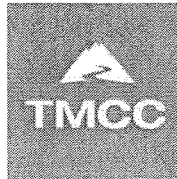


Northwest Commission on Colleges and Universities

A REGULAR INTERIM REPORT

Truckee Meadows Community College
Reno, Nevada



October 11-12, 2010

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*A Confidential Report Prepared for the
Northwest Commission on Colleges and Universities
that Represents the Views of the Evaluators*

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Introduction

Truckee Meadows Community College (TMCC) is one of four community colleges in the Community College Division of the Nevada System of Higher Education (NSHE). A thirteen-member board of NSHE governs the state's entire public system of higher education. Truckee Meadows' main campus, Dandini, is located in Reno, Nevada. In addition to the Dandini campus, the college operates the IGT Applied Technology Center, Meadowood Center, the Nell J. Redfield Foundation Performing Arts Center and the TMCC High Tech Center at Redfield. TMCC serves over 13,000 students each semester with programs leading to associate degrees and certificates in more than 40 academic and occupational areas.

The college was granted initial accreditation from the Northwest Commission on Colleges and Universities (NWCCU) in 1975 under the name of Reno-Sparks Campus of Western Nevada Community College. In 1980, TMCC was accredited as a separate unit in the University of Nevada System.

The evaluation team for the Regular Interim Visit thanks the college for its openness and hospitality during its visit on October 11 and 12, 2010. The team was provided access to all areas of the TMCC campus.

Recent Accreditation History

A full-scale evaluation and site visit was conducted in October 2005. In January 2006, the Northwest Commission on Colleges and Universities (NWCCU) reaffirmed TMCC's accreditation status. The evaluation report included four (4) commendations and five (5) recommendations. A focused interim evaluation visit was conducted in April 2007 to address the recommendations. The focused interim evaluation concluded that "TMCC has met, and in some cases, exceeded expectations in addressing the NWCCU standards. The college has dedicated significant resources and efforts to answer the concerns expressed in the 2005 full-scale report and have developed procedures and processes that will serve it well in the future." The interim report included one concern, noting that assessment activities remain at a critical stage of development. The college was encouraged to continue the development of assessment practices to maintain alignment with the curriculum and to comply with Policy A-6.

A regular interim site visit was conducted in October 2010.

Recommendations - Full-scale Evaluation Report, October 2005

General Recommendation #1

The committee recommends the college continue its work in the evaluation of institutional effectiveness (Standard 1.B.2), in the use of the results of evaluation in ongoing planning processes (Standard 1, B.4), and in institutional research efforts, evaluation processes, and planning activities to document institutional effectiveness and communicate that effectiveness to its public (Standard 1.B.8, 1.B.9).

General Recommendation #2

Education program assessment remains at the preliminary stages. The college's student learning outcomes are identified, but the committee did not find evidence that the processes for assessing those outcomes are clearly defined, encompass all of the program's offerings, are conducted on a regular basis, and are integrated in the overall planning and evaluation plan (Standard 2.B.1). Furthermore, the committee found no evidence that through regular and systematic assessment, the college demonstrates that students who complete its programs, no matter where or how they are offered, have achieved these outcomes (Standard 2.B.2), and the committee found no evidence that assessment activities lead to the improvement of teaching and learning (Standard 2.B.3). The committee recommends that the college take immediate action to address these issues.

General Recommendation #3

While many statements and representations about programs and course offerings are clear, factually accurate, and current, serious exceptions were found in the catalogue and course program guides and listings, most notable programs and courses which are no longer offered and inaccurate statements regarding the length of time to degree (Policy 3.1; Standard 9.A.3). The committee recommends that the college take action to comply with Policy 3.1 and Standard 9.A.3 by updating the catalogue and course program guides to depict accurately basic information on programs and courses.

General Recommendation #4

The college has contractual relationships with two privately-owned schools of cosmetology and several apprenticeship training agreements. The committee recommends that the college take immediate action to review these agreements to ensure that the college fulfills its responsibilities to maintain oversight of program course offerings and to appoint and validate the credentials of faculty teaching in these programs (Policy A-6).

General Recommendation #5

The committee recommends that the Student Bill of Rights and the Student Complaint Process be well publicized and readily available to students (Standard 3.B.3), and that a policy be developed and adopted that specifies requirements for continuation in, and termination from, its educational programs to include an appeals process and a clearly defined policy for re-admission (Standard 3.D.4).

Regular Interim Report and Evaluation Visit

In response to the recommendations made in the full-scale evaluation report in October 2005, Truckee Meadows Community College submitted a report to the NWCCU addressing how they addressed the recommendations and Commission standards.

The regular interim evaluation visit took place on October 11 and 12, 2010, over the course of one and one-half days, during which evaluators conducted interviews and reviewed evidence provided by the college. Documents were easily accessible in departments and the resource room. Evaluators met with the president, vice presidents, three members of the Board of Regents, deans and other administrators, faculty, classified staff, and students. Meetings were held with individuals, groups, and committees.

Interviews helped the evaluators verify the regular interim report and confirm whether perceptions of faculty, staff, and administrators were in alignment with the written report. The interviews and documents provided by the college were useful in validating the report. Materials and supportive documentation addressed the recommendations with analysis, greatly facilitating the on-site evaluation process. Evaluators found perceptions to be in alignment with the report.

The evaluators found a well-written and informative interim report and supporting documentation that effectively addressed the recommendations and current status of the institution, with multiple points of access (online, CD, DVD, and written).

This report is provided in two parts: Part A is a review of actions in response to the five recommendations from the Comprehensive Evaluation Report; Part B addresses the commission's nine standards.

PART A

Actions Taken Regarding Recommendations from the Comprehensive Evaluation Report

General Recommendation #1

The committee recommends the college continue its work in the evaluation of institutional effectiveness (Standard 1.B.2), in the use of the results of evaluation in ongoing planning processes (Standard 1.B.4), and in institutional research efforts, evaluation processes, and planning activities to document institutional effectiveness and communicate that effectiveness to its public (Standard 1.B.8, 1.B.9).

The college has a number of planning processes underway at the class, program, department, and college levels such as the Student Learning Outcomes Assessment and Program/Discipline Review and the Facilities and Information Technology Plan, that roll up to the Strategic Master Plan, that is designed to drive resource planning. The college has dedicated substantial resources to gathering and analyzing data. Many of these planning processes are being revised or renamed, to create greater alignment and coordination of the processes. The college is encouraged to continue with the transition, as there is some confusion about the current status and relationship among the various planning processes at the college.

The college is dedicated to better linking planning, evaluation, and resource allocation, while improving communications and increasing understanding of the processes across campus. The link between planning and resource allocation has been challenged by the state budgeting process and double-digit budget reductions. However, because of early responses to anticipated budget cuts, the college is fiscally sound when compared to other institutions in the state.

Following the arrival of a new president in 2008, the mission statement was simplified, a vision statement created, and the number of goals was reduced to four strategic initiatives. The purpose was to simplify and clarify the strategic planning process. The Strategic Master Plan, approved in spring 2010, includes the new vision, mission, values, and strategic initiatives.

Goals and strategies have been developed for each strategic initiative, as well as outcomes and activities for each goal and strategy. Currently, an implementation plan for the strategic initiatives is under development—a process for gathering, compiling, and measuring progress reports. While the college adopted performance outcomes in 2008 by the Planning and Budget Council and the President's Cabinet, the performance outcomes are not a part of the Strategic Master Plan, nor does the plan specify how the performance benchmarks relate to the Strategic Master Plan and its goals and outcomes. However, the college provided evidence that it is exceeding its performance outcome of degree attainment by first time freshmen. The college is encouraged to continue incorporating performance benchmarks, as well as aligning technology, facilities, staffing, and the education master plan with the Strategic Master Plan, particularly in relation to resource allocation decisions.

General Recommendation #2

Education program assessment remains at the preliminary stages. The institution's student learning outcomes are identified, but the committee did not find evidence that the processes for assessing those outcomes are clearly defined, encompass all of the program's offerings, are conducted on a regular basis, and are integrated in the overall planning and evaluation plan (Standard 2.B.1). Furthermore, the committee found no evidence that, through regular and systematic assessment, the college demonstrates that students who complete its programs, no matter where or how they are offered, have achieved these outcomes (Standard 2.B.2), and the committee found no evidence that assessment activities lead to the improvement of teaching and learning (Standard 2.B.3). The committee recommends that the college take immediate action to address these issues.

In the period between the full-scale evaluation (2005) and the focused interim evaluation (2007), Truckee Meadows Community College (TMCC) initiated several significant actions to immediately address the above recommendation. A faculty coordinator of Student Learning Outcomes Assessment (SLOA) was appointed in 2005 to lead outcomes and assessment activities, a SLOA web site for faculty was developed, and staff and faculty worked to design a model for the assessment of programs, degrees, and courses tied to planning processes. All courses and programs were required to contain student learning outcomes and measure statements in order to be considered complete, and templates were developed in order to make this a systematic process. As the evaluator for the focused interim evaluation concluded, TMCC is "on its way to creating a culture of evidence."

During the Regular Interim Visit, the evaluator determined that many of the original initiatives undertaken to provide evidence of the achievement of program outcomes and use of assessment for the improvement of teaching and learning remain in effect. Continuation of the work of the SLOA Coordinator along with the SLOA web site (although in need of updating) provides faculty with information and assistance in developing outcomes and assessment tools. A review of the website indicated a robust set of guides and resources for developing learning outcomes, measures, and assessment tools. Templates and examples of assessments were easily available. A further review of submitted program learning outcomes and assessments indicated discrepancies between the stated model and instructions for developing and expressing outcomes and results in the responses of some of the programs. Although assessment is not of equal quality, numerous examples in the database demonstrate that faculty are using assessment to improve teaching and learning processes in a regular and systematic manner (Standard 2.B.2).

Professional development days are held each semester that offer faculty information on assessment approaches. The Educational Master Plan (which replaced the Academic Master Plan) serves as descriptive evidence of all general education and occupational programs' current state and future needs (Standard 2.B.1). It is not clear, however, how the plan is intended to link to the Strategic Master Plan and how each informs the overall budget and planning processes. The newly-developed Program/Unit Review (PUR) Handbook written summer 2010, although not as yet widely distributed, describes consolidation of student learning outcomes and assessment, program review, and the educational master plan with the intention of providing a "strategic approach to on-going instructional development and improvement."

Ongoing consolidation of groups and processes indicates a commitment to continuous improvement of programs and of assessment measures. Faculty report, however, that changing committee structures and reporting requirements have created confusion as to their role and responsibilities. The focus on developing course outcomes (Master Course Outlines/MCOs) continues as does the effort to put all MCOs into an electronic database to ensure availability to faculty. The annual Program, Discipline, and Course Assessment Report (PDCAR) also remains, although the Program and Discipline Review (PDR) has been replaced with the PUR and the PUR Committee. Until recently, two groups primarily consisting of faculty have guided the learning outcomes and assessment process: the Student Outcomes Assessment (SLOA) Committee and the Program and Discipline Review Committee. However, the Faculty Senate now has a new body, the CAPs Committee with team members assigned to the schools and a division to offer support and expertise with program outcomes and assessment. The SLOA Committee will also continue to serve as a resource to faculty.

One concern relates to the assessment of the College's identified learning abilities and outcomes within the framework of its transfer degrees. There does not appear to be an integrated assessment approach for the College to measure its success in meeting general education outcomes and abilities at an institutional level. TMCC provides a process for core general education courses to identify the abilities (General Education - Curriculum Review Form) and to indicate if they are introduced, reinforced, or utilized in the course itself. It is not evident, however, that these courses are assessed overall to ensure that students are graduating with both content knowledge and with the identified abilities and to what degree. The College is encouraged to continue to follow through on its commitment to further integrate assessment into the overall evaluation of its institutional effectiveness through using findings to guide improvement of its transfer degrees.

While faculty have made significant gains in course, discipline, and program assessment, the institutional processes for assessing its educational programs continue to be in a state of revision. For example, the new Program Unit Review (PUR) process replaced the Program, Discipline Review in 2010. The multiple efforts to create Master Course Outlines (MCO) and assessment review processes in courses, disciplines, and programs are as yet not consistently defined nor integrated into the overall planning and Educational Master Plan. It is recommended that the college finalize and implement a system of assessment that encompasses all of its offerings and is conducted on a regular basis (2.B.1).

General Recommendation #3

While many statements and representations about programs and course offerings are clear, factually accurate, and current, serious exceptions were found in the catalogue and course program guides and listings, most notable programs and courses which are no longer offered and inaccurate statements regarding the length of time to degree (Policy 3.1; Standard 9.A.3). The committee recommends that the college take action to comply with Policy 3.1 and Standard 9.A.3 by updating the catalogue and course program guides to depict accurately basic information on programs and courses.

As noted in the 2007 focused interim evaluation, actions were taken and completed by the 2007 focused interim evaluation.

Evidence was found that the college has made improvements in managing the catalog and college courses. The catalog was found to depict accurate information on program and courses. Oversight is maintained by the Vice President of Academic Affairs and Student Services. The catalog is posted on the college website, with limited copies available for viewing. The online catalog insures that unintentional errors can be corrected quickly. Actions have also been taken to increase the understanding by faculty of the process for curricular changes and administrative approvals. In addition, the implementation of the new PeopleSoft student records system in 2009-10 required that every course be reviewed and revisited. As a result, approximately 150 courses that were not regularly offered were deleted.

General Recommendation #4

The college has contractual relationships with two privately owned schools of cosmetology and several apprenticeship training agreements. The committee recommends that the college take immediate action to review these agreements to ensure that the college fulfills its responsibilities to maintain oversight of program course offerings and to appoint and validate the credentials of faculty teaching in these programs (Policy A-6).

Prior to the 2007 focused interim report, contracts for cosmetology were modified to ensure the college maintained appropriate oversight of contractual programs. As of June 2009, TMCC no longer contracts with the two cosmetology schools. Any contract with a privately-owned school requires language ensuring that the college maintains control and oversight of program course offerings and faculty teaching in the programs.

TMCC has amended its policy on minimum qualifications for faculty in contract programs to ensure that faculty members possess required credentials. A process is in place for validating these credentials prior to appointment. Evidence was provided that apprenticeship courses include student learning outcomes. However, program level outcomes were not available. It is suggested that the apprenticeship programs publish program outcomes and conduct an annual assessment of progress toward those outcomes.

General Recommendation #5

The committee recommends that the Student Bill of Rights and the Student Complaint Process be well publicized and readily available to students (Standard 3.B.3), and that a policy be developed and adopted that specifies requirements for continuation in and termination from its educational programs to include an appeals process and a clearly defined policy for re-admission (Standard 3.D.4).

The Student Bill of Rights, Student Complaint Process, and Satisfactory Academic Progress Policy are well-publicized and readily available to students through the *Current Students* website. They are also available on the Vice President of Academic Affairs and Student Services web page under *Student Policies and Procedures*. Students may also find the information in the course catalog. A meeting with several students found that students are familiar with the processes and easily access them through several locations on the website.

PART B

Standard One - Institutional Mission and Goals, Planning and Effectiveness

In 2009, the college simplified its mission statement and added vision and values statements. These were approved by Nevada System of Higher Education (NSHE) in 2009. In addition, the college's eight strategic initiatives were reduced to four: 1) Achieving Student Success; 2) Welcoming and Diverse Environment; 3) Stewardship of College Resources; and 4) Partnerships and Service. In 2008, the college adopted benchmarks to gauge progress toward its mission and strategic initiatives. The purpose was to clarify the processes to better ensure successful implementation of the Strategic Master Plan. Evidence was presented that the college is exceeding its goal of degree attainment for full time freshman within three years. The goal is 15% by 2011 – to date it is at 16.5% with six months to go.

In addition to updating its Strategic Master Plan, the college has just completed an Educational Master Plan and revised its Program and Discipline Review Process. While faculty and staff are aware of these changes, particularly related to student success, there is still confusion over the function and current name of several committees and how they relate to the Strategic Master Plan and budget decisions. The college is encouraged to continue the simplification and clarification of the many planning processes on campus.

Standard Two - Educational Program and Its Effectiveness

Truckee Meadows Community College offers a wide range of courses, programs, and degrees to meet its mission, including transfer degrees, occupational programs, developmental education courses, English as a Second Language, workforce, and continuing education courses. Delivery modalities include traditional face-to-face, hybrid, web, and TV/cablecast delivery.

Effective 2009, the college implemented the Nevada State Higher Education (NSHE) Board of Regents change to the general education requirements for the associate of applied science degree (from 24 credits to 21 credits of general education). The six-credit science requirement was reduced to three credits and the remaining credits were moved to the program requirements. Further revision of transfer degrees appears to be forthcoming with increasing the number of general education requirements under discussion.

TMCC has added a total of 35 degrees and certificates since its 2005 full-scale evaluation. As addressed in its report, 18 of these additions are the result of incorporating "emphases" into

many of its associate transfer programs. The goal of the emphases is to allow programs to build a course sequence which provides seamless articulation to baccalaureate programs and is the direct result of the NSHE system not allowing community colleges to offer degree majors. For example, TMCC has added the AA degree - Anthropology Emphasis and the AS Degree - Biology Emphasis. All of these emphases are clearly indicated in catalog degree titles and accompanied by a discussion of intention to transfer in the narrative section.

In addition, multiple stand-alone AAS degrees were consolidated into three umbrella degrees with emphases: Construction Technologies (emphases - HVAC/R, Renewable Energy); Manufacturing Technologies (emphases - Drafting, Fabrication, Machining, Production Systems); and Transportation Technologies. These changes were made to assist programs in responding more rapidly to industry requests as emphases within the degrees do not require Board of Regent approval. Also, consolidation tended to eliminate course duplication.

New or renamed certificate or programs added to the college include:

- **Associate of Applied Science Degree - Administrative Professional and Certificate of Achievement - Administrative Professional** (both formerly Administrative Assistant). This previously existing Administrative Assistant program was renamed and revised to update the program.
- **Associate of Applied Science Degree - Civil Engineering Practitioner**
This degree, a result of a National Science Foundation grant, was developed to build mid-level engineering positions for the area.
- **Associate of Applied Science Degree - Logistics Management and Certificate of Achievement - Logistics Management**
This program was added to provide the skills and knowledge for workers entering CNC management positions in warehouses and other industry areas.
- **Associate of Science Degree - Dental Hygiene**
The purpose of this degree was to provide career options in the dental arena and to meet community needs.
- **Associate of Science Degree - Environmental Science**
This degree, which is articulated with the University of Nevada-Reno, was upgraded from an AAS to an AS degree for ease of transfer.

Between 2005-2010 a total of 31 degrees, certificates, or emphases were discontinued. Many of the suspended degrees were a direct effect of adding emphases to the transfer degrees during this same time. As noted above, associate transfer programs revised existing programs to ensure transferability among two- and four-year institutions.

The Criminal Justice program eliminated several of its AA and AAS degrees with significant course overlap and reduced the program to two areas. The certificate is embedded within the degree which is structured to serve as a transfer or stand-alone degree. Many AAS degrees were also suspended as a result of consolidating single degrees into umbrella technologies degrees. Approximately 10 certificates of achievement and multiple certificates in the

apprenticeship program were discontinued in occupational programs in an effort to streamline options for students.

The Dental Hygiene program was discontinued as an AAS degree and became an AS degree as did the AA Elementary and Secondary programs. The Cosmetology and Manufacturing Training Programs were suspended.

During this same time, the following programs were either granted, renewed, or dropped accreditation from external accrediting bodies:

- New: Early Childhood Education program - National Association for the Education of Young Children (September 2009)
- Renewed: Legal Assistant (Paralegal) program - American Bar Association (April 2006); Culinary Arts program - American Culinary Federation (November 2008); Dental Hygiene - Commission on Dental Accreditation (May 2008); Dental Assisting - Commission on Dental Accreditation (September 2009); Dietetic Technician - American Culinary Federation (November 2009)
- Dropped: Radiological Technology - Joint Review Committee on Education in Radiologic Technology (Voluntarily dropped December 2010)

Academic Reorganization

In December 2008, due to budget constraints in the NSHE system, significant restructuring of the academic divisions was approved by the Board of Regents after input was sought through campus forums. At the same time, the five divisions were reduced to four and three were renamed as schools beginning January 2009 with one remaining as a division:

- School of Liberal Arts
- School of Sciences
- School of Business and Entrepreneurship
- Workforce Development and Continuing Education Division

A review of the catalog indicates that while each certificate or program has a short narrative description, the expected learning outcomes for each of its degree and certificate programs are not identified or published (Standard 2.B.2). Since the college has developed extensive assessment strategies, student understanding of the value of the programs; that is, what they would know and be able to do as a result of completing a specific degree or certificate, would be enhanced.

Extensive review of the college's assessment strategies is discussed through Part A, Recommendation Two.

Undergraduate Program/Policy 2.1 - Related Instruction Requirements

According to the TMCC catalog, programs contain "the program-related areas of communication, mathematics/quantitative reasoning and human relations in accordance with accreditation requirements..." (p. B-5), although the reviewer was informed that the term "related instruction" is not used and that all courses are viewed as general education.

A review of the requirements for the Associate of Applied Science degree indicated a diverse approach to fulfilling the computation related instruction requirement. Selection varied from such courses as BUS 117 Applied Business Math, COT110 Business Machines (no prerequisite, covers addition of whole numbers, multiplication, division, etc.), CUL 245 The Business Chef, to ECON261 Principles of Statistics (requires pre-calculus prerequisite), PSY210 and SOC 210 Introduction to Statistical Methods. There are some mathematics prerequisites or qualifying Accuplacer, ACT/SAT test results as found in the course descriptions, although prerequisite requirements are not identified in the program descriptions.

A further review of AAS certificates and degrees found some programs including quantitative reasoning in the "Suggested Course Sequence" section as "elective" (Early Childhood Education AAS varies from AA) or recommended that a student contact academic advisement for a suggested program sequence to learn of the overall specific general education requirements (Fire Science Technology), making it difficult for students to understand the expectations for this component of their certificate or degree (Policy 2.1).

The contents of related instruction in applied or specialized degree offerings though not identical to traditional academic offerings should be taught by faculty who are appropriately qualified (Policy 2.1). Faculty teaching embedded mathematics appear to be qualified by their specific profession and these skills may not be transferrable to all occupational programs that may use the courses to meet their computation requirement. The Evaluators suggest that in all occupational programs related instruction and prerequisites be clearly identified, recognizable to students, and be taught by appropriately qualified faculty (Standard 2.C and Policy 2.1).

The Evaluators recognize the significant commitment TMCC faculty make daily to student success. In addition to teaching classes, faculty serve on committees across the College, and are creating a culture of evidence through their assessment model and processes. TMCC administrators are to be commended for assembling a team of talented and focused individuals that are actively engaged in the life of the college and in student success.

The committee did not find evidence that program learning outcomes are accessible to students and the public, nor that through regular and systematic assessment the college demonstrates that graduates of all programs have achieved these outcomes. It is recommended that the college consistently identify and publish the expected learning outcomes for each of its certificate and degree programs (2.B.2).

Standard Three - Students

Enrollment in 2005 when the full-scale review was conducted was 11,911 headcount; 6,026 FTEs. In 2009-2010 enrollment was 13,544 headcount; 7,307 FTEs. FTEs have grown by 25% while headcount increased 17%.

Following the departure of two vice presidents, the college consolidated both positions into one vice president for academic affairs and student services. Interviews with faculty and staff indicate that the new organization is leading to improved working relationships between

instruction and student services and greater collaboration across campus. In response to a college commitment to meet performance benchmarks, several initiatives have been adopted designed to lead toward greater student success.

The evaluators commend Student Services, working with instructional divisions, for leadership in meeting benchmarks related to student achievement and success. These include 1) Required enrollment steps; 2) Development of educational plans; 3) Nine-credit limit for students who test below math and English standards; 4) The development of a math basic skills lab; 5) The Success First Initiative; 6) Major participation in the Integrate Project; and 7) A concerted effort to increase the number of students accessing financial aid. As a result significant progress is being made toward several performance benchmarks, including fall-to-fall retention, new full-time freshman graduation rates within three years; and the percentage of students accessing financial aid.

Standard Four - Faculty

As a result of the economic downturn in the state, TMCC instituted a "soft" hiring freeze in 2007-2008, but continued to provide merit increases and COLAs for employees and increased the part-time faculty per credit-hour rate of pay. Since that time there has been a decrease of 6.5% in full-time tenured faculty and 26.6% in part-time faculty and a freeze on COLAs and merit pay. While full-time positions have not been eliminated, the college is covering the decrease of full-time instructional faculty, in a majority of areas, with one-year appointment full-time hires. Currently TMCC employs 177 faculty with 30 of those faculty hired on a temporary basis. Full-time tenured faculty workloads increased by 4.6% in the 2009-2010 academic year while non-tenured faculty workloads remained the same, although there was a direct decrease in pay of 4.6% to this unit. Overall, faculty workload reflects the mission and goals of TMCC (4.A.3).

On an annual basis, full-time faculty receive \$300 for professional development; part-time faculty do not receive funding. Some occupational programs have use of Perkins funding for continuing development of professional expertise. Limited discretionary funding exists within Deans' operating budgets to support faculty for out-state travel who are making presentations at conferences or who serve as officers of professional organizations. The college's Strategic Master Plan, Strategic Initiative 3: Stewardship of College Resources, commits to offering "professional development programs that enhance the effectiveness of individuals and the organization to continuously improve program delivery and services internally and externally." To this end, professional development days each semester are provided to faculty on a range of issues.

TMCC continues to employ a regular and systematic process for faculty evaluation as required by NSHE. Full-time faculty, in collaboration with their direct supervisor, design a professional development plan for the upcoming academic year and conduct a self-evaluation followed by an evaluation of the plan by the dean. Student evaluations and peer observations serve as examples of multiple indices. A review of the files indicates that evaluations are up-to-date and thoughtfully produced. Faculty continue to be well qualified for their teaching assignments.

Files and tracking systems in Human Resources are well organized, easily accessible, and directly coordinate the ongoing collection of evaluations, transcripts, and documentation related to special certificates. Evaluations of part-time faculty are maintained in each respective Dean's office along with student evaluations. Clear procedures exist for identifying instructional issues or problems and there are multiple sign-offs from department chairs through the vice president for routine evaluations as well as specific work plans.

The faculty are commended for their commitment to program assessment and continuous improvement of programs of study. Through multiple administrative changes, faculty have taken a leadership role in ensuring that this significant aspect of academic accountability continues to evolve.

Standard Five - Library & Information Resources

Truckee Meadows Community College's library resources are evaluated and updated annually for both print periodicals and electronic databases. Librarians are assigned as liaisons to specific academic departments. They work with faculty as they add to or weed the collection for which they are responsible. Significant program changes require the completion of a form which allows the submitting faculty member to indicate whether new resources are needed to support the program changes. This information is provided to the library director and purchases are made as needed.

The library's budget has been consistent over the past three years, allowing the library to purchase materials to support programs and services. A library master plan has been established in which regular updates are provided. The library has been committed to helping students achieve information literacy. More than 100 classes come to the library each semester for an information literacy session. The librarians use pre- and post-tests to improve instruction.

In the area of technology, TMCC was selected as a pilot for the iNtegrate Project, a system wide implementation of a new information system for the NSHE. The Student Information System was the first to be implemented. The first modules included recruiting and admissions, student records, academic advising, financial aid and student financials. The system is designed to allow self-service capabilities, flexible configuration settings and reporting capabilities. This along with the Universal ID and Data Warehouse solutions to support the college's need for accurate information, timely decisions, and informed choices that lead to student success. The project was launched at TMCC during 2009-10.

The college continues to adopt IT projects leading to student success. Seventy-seven new classrooms have been equipped with Smart Technology. Wireless is now available to all students at the Dandini campus and three of the major instructional centers. Network bandwidth has been upgraded and Angel Learning Management system has been purchased as the college's online learning management platform. Faculty and students interviewed commended the library and its support for accessing information.

The college has made a major emphasis in keeping pace with the latest technology in health sciences, implementing software for dental programs, Nurse ProCalc, simulated learning systems, multi-skilled assistant software programs, health area foundations software, and simulated exams in radiation therapy.

Standard Six - Governance and Administration

Interviews with three of the 13 governing members found that in spite of a number of changes, there is a stable vision for higher education in Nevada. The TMCC president reports to the chancellor of the Nevada System of Higher Education (NSHE), who reports to the Board of Regents. The TMCC president is evaluated by the chancellor and the board.

Since 2005, there has been a change in the presidency. Following the retirement of President Phil Ringle, Dr. Maria Sheehan was appointed in June 2008 to serve as TMCC president. In addition, because of challenging financial conditions in Nevada resulting in major budget reductions to the college, several areas have been restructured. The primary example is that the vice president for student services and vice president for academic affairs have combined into the vice president for academic affairs and student services. Realignment of academic schools and programs continues. However, interviews with students, faculty and staff found that they believe that budget cuts are driving the restructuring and that the changes have not interrupted the critical mission of the institution. Instead, the committee found a positive and collaborative team, focused on meeting the needs of students and the community.

Standard Seven - Finance

Although the college has experienced 18.4% budget reductions over the past three years, careful planning has allowed the college to make the cuts while maintaining programs and services. A priority has been on preserving academic areas. While the cuts have been difficult, a commitment to meeting the needs of students permeates the campus. Every effort has been made to keep budget reductions away from the core mission of teaching and learning. To avoid layoffs, beginning in 2007-2008, the college froze vacant positions, resulting in many unfilled positions. A number of employees have also accessed employee buyouts. Many tenured teaching positions are being filled with non-tenure track contracts. Registration fees have been increased temporarily to offset some of the reductions in state appropriations. In addition, one-time federal stimulus funds were used to offset state appropriations. Beginning in 2010, many employees are subject to a state unpaid leave requirement of one day per month. In lieu of unpaid leave, professors have increased the number of students served by approximately 5%. The college has merged four academic divisions into three schools, reducing the number of deans from four to two.

Even with these reductions, enrollment has increased, including completion and retention rates. Through early interventions and conservative planning, the college has weathered the budget reductions with less impact on employees and programs than other colleges in the state.

Standard Eight - Physical Resources

Truckee Meadows Community College in its Strategic Master Plan identifies the physical environment as part of Strategic Initiative 2: Welcoming Environment. Its commitment is to “provide campus and center locations that are modern in terms of safety, access, convenience and sustainability, while maintaining an aesthetic environment for learning” (Goal 1, Strategy C). Implementation activities address safety training, ADA-related issues, energy efficiency efforts, and resources for maintenance. In addition, a Facilities website maintains a Master Project List which is updated on an annual basis with funding matched to available resources. The site also contains a Property Inventory Report, recently updated, that displays varied information on all campus physical resources. In addition, a Facilities Master Plan is in place that is updated every 10 years and approved by the Board of Regents.

The budget request cycle (although not followed in the last two years due to fiscal constraints) offers an orderly review process in which physical resource needs may be forwarded for consideration. Since 2005, TMCC has financed upgrades to its facilities (primarily at the Dandini and IGT Applied Technology Center sites), upgraded teaching labs, made code compliance and ADA-related repairs, and funded a new Nursing simulation lab to meet its mission. Essentially, life safety, legal compliance issues, and maintenance have been the major priorities for facilities since the budget downturn in the state has affected all college systems. As indicated by the Director of Facilities Services, “since we are unable to build new facilities, we are focusing on maintaining our existing buildings.”

Management, maintenance and operation of instructional facilities remain adequate to ensure the continuing quality and safety necessary to support the educational and student services of the college (Standard 8.A). While there are few off-site facilities used by the college, lease agreements stipulate both instructor qualifications and physical/facilities criteria and are appropriate to the programs offered. In order to support TMCC’s sustainability efforts, retrofits and HVAC revisions are underway. Since the last visit, TMCC received a \$100,000 grant from NV Energy to purchase equipment for its Solar Technologies Laboratory on the IGT Applied Technology Center – an example of an enterprising public private partnership that furthers the college’s commitment to sustainability.

Even though there has been a 50% reduction in the budget for facilities’ staff, students commented positively on the overall college, stressing its many private study areas, cleanliness, and existing services. The Educational Master Plan, as part of its projection of needs asked each program of study and service area to submit an analysis and assessment of current facilities and recommendations for future expansion. An evaluation of the profiles yielded specific needs and requirements that will drive prioritization and allocation of resources over time. Faculty expressed their needs for increased room capacity while, at the same time, acknowledging the current financial constraints.

Standard Nine - Institutional Integrity

Interviews with faculty, staff, administrators, and students found that TMCC adheres to high ethical standards in its treatment of employees and students. Individuals are respected across

the campus. All employee groups, as well as students, are involved in college governance and decisions that affect the college. There is a clear commitment to student success across the campus. A general feeling of support and trust among administration, faculty, classified staff, and students was found. The college president, faculty senate chair, and student body president attend NSHE Board of Regents meetings. Evidence was provided that the college complies with its policies. The college website is a useful and accurate tool for potential and current students. Students report that the college represents itself accurately to the public. Individuals are respected across the campus. There is a general feeling of enthusiasm and trust among administration, faculty, staff, and students. The college has clear policies relating to conflict of interest. A conflict of interest policy is in place.

Truckee Meadows Community College is commended for its administration, faculty, staff, and students who are committed to the mission, vision, and strategic initiatives of the college. It is evident that a spirit of collaboration and cooperation permeates the campus. All groups are to be commended for their commitment to student success and positive support for each other's efforts in improving the college and the effectiveness of its programs and services.

Commendations

1. Truckee Meadows Community College is commended for a well-written and informative interim report and supporting documentation that effectively addressed the recommendations and current status of the institution, with multiple point of access (online, CD, DVD, and written).
2. Truckee Meadows Community College is to be commended for its administration, faculty, staff, and students who are committed to the mission, vision, and strategic initiatives of the college. It is evident that a spirit of collaboration and cooperation permeates the campus. All groups are to be commended for their commitment to student success and positive support for each other's effort in improving the college and effectiveness of programs and services.
3. The college administration is commended for its ongoing effort to improve and maintain facilities in order to enhance the learning environment for students. Facilities staff is particularly commended for the upkeep of the grounds and the cleanliness of public and private areas.
4. The evaluators commend Student Services, working with instructional divisions, for its leadership in meeting benchmarks related to student achievement and success. These include required enrollment steps, development of educational plans, nine-credit limit for students who test below standards, the development of a math basic skills lab, the Student First initiative, major participation in the iNtegrate Project, and a concerted effort to increase the number of students accessing financial aid. As a result significant progress is being made toward several performance benchmarks, including fall-to-fall retention, new full-time freshman graduation rates, and the percentage of students accessing financial aid.

Recommendations

1. The committee did not find evidence that program learning outcomes are accessible to students and the public, or that through regular and systematic assessment the college demonstrates that graduates of all programs have achieved these outcomes. It is recommended that the college consistently identify and publish the expected learning outcomes for each of its certificate and degree programs (2.B.2).
2. While faculty have made significant gains in course, discipline, and program assessment, the institutional processes for assessing its educational programs continues to be in a state of revision. For example, the new program unit review (PUR) process replaced the program discipline review (PDR) in 2010. The multiple efforts to create master course outlines and assessment review processes in courses, disciplines, and programs, are not consistently defined or integrated into the overall planning and evaluation plan. It is recommended that the college finalize and implement a system of assessment that encompasses all of its offerings and is conducted on a regular basis (2.B.1).