

2.C.1

The institution requires of all its degree and pre-baccalaureate programs a component of general education and/or related instruction that is published in its general catalog in clear and complete terms.

TMCC offers a variety of pre-baccalaureate degree and certificate programs that are outlined as program worksheets in the college course catalog (2004-05 TMCC Course Catalog, pp. 32-148). In addition to being outlined on each one-page program worksheet, the general education requirements for each type of degree and certificate program are outlined on pages 30-31 of the course catalog as follows:

- University transfer degrees (associate of arts and associate of science);
- Occupational degrees (associate of applied science and certificate of achievement);
- General studies degrees (associate of general studies and certificate of achievement general studies)

Within each degree and certificate program, the disciplines from which classes are required to meet the general education requirement are outlined with the corresponding number of credits required for the program from each discipline. In addition, each discipline lists classes that may be counted as fulfillment for the discipline. The exception is the diversity requirement, which contains a note referring the reader to another page for a list of classes.

The general education discipline descriptions are provided (TMCC 2004-05 Course Catalog, p. 29) are provided on a separate page. This page also includes the diversity course list.

The information outlined above is available and may be downloaded from the college's Web site in Adobe Portable Document Format, thus preserving pagination. Although the Web site provides a searchable text of the catalog, the general education pages program worksheets are only available as PDF documents.

2.C.2

The general education component of the institution's degree programs is based on a rationale that is clearly articulated and is published in clear and complete terms in the catalog. It provides the criteria by which the relevance of each course to the general education component is evaluated. (Also refer to policy 2.1)

The general education requirements are described on page 29 of the 2004-2005 TMCC Course Catalog by categories: communications, constitution, diversity, English, fine arts, humanities, human relations, mathematics, science and social studies.

Each description contains one or two sentences about the characteristics of courses that would fulfill the requirement. For example, the Communications requirement states "a

course of study that develops students' abilities to use the English language effectively and accurately to convey information" (TMCC 2004-05 Course Catalog, p. 29).

However, the information on the description page does not provide a rationale for why or how each category was selected. Nor does each description explain why certain subject area and classes may be taken to fulfill the category.

Further, each program worksheet (pages 32-148) presents the general education requirements for the program. Some program sheets include required and/or recommended classes within the general education requirements. Other worksheet only display the number of credits needed from each category. However, none of the worksheets offer an explanation as to why certain classes are required by the program.

In the Glossary on page 269 the phrase General Education Requirements is defined as "groups of required courses, such as math and English, which support development of the emphasis." This statement offers a brief rationale of the general education requirement component of a program only, that the requirement supports the emphasis.

2.C.3

The general education program offerings include the humanities and fine arts, the natural sciences, mathematics, and the social sciences. The program may also include courses that focus on the inter-relationships between these major fields of study.

The general education requirements differ by the degree and certification program and are outlined on pages 30-31 of the TMCC 2004-05 College Course Catalog.

Of the programs, the following include offerings from the humanities and fine arts, sciences, mathematics and social sciences:

University transfer degrees (associate of arts and associate of science) include:

- humanities
- fine arts
- sciences
- mathematics and
- social sciences

Occupational degrees (associate of applied science only) include:

- sciences
- mathematics (if selected within quantitative reasoning)
- social sciences

Note: the certificate of achievement occupational degree does not contain the stated items).

General studies degrees (associate of general studies and certificate of achievement general studies) include:

- humanities
- fine arts
- sciences
- mathematics (if selected within quantitative reasoning)
- social sciences

Note: Fine arts and humanities, as well as science and quantitative reasoning, are combined in the certificate of achievement general studies program.

Please refer to pages 30-31 of the 2004-05 College Course Catalog for complete outlines of each degree and certificate program.

General Education Committee Information

TMCC has initiated a committee to review the elements of the general education curriculum at the college. At present, the General Education Subcommittee has been merged with the Student Learning Outcomes and Assessment Committee, as approved by the faculty senate academic standards and curriculum committees.

The new committee completed the development of the following:

- a mission statement for general education at the college;
- goals for the general education curriculum;
- a list of abilities of students who have completed the general education curriculum. This item includes definitions of the student of abilities.

(Source: General Education Development and Review, Truckee Meadows Community College, Fall 2004 by e-mail, Oct. 6, 2004).

In addition, the committee is developing a general education review process.

(Source: genedreviewdirections091504.doc and outcomesassessmentdesign.doc draft documents by e-mail, Sept. 28, 2004).

2.C.4.

The institution's policies for the transfer and acceptance of credit are clearly articulated.

In general, TMCC policies for transfer and acceptance of credits are clearly outlined in the TMCC Course Catalog. Transcript information and credit evaluation are also explained on the TMCC website. However, the TMCC website could be improved to address more specific issues of credit transfer, such as how the process works for incoming credits.

The following pages of the *TMCC Course Catalog 2004-2005* offer information on credit transfer:

Transcript of Record, pg 9

The catalog tells students to request their transcripts from other institutions and then request a DARs report as soon as they have matriculated (**exhibit 1**). One recommendation is that since students may not read this section of the catalog, they should also be informed as to how to have credits evaluated in their letter of admission, as well as on the A and R webpage. In addition, it would be helpful if a notice were sent upon receipt of a transcript from a matriculated student, informing the student that the transcript was received and the procedure they should follow to have their credits transferred. However, either of these suggestions might require more staff.

Currently, A and R only evaluates a transcript that has been received if

- a. the student applies to a health sciences program that requires the transcript or the credits,
- b. the student applies for graduation or
- c. the student completes a DARs request and specifically asks to have credits transferred into the record.

A and R agrees that the ideal policy would be to evaluate all transcripts that are received for all matriculated students. Since transcripts are not a requirement for admission to TMCC, it is generally the case that a student who has transcripts sent to TMCC wishes to have them evaluated. The current system requires the extra step of having the student fill out a form to make a request after the transcripts are received by TMCC (and there is currently no way for the student to know if the transcripts have been received at TMCC without calling frequently). However, at the moment, there is insufficient staffing in Admissions and Records to evaluate all transcripts upon receipt.

Transfer services, pg. 16

The catalog informs students that they may speak to an academic advisor to learn about procedures for transferring credits within the UCCSN system. The catalog also gives a general website for the UCCSN system where transfer agreements with UNR and UNLV can be found (however, the website given in the catalog on pg. 16 may be incorrect). The catalog does not give the specific websites for transfer agreements with UNLV and

UNR, which are:

<http://www.unlv.edu/admissions/frTrTMCC.html> (unlv)

<http://www.unr.edu/stsv/trcenter/how/TruckeeMeadowsCommunityCollege.asp> (unr)

(**exhibit 2**)

However, students who speak to academic advisors will learn of these websites, which have a very complete and updated list of transfer agreements with each institution.

Transfer Core Curriculum for UNR pg. 27-28

The catalog discusses core curriculum requirements and course transfer to UNR and UNLV. Although the catalog emphasizes that students should contact a counselor to discuss transfer issues in either direction as early as possible, it is doubtful that most students read this section of the catalog. Unfortunately, there is no specific site on the TMCC website either if students are searching for “credit transfer” or simply “transfer information.” This is something that might be done in future to improve the information that is given.

There is some information on transfer to universities outside the state in the catalog under the above pages but there are no specific instructions about courses that are *not* likely to transfer as core requirements outside the State of Nevada, such as Eng 113.

Transfer Credit Policy, pgs. 247-249

The catalog outlines what types of credits transfer and what other categories of experience or testing may result in additional credits. The catalog does not give specific information on how credits are analyzed for transfer, nor the length of time it takes (in fall 2004, it is taking more than the length of one semester to have credits evaluated, after a DARS is submitted, which is significant in terms of accurate academic advising for the following semester after the request is made). However, the catalog does emphasize that students should see an academic advisor as soon as possible to discuss credit transfer. It would be helpful, however, if there were information on foreign transcripts and degrees because there is a significant immigrant and international student population with foreign transcripts and degrees and there is no specific information on the special challenges of foreign credit transfer and degree evaluation. Finally, the catalog does not give any information about how to have a degree accepted from a foreign institution, for the purpose of gaining points for admission into a health sciences program.

Information on ordering transcripts from TMCC, and requesting a Degree Audit Report, can be found at: <http://www.tmcc.edu/admissions/records.asp>

In accepting transfer credits to fulfill degree requirements, the institution ensures that the credits accepted are comparable to its own courses.

Credit evaluators at Admissions and Records have access to an articulation table (“A Table”) on the Student Information System, for the purpose of evaluating credit transfer. This table is updated each time an institution and/or course is evaluated that has not been listed in the table in the past, so the table continually changes. Each UCCSN institution maintains its own “A Table.” TMCC may refer to other A Tables within the UCCSN system for guidance but not for the definitive answer to credit transfer. If TMCC cannot determine a course equivalency because of the nature of the class (technical classes, nursing, math, etc.) a request is sent to the appropriate department to determine the course equivalency. This is done on a course articulation form (either general or for math; **exhibit 3**). There is also a committee currently working on common course numbering between UCCSN schools. This will greatly facilitate transfer of credits between UCCSN schools in future. As of fall, 2004, are courses applied to four-year

programs in the UCCSN system have been cleared for common course number. Specific courses for two-year programs are expected to share common course numbering by spring, 2005.

At the moment, the TMCC “A Table” lists 1092 different colleges and universities in the US and around the world. Where a course and/or institution appears on the A Table, credit transfer is done with relative ease. If a course or institution does not appear in the A Table, the credit evaluator at Admissions and Records will do research to make sure the college or university of record is accredited. If the college or university is foreign, further research is done as to the grading and credit system in higher education in that country, to verify that the credit hours and grades are equivalent. The course may then be approved for credit transfer in the elective category, no matter how long ago the course work was done.

If a student wishes to have credits in the elective category evaluated for a core requirement, the student must use a “Course Substitution Card” (**exhibit 4**) and submit the request directly to the department, often with further documentation of the course description. The Dean or Department Chair must sign the form to agree to a course substitution in order for the course to go into the record as fulfilling a specific requirement. The form is available in most departments and at Admission and Records but neither the form nor an explanation of its use could be found on the TMCC website or in the TMCC catalog. More specific information on the TMCC website as to how to “sub in” courses from other schools might help new students prepare the necessary information to get a course substituted (like finding a catalog description and having it translated to English, if necessary). It often takes some time for students to gather information that would allow a course to be substituted and if they are informed only at the end of their studies, the time it takes can delay their graduation date.

Admissions and Records also researches core course equivalency in a variety of ways, including using course descriptions from the outside institution’s catalog. TMCC has some college catalogs on micro-fiche, as well as paper catalogs, a CD Rom set and use of the web. The research method used depends somewhat on the year the course was taken. TMCC tries to locate the course description in the appropriate catalog year (or as close to it as possible). In most cases, an American course that is not equivalent to a TMCC course will have its credits applied as a generic course in the same discipline it was taught in. If the course is something that is never offered at TMCC (i.e. Black or Chicano Studies, etc), the course may also be used as a generic course (Science, Social Science, Humanities, etc.). In this type of situation, TMCC is more likely to check to see if UNR has put a class on the A table, to get an idea as to how a university would transfer a particular course.

There is a high level of care taken with credit transfer at Admissions and Records and a high level of expertise among A and R staff. However, the backlog for evaluating transcripts needs to be improved. Bringing more transfer evaluators on staff would help alleviate this backlog and provide opportunities for better services to students in the transfer credit category.

Where patterns of transfer from other institutions are established, efforts to formulate articulation agreements are demonstrated.

According to a study done in fall 2000-2002 ("Follow Up on Non-returning Student Cohorts," **exhibit 5**), over 70% of TMCC students who transfer to a university transfer to the University of Nevada, Reno. Between 6% and 12% go to other UCCSN schools. There are articulation agreements with UNR and UNLV that are updated each year. Therefore, TMCC provides clear and precise transfer agreements with the most common transfer schools. With **common course numbering**, it will become even easier for students to transfer courses between all UCCSN institutions. Full common course numbering is expected to be completed by 2005. UNR transfer agreements can be accessed through the TMCC Counseling website. The catalog encourages students to seek advice from a counselor at TMCC, who can go over agreements with UNR or UNLV. There are no articulation agreements outside the State of Nevada because of low transfer rates outside the state. However, academic advisors at TMCC can help students understand transfer issues outside of Nevada and are trained to do so.

2.C.5

The institution designs and maintains effective academic advising programs to meet student needs for information and advice, and adequately informs and prepares faculty and other personnel responsible for the advising function.

Academic advising was not treated as a separate category from counseling until 2002. Since then, the role of academic advising has been evolving on the TMCC campus. Beginning fall 2004, the academic advising office changed dramatically. Prior to fall 2004, academic advisors were located in the same suite as counselors and in general, counselors also did academic advising. Thus, from 2002 to 2004, there were up to 9 professionals available at all times to advise students. Career advising and counseling were also done in conjunction with academic advising. As of fall 2004, TMCC has opened a new student services building. In the new configuration, academic advising, career services and counseling have been placed in their own suites and separated into different entities. The counseling center remains in the same physical location but now contains 5 professionals specialized in counseling, and one academic advisor for international students, along with three people specialized in veterans, QUEST and international admissions and transcript evaluation. All academic advising is done in the new suite in a different location. Career Services are also treated as a separate issue and have their own suite in the new wing of the building. As this structure is entirely new, there are as yet no reports or statistics on students using these services under the new paradigm.

TMCC offers academic advice in a variety of ways, to assist students in choosing a program of study, creating a program of study, transferring credits to TMCC, and transferring to a four-year institution. TMCC currently has 2 full-time academic advisors, one full-time International Student Advisor (advising approximately 100 international students and various immigrant students) and 5 Peer Advisors (which make

up an equivalent of two full-time advisors, although the peer advisors are not professionals) for the entire student population. However, there are other professionals on campus who also do advising and there is more information about this below. The academic advising office also offers “quick advising” Monday through Friday from 11-2pm. and this is usually done by peer advisors, except during peak periods, when other advisors might join in. In general, this advising is for “quick questions” but often, the questions are not quick. In addition, peer advisors take regular appointments after screening by the front desk staff to determine the level of difficulty of the problem. Generally, new students are guided toward the peer advisors but during heavy periods, it is not always possible to limit peer advising to “easy” questions. In fall, 2004, the academic advising office will also offer an option where faculty in various programs on campus will be scheduled to come to the academic advising office for specific hours so that students who are interested in specific programs such as EMS or Fire Science can sign up to speak with a faculty academic advisor. This will also serve a larger population. **(exhibit 6)**

In addition, specific staff in other areas do advising for their particular populations, such as disability support services, outreach services and career services. During peak periods (approximately two weeks before and after the start of each semester), there are five professional counselors who do back up academic advising. In general, there are faculty to advise on specific course placement in the Math, ESL and English departments, and academic advising for health sciences majors is done within the department, once the student is admitted. Almost all advising for the IGT Technical Institute and the Meadowood campus is done on-site by faculty who work in the programs there.

Catalog Page 6 On page 6 of the TMCC 2004-2005 catalog, it specifically recommends that students who are planning to get a degree or certificate, and students who are planning to transfer to a four-year institution, seek advisement at the new Advising Center, located in 122 Red Mountain Building.

Catalog Page 15 The TMCC catalog encourages students to seek academic advice again on page 15 and refers them to more information on the TMCC website (**unfortunately, the link listed on page 15 is wrong**).

Catalog Page 26 On page 26 of the catalog, there is a list of “program advisors.” This is a combination of people who advise on a degree program, such as nursing, and people who advise on a course of study, such as Math. This list allows students to have an additional option of consulting with a specific advisor in a specific department for specific course and degree questions. It would be helpful to list this page in the index of the catalog under “A” for advising, as it is now listed under “P” for “program advising” which might make it difficult to find. It would also be helpful to place this list on the website under “department advisors,” which is generally the title that students would probably look for.

The TMCC link for advisement is <http://www.tmcc.edu/counseling/advisement.asp> is currently under “C” for counseling. With the new configuration, advising will create

their own page and link. It would also be helpful if the role of “program advisors” were explained on the academic advising page of the both the catalog and the web, as the difference between a *program advisor* and an *academic advisor* can be confusing. This would help students understand more clearly when to use a “program advisor,” vs. an “academic advisor,” vs. a “counselor.” The current link gives useful information that helps guide students under the categories of “new student,” “transfer student,” and “continuing student.” The site includes more useful links to other places on the TMCC website.

Qualifications and Professional Development for Advisors: Of the current professional advisors, one advisor in the advising center, as well as the international student advisor, have masters degrees, and the other academic advisor has a bachelors and many years of prior experience in Admissions and Records. There are 5 counselors who assist with advising at peak periods and each has a masters degree. Advisors and counselors meet weekly to share and collaborate on advisement issues. In the weekly two-hour staff meetings, department representatives are invited to come each week to share changes in curriculum and program information. This allows advisors and counselors to maintain up-to-date knowledge on new programs being offered, as well as to stay abreast of curriculum changes within departments. There are also opportunities throughout the year to participate in professional development through community college conferences and various meetings on transfer and other issues at UNR. In addition, the international student advisor goes to conferences twice a year to maintain up-to-date knowledge on immigration laws and procedures regarding international students. Even so, it may be time to promote more professional development activities because the academic advisors have not attended professional conferences outside of Reno since they came into being in 2002. Recently, the two academic advisors have become members of the National Academic Advisors Association (NACADA) and hope to have more professional development opportunities in the near future.

Approximately 7% of the students at TMCC graduate from a degree program. This is the group most likely to seek advising and the advising resources are adequate for this population. In order to increase the number of students interested in degree programs and/or who graduate, more advising resources would be needed for outreach, support and encouragement of a larger portion of the student population.

Some of the Suggestions Given in Interviews to Improve Advising/Retention at TMCC:

1. Increase the number of professional academic advisors. To do this, increase the amount of office space.
2. There is a high level of need for bilingual advisors, particularly Spanish-speaking advisors, and efforts should be made to employ one-two new advisors that are bilingual.
3. Encourage students to declare a degree goal upon applying to TMCC. This will lead to more serious educational goals and more likelihood of seeking advisement.

4. Students need to be encouraged to have an overall educational goal. Advising is not as productive if a student does not have an overall goal.
5. An analysis needs to be done of the number of students with more than 60 credits and the number of students who stop with close to 60 credits. These are the populations most likely and most able to graduate and these students should be targeted for advisement
6. Orientation and advisement should in some way be made mandatory, in order to increase retention and graduation results.
7. An assessment should be made as to whether those students who are advised are more successful than those who are not. As it is generally believed that they are more successful, such statistics might encourage more students to get advisement. There is currently a “Graduate Survey” (**exhibit 7**) given to each student who fills out a graduation request. This could be used to ask specific information about whether students asked for advising, received advising and/or found advising useful.
8. Target first time/first generation students for advising prior to school start. To do this, it would be helpful to have an admission deadline that is two months prior to the start of semester and a system to make appointments prior to semester start with those students who make that deadline.
9. An admission deadline would also facilitate the ability to have students in an orientation program where initial advising could be done.
10. An associates degree should be “sold” as a good option for many students through various initiatives with advisors. This would lead to greater graduation rates. Some advisors felt that the associates degree was not widely promoted on campus.
11. Having sufficient staff to begin advising with the high school senior population would also lead to greater graduation rates through long-term planning.
12. Alumni should be targeted to do presentations to students, to act as role models who demonstrate the usefulness of an education and the ability to achieve a degree. This could be coordinated with the TMCC Alumni Association. The association has information on the web at: <http://www.tmcc.edu/alumni/index.asp>

Materials Used by Academic Advisors at TMCC include the following:

Transfer Guides with UNR and UNLV
Catalogs from TMCC and other schools
Course Schedules
Health Sciences Program Guidelines
Placement Guidelines for Accuplacer and ACT/SAT Scores
Transcripts
DARS Reports

Internet Resources: Catalogs, Course Schedules, Accuplacer Practice Test, Transfer Agreements with UNR and UNLV, Program Information, “College Resources” and “Choices” website.

Student Information System database

“A Table” for credit transfer

NCIS website

Graduation survey

In addition, as of fall, 2004, a new Academic Advisors Manual, to be used throughout the campus, is being developed and is near completion. In addition, new program sequence sheets are also being developed in collaboration with departments so that advisors can better advise on the course sequence for each program. There should be a complete set of guidelines for the various degree and certificate programs at TMCC by the end of the 04-05 academic year.

2.C.6

Whenever developmental or remedial work is required for admission to the institution or any of its programs, clear policies govern the procedures that are followed, including such matters as ability to benefit, permissible student load, and granting of credit.

TMCC has an open-door policy regarding student entry. As long as students meet the minimum age requirements, they are admitted. Therefore, there is no developmental or remedial work required for admission to TMCC. One exception at TMCC is the health sciences programs, which do have pre-requisites for admission. In the case of these programs, students may be required to do remedial work in order to meet pre-requisites for nursing, dental hygiene and dental assisting.

Although remedial courses are not required for admission, students are asked to take placement tests in Math and English before being allowed to enroll in these classes, to give students the best chance at success. TMCC has a testing center in the new Student Services Annex, where Math and English testing are done by computer, using the ACCUPLACER Test. There are careful guidelines as to how to interpret test results (see “Interpretation of Test Scores,” **exhibit 8**). Further interpretation can be done by faculty in the ESL and Math departments, should there be any ambiguity in test results (such as placing on the border of pre-calculus and calculus, or having good reading scores but very poor writing scores). The ACCUPLACER meets U.S. Department of Education criteria in determining *Ability to Benefit*.

Since fall, 2004, the ACCUPLACER testing office has been moved to the office next to the academic advising office. In this new configuration, it is much more often the case that students seek academic advisement immediately upon completion of the ACCUPLACER test, and academic advisors are skilled in interpreting test scores. This new structure has been very effective in increasing the number of students who plan their course schedule based on educational goals that are discussed with an advisor. In addition, as developmental work in Math and English can be critical, the new location of

the testing office has helped promote early determination of math and English prerequisites.

ACCUPLACER information is in the TMCC Course Catalog '04-'05 on pg. 6. There is more information and a useful practice test in English and math on the TMCC website at: <http://www.tmcc.edu/admissions/accuplacer.asp>

“Entering Freshman Student Ability Measures for Fall 2003” outlines the general outcomes of accuplacer testing (**exhibit 9**).

When such courses are granted credit, students are informed of the institution’s policy of whether or not the credits apply toward a degree.

Almost all developmental courses in English and Math are granted credit for the purpose meeting course load requirements for financial aid, veteran’s benefits, and F-1 international student regulations. However, developmental work does not count towards an Associates degree or certificate program. This is clearly stated in the catalog on pg. 18, where it lists developmental courses in English and math and recommends that students review the course descriptions in that section of the catalog. In addition, on pg. 27 of the catalog, it states,

“Developmental courses (those numbered below 100, such as ENG 090) will not transfer. Developmental courses do not apply toward any certificate or degree.”

It goes on to recommend that students make an appointment with an academic advisor to get more information about transfer credits (**though the location given in the 2004 - 2005 catalog is incorrect on pg. 27, due to the recent change in location.**)

A useful explanation of all English courses, including developmental and ESL courses, can be found linked to the English department website at: <http://www.tmcc.edu/english/>

An explanation of all Math courses, including developmental courses, can be found at the Math department website at: <http://www.tmcc.edu/math/index.asp>

In addition, the Math department has a separate link to specifically explain developmental courses at: <http://www.tmcc.edu/math/policies.asp>

It might be helpful if the English department had information online similar to what the math department offers.

2.C.7

The institution’s faculty is adequate for the educational levels offered, including full-time faculty representing each field in which it offers major work.

TMCC has clear guidelines as to the qualifications for faculty, which are stated in the “Truckee Meadows Community College Faculty Qualifications Policy” at <http://www.tmcc.edu/vp/aa/pdf/FacQual.pdf> clearly states that,

“TMCC’s instructional mission is to hire the most qualified individuals for teaching positions. The Faculty Qualifications Policy articulates standards that strengthen academic rigor and allow TMCC to maintain academic excellence and a reputation of providing high quality instruction...”

The Policy states the general standards for all professors and instructors on the campus and then states,

“A minimum of a Master’s degree in the specific or closely related field or discipline as listed in the position description and advertisement, and demonstrated potential to be a successful instructor are required to teach university transfer courses.”

The policy further states that if a masters is not available in a certain discipline, the person must have a minimum of 15 graduate credits; have been awarded a professional degree beyond a bachelor’s degree; and have been awarded a bachelor’s degree and hold a current professional certification granted by a nationally recognized association (such as a CPA). **(exhibit 10)**

Information on the degree levels for faculty at TMCC can be found at:
http://www.tmcc.edu/inst_research/selfstudy/Standard2/FACULTYDATATMCCIPEDS.pdf

Among other things, these statistics show that in Fall 2003, there were 103 full-time tenured faculty and 148 total full-time faculty; and that there were 389 part-time faculty, of which only one was tenured.

Faculty to student ratios can be found on the report titled, “Student to Faculty Ratios by Academic Programs” **(exhibit 11)**, which covers the average class sizes from 1998-to the present of each program or course at TMCC. Some key highlights of this report are listed under their categories below:

Business and Computer Technology

1. Economics: high student to faculty ratio – 26/1 in 1998 and 28/1 in 2004

Liberal Arts and Public Service

1. American Sign Language: lower numbers – 24/1 in 1998 and 18/1 in 2004
2. Early Childhood Education: higher numbers – 15/1 in 1998 and 20/1 in 2004
3. Education: higher numbers – 14/1 in 1998 and 20/1 in 2004
4. History: since 1998, the student to faculty ration has been as low as 26/1 and as high as 37/1 but currently stands at 33/1, which is still high.
5. Human Development and Family: since 1998, the student to faculty ration has been as low as 25/1 and as high as 34/1 but currently stands at 31/1, which is still high.

6. Humanities: there has been improvement in the student to faculty ratio in the classroom, from 29/1 in 1998 to 25/1 in 2004.
7. Journalism: enrollment in journalism classes remains low but has risen from 9/1 in 1998 to 13/1 in 2004.
8. Music: the ratio has improved from 27/1 in 1998 to 23/1 in 2004.
9. Political Science: since 1998, the student to faculty ration has been as low as 22/1 and as high as 45/1 in spring 2003, but currently stands at 34/1, which is an improvement over the past year but still high.
10. Psychology: since 1998, the student to faculty ration has been as low as 25/1 and as high as 34/1 but currently stands at 30/1, which is still a bit high.

Applied Industrial Technologies

The only data of note in this area is that aeronautical technology classroom size has risen from 7/1 in 1998 to 17/1 in 2004. However, this is still a reasonable classroom size.

Health, Math and Physical Sciences

There has been much improvement in this area, as classroom sizes have decreased in general since 1998.

1. Geography: classroom size has decreased from 31/1 in 1998 to 25/1 in 2004.
2. Geology: classroom size has decreased from 32/1 in 1998 to 21/1 in 2004.
3. Nutrition: classroom size has decreased from 28/1 in 1998 to 20/1 in 2004.
4. Physics: classroom size has decreased from 28/1 in 1998 to 18/1 in 2004.

General Studies and Outreach

The only area of change in this category is in the area of Recreation Physical Education, where classroom sizes have gone from 15/1 in 1998 to 18/1 in 2004.

Apprenticeship

The only major point of change in this area is carpentry apprentice, where the student to faculty-mentor ratio has gone from 16/1 in 1998 to 23/1 in 2004. This reflects the extreme increase in housing market which has also taken place since then, and an increased need for carpenters in the community.

The institution's faculty is adequate for the educational levels offered, and the guidelines are the necessary qualifications for faculty are quite clear. However, I have not found information on what systems are used to verify that departments are meeting the faculty hiring guidelines, or if there is evidence that they are doing so. The student to faculty ratios are presently quite good at TMCC but it is clear that the biggest ratios are in the Liberal Arts and Public Service area and there are a few programs that need to be improved. The statistics do not show clearly, however, whether ratios have changed because faculty were hired or dismissed, or whether it is due to changes on the part of

students in their class interests. In order to have an accurate analysis, student to faculty ratios must also be compared to numbers of faculty in each program or department in each given year. Ultimately, we are interested in whether student interest and enrollment in certain classes has gone up or whether the number of faculty in certain areas has gone down, in order to know what the trends really mean.

Summary of Standard II, C4-C7:

TMCC is meeting the requirements in the areas of transfer credit, academic advising, remedial course work testing, and faculty standards. In particular, TMCC's open policy for admission makes it easier for students to approach remedial course work as part of the learning process, and the student to faculty ratio in most programs is extremely good.

Where improvement may be needed is in the area of credit transfer, where DARs reports are backed up for more than the length of a semester and where foreign degree and credit evaluation is particularly slow (given the numbers of immigrant, as well as international, students with foreign credentials, this is a serious problem). The other area that needs improvement is the area of academic advising, where there are currently only three professionals dedicated to academic advising (and one serves only international students) for the entire campus population (although there are many other professionals who do academic advising to some degree throughout the campus). In addition, there are no dedicated bilingual advisors, which is a hardship to a large population at TMCC. The professionals in Admissions and Records and in Academic Advising are extremely good; what needs improvement in these cases is staffing levels. Further investigation into who does advising throughout the campus might also lead to developing ways that more advising can be done without increasing staffing in the actual academic advising office. However, that does not address the issue of bilingual advisors and, in the case of credit evaluation, it does not seem like the backlog can be reduced without further staffing.

2.C.8

In an effort to further establish an institution's success with respect to student achievement, the Northwest Commission on Colleges and Universities shall require those institutions that offer pre-baccalaureate vocational programs to track State licensing examination pass rates, as applicable, and job placement rates.

Data collection in progress.