE program also offers such amenities as a literacy program, a citizenship program to prepare permanent residents to take the INS interview, workplace literacy assistance, and GED preparation.
- “**The Veterans Upward Bound (VUB) Program** is an educational program funded by the U.S. Department of Education. It is designed to assist veterans in preparing for success in college and other postsecondary training. Veterans upward bound provides a comprehensive program of support services to improve both academic and motivational skills. Services are available for college preparation and GED completion. Specific services include developmental courses to improve basic skills, tutoring, career counseling and advisement, college orientation, assistance with admissions, financial aid and referrals to other agencies. Veterans must meet program eligibility requirements.”
- TMCC’s **Re-Entry Center** focuses its assistance upon special populations of students, including single parents, displaced homemakers, individuals pursuing training in non-traditional occupations, economically disadvantaged, disabled, and/or individuals with substantial barriers to education/employment, economically disadvantaged single parents and displaced homemakers pursuing education or vocational training.” The purpose of the Re-Entry Center is to provide assistance to students “who are returning to school and/or the workplace. The Center, which is primarily funded by TMCC as well as federal, state and private grants, is dedicated to helping these individuals become economically self-sufficient through education, vocational training and enhanced job search skills.”
- “LEAP, or **Learning Experience Assessment Program**, is a program that awards credit for nontraditional learning to students. LEAP students will earn college credit through a challenge exam, transcript assessment, portfolio development, military experience and/or the number of credits earned at TMCC.”

- **QUEST** is a program designed to focus upon the education needs of first year, full-time college students. “QUEST is a freshman-year experience program designed to help (students) be successful in college. If (students) participate in QUEST, (they) will receive a guaranteed class schedule, faculty mentoring and a customized educational plan.”
- The **E.L. Cord Child Care Center** offers a practicum opportunity for students to work at the on-campus daycare. Particularly, “Students enrolled in the Early Childhood Education Program at TMCC are required to spend one semester as part of the teaching team. These students are supervised by a TMCC faculty member and participate in a variety of activities.”

Additional amenities that students receive and have access to at TMCC include the following:

- **The Elizabeth Sturm Library**
- **The E. L. Cord Child Care Center**
- **Academic Computing Labs**
- **An on-line calendar of events and various and periodic e-newsletters**
- **The ECHO, TMCC’s campus newspaper**
- **Student Outreach Services (S.O.S)**, whose “mission is to provide tools to develop student academic, career, and personal success”
- **Workforce Development and Continuing Education**
- **Starting Point**

Amenities such as these allow students to access information and assistance which enables them to further their educational goals at TMCC.

Strengths

Since the 1995 Self-Study Report and the Fall 2000 Five-Year Interim Report, TMCC has hired a full-time Director of Institutional Effectiveness to monitor and assess student enrollment and educational progress; or, more specifically, to “systematically identify the characteristics of (our) student population and students’ learning and special needs. The mission of the Office of Institutional Effectiveness can be found at the following webpage: http://www.tmcc.edu/inst_research/. It states: “The Office of Institutional Research is committed to the improvement of institutional operations and effectiveness through the evaluation of educational practices and services, assessment of teaching and learning and the on-going collection, analysis and dissemination of data for institutional decision-making and strategic planning. This office serves as a comprehensive source for information about the institution to the internal and external constituencies.”

Furthermore, TMCC initiates and supports comprehensive programs designed to focus on student success. These programs make provision for meeting the identified needs of students by implementing internally-generated surveys which are evaluated monitor the success of each program.

TMCC has also taken further steps to address the educational needs of its diverse student population by hiring new coordinators in key positions. These new positions were

implemented as of spring 2004, and are: Reading Specialist to design and implement a Reading Program across the curriculum, a Writing Center Coordinator, a Math Center Coordinator, and a Retention Coordinator to focus on institutional student retention. The issue of identifying students and their needs and retaining them to fulfill their educational purposes has become a priority at TMCC, as the TMCC Retention Committee presented a three-hour seminar on retention at the bi-annual Professional Development Week in August 2004 to initiate a community dialogue on the topic. The Retention Committee is made up of faculty and staff, and meets monthly to discuss retention issues that need to be addressed at a campus-wide level.

TMCC has also initiated an Early-Alert program through the Counseling and Advising office for faculty to alert counselors to students who may not be succeeding academically or personally. An Early-Alert Referral form has been processed (see Exhibit) and will be available online to faculty at through the Counseling and Advising webpage. Also through Counseling and Advising, a “Linktivity” program is being established, which is an online advisement and workshop model whereby counseling services will be offered to satellite campuses. A First-Generation Student Mentoring program has been established in fall of 2004, and initiatives are underway to implement a mandatory matriculation process, which would include some of the following services: admission, testing, orientation, advisement. And, finally, TMCC has applied for a TRIO grant to be better able to address the needs of first-generation and non-traditional students. The grant has been submitted as of August 2004.

Challenges/Weaknesses

- Because TMCC adheres to an “open-door” admissions policy, Orientations, Counseling and Advising, and Career Development are not required. It is up to the student to make contact.
- Students must self-identify to receive services through the DRC (Disability Resource Center).
- The 2000 Interim Report indicates that a Weekend College program was added to TMCC’s curriculum, but I don’t see that it is still in place.

3.B.2 The institution provides opportunities for students to participate in institutional governance. Faculty are involved in the development of policies for student programs and services.

TMCC students are encouraged to take advantage of institutional governance opportunities. Accordingly, TMCC recognizes the importance of the dynamic and proactive on-campus student government organization, the **ASTM** (Associated Students of Truckee Meadows). The ASTM is a vital addition to the campus community. Information about the ASTM can be found on its webpage, <http://www.tmcc.edu/astm/>, in the Catalog on page 17, and in the Student Handbook on page 7.

The purpose of the ASTM is “to function as the representative body of all students to

- make recommendations concerning student welfare
- recommend policies concerning campus student activities
- assist the college in planning and sponsoring student activities
- coordinate the activities of approved student organizations”

“The Associated Students of TMCC provides a variety of programs and activities for students. The ASTM also makes recommendations and contributes opinions and information to the college about student concerns.”

All TMCC students are automatically members of the ASTM, but they are represented by 13 elected officers to serve the students. “The organization is comprised of a student president, vice president, secretary, treasurer and nine student senators elected annually by the student body.”

The mission of the ASTM is as follows: “The ASTM conducts its business and participates in projects that are dedicated to advancing the overall quality of the total learning experience. The ASTM 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.”

Included in the ASTM organization are sub-committees that focus upon various specific campus issues involving students. These committees are: Activities, Appropriations, Constitution, Elections, and Community Services.

The ASTM encourages students to “enhance their educational experience at TMCC” in various ways, including becoming involved in student clubs and organizations, which focus upon student life. These clubs/organizations are also advised by TMCC faculty and staff. The following is a chart of Campus Organizations for 2003:

Organization Name	Organization Advisor	Office Location	Phone Number
American Insitute of Architect Students	Ellis Antunez	SIER 202C	673-7265
International Club	Margaret Hellwarth	RDMT 325J	673-7060
Latino Student Association	Linda Gasaway	RDMT 331F	673-7010
Lizard Computing Gaming Association	David Misner	RDMT 205	673-7280
Native American Student Organization	Julia Hammett	RDMT 331C	673-8236
Phi Theta Kappa	Barbara Chism &	RDMT 331D	673-7022

	John Chism		
Philippine United Students' Organization (P.U.S.O.)	Andrew Serafico	RDMT 331	674-7629
TMCC High School	Ken Henry	RDMT 331F	673-7010
TMCC Science Club	Dr. Cinzia Muzzi	RDMT 321F	674-7652

TMCC students are also encouraged to participate in institutional activities, such as faculty and staff hiring committees, disciplinary hearings, and various committees, like the Curriculum Committee, and the Academic Standards Committee. (See Exhibits).

Although the Faculty Senate does not have any senators who are students, there is ASTM representation (the ASTM President), but he/she is ad hoc, and has no voting rights.

Accordingly, faculty are involved in the development of policies for student programs and services. The ASTM faculty advisor, as well as other faculty members, participate in the ASTM Advisory Board. Faculty are also involved on an advisory level in the following student programs:

Phi Theta Kappa, which is the international honor society of the two-year college. The Phi Theta Kappa homepage is located at <http://www.tmcc.edu/ptk/>, and provides the following information about the organization: “Phi Theta Kappa has recognized academic excellence in the two-year college since 1918 and has become the largest and the most prestigious honor society serving two-year colleges around the world.

The purpose of Phi Theta Kappa is to recognize and encourage scholarship among associate degree students. To achieve this purpose, Phi Theta Kappa provides opportunity for the development of leadership and service, for an intellectual climate to exchange ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence. Our chapter has earned five-star status.”

The Meadow is the annual literary and art journal, published every spring. Faculty and students make up the editorial board and collaboratively make decisions about acceptance of materials and publication of the text. (<http://www.tmcc.edu/meadow/>)

TMCC Student Ambassadors are student representatives of TMCC. “The Ambassadors share TMCC's history and vision with prospective students and distinguished college visitors. January 2003 marked the beginning of this dynamic new program at Truckee Meadows Community College. Six outstanding students were selected to serve as the very first TMCC Student Ambassadors. TMCC Student Ambassadors serve as envoys for the college, providing an honest and positive image of TMCC to prospective students, guests and other college dignitaries. The Ambassadors are "Creating a Climate of Excellence", and are poised to work with the entire college community in TMCC's quest for academic distinction.”

(<http://www.tmcc.edu/ambassadors/>)

Strengths

TMCC boasts a strong and involved student government, and TMCC students are anxious to be involved in organizing events, such as Welcome Back Barbeques, Spring Flings, Get-Out-The-Vote drives, and in helping to make campus decisions. Faculty are sensitive to students' voices and work closely with students when it is possible and appropriate.

Challenges/Weaknesses

- Because TMCC is a commuter school, this situation can pose challenges in getting students involved.

3.B.3 Policies on students' rights and responsibilities, including those related to academic honesty and procedural rights, are clearly stated, well publicized, readily available, and implemented in a fair and consistent manner.

Students' responsibilities are outlined in "Appendix L" of the TMCC Catalog: "Rules and Disciplinary Procedures for Members of the University Community" (256-258). These rules and procedures outline conduct that may "lead to the procedures and disciplinary sanctions established in Title 2, Section 6.3 of the UCCSN code." The issue of academic honesty is addressed on number 17 of Appendix L. Accordingly, "Appendix R" delineates the campus policy on "Unsupervised Children." Student responsibilities are also clearly stated and readily available under the "Student Conduct" section of the Handbook, page 14. The document entitled, "Student Conduct Policy and Procedures" can be found under the "Current Students" link on the TMCC website, and is located at <http://www.tmcc.edu/admissions/forms/StudentConduct.pdf>.

Students' rights are located in the Catalog in "Appendix M: Grievance Procedures Relating to Equal Opportunity," "Appendix N: Sexual Harassment Policy," "Appendix O: Drugs and Alcohol Prevention Policy," "Appendix P: Safety and Security," "Appendix Q: Religious Holiday Observations," and "Appendix S: University and Community College System of Nevada AIDS Guidelines" (258-262). Students are also guided on how to go through an appeals process on page 25 of the Handbook, which explains "Appeal of Policy" and "Appeal of Class Grade." The Drug and Alcohol Policy is re-stated for students in the Handbook on pages 9 and 10, and the protocol for Appeals is located on page 25 of the Handbook. And finally, a "Complaint Form" is available to students online at the following web address: <http://www.tmcc.edu/forms/pdf/faculty/StudentComplaint.pdf>.

Strengths

TMCC makes a concerted effort to provide as much information as possible to students in as many ways possible, including through published materials (catalog, handbook, letters), and online publications (e-mail newsletters and a comprehensive website).

Challenges/Weaknesses

Neither student rights nor responsibilities are located in the class schedule. This issue should be addressed, and a separate Students' Rights and Responsibilities section should be implemented and made available in the Catalog. In the TMCC Catalog, when any students' rights issues are addressed, they are often difficult to find. Therefore, student rights are NOT clearly published (not at all on web), and there seems to be no clear delineation of them for students.

There is a problem with academic honesty issue...just what is plagiarism? The college offers no definition and no repercussions, and it should be addressed. However, an Academic Integrity Policy is currently with Jowel Laguerre, and is going to be presented to the Faculty Senate for approval. While it is not yet available, a Student Complaint Policy and Procedure document is also with Jowel waiting for approval.

And finally, the Student Handbook published in April 2004—late in the academic year.

3.B.4 The institution makes adequate provision for the safety and security of its students and their property. Information concerning student safety is published and widely distributed.

TMCC makes adequate provision for the safety and security of its students and their property by employing an on-campus police department. The webpage for the TMCC police is located at <http://www.tmcc.edu/policedept/>. According to this webpage, "TMCC is policed by the department of public safety. TMCC police officers have the same training and authority as other municipal, county or state peace officers. All police officer training exceeds the standards set by the Nevada Peace Officers Standards and Training division. Community services officers are trained non-enforcement safety personnel.

The TMCC department of public safety maintains close working relationships with the Washoe County Sheriff's office and the Reno Police departments. The department of public safety coordinates police services at other TMCC campuses such as the Meadowood Education Center, the Technical Institute Edison Campus, Desert Research Institute, Regional Training Center and TMCC High School.

The mission of the TMCC police department is to provide quality law enforcement services founded in community-oriented policing and problem solving principles to

effectively meet the demands and unique needs of a regional community college population.”

On-line links from the Police webpage can provide students or faculty with information about the following: Sexual Assault Information, Sex Offender and Community Notification, Safety Awareness and Crime Prevention Programs, Safety Tips, Crime Statistics, and DMV’s Report of Traffic Accident Form.

Information concerning student safety is published and widely distributed. Students can access the “TMCC Awareness and Campus Security Report” for the campuses of Dandini, Desert Research Institute, the Meadowood Center, Edison, and the Tahoe Education Center in the Catalog in “Appendix L,” page 257. “Appendix P: Safety and Security,” is located on pages 259-262 in the Catalog, and provides students with information “in compliance with the Crime Awareness and Campus Security Act of 1990.” Information included in this Appendix include the following:

- Reporting of Criminal Actions or Emergencies
- Access to Computer Facilities
- Safety of Campus Facilities
- Health Risks Associated with Drug Abuse
- Law Enforcement and Interagency Relationships
- TMCC Police Department Mission Statement
- Safety Awareness and Crime Prevention Programs
- Crime Reporting
- Safety Tips
- Tips for Safe Biking
- Safety in the Workplace

Accordingly, students can access safety information in the Handbook on page 13.

Strengths

- TMCC has a low crime rate.
- Published information seems to be thorough.

Challenges/Weaknesses

- The webpage for the campus Police Department is difficult to find, and I only located it by going to the directory.
- Should the campus incident reports be included in the *Echo*?

3.B.5 The institution publishes and makes available to both prospective and enrolled students a catalog or bulletin that describes: its mission, admission requirements and procedures, students’ rights and responsibilities, academic regulations, degree-completion requirements,

credit courses and descriptions, tuition, fees and other charges, refund policy, and other items relative to attending the institution or withdrawing from it. In addition, a student handbook or its equivalent is published and distributed. A student handbook normally will include information on student conduct, a grievance policy, academic honesty, student government, student organizations and services, and athletics. The student handbook may be combined with the institution's catalog.

The institution makes available to prospective and enrolled students a yearly catalog (Exhibit), class schedules pertaining to each semester (see sample Exhibit), as well as the summer sessions, (Exhibit) and, as of spring 2004, a student handbook for each academic year (Exhibit). The primary purpose of these publications is to inform students about relevant information pertaining to educational opportunities at TMCC. The 2003-2004 printed Catalog was published by the on-campus Publications and Public Information Office. The most recent Catalog, for the 2004-2005 academic year is primarily published online, (hard copies available at various TMCC departments and off campus at Washoe County high school counseling offices), and is linked from the TMCC homepage at the following web address: <http://www.tmcc.edu/admissions/catalog/index.asp>. Among other information, the Catalog provides information on the following: TMCC's mission (page 5), admission requirements and procedures (pages 6 and 7), students' rights and responsibilities (page 9, 256-258—"Appendix L"), academic regulations (**what does this mean, really? –ask Bridgett and Jowel**), degree-completion requirements (pages 22-150), credit courses and descriptions (pages 157-230), tuition, fees, and other charges (pages 10-12), and the refund policy (page 11). The Student Handbook includes the updated mission (also located in the 2004-2005 catalog), as well as all pertinent information for TMCC students.

Strengths

Challenges/Weaknesses

- I believe everything mentioned above is included in our Catalog, but we still have a problem with the students' rights and responsibilities issue—not very clear or well-delineated.
- Also, do we need to provide adequate information about our athletic program, or lack thereof...?

3.B.6 The institution periodically and systematically evaluates the appropriateness, adequacy, and utilization of student services and programs and uses the results of the evaluation as a basis for change.

Through system-wide, as well as program-wide surveys and evaluations, TMCC periodically and systematically evaluates the appropriateness, adequacy, and utilization

of student services and programs and uses the results of the evaluation as a basis for change.

- The Office of Institutional Effectiveness conducts Graduate Surveys to TMCC graduates and then a follow-up survey to grads a year out of school. There are satisfaction questions included on these surveys which monitor student satisfaction at the institution. (See Exhibits). Within this survey, there is a financial aid question included, which helps the Financial Aid Office determine the success of their student service. Accordingly, a Financial Aid survey is now available (spring 2004) online and can be accessed at: <http://www.tmcc.edu/finaid/survey/index.asp>. The Financial Aid Office reminds students of this survey in their mailings.
- The Counseling Office has distributed printed student surveys to monitor student satisfaction, and has since moved to a more student-friendly online model.
- The E.L. Cord Childcare Center conducts a yearly in-house customer satisfaction survey, and the results with parents and employees of the center (see Exhibit). If there are specific concerns, then the Childcare Center will do a follow-up. Accordingly, a survey is conducted of the employees and parents for the National Association for the Education of Young Children Accreditation, and even survey the preschool and kindergarteners on their likes and dislikes. The E.L. Cord Center employs students who attend TMCC, and offer a Semester-Care option for students who are parents. Additionally, they are the Lab School for TMCC's Early Childhood Education Students (please see the attached report for more details).
- New Student Programs is very thorough when it comes to evaluating programs it conducts on campus. Included in the list of Exhibits are the following New Student Programs surveys and results: Counselor and Career Tech Appreciation Breakfast, Day on the Hill, Hispanic Orientation, Latina Day, Latino Day, QUEST, Spring Open House, and TMCC High School.
- The Writing Center conducted a Student Profile survey during the spring 2004 semester, which helped to identify the students who utilize the center's services. The Writing Center also makes available evaluation forms for students to rate their experiences in the Writing Center. (See Exhibits "Writing Center Student Profile Results" and "Writing Center Student Evaluation"). The results of both evaluations are used a basis for change in the center. For example, students suggested that more computers and more available hours would be improvements to the Writing Center. Based on this survey, the Writing Center added computers to the writing lab area, and opened hours on Fridays for one-on-one tutoring consultations.

Strengths

The IR Office will also be conducting a CCSSE (Community College Survey of Student Engagement), a national survey. CCSSE is reporting survey results in terms of five national benchmarks of effective educational practice: active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners.

The Counseling Office is beginning an online student survey used primarily as a feedback instrument, and there are plans to use it as a planning and programming model in the future. (See Exhibit).

Currently, the Childcare Center is implementing two new programs that will utilize ACCESS fees to a) raise student employee starting wages to \$7.00/hr, and, b) offer childcare subsidies for students already qualified to receive FAFSA dollars.

Challenges/Weaknesses

According to Laura Dulgar, New Student Programs is comprehensive in its evaluation and implementation processes, but could improve on “evacuating our recruitment services. We do informal evaluation of what we offer through our recruitment office but we tailor our outreach efforts to the needs of each high school. So, at the beginning of each year, we go to the high school and discuss what their needs are and we then put together a recruitment plan for each high school. So really, we are basing our service on their needs, not ours. We do need to somehow survey the counselors, career techs and teachers who we deal with in the high schools.”

- I have not yet heard from Re-Entry, and I don't know about the Math Center or the Learning Hub. These should be added to the report.

Standard 3.C Academic Credit and Records

Evaluation of student learning or achievement, and the award of credit, are based upon clearly stated and distinguishable criteria. Academic records are accurate, secure, and comprehensive.

3.C.1 Evaluation of student learning or achievement, and award of credit, are based upon clearly stated and distinguishable criteria. Academic records are accurate, secure, and comprehensive. Credit is defined and awarded consonant with the Glossary definition.

Detailed Report:

- The evaluation of student learning and achievement and award of credit are based upon clear statements of outcomes and assessment published in course syllabi. In the Faculty/Staff Handbook dated August 25, 2004 in tab section, "Curriculum and Instruction," page 4, it states the criteria that should be included in every faculty syllabus. Specifically, number 6 states that "Course objectives (what the student can expect to learn)." These guidelines are reiterated at department and division meetings, which are mandatory throughout the semester. Departments require faculty to submit current syllabi for filing in their respective departments.

During the summer of 2004, the self-study subcommittee collected a wide sample of syllabi, totaling 92 (50% full-time & 50% part-time) and representing twelve departments (see exhibit 1). From this collection, the subcommittee found that approximately 90% of the syllabi include clear statements of course objectives and methods of evaluation. Additionally, faculty use a variety of grading methods, such as the use of rubrics and portfolios to standardize grading within their courses, departments, and across disciplines.

- Academic records are accurate, secure, and comprehensive. Academic records refer to the student's classes and grades from Truckee Meadows Community College (TMCC) and other institutions. The Admissions and Records Supervisor, who also supervises the Transcript Clerk and DARS (Degree Audit Review System) team, ensures the accuracy, security, and confidentiality of student records from TMCC and from other institutions. Students' academic records from TMCC are maintained and secured in the mainframe computer system, and students' academic records from other institutions are maintained on the mainframe and/or kept in locked, fireproof file cabinets. According to Kathy Lucchesi, Dean of Student Services and Enrollment Management, in order to further protect student records, each day's activities are fully backed up in the mainframe computer system and stored on- and off-site; additionally, internal servers store a "snapshot" of the day's transactions from files downloaded from the student information system (SIS). There is also a redundant backup system linking the mainframe in the north (Reno) to the mainframe in the south (Las Vegas).

- Admissions and Records makes every effort by working with faculty, students, and administrative staff to ensure that grade reporting procedures are efficient and accurate. Authorized Admissions and Records staff input grades from grade sheets onto the mainframe computer system. The staff also verifies grades by checking the data entered against the grades submitted. Currently, faculty can either submit grade sheets to Admissions and Records or input grades electronically. During the beginning of each semester, faculty development workshops provide training in how to use the electronic grade-filing system. Faculty can access the secure, electronic grade book from Citrix. Once faculty input grades, data is uploaded to the mainframe and a backup copy is maintained on server in the Information Technology (IT) Department. The faculty is responsible for the accuracy of grades. According to the Student Handbook (page 27), Admissions and Records Frequently Asked Questions (www.tmcc.edu/admissions/faq.asp), the Fall 2004 Class Schedule (page 102), and the 2003-2004 Catalog (page 8), students can access their grades within one week after the end of each term, or students can request a copy of their transcript, official or unofficial, showing all of their academic history. TMCC's grading scale, which lists and defines grades, is also located in the TMCC 2003-2004 Catalog. The grading policy for all UCCSN institutions was approved by the Board of Regents and is located in the Handbook, Title 4, Chapter 16, Section IV.
- Credit is defined and awarded consonant with Glossary definition as stated in the 2003-2004 TMCC Catalog on page 264 (see appendix).

Analysis:

The Fall 2000 Five-Year Interim Report and the 1995 Self-Study Report do not address the evaluation of student learning or achievement and the award of credit upon clearly stated and distinguishable criteria. However, the current self-study committee is examining these issues. The committee requested and collected syllabi (from both full- and part-time faculty) from campus departments to examine evidence of course objectives and methods of evaluation. Out of 92 syllabi, 90% contained course goals and evaluation procedures. Notwithstanding, ten sample syllabi were lacking clearly articulated statements of course objectives and methods of evaluation.

Students' records from other institutions are not entered in the mainframe database unless students request a Degree Audit Report (DAR). If students do not request a Degree Audit Report, their records from other institutions are kept in non-fireproof cabinets. Given this weakness, Admissions and Records is currently working on document-imaging, whereby every piece of student information will be scanned and maintained on the server in the IT Department.

- (PVE or PEVD?--See Laura) SIS needs to identify transcripts received from other institutions. Transcripts received are noted on the PVED (previous education) screen in SIS. They are not evaluated until the student requests a degree audit.

Admissions and Records has always distributed grade sheets via campus mail to each department. Department staff ensures that each faculty member receives his or her grade sheets. One of the problems with grade sheets is that some faculty have not turned them in by the posted deadline. As a result, this has caused delays in students receiving updated transcripts. Another issue is that grade sheets have been lost or sent to the wrong location or faculty member. In order to avoid these problems, TMCC will no longer use paper grade sheets; instead, all grades will be submitted electronically by 2005.

Recommendations: Most of our TMCC faculty include statements of outcomes and assessments in their syllabi, and they should be commended. However, a small fraction of faculty do not. To further meet the needs of students, faculty need to follow the guidelines outlined in the Faculty/Staff Handbook (and Part-time Handbook?), which provides a section on creating a course syllabus and the requirements therein. Furthermore, the Dean of Extended Day Services (Part-time Faculty) and Department Chairs should oversee that all faculty (full- and part-time) include statements of course goals and evaluation methods in their syllabi.

Additionally, Admissions and Records is to be commended for its planning procedures for document-imaging, which will ensure the security and safety (from fire) of students' records.

Further, by Fall 2004 faculty will be utilizing the electronic gradebook to help minimize lost or misdirected grade sheets.

3.C.2 Criteria used for evaluating student performance and achievement including those for theses, dissertations, and portfolios, are appropriate to the degree level, clearly stated and implemented.

Detailed Report:

- TMCC is a two-year college which awards Associate degrees and Certificates. Sample syllabi collected over the summer of 2004 indicate criteria used for evaluating performance and achievement, which are appropriate to the degree level.
- In Spring 2004, TMCC replaced the Institutional Assessment Committee with the Student Learning Outcomes and Assessment Committee (SLOA), whose members represent seventeen departments, including English, Students Services, Faculty Senate, General Studies, and so many more. The purpose and the charge of the committee is:

“to serve as the institution-wide body on Student Learning Outcomes Assessment (SLOA) issues, including developing and maintaining expertise in outcomes

assessment; establishing learning outcomes; ensuring the quality and the integrity of the SLOA program; researching best practices; evaluating the progress of the program; and recommending appropriate modifications or changes.”

According to SLOA, the committee’s authority is to “lead the College in the establishment of a plan...to evaluate plans, to provide feedback to programs, disciplines...and to provide expertise in establishing of program outcomes.” The following steps are proposed as necessary to move Student Learning Outcomes and Assessment to the next level:

- *Redefine and review General Education
- *Establish, with College-wide participation, the desired liberal education (gen-ed) abilities for graduates of TMCC (5-7)
- *Identify courses (liberal education) that help to develop the abilities
- *Set up matrix to identify what courses meet what abilities
- *Develop outcomes (2-3) for each course identified
- *Select two abilities to assess over the first year
- *Select the disciplines and courses that will participate in the assessment
- *Establish a five-year schedule to assess the rest of the abilities

Analysis: TMCC has offered several faculty development workshops on developing statements of outcomes and assessments. As a result, many departments now incorporate a unified set of standards and criteria comprising the outcomes and assessment statements in their respective department syllabi, which are appropriate to the degree. Additionally, ongoing campus dialogue focuses on the effectiveness of outcomes and assessment techniques. For example, several departments have formed committees to examine how their discipline-specific curriculum and pedagogy parallel students’ mastery of course material. In addition to department committees, the Student Learning Outcomes and Assessment Committee (SLOA) was established in the Spring of 2004. SLOA will further help faculty to develop a process to plan courses and at the end evaluate outcomes formally, and SLOA will support and encourage programs to define their outcomes for their disciplines and revise the ones that were not done formally.

Recommendations: Future faculty development workshops on outcomes and assessments will help faculty deliver unified and effective instruction. Productive outcomes and assessment work will result in improved student learning and skill building.

3.C.3 Clear and well-publicized distinctions are made between degree and non-degree credit. Institutional publications and oral representations explicitly indicate if credit will not be recognized toward a degree, or if special conditions exist before such credit will be recognized. Any use of such terms as extension credit, X credit, continuing education credit, is accompanied by clear statements regarding the acceptability of such credit toward degrees

offered by that institution. Student transcripts clearly note when any credit awarded is non-degree credit. Whenever institutions grant non-degree credit other than the Continuing Education Unit (CEU), some summary evaluation of student performance beyond mere attendance is available.

Detailed Report:

- TMCC staff is knowledgeable of degree and non-degree credit policies and is able to effectively communicate these policies to students. TMCC's 2003-04 catalog indicates "B & C" letter designations for courses which are not transferable to a Nevada University (see example on page 43 in catalog). These courses do not usually transfer towards a baccalaureate degree. Developmental courses (those numbered below 100, such as English 090) and Community Services classes are noted as not transferable, as they do not apply to any degree or certificate. See pages 26, 29, 30 and 31—149 in the college catalog for referencing general education and specific degree/major requirements (all information in the printed catalog is available on TMCC's website). A listing and explanation of community services classes are located in the TMCC catalog on pages 26, 30, 43, 44, 56, 105, and 106. Additionally, the TMCC class schedule (both printed and on-line versions) provides a statement regarding community services classes on pages 83-97. All non-degree classes, in this case Community Services classes, are designated with a "C" after the course number. In the case of the AGS degree or certificate, "C" classes may be approved as electives. However, according to Kathy Odynski, the Assistant Dean of Community Services, "very few students have ever requested "C" classes to count towards the AGS degree or certificate."
- TMCC does not offer extension credit, X-credit, or continuing education credit. However, TMCC offers credits in its Community Services division, which apply to some certification programs.
- Currently, student transcripts do NOT clearly indicate for students when any credit awarded is non-degree credit. The legend on the transcript explains the course numbering system indicating that courses with the letter "C" in the number are considered community service courses.

Analysis:

The Fall 2000 Five-Year Interim Report and the 1995 Self-Study do not address issues regarding well-publicized distinctions between degree and non-degree credit. Be that as it may, this self-study committee has found that TMCC staff are well-versed and readily available to answer questions from students about degree and non-degree credit. However, problems do arise when students confuse Community Service credits with Transfer credits. Some instances exist (General Studies Degree) whereby Community Service credits are acceptable, whereas they are not acceptable for the other Associate degrees. Also students searching for this information in the catalog might find

locating the information difficult or confusing because the information is not clearly specified in the catalog's index or table of contents. Additionally, because transcripts do not indicate the award of credit as being degree or non-degree, students may become confused when reviewing their transcripts in terms of what courses may actually apply to their degree.

The confusion over whether or not Community Service credits may apply to Associate degrees has been an ongoing problem for several years. Currently, in the Term Schedule booklet, Community Service classes are listed at the end, and there are caveats stating that these courses may not apply toward academic degrees. However, if students thumbing through the schedule fail to notice that they are in the Community Service section, then errors in choosing applicable courses toward their degree could be made. Another problem with Community Service credits results when students, thinking they are making satisfactory progress in their academic programs, are told that the Community Service credits will not apply and their financial aid is now in jeopardy. An example of this problem is found with the listing of a yoga class in both the Community Service section and the regular academic courses (PE 236C, p. 88 vs. RPED 169, p. 70) with the same teacher, same day/time, and same 2 credits designation. Since the class under Community Service is \$94 as compared to 102.50 for the transferable class, it is easy to understand why students would select the Community Service class.

One way to avoid confusion over Community Service credits, as suggested by Kathy Lucchesi, would be to simply drop the awarding of credits for these classes. On student transcripts, Community Service classes would show "0" credits and students would then know that those classes would not apply toward their degree. Another suggestion by Kathy Lucchesi is to separate publications, but the downside to this is higher production costs for publishing a separate term schedule.

Recommendations: It would be helpful to students if the catalog and class schedule were clearer about what courses are applicable to a degree and which are not, and it would also be helpful to students if Admissions and Records could add degree or non-degree credit information to students' transcripts. According to Kathy Odynski, the Assistant Dean for Community Services, beginning Spring 2005, the community services classes will be part of the Workforce Development and Continuing Education. All classes with the exception of the Grant Writing and Massage will no longer have credit attached to the class. At that point there will no longer be an issue as to whether the Community Services classes apply towards a degree or not. For the classes that will still have credit, grant and massage, they could be approved to be counted as electives towards the General Studies Degree or Certificate programs only.

3.C.4. Transfer credit is accepted from accredited institutions or from other institutions under procedures which provide adequate safeguards to ensure high academic quality and relevance to the students' programs.

(ask committee) **Implementation of transfer credit policies is consistent with 2.C.4 as well as Policy 2.5 *Transfer and Award Academic Credit*. The final judgment for determining acceptable credit for transfer is the responsibility of the receiving institution.**

Detailed Report:

- TMCC accepts transfer credit from other accredited institutions. TMCC requires an official transcript, which is a cumulative report that contains all courses in which a student has been enrolled. It contains the grades, credits, grade point summaries, the registrar's signature, and the official seal of the college (catalog 9). Official transcripts are sent by the institution or provided by the student in a sealed envelope, which is a safeguard that ensures high academic quality.

“For help in schedule planning and course selections, degree-seeking students can request a free Degree Audit Report (DAR) on Web-Reg or from the admissions and record office” (catalog 8). The report lists the classes the student must take to earn a degree and classes already taken. Classes already taken are considered in the report by the DAR Team, who is supervised by the Admissions and Records Supervisor. The TMCC 2003-2004 catalog specifically addresses transfer students on the matter of credit earned on page 8:

Transfer students who wish to use credit earned at other institutions for their degree or certificate may request an evaluation of credits when they have all official transcripts from their former institutions on file in the admissions and records office. Students must be currently or previously enrolled to receive this service. Unofficial DARs are also available through Web-Reg.

The DAR Team evaluates the transcript for TMCC course equivalents. A-Table (A-Transfer Articulation Table) indicates course equivalencies between TMCC and UNR. Determining equivalency is articulated by chair or dean if course equivalency/articulation can not be determined by Admissions and Records staff or A-Table. Once equivalency is determined, a staff member of Admissions and Records enters data on system mainframe.

TMCC's Admissions and Records makes the final judgment for determining acceptable credit for transfer. TMCC only accepts 45 credits total, of which up to 15 credits can be applied towards non-traditional credit, such as training or certificates. Admissions and Records decides what acceptable credit is. For example, TMCC does not accept D-'s, F's, and developmental credit: these are non-transferable.

Analysis:

According to the 1995 self-study report, the Degree Audit Review System (DARS), a new computerized audit system for transcript analysis, was first introduced in the 1994-

1995 academic year. Today, it is fully operational. Any degree-seeking student can request a degree audit review by visiting the admissions and records office or by requesting a report on Web-Reg. DARS is just one example of many technological advancements/advances created to better serve students. However, there is a 4 to 6 month delay in evaluating DARS which delays student access to their evaluation.

The Supervisor of Records strongly believes that determinations of course articulations or transfer equivalencies should originate at the dean or chair level. Moreover, TMCC upholds academic high standards when determining acceptable credit from another institution.

Recommendations: According to the supervisor of Admissions and Records, the determination of course articulation or transfer equivalencies should be the primary responsibility of deans and or chairs.

The length of time it takes in processing DARS needs to be addressed; such delays make it difficult for students to plan a timely completion of their program at TMCC.

3.C.5 The institution makes provision for the security of student records of admission and progress. Student records, including transcripts, are private, accurate, complete, and permanent. They are protected by fire-proof and otherwise safe storage systems and are backed by duplicate files. Data and records maintained in computing systems have adequate security and provision for recovery in the event of disaster. The information-release policy respects the right of individual privacy and ensures the confidentiality of records and files.

Detailed Report:

- The institution makes provision for the security of student records of admission and progress. As stated on page 8 in the 2003-2004 catalog and on page 108 in the class schedule, “TMCC conforms to the Family Educational Rights and Privacy Act pertaining to student records and their privacy, their inspection and the appeal rights of the student.” Student records, including transcripts, demographical information, and residency information are private, accurate, complete, and permanent. TMCC’s release-information policy “respects the right of individual privacy and ensures the confidentiality of records and files” (TMCC Catalog 250).
- If students wish to “restrict the release of directory information,” they do so by completing an information-release form, which is located on page 3 in the class schedule, page 4 in the 2003-2004 catalog, and on TMCC’s web site (p?). This process secures the privacy of student information.
- Admissions and Records ensures that student records are complete and accurate. Records are complete as they include GPA calculations, campus totals, and

accumulated totals, which are calculated by the mainframe by what courses students enroll in and by the grades they receive. Admissions and Records then enters and verifies grades, which are maintained in the system and secured by back-ups. Student information from other institutions is kept in non-fireproof cabinets. In terms of security, TMCC student records are also maintained in the system on a mainframe. SCS (System Computing Services) maintains the mainframe; as a result, data are never lost. Only authorized persons have access to the information on a “need to know basis.” For example, if an instructor needs to access student information, he or she can retrieve information via SIS (Student Information System) program. The instructor can retrieve information, but he or she can not alter any of it.

Analysis: The TMCC 2003-2004 catalog clearly articulates policies and procedures regarding students’ educational records. Appendix G, which begins on page 250 in the catalog, states in great detail the policy in accordance with the Family Educational rights and Privacy Act (FERPA), which students can easily access. Not only does the catalog explain the policy regarding FERPA, but the catalog also defines various educational records and lists the locations where these records are located, a great resource for students. The TMCC class schedule also provides information regarding FERPA on page 8, but it is not as detailed as in the catalog. Additionally, when any faculty or staff enter in SIS, there appears a FERPA statement to alert users of this system of their responsibility regarding this federal policy.

Recommendations: While the FERPA information in the class schedule is accessible to students, the placement of the FERPA statement and the information-release form are on two different pages, one hundred pages apart. Perhaps these two items should be on the same page.