

Self Study 2005



TMCC Dandini Campus

Truckee Meadows Community College

Comprehensive Self-Study Report
Prepared for the
Northwest Commission on Colleges and Universities
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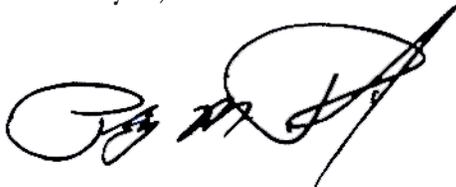
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Letter from President Ringle

TMCC's self-study process and this final report represent a college-wide effort to take an open, honest, and introspective look at the College. Over 130 faculty and staff collaborated in gathering and analyzing the information contained in these pages; the end result of their work can be seen in the recommendations each committee made to strengthen the College. As a community we found ourselves both challenged by the responsibility of scrutinizing every aspect of our organization and encouraged by much of what we found. If the accreditation process has as its two primary goals assuring the quality of the institution and assisting in the improvement of the institution, then our process of self reflection met both of them. The recommendations contained within this report will allow the college community to adjust the way we do business, respond to the needs of an ever-changing society, and help the College achieve academic excellence.

I want to thank all the administrators, faculty, and staff who participated in the accreditation process this past year and who contribute daily to making TMCC the high achieving, high performing community college that it is. The best part of a process like this one is that, as President, I have the opportunity to praise our faculty and staff for what they do so well. I consider it a tremendous privilege to serve as President of TMCC, and I look forward to working with the campus community to both address the weaknesses and celebrate the strengths identified in this report.

Thank you,



Philip M. Ringle, Ph.D.

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Table of Contents

Letter from President Ringle	i
Self-Study Standards Committee Membership List	ii
Table of Contents	iii
List of Figures	iv
Preface and Eligibility Requirements	vii
Summary Analysis	x
Standard One	1
Standard Two	19
Standard Three	103
Standard Four	159
Standard Five	183
Standard Six	207
Standard Seven	231
Standard Eight	251
Standard Nine	273
Appendices	284
Basic Institutional Data Form	
Mandatory Tables: Standard Three, Standard Four,	
and Standard Seven	

List of Figures

1.1 Historical Evolution of Mission Statement	3
1.2 Results of TMCC 2004 Survey on Campus Climate	4
1.3 Students Overall Satisfaction with TMCC	5
1.4 Assessment of Institutional Effectiveness	5
1.5 Development of Strategic Initiatives	5
1.6 Faculty and Staff Perceptions	7
1.7 Implementation: Substantive Changes	12
1.8 Program Development and Review	14
2.1 Instructional Faculty Workload	22
2.2 Employment Type	23
2.3 Degrees Offered at TMCC	25-26
2.4 Survey of Graduates	27
2.5 TMCC Distance Education Enrollment Trends	27
2.6 External Program Accreditations	29
2.7 Program and Discipline Review Flowchart	31
2.8 General Education Requirements	32
2.9 Degrees Conferred by Program Area	34
2.10 Library Tours	36
2.11 Program Additions and Deletions	40
2.12 Levels of Assessment at TMCC - 2002	44
2.13 Sample Program Assessment Template	46
2.14 TMCC Outcomes Assessment Plans 2002	47
2.15 TMCC Outcomes Assessment Plans 2003	47
2.16 List of Institutional Research Office Data Reports	49
2.17 Levels of Assessment at TMCC	50
2.18 Comparison of TMCC's General Education Programs	57
2.19 Students Accessing Academic Advising Services	59
2.20 Growth in Developmental Mathematics and English Enrollment at TMCC	62
2.21 Effectiveness of Developmental Education (English)	63
2.22 Effectiveness of Developmental Education (Mathematics)	64
2.23 Current Community Partners of TMCC (2004)	68
2.24 Program Development and Review	91

2.25 Constituent Responsibilities and Accountability for Assessment Practices	92
2.26 Survey of Graduates	95
3.1 Student Services	104
3.2 ASTM Officially Recognized Student Organizations	120
3.3 Comparison of Aid Awarded by Academic Year	135
3.4 Award Year Comparison of Recipients by Ethnicity	136
3.5 Financial Aid Contacts	136
3.6 Default Rate Comparison	137
3.7 G.O.L.D Evaluation of New Student Orientation—Fall 2004	138
3.8 Silver Evaluation of Transfer Student Orientation—Fall 2004	138
3.9 QUEST Orientation Student Evaluation	139
3.10 QUEST Orientation Parent Evaluation	139
4.1 Instructional Faculty Deployment by Program Area	162
4.2 Instructional Faculty Deployment by Occupational Cluster	162
4.3 Faculty Senate Structure/Committees	163
4.4 Instructional and Non-Instructional Faculty Years Worked at TMCC	169
4.5 Part-Time Faculty Degrees	172
5.1 Elizabeth Sturm Library Operating and Library Acquisition Funds 1996-2005	187
5.2 Elizabeth Sturm Library Collection Report	187
5.3 Elizabeth Sturm Library Collection Currency 2005	188
5.4 Circulation Transaction Table Totals	193
5.5 Library Tours	194
5.6 Association of College and Research Libraries-TMCC Comparison	196
5.7 Year by Year Library Acquisitions Budgets	200
5.8 Library Budget FY98-FY05	200
5.9 Information Technology Expenditures	200
5.10 Overview of TMCC Technology Committees	203
6.1 President's Cabinet	210
6.2 Extended Cabinet	211
6.3 Instructional Deans	212
6.4 Extended Instructional Deans Group	212
6.5 Board of Regents	215
6.6 Decision-Making/Implementation	219
6.7 Changes in Communication Direction	220
6.8 Faculty Senate Structure	223
6.9 ASTM Structure	225



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7.1 TMCC Revenue Sources—FY04	232
7.2 Funding Formula	233
7.3 TMCC Budget Process	237
7.4 Donations and Pledges	245
8.1 TMCC's Multiple Locations	253
8.2 Current and Projected Gross Building Space 2004 Actual, 2005-07 Estimates	255
8.3 Current and Projected Gross Building Space 2005 Actual, 2006-08 Estimates	256
8.4 Description of TMCC Building Space	257
8.5 Distribution of Classrooms and Labs by Building	264

Preface and Eligibility Requirements

Preface

Brief description of the self-study process (a) and how institutional constituencies were involved and organized to complete the self-study (b):

In February 2003, a team of TMCC representatives—comprised of the Vice President of Academic Affairs, the Planning Council Co-Chairs, Director of Institutional Research, and Faculty Senate Chair—attended the Northwest Commission on Colleges and Universities meeting in Seattle, Washington. In fall 2003, the original Self-Study Coordinator was selected and promptly sent out a call for broad-based campus participation at division meetings. Over 200 faculty and staff responded. In spring 2004, the self-study process officially began; the original Self-Study Coordinator announced her retirement and was replaced by the new Coordinator, who then managed the project to its completion and organized the accreditation visit.

The *2005 TMCC Accreditation Self-Study Report* is truly the product of an inclusive and collaborative college-wide effort. While the Planning Council, the primary body representing shared governance at TMCC, served as the Steering Committee for the self-study process, over 100 individuals participated in the nine standards committees, each charged with generating a standard-specific report. Each committee had between 5 and 15 members, depending upon the size of the standard and the amount of research required. Committee membership included experts in the area of consideration; however, it is important to note that membership also included representatives from various college constituencies, a decision based on the governing principle that those with expertise and those with no explicit vested interest in the area of study would generate together a more balanced, comprehensive, and honest product.

In fall 2004, the College held a planning workshop for each standard committee and a data workshop for the chairs of each of the nine committees. At the same time, the Self-Study Coordinator and staff members from Institutional Research and Information Technologies established the Self-Study Web site with links for each committee to post drafts and a data inventory link inclusive

of all the resources utilized by the committees. Throughout fall 2004, the nine committees met and generated drafts, presenting their work to the Planning Council for comment and posting their work on the Self-Study Web site for college-wide consideration. Moreover, the committees and the Coordinator gave periodic updates at Planning Council, Extended Cabinet, and Faculty Senate meetings. In January 2005, the completed committee reports were turned over to the project editor; subsequent drafts were posted throughout the spring and summer to generate further comments. The final report was printed and sent to the Northwest Commission during the second week of September 2005 with the anticipated accreditation visit occurring October 11-12, 2005.

Goals of the self-study process and the extent to which they were achieved (c):

The college community's primary goal in this self-study process was to engage in an honest appraisal of TMCC's current strengths and weaknesses while identifying potential challenges and areas for growth in the future. The committees were encouraged to generate their reports guided by the principles of academic freedom and honest discourse; the Coordinator and the project editor on more than one occasion affirmed their commitment to preserving the integrity of each committee's work and findings. Moreover, committee members were encouraged to transcend mere description in their reports and provide comprehensive, integrated analysis of their area of consideration. The final report reflects each committee's research, analysis, and recommendations. Evidence of this commitment to maintaining the integrity of a committee's report can be found in the occasional moment when one committee disagreed with the findings of another, such as occurred with the assessment of academic advising in Standards 2 and 3. Rather than edit out this tension, the manuscript sustains it out of a commitment to the principle that such tensions are informative, the necessary and desired outcome of the self-study process rather than a flaw in the report itself.

Other information useful in understanding the self-study process (d):

The standard committee members were extremely dedicated, in most cases completing the bulk of their work in one semester while maintaining their regular full suite of duties.

In many ways, this self-study process represents the first time that TMCC has engaged in a truly collaborative process in generating its report. While at moments the inclusion of so many voices and ideas felt cumbersome and complicated, the end product reflects the wisdom behind the process in that so many more individuals were involved and could see the product of their work and vision in the final document.

The committees for Standards 2, 3, 4, and 7 addressed their respective policies in the standards themselves and separately. While an unorthodox approach, the committees determined that a full appraisal demanded careful attention to both the standards and the policies. The policies thus function as complementary components of the respective standards, providing both extensions and summaries.

Eligibility Requirements

Truckee Meadows Community College meets the eligibility requirements established by the Northwest Commission on Colleges and Universities, as indicated below.

- TMCC is authorized to operate and award degrees by the Constitution of the State of Nevada and the authority it grants the UCCSN Board of Regents.
- TMCC's Mission Statement and Strategic Goals have been clearly defined through a process of shared governance, consensus, and planning. The UCCSN Board of Regents approved TMCC's Mission Statement and Strategic Goals in October 2004, affirming that they support system-wide priorities and the *UCCSN Master Plan for Higher Education*. TMCC's Mission Statement incorporates service to the educational interests of its students as its primary focus. TMCC provides developmental, transfer, certificate, and degree opportunities to its students.
- TMCC operates under a governance and administrative structure that demonstrates respect for the members of the College community in a nondiscriminatory manner; furthermore, TMCC responds to the needs of its constituencies in an ethical manner in keeping with its Mission Statement and Strategic Goals.
- The UCCSN Board of Regents is the governing board responsible for the quality and integrity of TMCC. The board is comprised of 13 elected members, and they have no financial interest in any UCCSN institution.
- The President of TMCC is appointed by the UCCSN Board of Regents and devotes full-time service to the College.
- TMCC has the administrative and governance structures in place to provide administrative and support services necessary to achieve its institutional mission and goals.
- TMCC's full-time, professionally qualified faculty members are sufficient in number and quality to meet the educational goals of its students and programs. Faculty are involved and participate in the formulation of institutional policies, specifically in the formulation of policies governing academic standards and curriculum development and review. Faculty members are evaluated annually, and faculty workload has been defined and is now part of the Nevada Faculty Alliance (NFA) contract.
- TMCC's educational programs provide opportunities for lifelong learning. Programs leading to the associate degree are based on a nexus of general intellectual knowledge and specific skills. They are founded on academic principles of rigor and meet general higher education standards of content, length, use of library and information resources, and, when applicable, external accreditation standards.
- TMCC's transfer associate degrees require a general education core curriculum that consists of a rigorous foundation of interrelated academic and applied experiences. Furthermore, the general education courses provide familiarity with broad knowledge areas that serve as essential elements of the offered programs. The general education program at TMCC sustains a general body of common knowledge and skills that can be measured and can serve as a measure of the program's effectiveness.
- TMCC provides sufficient library resources, technology, and services for students and faculty, in accordance with its mission and with its educational programs, at all locations and in all delivery modes.

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- Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study. TMCC supports intellectual and academic independence and freedom.
 - TMCC publishes its student admissions policy and the characteristics and requirements for its programs. TMCC adheres to its admissions procedures and practices.
 - TMCC publishes in its course catalog, semester schedule, and electronic sources accurate information regarding the institution's purposes and objectives, its admissions requirements and procedures, its academic rules and regulations directly affecting students, and its programs and courses. The requirements for certificate and degree programs are clearly outlined, as are all student rights and responsibilities, including costs, refund policies, grievance procedures, and other items relative to being a member of the college community.
 - TMCC can document a funding base, financial resources, and plans for financial development adequate to achieve its educational mission and meet its goals within an annual balanced operating budget.
 - TMCC is subject to regular external audit of its financial records by UCCSN requirements. Financial records are audited annually by Pricewaterhouse Cooper LLP. Their report includes an opinion on the financial statement.
 - TMCC was established as an institution within the UCCSN in 1979 and continues to offer educational programs leading to degrees as well as a host of other educational opportunities for students.
 - TMCC discloses to the Northwest Commission on Colleges and Universities any and all information as the Commission may require to carry out its evaluation and accreditation function.
 - TMCC accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies. TMCC understands and agrees that the Northwest Commission on Colleges and Universities may make the results of its evaluation public.

Summary Analysis

In very real terms, TMCC is a different College than it was in 1995. In 1995 TMCC was a small, relatively isolated community college that worked to meet the needs of a relatively homogenous community. In 2005, TMCC is a medium-sized community college in a large, diverse community with multiple needs and opportunities. TMCC has retained its focus on providing opportunities for lifelong learning and has changed as the community has changed. TMCC's Mission Statement has been revised three times; the administrative structure has changed and has been at times chaotic and unstable; and the College has experienced growth in every aspect.

However, TMCC is in many ways very much the same College today as it was in 1995. Its core values are supported by the current administration, which values achieving academic excellence and students' educational experiences. Staff support continues to be a critical component. TMCC's educational programs are solid and reflect the College's commitment to academic excellence. And many of the same challenges remain. For example, throughout the Standards, human, physical, and financial resources are frequently identified by the committees as areas requiring attention in the future.

The impact of the current administration cannot be overstated. President Ringle began a series of planning initiatives shortly after his arrival. The Planning Council worked for a year and revised TMCC's Mission Statement and clarified objectives for the 7 strategic initiatives, providing direction for the College that was determined by constituencies from across the College. The Vice President of Academic Affairs initiated long-needed changes in TMCC's educational programs. The Vice President of Finance and Administrative Services began the process of opening the budget process. The creation of the position of Vice President of Student Services demonstrated the recognition of Student Services as an integral part of the College.

As we complete this self-study cycle, TMCC can identify areas of strength, areas of significant progress, and challenges that need to be faced.

Areas of Strength

- President Ringle and his administrative team have brought administrative stability to TMCC. This stability allowed for short- and long-term planning and shifted the culture of the College from a reactive to a proactive stance.
- Faculty and staff members have demonstrated flexibility and resiliency during the past three years. TMCC's faculty, classified staff, and administrators have demonstrated flexibility and resiliency as the College has undertaken major planning efforts and revised major policies, including the reorganization of academic divisions, workload policy, general education, and faculty evaluation.
- Administration has engaged in planning tied to the Mission Statement and Strategic Goals of the College. The planning efforts, including the efforts of the Planning Council and the development of the *Strategic Planning* document, as well as the *Facilities Master Plan* (completed) and the *Academic Master Plan* (in progress) have been undertaken with a clear link to TMCC's Mission Statement and Strategic Goals. This comprehensive approach has filtered down to the department level, where faculty and staff understand the linkages between what we say we are and what we do. Students are the ultimate beneficiaries. The *Strategic Planning* document and the process that produced it has provided a template for the College's future squarely centered on its primary function—education.
- The College has focused on academic excellence, broadly defined, as essential to all activities and planning. In line with the above comment, the very definition of academic excellence was broadened to include all educational pursuits at the College, regardless of the course's prefix. Furthermore, student services, library, and information resources are seen as an integral part of the goal of academic excellence. The College has maintained a consistent focus on doing what is right for students; the assumption that everything else will follow has, so far, been accurate.



Areas of Significant Progress

- Communication has improved. Regular communication takes place through electronic resources but most importantly by inclusion of key constituents at all levels of college governance and administration. This includes Extended Cabinet, Instructional Deans, Extended Instructional Deans, Faculty Senate, and Academic Leaders. While these are recognized bodies, other College bodies, such as the Technology Committee, Budget Advisory Committee, and Student ID Committee, also have broad representation. TMCC's open atmosphere encourages participation. Furthermore, the accessibility of administrators has improved, and the historically adversarial faculty/administration relationship is diminishing.
- Cohesive, integrated planning is taking place. The integration of the *Facilities Master Plan* with academic planning is a critical element of the template for the College's future. The shared vision that the *Facilities Master Plan* created has allowed the College community to project a future firmly grounded in the actions of the present.
- The general education program has been strengthened. The initiatives by the Vice President of Academic Affairs built upon the initial work of the College and extended this work to provide a cohesive general education program across all disciplines, programs, and degrees. The identification of five general education knowledge areas and nine abilities will unify general education outcomes and provide students with a substantial, coherent body of knowledge that will support additional intellectual growth.
- Outcomes assessment is now an accepted part of the educational program. Through the program and discipline review process, TMCC examines the outcomes of programs, disciplines, and courses. Drilling down to the micro level of the course while focusing on the discipline or program outcomes ensures coordination and synchronicity. While once a hotly debated and contested element, outcomes assessment is becoming an accepted component of solid instruction.
- Shared governance is improving. Efforts of the administration, Faculty Senate, and Nevada Faculty Alliance have resulted in a better understanding and better functioning of the shared governance environment. Frank discussions of the role of faculty in the governance and administration of the College have resulted in operational changes beneficial to both areas. This could not have happened without administrative willingness to engage faculty.
- Budgeting is becoming an open, participative process. The Vice President of Finance and Administrative Services is committed and has made progress toward opening up the budget process. Understanding how the budget works has led to formation of policies and procedures, widely disseminated, that have decreased levels of suspicion and mistrust. Formation of the Budget Advisory Committee and implementation of some of this committee's recommendations has further engendered trust in the process. The re-conceptualizing of the budget process as one that is state assisted rather than state supported has facilitated a paradigm shift in college culture.
- The recognition of student services as equal to the other divisions of the College has created a sense of representation and equity.

Challenges

- **Implementation of initiatives:** The flurry of planning efforts needs to be tracked and carefully monitored for implementation, assessment, and review to optimize results, regardless of the level of the initiative.
- **Budgeting:** TMCC will need to seek additional funding from the State and from other sources (grants, etc) to maintain its current level of quality and accommodate growth.
- **Student retention and success:** TMCC will need to find effective ways to not only recruit and capture students but to also retain them (Strategic Enrollment Committee). Furthermore, TMCC needs to identify methods by which the graduation rate can increase by examining data and assumptions. Ultimately, TMCC must design, implement, and assess ways to increase its graduation rate.

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- **Pressures of growth:** TMCC will need to continue to access the human, physical, and financial resources needed to accommodate growth. Growth comes with real pressures, and TMCC must be positioned to meet them.

Finally, in the true spirit of the self study, as the standards committees identified issues in the course of their work, these issues were acted upon. Thus, some of the areas targeted by committees in fall 2004 have already been resolved as of fall 2005; others are being addressed in ongoing efforts.

One area of concern that emerged early on and across all standards was the consistency of data collection. While TMCC's Institutional Research Office has been active (and proactive) in gathering data and providing said data for solid planning efforts, TMCC employs a number of duplicative and sometimes awkward, uncommunicative data systems. This became evident in the *Facilities Master Plan* efforts, where Paulien and Associates, the academic planning consulting firm, could not verify reliable data. As a result, the Data Integrity Committee was formed, with the stated goal of improving the integrity, validity, consistency, and reliability of TMCC's data. The Data Integrity Committee has resulted in the TMCC data warehouse project, ERMA development, data clean up, new department codes and code management, and the development of comprehensive funds reports to be used in budget process. The committee recommended that Institutional Research be the entity responsible for analysis and report of data.

The frank admission of challenges and the open identification of what needs to be done—and the willingness to do it—demonstrate the success of TMCC's self-study experience. President Ringle has continually affirmed that this self-study process has to be useful to the institution, and that goal has been borne out in the production of this report.

Standard

1

Institutional Mission and Goals, Planning and Effectiveness

Institutional Mission and Goals, Planning, and Effectiveness

STANDARD ONE

Mission and Goals

Truckee Meadows Community College's institutional mission is described in a statement approved by the UCCSN Board of Regents in October 2004.

Mission Statement

Truckee Meadows Community College provides access for lifelong learning opportunities to improve the quality of life for our diverse community. TMCC creates a supportive, intellectually and culturally dynamic environment by offering the following:

- General education programs
- Transfer degree programs
- Developmental education programs
- Occupational/technical degrees and programs
- Customized job training
- Continuing education and recreational programs
- Student and academic support services

The College anticipates and responds to educational needs of individuals to achieve their goals, aspirations, and dreams.

Strategic Goals

1. Academic Excellence
To foster an institutional culture that values, demands, and supports excellence in teaching and learning.
2. Diversity
To foster an academic community that welcomes the opportunity to experience, examine, and learn from diverse physical, cultural, and ideological backgrounds while nurturing mutual respect.

3. Facilities
To provide effective and efficient development and use of facilities that are aesthetically pleasing, safe, environmentally friendly, and enhance the learning experience.
4. Finance and Institutional Effectiveness
To achieve college goals through responsible human and fiscal resource development and management.
5. Strategic Partnerships
To expand current and to forge new, mutually beneficial partnerships, ensuring the vitality and relevance of our curriculum and programs, distinguishing TMCC as an integral and influential member of the community.
6. Technology
To develop a technology infrastructure to provide faculty, staff, and students with the best practices of the industry.
7. Welcoming and Supportive Environment
To enhance and foster a welcoming intellectual, cultural, and physical environment that is open, supportive, and sensitive.

Historical Context

Truckee Meadows Community College has been in a period of significant transition. Since the 1995 TMCC Accreditation Self-Study Report, TMCC has experienced substantial changes in administration, an increase in student enrollment by 58 percent (annualized FTE from 1994-95 to 2003-04), considerable expansion of personnel, substantial transformation of facilities, and significant revisions in planning processes at every level.

In the 1995 Northwest Association of Schools and Colleges (NASC) Evaluation Committee Report, the evaluators suggested that the College did not sufficiently link data to planning processes in a manner that would provide the institution a sense of direction or purpose. They also noted, “most employees freely admit that there is no general sense of where the institution is going or a shared vision.” In response to the NASC suggestion that the College “clearly, energetically, and collectively address this situation,” TMCC brought in consultants, held a Future Search Conference, and conducted a series of college forums. TMCC engaged in new planning activities that led to a new Mission Statement and assertion of Strategic Goals. This process also led to the formulation of the College’s first comprehensive *Strategic Planning* document in 1997.

Following on a series of administrative changes at the presidential level, in August 2002, President Philip Ringle detailed and presented to the faculty and staff seven initiatives designed to facilitate TMCC in meeting its goals over the next five years (Fall 2002 State of the College Address). In November 2002, President Ringle established the Planning Council, the flagship organization at TMCC charged with the task of examining and evaluating past planning processes while establishing the trajectory for future planning efforts. The Planning Council is comprised of members from every constituency of the college community—classified personnel, tenured, tenure-track, and part-time faculty, a student representative, and members of administration (See Exhibit 1.1, List of Current Members of Planning Council 2005). The Planning Council set forth the following objectives: to revisit TMCC’s Mission Statement, to develop Strategic Goals for each of the initiatives, to ensure communication across the College and with key stakeholders, to integrate TMCC’s plans with the *UCCSN Master Plan for Higher Education*, to create and implement a system of assessment for the College in terms of meeting its stated Strategic Goals, and to enhance cooperation and mutual understanding among key constituencies (See Exhibit 1.2, 11/1/02 Presidential Memo).

Current Situation

The Mission (1.A.1)

Since the 1995 TMCC Accreditation Self-Study Report, TMCC’s Mission Statement and assertion of Strategic Goals have undergone two significant revisions. In response to the 1995 NASC Evaluation Committee Report and after reflecting upon the needs of the College, students, and the community it serves, TMCC, with input from community leaders, adopted a new Mission Statement and set of Strategic Goals in 1997. The 1997 Mission Statement encompassed a broader perspective of the College’s roles and responsibilities than the previous Mission Statement, which had been originally defined by the UCCSN in 1971 (See Figure 1.1, Historical Evolution of Mission Statement).

In revising the 1997 Mission Statement, the Planning Council attempted to design a mission that was purposeful, focused, and clear, and that provided direction and accountability for the current and future needs of TMCC. The Planning Council viewed the 1997 Mission Statement as overly broad, not education specific, and not well recognized by the college community; additionally, there was little institutional memory regarding the development of the 1997 Mission Statement and Strategic Goals. The Planning Council considered other colleges’ mission statements and the *UCCSN Master Plan for Higher Education* (See Exhibit 1.3, Planning Council 1/03 minutes).

In developing the Mission Statement, the Planning Council devoted attention to functions that TMCC performs, the constituencies it is trying to serve, and the methods it utilizes to fulfill these functions. Although the larger geographical community did not directly participate in the development of the Mission Statement, they were consulted and actively participated in the development of several of the Strategic Goals, in particular, the Strategic Goals for Diversity and Strategic Partnership (interview with co-chair of Planning Council, 9/14/04). Although students had access to TMCC’s Web site, where information about the development of the new Mission Statement was available, and had some representation on the Planning Council itself, students as a constituency did not have substantial input into the development of either the Mission Statement or the Strategic Goals.

The Planning Council developed the current Mission Statement and set of Strategic Goals during the 2002-03 and 2003-04 academic years. In its February 21, 2003 meeting, the Planning Council created a draft of the Mission Statement, which was then presented to the wider college community. In its March 7, 2003 meeting, the Planning



1971	Mission Statement	To provide superior, student-centered educational opportunities for the citizens of the state of Nevada within TMCC's designated service area.
1997	Mission Statement	To develop our communities' diverse human potential.
2004	Mission Statement	Truckee Meadows Community College provides access for lifelong learning opportunities to improve the quality of life for our diverse community.

Figure 1.1 Historical Evolution of Mission Statement

Council reviewed college community comments and created a final draft of the Mission Statement. The Planning Council then discussed adding to or changing the original seven presidential initiatives but determined that, as written and conceived, the initiatives were comprehensive and properly focused. The Planning Council then divided into subgroups to develop, analyze, and present Strategic Goal statements associated with these initiatives; committee members identified objectives and activities needed to support each goal statement.

As a result of this inclusive and recursive planning and evaluation process, the Planning Council was successful in bringing about a new Mission Statement and set of Strategic Goals reflective of the broader College and its constituencies (See Exhibit 1.4, *Planning Council: Mission, Goals, and Priorities*). The President's Cabinet had the opportunity to provide comment and input on the new Mission Statement and Strategic Goals, and no changes were recommended.

The UCCSN Board of Regents approved the new Mission Statement and Strategic Goals during their October 2004 meeting, commenting favorably on the fact that TMCC's Mission Statement and Strategic Goals support system-wide priorities and the *UCCSN Master Plan for Higher Education*.

Publication and Awareness of the Mission (1.A.2)

The Mission Statement and Strategic Goals provide the conceptual hub from which virtually every activity and decision emanates at TMCC. As a result, the Mission Statement is published widely and reinforced both within and outside of the college community. For example, President Ringle periodically updates the UCCSN Board of Regents on progress regarding the meeting of the Mission (See Exhibit 1.5, August 2004 UCCSN Board Minutes). The

Planning Council also posted information and minutes on its Web site, providing the opportunity for members of the College and wider community to participate in the process of establishing a new Mission Statement and set of Strategic Goals as well as to comment on the final product.

The 2004 Mission Statement appears in the *2004-05 Truckee Meadows Community College Course Catalog*. Printed and CD versions of the *TMCC Course Catalog* are available at each instructional site (Dandini Campus, Meadowood Center, IGT Applied Technology Center, Nell J. Redfield Foundation Performing Arts Center, High Tech Center at Redfield), and the course catalog can be accessed via the TMCC Web site. The 2004 Mission Statement is also available on the TMCC Web site, and it is printed in the class schedules. Class schedules are widely distributed at community sites, including Washoe County Libraries, Department of Motor Vehicles, Employment Security Offices, etc. Additionally, the class schedule is available on the TMCC Web site and is sent out via a limited postal mailing. Finally, the Mission Statement is also published in numerous college publications (See Exhibits 1.6, 1.7, and 1.8, *TMCC Faculty/Staff Handbook*, the *Part-time Faculty Handbook*, and the *Student Handbook*).

As evident in responses to the TMCC 2004 Survey of Campus Climate, faculty and staff are aware of and understand the new Mission Statement. The TMCC 2004 Survey of Campus Climate revealed that 89 percent of the faculty and staff are familiar with the College's educational mission, a percentage commensurate with the statistic for faculty awareness of educational mission in the UCCSN 2002 Survey on Campus Climate. The survey also showed a significant improvement in the percentage of faculty and staff who felt that TMCC had both well-defined goals for the future (73 percent versus 39 percent) and a shared sense of direction (55 percent versus 30 percent). Furthermore, the TMCC 2004 Survey on Campus Climate notes an increased percentage of the college community

Survey Item	% Agree 2002	% Agree 2004	Difference
Q1. Familiar with educational mission	89*	89	0
Q2. Familiar with service mission	77	80	3
Q3. TMCC has well defined goals for the future	39	73	34
Q4. TMCC is making progress meeting educational mission	63	80	17
Q5. TMCC is making progress meeting service mission	61	70	9
Q6. TMCC has shared sense of direction	30	55	25
Q7. TMCC is committed to assessing effectiveness of educational mission	51	74	23
Q8. TMCC is committed to assessing effectiveness of service mission	43	65	22
Q9. I am committed to institution's progress and success	97	94	-4
Q10. TMCC's atmosphere encourages open expression of ideas	48	60	12
Q11. Communication is effective between faculty and administration	27	41	14
Q12. I get ideas how to improve my work from the person(s) to whom I report	44	51	7
Q13. My supervisor clearly articulates what is expected of me	47	57	10
Q14. Information technology is a useful tool for communicating at TMCC	91	90	-1

*The original version of the UCCSN 2002 Survey on Campus Climate places this figure at 92 percent in error.

Figure 1.2 Results of TMCC 2004 Survey on Campus Climate

is familiar with the service mission (80 percent versus 77 percent in 2002) and believes that TMCC is making progress in meeting this mission (70 percent versus 61 percent in 2002) (See Figure 1.2, Results of TMCC 2004 Survey on Campus Climate).

However, results in the Graduate Outcomes Survey 2002-2003 suggest that students have less awareness and understanding of TMCC's Mission Statement, perhaps due to the fact that the survey does not contain questions about the Mission Statement comparable to those contained in the faculty and staff survey vehicle. The Graduate Outcomes Survey measures student satisfaction with TMCC's learning environment, student services, general education program, and the overall institution. At the same time, responses also indicate that TMCC is meeting many of its Strategic Goals, such as providing a welcoming and supportive environment relative to students. Student survey results also illustrate that students are pleased with the learning environment and the services at TMCC and that students enhanced their skills and furthered their goals by attending TMCC. For example, 90 percent of students agree that TMCC has helped them meet their goals, and 64 percent agree that TMCC welcomes and uses feedback from students to improve the College (See Figure 1.3, Students Overall Satisfaction with TMCC).

Institutional Progress (1.A.3)

The Institutional Research Office documents TMCC's progress in meeting its Mission Statement and Strategic

Goals via annual graduate outcomes surveys, annual performance indicators, the *TMCC FactBook*, and the biennial Survey on Campus Climate. The performance indicators measure TMCC's success in ensuring access/equity, employment preparation/placement, instructional effectiveness, resource effectiveness, occupational/vocational workforce training, and developmental/remedial students. In addition to providing facts about the student population at TMCC, the *TMCC FactBook* measures retention, persistence, graduation, and capture rates.

The current administration has made an extensive effort to publicize the progress that the College has made in accomplishing the new Mission Statement and Strategic Goals to all members of the college community. At the fall 2003 State of the College Address, President Ringle presented and discussed a strategic planning portfolio that outlined both the new Strategic Goals and the anticipated methods of achieving them. The Planning Council March 2004 document (*Mission, Goals, and Priorities*) provided background information—facts, trends, general assumptions—for each Strategic Goal. This document also provided examples of current projects that exemplified each Strategic Goal and recommended future priorities that would allow TMCC to achieve each Strategic Goal.

Subsequently, at the fall 2004 State of the College Address, President Ringle outlined the progress that the College had made in achieving each Strategic Goal and discussed future goal-related projects. At this address, a document titled *Strategic Planning* was distributed to the college



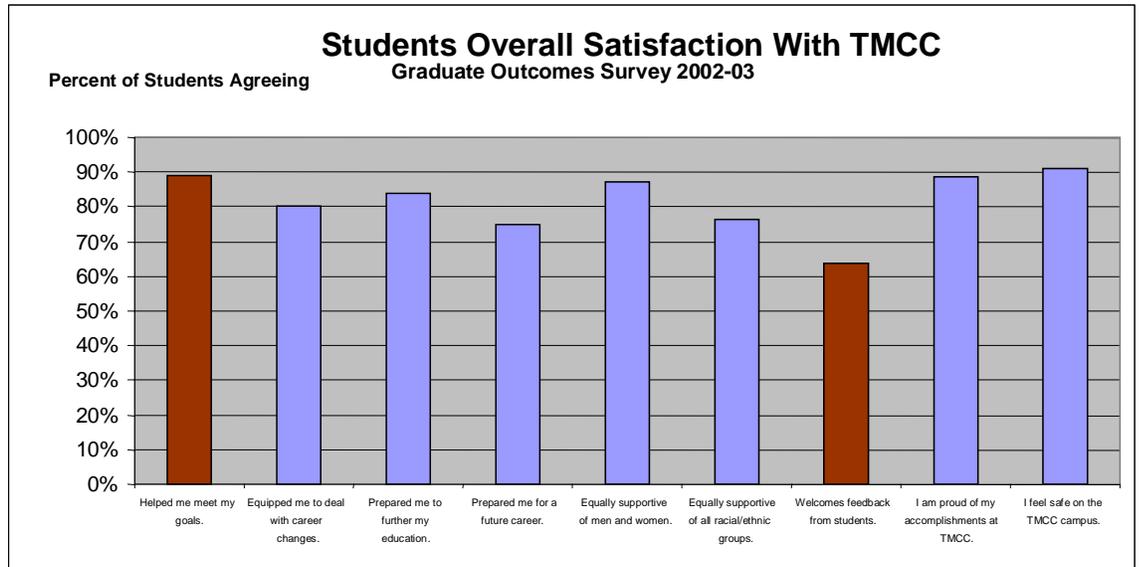
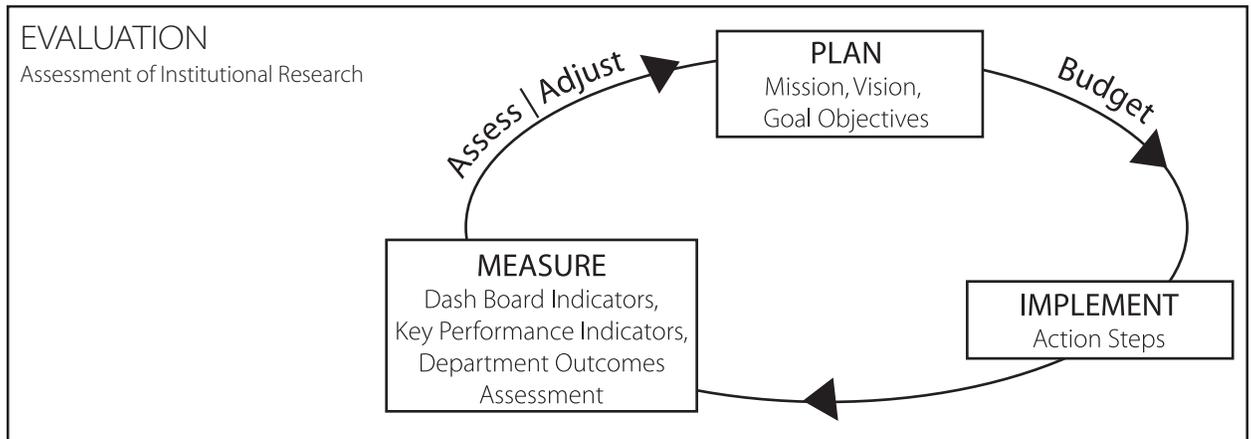
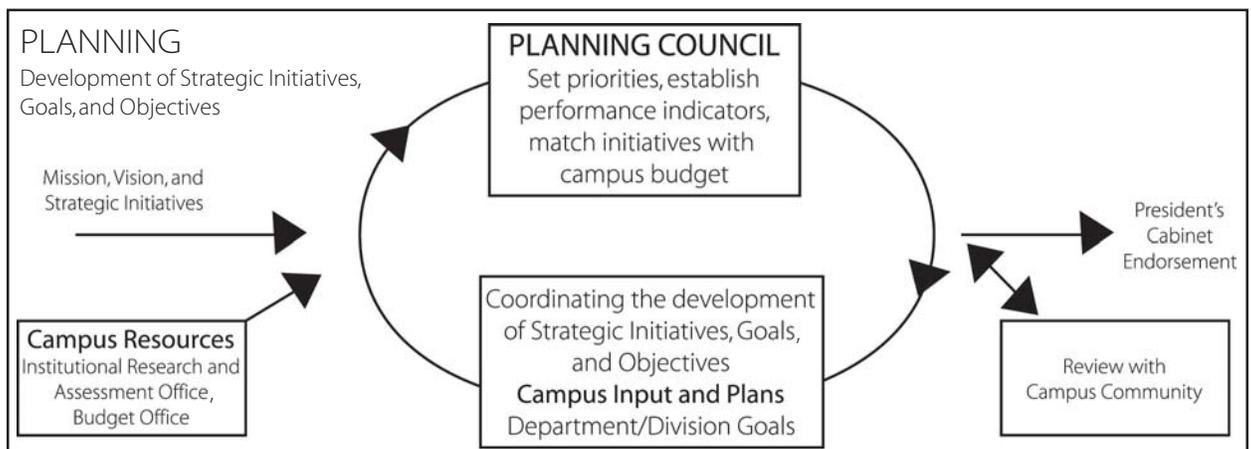


Figure 1.3 Students Overall Satisfaction With TMCC



(Source: 2003 Accreditation Progress Report)

Figure 1.4 Assessment of Institutional Effectiveness



(Source: 2003 Accreditation Progress Report)

Figure 1.5 Development of Strategic Initiatives

community. This document was an extension and summary of the planning processes undertaken by the Planning Council and discussed current projects and future priorities that will allow TMCC to address successfully both its Mission Statement and Strategic Goals. The President also communicated effectively with the Faculty Senate throughout the planning process in scheduled monthly meetings. College-wide e-mails from the President and the Public Information Office requested feedback and addressed progress in this area (See Exhibit 1.9, September 2003 Presidential Memo).

To assess institutional effectiveness with regards to the Mission Statement and Strategic Goals, the process illustrated in Figure 1.4 was developed. The Assessment of Institutional Effectiveness figure demonstrates the inclusive and, at the same time, recursive nature of TMCC's planning and assessment process. Individual programs throughout the College engage in assessment of student outcomes to ensure that TMCC is meeting its educational mission. (See Standard 1.B and Standard 2 for in-depth discussion of program assessment).

Goals (1.A.4)

TMCC's Strategic Goals are commensurate with the Mission Statement and available human, physical, and financial resources. As Figure 1.5 illustrates, the process for establishing the Strategic Goals required an evaluation of the Mission Statement and TMCC resources. The new Mission Statement provides a harmonious foundation that each Strategic Goal, if accomplished, should enhance.

The Planning Council's *Mission, Goals, and Priorities* document examines each Strategic Goal in more detail and considers the human, physical, and financial resources available to TMCC. For example, to meet the Strategic Goal for Facilities, the College engaged in a facilities master planning process to ensure that human and physical resources would be available so that the College could fulfill its Mission Statement. As a result of a space-utilization survey that was part of this process, more classes will be offered on Fridays in the spring 2005 semester to maximize physical resources and to provide a greater variety of learning opportunities for students.

TMCC is also engaged in a variety of assessment processes to ensure consistency between its educational mission and its resources. Academic leaders participate annually in planning ways to meet the Mission Statement and Strategic Goals of the College. An *Operational Goals* document, in which objectives are established for each of the Strategic Goals and referenced back to UCCSN goals, has been created. These same academic leaders then develop

individual program goals that are linked directly to the College's Mission Statement and Strategic Goals. This process of internal linkage between tiers of programming and assessment is meant to ensure that the Mission Statement and the Strategic Goals of TMCC are infused at every level.

Along with the above mentioned documents, the Vice President of Academic Affairs uses the *TMCC FactBook*, a text which presents data regarding the College's human, physical, and financial resources, to confirm the direction as well as validate the vision of the College's Strategic Goals (See Standard 1.B for further discussion).

Mission-Based Planning (1.A.5)

TMCC has gone to great lengths to ensure that the new Mission Statement and Strategic Goals direct all of TMCC's educational activities. The freshness of the new Mission Statement together with the fact that many members of the Planning Council are responsible for or are heavily involved in the various major planning initiatives has ensured that the Mission Statement governs the core of TMCC's educational activities.

The attention to educational mission is demonstrated in TMCC's admissions policy (See *2004-2005 TMCC Course Catalog*, p. 243). TMCC fulfills its educational mission of access with an open-door policy whereby all adults 18 years or older, or those who are high school graduates, or the equivalent are eligible for admission. High school students and international students may also be eligible by providing additional documentation with their application.

With the exception of select programs in health sciences such as nursing and dental hygiene, which have separate admissions and continuation criteria, each TMCC student has access to a wide range of academic and university transfer programs, occupational training, and career enhancement workshops and classes. Furthermore, recruitment materials for both students and faculty positions manifest mission-specific descriptions of the College. To this end, TMCC is about to revise its enrollment management planning that will guide the College's efforts in student and faculty recruitment, marketing, program development and refinement, and outreach and retention in a manner that supports the Mission Statement (Interview with Dean of Student Services and Enrollment Management, 9/13/04). This process began in the 2003-04 academic year with the formation of a committee and has continued under the direction of the newly hired Vice President of Student Services in fall 2004.

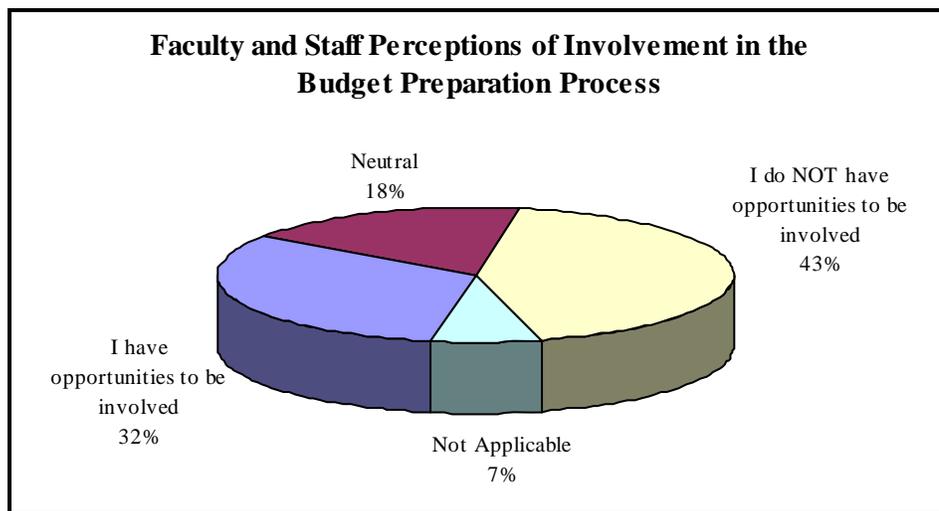


Figure 1.6 Faculty and Staff Perceptions

With regards to faculty selection, each position announcement includes that the faculty member “must perform assigned duties in a manner consistent with the standards, missions, and goals of Truckee Meadows Community College.” Faculty search committees seek out candidates with a commitment to excellent teaching as required by the Strategic Goal for Achieving Academic Excellence. TMCC’s equal opportunity and affirmative action guidelines reflect a commitment to the Strategic Goal of Diversity.

The current Vice President of Finance and Administrative Services is in the process of creating a more open, participatory, formal, decentralized, and consistent budget process as required by the Strategic Goal of Finance and Institutional Effectiveness. The TMCC 2004 Survey on Campus Climate suggests that faculty and staff do not feel as if they are included in the budget process; only 32 percent thought they had opportunities to be involved in budget preparation whereas 43 percent felt they did not have such opportunities (See Figure 1.6, Faculty and Staff Perceptions).

Previous accreditation evaluations of TMCC expressed concern regarding the lack of clearly defined and data-based procedures in the areas of operational planning and resource allocation. Although there is work to accomplish in this area, the new funding process for faculty professional development demonstrates TMCC’s commitment to change. This process allows each department to decide how its professional development budget will be used. This suggests that a more open, participatory, and decentralized budget process that is guided by the Mission Statement and Strategic Goals is underway. Indeed, a more participatory

budget process was presented to the Extended Cabinet in February 2004 and is targeted for implementation with the fiscal year 2006 budget process (See Standard 7 for further discussion).

The Mission Statement and Strategic Goals are incorporated into the official planning process. Not only do they provide background direction for strategic planning processes, participants in the planning process consult the Strategic Goals on a regular basis, the result of which are displayed in the annual *Operational Goals*. Academic leaders of individual programs link their goals to TMCC’s Mission Statement, its Strategic Goals, and the *UCGSN Master Plan for Higher Education*; as a result, each division’s activities are expected to be explicitly guided by the Mission Statement (Interview with VPAA, 9/15/04).

Public Service (1.A.6)

TMCC’s Mission Statement incorporates the importance of public service when it states that the College “provides access for lifelong learning opportunities to improve the quality of life for our diverse community.” Public service as a component of TMCC’s education and service missions can be seen in three, at times interconnected, areas: programs designed to meet the needs of the community, community events sponsored by TMCC, and collaboration with business and community groups.

Service Programs: The Strategic Goal for Partnerships requires TMCC to “expand and forge new, mutually beneficial partnerships, ensuring the vitality and relevance of our curriculum and programs, distinguishing TMCC as an integral and influential member of the community.” TMCC demonstrates its commitment to public service in both its academic and non-academic programs.

TMCC is involved in many levels of educational outreach to many student populations—from the recent graduate, traditional and non-traditional; to the life-long learner; to the working adult. In collaboration with the Washoe County School District, TMCC serves as a natural conduit into higher education for many of WCSD graduates. TMCC engages in K-12 outreach through the Education Collaborative of Washoe County, TMCC High School, and the Incline K-16 Council. At the same time, TMCC also provides access to a seamless educational system for life-long learners, those who have not attended a K-12 school system in years. In terms of meeting the educational needs of the working adult, TMCC has the American College Testing (ACT) Center, which delivers over 2900 state-of-the-art computerized courses to community businesses, professional organizations, and individuals; it also provides assessments in automotive services, social work, and dietetics.

TMCC provides degree programs that address specific needs within the greater Northern Nevada community. By providing a transferable associate of arts with an emphasis on teaching, TMCC works with local schools to meet their increasing demand for teacher recruitment. Additionally, TMCC is involved in the Nevada Hospital Association's nursing initiative to develop future health care professionals, another pressing need in the community.

Cultural and Community Needs-Based Events as Public Service: TMCC hosts public lectures, leadership lunches/breakfasts, multicultural festivals, and artistic events that are open to the larger community. For example, once a year, New Student Programs sponsors a breakfast for all high school counselors and career technicians. In 2003, 30 academic and student service departments were represented and nearly 70 high school counselors and career technicians attended.

Moreover, TMCC's Classified Council was part of a drive for the Northern Nevada Food Bank in December 2003, and individual classified staff are active in a variety of community service activities. The Associated Students of Truckee Meadows (ASTM) holds an annual blood drive and a holiday food drive. In fall 2004, students, faculty, and staff participated in the New Voters Project, which increased voter registration in Nevada.

TMCC's faculty, staff, and students are committed to community service both individually and collectively. The Full-time Faculty Public Service Summary (2003/4) confirms that faculty members both participate in and have leadership roles in a variety of public service organizations. In addition, public service is part of the Faculty Annual

Plan and a component of the tenure process (See Exhibits 1.6, 1.10, and 1.11, *Faculty/Staff Handbook*, Annual Plan/Annual Plan Instructions, and TMCC Tenure Guidelines).

Business and Government Collaboration as Public Service: Our community outreach and partnership programs are also extensive and include participation in the Reno-Sparks Chamber of Commerce, the Hispanic Chamber of Commerce, Nevadaworks, local chapters of APICS (the Educational Society for Resource Management) and ASTD, and the Economic Development Authority of Western Nevada.

Moreover, the Workforce Development and Continuing Education staff match TMCC resources with business and community needs; they annually serve more than 11,000 adults with basic education, certification, compliance and training programs, and continuing education courses. For example, the Workforce Development and Continuing Education Division holds workshops to enhance skills and encourage new technology in a variety of industries, including graphic arts, real estate, computer instruction, and manufacturing. With some of the workforce development programs, TMCC works with state, county, and municipal governments as illustrated by TMCC's partnership with the Regional Public Safety Training Center.

Business partnerships include a full associate degree program with International Gaming Technology, partnerships with SBC Nevada Bell and local cable companies, plus training programs with numerous companies in the community. Additionally, the Workforce Development and Continuing Education Course Guide lists a range of continuing education classes. Professional community members are invited and serve on various advisory boards for TMCC, including the nursing, dental hygiene, dental assisting, and other health sciences programs. An annual recognition dinner in honor of this involvement is held at TMCC.

The TMCC Foundation provides public service via the funding of college facilities, the maintenance of TMCC's endowment, and the provision of both instructional grants and student scholarships. It also serves as a conduit between TMCC and community and business needs. The TMCC Foundation Board of Trustees has provided over two and a quarter million dollars in scholarships since 1990.

Substantive Change (1.A.7)

Standard 1.A.7 is not currently applicable to TMCC for this accreditation cycle.

Analysis and Appraisal (1.A)

During times of significant change, it is often difficult to accurately assess the effectiveness of said change. In the case of TMCC, this statement is especially true as most of the changes have either only recently been implemented, are about to be implemented, or are scheduled to be implemented in the next five years. Given this limited time horizon, any honest self-evaluation is necessarily somewhat speculative, both in terms of strengths and weaknesses. Nonetheless, several strengths and weaknesses can be tentatively identified with regards to Standard 1.A.

The new Mission Statement and Strategic Goals offer a clear sense of purpose that will allow TMCC to focus its energies. The TMCC 2004 Survey on Campus Climate suggests a broad awareness of this Mission Statement amongst staff and faculty, as well as an increasing sense amongst both constituencies that the College has a shared sense of direction. However, that optimism is tempered somewhat by the lack of formal data regarding student understandings of the Mission Statement and Strategic Goals. To date there is no formal data indicating that students have a broader appreciation of TMCC's Mission Statement even as they offer positive assessment of their experiences that indicates the College is meeting many of its Strategic Goals. TMCC needs to ensure that the entire college community is aware of both the Mission Statement and Strategic Goals of the institution. To increase visibility and awareness of the Mission Statement amongst our students, the Mission Statement should be posted in areas where students congregate, such as the new V. James Eardley Student Services Center.

Despite changes in leadership, personnel, enrollments, and planning, TMCC's programs and services appear to be meeting the essential elements of both the 1997 and the 2004 Mission Statements. TMCC's work in public service continues to be vibrant and varied. Both the graduate outcomes and campus climate surveys include data suggesting TMCC is meeting its educational mission. Ninety-eight percent of respondents indicate that TMCC helped prepare them for their current occupation and 94 percent indicate that TMCC prepared them for advancing their education. A variety of individual college programs have engaged in an assessment of student learning abilities that publicly documents TMCC's effectiveness in meeting its educational mission (See Standard 2 for further discussion).

Both of the Planning Council documents, *Mission, Goals, and Priorities* and *Strategic Planning*, illustrate the many educational and service programs that fulfill TMCC's Strategic Goals, and in turn, its Mission Statement. Nonetheless, to ensure mission fulfillment, college-wide data that documents the accomplishment of the Strategic Goals and Mission Statement is required. An effort to redress this deficiency is in development. Since previous Mission Statements and institutional assessment plans were difficult to implement, a firm college-wide commitment to measure and document progress in meeting the new Mission Statement and Strategic Goals is required. The steps taken thus far suggest that commitment exists.

The administration's extensive efforts to publicly disseminate TMCC's Mission Statement and progress towards accomplishing the Strategic Goals are commendable and have been successful. These efforts have been extensive, regular, and broad-based. The administration apprises faculty and staff regarding the various planning processes and encourages feedback and participation from both constituencies through multiple avenues. Additionally, planning processes are in congruence with and driven by the Mission Statement and Strategic Goals in a manner that clarifies college-wide operational procedures. Given the 1995 NASC Evaluation Committee Report critique of TMCC's lack of communication between constituencies, these measures should not be undervalued. Even though noticeable progress has been made in the area of communication between faculty and administration over the last two years, as evidenced by the UCCSN 2002 and TMCC 2004 Campus Climate Surveys, 23 percent of faculty still feel that there is room for improvement. Since a significant percentage of faculty and staff do not feel as if they have had opportunities to be involved with policy development, budget preparation, and planning processes, development of strategies that ensure more extensive feedback and participation from the entire college community in future efforts would be desirable. As discussed, some of these steps are currently underway. The Self-Study Standard 1 Committee advocates the following recommendations.

Next Steps (1.A)

- TMCC's 2004 Mission Statement and Strategic Goals should be posted in high traffic, high visibility areas, such as the V. James Eardley Student Services Center in order to increase student awareness by fall 2005. Additionally, the Mission Statement should be included in the direct mail brochure mailed to Washoe County residents, the e-Learning class schedule, and Workforce Development and Continuing Education course guide.
- TMCC should obtain more data from and about students in order to ensure that the College's Mission Statement and Strategic Goals derive from and are widely understood by the entire college community. TMCC still has an incomplete picture regarding student understanding of the Mission Statement. Although most members of the college community believe that TMCC is fulfilling its educational mission, without better, more conclusive, and college-wide data from students that documents the achievement of the Mission Statement using learning outcomes, that belief can only be inferred from the various surveys and anecdotes about department-specific programs. A process to address the issue of student learning is in place, and as a result of this Committee's finding, future graduate outcome surveys will include mission-specific questions to verify that the entire college community is aware of the Mission Statement and Strategic Goals.
- Future planning processes should focus on inclusiveness and participation for all of the college community. Although significant strides have been made in this area since the 1995 TMCC Accreditation Self-Study Report, some faculty and staff still feel excluded. This situation suggests that the administration could improve efforts in these areas by ensuring that there are multiple avenues for participation, that these avenues are widely publicized in a variety of means (college addresses, college-wide e-mails or newsletters, Faculty Senate, Classified Council, ASTM, division and department meetings, and college forums), that innovative methods to ensure participation are explored, and that the planning processes are inclusive of the entire college community from beginning to end. Although not everyone is likely to participate in planning processes, the Self-Study Standard 1 Committee would like a greater percentage of the college community to feel as if they had the opportunity to participate. Specifically, the planning processes for strategic enrollment management, the new procedures for budget development, and the *Academic Master Plan* should address this recommendation explicitly throughout their activities and develop strategies to increase involvement.

Planning and Effectiveness (1.B)

Historical Context

The 1995 NASC Report suggested that TMCC prioritize and establish an “organizational structure and accompanying operating procedures which are clearly defined and understandable; allow for responsible participation in decision making, implementation, and evaluation; offer assurance of reasonable stability over time; and provide ample opportunities for effective communication throughout the institution,” particularly in the instructional area. In response, TMCC engaged in a series of planning efforts that included the development of an assessment plan, the hiring of a Vice President of Planning and Development, the creation of the 1997 *College Strategic Plan*, and the development of a new Mission Statement and Strategic Goals. The October 2000 evaluation of TMCC’s Accreditation Interim Report noted that planning, assessment, participation, and communication had improved in the instructional area but needed redress with respect to administration. Currently, TMCC is engaged in both a revision of its planning processes and several major planning efforts under the leadership of the current administration.

Current Situation

TMCC engages in systematic annual and long-term planning, including a recent Marketing/Branding Study, *Facilities Master Plan*, *Academic Master Plan*, Accreditation Self-Study, *Enrollment Management Plan*, and numerous more localized studies ranging from program reviews to faculty evaluations.

Many planning efforts have either just been completed, are underway, or are scheduled to begin in the 2004-05 academic year. Central to all of these efforts is the 2004 TMCC Mission Statement and Strategic Goals. Additionally, the College has identified new priorities and operational activities that will ensure goal fulfillment. These are outlined in the Planning Council’s *Strategic Planning* document.

Planning (1.B.1)

TMCC’s planning processes are clearly defined in TMCC’s October 15, 2003 Accreditation Progress Report. Figure 1.5 illustrates how initiatives, Strategic Goals, and objectives are developed. The College’s Mission Statement and Strategic Goals govern planning processes; college resources provide data and budget information. After development by the Planning Council, coordination with Strategic Goals, and feedback from the college community, the President’s Cabinet endorses the plan. The Planning Council’s role is comprehensive, encompassing all activities at TMCC. Through this effort, the Mission Statement and Strategic Goals are linked and coordinated. While currently overseeing the Self-Study, the Planning Council also provides macro-level guidance and support for all planning activities.

Recently completed planning processes

Marketing/Branding Study (2003-04): After evaluating community perceptions of TMCC, the College identified new marketing recruitment strategies along with a new logo and audio identity with the assistance of outside consultants.

Facilities Master Plan (2004): Under the direction of the Vice President of Finance and Administrative Services, Sasaki Associates, the master planning community, and the college community, TMCC developed a new *Facilities Master Plan*. This plan considers effective space utilization on the Dandini Campus, capital improvement projects, remodeling and renovation plans, as well as traffic and a

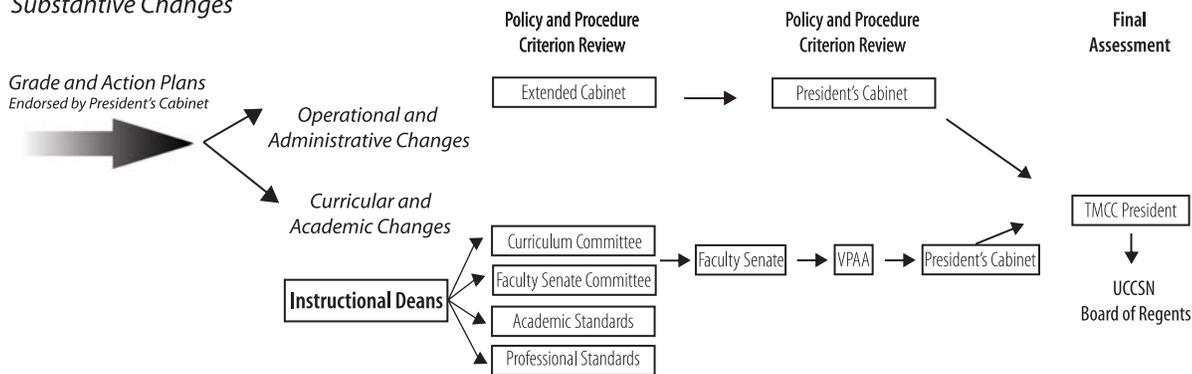
IMPLEMENTATION*Substantive Changes*

Figure 1.7 Implementation

parking study. The plan was presented to the Board of Regents in December 2004.

Planning processes currently in development

Academic Master Plan (2004-Present): Under the direction of the Vice President of Academic Affairs, Paulien and Associates, and the college community, TMCC has recently collected data that will be used to create an *Academic Master Plan*. After this environmental scan is complete, the plan will consider academic space realignment, new program priorities, and the expansion of various programs on the Dandini Campus.

It is important to note that the institutional tasks of establishing a facilities master plan and an academic master plan were instigated at the same time so that the processes could inform one another. Leadership (via various planning mechanisms) decided that academic planning should drive and support the physical facilities on the Dandini Campus as well as the other college sites, and the two efforts moved in a parallel fashion to create a comprehensive short- and long-term plan.

Accreditation Self-Study (2004-Present): Under the direction of the Planning Council, the Self-Study Standards Committees, and the college community, TMCC is creating the 2005 TMCC Accreditation Self-Study Report for affirmation of accreditation.

Enrollment Management Plan (2004-Present): Under the direction of the newly hired Vice President of Student Services, TMCC will revise its *Enrollment Management Plan* that will guide the College's efforts in student and faculty recruitment, marketing, program

development and refinement, outreach, and retention in a manner that supports the Mission Statement.

More Localized Planning Activities: In addition, TMCC has simultaneously developed or is developing a series of academic and administrative processes that underlie the above major planning efforts. These include a new program review process, a new process for faculty evaluations, a method of assessing general education outcomes, a new budget process, a new project request process to determine priorities for repairs, additions, and renovations to college facilities, and several capital improvement projects, including a new student center. Additionally, TMCC is developing an information technology plan that illustrates how technology will be used to implement major functions and initiatives found in TMCC's *Strategic Planning* document. This plan incorporates an analysis of Strategic Goals, available internal and external resources, and student, faculty, and staff requirements.

These planning efforts have been comprehensive, participatory, data-driven, and supportive of the Mission Statement and Strategic Goals. Thus far, throughout each planning process, the opportunity for participation, analysis, and revision have been made available to the entire college community. Given that most of the efforts are still in development, it is unclear what impact these planning processes will have on future resource allocation. Given the new processes in place, the intent is to ensure that college resources are efficiently distributed to ensure educational mission fulfillment.

Figure 1.7 illustrates that once substantive changes have received endorsement by the President's Cabinet, operational and administrative changes are reviewed by

the Extended Cabinet, re-evaluated by the President's Cabinet, approved by the President, and if necessary, sent to the governing board. Curricular and academic changes are developed in Faculty Senate committees, approved by Faculty Senate, endorsed by the Vice President of Academic Affairs and the President's Cabinet, and given final approval by the President; again, if necessary, these changes are sent to the governing board.

Procedures by which TMCC assesses how the planning efforts achieve mission fulfillment are illustrated in Figure 1.4. Furthermore, each administrative and academic unit develops operational goals. In this way academic leaders and department chairs of individual programs engage their staff and link their activities to the College's Mission Statement and Strategic Goals, as well as the *UCCSN Master Plan for Higher Education*. Individual program goals are then included in academic leaders' annual evaluations, thus ensuring accountability and links between human resources and the budgetary process.

Institutional Research also carries out a set of measures that include but are not limited to the following: development of annual performance indicator data, ongoing student satisfaction research (annual graduate outcomes and graduate follow-up surveys), student success research (retention, persistence, graduation, capture rate trends), and institutional resource effectiveness research (full-time to part-time faculty ratio, enrollment projections, workload). TMCC uses this data to assess institutional goal achievement.

Evaluation Process (1.B.2)

TMCC engages in systematic planning for, and evaluation of, its activities, including teaching, program integrity, and public service consistent with its Mission Statement and Strategic Goals. For example, TMCC's Strategic Goal of Academic Excellence requires that TMCC foster an institutional culture that "values, demands, and supports excellence in teaching and learning." Several planning processes are directly related to that goal, including the new *Academic Master Plan*, the ongoing re-organization of academic affairs, the formation of a new Center for Teaching Excellence, the development of a new plan for mentoring adjunct faculty, and a renewed emphasis on program development planning.

Evaluation of Teaching: The evaluation of teaching is equally essential to meeting the Strategic Goal of Academic Excellence at the College. TMCC's teaching evaluation guidelines are outlined in the *Board of Regents Handbook*, which mandates annual evaluation of each faculty member.

Each full-time faculty member must fulfill a series of responsibilities drawn from an annual plan menu. This annual plan, as well as other data, including student, peer, and administrative teaching evaluations, is used by the faculty member's supervisor to give the faculty member one of four ratings: excellent, commendable, satisfactory, or unsatisfactory. In addition to their supervisor, tenure committees evaluate non-tenured faculty (See Standard 4 for an in-depth discussion of the faculty evaluation process). An ad-hoc committee of the Faculty Senate has been created to revise the process of faculty evaluation so that it is more directly linked to teaching excellence; the findings of this committee were reported to Faculty Senate in spring 2005.

Program Integrity: TMCC has recently established a new program and discipline review process to ensure that individual instructional programs meet the College's Strategic Goal of Academic Excellence (See Standard 2 for an in-depth discussion).

A preliminary attempt to address student learning outcomes was addressed in 2000 with the creation of an institutional assessment committee. Many members of this committee now serve on the Student Learning Outcomes and Assessment (SLOA) Committee. SLOA was created to serve as the institution-wide body addressing learning outcomes and assessment issues. This committee has developed general education learning outcomes and is in the process of creating assessment techniques to measure these outcomes. Additionally, individual disciplines are engaged in outcomes assessment.

Evaluation of Public Service: Although research is not an integral part of TMCC's educational mission, public service is a significant part of TMCC's Strategic Goals. A thorough evaluation of the College's success in meeting this goal occurs as a necessary by-product of the process of assessing institutional effectiveness (See Figure 1.4, Assessment of Institutional Effectiveness). Both the Planning Council's *Mission, Goals, and Priorities* and *Strategic Planning* documents articulate the various projects that TMCC is engaged in to meet this goal (See Standard 1.A.6. for an in-depth discussion).

Planning Process (1.B.3)

TMCC's planning process is participatory—inclusive in that it involves constituencies appropriate to the institution such as board members, administrators, faculty, staff, students, and other interested parties—and recursive in that the process of planning and assessment circles back through a process of ongoing consideration and

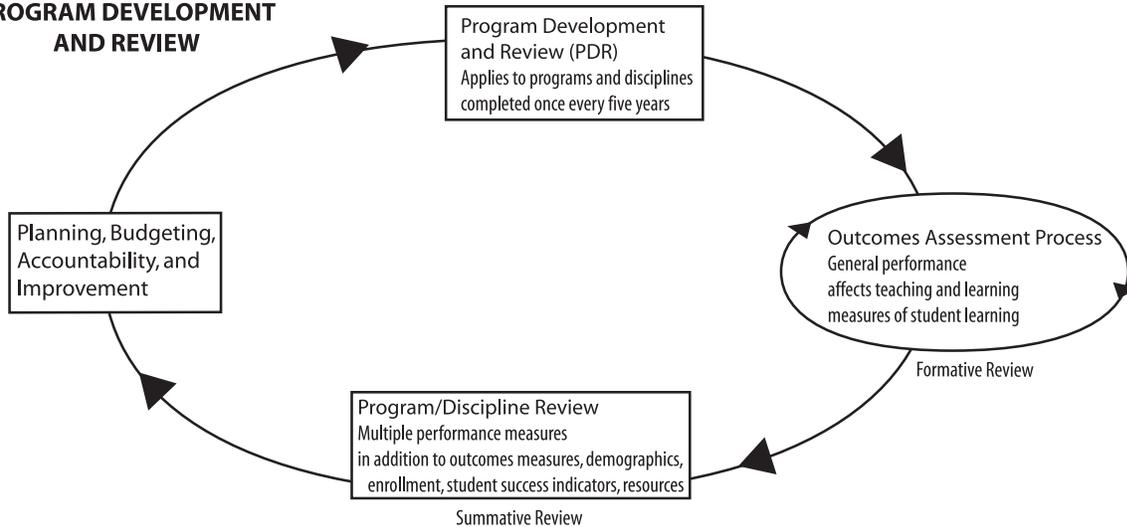
PROGRAM DEVELOPMENT
AND REVIEW

Figure 1.8 Program Development and Review

reconsideration. Each planning process conducted under the current administration has incorporated all appropriate constituencies. According to the October 2003 Accreditation Progress Report, “several mechanisms are used to invite and involve constituents in decision making: surveys of all college personnel, involvement of the Faculty Senate, the Academic Deans’ meetings, the Classified Council, the Associated Students of Truckee Meadows, the President’s Cabinet, and the Extended Cabinet. In addition to widely broadcasting pending decisions, issues are discussed within these various groups, based on their interests. It is then the responsibility of the representatives to discuss the issues further with their constituents and seek feedback.”

Additionally, feedback from the college community and other interested outside parties has emerged via college forums, college newsletters, and Web sites associated with each planning process. For example, the Facilities Master Planning Committee explicitly considered the issue of participation and feedback from both the College and the outside community in its initial meeting (See Exhibit 1.12, February 20, 2004 meeting minutes). To ensure participation by relevant constituencies, the committee established its own Web site that includes the schedule, the goals, and the work-to-date. Moreover, two college forums, widely advertised on the facilities master planning Web site, the college calendar, and college-wide e-mail, were held. At each, after a presentation by the consultants affiliated with the project, attendees had an opportunity to provide verbal feedback. Lastly, resource groups, composed of members of the college community, were developed to provide feedback for the consultants.

The marketing consultant who performed the marketing and branding study also held a college forum in April 2004 and provided opportunity for feedback regarding the new TMCC brand. Both the forum and the Web site feedback were advertised via college e-mail, and the forum was listed on TMCC’s calendar. Posters of logos were displayed outside the President’s Office with encouragement to vote for a favorite.

Planning Process and Resource Allocation (1.B.4)

A comprehensive budget development process that links operational goals and individual program goals to required resources is planned for implementation during 2005. The Budget Advisory Committee, with representatives from Faculty Senate, Classified Council, deans, department chairs, and administration has been formed to:

- Identify information needed to develop a broad-based understanding of the resources available to TMCC as budgets are developed.
- Identify what is needed to increase the understanding of the budget development and resource allocation process and how to incorporate more input and dialogue in the process.
- Explore and discuss new ideas and methodologies to enhance the budget process.

A President’s Cabinet retreat in early October 2004 initiated the FY06 budget process by addressing key priorities for resource allocation and evaluating trends in available funding for initiatives. The Budget Advisory Committee began meeting in November 2004 to define a process that will lead to well-understood and used methods that link President’s Cabinet priorities to departmental goals

and budgets. The goal, still in development, is to have the College's Strategic Goals drive resource allocation decisions as budgets are developed and to have objectives that recognize and are consistent with available resources in the budget. The Budget Advisory Committee gave its first presentation to the President's Cabinet in March 2005.

TMCC uses the results of its systematic evaluation activities and ongoing planning processes to influence and effect resource allocation at every level and, most importantly, to improve its instructional programs, institutional services, and activities. Results of planning activities and planning processes are shared with appropriate constituencies to ensure efficient allocation of resources and to improve instructional programs and institutional services. For example, the hiring of full-time faculty incorporates an analysis of Strategic Goals, department needs, and data from Institutional Research.

To fulfill the Strategic Goal of Academic Excellence and the *UCCSN Master Plan for Higher Education*, TMCC is attempting to improve its ratio of full-time instructors to part-time instructors. To evaluate the ratio of full-time to part-time instructors for a particular discipline, TMCC considers the following data—current ratios, the number of attempted registrations for individual classes, and specific department needs. Based on this data, leadership makes its decision to hire additional full-time faculty in a specific discipline. Thus, strategic planning, evaluation, and resource allocation are integrated in an attempt to improve instructional programs. As illustrated by Figure 1.4, TMCC's process for assessing institutional effectiveness incorporates adjustments to ensure that evaluation results in more efficient use of resources.

The program review process evaluates resource allocation by program and considers whether resources are indeed appropriate. As part of the program review process, assessment of the current as well as future resource needs of a program must be considered. This review process is detailed in Figure 1.8.

As a result of the recently completed strategic planning process, TMCC has been able to both identify future priorities with respect to resource allocation and program development in instructional programs and institutional services/activities (See the *Strategic Planning* document and *Mission, Goals, and Priorities*). Many of these programs were either implemented during the 2003-04 academic year or will be implemented during the 2004-05 academic year. Additionally, Institutional Research annually documents resource effectiveness by calculating data such as student FTE, faculty-student ratios, credit hours

taught, and space utilization. These indicators are linked to the *TMCC FactBook* and create the demographics that appear there. The *TMCC FactBook* is widely used to validate and determine strategic goal priorities (Interview with VPAA, 9/15/04).

The processes that created the *Academic Master Plan*, *Enrollment Management Plan*, Comprehensive Budget Development Process, and *Facilities Master Plan* promise to refine and shape resource allocation and improve instruction and institutional services.

Integration of Evaluation and Planning Processes (1.B.5)

TMCC integrates its evaluation and planning processes so as to best identify institutional priorities and to improve educational activities. The assessment of institutional effectiveness process (Figure 1.4) and the program development and review process (Figure 1.8) integrate evaluation and planning and incorporate an adjustment process that allows for necessary changes to maximize success and improvement. Macro-level accountability for institutional effectiveness resides with each member of the President's Cabinet as well as the Planning Council; individual division and department leaders are accountable at the micro-level of decision making. The assessment of institutional effectiveness process, however, requires a more nuanced elaboration to identify concretely the pockets of accountability and responsibility in the process of assessing and adjusting educational activities at every level of the College.

Additional evaluation and planning processes occur at lower tiers in the College—instructional divisions, individual departments, individual disciplines, institutional services, Faculty Senate, Classified Council, and Associated Students of Truckee Meadows. When appropriate, decision-making with respect to institutional priorities remains at these lower levels. Otherwise, approval by the President's Cabinet is required, as shown in Figure 1.7, to ensure a high degree of communication and a sense of shared direction in implementing TMCC's Mission Statement and Strategic Goals between academic programs, student services, and institutional support functions at TMCC.

Planning Resources (1.B.6)

TMCC provides the necessary resources for effective evaluation and planning processes. Institutional Research functions as a data repository and produces the external reports necessary for the UCCSN. In addition, Institutional Research conducts internal and external surveys, completes needs assessments for new or changed programs, and

fulfills ad hoc data requests. Institutional Research produces an annual plan that identifies priorities and establishes department needs for the upcoming year. Recent re-organization within Institutional Research has resulted in the hiring of a research analyst.

Plans are currently underway to conduct the Community College Survey of Student Engagement based on a need to improve student feedback to TMCC. All of the current assessment and planning processes are funded. Since college-wide planning endeavors are linked back to the Strategic Goals, thoughtful investment of resources and adequate staffing of the priority activities is ensured by this process.

Institutional Research (1.B.7)

TMCC's research is integrated with and supportive of institutional evaluation and planning. Institutional Research engages in the ongoing collection, analysis, and dissemination of data for institutional decision-making and strategic planning. Institutional Research makes the data collected available on the Institutional Research Web site and provides it to key constituents involved in institutional evaluation and planning.

For example, Institutional Research prepared an Environmental Scan to support and assist the academic master planning process. This information provided the foundation for the *Facilities Master Plan's* space requirements, evidence of the parallel planning processes. Moreover, Institutional Research has created an effective data inventory list during the Self-Study. Institutional Research can build on this contribution in the future, asking departments to define their data needs for planning and can then assist each department in refining its tracking processes to meet those needs.

Recently, the Data Integrity Committee was formed to ensure the integrity, validity, consistency, and reliability of system-maintained data. TMCC recognized that plans and assessments that rely on quality data are more likely to be accepted by different constituencies and, as a result, be useful in effecting necessary changes. The Data Integrity Committee presented its recommendations to the President's Cabinet in December 2004.

Review of Institutional Research (1.B.8)

TMCC consistently and systematically reviews its institutional research efforts, its evaluation processes, and its planning activities so as to document and consider their effectiveness. Institutional Research develops an annual

plan and performs an evaluation of the plan each year. This evaluation shows the extent to which the department has achieved its goals and met its required activities. As with all department annual plans, Institutional Research's annual plan is linked to TMCC's strategic objectives.

TMCC's overall evaluation processes have either just been reviewed or are in the process of being reviewed and are discussed in more detail in Standard 1.B.1 and Standard 1.B.2. Some (but not all) of the areas currently under review are the following: program and discipline review, faculty evaluation procedures, a process for general education assessment.

Communication of Institutional Effectiveness (1.B.9)

Information obtained from the planning and evaluation process is shared with the college community in a variety of ways. Each planning process's Web site, available to the public as links on the TMCC Web site, provides updates of the work accomplished to date. For example, the Planning Council makes its *Strategic Planning* document available on its Web site. The President updates the Board of Regents regarding TMCC's planning processes and progress with institutional effectiveness. As required by state law, Board of Regents meetings are open to the public.

TMCC's Public Information Office (PIO) prepares, disseminates to all media, and posts news releases online at its Web site. Institutional Research makes public the results of its research on its Web site. Additionally, administrators, faculty, and staff regularly apprise community groups regarding TMCC's progress in the area of institutional effectiveness. For example, President Ringle informed TMCC's Foundation Board of every major planning effort and progress in achieving the institution's Strategic Goals during the academic year 2004-05 in a fall 2004 memo. Institutional Research publishes a semesterly e-newsletter highlighting upcoming research projects and completed ones.

Analysis and Appraisal (1.B)

Given the plethora of planning processes that were recently developed or are still in process at TMCC, it is difficult to assess the outcomes of such planning, the evaluative procedures, and the resource allocation at this point in time. However, the planning process that TMCC has utilized to re-shape the College in the areas of instruction, administration, and facilities is commensurate with TMCC's Mission Statement and Strategic Goals, and there is clear evidence in the college culture of a commitment to establishing accurate and informative measurement of outcomes at every level.

Many of the recent planning processes were developed to address a sense amongst faculty, staff, and administration that, although TMCC served the community well, it needed a clearer sense of educational mission, more defined academic and administrative procedures to help the College fulfill its Mission Statement, and better data to guide both planning and evaluation with respect to educational mission fulfillment. This sentiment is evident in the UCCSN 2002 Survey on Campus Climate that documented an uncertain sense of direction amongst faculty and staff, a point noted in the 1995 and 2000 NASC Evaluation Committee Reports. As a result, with the guidance of the current administration, TMCC has either recently completed or will soon complete five major planning processes: strategic planning that resulted in a new Mission Statement and Strategic Goals; a Marketing/Branding Campaign that resulted in new visual and audio identities; academic master planning that will result in new programs, academic space realignment, and program expansion; facilities master planning that will guide effective space utilization on all educational sites; and a Self-Study process leading to the affirmation of accreditation.

Throughout these planning processes, TMCC has questioned, analyzed, and revised its Strategic Goals, policies, procedures, and resource allocation in almost every area of college life to ensure mission fulfillment. These processes have been comprehensive, data-driven, and participatory. Additionally, although attempting these major planning processes simultaneously was a daunting task, doing so has resulted in a synergy of efforts that appears to have enhanced the overall process. Individuals involved in multiple planning processes have been able to provide valuable input drawn from their experiences serving on different committees; the end result of this phenomena of shared membership on different committees: effective cross-fertilization of ideas, excellent

communication of information, and ultimately the formation of solid results leading to thoughtful change.

The recent development of the Mission Statement and Strategic Goals ensures that those who were engaged in this planning process never lost sight of the Strategic Goals. Not surprisingly, the TMCC 2004 Survey on Campus Climate reveals a college community that feels TMCC has both a greater sense of direction and well-defined future.

That said, TMCC still requires a more defined process that guides all planning processes, not just those under the purview of the Planning Council. Although one was developed in the 1997 *College Strategic Plan*, it does not appear to have guided recent planning processes. Figure 1.4 documents both a planning and assessment process, but the procedures for engaging in either are underdeveloped or not refined. Individual planning processes have developed their own operating procedures, as evidenced by the new program review guidelines, but in order to ensure consistency of both planning and evaluation throughout the College, a comprehensive process for both needs to be developed. The creation of a college-wide process will ensure that future planning will not need to re-invent the wheel before beginning its questioning, data collection, analysis, and revision. The development of such a process, if followed, would ensure that the results of evaluation and planning activities would guide resource allocation to ensure mission fulfillment on a consistent basis that is not subject to the discretion of individual constituencies. As a result, the Self-Study Standard 1 Committee advocates the following recommendations.

Next Steps (1.B)

- Develop clear and specific procedures to demonstrate the entire planning process used at TMCC and link that process to all departments by spring 2006. Although TMCC clearly documents that major planning efforts at the macro level are linked to both the Strategic Goals and the *UCCSN Master Plan for Higher Education*, and outlines the procedures for implementing the results of planning initiatives, a generic guideline for planning processes could guide micro planning efforts. An outline of such a process would ensure that each planning effort engages in the same procedures already in place. Those processes will ensure that internal and external environmental scanning, congruence with Strategic Goals, consideration of the impact on resources, determination of critical issues, review of best practices, and participation by and communication with both internal and external constituencies are part of any proposed change. This will also create a process for necessary assessments and future adjustments for any proposed change.
- By spring 2006, TMCC needs to document how evaluation plans are connected to Strategic Goals more clearly. Accountability for implementation, assessment, and adjustment of planning will exist with each member of the President's Cabinet, the Planning Council, and individual division and department leaders. However, clearly delineated linkages between the evaluation and planning processes that then inform the process for assessment and adjustment would be beneficial, especially at the division and department level.
- Future major college-wide planning processes should use the master planning Web site as a model so that they effectively and clearly communicate the goals, the process, and the outcomes of planning to both internal and external constituencies, while also allowing for feedback.

Standard 2

Educational Program and Its Effectiveness

Historical Context

TMCC has undergone many transitions since the 1995 Accreditation Self-Study Report. The College has experienced pronounced growth, which placed a fair amount of pressure on TMCC's resources and organizational structure. To meet the needs of this growth, TMCC has significantly expanded its physical resources, personnel, and infrastructure. Over the past 10 years, the TMCC community has experienced a number of administrative changes, some more successful than others, and organizational structures, each of which impacted TMCC's development and implementation of educational programs. The 1995 NASC Evaluation Committee noted that there appeared to be "no shared vision or sense of direction and purpose for [TMCC]" and that "in this sense planning does not exist." However, the report also recognized that "individual faculty are quite clear about what they are doing and why." Furthermore, the Evaluation Committee Report highlighted TMCC's need to evaluate and reconsider its general education program and to develop and implement clearer processes for outcomes and assessment and program review.

In the mid to late 1990's, TMCC's administration and faculty leaders initiated discussions designed to address the concerns noted by the 1995 Evaluation Committee Report. Initially, these efforts were more localized at the program level. In part this program-specific approach resulted from a lack of clear leadership, particularly during the latter half of the 1990s when the College experienced rapid turnover at every level of administration. The absence of a galvanizing presence to guide and mediate a college-wide discussion on outcomes and assessment and program review resulted in isolated discussions and program-specific practices that varied across the disciplines and divisions.

In 1999, administration and faculty leadership initiated a more unified approach to these issues with the creation of the Institutional Assessment Committee. This committee represented the first serious attempt to create a college-wide discussion inclusive of all of TMCC's constituencies. The committee broke into a number of subcommittees, each committed to using relevant and dependable data

to drive its findings and recommendations. These subcommittees developed sounder guidelines for assessment practices college-wide, a coherent and pedagogically sound set of general education requirements, and a clearly articulated process for program review.

A tremendous amount of progress was made during this time period. Administration and faculty leadership renewed their efforts to address the assessment of student learning outcomes with the creation of a new data analyst position within the Institutional Assessment and Research Office. Through the efforts of the Institutional Assessment Committee and Faculty Senate, the College developed meaningful assessment practices and outcomes measures, grounded firmly in discipline content and sound pedagogical practices. Administration and faculty leadership embraced the task of reviewing TMCC's general education requirements with the stated goal of clarifying design, creating consistency across all degree and certificate programs, and setting curriculum standards. Similarly, administrative and faculty leadership evaluated the program review process and found that it lacked rigor. Unfortunately, the momentum evident during this time period stalled due to the lack of stability in the upper administration and the death of the former Vice President of Academic Affairs in 2002, seriously impacting academic leadership at the College.

Over the last three years, TMCC has made substantial progress in terms of addressing the concerns articulated in the 1995 Evaluation Committee Report. The work initiated by the Institutional Assessment Committee and various Faculty Senate committees evolved into the Student Learning Outcomes and Assessment Committee and a sustained college-wide effort to finish the work begun five years prior. In 2002 President Philip Ringle began his tenure at TMCC by accentuating the need to establish academic excellence as the guiding principle for all actions at the College. President Ringle's appointment led to the hiring of Vice President of Academic Affairs Jewel Laguerre. With the addition of Vice President Laguerre, it is fair to say that TMCC found the galvanizing presence it lacked before to bring the localized departmental discussions on assessment and outcomes into a broader, centralized dialogue.

Current Situation

TMCC's Mission Statement clearly indicates that the College is dedicated to providing students with a quality education to serve the changing demographics and educational needs of Northern Nevada's various communities. As indicated in the Strategic Goal of Achieving Academic Excellence in the College's *Strategic Planning* document, TMCC is committed to creating the highest quality of educational experiences for its students. To this end, TMCC "foster[s] an institutional culture that values, demands, and supports excellence in teaching" (*Strategic Planning*, insert). TMCC's administrative and academic leadership understand that academic excellence is the inevitable byproduct of a consistent, cohesive, and committed approach to institutional growth and planning and that building a sustained "institutional culture" dedicated to this principle is crucial to the College's success in meeting its educational mission.

Due to Vice President Laguerre's and the instructional deans' leadership, energy, and vision, in concert with the sustained efforts of TMCC's dedicated faculty, the College has made significant progress in the development and codification of student learning outcomes and assessment practices and program outcomes and assessment procedures. In 2003, TMCC adopted a new procedure for program review. In addition, the Vice President of Academic Affairs, working in conjunction with the Faculty Senate's Curriculum and Academic Standards Committees, initiated a comprehensive model for general education, the results of which will be operative for students matriculating in fall 2006. Furthermore, in an effort to maximize the effective use of facilities and the equitable distribution of resources to individual programs, TMCC conducted a number of studies to examine space allocation, scheduling, and facilities master planning (See Standard 8 for a fuller discussion of physical resources and program planning). Since 2000, TMCC's master planning efforts—whether focused upon physical resources or educational programs—have manifested at the level of content an awareness that the success of any one area of the College depends upon the support and success of the others. Hence, administration understands that sound facilities and infrastructure planning depends upon the College having a clear sense of its educational program needs, present and future. The efforts of the past three years have resulted in a college culture, once suspicious of the value of assessment and outcomes measures, now cognizant and supportive of the value of meaningful assessment and data-driven program review. Certainly, all of these processes require

ongoing consideration and revision; however, it is fair to say that TMCC has established a sound foundational structure of institutional practices from which it can then reconsider policies and procedures in the future.

General Requirements (2.A)

Resources for Teaching and Learning

(2.A.1)

TMCC identifies and embraces its role as a teaching institution that promotes and maintains a culture of self-exploration and life-long learning. The College demonstrates its commitment to high standards of teaching and learning by providing sufficient human, physical, and financial resources to support its educational programs and to facilitate student achievement of program objectives whenever and however they are offered.

Human Resources: In fall 1995, TMCC had 81 full-time faculty members. By fall 2003, this number had grown to 148, and in fall 2004, full-time faculty totaled 164 (See *TMCC FactBook 2005*, p.1). This steady increase in the number of faculty members, which under UCCSN definition includes both instructional faculty and non-instructional faculty members such as librarians and counselors, is evidence of TMCC's commitment to providing sufficient human resources to support its educational programs and facilitate student achievement (See Standard 4 for a discussion of full-time faculty hiring procedures, responsibilities, and demographics).

Full-time faculty members are recruited and hired through national searches; part-time faculty members are recruited and hired locally based upon their expertise in a given area. Once hired, full-time faculty members participate in a 4-year tenure process with the support of a tenure probationary committee, department faculty, department chair, and deans; this process ensures that the faculty member is able to integrate fully into TMCC's culture, maximize his or her individual potential, and contribute to the collective goals of the College.

As with many institutions of higher learning, TMCC relies heavily on part-time faculty members. In 1995, the full-time to part-time ratio was 43:57; in fall 2003 the ratio was 46:54, and in fall 2004, the ratio was 49:51 (See Figure 2.1, Instructional Faculty Workload). Even though TMCC has been able to add new full-time faculty each year as enrollment grows, the College offers more credits with continued growth and needs to hire more part-time faculty to teach them, so the ratio has only improved marginally. Nonetheless, TMCC is making slow, if steady, progress toward the target of improving the full-time to part-time faculty ratio to 60:40, despite the reality of the

complexity of the UCCSN funding formula and the need to offer more courses to meet the demands of growth.

The College actively recruits and employs both full-time and part-time instructors whose degrees and experience qualify them to teach in a specific area. For example, TMCC requires a master's degree of all instructors working academic/university parallel transfer programs. Moreover, the College requires an equivalent and commensurate amount of education and experience for those instructors teaching in professional and technical programs. These requirements, heretofore scattered in their applications, were codified in the Faculty Qualification Policy, adopted in 2004 (See Exhibit 2.1, Faculty Qualification Policy). TMCC prides itself on the excellence of the faculty it attracts and retains, which directly affects the quality of instruction. In the TMCC 2003-2004 Graduate Survey, 79 percent of respondents either strongly agreed or agreed that they were satisfied with the quality of instruction; even more impressive, 87 percent of respondents strongly agreed or agreed that they found their courses to be intellectually stimulating (See Standard 4.A.1, 4.A.5, and 4.A.6 for a fuller discussion of the role of faculty, evaluation and tenure process, and recruitment and appointment policies).

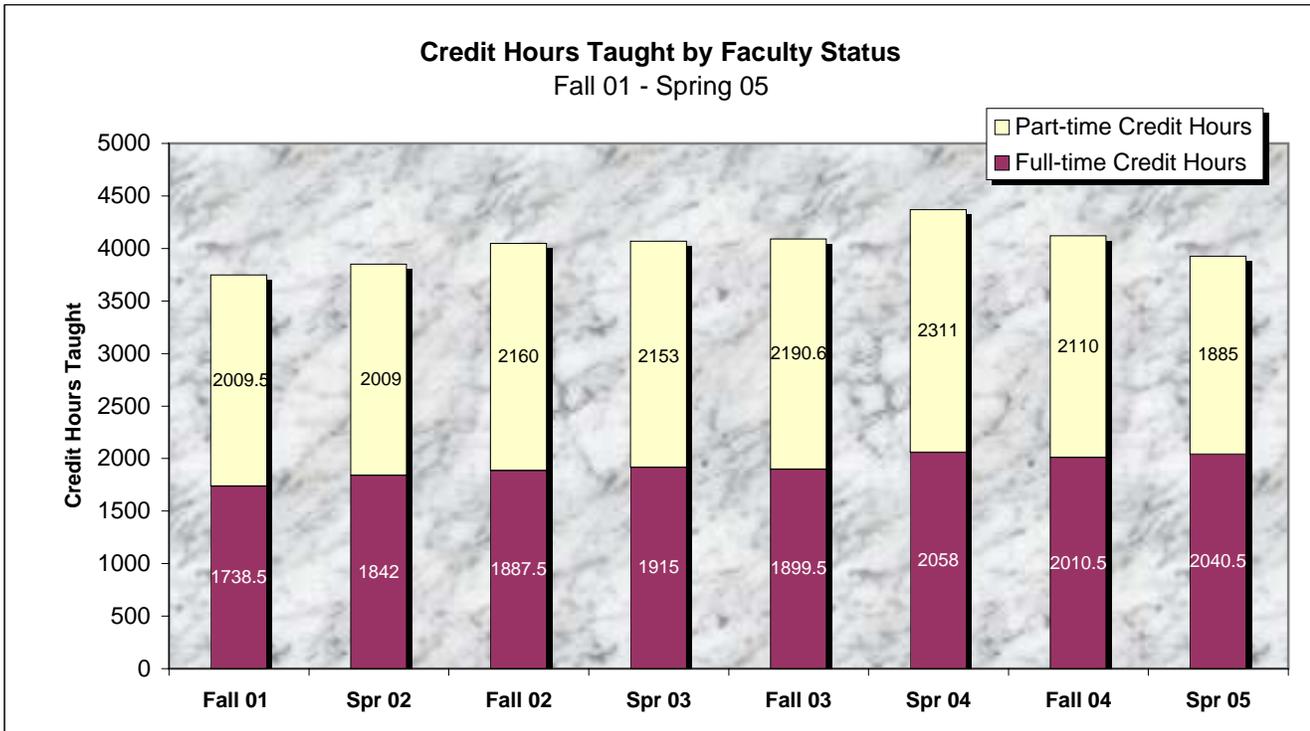
Along with insisting upon a highly qualified faculty, TMCC actively evaluates institutional needs and, after identifying areas of need or areas of potential program growth and exploration, hires accordingly. For example, on a localized level, TMCC recently hired a reading specialist and bolstered its mathematics tutoring services with a new coordinator for the Math Center. Both of these hires reflect leadership's awareness of specific pedagogical priorities requiring greater human resources; these hires also reflect the College's internalization on a structural level of the need to focus on academic skills and instructional programs. As with all hires, the process resulting in the hiring of a reading specialist and coordinator for the Math Center reflected needs first identified at the department or division level, the subsequent prioritization of the positions at the dean's level, the allocation of positions by the Vice President of Academic Affairs, and finally, the approval of the President's Cabinet.

For fall 2003, TMCC employed a total of 411 faculty and staff. The number of clerical and secretarial staff has remained relatively stable at 81. Clerical and secretarial staff members are employees of the State of Nevada and

Instructional Faculty Workload

Credit Hours Taught by Faculty Status

Fall 01- Spring 05



Instructional Faculty Workload

Credit Hours Taught by Faculty Status

Faculty Status	Fall 01	Spr 02	Fall 02	Spr 03	Fall 03	Spr 04	Fall 04	Spr 05
Taught by Full-time Faculty	1,739	1,842	1,888	1,915	1,900	2,058	2,011	2,041
Taught by Part-time Faculty	2,010	2,009	2,160	2,153	2,191	2,311	2,110	1,885
Total Credit Hours Taught	3,748	3,851	4,048	4,068	4,090	4,369	4,121	3,926
% Full-time	46%	48%	47%	47%	46%	47%	49%	52%
% Part-time	54%	52%	53%	53%	54%	53%	51%	48%

* Prior to fall 2004 the source of this data was the enrollment census file. In fall 2004 and subsequent terms, the source of this data is the UCCSN Faculty Workload Report.

Figure 2.1

provide essential administrative support for the College. Additionally, in the fall of 2003, TMCC had 41 executive, administrative, and managerial positions; 65 support/service professional positions; and 23 technical/paraprofessional positions (See Figure 2.2, TMCC Employment Types Fall 2003 and Fall 2004).

Positions such as the Director of Admissions and Records, the deans, positions in Information Technologies Operations, etc. are included in these categories, as are other professional positions in the College. Finally, the President, the Vice President of Academic Affairs, the Vice President of Student Services, the Vice President of Finance and Administrative Services, and the Chief Advancement Officer of the TMCC Foundation comprise the executive level staffing of TMCC.

Physical Resources: TMCC's commitment to providing sufficient physical resources for teaching and learning is most obvious in its 4, and soon to be 6, educational sites. The Dandini Campus, located in the desert foothills to the north of Reno, is the primary site associated with TMCC. The Meadowood Center, the IGT Applied Technology Center, and the Nell J. Redfield Foundation Performing Arts Center are located throughout the Reno/Sparks area and provide the opportunity for flexible scheduling and expansion in the future. Additionally, in fall 2005, the High Tech Center at Redfield will open in south Reno, and the Spanish Springs Higher Education Center, still in the planning stages, will offer residents of the north valleys educational opportunities. Through these sites, strategically located throughout the area, TMCC is able to meet the needs of current student growth and anticipate the course offerings and scheduling needs of future growth.

While TMCC's physical resources are sufficient to meet the needs of the College and are being used effectively to

support instruction, leadership recognizes that anticipating and planning for growth is critical. The *TMCC Master Plan*, a combination of the Academic Master Plan (in progress) and the *2004 Facilities Master Plan*, recognizes the interdependency of human and physical resources—i.e., academic planning is based on facilitating student achievement of educational objectives, and this drives the development and allocation of physical resources. The *2004 Facilities Master Plan* is comprehensive and will guide physical resource planning well into the future (See Standard 8 for a full discussion of physical resources at TMCC).

Financial Resources: The State of Nevada is the primary source of funding for TMCC. In a biennial process, the State Legislature funds TMCC on an FTE-based model at 84 percent of the funding formula (See Standard 7 for a fuller discussion of the UCCSN Funding Formula and an overview of financial resources at TMCC). Thus TMCC is state supported, not state funded, and must identify needs, allocate resources, and find additional resources to meet and maintain high levels of academic offerings. Institutions within the UCCSN develop their budgets and submit them to the UCCSN, where they are coordinated and presented to the Legislature as part of the System's requests. Once the System requests are funded, institutions, including TMCC, are funded, and institutional allocation, under UCCSN guidelines and policies, takes place. Budget priorities have been established at the institutional level by a process of discussion, negotiation, and prioritization of curriculum objectives and program enrollment. This process is designed for open communication and consensus that will ensure the logical and equitable use of funds. Ultimately, the President is the final authority for budget decisions at TMCC; however, the institutional budget is crafted with input from all constituencies.

Figure 2.2 – Employment Type
Source: FactBook 2004, FactBook 2005

	Fall 2003	Fall 2004
Executive, Administrative and Managerial	41	43
Full-time Faculty	148	164
Other Professional (Support/Service)	65	78
Technical and Paraprofessional	23	21
Clerical and Secretarial	81	81
Service/Maintenance	53	55
Total Faculty & Staff	411	442

In order to augment support from the State of Nevada, TMCC actively seeks external funding for its educational programs on a continuing basis. The TMCC Institutional Advancement Office oversees the Public Information Office, the Grants Office, and the TMCC Foundation. The President's Office and the Foundation secured the largest private contribution, \$1 million from the Nell J. Redfield Foundation to equip the laboratories at the High Tech Center at Redfield. The Grants Office, created in 2002, coordinates grants for the College and has been successful in securing local, state, and federal grants, including the largest federal grant ever awarded to TMCC through the Fund for the Improvement of Postsecondary Education (FIPSE). TMCC served as the lead agency for this grant, which was designed to fund nursing programs at three separate Nevada community colleges. This collaborative FIPSE grant was funded for approximately \$750,000. TMCC's share was approximately \$400,000. The TMCC Foundation is a not for profit foundation whose sole purpose is to raise private dollars for scholarships, gifts in kind, and equipment for the College (See Standard 7.D for a detailed discussion of the TMCC Foundation). Additionally, TMCC participates in the Carl Perkins and Tech Prep grant programs, and the IGT Applied Technology Center partners with local businesses to supplement instructional needs.

Program Objectives: The human, physical, and financial resources that support student achievement of program objectives take tangible form in TMCC's courses and certificate and degree programs (See Figure 2.3, Degrees and Certificates). Wherever and whenever courses and programs are offered, they meet TMCC's standards of academic excellence.

TMCC's instructional offerings are scheduled in a variety of formats and at a variety of locations. Traditionally, the high-demand times are between 8:00 a.m. and 4:00 p.m. with a comprehensive selection of evening classes, Monday through Thursday, particularly at the Dandini Campus. The Meadowood Center has an increasingly full complement of classes scheduled during the day and evening. These two sites offer a variety of college courses, including the Workforce Development and Continuing Education courses primarily offered at the Meadowood Center. The IGT Applied Technology Center and the Nell J. Redfield Performing Arts Center are the sites of specific programs; the IGT Applied Technology Center, home to

TMCC's industrial technologies programs, offers its courses primarily in the afternoons and evenings, and the Nell J. Redfield Foundation Performing Arts Center offers performing arts courses during the day and evening.¹

Figure 2.4 depicts responses to the Graduate Follow-Up Survey for 2001-2002 and 2002-2003 regarding course and college satisfaction. The responses reflect general satisfaction with TMCC course availability and the overall TMCC experience. They also indicate that course data can be further utilized to refine instructional scheduling and delivery.

Department chairs, directors, and coordinators work in conjunction with deans in instructional areas to create a schedule to meet projected student needs based on past enrollment and schedule data. Department chairs, directors, and coordinators then monitor individual course enrollment throughout the registration period, adjusting the schedule via additions and cancellations to match student demand. Course additions and course cancellations follow institutional guidelines to ensure that budget resources are optimized and students' programs are kept intact.

While careful sequencing of courses in programs has occurred, ensuring that courses are offered in the needed semester for students to complete certificate and degree programs, general education courses have not always followed the same guidelines. Increasingly, department chairs, directors, and coordinators are scheduling classes cooperatively. For example, students at the IGT Applied Technology Center, which primarily serves as a technical site, were having difficulty completing their general education component of their certificate and degree programs because they had to travel to the Dandini Campus or Meadowood Center to fulfill these requirements. To ensure student progress toward certificate and degree completion, general education courses are now scheduled at the IGT Applied Technology Center. Furthermore, this experience has highlighted the need for compatible scheduling policies at the Meadowood Center and the High Tech Center at Redfield.

TMCC has offered a variety of scheduling formats over the past 10 years, including block classes that met only on Fridays, the Weekend College, and other condensed course formats. While these efforts were marginally successful, the formats simply did not attract enough

¹ In fall 2005, the High Tech Center at Redfield will open. It is expected that the High Tech Center at Redfield and the Spanish Springs Higher Education Center (opening date undetermined) will provide both general education and program-specific courses that will be scheduled to provide students with maximum opportunity and flexibility.

Degrees Offered at TMCC

Associate of Arts

- | | |
|--|---|
| <ul style="list-style-type: none"> • Anthropology (applied) • Architecture • Business • Community Policing and Problem Solving • Criminal Justice • Education, Elementary • Education, Secondary • Fine Arts | <ul style="list-style-type: none"> • Fine Arts, Art History • Fine Arts, Music • Fine Arts, Theater • Landscape Architecture • Music • Speech and Theater • Theater • University Transfer |
|--|---|

Associate of Applied Science

- | | |
|--|--|
| <ul style="list-style-type: none"> • Administrative Assistant • Architectural Design Technology • Automotive Technician • Bricklayer Apprentice • Builders and Contractors' Apprentice • Building Systems Maintenance • Business • Carpenter Apprentice • Cisco Networking • Comp. Info. Tech., Computer Programming • Comp. Info. Tech., Networking • Comp. Info. Tech., Webmaster • Construction Management • Corrections/Probation • Culinary Arts • Dental Assisting • Dental Hygiene • Developmental Disabilities Technician • Diesel Technician • Dietetic Technician • Drafting • Early Childhood Education, Infant/Toddler • Early Childhood Education, Pre-School • Early Childhood Education, Special Ed • Electrician Apprentice • Electronics Technology • Engineering Drafting Technology • Environmental Science, Applied • Fire Science Technology • Firefighter Academy • Firefighter, Wildland • Floor Coverer Apprentice | <ul style="list-style-type: none"> • Gambling Dealer, Apprentice • Golf Course Management • Graphic Communications • Heating, Vent. and Air Cond./Refrig. • High Sierra Chefs Assoc. Apprentice • Industrial Maintenance Technician • Internet, Webmaster • Investigation • Ironworker Apprentice • Juvenile Justice • Law Enforcement • Mental Health Tech. – Dev. Disabilities • Mental Health Tech. – Sub. Abuse Counsel. • Mental Health Technician • Military Occupations • Networking • Nursing • Nutrition • Operating Engineers Apprentice • Painter/Decorator Apprentice • Paralegal/Law • Pipefitter Apprentice • Plumber Apprentice • Private Security • Radiologic Technology • Sheetmetal Worker Apprentice • Teamsters Apprentice • Tiler/Apprentice • UNR Building Maint. Apprentice • Welding Technology • Wildland Firefighter |
|--|--|

Associate of Science

- | | |
|--|---|
| <ul style="list-style-type: none"> • Engineering, pre-engineering • Environmental Science • Environmental Science, Conservation Biology | <ul style="list-style-type: none"> • Environmental Science, Nat. Resource Mgmt. • University Transfer |
|--|---|

Associate of General Studies

Figure 2.3

Certificates of Achievement Offered at TMCC

Certificate of Achievement	
<ul style="list-style-type: none"> • Accounting • Accounting Technology • Administrative Assistant • Anthropology (applied) • Architectural Design Technology • Architecture • Automotive Technician • Baking and Pastry • Bookkeeping • Bricklayer Apprentice • Builders and Contractors' Apprentice • Building Systems Maintenance • Business • Carpenter Apprentice • Cisco Networking • Comp. Info. Tech. Networking • Comp. Info. Tech. Tech. Support • Comp. Info. Tech. Computer Programming • Construction Management • Criminal Justice • Culinary Arts • Culinary Arts, Baking and Pastry • Dental Assisting • Diesel Technician • Digital Media • Diversity, Applied Anthropology • Drafting • Early Childhood Education, Director • Early Childhood Education, Teacher • Electrician Apprentice • Electronics Technology • Emergency Medical Technician • Engineering Drafting Technology • Fine Arts, Music • Fine Arts, Theater 	<ul style="list-style-type: none"> • Fire Science Technology • Firefighter, Volunteer • Floor Coverer Apprentice • Gambling Dealer, Apprentice • General Studies • Graphic Com., Computer Graphics • Graphic Com., Digital Media • Graphic Com., Imaging Tech. • Heating, Vent. and Air Cond./Refrig. • High Sierra Chefs Assoc. Apprentice • Imaging Technology • Industrial Maintenance Technician • Ironworker Apprentice • Landscape Management • Legal Office Professional • Medical Imaging, Foreign Educated Radio. • Medical Imaging, Re-Entry Radiographer • Microcomputer Programming • Minicomputer Information Systems • Music • Networking • Operating Engineers Apprentice • Painter/Decorator Apprentice • Paramedic • Pipefitter Apprentice • Plumber Apprentice • Sheetmetal Worker Apprentice • Speech and Theater • Teamsters Apprentice • Theater • Tilesetter Apprentice • UNR Building Maint. Apprentice • Veterinary Tech • Volunteer Firefighter • Welding Technology

Figure 2.3, cont.

SURVEY OF GRADUATES

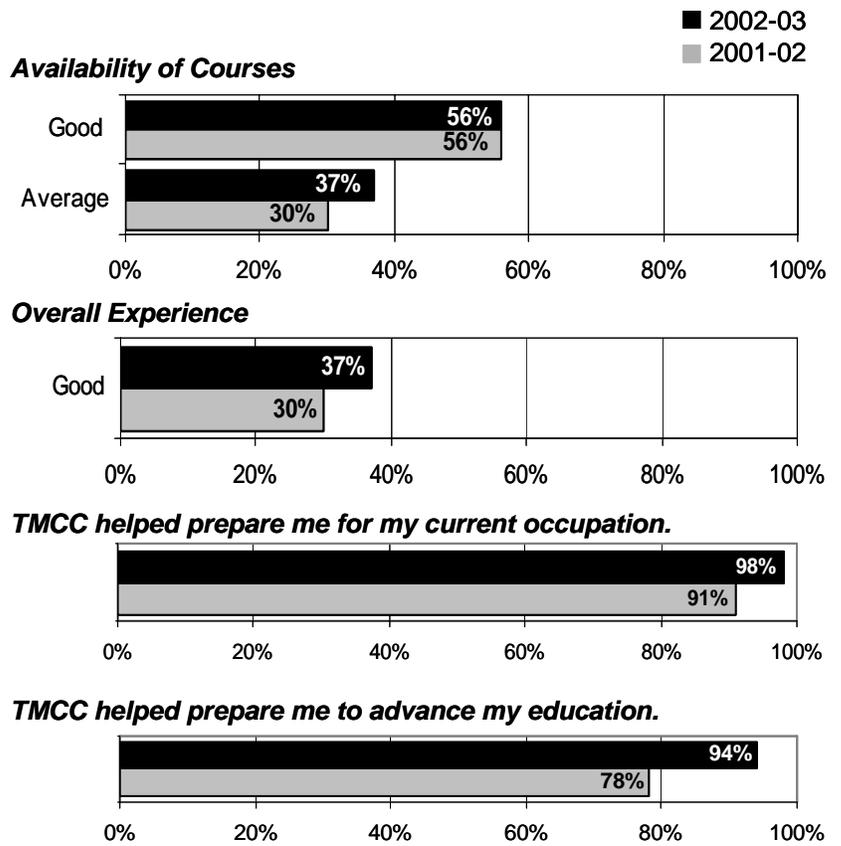


Figure 2.4

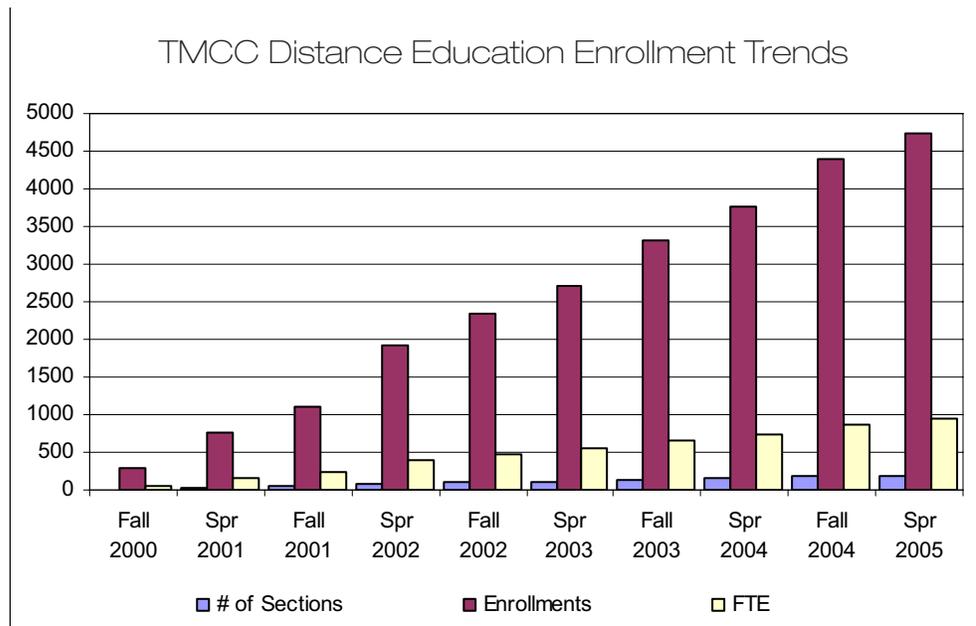


Figure 2.5

students to justify continuing support. Nonetheless, valuable information was garnered; TMCC tested the anecdotal supposition of the success of these formats against the actual enrollment figures. TMCC currently offers a limited selection of late-start courses and courses in a shortened time-frame (See Exhibit 2.2, List of Late-Start and Condensed Format Courses Fall 2004).

In response to the nursing shortage nationwide and in Nevada, TMCC developed two accelerated nursing options; one, the fast track program, enables adults who have already met the program prerequisites to finish the program in 18 months. The nursing pipeline program identifies high school students, and through an accelerated, dual-enrollment program, enables them to finish a year earlier than if they had enrolled in the program after high school graduation.

Additionally, TMCC has actively developed its distance education course offerings. The combination of web-based and cable-cast classes affords maximum flexibility to students who need alternative schedules and relieves some of the pressure on the physical infrastructure of the College, even though it increases pressure on some areas, such as Information Technologies Operations. Distance education classes are held to the same standards as traditionally delivered classes. Faculty members self-select to teach these courses and are supported by Teaching Technologies and the Center for Teaching Excellence; faculty members may enroll in a distance education seminar held during the summer, providing them with an overview of distance education technology and training for the program.

Growth in TMCC's distance education course offerings has been impressive; the TMCC 2003-2004 Distance Education Report noted that distance education students accounted for "approximately 20 percent of the overall campus headcount and 14 percent of the overall campus FTE" (p. 6). As the number of offerings has increased, so has the variety of courses (See Figure 2.5, TMCC Distance Education Enrollment Trends and Exhibit 2.3, Comparison List of Distance Education Courses Offered in 2000 versus 2004).

TMCC's Workforce Development and Continuing Education (WDCE) Division is perhaps uniquely positioned to respond to student and community demands. The WDCE can—and has—developed programs for any work shift, any day, at any location in the region. WDCE courses are self-supported and funded solely through student course fees, except for general studies courses. WDCE courses, including general studies

classes, non-credit personal interest classes, non-credit professional courses, and customized business training classes, are located throughout the community and are not held to the traditional semester schedule. WDCE also houses TMCC's Adult Basic Education literacy program, GED preparation program, and community-based ESL classes. WDCE courses do not lead to the associate of arts (AA), associate of science (AS), or associate of applied science (AAS) degrees or to certificates of achievement; however, they may apply toward a general studies degree or certificate with the approval of the Vice President of Academic Affairs.

Institutional Mission/Educational Goals (2.A.2)

The Mission Statement and the Strategic Goals of the College inform and drive philosophically the policies, pedagogy, and delivery systems of TMCC's educational programs. To this end, the first in the list of TMCC's Strategic Goals addresses the issue of academic excellence, and emphasizes the College's commitment "to foster an institutional culture that values, demands, and supports excellence in teaching and learning." As discussed in Standard 1, TMCC's Mission Statement and Strategic Goals have been developed over time through a process of evaluation and renewal, culminating in internal approval via the Planning Council, Extended Cabinet, and President's Cabinet and external approval via the UCCSN and Board of Regents. TMCC has clearly defined processes for confirming that the content and spirit of the Mission Statement and Strategic Goals inform all program and curriculum development—present and future.

All instructional programs at TMCC must be periodically reviewed, either in compliance with UCCSN guidelines that mandate a ten-year review cycle or in compliance with outside accreditation/review guidelines. The Strategic Goal of Academic Excellence is derived from the Mission Statement; likewise, the primary tools for accomplishing academic excellence are two sets of equally important instructional procedures, the curriculum and program development procedures and the program and discipline review process. These two institutional processes are used for all programs and disciplines at TMCC, including programs that are subject to external accreditation and review processes. Figure 2.6 indicates those programs with external accreditation cycles and notes the programs' accreditation cycles and outcomes.

TMCC has clearly established policies and procedures for the development, approval, review, and periodic

evaluation of its courses and programs. New courses, or courses that have undergone significant revision, must be developed at the faculty-department level, approved by the department chair and dean, and presented to the Faculty Senate Curriculum Committee, which provides college-wide oversight and coordination, and then to the Faculty Senate for approval. The course is then forwarded to the Vice President of Academic Affairs and subsequently the President for approval. The Admissions and Records Office coordinates any changes in the schedule, catalog, degree, and program information/requirements, including the Master Course File document (See Exhibit 2.4, *Guide to Curriculum and Program Development Procedures 2002-2004*).

New and revised programs follow a similar path; generated at the department level, they undergo a process of approval by the department chair and dean and are presented to the Faculty Senate Academic Standards Committee and the full Faculty Senate for approval. Approved programs are forwarded to the Vice President of Academic Affairs and the President, and finally to the Board of Regents when applicable.

As noted in the *Program and Discipline Review* document, all programs and disciplines must be periodically reviewed, either according to UCCSN mandate or outside accreditation requirements. Program and discipline review is characterized by a process of

study-review-validation-recommendation-action (See Figure 2.7, Program and Discipline Review Flowchart).

The program self study review process includes program members and other relevant parties and is reviewed and validated by the appropriate dean and the Program and Discipline Review Committee (PDRC), composed of members of the Faculty Senate Academic Standards Committee, Institutional Research, Student Services, and other members deemed necessary. The PDRC makes recommendations which are forwarded with the self study report to the program or discipline's dean where additional recommendations may be made; the Vice President of Academic Affairs then reviews the work in its entirety and can make further recommendations. Upon completion of the review cycle, the dean works with the program or discipline to create a plan to implement the approved recommendations. This plan is reviewed annually until the next program review cycle. The outcome of the review is integrated into the respective division's plan. Finally, the report and accompanying recommendations are presented to the President, who is responsible for reporting outcomes to the Board of Regents (See Exhibit 2.6, Schedule of Programs/Disciplines to be Reviewed—Appendix F of PDR doc). In 2003-04, seven programs underwent the review process and are currently in the process of implementing recommendations from that process; similarly, seven programs began the review process in 2004-05 and are in the final stages, while another seven programs will begin

External Program Accreditations				
Program	Degree	Recognized Agency	Year of Last Accreditation Visit	Year for Next Accreditation Visit
Automotive {certification}	AAS	National Automotive Technicians Education Foundation, Inc.	2005	2010
Culinary Arts	AAS	American Culinary Federation	2005	2010
Dental Assisting	AS	American Dental Association	2002	2009
Dental Hygiene	AS	American Dental Association	2000	2007
Dietetic Technician	AS	American Dietetic Association	2003	2013
Legal Assistant	AAS	American Bar Association	1998	2005
Nursing	AS	National League for Nursing	2004	2012
Radiologic Technology	AS	Joint Review Committee on Education in Radiologic Technology	2001	2009
Vet Tech	AAS	American Veterinary Medical Association	September 2005	

Figure 2.6

the process of review in 2005-06 (See Exhibit 2.7, Program and Discipline Review Schedule 2003-2006).

Program Design (2.A.3)

TMCC's degree and certificate programs serve students by providing appropriate breadth, depth, and sequencing of courses. TMCC's programs have been designed to ensure student success in response to a rapidly growing local population and to the pressures of a changing technologically-based economy. All TMCC students are held to high standards in both the general education and core requirements of their degrees or certificates. The general education descriptive areas of communications, U.S. and Nevada Constitutions, diversity, English, fine arts, humanities, human relations, mathematics, science, and social sciences are designed to provide students with the intellectual skills to synthesize their learning in all areas (See Figure 2.8, General Education Requirements for Degree and Certificate Programs).² Furthermore, work in core requirements of a specific program is designed to provide sequencing of skills and further synthesis of information and application of attained skills.

The *TMCC 2004-2005 Course Catalog* provides an outline of each degree and certificate program as well as a narrative explanation of the specific learning goals and workplace potential of each program (See Figure 2.3, Degrees and Certificates). Some programs also provide literature or handbooks regarding their respective programs, providing students with an even greater breadth of information concerning the knowledge and skills expected of a successful graduate as well as the post-graduation options available to a graduate of the program (Exhibit 2.8, Sample of Program-specific Literature).

As discussed in Standard 2.A.2, all TMCC programs and disciplines currently or in the future will undergo the program and discipline review process, whereby each program is considered both globally in terms of courses and locally in terms of outcomes and assessment practices for these individual courses. Globally, the program and discipline review process is designed to provide essential review and feedback of program breadth and depth and course sequencing. New and revised programs, degrees, and certificates must have specified outcomes and assessment instruments in order to ascend through the

chain of consideration and attain approval from the Faculty Senate Academic Standards Committee, the Faculty Senate as a whole, the Vice President of Academic Affairs, the President, and, ultimately, the Board of Regents.

Locally, assessment and learning outcomes, including synthesis of learning and library and information resources, takes place when new courses or courses undergoing significant revision are submitted to the Faculty Senate Curriculum Committee. Designers of courses must submit a list of expected learning outcomes for each course to the Curriculum Committee. Moreover, as TMCC's library has experienced substantial growth in its holdings, resources, and electronic information and database services over the past five years, the College has recognized that library and information skills play a significant role in enhancing and improving students' educational experiences. Thus, course proposals and revisions of existing courses must include an assessment of library or information resource needs.

In summary, TMCC degree and certificate programs are still in the process of developing and completing course and program outcomes. The technical and occupational areas under external accreditation have long understood and internalized this process; however, at least initially some faculty members in other instructional areas (without existing discipline-specific accreditation requirements) have exhibited some resistance to the learning outcomes and assessment review process instituted in recent years at TMCC. Despite this initial hesitancy, most faculty members now understand the need for such measures, even if this revelation has been long in arriving for some. Still, few faculty members have done more than collect data for their courses; however, a greater number of program coordinators have analyzed the data as a mechanism for evaluating programs. For the most part, program coordinators and faculty members use the numbers of graduates and retention numbers as their primary indicators for their respective program and discipline review self studies. Regardless of the initial faculty hesitancy to embrace the program review process, specific faculty and programs are currently initiating a discussion about outcomes and assessment measures in anticipation of their respective review cycle; a pervasive culture of acceptance of program review and self-reflection is emerging college-wide.

² TMCC's general education program has undergone profound changes in the last two years (See Standard 2.C and Policy 2.1 for a fuller discussion of this process). The ten general education descriptive areas listed currently are operative until fall 2006. At that time, the ten general education descriptive areas will be redefined in terms of five core knowledge areas. These knowledge areas will be accompanied by a list with nine abilities students can expect to attain as a result of completing their general education requirements.

Figure 2.7

Appendix E: Program and Discipline Review Flowchart, an Anatomy of the Program and Discipline Review Process at Truckee Meadows Community College:

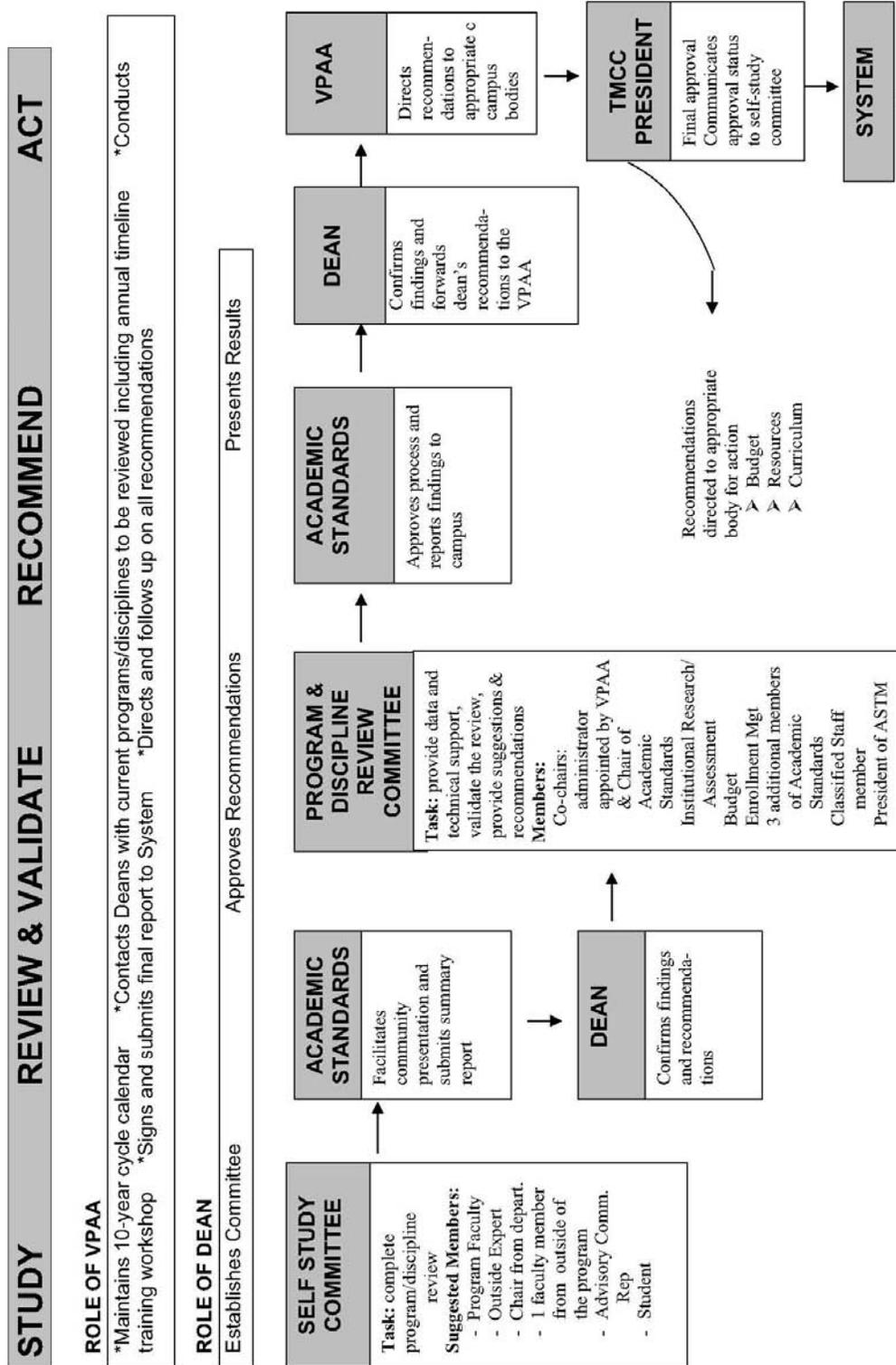


Figure 2.8
Source: TMCC Catalog 2005-2006

GENERAL EDUCATION REQUIREMENTS

Associate Degrees

	Art	Science	Applied Science	General Studies
	Number of Credits			
Computer Science	-	-	-	3
Diversity	(3)	(3)	(3)	(3)
English	6	6	-	-
English/Communications	-	-	6	9
Fine Arts	3	3	-	3
Human Relations	-	-	3	3
Humanities	6	3	-	3
Mathematics	3	6	-	-
Quantitative Reasoning	-	-	3	3
Science	3	12	6	3
Social Sciences	9	6	-	3
Social Sciences/Humanities	-	-	3	-
U.S. and Nevada Constitutions	3	3	3	3
Total General Education Requirements	33	39	24	33

Certificates of Achievement

	General Education	General Studies
	Number of Credits	
Communications	3	-
English/Communications	-	6
Fine Arts/Humanities	-	3
Human Relations	3	3
Quantitative Reasoning	3	-
Science/Quantitative Reasoning/Computer Science	-	3
Social Science	-	3
Total General Education Requirements	9	18

Degree Designators and Program Content (2.A.4)

TMCC transfer degrees and their contents conform to the standards of the UCCSN's direct transfer agreement. TMCC, like other UCCSN institutions, participated in the common course numbering project, which was mandated when the Board of Regents discovered that UNR and UNLV did not accept community college courses if the course rubric and number were not exact matches, even though the course content was equivalent. All courses offered at both community colleges and universities were reviewed by faculty in the disciplines; faculty reached agreement on course rubrics, numbers, titles, and credits in order to make transfer between and among Nevada institutions seamless for students. This information is stored on a centralized database and new courses will be reviewed for conformity before they can be added.

Degree designators are consistent with program content, and degree objectives are clearly defined. The college offers four degrees: associate of arts (AA), associate of science (AS), associate of applied science (AAS), and associate in general studies (AGS). Degree and certificate programs can be further articulated or considered under two primary categories: university transferable programs (associate of arts and associate of science degrees) and occupational programs (a rubric which is inclusive of the associate of applied science degree as well as a wide variety of occupational and technical certificates), and the associate in general studies degree, which is designed for students who want to study a variety of subjects and are not planning to transfer to a university. While the AGS degree does not transfer, individual courses can. The university transfer degree programs typically require 60 semester credit hours, including 24 general education credits.

The occupational degree programs—associate of applied science degrees—require from 60 to 72 semester hours with a slight variation in approach from the transfer programs in their general education coursework requirements. The occupational certificate programs generally require 30 to 33 semesters of coursework with approximately 9 to 12 general education semester credits. For those occupational degrees and certificates with a national or regional accrediting body, the required coursework and program design are commensurate with national requirements mandated by each program's accrediting agencies.

Every TMCC course catalog identifies degree and program objectives by delineating the general education

requirements, core requirements, and, in some cases, emphasis requirements in the certificate or degree program worksheets. Through the development and review of individual courses, each program establishes the content, intellectual skills, creative capabilities, and methods of inquiry that correspond to general education descriptive areas, soon to be designated as the five core knowledge areas (See Standard 2.C and Policy 2.1 for a complete discussion of TMCC's general education program).

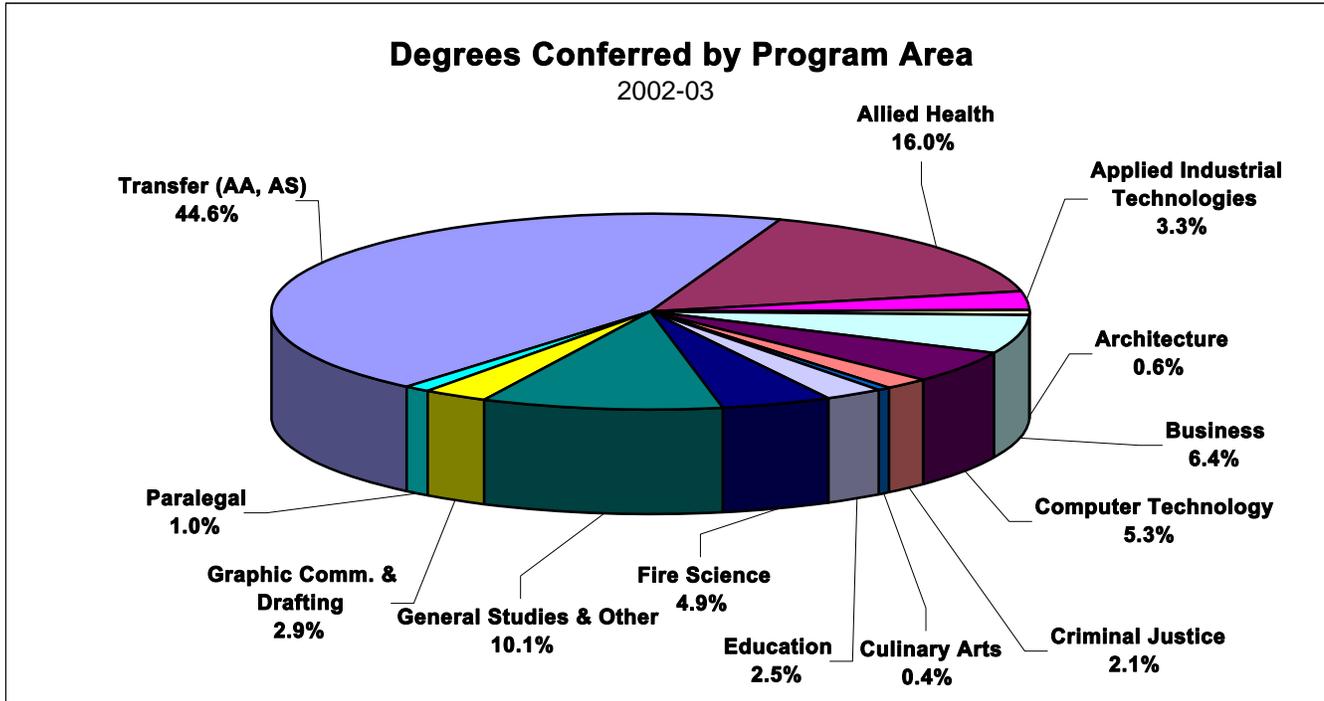
Since 1995 TMCC has conferred over 400 degrees and certificates annually. Over the last three academic years, TMCC has conferred over 460 each year (See Figure 2.9, Degrees Conferred by Program Area 1995-2003 for a detailed consideration of the pattern of degree conferral). Academic year 2002-2003 marked TMCC's highest number of graduates with over 480 degrees and certificates conferred. Almost half (47.6 percent) of TMCC's degrees and/or certificates were transfer degrees, either associate of science or associate of arts. A significant and increasing number of TMCC students either co-enroll at the University of Nevada, Reno, or intend to transfer after completing their lower division coursework at TMCC. Within the occupational and technical degrees, the next highest number (15.4 percent) of students graduated in the allied health fields. The College anticipates that this number will grow due to the State of Nevada's dramatic need for nurses and other health care workers and the UCCSN's goal to increase the number of nursing graduates system-wide. The College's current strategy is to double the size of its nursing program by 2006.

Integrity of Courses Offered in Concentrated Timeframes (2.A.5)

The majority of the programs and classes offered at TMCC are provided in the standard format and timeframe. However, TMCC does provide alternative instructional timeframes to accommodate identified needs, such as the nursing fast track and pipeline programs, and late start classes designed to capture late enrollees and provide students who realize they need developmental work the opportunity to co-enroll in courses rather than delay needed coursework.

Perhaps the most commonly recognized set of classes outside the traditional format are summer classes. Typically, two five-week terms are scheduled to offer maximum flexibility for students. Summer classes are held to the same standards in terms of mastery of program goals and course objectives; they do not deviate from

Degrees Conferred by Program Area 1995-03



PROGRAM AREA	ACADEMIC YEARS							
	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
ALLIED HEALTH	72	43	62	68	54	72	71	78
APPLIED INDUSTRIAL TECHNOLOGIES	14	16	12	21	14	7	12	16
ARCHITECTURE	2	6	5	4	5	5	5	3
BUSINESS	27	28	36	38	35	24	24	31
COMPUTER TECHNOLOGY	9	10	6	16	16	14	16	26
CRIMINAL JUSTICE	26	25	29	13	26	13	4	10
CULINARY ARTS	4	2	3	3	4	4	6	2
EDUCATION	7	6	6	12	15	9	7	12
FIRE SCIENCE	11	18	23	7	23	17	18	24
GENERAL STUDIES & OTHER	45	40	63	54	66	65	43	49
GRAPHIC COMM. & DRAFTING	7	17	11	15	21	12	27	14
PARALEGAL	10	13	11	12	4	11	9	5
TRANSFER (AA, AS)	184	184	166	206	193	215	220	217
GRAND TOTAL	418	408	433	469	476	468	462	487

Figure 2.9

standard contact hour requirements. Since the truncated timeframe does not always allow the best vehicle for mastery of course content, not all courses are offered in the summer terms. Individual programs and departments determine whether a course can be taught in a concentrated manner or should only be offered during a regular sixteen-week semester. Occasionally, some courses, such as Core Humanities 201, are taught for more than five weeks, overlapping terms.

Credit Hours and Program Length (2.A.6)

All degree and certificate programs at TMCC are offered in standard semester credits. One semester credit is earned through 15 hours of classroom instruction or the equivalent; 45 instructional hours are required for a typical three-credit course.

TMCC offers two sixteen-week semesters of approximately 74 instructional days each. The majority of courses attend to a two day a week schedule Monday through Thursday. However, a percentage of courses are offered on Fridays, weekends, or once a week in a three hour time format. The last week of each semester is classified informally as finals week. As noted in Standard 2.A.5, summer sessions typically consist of two five-week terms.

TMCC follows guidelines established in the *Board of Regents Handbook* regarding the minimum numbers of credits for each degree, including specific numbers of credits for each general education area. TMCC uses these guidelines whenever a new program or program changes are brought to the Faculty Senate Academic Standards Committee and, ultimately, to the Board of Regents for approval. During this process, other UCCSN institutions are consulted and informed of any changes. Additionally, the program and discipline review process evaluates and determines the number of credits required for a specific degree; programs that have their own accreditation requirements have standards set by those agencies.

TMCC does assess fees for some programs and disciplines, such as lab fees, additional costs for equipment, and special charges for individualized instruction. The nomenclature used to notify students of these additional program-specific fees is at times somewhat confusing. Functionally, TMCC makes the distinction between fees (charges such as those listed above) and tuition (out of state charges), but operationally, some of these fees, such as the fees associated with the nursing program, are called tuition.

Curriculum Design, Approval, and Implementation (2.A.7)

The process and guidelines for developing curriculum—whether it be at the level of courses, programs, or degree and certificate requirements—is determined primarily by faculty via the Faculty Senate. Thus, faculty members have primary responsibility for designing, approving, and implementing course and curricular changes at TMCC. Any changes, additions, or deletions of courses and/or programs must be approved through the Faculty Senate Academic Standards and Curriculum Committees and the Faculty Senate as a complete body before moving on for approval by the Vice President of Academic Affairs, President, and in the case of programs, the Board of Regents.

Program and degree changes, whether a component of a degree program or certificate offering, or part of a broader transferable general education program, are developed with full involvement of faculty and in accordance with UCCSN articulation agreements; furthermore, any new or revised program or degree option must be approved by the Faculty Senate Academic Standards Committee. After the Academic Standards Committee approves the course, the Faculty Senate then considers and votes on the recommendation. Final approval rests with the Vice President of Academic Affairs and the President.

Similar to the process for new programs and degrees, the process for creating a new course is initiated by a faculty member or a program representative who works through the department, department chair, and dean; the faculty member then brings the new course proposal before the Faculty Senate Curriculum Committee, which is composed primarily of faculty members with additional representation from Admissions and Records. Once the Faculty Senate Curriculum Committee approves the course, the Faculty Senate agenda for the next meeting lists the recommendation as an action item, which is then considered and voted on by the entire membership of the Faculty Senate and forwarded to the Vice President of Academic Affairs and President (See Standard 2.A.2 for a detailed discussion of the full process of curricular review).

In addition to their roles in the genesis of new courses and programs, the Faculty Senate Academic Standards and Curriculum Committees have a shared charge regarding general education. The Faculty Senate Academic Standards Committee must annually review general education requirements for degrees and

certificates; the Faculty Senate Curriculum Committee must annually review the criteria used to accept courses that satisfy the general education requirements in degrees and certificates. Thus, faculty members, through these two committees, have primary responsibility in the design, integrity, and implementation of the curriculum at TMCC.

With Vice President Laguerre's arrival in 2003, many of the policies and procedures articulating course, discipline, and program changes came under review and were revised. These revised policies and procedures provide a cohesive, consistent process, from inception to implementation, for TMCC's instructional offerings. TMCC's administration supports the faculty in its role as the primary catalyst for curricular development. However, at the same time, there exists a symbiotic relationship between the administration and faculty informing this process of institutional and curricular self-reflection. This relationship infuses the process of program and curriculum review with a shared sense of responsibility and ownership, and is ultimately designed to ensure that the College maintains institutional, regional, and system goals while adhering to high academic standards and a sense of its own institutional integrity.

Faculty Partnership with Library and Information Resources (2.A.8)

While information resource literacy is not identified as a stand-alone general education descriptive area at TMCC, it is nonetheless infused into the curriculum.³ TMCC faculty members recognize that in an increasingly technologically-driven and information-saturated culture, competency in this area is critical to student success during the educational experience and beyond.

Every new or revised course presented to the Faculty Senate Curriculum Committee must include a Library Resource Assessment Form identifying library materials needed for the course. This form requires a librarian's signature, indicating that the library staff members agree that the faculty member has adequately considered library/information resources in constructing the course proposal and that the library is in a position to meet the course's curricular needs. The inclusion of this form in the course proposal/revision process is a basic but effective means of raising awareness among faculty of the importance of library/information resources to student success.

Faculty members work closely with library and information resources personnel to ensure that the use of library and information resources is integrated into the learning process at TMCC. Many faculty members require students to use the library and other information resources as a significant part of their course content. The writing courses required for the associate of arts and associate of science, English 101 and 102 (and their ESL equivalents, 113 and 114), serve as foundation courses in information literacy. English faculty members worked closely with the library staff to create a required one week library project designed to familiarize students with the library's holdings and data bases (See Exhibit 2.9, TMCC English Department Library Project). All English 101 (and English 113) composition students are required to complete the library project, which is designed to provide an introduction and practice in basic information resource technology. The inclusion of a research paper in English 102 (and English 114) builds upon the information resource skills acquired in English 101. In addition, many other courses have significant research

Year	# of Library Tours	# of Patrons in Tours
2000-2001	217	4,678
2001-2002	169	3,941
2002-2003	194	4,850
2003-2004	205	5,125

Figure 2.10 Library Tours

³ With the 2006 general education program, information resource literacy will be listed as one of the abilities students can expect to attain as a result of completing their general education requirements.

components which require students to make use of the library and other information resources at TMCC.

TMCC has made its library resources accessible at the IGT Applied Technology Center. Similarly, the Nell J. Redfield Learning Resource Center serves the specific needs of students and faculty at that location, and the Meadowood Library at TMCC's Meadowood Center provides traditional library services, including class tours (See Figure 2.10, Library Tours 2000-04). Redfield Library at the High Tech Center at Redfield will open in fall 2005, providing library services to support courses offered at that site. Computer and internet access is available at all library sites (See Standard 5 for a complete discussion of library resources and information technology resources).

Scheduling for Optimal Learning and Accessibility (2.A.9)

TMCC is committed to optimal learning in the design, delivery, and evaluation of its courses. Faculty members are equally committed to providing instructional delivery utilizing a number of formats and a variety of pedagogical approaches appropriate to the specific discipline and sensitive to the educational needs of TMCC's diverse student population. Faculty members recognize the variety of student learning styles and have responded with instructional innovations, such as team-teaching and the incorporation of experiential activities, and with a willingness to embrace distance education formats. Professional development activities geared toward improving teaching practices are held during the welcome back professional development week at the start of each semester (See Exhibit 2.10, Sample Literature: Professional Development Workshops).

TMCC recognizes the multi-faceted lives of its students and the reality that they have many demands placed upon their time. Thus, TMCC has invested considerable resources to ensure effective and efficient scheduling of courses. The College makes every effort to offer courses at both traditional times in the mornings and afternoons and non-traditional times in the evenings and on weekends. Additionally, TMCC offers courses via a range of delivery methods from the standard semester format to truncated timeframe to distance education (See Standard 2.A.5 for a discussion of truncated timeframe courses). TMCC is committed to offering a variety of scheduling opportunities so that it can meet the various educational needs of its diverse student population. To this end, general education courses are offered during both traditional and non-traditional times. Programs that predominantly attract working adults offer weekend

courses. For example, the real estate program offers courses on Saturdays, and the certified nursing assistant program offers courses on Sundays. Furthermore, courses targeted for specific groups like the community-based ESL classes or Workforce Development and Continuing Education courses are offered outside the traditional semester framework and during hours and at locales deemed most conducive to meeting the needs of these groups.

The impressive gain in distance education enrollment at TMCC indicates that students recognize the scheduling and accessibility advantages these classes provide. (See Figure 2.5, TMCC Distance Education Enrollment Trends for growth comparison of distance education classes). As a greater number of classes are taught in this format, more and more faculty members have reconsidered the merits of this instructional medium and have chosen to revise their classes for a distance education format. An unintended benefit of this faculty buy-in to distance education has been, in the process of revising courses for electronic delivery, faculty have begun the process of assessment and outcomes work for these courses.

Responding to a growing awareness of the physical space constraints at the Dandini Campus and to UCCSN requests for data, an ad-hoc committee of TMCC faculty and staff were charged with carrying out a campus-wide space analysis in 2002/03 (See Standard 8 for a fuller discussion of the space utilization assessment process). The goal of this committee was to develop strategies for meeting the needs of growing enrollments while optimizing fiscal and physical resources. The committee completed the Space Utilization Report, which was submitted to the UCCSN for consideration. As part of the process of compiling information for this report, students and faculty were surveyed regarding their scheduling preferences. Based on these findings, the committee arrived at the following recommendations: 1) an increased number of courses should be scheduled on Fridays, weekday afternoons, and perhaps weekends; 2) policies should redefine the existing strategies of "room zoning" to maximize efficiency and effective space utilization by developing a tiered system for room assignment with the highest tier based on ensuring student safety in specialized instructional settings such as labs; and, 3) updated room inventories and computer software should be utilized to increase the efficiency and effectiveness of room zoning (See Exhibit 2.11, Space Utilization Report).

The intent of the Space Utilization Report is to document and prioritize real needs rather than perceived or historical claims for classroom and laboratory space and

to institute the plan effective spring 2006. To date, the Vice President of Academic Affairs has begun the process of having each program evaluate their courses in terms of specific spatial and resource needs. Also, staff members from the Vice President of Academic Affairs office are working with instructional deans to assign classrooms and labs to specific tiers according to the criteria recommended by the space utilization committee. Tier 1 rooms will be scheduled for student safety needs and include specialized labs. Tier 2 classrooms are those for which a division has first booking rights because of some special attributes of the classroom, such as a graphic arts classroom with specialized equipment. Tier 3 classrooms are general purpose classrooms assignable through the room scheduling office.

As of July 1, 2005, all Tier 1 rooms (those with student safety needs) have been identified and most of the other rooms have been preliminarily assigned. Although most faculty and staff privately if not publicly disapproved of the inherent inequities imbedded in the old “room zoning” procedures, some departments have been reticent to let go of hard won space and resources previously assigned to them. Nevertheless, most faculty and staff have accepted that they needed to relinquish their sense of “ownership” over particular classrooms and physical resources in order for the College to grow effectively and maximize its resources.

The Space Utilization Report also provided for a second set of important recommendations regarding course scheduling. Full-time faculty indicated overwhelmingly in the survey process that they preferred not to teach on Fridays, the day traditionally set aside for departmental and college-wide committee meetings. Fridays also supply block periods for science lab sections and space for some short-term classes, such as architectural design courses. However, the survey process also revealed that a number of students were interested in a Monday-Wednesday-Friday schedule. As a result, in spring 2005, TMCC offered courses specifically designed for M-W-F format in high demand areas such as English, mathematics, and social sciences. Of the 12 classes offered, 5 were cancelled for lack of enrollment, indicating that it may take several semesters to build consistent course offerings for this scheduling format.

Finally, as part of the TMCC master planning process, Paulien and Associates completed an academic program analysis that, combined with facilities master planning, resulted in the *2004 Facilities Master Plan*, a document designed to ensure a successful and efficient plan for long-term growth (See Standard 8 for a complete

discussion of the Horizon 1 and Horizon 2 timeframes for physical growth contained with the *2004 Facilities Master Plan*). As evident in TMCC’s planning processes and elsewhere in this self-study report, TMCC is constantly working to refine itself through active revision of policies and procedures and proactive planning efforts.

Credit for Prior Experiential Learning (2.A.10)

Students may earn credit for prior experiential learning at TMCC if the assessment of prior learning experiences is deemed equivalent to the learning gained through formal college level instruction. In accordance with Policy 2.3, TMCC’s LEAP (Learning Experience Assessment Program) will assess and grant credit (outside CLEP, Advanced Placement, or ACE-evaluated military credit) via transcript assessment and portfolio development and assessment. For students to receive LEAP credit, their transcripts and/or portfolios must reflect demonstrated technical knowledge gained through specialized training and independent work. Students can then combine credits earned via transcript and portfolio assessment for up to 30 credits. Also in accordance with Policy 2.3, faculty in the disciplines and programs evaluate a student’s portfolio and transcript and award credit according to the Council for Adult and Experiential Learning (CAEL) guidelines (See Policy 2.3 for a complete discussion of criteria used to earn credit through LEAP).

Policies and Procedures for Additions/ Deletions of Programs and Courses (2.A.11-12)

Since the last accreditation cycle, TMCC has engaged in some systematic and periodic reviews of policies, regulations, and procedures for additions and deletions of courses or programs. These reviews primarily happen at the Faculty Senate level via its standing committees, particularly the Faculty Senate Academic Standards and Curriculum Committees. At the administrative level, it would be fair to say that there is no systematic process for periodic review of policies and procedures so much as a tendency to see policies and procedures as essentially living documents, products of a dynamic institution, that can be revised if and when needed utilizing an open process and a variety of college constituencies’ input.

The process required to create additional courses and programs is relatively well-defined. All proposed new courses must be approved through the Faculty Senate Curriculum Committee and then ratified by the Faculty

Senate before being approved by the Vice President of Academic Affairs and the President. Similarly, new programs must be approved by the Faculty Senate Academic Standards Committee before approval by the Faculty Senate. After Faculty Senate approval, the proposed new program goes for final review and approval by the Vice President of Academic Affairs, the President, and lastly the Board of Regents, if appropriate. Any changes in the content of a course or requirements of a program or degree must go through a similar process of review following the same sequence of assessment, review, and approval.

This dynamic process of evaluation and assessment of policies, regulations, and procedures occurs each semester. For example, over the last two years, the Faculty Senate Curriculum Committee has had an ad hoc subcommittee charged with developing electronic forms for submitting new and revised courses. This process and the work of this ad hoc subcommittee led to College recognition of the need to revise, clarify, and add several policies and procedures. The current form of this document can be found embedded in the Faculty Senate's *Guide for Curriculum and Program Development Procedures 2002-2004*. Similarly, the College criteria for diversity course status has recently changed after the College Diversity Committee reassessed and revised previous criteria. As a result, beginning with the Academic 2004-2005 year, when a new course proposal is brought before the Faculty Senate Curriculum Committee, the proposal will be assessed under the new diversity rubric to determine whether the course qualifies for diversity credit status.

The Faculty Senate Academic Standards and Curriculum Review Committees are charged with reviewing and approving new courses and programs of study as well as revisions to existing courses or programs of study. A process of program and discipline review has been established and articulated in the *Guide to Curriculum and Program Development Procedures 2002-2004*. In the event of program elimination or a significant change in requirements, TMCC has in place institutional policy

requiring that appropriate arrangements be made for students enrolled in that program to complete their program in a timely manner and with a minimum amount of disruption. Such a policy is required by the *Board of Regents Handbook* and further detailed in TMCC's Program Discontinuance or Elimination Policy, Appendix G of the *Program and Discipline Review* document. Provisions are made for students to complete their programs of study commensurate with the program requirements articulated in the catalog during the semester of their matriculation in the program. The Program Discontinuance or Elimination Policy is intended to complement the program and discipline review process by emphasizing that program review, the *Academic Master Plan, 2004 Facilities Master Plan*, and other strategic planning activities should be referenced and considered in the process of determining whether or not to eliminate a program. The policy also affirms that TMCC will only consider program discontinuance or elimination if, after a process of serious deliberation, and after all recommended intervention strategies have been implemented, a program continues to fall outside of TMCC's institutional mission and the respective department's goals and objectives. The policy asserts that discontinuance or elimination of a program should also take into consideration whether or not the program is meeting the needs of the community or the purpose for which it was created.

Finally, from 1998-2002, UCCSN implemented a system-wide moratorium on new program development; programs at that time in the process of development, such as the veterinarian technology program, were placed on hold. When the freeze was lifted, this program and the Associate of Science in Dental Hygiene were approved through normal procedures. Conversely, one set of degree emphases, the A.A.S. in Business (emphases: accounting, accounting technology, economics, management, real estate, small business management) was terminated in 2002 primarily due to cost considerations. None of the courses tied to these emphases were deleted as a result of the emphases termination (See Figure 2.11, Program Additions and Deletions 2000-2005).

Programs Added in the Last 5 Years	Programs Deleted in the Last 5 Years
AS Dental Hygiene AS Environmental Science AAS Veterinarian Technician	AAS Business <i>(Emphases: Accounting, Accounting Technology, Economics, Management, Real Estate, Small Business Management)</i> AAS Environmental Science

Figure 2.11 Program Additions and Deletions

Analysis and Appraisal

If student opinion can be taken as a reasonable assessment of TMCC's success (or lack thereof) in offering appropriate courses, timely scheduling, and high quality programs, then TMCC has achieved a fair amount of success. In the 2001-02 and 2002-03 Graduate Follow-Up Surveys, ratings of course availability and overall educational experience improved between 2001-02 and 2002-03. Fifty-six percent of respondents rated the availability of courses as "good," the same as listed in the 2001-02 survey. Thirty-seven percent rated availability of courses as "average," up 7 percent from the previous year. Eighty-one percent of students rated their overall experience at TMCC as "good," up from 69 percent the previous year. Ninety-eight percent of employed respondents reported that TMCC helped prepare them for their current occupation, an increase of 7 percent from the previous year. Ninety-four percent indicated that TMCC helped to prepare them for advancing their education, an increase of 16 percent from the previous year. Respondents also reported they intended to continue their education (61 percent) and expected to work in a job related to their education after graduation (64 percent) (2003-04 Graduate Outcome Survey).

For the most part, TMCC is still very much "in process" regarding the development and implementation of learning outcomes and program assessment. Most faculty members now understand the need for such measures; however, even this revelation has been long in coming for some of them. Few faculty members have done more than collect the data for their courses; a greater number of program coordinators, however, have begun to analyze data as a mechanism for evaluating programs. Specific faculty members and programs are more actively engaged in this process of developing outcomes and non-enrollment assessment measures. Over the last two years, administrative and faculty leadership in developing meaningful outcomes and assessment practices college-wide has precipitated a sea change in consciousness among faculty when it comes to the once taboo subject of program and course outcomes and assessment.

Next Steps

The Self-Study Standard 2 Committee makes the following recommendations:

- As indicated, in fall 2003 the full-time/part-time ratio was 46:54. While the College is taking steps to remedy this situation, it is one that will be difficult to resolve given the fast pace of growth TMCC has experienced and can continue to expect in the near future. TMCC must develop a plan that will address the problem of hiring enough full-time faculty members to keep pace with and preferably exceed the impact of student growth.
- While the College is doing well in terms of meeting changing student needs and maximizing the use of institutional resources, primarily through the work of the deans and department chairs, the Committee recommends that TMCC continually examine/ redefine its educational programs and their effectiveness to ensure that the College is meeting student needs and using resources effectively.
- TMCC has 4 functioning sites and 2 more coming online in the next few years. This growth is exciting, but will also create a set of challenges. The Committee recommends that as TMCC grows with more sites that leadership keep in mind that it is important to develop an overarching assessment plan to ensure that these campuses work together to provide adequate resources for programs and students.
- While most programs have literature or brochures related to their course offerings and articulating their goals, the Committee recommends that all TMCC programs develop and distribute this type of program-specific literature. These publications are often what students rely on for "self-advising." Thus, they serve as a crucial piece of information that needs to be made readily available to students.
- While TMCC is increasing the number of degrees and certificates conferred annually, the graduation rate of the College is extremely low in comparison to colleges of similar size. TMCC must develop a plan to address this situation, including an assessment of the factors that are impeding students from graduating. At this time, there is a fair amount of anecdotal evidence suggestive of what hinders students from graduating, but there has been no systematic study of this issue.
- As previously indicated, TMCC is in the process of completing a comprehensive report that includes outcomes and assessment plans for all degree and certificate programs. One situation that appears to be impeding the progress of this effort is the absence of a system for coordinating these plans. Such coordination is necessary to this process.
- While the approval process for course and program design and implementation is clear, the actual required documents and the steps faculty members need to take to complete the process are somewhat confusing. The Committee recommends that these documents be reviewed with an eye toward making the process more transparent.
- TMCC is engaged in a "tier" designation for classrooms. This room utilization policy will be important to program development in the future. Therefore, the Committee recommends that the College evaluate this new system to determine whether it is effective in assuring greater equity and accessibility to instructional space.
- TMCC needs to continue to promote professional development opportunities for faculty members, especially in terms of holding workshops on best practices for conducting meaningful program and course outcomes and assessment.

Educational Program Planning and Assessment (2.B)

Educational Program Assessment (2.B.1)

The *Board of Regents Handbook* mandates a ten-year review cycle for existing programs and requires an annual report on the results of institutional program evaluation; furthermore, the *Board of Regents Handbook* requires that “an appropriate plan of regular student educational assessment be developed by each institution” (Title 4, Chapter 14, Sections 4 and 10). Given the relative autonomy granted to TMCC by the Board of Regents to determine its own policies for program and discipline review (PDR) and assessment and learning outcomes procedures, the College has been able to make substantial progress in the last five years instituting program planning and assessment college-wide. While selected programs at TMCC are accountable to external discipline-specific accrediting agencies’ criteria for their assessment, all programs at TMCC undergo internally developed assessment processes, including articulation of program goals, outcomes, assessment measures and criteria. Moreover, programs are held accountable for assessment results and for implementing changes in response to these results (See Standard 2.A for a nuanced discussion of program and discipline review processes and general education development, review, and assessment).

The 1995 Northwest Association of Schools and Colleges Evaluation Committee Report notes the pervasive need at TMCC for assessment—particularly in terms of educational program planning, development, and evaluation. The 1995 NASC Report further identifies the need for effective student outcomes assessment and the integration of these results in course, program, and college planning. In response to the 1995 NASC Report, the 1997 TMCC Accreditation Interim Report identified actions that the College had taken to generate meaningful assessment measures. For example, TMCC hired a research analyst; administration and faculty leadership formed two faculty assessment committees that studied entering students and learner/program outcomes assessment. In spring 1997 TMCC adopted a program level outcomes assessment outline for associate of applied science (AAS) degrees and a general education outcomes assessment plan and pilot project. The 2000 TMCC Accreditation Report noted that the “use [of] assessment tools for program improvement have made a major impact on the institution” (p. ii).

In September 1999 TMCC hired a coordinator for outcomes assessment to organize educational program assessment across the College. The position was attached to the Institutional Research and Assessment Office. This historical moment marks the inception of a more data-driven approach to program review and assessment at TMCC and correspondingly the beginnings (albeit slow and limited) to what would eventually become a sea change in the institution’s culture acknowledging that sound data produced through meaningful assessment should drive program development and revision. During this period, the Assessment Coordinator worked with individual instructional groups and provided an informative synopsis of assessment activities at TMCC. From 1999 through 2002, administrative instability at TMCC and the limited focus of assessment activities at the AAS degree level initially contributed to what can be seen as the slow integration of college-wide assessment activities; however, it is important to note that during this same timeframe individual and department assessment activities were happening at the course, discipline, and program level. Still, with these early efforts, faculty members, particularly outside of the applied/technical programs, exhibited only limited buy-in to this data-driven approach to program development and review.

In academic year 2002-03, educational program review and assessment expanded beyond its initial focus on programs culminating in an AAS degree. The October 2002 *Assessment Report* identified TMCC’s commitment to “continuous assessment of college programs and services and their relationship to the college mission, values, and strategic direction.” Furthermore, it identified three levels of assessment encapsulating the College’s comprehensive, multi-level process of assessment (See Figure 2.12, Levels of Assessment at TMCC 2002).

The identification of assessment levels, assessment components, and performance indicators created both a conceptual framework and a concrete plan for ongoing, accountability driven assessment activities at TMCC. Spring 2002 marked the fifth year in which performance indicators had been measured at TMCC, and these 2002 indicators reflected a core set of measurable outcomes. Program outcomes assessment was described as the “systematic gathering, interpretation, and use of information about student learning for purposes of improvement of all TMCC programs [defined as] a

2.12 – Levels of Assessment at TMCC – 2002

Source: Assessment Report, October 2002

Levels of Assessment at TMCC – 2002

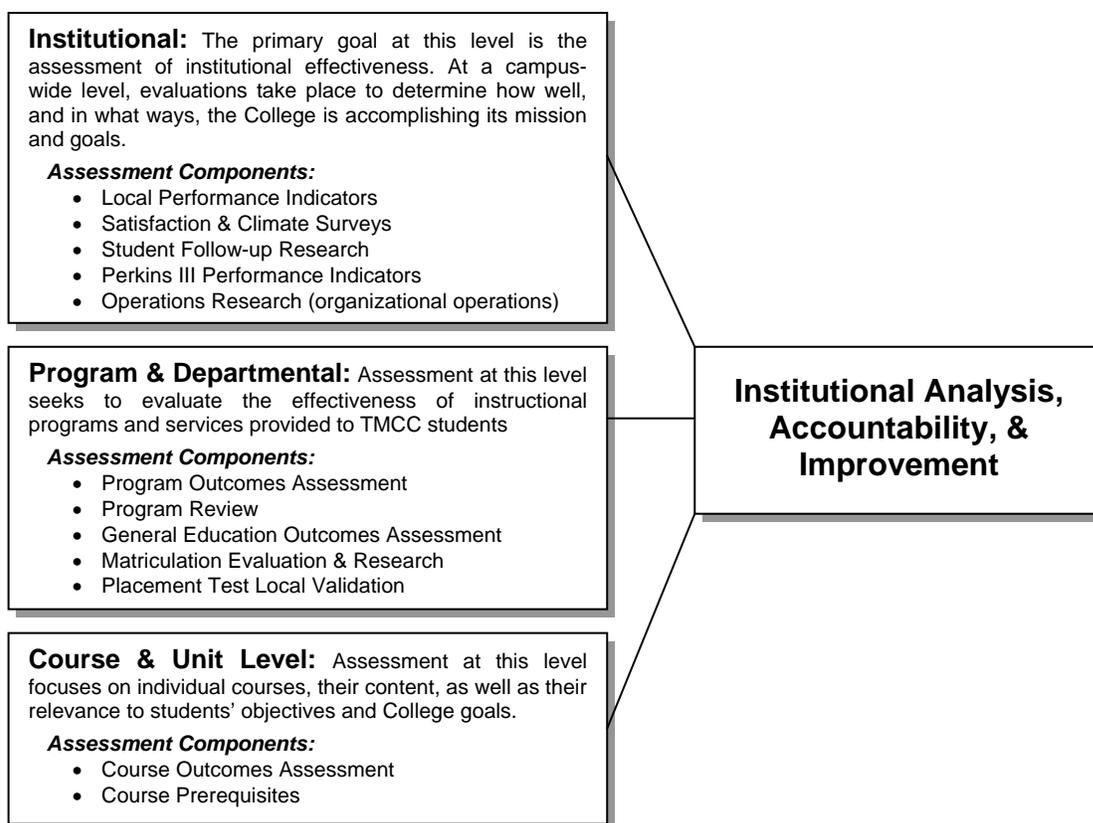


Figure 2.12

sequence of courses, degree, or certificate” (2002 *Assessment Report*, p. 6). The Institutional Research and Assessment Office recognized that each program (as defined) was uniquely positioned to develop its own assessment process but established seven general principles and methods of developing and assessing program outcomes:

- Program outcomes are assessed for the entire program or selected sequence of courses.
- Program outcomes are expressed as skills, knowledge areas, and/or changes in attitude that programs expect students to express as a result of successfully completing the program/sequence of courses.
- Program outcomes are measurable and assessable.
- Multiple assessment methods are used (direct, indirect).
- Program assessment plans are reviewed every 3 years.
- Program outcomes assessment results are collected on an annual basis and stored by either department or Institutional Research and Assessment Office.
- Program outcomes assessment results are analyzed and used for planning and improvement processes.

These principles meet the requirements of Policy 2.2 and demonstrate TMCC’s commitment to an even more rigorous process for program review than that required by the Board of Regents. Furthermore, these principles

codify the use of assessment results into the process of educational planning. Institutional Research and Assessment established an assessment template that includes the program's description and goals as well as program outcomes and assessment measures and criteria (See Figure 2.13, Sample Program Assessment Template—Engineering-Drafting).

The *2002 Assessment Report* notes that 26 TMCC programs had completed their outcomes assessment plans, which were published on the TMCC Web site (See Figure 2.14, TMCC Outcomes Assessment Plans 2002). Fifteen programs were expected to report results of assessment activities by the end of fall 2002, and the remaining programs were scheduled to report their activities by fall 2003 (See Figure 2.15, TMCC Outcomes Assessment Plans 2003).

In 2001-2002, the dental hygiene and radiologic technology programs had completed their program reviews; the Quality Education Starts at TMCC (QUEST) program assessment revealed that participants persisted at a higher rate than their counterparts who did not participate in the program, and validation studies of the ACCUPLACER were completed in mathematics and English (See Standard 3 for a fuller discussion of the QUEST program and ACCUPLACER). Additional work occurred in the Chemistry 101 Assessment Project, Math 091 and 093 reviews, and the study conducted on student success in computer-based mathematics courses versus traditional mathematics courses. As a by-product of these assessment processes, the College determined that prerequisites needed to be a critical component of future assessment. As a result, the social sciences, accounting, and Chemistry 101 participated in assessment activities to ascertain the relationship between prerequisites, placement versus open access to a particular course, and student success.

The *2002 Assessment Report* also discusses the college-wide initiative to review general education curriculum and establish a coherent and uniform set of general education requirements for all programs. Administrators and faculty leadership for each general education knowledge area were charged with identifying specific outcomes and tools to assess the effectiveness of student learning in their area. General education is not considered a program per se; however, by framing general education courses as a kind of program (loosely defined as a series

of related courses required in some form for all degree or certificate seeking students), the College was able to subject the general education curriculum to the same rigorous process of review and hold it to the same standards for academic excellence and intellectual integrity expected of program-specific curriculum. This move to codify general education as a uniform and coherent set of requirements for all programs marks a particularly significant moment in the evolution of TMCC's assessment and program review practices.

As TMCC became increasingly committed to instituting sound assessment and program review practices, what was once the 1999 Institutional Assessment Committee evolved into the Student Learning Outcomes and Assessment (SLOA) Committee (See also Policy 2.1) SLOA focused on creating meaningful student learning outcome measures and on determining how specific courses and programs contribute to student learning. SLOA developed student learning outcomes assessment procedures and subsequently united with the Faculty Senate's Academic Standards Subcommittee on General Education. SLOA developed TMCC's general education philosophy statement, reexamined the general education knowledge areas, and identified nine abilities correlated to the knowledge areas.⁴ SLOA also developed the general education assessment procedure. In each of these efforts, Institutional Research and Assessment and its staff, as well as the Vice President of Academic Affairs, deans, and department chairs function as the key constituents motivating institutional change and policy development and revision. However, it is important to note that faculty played a significant—indeed, faculty members constitute 80 percent of SLOA membership—and an increasingly larger role in developing TMCC's program planning and review processes and procedures.

The *2003 General Education Assessment Report* focused on the need to assess general education at TMCC and was instrumental in raising awareness of assessment college-wide. It identified challenges at TMCC and presented the context, format, and uses of general education assessment; furthermore, it broke the assessment process down into four steps—review of courses, outline of overall outcome and expected results, identification of assessment measures, and review and incorporation of outcomes with recommendations—and

⁴ As noted in Standard 2.A and Policy 2.1, the SLOA-initiated general education requirements will be operative starting in fall 2006. Until that time, the 10 general education descriptive areas published in current and recent course catalogs constitute TMCC's general education requirements.

Engineering-Drafting Program

Assessment Report 2003-2004

Description of Program	Program Goals	Program Outcomes	Assessment Measures and Criteria	Assessment Results	Use of Results	Effect on the program
<p>Program: <i>AAS Engineering-Drafting</i> Division: <i>Business and Computer Technologies</i> Year: 2001-2002 Author: <i>Dennis Hennings</i></p>	<p>Goal 1: Provide students with necessary drafting knowledge and skills to function in a technical environment.</p>	<p>1a. Students will master Engineering-Drafting concepts, techniques and terminology. 1b. Student will develop Engineering-Drafting manual and CAD skills by solving graphic problems.</p>	<p>1. Students' knowledge of Engineering-Drafting concepts, techniques, terminology as well as their manual and CAD skills will be assessed by pre and post tests administered to all students completing DFT 100 and DFT 299. Students must score 70% or higher on the post test.</p>	<p>1. One graduate was required to take the post test. The student achieved a 70% or higher.</p>	<p>1. Review and discuss at department meeting.</p>	<p>1. Continue as a positive affect on program.</p>
<p>Program Mission: Provide a high quality work force for entry level drafting positions in the Engineering-Drafting field in the local community.</p>	<p>Goal 2: Assist graduates in obtaining employment in the Engineering-Drafting (mechanical) field.</p>	<p>2. Upon completion of the program students will have developed a full resume and successfully completed specified graphic solutions appropriate for entry level employment.</p>	<p>2. Every student will complete a portfolio before graduation, which will include: a. Specified graphic solutions completed by the student. b. A full resume. <i>A portfolio and a resume are required through DFT 299, a one-credit course mandatory for all graduates.</i></p>	<p>2. Each student will have completed a resume and portfolio.</p>	<p>2. Review and discuss at department meeting.</p>	<p>2. Continue as a positive affect on program.</p>
<p>Goal 3: Meet expectations of local employers and provide them with a highly qualified Engineering-Drafting work force.</p>	<p>3. The Engineering-Drafting program will successfully compete in the State and National Skills USA competition.</p>	<p>3. Will place a student in the top 20% at the State competition and 30% at the National competition.</p>	<p>3. A student was scheduled to compete at State Skills USA, however he accepted a full-time drafting job and could not get the time off.</p>	<p>3. Review and discuss at department meeting.</p>	<p>3. Review and discuss at department meeting.</p>	<p>3. The drafting department is continuing to offer a "solid modeling" course in the Spring semester of each year to prepare students in "solid modeling".</p>

Figure 2.13 Sample Program Assessment Template—Engineering - Drafting

TMCC Outcomes Assessment Plans 2002

Source: <http://www.tmcc.edu/vp/aa/assessment/programoutcomes/plansreports/index.asp>**TMCC Outcomes Assessment Plans**

Apprenticeship	2000-2001	Environmental Control Technology	2000-2001
Architecture	2002-2003	Fine Arts - Music Emphasis	2002-2003
Auto. Tech. Educational Cooperative	2000-2001	Fine Arts - Theater Emphasis	2000-2001
Business (AA)	2002-2003	Fine Arts - Visual Arts	2001-2002
Business (AAS)	2002-2003	Fire Science Technology	2003-2004
Computer Information Technology	2002-2003	Golf Course Management	2002-2003
Computer Office Technology	2002-2003	Graphics Communications	2002-2003
Construction Management	2002-2003	Heating/Vent./Air Conditioning	2000-2001
Criminal Justice	2003-2004	Industrial Maintenance	2004-2005
Culinary	2003-2004	Legal Assistance	2002-2003
Dental Assisting	2002-2003	Mental Health Services	2000-2004
Dental Hygiene	2002-2003	Nursing	2002-2003
Diesel Power Technology	2000-2001	Paramedic	2004-2005
Dietetic Technician Training	2004-2005	Radiologic Technology	2000-2001
Early Childhood Education	2001-2002	Speech Communication	2003-2004
Educational Teacher Preparation	2000-2001	Veterinary Technician	2003-2004
Electronics Technology	2000-2001	Welding Technology	2000-2001
Engineering Drafting	2002-2003		

Figure 2.14

TMCC Outcomes Assessment Plans 2003

Source: <http://www.tmcc.edu/vp/aa/assessment/programoutcomes/plansreports/index.asp>**TMCC Outcomes Assessment Reports**

Architecture	2002-2003	Educational Teacher Preparation	2001-2002
Business (AA)	2002-2003	Engineering Drafting	2002-2003
Business (AAS)	2002-2003	Fine Arts - Theater Emphasis	2001-2002
Computer Information Technology	2002-2003	Golf Course Management	2002-2003
Computer Office Technology	2002-2003	Industrial Maintenance	2004-2005
Dental Hygiene	2004	Legal Assistance	2002-2003
Dietetic Technician Training	2003-2004	Veterinary Technician	2004-2005

Figure 2.15

provided samples of outcomes and expected results, assessment methods, and data collection methods. Additionally, the *2003 General Education Assessment Report* identified Institutional Research and Assessment as a support for, rather than the locus of, assessment activities at TMCC, which marked a significant shift in the college culture's consciousness of who—administration or faculty—had primary responsibility for articulating assessment and outcomes objectives and ownership of the process of program review and development. The process at this point had become primarily faculty-driven. Having Institutional Research and Assessment be the locus for assessment activities made sense in the early stages of TMCC's efforts to establish a comprehensive and effective approach to assessment; however, by 2002, it was clear to all that faculty members must have the central role in defining and implementing effective assessment efforts. In July 2004 Assessment split from Institutional Research and attached to the Vice President of Academic Affairs' Office, signifying a major shift away from an administratively driven assessment effort to one that was firmly placed in TMCC's instructional matrix.

Institutional Research continues to collect, analyze, and distribute data relevant to program assessment as well as other measures of institutional effectiveness. Institutional Research submits over 25 annual reports to various agencies based on institutional data (See Figure 2.16, List of Institutional Research Office Data Reports). These reports are invaluable for educational program assessment and provide faculty and leadership with the information needed to assess educational programs at TMCC.

The *2004 Assessment Report* reflects the evolution in TMCC's approach to assessment with the revision of the levels of assessment identified in the *2002 Assessment Report*. In the *2002 Assessment Report*, the College identified only three levels of assessment: institutional, program and departmental, and course and unit level. In contrast, Figure 2.17 demonstrates the shift in assessment practices that occurred by 2004 in terms of both the organizational structure of programs at TMCC and the components that contribute to them, including all of them in the assessment process: institutional, career program, general education, and course and unit level.

Finally, the current campus assessment strategy focuses on student learning outcomes assessment and general education; in spring 2005 these efforts were brought together in the *General Education and Student Learning Outcomes Assessment Handbook*, which

provides a faculty-based foundation for assessment of courses, disciplines, programs, certificates, and degrees at TMCC.

The program and discipline review process is an important component of program assessment at TMCC. The *2005 Program and Discipline Review* document is the culmination of joint efforts between Institutional Research, the Vice President of Academic Affairs, the Faculty Senate's Academic Standards and Curriculum Committees, and college-wide input. Following a 5-year cycle, it uses a study-review and validate-recommend-act process. The process is comprehensive and includes scrutiny of the following components: the description of the program, the demographics and enrollment trends, the curriculum, indicators of student success, and resources and development (See Standard 2.A, Figure 2.7 for a concise representation of the program and review process).

The program and discipline review process is firmly focused on student success and learning outcomes. The review process includes an evaluation of the program's retention rate and graduation trends; it also requires the program to identify what it uses to measure and assess student learning outcomes. The results of the program and review process are routed through the appropriate dean, the Vice President of Academic Affairs, the President, and the Board of Regents as part of the required program and educational program assessment cycle. The program is then expected to initiate program improvements and modifications in direct response to the analysis, results, and recommendations provided via the program review process. The program modifications are then rerouted through the dean and department chair and, ultimately, presented to the faculty—the process having come full circle with the end result of improving both teaching quality and the students' learning experience in the respective program.

While the program and discipline review process constitutes the fulfillment of UCCSN requirements, TMCC's local implementation has transformed it into a meaningful planning activity. Not only does the process provide the impetus for change and assign responsibility and accountability, but based on the recommendations, the process may result in the involvement of the entire structure of the College. For example, recommendations provided during the education program review became an integral part of the budget process. The accountability inherent in the program and discipline review process requires a commitment from the deans, vice presidents, and the President in overall College planning.

List of Instructional Research Office Data Reports
Source: TMCC Office of Institutional Research

Instructional Data Reports

Title	Agency	Date	Description
Enrollment Report	UCCSN	Twice per semester	Monitors enrolment trends in FTE and headcount
Course Taxonomy Report	UCCSN	Every semester	Provides data used to determine high/medium/low funding levels
IPEDS Completions Report	National Center for Educational Statistics	Annual	Contains data on number and types of degrees awarded by TMCC
IPEDS Graduation Rates Report	National Center for Educational Statistics	Annual	Contains data on graduation rate of first-time, full-time, degree-seeking students in 150% of the allotted time for graduation (i.e. how many students graduate with a degree in 3 yrs or certificate in 2 yrs)
Remedial Enrollment Report	UCCSN	Annual	Contains data on the number of recent Nevada HS graduates enrolling at TMCC immediately following their graduation. Reported also is the number of those students enrolling in remedial (below college level) math and English at TMCC
Faculty Workload Report	UCCSN	Biennial	Collects data on faculty's instructional workload and out-of-classroom activities
Occupational Education Accountability Report: Performance Indicators	State Department of Education	Annual	Reports characteristics and academic success of first-time, degree-seeking students enrolled in occupational courses. Data are reported on demographics, economic and educational barriers, non-traditional enrollments, tech prep and job/education placements
Occupational Education Enrollment Report	State Department of Education	Annual	Reports characteristics of first-time, degree-seeking students enrolled in occupational courses in the fall of each year
Occupational Education Completers	State Department of Education	Annual	Reports characteristics of first-time, degree-seeking occupational students and their graduation rates
Washoe K-16 Data Profile	Education Collaborative of Washoe County	Annual	Examines capture rate of WCSD graduates, their persistence at TMCC, and percent enrolled in remedial English and math
Program Evaluation Summary	Chancellor	Annual	Summary of results of program evaluation.

Figure 2.16

2.17 – Levels of Assessment at TMCC – 2004
 Source: Assessment Report, November 2004

Levels of Assessment at TMCC – 2004

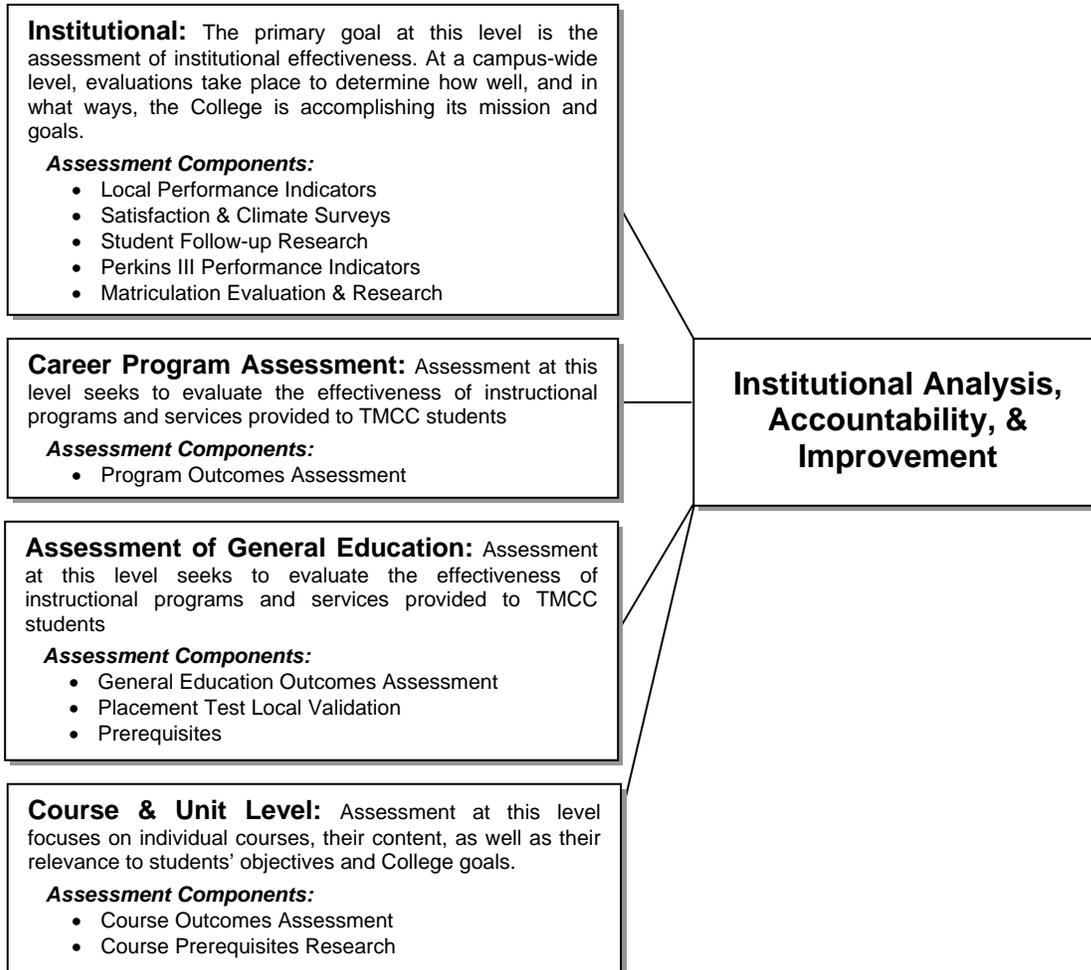


Figure 2.17

Learning Outcomes (2.B.2)

TMCC identifies and publishes learning outcomes for its degree and certificate programs through the overlapping matrix of assessment processes: the external discipline-specific accreditation processes, the program approval process in the Faculty Senate's Academic Standards Committee, the course approval process in the Faculty Senate's Curriculum Committee, the program and discipline review process, and the processes outlined in the *General Education Handbook*. TMCC identifies student achievement of program outcomes in a variety of ways:

- Measurements of freshman student ability
- Measurement/analysis of beginning and ending student competencies in selected courses, such as Math 096, Chemistry 101, and Information Systems 101
- Grade distribution analysis
- Number of TMCC graduates passing external licensure and certification exams
- Graduate follow-up surveys

These measures, as well as additional program-specific measures (identified by individual programs in the larger assessment process) are used to assess explicitly and sometimes infer student achievement of program learning outcomes. The *2004 Assessment Report* notes that “33 TMCC programs have completed their outcomes assessment plans. However, only 13 programs have reported the results of their assessment” (p. 6). The College can expect a dramatic improvement in reporting in the future as the locus of responsibility shifts from Institutional Research to the deans and the Vice President of Academic Affairs. Reports will be due every 3 years.

Improvement of Teaching and Learning (2.B.3)

Since TMCC uses multiple broad and specific indices for assessment, the evidence that assessment has improved teaching and learning is likewise based on multiple indices. Every component of the assessment matrix includes a recursive step that brings assessment results back to the core function—learning. The program and discipline review process is inclusive and exhaustive. In essence, it asks faculty to deconstruct the teaching-learning process and use both quantitative and qualitative measures to determine student success. The assessment

process has improvement—examination and incorporation of results—built in. Thus improvement becomes an almost reflexive response to the critique generated through the program and discipline review process.

Analysis and Appraisal

TMCC has undertaken concurrent assessment activities resulting in a thorough process with input from a variety of perspectives and constituencies. The processes overlap and may seem convoluted, but they are functional and provide a level of assessment unprecedented in TMCC's history. The move to establish assessment procedures for the College as a whole—not just those subject to external accreditation—signifies a major shift in the consciousness of faculty, as does the overall willingness of faculty members to participate in the process, even if only at the level of their own courses.

While the development of a program and discipline review process and its codification college-wide has raised awareness and expanded the notion of assessment into general course offerings, this effort was initially seen as a response to the Board of Regents mandate for program review but has gone on to be viewed as separate from this mandate and more an expression of TMCC's unique approach to assessment and program review. TMCC should be commended for exceeding the Board of Regents mandate for program review by extending review to the discipline and course level. This move ensures that student learning at every level is assessed and that TMCC offers a cogent and relevant educational experience. Placement of assessment activities at the Vice President of Academic Affairs' Office firmly roots assessment activities and responsibilities in the instructional, and therefore faculty, sphere. The level of support from Institutional Research ensures an additional level of support and accountability. The creation of assessment templates and the setting of a review schedule have brought a level of accountability to the process, all with the focus of improving teaching and learning to achieve academic excellence.

Next Steps

The Self-Study Standard 2 Committee makes the following recommendations:

- The relationship between the terms program, degree, discipline, course, and areas of study is not clearly defined. Various constituencies at TMCC use the terms interchangeably. While leadership at the College is attempting to resolve the problem by providing definitions in assessment documents, it will take some time to change the lexicon of the College. Nonetheless, every effort should be made to continually reinforce the difference, while maintaining the links, between these terms.
- The program and discipline review process and the general education and student learning outcomes assessment processes are parallel assessment processes at TMCC and have some overlapping areas. While the groups working in these processes and their objectives overlap, they are seen as separate; the program and discipline review process needs to be better integrated into the overall campus assessment strategy.
- Concomitant to this perceived overlap between the program and discipline review and the student learning and outcomes processes, it is sometimes difficult to determine where assessment activities are generated and who is responsible for which elements of the process. The Self-Study Standard 2 Committee believes this is a temporary weakness caused by the multiple assessment efforts and the relocation of assessment from Institutional Research to the Vice President of Academic Affairs' Office; nonetheless, assessment activities need to be clearly delineated and assigned.
- Assessment reports are currently available on TMCC's Web site, but as part of the Vice President of Academic Affairs and self study data inventory sites, not within program-related Web sites. Publication of the reports on both a specific learning outcomes and assessment Web site and program-specific Web sites would make the process transparent and available for all constituencies. The Committee also recommends that each program Web site list expected learning outcomes, not just the final report generated through the program review process.
- While the assessment processes are carefully crafted to include feedback for improvement, it is not clear what mechanisms are in place, if any, to ensure that programs incorporate feedback or what consequences would follow if a program did not make modifications in response to program review recommendations. The Committee recommends that the College make these mechanisms transparent to all before having to address the problem of program non-compliance.
- While assessment is now firmly integrated into the culture of the College, it is imperative that assessment efforts receive sufficient resources if they are to remain effective.

Undergraduate Program (2.C)

Undergraduate Program (2.C.1-3)

TMCC's course catalogs clearly define the institution's instructional programs and their rationales:

- Associate of Arts—designed for students who are planning to transfer to a university to complete a bachelor's degree in the liberal arts. Students who earn associate of arts degrees are qualified to transfer to a four-year college or university with junior standing.
- Associate of Science—designed for students who are planning to transfer to a university to complete a bachelor's degree in the sciences. Students who earn associate of science degrees have the mathematics and science background to transfer to a four-year college or university with junior standing.
- Associate of General Studies/Certificate of Achievement in General Studies—designed for students seeking diversity in their education. This degree program is not ordinarily transferable to a four-year college or university, but individual courses may transfer.
- Associate of Applied Science/Certificate of Achievement in Occupational Programs—designed for students who want to develop entry-level skills, to upgrade their present positions, to qualify for a higher position, or to improve the management of their personal business affairs, family life, leisure time, or recreational activities. Students majoring in occupational programs earn associate of applied science degrees or certificates of achievement.
- Developmental Programs—designed for students who want or need to upgrade their basic skills in English grammar, composition, reading, mathematics, study skills, and test taking. Developmental classes do not carry transferable credit and do not fulfill requirements for degree or certificate programs.

TMCC adheres to the Northwest Commission's tripartite structure for degree requirements. TMCC's transfer associate degree programs include general education requirements, major requirements, and electives. Requirements for the associate of applied science/certificate of achievement in occupational programs are carefully crafted to prepare students for careers in vocational and technical fields and have general education, core, and sometimes emphasis requirements. Thus, the structure and component parts of TMCC's instructional

programs provide students with a substantial, coherent, and articulated exposure to the broad domains of knowledge (general education) and a recognizable body of instruction that can be correlated to a major area of expertise.

TMCC's degree and certificate programs are clearly and completely outlined as program worksheets in the College's annual course catalog (See *2004-05 TMCC Course Catalog*, pg. 32-148 for sample of current worksheets). Within each degree and certificate program, the general education requirements are clearly identified; the corresponding number of required credits and the classes that fulfill the general education requirements are listed. For degree programs, the core requirements are listed with the corresponding number of required credits and classes; electives are identified in a similar manner. Each degree program's tripartite structure of general education requirements, major requirements, and electives results in students attaining a breadth and depth of knowledge across the disciplines, a specific knowledge base in their core area of study, and the opportunity for intellectual growth through exploration of areas outside of their general education and core requirements.

Prior to the *2005-2006 TMCC Course Catalog*, the rationale for the general education component of TMCC's degree programs was implicit, but not fully articulated (See Standard 2.B and Policy 2.1 for a detailed discussion of the recent history of general education at TMCC). Up until 2005, degree programs required students to satisfy the 10 general education categories, listed as "General Education Descriptions" in the course catalogs; each of these categories has a brief description of the characteristics of courses that will satisfy 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" (*2003-2004* and *2004-2005 TMCC Course Catalogs*, p. 28 and p. 29, respectively). In the glossary, general education requirements are described as "groups of required courses, such as mathematics and English, which support development of the emphasis" (*2004-2005 TMCC Course Catalog*, p. 269). This statement offers a brief rationale for the general education requirement component of a program only in terms of the content complementing the core knowledge area, not as a path of study leading to broader knowledge in

general. Moreover, the information provided on the description page for general education 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 (See *2004-2005 TMCC Course Catalog*, pp. 29-31). While each program worksheet presents the general education requirements for the program, some program sheets include required and/or recommended classes within the general education requirements. Other worksheets only display the number of credits needed from each category. None of the worksheets offer an explanation as to why certain classes are required by the program.

With TMCC's new five knowledge area approach to general education, many of the inconsistencies and shortcomings of the general education program have been addressed and resolved. A product of the Student Learning Outcomes Assessment (SLOA) Committee, TMCC's new general education requirements will be operative for students matriculating in fall 2006, but some of the positive effects of the new general education requirements are already being seen in TMCC's published materials. For example, the *2005-2006 TMCC Course Catalog* signals the shift to the SLOA-initiated general education program with the inclusion of a general education mission statement, general education goals, and a list of abilities for students to consider, even as students are still required at this time to meet the 10 descriptive categories.

Mission Statement

General education at TMCC provides a coherent curriculum that consists of a rigorous foundation of interrelated academic and applied experiences that introduce students to diverse ways of thinking and understanding the world.

Source: (*2005-2006 TMCC Course Catalog*, p. WS-8)

Additionally, six general education goals are defined for students:

Six Goals

- Develop analytical thinking, problem-solving, and communication skills.
- Develop life long learning skills and the ability to independently construct their own knowledge base.
- Utilize skills learned to make useful and informed life decisions.
- Participate in a community of learners that supports a diverse and collaborative environment for intellectual inquiry.
- Function successfully and effectively in a global society and workplace.
- Adapt to a rapidly evolving technological environment.

Source: (*2005-2006 TMCC Course Catalog*, p. WS-8).

And finally, students who complete general education requirements at TMCC will demonstrate some or all of the following nine abilities.

List of Abilities

- **Analytical thinking skills:** To develop skills and attitudes that enable one to grasp complexities in order to see relationships, similarities, and differences among ideas; to analyze one's own ideas and thoughts, as well as the ideas and thoughts of others; to draw inferences and conclusions.
- **Communication skills:** To read with comprehension; to listen, speak, and write competently.
- **Collaborative skills:** To develop skills and attitudes that enable one to interact effectively with others, whether one-on-one, in a small group, in an organization, or with an audience.
- **Quantitative and scientific reasoning skills:** To reason logically, using both induction and deduction; to discern bias and subjectivity; to perform appropriate calculations; to recognize and weigh scientific evidence; to understand, evaluate, model, and effectively utilize quantitative and qualitative data.
- **Global and cultural awareness skills:** To develop a broad understanding of linguistic, political, social, environmental, religious, and economic systems of the world; to increase students' understanding of the growing interdependence of nations and peoples and develop their ability to interact in multi/cross-cultural settings; to develop skills and attitudes that enable one to respect and appreciate diversity.
- **Personal, social, and civic responsibility skills:** To develop skills and attitudes necessary to function effectively as responsible, ethical, and contributing citizens of the community, state, and nation.
- **Information literacy and research skills:** To formulate relevant research questions; to find, analyze, and use information from field, print, and/or electronic sources; to evaluate the applicability of the data for a particular situation; to document properly and address questions concerning the responsible use of information.
- **Artistic and aesthetic awareness skills:** To develop skills and acquire experiences that enable one to value, reflect upon, and appreciate the creative process and its manifestations including its role in the human experience.
- **Computer and information technology skills:** To understand computer and information technology and how it relates to the individual, society, and the environment; to use computer applications responsibly as tools for creativity, researching, organizing, problem solving, publishing, presenting, and/or communicating information and ideas.

Source: (2005-2006 TMCC Course Catalog, p. WS-8).

The entirety of the SLOA-initiated general education requirements will become fully operative in 2006 and be published for the first time in the *2006-2007 TMCC Course Catalog*. At that time, along with the listing of the mission statement, the six goals, and the nine abilities, the current ten general education descriptive areas will be recast into the five knowledge areas. With this revision, students will have access to the general education mission statement as well as fully articulated and reasoned explanations for why they need to satisfy general education

Comparison of TMCC's General Education Programs				
NORTHWEST COMMISSION FOUR CLASSIFICATIONS	HUMANITIES AND FINE ARTS	NATURAL SCIENCES	MATHEMATICS	SOCIAL SCIENCES
TMCC'S CURRENT 10 DESCRIPTIVE AREAS FOR GENERAL EDUCATION	1) COMMUNICATIONS 2) ENGLISH 3) FINE ARTS 4) HUMANITIES	5) SCIENCE	6) MATHEMATICS	7) HUMAN RELATIONS 8) SOCIAL SCIENCE 9) DIVERSITY 10) CONSTITUTION
TMCC'S 2006 SLOA-INITIATED 5 KNOWLEDGE AREAS FOR GENERAL EDUCATION	1) HUMANITIES, ARTS, AND LITERATURE 2) LANGUAGE ARTS AND COMMUNICATION	3) NATURAL SCIENCES	4) MATHEMATICS	5) SOCIAL AND BEHAVIORAL SCIENCES

Figure 2.18

requirements and what they can expect to take away from the general education experience as a whole.

Until SLOA reconfigured TMCC's general education requirements, the ten individual general education requirements aligned more along discipline and department lines rather than along the delineations of broad domains of knowledge. Figure 2.18 reflects how TMCC's current ten general education descriptive areas and the 2006 SLOA-initiated general education requirements correspond to the Northwest Commission's four classifications. As is evident in the figure, the SLOA-initiated revision of general education categories into five knowledge areas corresponds more directly to the philosophy, function, and spirit of general education as articulated by the Northwest Commission (See Figure 2.18, Comparison of TMCC General Education Classifications).

TMCC's degree programs adhere to the ten descriptive areas with slight variation of nomenclature in the course catalogs. Programs culminating in an associate of arts or an associate of science include diversity, English, fine arts, humanities, mathematics, science, social sciences, and constitution requirements for their general education component. The associate of applied science program includes diversity, English/communications, human

relations, quantitative reasoning (mathematics), science, social sciences/humanities, and constitution requirements. Certificates of achievement in occupational/technical areas have general education requirements in communications, human relations, and quantitative reasoning (mathematics). Consistency of nomenclature is problematic with the use of "quantitative reasoning" instead of "mathematics," a problem that also arises with the design of major-specific courses fulfilling general education requirements in some occupational programs.

The general education requirements expected in the associate of general studies program include diversity, English/communications, fine arts, humanities, human relations, quantitative reasoning (mathematics), science, social sciences, and constitution requirements. This program option further complicates institutional compliance with the stated 10 descriptive areas by requiring the additional computer science category as a part of this program's general education requirements. The certificate of achievement in general studies lists English/communications, fine arts/humanities, human relations, science/quantitative reasoning/computer science, and social science requirements.

In each of these degree and certificate programs, students may meet the requirements by completing the individual approved courses listed in the program worksheets in the course catalog. A general education course may be substituted for an equivalent course with similar outcomes. A course that does not meet general education outcomes and rigor may not be substituted for a general education course. The course may apply, however, with approval from the Vice President of Academic Affairs.

TMCC recognized the inconsistency in nomenclature and classifications of the general education description as currently conceived and the need for a more clearly defined general education program, hence the formation of the SLOA Committee and its subsequent recasting of the general education program. The work done to date—the mission statement, goals, and abilities of general education—will be further refined with the addition of the five knowledge areas and the development of outcomes measures. As work on general education goes forward, TMCC has scheduled a formal assessment of the abilities in 2007 and 2010.

Transfer and Acceptance of Credit (2.C.4)

TMCC facilitates the transfer and acceptance of credit by having clearly stated policies in the course catalog. Three sections in the *2003-2004 TMCC Course Catalog* address transfer credits. Sections titled “Transfer Services” and “Transfer Concerns” state the need for students to speak with counselors regarding the applicability of TMCC courses used to transfer to other institutions, particularly UNR, UNLV, and northern Nevada community colleges and provide the link to the transfer agreements between TMCC and these institutions (pp. 16 and 27). Under “Transfer Concerns,” students can find information regarding the general transfer core curriculum for UNR and a list of the courses that can be used to fulfill UNR’s core requirements. These sections, located in the front of the catalog, provide useful information; however, there is no information in the catalog indicating which courses are not likely to transfer as core requirements outside the UCCSN, such as English 113.

Appendix C— Transfer Credit Policy on the Evaluation of Previous Training and Education—lists policies regarding the types of credit that may be considered. Two factors, the listing of the transfer institution under the American Association of Collegiate Registrars and compliance with policies overseen by the Admissions Officers Transfer Credit Practices of Designated Educational Institutions, ultimately determine the

acceptance of transfer credit at TMCC. The policies regarding advanced standing from other colleges and universities, for credit by examination, from nontraditional sources, and from other recognized sources is clearly articulated. However, Appendix C does not contain information regarding a transfer policy for foreign classes or degrees. Since the number of international students at TMCC is significant, specific information about foreign credit transfer and degree evaluation would be helpful, particularly for students who want to be admitted to a health sciences program.

While the *2003-2004 TMCC Course Catalog* (and subsequent catalogs) clearly outlines TMCC credit transfer policies, the catalog itself is not particularly user friendly. Gathering all the information in one area of the course catalog and clearly explaining the processes, including the need for a DARS report, would facilitate transfer credit issues for students. Linking all this information to the Admissions and Records Web site and adding “transfer credit” or “transfer information” as a searchable item to the TMCC Web site would also be helpful. Admissions and Records currently evaluates transcripts only if a student applies to a program (such as a health sciences program) that requires transcripts, if a student applies for graduation, or if a student completes a DARS request and specifically asks for transfer credits to be evaluated. However, neither the basis upon which transfer credit is granted nor the length of time it takes for a transcript evaluation is made clear in the catalog. Since a transcript evaluation requires a DARS report, which can take up to and sometimes more than a semester, this situation can significantly impact academic advising and student progress. Currently, there is no way for a student to know if TMCC has received a transcript other than to call Admissions and Records; furthermore, a student has to fill out a form requesting evaluation after verifying receipt. Admissions and Records staff members agree that the ideal policy would be to evaluate all transcripts that are received for matriculated students.

When a student submits transfer credit for evaluation, TMCC credit evaluators in Admissions and Records determine equivalency in a number of ways. They can access “A Table” on the Student Information System, which lists more than 1,000 different colleges and universities, domestic and foreign. When a course and/or institution appears on this database, credit transfer is completed with relative ease. If an institution or course does not appear on the database, the credit evaluator researches the accreditation status of the transfer institution and grading and credit systems used there.

Particular care is taken with foreign equivalency. This table is updated each time an institution or course is evaluated that is not part of the existing database and is used as a guide to determine credit transfer. If credit evaluators cannot determine course equivalency due to the nature of the class, they send a request to the appropriate department/department chair to determine equivalency via a course articulation form. The course may then be approved for elective credit transfer (See Standard 3.C for further discussion of policies and procedures regarding transfer credit).

Admissions and Records credit evaluators also research core requirement transfer equivalency using course descriptions from the transfer institution's catalog. Courses that do not have a TMCC equivalent may be granted elective credit in the appropriate discipline (for example, Black or Chicano Studies may be granted for social sciences elective status). Students who wish to have elective credits evaluated for core requirements must use a course substitution card and submit the request to the department, generally with supporting documentation and the course description from the catalog. The appropriate dean and department chair must sign the form and indicate the specific requirement the course substitution fills. The Self-Study Standard 2 Committee could neither find the form nor an explanation of its use on the TMCC Web site or in the *2003-2004 TMCC Course Catalog*.

Finally, according to the fall 2000-fall 2002 "Follow-Up on Non-Returning Student Cohorts," over 70 percent of TMCC transfer students continue their educations at UNR. Between 6 percent and 12 percent go to other UCCSN institutions (See Exhibit 2.12, Institutional Research Data on TMCC Transfer Students). Articulation agreements exist with both UNR and UNLV. Furthermore, the recently completed system-wide effort in common course numbering has made it easier for students to transfer courses among and between UCCSN institutions. There are no formal articulation agreements with institutions outside Nevada due to low out of state transfer rates.

Academic Advising (2.C.5)

TMCC's students seek academic advising for myriad reasons: for career and academic planning, for course scheduling, for transcript evaluation, for review of graduation requirements, and for other academically oriented issues. TMCC students also seek academic advising in the context of counseling: for support, academic and personal, while they pursue their goals. Up until 2002, counselors provided both academic advising and counseling services. Since then, academic

advising and counseling services have been differentiated into distinct offices. The Advising Center performs exclusively academic advising services, while the Counseling Center provides both mental health counseling services and academic advising (See Standard 3.B for a detailed discussion of the staffing and task differential in the Advising Center and the Counseling Center).

Between 2002 and 2004, academic advisors were added to the Counseling Department. Until fall 2004, counselors and academic advisors were physically located in the same area and in general, both counselors and academic advisors performed academic advising. Thus, there were up to nine individuals centrally located who could provide academic advising as well as career and personal counseling. In fall 2004, after the opening of the V. James Eardley Student Services Center, the five professional counselors remained in the original location, along with one international student academic advisor, one international student admissions and transcript specialist, one veteran's specialist, and the Quality Education Starts at TMCC (QUEST) coordinator. Academic advisors and career services specialists were relocated to the new Advising Center. As this structure is relatively new, there is little data regarding its effectiveness; however, given the results of the 2005 Community College Survey of Student Engagement, there is some evidence for concern as to whether students are receiving adequate academic advising as they matriculate and progress through their programs (See Figure 2.19, Students Accessing Academic Advising Services).

Students Accessing Academic Advising Services

Community College Survey of Student Engagement – 2005	
How often do you use academic advising/planning?	
Often	6%
Sometimes	34%
Rarely/Never	42%
Don't Know/N.A.	18%

Figure 2.19

One explanation for the somewhat limited number of students receiving academic advising might be connected to the organizational split that occurred in 2004 resulting in two separate centers. While students can receive academic advising through the Counseling Center, they may not realize this and thus wait for appointments through the Advisement Center. Some professional counselors have confirmed this explanation anecdotally and have expressed their own sense of isolation and of having their duties separated out from the academic advising function. Another explanation circulating for why students do not receive more academic advising is that TMCC's Web site is not user friendly for these services. As of spring 2005, if a student searched for academic advising services on TMCC's Web site, the Advising Center would not come up. In other words, the bifurcation organizationally of advising and counseling services has not been fully realized in the published information that students access via the internet. A third explanation would simply reside in the expected pressures of student growth. As TMCC's student population has grown, academic advisement services have not necessarily kept pace, a situation that the College should consider in future program planning. It is also important to note that the Student Services Division will undergo a substantial reorganization effort operative July 1, 2005. As a result some of the issues addressed in this document in terms of organizational impact on students accessing academic advising may have already been addressed.

Initially, the academic advisor positions were developed to supplement, not substitute, for professional counseling and advising. Two professional advisors and five peer advisors offer a variety of academic advising. The professional advisors are administrative positions under UCCSN guidelines; the peer advisors are identified from a pool of student workers and undergo extensive training. While the peer advisors can be hired and deployed at a considerable savings versus the cost of professional academic advisors or counselors, some students, faculty, and counselors have expressed concern regarding the quality of advisement provided by the peer advisors. Moreover, the peer advisors are generally in their positions for no more than 1-2 years, resulting in rapid turn over in these positions and the need to constantly retrain. Academic advisors are available for quick advising on a drop-in basis and by appointment. During heavy periods such as the week before and after the beginning of the semester, the counselors perform back-up academic advising; additionally, faculty in various departments and programs are scheduled so that students may receive

specific, program-oriented advising. The Meadowood Center has one professional counselor on site; students at the IGT Applied Technology Center receive academic advising primarily from the faculty at this site. In spring 2005 a counselor/advisor was assigned to the IGT Applied Technology Center.

To further complicate the differentiation between academic advisement personnel, TMCC's course catalogs list program advisors. These are faculty and administrators attached to instructional programs and areas at the College. It would be beneficial to make the distinction between counselors, academic advisors, and program advisors clear in all publications.

A number of programs associated with Student Services provide academic advising to special populations, along with other services (See Standard 3.B for a complete discussion of all programs available to students to facilitate their educational experience and success).

- The Re-Entry Center offers assistance to special populations who are returning to school and/or the workplace. The Re-Entry Center provides the Perkins III Educational Partnership Program, Project Wings!, and the Displaced Homemaker Program of Washoe County.
- The Veterans Upward Bound program offers assistance to veterans in preparing for success in college and other postsecondary training.
- The Career Exploration/Career Center offers assistance in researching and connecting to the world of work.
- The Disability Resource Center (DRC) offers assistance to TMCC students with documented physical or learning disabilities.
- Student Outreach Services (SOS) is located at the Meadowood Center. Its mission is to provide tools for students to develop their academic, career, and personal success while attending TMCC.

Faculty and other personnel responsible for the advising function are adequately prepared for their positions. The professional positions are hired under national searches and follow the Faculty Qualifications Policy. The peer advisors receive extensive training in the most commonly asked student questions, particularly transfer questions. Counselors and advisors meet weekly to share and collaborate regarding advisement; department representatives are often invited, and this enables counselors and advisors to keep abreast of program and

curriculum developments. Counselors have historically participated in the Courses and Curriculum and Core Board meetings at UNR, both of which have an impact on academic programs at TMCC. A long-cited need for professional development opportunities has been at least partially addressed with the College's new travel funds allocation process (See Standard 4.B for a more detailed discussion of professional development opportunities for faculty). Student Services personnel now have monies allocated for distribution for conferences and other professional development activities.

Developmental/Remedial Policies (2.C.6)

TMCC has an open-door admissions policy and as such, it does not require developmental or remedial work for admission to the institution. All adults 18 years or older who are high school graduates or the equivalent may enroll in the College. However, applicants to the health sciences programs must satisfy certain requirements, including prerequisites that may entail completion of developmental classes.

Additionally, every new student planning to register for mathematics or English courses at TMCC must take the ACCUPLACER placement tests, which assess basic skills in reading, writing, and mathematics. The Mathematics and English Departments have established qualifying test scores required for course enrollment; additionally, some business courses require ACCUPLACER placement test results for course enrollment. Mathematics and English (including English as a Second Language) faculty can provide further interpretation of test results should there be any ambiguity in the results. TMCC also has an ACCUPLACER retake policy and provides testing accommodations in compliance with ADA requirements. The TMCC Web site includes information regarding ACCUPLACER testing, as well as practice tests in English and mathematics. The ACCUPLACER meets U.S. Department of Education criteria in determining ability to benefit.

The *2003-2004 TMCC Course Catalog* clearly states that developmental courses do not transfer or apply toward a degree; the *2005-2006 TMCC Course Catalog* further states that the courses will not transfer and do not apply toward any certificate or degree. Both the English and Mathematics Departments maintain Web sites with explanations of all courses, including developmental courses.

Institutional Research has analyzed and tracked the number of developmental English and mathematics students who enter and successfully complete developmental courses and continue to higher-level coursework within that area (See Figures 2.20, 2.21, and 2.22, Growth in Developmental Mathematics and English 1996-2003, Effectiveness of Developmental English, Effectiveness of Developmental Mathematics).

Faculty Qualifications (2.C.7)

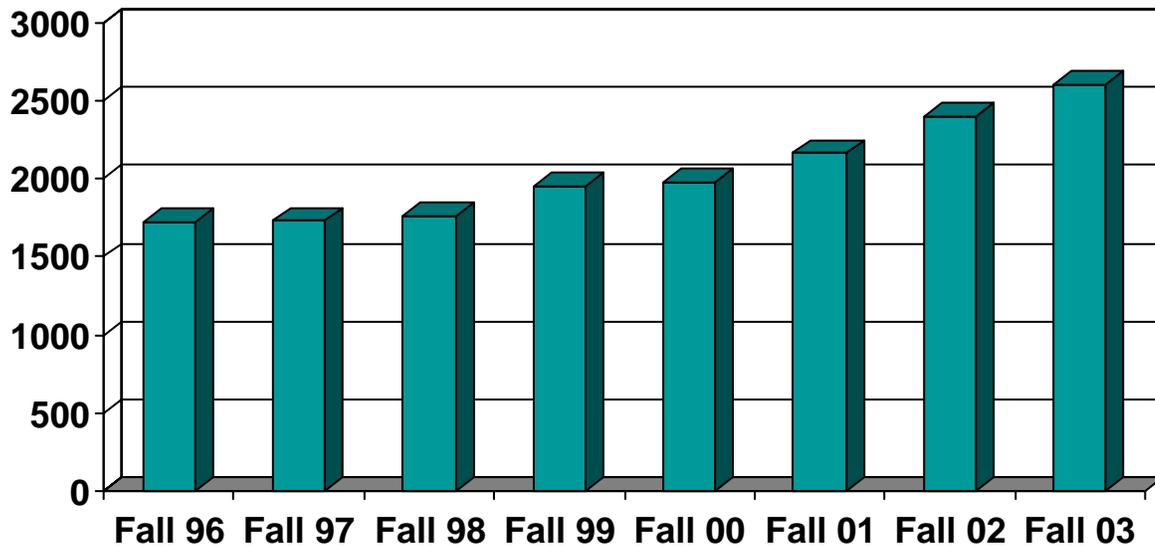
TMCC's faculty members are well qualified for the educational levels offered; each program that offers a degree or certificate has full-time faculty. The Faculty Qualification Policy sets forth standards in accordance with UCCSN policy and articulates TMCC's position that "TMCC's instructional mission is to hire the most qualified individuals for teaching positions...to strengthen academic rigor and allow TMCC to maintain academic excellence and a reputation of providing high quality instruction." The policy also establishes educational criteria that apply to both full-time faculty and part-time instructors at TMCC (See Standard 4 for a detailed discussion of faculty qualification, program and occupational area distribution, and recruitment practices).

Vocational Program Outcomes (2.C.8)

Licensure is the goal of the majority of students graduating from occupational, technical, and health sciences programs. These programs track the success of their students as part of their accreditation processes and use the results of licensing examination pass rates for program planning, implementation, and assessment. Job placement results are also an indicator of individual student success and can be used to demonstrate program effectiveness. TMCC maintains accurate records on the certification and licensing pass rates for all of its occupational and health science students (See Exhibit 2.13, TMCC Students' Pass Rates for Occupational and Health Science Certification and Licensure Exams).

Growth in Developmental Mathematics and English Enrollments at TMCC

Fall 1996 - Fall 2003



- Remedial enrollments have increased by 51 percent since 1996. This number represents a count of enrollments in remedial English and mathematics (duplicated headcount).
- Students completing ENG 090 in fall 2002 had a 34 percent higher persistence rate to the next semester than other degree seekers.

Figure 2.20

Effectiveness of Developmental Education (ENGLISH)

DEFINITION

Basic skills assessments of this nature analyze and track the number of students who enter and successfully complete developmental courses and continue advancing to higher-level coursework within that subject area. Successful completion is defined as a final grade of A, B or C. Cohorts are determined by the Fall semester in which the students complete the remedial class. Cohorts were given three semesters to complete English 101.

SOURCE

Student Information System, Performance Indicators

OUTCOME ANALYSIS

For the past three cohorts of English 090 completers, approximately 61 percent have gone on to successfully complete college level English.

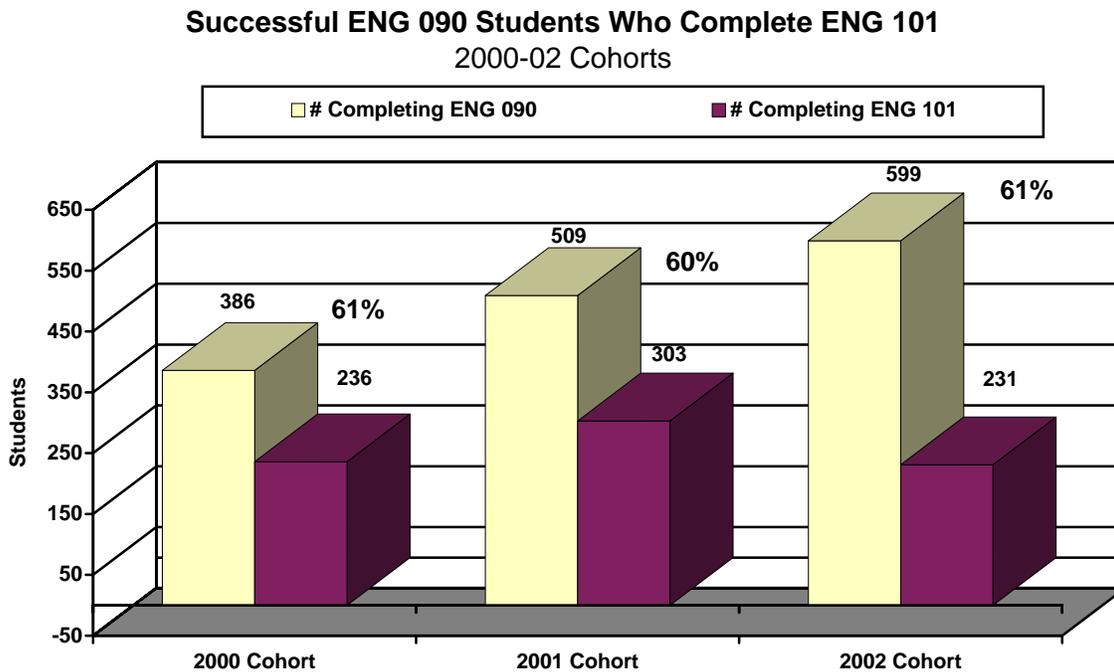


Figure 2.21

Effectiveness of Developmental Education (MATH)

DEFINITION

Basic skills assessments of this nature analyze and track the number of students who enter and successfully complete developmental courses and continue advancing to higher-level coursework within that subject area. Successful completion is defined as a final grade of A, B, or C. Cohorts are determined by the fall semester in which the students complete the remedial class (Mathematics 096). Cohorts were given three semesters (summer is not included) to complete mathematics.

SOURCE

Student Information System, Performance Indicators

OUTCOME ANALYSIS

For the past three cohorts of Mathematics 096 completers, between 52 and 58 percent of the students went on to successfully complete Mathematics 120 or 126 (college level mathematics).

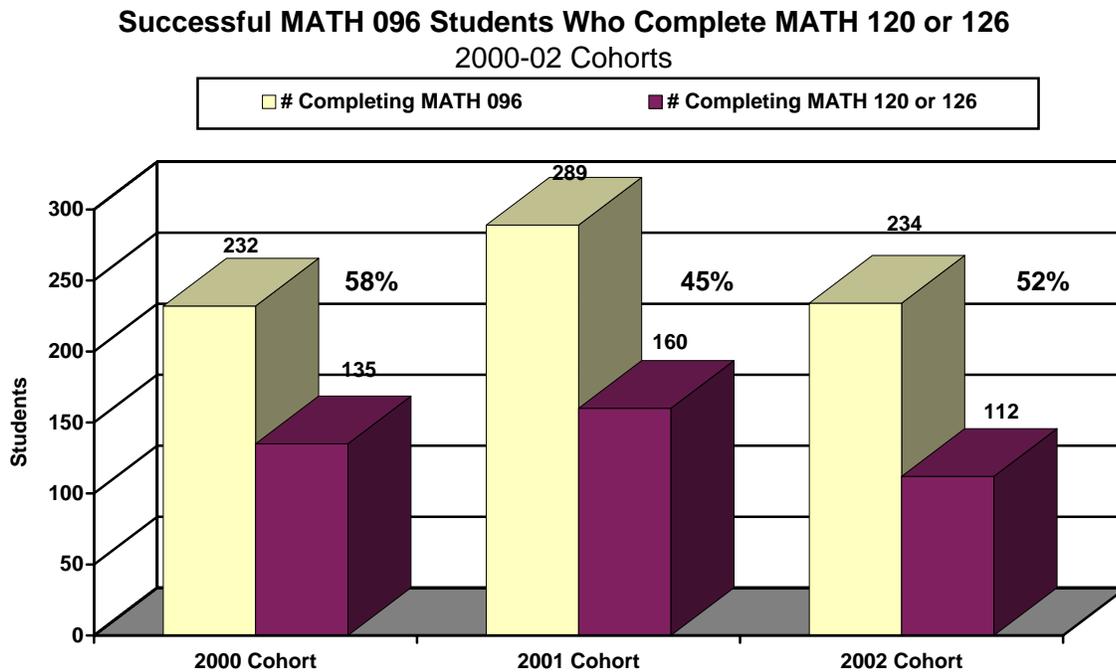


Figure 2.22

Analysis and Appraisal

The associate degree and certificate programs at TMCC provide students with substantial, coherent, and articulated exposure to broad domains of knowledge while ensuring that major work is specific and substantial; furthermore, TMCC offers the opportunity for additional intellectual growth through electives, where appropriate. Program, degree, and certificates have been carefully crafted to meet both the letter and spirit of general education even if the rationale was not always clearly articulated in the past.

Extensive work since 1999 demonstrates the College's commitment to support all programs that contribute to students' educational growth and experiences. The work of the Vice President of Academic Affairs in initiating SLOA, and the progress made in general education as a result of SLOA's work, must be commended. That the College was able to take the fragmented efforts that occurred over the last accreditation cycle and produce a coherent, cohesive structure for general education is nothing short of remarkable. Nonetheless, work remains in the operational areas of Admissions and Records and academic advising. Only when all areas supporting student achievement are working in harmony is the overall goal of academic excellence achieved.

Next Steps

The Self-Study Standard 2 Committee makes the following recommendations:

- Streamline the transfer credit process and facilitate student progress toward goals by including transcript evaluation information in students' letters of admission and on the Admissions and Records Web site. Because transcripts are not an admission requirement for the general student population, it would be helpful to remind students to submit transcripts for evaluation.
- Gathering all transfer credit information in one location and clearly outlining the transfer opportunities for students would facilitate communication and student navigation through the credit acceptance process.

Several suggestions regarding advisement have emerged as a result of this self study:

- Increase the number of professional academic advisors.
- Increase the number of professional counselors.
- In response to TMCC's increasingly diverse student population, more bilingual advisors, particularly those who can speak Spanish, should be hired.
- Update the TMCC Web site to improve student access to information regarding both academic advising and mental health counseling.
- Students need to be encouraged to declare a degree goal upon admission. The supposition is that this would increase academic advisement and the graduation rate. Follow up studies need to be done to validate this supposition.
- Need to do analysis of students with 60+ credits and those who stop close to 60 credits and provide academic advisement; again, the supposition is that this would increase the graduation rate.
- Make orientation and advisement mandatory, particularly for first-time students.
- Target first-time students for advising prior to the start of classes.
- Assess whether or not students who receive academic advisement are more successful.
- Explore the impact of an admissions deadline on academic advising and orientation programs.

Continuing Education and Special Learning Activities (2.G)⁵

Institutional Compatibility and Responsibility (2.G.1)

TMCC recognizes the multiple demands on individuals in today's society and is committed to providing educational opportunities for life-long learning in a variety of formats. Indeed, TMCC's Mission Statement explicitly identifies the College's commitment to provide "access for lifelong learning opportunities to improve the quality of life for our diverse community" (*Strategic Planning*, insert). To meet this commitment, TMCC's Workforce Development and Continuing Education (WDCE) Division developed its own Mission Statement:

The Workforce Development and Continuing Education Division, the entrepreneurial academic unit of TMCC, is committed to economic success and quality of life for the community by providing customized training, educational services, and personal enrichment programs to businesses, organizations, and the general public (TMCC Web site, WDCE link).

Until spring 2004, TMCC's Outreach College housed both Business and Industry and Community Services, the departments responsible for professional development and personal interest offerings. As part of TMCC's instructional reorganization, Business and Industry and Community Services merged into the newly named Workforce Development and Continuing Education Division in summer 2004. Courses, workshops, and programs offered through the WDCE Division fulfill a central component of TMCC's role and mission.

WDCE courses and programs focus directly on enriching the social, cultural, and economic well-being of the Reno-Sparks community. The *2005-2006 TMCC Course Catalog* identifies WDCE programs as general studies programs, personal enrichment courses, professional development courses/certificates, and customized business training. The wide variety of course, workshop, and program offerings available through the WDCE Division are outlined in class schedules and in separate WDCE-specific literature.

The learning and skill development opportunities offered through WDCE are self-supporting; while some administrative and operations costs do receive state funding support, the WDCE courses receive no state allocated funds. Credit earned through the majority of WDCE courses, programs, and workshops do not apply to TMCC associate degrees or certificates of achievement except in special circumstances approved by the Vice President of Academic Affairs.

The WDCE Division functions autonomously without direct links to TMCC's academic divisions or departments. Criteria for selecting faculty and designing course content are developed according to WDCE policies and procedures and are approved by TMCC's administration. Evaluation and assessment procedures implemented by the Division accord with standards established through approved institutional procedures. In March 2004, the Learning Resources Network (LERN), the world's largest consulting organization in continuing education, reviewed, evaluated, and certified WDCE's operations and offerings, attesting to the quality of WDCE contributions to TMCC and the community it serves (See Exhibit 2.14, 2004 Learning Resources Network Report).

WDCE and most of its sites are located in south Reno at the Meadowood Center, providing central access to students from all sectors of the Reno-Sparks area. WDCE incorporates the Adult Basic Education (ABE) program, including GED preparation, community English as a Second Language courses, and literacy courses. These offerings fulfill a significant component of the College's educational mission, providing continuing education opportunities and developmental education programming for life-long learners. ABE contributes to the Strategic Goal of Diversity by providing access to more than 2000 "underserved" students. Every adult basic education student is assessed prior to his/her learning experience using the Comprehensive Adult Student Assessment System (CASAS)-Employability Skills assessment series as mandated in the Nevada Adult Education Five-Year Plan, and as described in the National Reporting System Guidelines (See Exhibits 2.15 and 2.16,

⁵ Editor's note: For reasons of readability and organizational logic, indicator 2.G.5 on electronically-mediated and distance delivery educational systems is located at the end of this Standard rather than in sequential order. TMCC's Workforce Development and Continuing Education Division is organizationally separate from the College's Teaching Technologies Office, which oversees all distance education offerings. As a result, the reader can expect two Analysis and Appraisal and Next Steps sections for this Standard, one related to workforce development and continuing education issues and one addressing distance education.

Sample ABE Program Materials and CASAS and National Reporting Guidelines Materials).

Read as an extension of the WDCE's educational mission, the ABE program's primary goals include job attainment and retained employment, achievement in employability skills, and postsecondary matriculation. The ABE program undergoes an assessment and review process each spring (Exhibit 2.17, Sample ABE Program Assessment and Review Materials). The Nevada State Department of Education, which grants federal funding, conducts additional monitoring of the ABE program. ABE program assessment complies with national standards established by the United States Department of Education, and Nevada State Department of Education officials meet annually with WDCE representatives to discuss their findings and review recommendations.

Academic and Fiscal Responsibility/ Contractual Relationships (2.G.2)

The learning and skill development opportunities designed and developed through WDCE are not subject to the course and program approval processes required for new or revised academic courses and programs. Thus, WDCE can respond quickly to community needs or business requests without sacrificing efficiency in developing new programs to meet unique needs. Fiscal operations are integrated into the College's budget management procedures through the self-supporting

budget function. TMCC's administrative leadership assumes final responsibility for the fiscal management and quality control of all aspects of WDCE's operation and management.

WDCE offers a wide array of enrichment classes, as many as 180 to 200 per semester, designed to enhance the quality of life for community participants. As noted in 2.G.1, all WDCE courses are self-funded; student fees for specific courses depend on the duration of the course, the materials or supplies required, and the instructor's background. A variety of personal interest topics are available from arts and crafts classes to youth programs (See Exhibit 2.18, WDCE Course Offerings 2004-2005). WDCE courses are offered in two 15-week semesters (fall and spring) plus two 5-week summer sessions, following the academic calendar. Flexible scheduling allows classes to meet from just a few hours to all 15 weeks of the semester. Classes meet in a variety of locations throughout the Reno-Sparks area, and some courses are also offered in online format (See Standards 2.G.5 and 5 for a fuller discussion of TMCC's distance education offerings).

By providing professional and technical education and facilitating business partnering, WDCE plays a strategic role in satisfying TMCC's institutional mission. WDCE's entrepreneurial nature and its commitment to quick response fit well with the rapidly changing business and economic environment of its service region. Moreover, WDCE enables TMCC to fulfill a central mandate in the

Current Community Partners of TMCC (2004)

International Game Technology	Bureau of Land Management	Washoe Medical Center
Kmart	DZH Corp.	Best Solutions
City of Reno	Jensen Precast	Institute of reading Development
Hyatt Incline Village	Broadbent and Associates	Harrah's Hotel
Washoe County	R.R. Donnelly	Premier Metal Finishings
American Production & Inventory Control Society	Western Nevada Community College	Truckee Precision, Inc.
Reno A&E	JOIN	State Department of Transportation
Nevada Career Enhancement Program	USGS	Genco Distribution
Susanville Casino	Food Bank of Northern Nevada	Regional Transportation Commission
J&L Windows	Advanced Installations	New Faces Cabinetry
Tripp Plastics	Granite Construction	MFG Ratech
Nevada State Supreme Court	UA Local 350	Schauer Excavation
City of Sparks	Northern Nevada Electrical Training Center	Associated Builders and Contractors
Lifetouch Portraits	Great Basin Credit Union	
The Best Connection	Hamilton Company	

Figure 2.23

UCCSN's Master Plan for Higher Education: to play a vital role in the economic and business life of the community. WDCE staff members develop partnerships with business and industry, as well as non-profit entities in the region, to determine their employees educational and training needs (See Figure 2.23, Current Community Partners of TMCC-2004).

WDCE also provides customized training programs serving specific personnel training needs, including a wide variety of programs ranging from topics such as workplace safety, forklift operations, and supervisory skills to training in cutting-edge information technology. Funds generated through student fees and contracts with business entities support the development and instruction for these customized programs.

For courses carrying credit, WDCE is in compliance with Policy A-6 (See Exhibit 2.19, Sample WDCE Facilities Use Contract). For non-credit workshops and courses, WDCE requires a Scope of Work document, the terms of which replicate the contractual obligations listed in Policy A-6 (See Exhibit 2.20, Sample WDCE Scope of Work Document). WDCE has defined the nature and extent of its contractual educational services as 1) customized curriculum co-designed with an employer; 2) standard, for credit, courses delivered to a cohort of company employees; and 3) partnerships with local and national professional and trade organizations that provide course content and qualified instructors; and public non-credit workshops and seminars.

Planning and Evaluation of WDCE Course Offerings (2.G.3)

Program planning, design, and development for WDCE's self-funded courses and programs are not integrated with state-funded traditional academic planning and program development. Full-time faculty members sometimes participate in WDCE courses and programs as consultants or facilitators working outside their regular contracted duties. As such, TMCC's discipline-specific full-time faculty members are involved to some degree with the planning and evaluation of WDCE course offerings. For example, when offering parenting classes, WDCE staff members have consulted with faculty regarding curriculum and potential instructors. WDCE administrative staff and operations staff do not hold tenure track faculty appointments.

Student evaluations and WDCE administrative staff observations serve as the primary assessment of WDCE part-time faculty and course content. Each semester

administrators conduct classroom evaluations of new instructors and schedule additional evaluations as needed. Students have the opportunity to complete course evaluations (See Exhibit 2.21, WDCE Student Evaluation Form). Classified staff members summarize evaluations, and administrators review them; the results are incorporated into evaluations and course and program planning. The primary WDCE program, Adult Basic Education, has no full-time faculty. ABE staff consists of four full-time administrators, one full-time administrative assistant, 39 part-time support staff, and 40-60 community volunteers. Evaluation of the ABE program is accomplished through the ABE advisement board and through the ABE consortium.

Administration and Responsibility (2.G.4)

WDCE is clearly defined as an instructional division in the organization of TMCC. The dean reports to the Vice President of Academic Affairs, as do all instructional deans. Additionally, the dean attends all Instructional Deans' and Extended Instructional Deans' meetings to conduct the ongoing instructional business of the College and to engage in college-wide planning. The integration of WDCE into the organization of the College ensures that this relatively autonomous instructional unit is represented during budget allocation, instructional planning, and other college-wide initiatives. The college reorganization that resulted in the formation of the WDCE in summer 2004 reconfigured the administrative ranks of the division into a single dean with supporting staff.

Fee Structure and Refund Policy (2.G.6)

As noted in 2.G.1, WDCE courses are self supporting and fees vary by course. Because they are exempt from UCCSN regulations for determining tuition residency status, these courses do not require out-of-state tuition. Nevada residents aged 62 or older qualify for a 20 percent discount on specific continuing education courses, although not on conferences, special events courses, or online courses. WDCE classes may or may not provide academic credit toward degree programs, and, as such, may or may not satisfy enrollment requirements for financial aid, scholarships, or veterans' benefits. For full semester credit classes, policies and procedures for fees and refunds are the same as for the equivalent academic classes; for classes of different lengths, policies regarding fees and refunds are set in accordance with the attributes of the class.

WDCE uses a separate registration system from TMCC's Web-Reg system to maximize flexibility and efficiency.

Refund policies are clearly stated and are set on a scale depending on the date of cancellation; a \$10 cancellation fee is assessed. Certain programs have their own refund policies and students are referred to descriptions of those programs' specific policies.

Granting of Credit (2.G.7)

Continuing education courses, programs, and workshops presented through WDCE generally do not offer academic credit or support course work toward academic degree programs, although a small percentage do offer credit attached to a specific certificate or program. Prior to January 1, 2005 some WDCE credit-bearing courses carried a "C" designator, indicating that the course would not be transferable; however, "C" classes could be approved as elective credit toward the associate of general studies degree or certificate with approval from the Vice President of Academic Affairs.

With the transition, all WDCE courses will be non-credit but will be available for CEU credit (Continuing Education Credit: one CEU is equal to ten hours of in class student participation) upon special request from a student. For example, if a transcript and CEU credit are necessary in relation to the student's job, the WDCE Division can generate the transcript and CEU's. Cosmetology and court reporting classes do not lead to the TMCC associate of arts, associate of science, or associate of applied science degrees or certificates of achievement, but these classes may apply toward a general studies degree or certificate (See Exhibit 2.22, List of WDCE Courses—CEU Credits). Silver College and woodworking classes offer academic credit; recreation and physical education credits are transferable to UNR and UNLV. Policies regarding transfer of these credits to institutions with which TMCC has articulation agreements are identical to the regular college credit classes and are described in TMCC course catalogs. All ABE classes are non-credit. The goal of the program is to assist students in preparing for college success and increase individual skill levels for college success.

Course Approval (2.G.8)

As most WDCE courses do not carry academic credit, they are not required to follow the course approval process through the Faculty Senate Curriculum Committee. When WDCE courses are applied toward credit requirements, they must be approved by the Vice President of Academic

Affairs. Course syllabi for any credit classes offered through WDCE are written and presented to appropriate faculty for approval. WDCE instructors are provided with instructions, clear guidelines, and samples for creating course syllabi, which include a section defining course outcomes. Courses offered by WDCE are selected and evaluated on the basis of marketability, non-duplication of TMCC credit courses, non-duplication of existing WDCE courses, qualifications of the instructor, and availability of facilities. Prospective instructors for these classes are invited, on the WDCE Web site and in its brochures/time schedules, to submit course proposals by filling out detailed course proposal forms.

Credit for Prior Experiential Learning (2.G.9)⁶

The Learning Experience Assessment Program (LEAP) allows TMCC to award credit for prior experiential learning, defined as credit granted toward the award of a certificate or degree for prior learning experiences that can be demonstrated through various means of assessment, primarily portfolios, to be the equivalent of learning gained through formal collegiate instruction. Up to 25 percent of credits in an associate's degree can be generated through LEAP projects, not to exceed 30 credits for a combination of LEAP, CLEP, and other non-traditional methods (See Exhibit 2.23, Non-Traditional Programs Fast Facts). Students must meet the following criteria before applying for credit through LEAP:

- Be a current TMCC student with a minimum of 12 semester credits earned to establish evidence of a satisfactory learning pattern.
- Be enrolled in a degree program to which the credit applying for is relevant.
- Complete the English/communications general education requirement for the associated degree program.

Students may not apply for LEAP credit that duplicates previously earned credit, nor may they apply if they have already earned 30 credits through other non-traditional methods, such as credit by examination.

TMCC provides students pursuing LEAP credit with academic, career, and personal counseling. Students are also encouraged to review opportunities to earn credit

⁶ The Learning Experience Assessment Program (LEAP) is not a part of the Workforce Development and Continuing Education Division. Instead, LEAP is housed under the Student Services Division. Similarly, the information provided in 2.G.10 regarding credit by examination using CLEP is also not an area of policy and procedure overseen by the WDCE.

through all other methods, including CLEP, before applying for LEAP credit. Appendix C in the *TMCC Course Catalog* lists these various methods. Once accepted into the LEAP program, students must submit evidence of experiential learning, usually in the form of a portfolio. Portfolio formats vary based upon the nature of the subject matter. A professional counselor located at Meadowood Center instructs LEAP applicants on the development of portfolios. Completed portfolios are assessed by the LEAP counselor with assistance from faculty from the appropriate discipline. The counselor also recommends that students choose electives for LEAP credit due to the difficulty of transferring non-traditional credit to other institutions. The application must also be approved by the appropriate academic dean.

External Degree Programs and Credit Policies (2.G.10)

TMCC has clearly articulated policies and procedures concerning credit by examination using CLEP: The College Board's College Level Exam Program or Challenge Exams. CLEP allows any student to demonstrate college-level achievement and earn college-level credit by taking a proficiency exam in lieu of coursework. TMCC's Testing Center offers 23 of the 35 College Board CLEP exams, representing a variety of subject areas. Students can earn three or more credits if they achieve a score of 50 or above on general exams or if a score that meets ACE recommendations for credit is earned for a subject exam. Some exams may require an essay in addition to the objective test. Students who have earned 30 semester credits or more are not eligible to take any of the general exams. Students who have earned six or more credits in any one of the subject areas are not eligible to take the general exam in that area (*2003-2004 TMCC Course Catalog*, p. 246). TMCC has provided this testing for approximately five years.

Although TMCC can administer the 23 available CLEP tests, it may not be able to accept all of them for credit as credit is granted only for courses that TMCC will accept based on course substitution policies and common course numbering for UCCSN. An enrolled or formerly enrolled TMCC student may petition for a challenge exam (referred to as "Advanced Standing for Credit by Examination" and "Departmental Examination" in the *2003-2004 TMCC Course Catalog*, p. 246) in certain courses approved by the College. The petition, obtained from Admissions and Records, is completed and returned with the necessary fee and subsequently forwarded to the department responsible for the instruction of the

corresponding course. The exam should be comprehensive in nature requiring all basic skills a student would acquire by completing the course in a regular manner (*2003-2004 TMCC Course Catalog*, p. 8). Regarding both CLEP and challenge exams, no examination is considered part of a student's credit load; all credits earned through examination are on a Satisfactory/ Unsatisfactory basis and, therefore, are not included in the student's GPA. To earn a TMCC degree (associate of arts, associate of science, associate of applied science, associate of general studies) or a certificate of achievement, a student must have completed a minimum of 15 semester credits in residence within TMCC for each degree pursued. Only classroom instruction is applicable. Challenge examinations, nontraditional credit, etc. do not count as resident credit (*2003-2004 TMCC Course Catalog*, p. 10).

Credit Measurements (2.G.11)

WDCE courses measure student learning and achievement deploying the same methods used to measure student learning in academic, occupational, and technical classes. Depending on the curriculum of the class and the identified outcomes, students may take tests, perform tasks, or demonstrate mastery through skills practice. WDCE administrators, working in collaboration with instructors and with service targets, ensure that student outcomes demonstrate breadth, depth, and quality.

Travel/Study Courses (2.G.12)

TMCC does not have a travel/study program; however, selected courses in the humanities department involve travel to historical and cultural sites such as Santa Fe, New Mexico and Spain. These courses are offered on a variable credit format and the work assigned and credit issued varies accordingly. Credit is not awarded for travel alone; there is an appropriate level of work that must be completed to earn credit.

Analysis and Appraisal: Workforce Development and Continuing Education

TMCC's Workforce Development and Continuing Education Division's many strengths are evident in the Learning Resource Network (LERN) Report. The opening letter congratulates both Workforce Development and Continuing Education administration and staff members and announces certification of TMCC's continuing education unit. The program received a 76 percent score, which can best be understood in terms of the breakdown of specific scores throughout the lengthy report. The LERN Report lists positive actions TMCC has taken and also provides a list of program review and certification recommendations. "Scorecards" for *Standards Met*, *Partially Met*, and *Not Met* are listed for both the Workforce Development (Business and Industry) and Continuing Education (Community Services) sides of the Division, including providing reasons for why a standard was scored as partially met or not met. In the Continuing Education (Community Services) side of the Division, out of 47 standards 35 were met, 6 were unmet, and 6 were partially met; on the Workforce Development (Business and Industry) side of the Division, out of 47 standards 25 were met, 9 were unmet, and 13 were partially met (LERN Report, pp. 4-10).

The LERN Report identified the following positive accomplishments in the Continuing Education side of the Division: program self sufficiency, positive student recognition for customer service, creative and fresh course offerings, low cancellation rate for courses, diverse and sound course pricing policy, productive and thoughtful program designs, solid staff productivity and revenue ratios, positive instructor response to work environment, and effective publications and marketing (LERN Report, pp. 20-23)

Similarly, the LERN Report identified the following positive accomplishments in the Workforce Development side of the Division: program self sufficiency, positive student and client recognition for customer service, creative product mix and realistic targeting of populations, effective publications, and positive instructor response to work environment (LERN Report, p.24).

In its conclusion, the LERN Report recommends that TMCC address "six 'musts' in order to become an Information Age organization." First, WDCE needs to perfect its operations by developing a web-based management system, streamlining processes, contracting out in place of hiring, and redesigning the organization's

staffing structure. Second, WDCE needs to build long-term relationships by perfecting targeted marketing and achieving a more global reach. The LERN Report's final four recommendations include creating a significant brand, ensuring consistent channels of communication with customers, utilizing sound financial decision-making, and forming a partnership with other lifelong learning programs (LERN Report, pp. 66-72).

Next Steps: Workforce Development and Continuing Education and LEAP/CLEP

The Self-Study Standard 2 Committee makes the following recommendations:

- *WDCE's Alternative Course Offering Procedures: A Guide for Administrative and Classified Staff in Designing Customized or Non-traditional Courses and Programs* (spring 2003) provides course development criteria, procedures modules, and checklists for all courses. This document grew out of the goal to meet workforce needs. While it appears that this document has been shelved and forgotten, its well researched and carefully laid-out procedures and explanations could become a useful guide for developing, offering, and assessing courses. This document should be reviewed for possible future implementation and redistribution as a procedures manual for existing and new staff.
- Neither the approval process for departmentally-made or instructor-created challenge exams nor the monitoring process are clear. Procedures and policy need to be more clearly defined—for students and for those who advise them. Procedures regarding transfer of credit for CLEP and Departmental Challenge Exams should be clarified. Terminology (CLEP, Challenge Exam) should be added to the course catalog and *TMCC Student Handbook* glossaries.

Distance Delivery of Programs and Courses (2.G.5)

In 2002, the *UCCSN Master Plan for Higher Education* provided three mandates related to distance education. Member institutions were to provide technology-mediated instruction to prepare students for the world of adult learning, expand distance education offerings, and pursue distance education consortiums with out-of-state institutions to provide more choices for non-traditional students. In its inception, distance learning at TMCC referred to both the course offerings and the office that oversaw these courses and technologies; currently, distance education is offered through the Teaching Technologies Office.

Distance education at TMCC supports the Strategic Goals of Achieving Academic Excellence and Diversity by offering a medium for non-traditional students to access courses at the College. Moreover, distance education addresses the Strategic Goal of Facilities by taking some pressure off the facilities infrastructure, especially during peak hours. Most directly, however, distance education at TMCC meets the Strategic Goal for Technology—“to develop a technology infrastructure to provide faculty, staff, and students with the best practices of the industry”—and the stated objective to “expand Web-based instructional offerings” (*Strategic Planning*, p. 9). TMCC utilizes distance education to promote educational opportunities and to provide easier access to higher education for a greater number of Nevada’s students, especially those students living in remote rural areas. This electronically delivered educational environment offers greater opportunity and flexibility for TMCC’s students and encourages a foundation for the use of technology in everyday life.

Historical Perspective: Distance Education is traditionally defined as a planned teaching/learning experience that uses one or more of a wide spectrum of electronic technologies to reach learners at a distance. Web-based instruction, cable-based instruction, and interactive video are the delivery formats used at TMCC. TMCC has offered some type of electronic delivery of courses since 1988. Distance education was not addressed in the 1995 NASC Evaluation Committee Report, the 2000 Regular Interim Report, or the 2003 Accreditation Progress Report. TMCC’s first (albeit simplistic) foray into distance education dates back to 1988 when the Community Services Department of the College began offering four Public Broadcasting Services

(PBS) televised courses in psychology and economics. These televised courses continued until 1997.

TMCC’s current distance education program originated via two rounds of special legislative funding by the Nevada State Legislature. SB 204 in 1995 and AB 606 in 1997 financed the development of the statewide NevadaNet Compressed Video Network. Both SB 204 and AB 606 required compressed video partnerships, especially with K-12. The first Interactive Video (ITV) classes were offered in 1996 when TMCC developed three compressed video classrooms and, in cooperation with the University of Nevada, Reno’s Distance Education Department, made connections to this statewide network. In 1997 TMCC expanded its distribution of classes to include cable offerings on Sierra Nevada Community Access Television (SNCAT).

The same period of time saw a noticeable increase in administrative and faculty interest in distance education. In 1996, distance education was identified as TMCC’s primary goal during the College’s Future Search Conference. In 1998, the College Governance Council Internet Design Team identified web-based instructional delivery as the main priority for the College to address. Distance education was identified as one of nine annual goals for 2001-2002, specifically the goal to “improve distance education operations to increase instructional efficiency.”

Methods of Delivery for Distance Education Classes: TMCC offers multiple formats for technology-based instruction in compliance with UCCSN requirements; the primary method of delivery of distance education classes at this time is web-based instruction.

TMCC primarily uses the WebCT instructional platform to provide online instruction. Web courses reside on a UNIX server in cooperation with the UCCSN System Computing Services (SCS), located on the University of Nevada, Reno campus. Three other instructional platforms were used in fall 2003: Moodle and LON/CAPA (both open source solutions), and Blackboard.

Along with web-based instruction, TMCC also offers courses on Charter Cable Systems in cooperation with the Media Center (Sierra Nevada Community Access Television) to more than 130,000 subscribers in the immediate Reno-Sparks area. The courses taught via public access television are for the most part broadcast live so that students watching at home can call the instructor during the class should they have a question or comment. This format appeals to students who do not have a computer or who prefer a delivery system similar

to the traditional classroom environment. Students have the convenience of taping classes or viewing the tapes at the Elizabeth Sturm Library on the Dandini Campus; testing for cablecast courses is scheduled as needed. TMCC has provided two cablecast courses to Great Basin College in Elko, Nevada—ECE 204: Early Childhood Education and PSC 250: International Terrorism. These courses would not otherwise have been available to Great Basin students. In return Great Basin College provided TMCC with occupational courses in construction and safety training by their faculty; such exchanges demonstrate the value of distance education and reaffirm the strategic directions of UCCSN.

As of 2005, TMCC has five compressed video sites as part of the statewide UCCSN Nevada Compressed Video Network of more than 100 educational sites. TMCC currently partners with the Sierra Nevada Job Corps and the Paiute Tribe to provide greater access to instruction via this network; the College provides two classes to the Job Corps location in Stead, Nevada, and two to the Paiute Tribe in Nixon, Nevada. The College also hosts interactive conferences for organizations and state agencies via this network.

Current Situation and Enrollment Trends: According to data compiled by Institutional Research, Teaching Technologies has experienced significant enrollment demand from students (See Figure 2.5, Distance Education Enrollment Trends in Standard 2.A). Between fall 2000 and fall 2003, TMCC's distance education headcount has grown by 791 percent, FTE's by 1047 percent, and the number of distance education courses offered has increased by 878 percent. In fall 2003, 88 courses at TMCC provided 133 sections of distance education classes. The unduplicated headcount was 2184 with an FTE of 659. Students taking Web, cable, and ITV classes accounted for 19.3 percent of the overall campus headcount, and the distance education program continues to grow. In fall 2004 the number of distance education students grew to 2717 in 179 sections with an FTE of 874, and number of courses offered grew from 88 to 115. In the fall 2004 semester there were more than 4000 attempts (unduplicated by section) to register for distance education classes. This is an indicator of unsatisfied student demand for TMCC's e-learning classes (Source: Institutional Research).

Course Offerings: TMCC offers online classes for both an associate of arts transfer degree and an associate of applied science degree in business, giving students the opportunity to earn their degrees completely online.

Neither the courses nor the degrees are differentiated; students must fulfill the same general education and elective requirements for the associate of arts and the same general education, core requirements, and emphasis requirements for the associate of applied science in business. TMCC and UNLV have established a partnership to provide additional online learning and degree opportunities. Beginning in 2001 UNLV offered the online classes needed to complete a bachelor of arts in social sciences.

Course Development and Faculty Issues: Since its inception, faculty interest and student demand have guided the growth of TMCC's distance education program. Department chairs play the largest role in curriculum development of distance education courses, which can only be offered with the approval of the department. Teaching Technologies' administrators and staff and the instructional department chairs monitor enrollment to accommodate students as needed.

Distance education faculty are hired under the same criteria as other faculty as outlined in the Faculty Qualification Policy. Default class enrollments are set at 30; however, departments can adjust this number based on the attributes of the class. The overall student to faculty ratio for e-learning classes has been 24:1, which is statistically above the overall college average of 19:1 (Source: Institutional Research and *2004 FactBook*, E-13, respectively). Distance education is included in the TMCC's Faculty Workload Policy. Moreover, Teaching Technologies offers stipends to encourage faculty to develop web-based classes in high-need areas.

The TMCC Instructional Center for Innovation (ICI) was created in 2000 through a grant from Nevada Bell. The goal of the ICI was to provide technical support and training to faculty. The ICI created a Web site listing a variety of resources for faculty interested in developing online content services and resources related to instructional technology and online teaching. Teaching Technologies also provides individualized training and workshops for faculty teaching distance education courses. Moreover, Teaching Technologies offers summer distance education training institutes attended by more than 60 full-time and part-time faculty members in 2003, 2004, and 2005.

Student Support: To help students determine if they are ready to be successful in distance learning courses, a suite of self-assessment and orientation materials are available online. The College has created a series of Web sites specifically for support of distance education

students, including an extensive online orientation and tutorial, access to a demonstration class, course requirements, and registration instructions. Any student admitted to TMCC can take distance education courses, although students who receive advisement are generally guided to traditional classes their first semester.

Students receive information about distance education courses through the online format itself and through the class schedule. Whether a class is offered through distance education (Web or cable) is indicated in the printed and online class schedules, and a link is available from the e-learning Web site. Distance education courses are not differentiated on a student's transcript. Students can e-mail or call Teaching Technologies prior to registration and during the semester if they have questions. Prospective students can also submit an application for admission, apply for financial aid, register using WebReg, and check grades online. Moreover, students can reach an instructor directly via e-mail or phone to obtain specific information about a course.

TMCC has implemented an array of equivalent online student services. For example, Linktivity software allows for real-time interactive advising with a TMCC counselor. This chat room availability of advisement services is particularly useful for distance education students who may or may not be residing in the region. In partnership with TMCC's Disability Resource Center, students can request appropriate assistance. WebCT is ADA compliant, and closed captioning of the cable courses is available. For all students, TMCC provides open access computer labs at the Dandini Campus and Meadowood Center, a service that allows students who may not have the appropriate equipment at home to take distance education courses (See Standards 5 and 8 for a detailed discussion of TMCC's computer services). The TMCC Bookstore allows for online purchasing of textbooks.

Retention has been an ongoing concern in distance education courses. A comparison of TMCC data reveals that the overall retention rate for all classes in the fall of 2003 was 73 percent compared to 60 percent for distance education classes (Source: *2004 FactBook* and Institutional Research). Once students are enrolled in a distance education course, they can access a number of services designed to help them complete the course successfully. A student Helpdesk offers online and phone support for students experiencing technical difficulties, and students can also contact Teaching Technologies by telephone and e-mail when they have trouble with access, technology, or learning issues. Library services,

recognized in 1999 by the Northwest Association for Schools and Colleges for its pioneering efforts in offering online resources, provides students with links to more than 3,500 periodicals online. To assist students with their writing, TMCC offers a link to Smarthinking.com, a service that provides tutoring assistance twenty four hours a day, seven days a week. For students taking cablecast classes, videotaped copies of the class are placed on reserve in the library for student viewing.

TMCC recognizes that students sometimes come to distance education courses with the perception that the course will be "easier." If students are not confident in the distance education learning process, do not feel connected with the course or the instructor, or do not see the relevance of the course, they may lose their motivation to learn. Furthermore, distance education courses may present an additional obstacle for students in terms of the mastery of the technology itself. In 2004, TMCC's Teaching Technologies staff members began working with the Student Services Division to design and implement retention intervention strategies as part of TMCC's "Best Practices."

Distance education students have the same opportunities as students in traditional classes to critique their educational experience via a student evaluation process. Faculty Senate's Professional Standards Committee developed an evaluation form for Web-based courses that was approved by the Faculty Senate and college leadership; the new form was implemented during the fall 2004 semester and recognizes the unique elements of a web-based class, such as ease of navigation (See Exhibit 2.24, Student Evaluation Form—Distance Education).

Distance Education Course Integrity: Some faculty members require that exams for their online courses be taken on campus where a student's identity can be verified. TMCC's Testing Center is available for distance education testing during specified hours established by the faculty or by appointment. If a student cannot travel to campus for a test, arrangements are made with another institution, public library, or in the case of the military, the base administration, to proctor exams and verify identity. Many faculty members are designing online courses that utilize critical thinking and writing as the primary vehicle for assessment rather than the more traditional method of examination. This shift in pedagogy alleviates the need for proctored exams in many cases.

TMCC recognizes the need to prevent plagiarism and other forms of cheating in the web-based learning

environment. The College has used Turnitin.com since fall 2003 to assist faculty in detecting and preventing online students from submitting plagiarized materials as their own.

Staffing and Funding: The budget for distance education has varied significantly in recent years. Under both SB 204 and AB 606 legislative funding, TMCC was allocated \$175,000 - \$250,000 to assist in the development of NevadaNet, the statewide IAV/ITV network. Since 1999, equipment money has diminished; the College, however, has committed resources for staffing. Lab fees attached to distance education classes became an issue when online students noted that they were being charged an additional fee for classes that, in the traditional setting, carried no fee. While TMCC could have continued to charge students “lab” fees for these classes, the President’s Cabinet recognized TMCC’s responsibility to fund distance education fully; therefore, the lab fee was dropped. As a result, Teaching Technologies negotiates its operating funds in the same arena as other instructional units. Teaching Technologies reports to the Vice President of Academic Affairs and operates with an administrator, the WebCT Coordinator, and one classified employee.

Teaching Technologies has received a steady stream of support from the technology fee fund with \$15,000 in distance education equipment upgrades for both 2002-2003 and 2003-2004. For 2005-2006, Teaching Technologies secured \$35,000 for licensing renewal and camera replacement and has requested \$50,000 for licensing renewal. Distance education is recognized as part of the UCCSN educational offerings, and as such is factored in to the UCCSN funding formula at a student to teacher ratio of 16:1 (See Standard 7 and Figure 7.2 for a complete description of the UCCSN funding formula).

Analysis and Appraisal—Distance Education

The distance education program at TMCC has demonstrated the ability to meet student needs and the demands of TMCC's growth. Additionally, faculty members have embraced Web-based education. Teaching Technologies has had to balance the pressures of student demand and enrollment with the practical needs of responsible course development and faculty training. Distance education has become a prominent part of TMCC's course offerings. The Teaching Technologies' staff members have provided leadership for helping the college culture embrace these new technologies as a part of TMCC's educational practices.

TMCC's distance education program provides students with a way to meet the mandated "technology" requirement for graduation. Some of the many strengths of the program are the following: stability, flexibility and access to classes, development of a dedicated education channel by Charter Communication for expansion of cable classes, staff member continuity and knowledge, number and variety of online courses offered, number of faculty involved, variety on online student services offered, and strategic plan for future development.

Next Steps—Distance Education

The Self-Study Standard 2 Committee makes the following recommendations:

- Develop more structured solutions for course development and assessment.
- Secure ongoing budgetary support.
- Develop an improved training solution to reach more faculty members through the ICI and the Center for Teaching and Learning.
- Address staffing issues as pertains to increasing infrastructure administration.
- Define the role of distance education within the organization as a whole.
- Expand ADA services in online classes.
- Address retention, low student evaluation numbers, advising, tutoring, and orientation.
- Develop 2 + 2 online partnerships to offer a “virtual” online bachelor’s degree with the University of Nevada, Reno.
- Continue development of classes and student interest in distance education.
- Develop a student portal.

Faculty-specific Distance Education Recommendations:

- Establish an external faculty committee to review the quality and approve the content and delivery methods of distance education courses.
- Identify and recruit faculty members, including part-timers, to teach Web-based classes.
- Develop a work-for-hire and content ownership policy for Teaching Technologies.
- Address the issue of workload and whether or not there should be a limit to the number of courses a faculty member can teach online as a part of his or her contract.
- Offer even more comprehensive, on-going training for faculty teaching distance education courses. The Committee recommends that all faculty members be required to receive training before teaching an online class.

Non-Credit Programs and Courses (2.H)

Administration, Quality, and CEU's of Non-Credit Programs and Courses (2.H.1-3)

Non-credit instruction at TMCC is under the administration of the Vice President of Academic Affairs and primarily, although not exclusively, offered through the Workforce Development and Continuing Education (WDCE) Division. These courses, described in detail in Standard 2.G, are consistent with TMCC's mission and goals in that they provide lifelong learning opportunities outside traditionally defined academic areas. TMCC offers a variety of customized training and personal enrichment non-credit courses to its partners in business and industry and to the community as a whole.

WDCE operates independently of TMCC's other academic divisions to maintain maximum flexibility in responding to business and community needs. As such, it operates without direct links to TMCC's academic divisions and departments. Faculty from TMCC's academic programs may be consulted in the process of course development, but they play no codified role in the planning and evaluation of WDCE courses. WDCE developed two documents that partially address the manner in which its courses are offered and managed. The Continuing Education Expansion Plan, developed and approved in the 2003-2004 academic year, is primarily used for planning but also contains policy and procedural language regarding the management of non-credit instruction. The Alternative Course Offering Procedure document was developed in February 2003 and outlines the process by which non-credit instruction is developed and managed through WDCE (See Standard 2.G for a complete discussion of the course offering of the Workforce Development and Continuing Education Division).

WDCE follows UCCSN and TMCC policies regarding human resources, student registration and records management, and fiscal management policies. WDCE follows all applicable TMCC policies in the hiring and evaluation of its instructional staff. Furthermore, the dean, administrative staff, and classified staff are subject to all applicable TMCC human resource policies.

Historically, WDCE student registration and records management has been complicated and cumbersome due to the use of several overlapping systems. Some courses used the Student Information System (SIS), which

drew from the same database as the College's academic instructional offerings, and some courses used the Peopleware system. As a result of the difficulties involved in using and managing student records across two different systems, WDCE implemented a third-party registration database and system, LUMENS. Therefore, currently students' non-credit course and program information is housed separately from TMCC's SIS student record information system, facilitating WDCE's management of the information.

WDCE courses are self-supporting and thus do not operate under the state-supported budget (although some of the administrative functions do receive state support). However, WDCE follows all UCCSN and TMCC fiscal management policies including procurement, cash handling, deposits, and contract procedures (See Standard 7 for a complete discussion of TMCC's fiscal practices). Given the specialized nature of its offerings, WDCE's fee assessment varies depending upon the course. Furthermore, WDCE's refund policies are based on timely action by the student and include a cancellation fee. Finally, WDCE performance measurements (number of participants, revenues, expenses, net operating funds by program) are maintained by the dean and annually reported to the Vice President of Academic Affairs.

The Student Services Division offers some non-credit courses, primarily through the Veterans Upward Bound (VUB) program. The VUB program is funded by a grant from the U.S. Department of Education and is in full compliance with and follows specific policies that include legislative requirements, federal regulations, and grant mandates, including Education Department General Administrative Regulations (EDGAR).

The program, originally funded in 1989 to address the specific needs of veterans, provides a number of services, including non-credit academic classes in mathematics, English, science, computers, foreign language, and study skills. The VUB program staff members conduct intake procedures to enroll applicants and maintain records management. The program collects eligibility data and other data as required by the various agencies. The program maintains a database and outcomes tracking system that accounts for every participant that has been served by the program since 1989. With nine measurable performance objectives reported in an Annual Performance Report submitted to the U.S. Department of

Education, the VUB program demonstrates a high level of accountability. A federal program officer provides oversight and monitors all grant operations and has final authorization on all permissible grant activities (See Standards 3.B. and 3.D for a more detailed discussion of the Veterans Upward Bound program).

TMCC adheres to national guidelines for award and record of CEU units that are based on one CEU being equivalent to 10 hours of instruction. All non-credit instruction offered through WDCE follow these guidelines, even though there are no official policies on record that explicitly require these guidelines be followed. Finally, it must be noted that the Self-Study Standard 2 Committee had difficulty obtaining information regarding non-credit instruction from the academic divisions of the College. The assumption was that a non-response meant that the divisions did not offer any non-credit instruction outside of one-time workshops (for example, workshops on research paper organization, etc).

Next Steps

The Self-Study Standard 2 Committee reaffirms the recommendations made for the Workforce Development and Continuing Education Division in Standard 2.G, and would add the following recommendation:

- Policies governing CEU units should be clearly stated in any and all applicable publications.

General Education (Policy 2.1)

Historical Conceptualization of General Education at TMCC:

The history of the general education discussion at TMCC can be considered in terms of three distinct phases: the latter half of the 1990s, the transition period of institutional introspection and program revision initiated in 1999 which came to full fruition in 2004, and the conceptualization of a comprehensive general education program in 2004 that will drive general education requirements for the foreseeable future. During the latter half of the 1990s, program review (in a broader sense) was conducted without a collective and confirmed discussion of general education requirements and overarching institutional goals. As a result, program review at TMCC was often done in isolation; thus, during this first phase in TMCC's general education discussion, individual degree and certificate programs had a general education curriculum that was the byproduct of a more insular program-specific discussion rather than one born out of a college-wide policy instituting a coherent and uniform general education component for all programs. Each area of the College was seen as fairly autonomous. The rapid turnover of administrative leadership during the latter half of the 1990s and the death of the former Vice President for Academic Affairs in 2002 exacerbated the absence of a systematic approach to general education and program review.

In 1999, TMCC entered the second, more proactive phase of its plans to develop a sound general education program with the formation of the Institutional Assessment Committee, a college-wide assessment committee, which quickly identified issues linked to assessment, such as matriculation, general education assessment, prerequisites, departmental outcomes, ailing program diagnosis, program outcomes assessment, and ESL testing and placement. Subcommittees formed in response to these issues and stayed active during the transition period following President Ringle's arrival. These committees were the genesis for ongoing work. For example, the Quality in Undergraduate Education Start (QUEST) program is a product of the matriculation committee, and the general education assessment subcommittee served as the catalyst for designing a comprehensive general education program linked with strategic assessment and student learning outcomes measures.

In 2003-04, the Faculty Senate's Academic Standards and Curriculum Committees took on the task of reviewing

all general education requirements at TMCC through a faculty-specific lens. This effort produced the Program and Discipline Review Committee, which included the Faculty Senate Academic Standards and Curriculum Committees. Thus, the Faculty Senate and its standing committees assumed the ongoing task of annually reviewing general education requirements for the associate of arts (AA), associate of science (AS), associate of applied science (AAS), associate of general studies (AGS), and certificates. During this same timeframe, the Institutional Assessment Committee, which had been engaged in an active discussion of the interconnected issues of general education, assessment, and outcomes, transformed itself into the Student Learning Outcomes and Assessment (SLOA) Committee and continued its charge of reviewing TMCC's general education program. In response to the administration's and faculty leadership's shared awareness that the Faculty Senate process was duplicating the efforts of SLOA and vice versa, the two bodies merged in 2004-05, the results of which launched a complete overhaul of TMCC's general education requirements. With the Faculty Senate PDR Committee membership merger with SLOA, TMCC's program development and review process evolved into its third phase, which has produced the ongoing broader and more comprehensive analysis and review of the general education curriculum. Currently, SLOA membership includes representation from across TMCC's various constituencies. In 2004-05, SLOA initiated a comprehensive and in-depth review of all general education requirement and assessment practices at TMCC. At the May 2005 meeting, Faculty Senate approved a list of criteria designed to develop general education curricula as well as development guidelines for all general education knowledge areas. The new general education knowledge areas and criteria will be published in the course catalog and in effect for academic year 2006-07.

Despite this decade long, three-phased discussion of general education at TMCC, it is important to note that the College has consistently met UCCSN guidelines for general education requirements and program review throughout this lengthy period of time. The *Board of Regents Handbook* mandates a ten-year review cycle for existing programs and requires an annual report on the results of institutional program evaluation; furthermore, the *Board of Regents Handbook* requires that "an appropriate plan of regular student educational

assessment be developed by each institution” (Title 4, Chapter 14, Sections 4 and 10) (See Standard 2.B.1 for a detailed discussion of program planning and assessment). As noted earlier, during the first phase of the general education discussion, the program review process and the general education curriculum discussion was inextricably intertwined with the general education requirements for each program. Despite the embedding of the general education discussion in the program review process, TMCC at that time was in compliance with UCCSN general education requirements. During the second and third phase of the general education discussion, TMCC functionally classified general education as a program, which initiated a review process as rigorous and comprehensive as the process mandated by UCCSN for formally recognized programs. As a result of this review process, the current general education discussion exceeds UCCSN requirements in that TMCC evaluates not only at the macro level of program design and development but the micro level of discipline-specific knowledge areas as a part of the review process. Under the direction of the current Vice President of Academic Affairs and with the active participation of academic leaders and faculty, TMCC’s general education program, policies, and procedures have undergone extensive development and revision since 2003. Administrative and faculty conceptualization and implementation of the general education component of TMCC’s course offerings has been sustained, focused, and on track from 1999 to the present. Thus, TMCC’s students can expect a substantial and coherent vision informing the articulation of general education requirements for their programs of study in the future.

A Collaborative Effort—Arriving at a General Education Program in Keeping with TMCC’s Mission and Goals: In 2003, TMCC developed a new Mission Statement and seven Strategic Goals with the formation of the *Strategic Planning* document. This document, especially the Strategic Goals for Academic Excellence and Diversity, then informed the articulation of the mission, goals, and list of abilities incorporated into the general education curriculum. The terms of Northwest Accreditation Policy 2.1 served as a primary influence informing TMCC’s efforts to reconsider the terms

of its general education component in relationship to its degree and certificate specific curriculum. However, a more immediate and pressing reason for revisiting general education requirements came principally and primarily from industry and potential employers of TMCC graduates who expressed a desire for well-rounded employees with broader skills and attitudes. The nine abilities in the SLO-initiated general education requirements constitute a direct response to this perceived need to affirm explicitly what students can expect to have attained by completing their general education requirements (See *General Education Handbook*, pp.6-7).

Prior to 2004, general education categories were defined and published in terms of 10 general education descriptive areas: communications, constitution, diversity, English, fine arts, humanities, human relations, mathematics, science, and social sciences.⁷ However, the process of classifying specific courses under the rubric of each general education category was not transparent, and the subsequent articulation of policy establishing that this course then satisfied a particular general education requirement for a specific degree or certificate of achievement was even less clearly defined. Indeed, the process of classification was sometimes driven by the needs of a specific program or department rather than by the more global recognition of the need for a coherent, cohesive body of knowledge indicative of a sound general education program.

Shortly after Vice President Laguerre’s arrival in 2003, he initiated a comprehensive review of TMCC’s general education program and, in conjunction with the Faculty Senate Academic Standards and Curriculum Committees, began a comprehensive effort to develop learning outcomes and assessment measures for courses, disciplines, certificates, and degrees at TMCC. This comprehensive approach, fueled by the articulation of the Strategic Goal of Academic Excellence in the *Strategic Planning* document and supported by research from Institutional Research, brought the discussion of general education and outcomes assessment into larger college discourse and into clear alignment with TMCC’s educational philosophy articulated in its Mission Statement and Strategic Goals.

⁷TMCC’s general education requirements have consistently fallen into these ten descriptive areas with no accompanying list for the abilities students should expect to attain once they finished their general education requirements. TMCC has since gone on to replace the language “descriptive areas” with “knowledge areas” and reduced the number from ten descriptive areas to five core knowledge areas. The new nomenclature, while evident in general education planning documents authored in 2003-05 and operative in the narratives for Standard 2 and Policy 2.1 of this Self-Study, is not evident in any of the student course catalogs provided as exhibits for this accreditation cycle. The change in number of knowledge areas and nomenclature will be officially operative for students matriculating in fall 2006 and will be published in the course catalog for 2006-07.

TMCC's Core General Education Requirements Present and Future—A Commitment to Quality⁸:

The collaborative process adopted by TMCC for conceptualizing its general education program and curricula has produced a privileging of quality of content and instruction over quantity of credits required. That said, TMCC does have some “quantity” requirements (e.g., number of credits necessary to complete a certificate/degree) as a necessary demonstration of institutional accountability to external discipline-specific accrediting bodies. The identification of the ten general education descriptive areas (the essence of general education requirements from 1999 to the present) has provided students with an educational base complementing their program-specific instruction; the revision of these requirements with the SLOA-initiated general education format of five knowledge areas—language arts and communication; mathematics; natural sciences; social and behavioral sciences; and humanities, arts, and literature—in place of the ten general education descriptive categories in effect will not only provide students with the educational foundation from which they can expect to build upon and ultimately achieve their academic goals but will also delineate for the first time a list of abilities students can expect to attain through the completion of their general education requirements. The SLOA-initiated general education format will also demonstrate programmatic and institutional accountability to external discipline-specific accrediting requirements.

The overwhelming majority of courses that fulfill TMCC's general education requirements are at least at the 100 level and satisfy the requirements for collegiate transferable courses (See Exhibit 2.25 for a list of courses that do not meet this criteria). All TMCC general education courses are taught by qualified faculty; administration and faculty leadership have paid careful attention during the hiring process to assure that the degree qualifications of all instructional faculty members are in accordance with the TMCC Faculty Qualification Policy (See Exhibit 2.1, TMCC Faculty Qualification Policy and Standard 4 for a fuller discussion of faculty hiring policies). As stated in the list of criteria required to develop and approve curricula supporting general education courses at TMCC, “[c]ourses in the general education curriculum will be comparable to courses within the Nevada System of Higher

Education, allowing for ease of transfer” (*General Education Handbook*, p. 9).

Some of the courses that currently fulfill each general education requirement are specific to programs; for example, CUL 245, a culinary arts course, has been used to satisfy the quantitative reasoning requirements in other programs in place of a mathematics course. Additionally, some programs developed courses designed to meet major requirements that students were later permitted to use to fulfill general education requirements (for example, BUS 106/108). While these practices have met the letter of specific general education policies, they have not met the spirit of TMCC's general education philosophy: to expose students to the content and methodology of knowledge areas to help them develop the skills they will need to become more effective learners. These specific course anomalies have led to the current SLOA-initiated conceptualization of general education wherein knowledge areas and abilities are identical across all programs, although the number of total required credits may vary.

Clearly, with the institutional efforts of the last two years, TMCC has raised the standards of general education courses across the board and has committed to a uniform general education philosophy for the entire College and its programs, evidenced in the statement that all curriculum “will be structured to reflect a breadth of knowledge among academic disciplines” and that “courses originally designed for meeting major requirements cannot be later designated general education” (*General Education Handbook*, p. 9).

Qualitatively, TMCC has recognized that some of the courses that fulfill general education requirements more appropriately belong in the major/core requirements. Until recently, TMCC has lacked the procedures needed to guide and develop general education courses; moreover, it has not had a clear policy in place for approving general education courses nor has there been clear policy differentiating between what constitutes general education knowledge *embedded* in core requirements and curriculum that should be fully designated as a general education course in itself. The SLOA committee proposed such policies and procedures, which were approved by the Faculty Senate on May 13, 2005 (*General Education Handbook*).

⁸ TMCC is currently in a transition period between honoring the general education requirements of the past and instituting the SLOA initiatives defining the future; the narrative contained within this section necessarily reveals the gaps or limits in the former general education model while anticipating the promise of the new program.

TMCC delivers its general education instruction in separate, or block, format. General education courses are clearly distinguished from core and emphasis requirements; however, the designation of some core courses as fulfilling the general education requirements may reflect questions about what constitutes embedded instruction. The comprehensive SLOA curriculum review launched in January 2005 provided opportunities for programs to demonstrate that some general education concepts and content may be embedded in their core requirements. If a program chooses to embed general education content in its core courses, then the students in that program are not required to take general education specific coursework.

Taken as a whole, TMCC's general education curriculum—past, present, and future—has been designed to provide students with the skills to communicate, understand diversity, appreciate the fine arts, and establish a cultural base. Students are required to take human relations as well as social sciences courses so that they learn self-development skills and ways to live and contribute to society. Moreover, students can expect to attain a deeper knowledge of the natural world through the study of mathematics and the sciences. With the SLOA-initiated general education format, students can also anticipate a clearer articulation of what skills and abilities they can expect to gain through the completion of their general education courses. The SLOA general education process established a list of nine abilities (*General Education Handbook*, p. 6) and created a list of representative objectives for each general education knowledge area (*General Education Handbook*, pp. 10-12). After meeting their general education requirements, students should be able to demonstrate some or all of these nine abilities. These markers provide the programs with a method for defining the goal of a broad and comprehensive general education and a reliable means for measuring the development of these intellectual skills in students.

Publication of General Education Requirements—Accuracy of Representation and Policy Compliance: TMCC course catalogs list general education components for each degree offered. General education requirements, core requirements, and where

appropriate, emphasis requirements and elective requirements are clearly identified on degree worksheet pages. Placement of the general education requirements first among all other requirements indicates that TMCC views these classes as an essential component of all academic or transfer associate degree programs. TMCC course catalogs also list general education components for all applied/specialized associate degree programs and all certificate programs of one academic year or more in length. In a similar fashion to the academic and transfer associate degree programs, the degree worksheets for applied and specialized associate degree programs and certificate programs clearly identify general education requirements first.

TMCC course catalogs for 2002-2003, 2003-2004, 2004-2005, and 2005-2006 provide the same list and descriptions of the ten general education descriptive areas.⁹ The *TMCC 2003-2004 Course Catalog* states that “[s]pecialized programs of study for which associate degrees or certificates are granted contain a recognizable body of instruction in the program-related areas of communication, mathematics/quantitative reasoning, and human relations” (p. 26). This “recognizable body of instruction” correlates implicitly with the general education program; however, it might be of benefit to make the connection more explicit in future catalogs. In addition to listing descriptions of each general education category, the *TMCC 2003-2004 Course Catalog* outlines the general education requirements for programs culminating in the associate of arts, associate of science, associate of applied science, certificate of achievement/occupational programs, associate of general studies, and certificate of achievement/general studies (pp. 28-30). Every degree and certificate program also clearly states the general education requirements and the core requirements in their accompanying degree and certificate worksheets (pp. 30-150).

The *2005-2006 TMCC Course Catalog* replicates the ten general education descriptive categories contained in the 2003-04 publication, but it also does break new ground with the articulation of the nine abilities included in the SLOA-initiated format. Moreover, the 2005-06 publication lists the general education mission statement and goals established through the SLOA general

⁹The general education format in place in the past, however, does have one publication inconsistency in the articulation of the ten general education descriptive areas. The descriptive area—mathematics—is variously referred to as “Quantitative Reasoning” in some requirements sections of different catalogs; this requirement needs to be correctly identified in the future as mathematics when the SLOA-initiated format is officially instituted in 2006. By designing the SLOA-initiated general education curriculum broadly around five knowledge areas and nine abilities, TMCC has ensured that a broad, substantial core of general education, in addition to directly utilitarian-related instruction, is present.

education revision process. The main SLOA-initiated element awaiting publication in the 2006-07 publication is the move from ten general education descriptive categories to the five core knowledge areas. Since this move in format was not approved until the May 2005 Faculty Senate meeting, the change could not be implemented in the 2005-06 publication.

Related Instruction for Specialized Associate Degrees and Certificates: General education coursework is required for not only all of TMCC's transferable associate degrees but also all of its applied and specialized certificate programs of one academic year or more in length. The current distribution of general education requirements in these programs is under review to ensure that the appropriate general education knowledge areas and abilities are reflected in associate of applied science degree programs. The general education knowledge areas listed for the associate of applied science in the *2003-2004 TMCC Course Catalog* are the following seven categories: English/communications, human relations, quantitative reasoning, science, social sciences/humanities, and U.S. and Nevada Constitutions. These requirements meet the expectation articulated in Policy 2.1 for programs of study for which applied or specialized degrees are granted. A review of the *TMCC 2003-2004 Course Catalog* reveals that TMCC has done a commendable job of adhering to Policy 2.1 with regard to programs of one academic year or longer resulting in a certificate. The majority of these programs require students to complete at least nine credits of general education coursework. In most cases the requirements cover the areas of communication, computation, and human relations. However, the massage program and the medical images program exhibit anomalies.

TMCC's massage program is offered through the Workforce Development and Continuing Education Division and terminates in a massage certificate, not a certificate of achievement. Thus, the massage program may be exempt from TMCC's general education requirements. The *TMCC 2003-2004 Course Catalog* provides two statements, one of which functions as a disclaimer, noting that the courses do not apply toward an associate of arts degree or certificate of achievement; the other statement notes that this series of courses follows the "guidelines established by the local Nevada ordinances as well as the National Certificate Board of Therapeutic Massage and Body Work" (p. 122). The program does require a total of 12 credits from the sciences. Future program review may determine that it would benefit these

students to have the remaining general education knowledge areas embedded in the core curriculum.

The worksheets for Medical Imaging for Foreign Educated Radiographers Certificate of Achievement and the Medical Imaging for Re-entry Radiographers Certificate of Achievement require general education credits in English/communications and human relations (*2004-2005 TMCC Course Catalog*, pp. 123-124). The mathematics knowledge area is not obvious even though a mathematics course for the trades or a regular general education level mathematics course is required; instead, this requirement is expressed in the core requirements. Both of these certificate programs list three courses—Mathematics 105B, Mathematics 120, or Mathematics 126—for satisfying the mathematics knowledge area for the certificate. One of these courses, Mathematics 105B, is not considered a general education course and thus is not qualified to be listed under that heading. Because the course carries a "B" designator, it is not transferable. An alternative to this approach would be to have the quantitative reasoning requirement embedded in the content of that course. This change would benefit TMCC and make clearer to students what the general education requirements are.

Each applied or specialized associate degree program has an informational worksheet in the course catalog. Each career and technical program features core requirements, and a majority of others include emphasis requirements. These worksheets clearly and explicitly identify for students what they should expect quantitatively from the curriculum. Furthermore, each program worksheet describes potential "career choice, salary range, job openings, and program length." This categorization of program-related information is standardized as a part of the listing for each program in the catalog. There are two areas where the college may be able to improve in this regard: the definition of the terms "core requirements" and "emphasis requirements" are not obvious to the reader. While the terms are included in the glossary of the catalog, a clear indication of the difference between the terms and the part that each plays in the overall program of study would further clarify college expectations for students.

Analytical conclusion: A quick analysis of general education requirements at TMCC depicts an institution with a strong allegiance to the traditions of general education. Career program faculty members have not hesitated to incorporate general education courses as an integral part of their overall curriculum by requiring a variety of general education courses, notwithstanding the

career courses that have crept onto the general education list of curriculum over time. The ongoing review of program curriculum will undoubtedly challenge the inclusion of these courses into the general education curriculum and thus will identify a common core of educational experiences for students.

There have been no major attempts to identify the conceptual bridge between the courses students take for their general education requirements and courses they take in their major, although the College and faculty members are committed to the belief that the bridge exists simply due to the fact that the acquisition of knowledge exceeds the arbitrary boundaries of a single course or discipline. For example, students in a career technical program may question the validity or necessity of taking a diversity course, a stance that potentially exists for students in multiple disciplines and programs. If general education faculty and career technical faculty continue to engage in an active and vibrant exchange of beliefs regarding what should be the requirements and expectations of a new program and its accompanying general education requirements or in the process of reviewing an existing program, then faculty will be able to demonstrate for their students the value of general education requirement as not only peripheral but central to their appreciation of their educational experiences. The structure and framework for such conversations to occur between general education and career technical faculty were established through the curriculum review process initiated by SLOA in January 2005.

Educational Assessment (Policy 2.2)

TMCC has grown from a small institution of 8,754 students in 1994 to a medium-sized institution of over 11,000 students ten years later (*TMCC 2004 FactBook*, p. ET-2). This growth has transformed TMCC—demographically, physically, and philosophically—all of which in turn has generated challenges and opportunities for the College’s instructional structure. In an ongoing effort to be responsive to its service area and to fulfill its educational mission to “provide...access for lifelong learning opportunities to improve the quality of life for our diverse community,” TMCC has engaged in a continuous process of academic planning, implementation, and assessment with the goal of incorporating results in present and future planning. TMCC’s curriculum and programs are designed to serve students’ needs and demands and to meet employers’ expectations. TMCC understands that it is incumbent upon the College to evaluate the effectiveness of all educational programs and to make improvements to these programs as a direct response to the results and recommendations emerging out of the assessment process.

TMCC has engaged in multiple processes of educational assessment since the last accreditation cycle in 1995. Four interconnected and at times overlapping assessment levels—institutional assessment, career program assessment, general education assessment, and course and unit assessment—are identified in the *2004 Assessment Report* and contribute to the nuanced and comprehensive approach TMCC deploys as its preferred strategy for generating meaningful institutional analysis. This matrix of assessment activities is designed to inform effective planning, inculcate a culture of accountability, and promote choices that lead to the improvement of the College on every level. The level of administrative support, faculty acceptance, and amount of resources attributed to each of these four assessment activities has not always been consistent; as a result, each of the four assessment activities has its own history, its own record of success, needs for improvement, and short- and long-term goals for the future. At times over the past 10 years, administrative support was available but the faculty as a group were not ready for the change; at other times, faculty members were ready to institute new levels of assessment, but administrative support was lacking. Taken on a whole over the past five years, however, both administrative and faculty efforts have moved the College forward in terms of assessment practices. All evidence for

the future indicates that TMCC has developed a culture accepting of the need for meaningful assessment and that this shift in institutional consciousness has led to informed and thoughtful planning on every level.

Creating Educational Quality Using Sound Assessment: Three assessment efforts in educational programming have converged at TMCC:

1—The program and discipline review (PDR) process was developed to meet the Board of Regents’ mandate to review existing programs every 10 years. TMCC chose to institute a more rigorous standard for program review than the guidelines outlined in the Board of Regents’ mandate. TMCC not only chooses to review some programs on a 5-year rather than 10-year cycle but the College also decided to extend the Regents’ program-specific mandate to include disciplines and courses in this review process. The Faculty Senate’s Academic Standards and Curriculum Committees oversee the comprehensive evaluation processes for program, discipline, and course review utilizing self-study models.

All relevant constituencies—the authors of the program self-study, the Program and Discipline Review Committee, the Faculty Senate Academic Standards Committee, the appropriate instructional dean, the Vice President of Academic Affairs, and the President—have a well defined role and set of responsibilities in the program and discipline review process. Additionally, the program and discipline review process has a clearly articulated list of expectations and procedures for implementing the recommendations generated out of the assessment process.

2—The student learning outcomes assessment process was an outgrowth of the 1999 Institutional Assessment Committee, which was later renamed the Student Learning Outcomes Assessment (SLOA) Committee (See Standard 2.A and Policy 2.1 for further discussion of the history of student learning outcomes assessment at TMCC). The SLOA Committee has 23 members, 19 of whom are faculty from a variety of instructional programs. The SLOA Committee is the institutional entity charged with student learning outcomes and assessment issues, including the development and maintenance of expertise in outcomes assessment, the establishment of learning outcomes and abilities, the assurance of quality and integrity of programs, the evaluation of programs, and the responsibility for recommending changes. Instructional and faculty

governance bodies collaborate in designing and implementing the student learning outcomes assessment process at TMCC, with learning outcomes assessment clearly defined as a faculty-driven process.

3—General education assessment was initiated by the General Education Subcommittee formed out of the Faculty Senate Academic Standards and Curriculum Committees and the SLOA Committee. The Faculty Senate's General Education Subcommittee and the SLOA Committee merged in 2004-2005 when the members of each group realized that a formal, all-inclusive assessment of the curriculum would be more comprehensive and coherent. The *General Education Handbook* provides the policies and procedures for internally developed assessment across the curriculum, including granting authority to SLOA to “establish a plan, especially in the area of general education; to evaluate outcomes and assessment plans, especially in the area of general education; to provide feedback to programs, disciplines, the curriculum approval process; and to develop and maintain expertise in establishing program outcomes” (p. 13).

The coordination of outcomes assessments through these two linked but disparate processes—program and discipline review and student learning and outcomes assessment—provides TMCC with a coherent process for college-wide assessment. In spring 2005, the SLOA Committee demonstrated the effectiveness of the coordinated approach to assessment practices when it took on the task of revising the general education program from ten general education descriptions to five general education knowledge areas with nine abilities.¹⁰ This shift will provide the College with the opportunity to perform useful assessment across the curriculum and to link together courses and curriculum that are designed to facilitate students in attaining specific, measurable abilities. These recent efforts constitute an internally-generated and inclusive process for defining and implementing a set of outcome measures reflective of TMCC's educational mission.

As noted earlier, TMCC's college-wide program and discipline review process, while initially emerging out of the Board of Regents' mandate, has exceeded this mandate in scope, practice, and philosophy; similarly,

the student learning and outcomes assessment and general education assessment practices have also been driven and defined by administrative and faculty leadership within the College. It is important to note, however, that the Faculty Senate also plays a critical role in developing and implementing assessment practices at TMCC. For example, course and program review takes place on an ongoing basis through the Faculty Senate's Academic Standards Committee, which approves new and revised programs, and the Faculty Senate Curriculum Committee, which approves new courses. In 1999, administration and faculty agreed that all courses and programs would submit learning outcomes statements as part of the submission/approval process; these outcomes are derived from the curriculum and objectives of the various courses and programs. Therefore, the creation of the program and discipline review process, the student learning and outcomes assessment process, and the general education curriculum and program revision, in addition to Faculty Senate processes, ensures comprehensive assessment of academic effectiveness at program, degree, discipline, and course levels.

Assessment—A Recursive and Ongoing Process of Institutional Reflection and Growth: The assessment activities outlined above constitute a continuous process of planning, implementation, assessment, and revision of the instructional programs at TMCC. Figure 2.24 illustrates the recursive connections between program development and review, outcomes assessment processes, the program and discipline review process, and other institutional processes.

The process for development and assessment plans at the program, discipline, and course levels starts with faculty planning the curriculum and/or program and determining the program's mission, goals, outcomes, and assessment measures and criteria. The program plan must also acknowledge its intentions to report all assessment results and to incorporate these results when reconsidering teaching practices and program structure. Finally, plans must clearly delineate areas of responsibility and accountability (See Figure 2.25 for an overview of assigned responsibilities regarding outcomes and assessment).

¹⁰The SLOA-initiated general education requirements will become operative in fall 2006 and will be published in the 2006-07 TMCC Course Catalog. Until then, students will be expected to meet the ten general education descriptive requirements. For a fuller discussion of the history and content of TMCC's general education curriculum, see Standard 2.B and Policy 2.1 of this Self-Study.

PROGRAM DEVELOPMENT & REVIEW

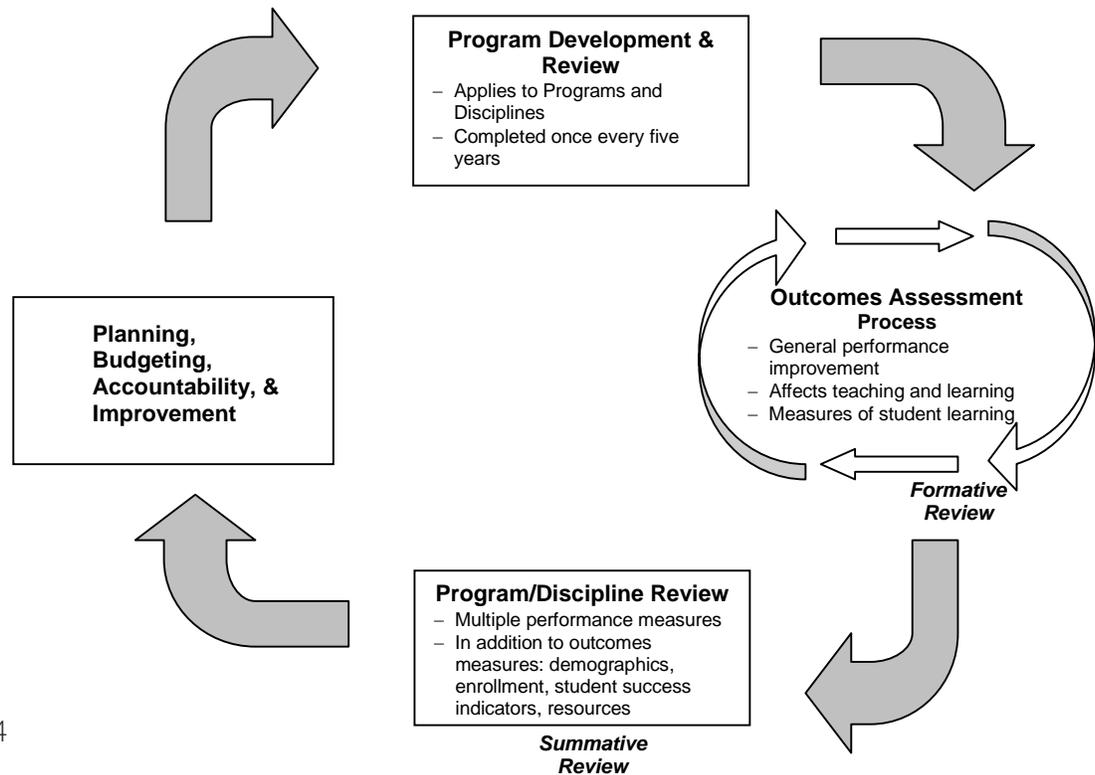


Figure 2.24

The shift from ad-hoc planning efforts in the past, based largely on anecdotal information or unreliable data, to the recognition that accurate and meaningful data can—and must—inform institutional planning has made a tremendous impact on TMCC's planning efforts at every level. Institutional Research supports educational program planning, implementation, and assessment activities with solid data. Among the outcomes measures that Institutional Research tracks and annually publishes (online as well as hard copy) are the following:

Enrollment Trends:

- Historical data on headcount and FTE
- State supported annual enrollment trends, including average annual FTE by discipline, academic division, and program
- Student: faculty ratios by academic program
- UCCSN 10-year enrollment trends

Student Profile:

- Historical data on student demographics such as age, ethnicity, and gender
- Enrollment status (continuing, new transfer, first-time)
- End of term headcount (demographic information on students who complete classes)
- Degrees and certificates conferred by type, program area and emphasis, age, ethnicity, gender, and cohort
- Degree types, generally broken down into transfer or vocational
- Graduation rate, or how long it takes first-time, full-time students to graduate

Outcomes measures:

- Historical data on capture rates from Washoe County School District graduates
- Number of students retained until the end of semester, by age, ethnicity, gender, enrollment status, credit load, educational goal, total credits earned, academic division and program

Constituent Responsibilities and Accountability for Assessment Practices¹¹

<p>Academic Affairs: Vice President of Academic Affairs, deans, department chairs, faculty</p>	<p>Responsible Office: Institutional Research</p>
<p>Philosophy and general direction: Vice President of Academic Affairs, deans, department chairs, faculty</p>	<p>Consultation: for faculty on methods of assessment</p>
<p>Development: outcomes-personnel-support-research institutional best practice</p>	<p>Supporting assessment activities: surveys, pre- and post-tests, etc.</p>
<p>Follow-up: with departments, programs, and disciplines</p>	<p>Analysis: assist faculty and administrators with data interpretation and analysis of results of assessment activities</p>
<p>Resources needed to promote outcomes and assessment: travel, literature, speakers, etc.</p> <p>Reports: Vice President of Academic Affairs and the deans will coordinate and contribute to the Annual Assessment Report</p>	<p>Reports: Institutional Research will contribute to the Annual Assessment Report by reporting on its activities related to outcomes and assessment.</p>
<p>Academic Assessment: programs, disciplines, courses, and general education</p>	<p>Institutional Effectiveness: alumni research, college-wide surveys, external reporting</p>

Figure 2.25

¹¹ In 2004-05, the College developed the Center for Teaching and Learning. In its first year, the Director of the Center for Teaching and Learning primarily designed workshops to assist faculty with professional development. Starting in fall 2005, the Center for Teaching and Learning will also become a significant player in the continued development of assessment practices at TMCC.

- Persistence rates, including historical data on tracking of students from one semester to the next by cohorts, including age, ethnicity, and gender and the average time to completion and percentage graduating as well as the persistence rates of transfer students

Campus Resources:

- Historical data on the demographics of faculty and staff, including by employment type, ethnicity, and gender
- Instructional faculty workload
- State supported operating budget
- Current and projected building space

External Environment:

- Washoe County population estimates
- Percentage of Washoe County residents enrolled at TMCC by age and ethnicity
- Population growth trends in Nevada counties
- Per capita income statistics
- Total employment by industry
- Washoe County, Nevada, and national occupational projections

While Institutional Research publishes this array of data in its annual *TMCC FactBook*, it is not clear how well the data is then incorporated into decision making processes and utilized at the various operational levels. This oversight is especially clear with department chairs and deans. Departments and programs have tended to focus on data that affects them directly and not incorporate the depth and breadth of data resources made available to them in the annual *TMCC FactBook*.

That said, these published outcomes measures provide an abundance of data to support educational programming at TMCC. For example, the data made available regarding the Washoe County School District capture rates served as a catalyst for increased outreach and recruitment efforts. As a result, the capture rate increased from 17.6 percent in 1995 to 25.9 percent in 2003. Data delineating Washoe County demographics helped TMCC identify the ways in which the College had underserved the area's Hispanic population, and, in turn, create programs tailored to meet the needs of this

community. TMCC offers many of these services and programs at the Meadowood Center located near the predominantly Hispanic Neil Road area. Enrollment trend data, including data on the College's graduation rate, resulted in an increased emphasis in the Student Services Division on retention issues, culminating in the formation of the Strategic Enrollment Committee. The data generated by Institutional Research combined with other more localized assessment efforts (such as the outcomes assessment efforts in mathematics, English, education, CIT and COT) have allowed TMCC to create a planning model that is responsive, and thus responsible, to address community and student needs (See Standard 2.C for a more detailed discussion of localized assessment and outcomes practices in mathematics and English).

Assessment—Addressing Student and Community Needs: Various factors, including industry requests and demands, changes in the law, societal changes, changes in UCCSN policies, and training needs of local employers drive educational program development. These factors may complement one another, as is the case in the newly developed veterinary technician program. When the Nevada State Legislature mandated that all veterinary technicians be certified, TMCC responded to that need and the needs of potential employers by developing the veterinary technician program. TMCC surveyed local potential employers and identified the need to certify existing employees as well as potential employees; thus, the program fulfills a number of objectives.

Additionally, curricular changes at the University of Nevada, Reno (UNR) and (to a lesser extent) University of Nevada, Las Vegas (UNLV) require corresponding adjustments at TMCC to meet the needs of transfer students. Other student and community needs are generated out of demographic changes. For example, the northern Nevada Hispanic population has increased more than 25 percent over the last 10 years; in response to this tremendous growth, TMCC expanded offerings for both academic (for credit) and community (non-credit) English as a Second Language (ESL) courses. Moreover, administration committed additional resources in the form of faculty and staff positions to these areas as well.

As an open admission institution, TMCC has the responsibility and obligation to ensure student success. The simplicity of that statement belies the complexity of executing its principle. It is both the responsibility and obligation of the College to set realistic expectations to maximize students' educational experiences. Through

the use of accurate assessment for student placement and meaningful assessment practices to determine learning outcomes, TMCC is addressing the complex issues that arise with an open admissions institution; the College is meeting both the obligation of open admissions while using appropriate assessment practices and outcomes measures to create an educational environment dedicated to achieving academic excellence.

Faculty members assess the elements that contribute to student success and adjust the course of study to fulfill those elements. For example, the nursing, radiology technology, and dental hygiene programs, among others, require students to demonstrate certain knowledge prior to admission to the programs (See Exhibit 2.5, Admission Criteria for Specific Health Science Programs). Far from being a hindrance to students' access, these programs are realistic about what students need to know prior to admission to these special programs if they are to be successful—not only in the coursework, but also in the field. Judged by both accrediting agencies and the board certification exams, these programs achieve nationally competitive rates, which indicates that both program prerequisites and outcomes measures are effective (See Exhibit 2.26, Materials on TMCC Programs Receiving National Recognition).

Despite the plethora of data from multiple sources, perhaps the greatest and most direct evaluation of instructional effectiveness is derived from the post-graduation experience of students whether it is their performance at a transfer institution or at their place of employment. While graduate follow-up and graduate outcome surveys indicate that respondents' experiences were positive in terms of preparation for current occupation and/or advancing their education, TMCC needs to develop and implement more systematic data-gathering methods (See Figure 2.26, Follow-up Survey on Student Satisfaction Post-Graduation).

Believing that students are the first and often best judge of the quality of education they are receiving, UCCSN policy provides for student assessment of their educational experience at the course level. The TMCC student appraisal of instruction process provides both quantitative and qualitative data regarding the classroom experience; the results are incorporated into the faculty evaluation process. The faculty evaluation process itself yields feedback regarding the extent to which students' instructional needs are being met. The evaluation process, described in detail in Standard 4, focuses on the

teaching-learning process and encourages academic excellence through criteria identified by the faculty itself.

Each component of the evaluation process results in the improvement of instruction and facilitates learning, whether it is through the improvement of pedagogy, curriculum, or support for students. Student evaluations are reviewed by the department chair and dean and are used as indicators for further investigation into the viability of a course design and its curriculum or into the effectiveness of a particular instructor.

Analytical Conclusion: TMCC incorporates a layered approach to assessment that reflects the complexity of those issues that come with conducting useful assessment and works in concert with the College's structure. At this point in the College's development, the results generated through the assessment and learning outcomes process may be mixed, but the infrastructure for both current and future sound assessment practices is in place and, perhaps most importantly, is anchored by faculty-driven processes. Administrative and faculty leadership are fully engaged in refining TMCC's assessment practices at the program, discipline, and course level. Whether it be considering the assessment needs of the present, or putting in place a plan to assess programs being designed today to determine their efficacy over time (i.e. TMCC plans a college-wide assessment of the SLOA-initiated nine abilities attached to the general education knowledge areas in 2010), TMCC is committed to promoting sound assessment practices, meaningful planning based on useful data, and creating a self-reflective culture. Perhaps the greatest task at the moment involves ensuring the cohesion among the current assessment levels as the College builds upon these results and reconsiders assessment practices in the future.

SURVEY OF GRADUATES

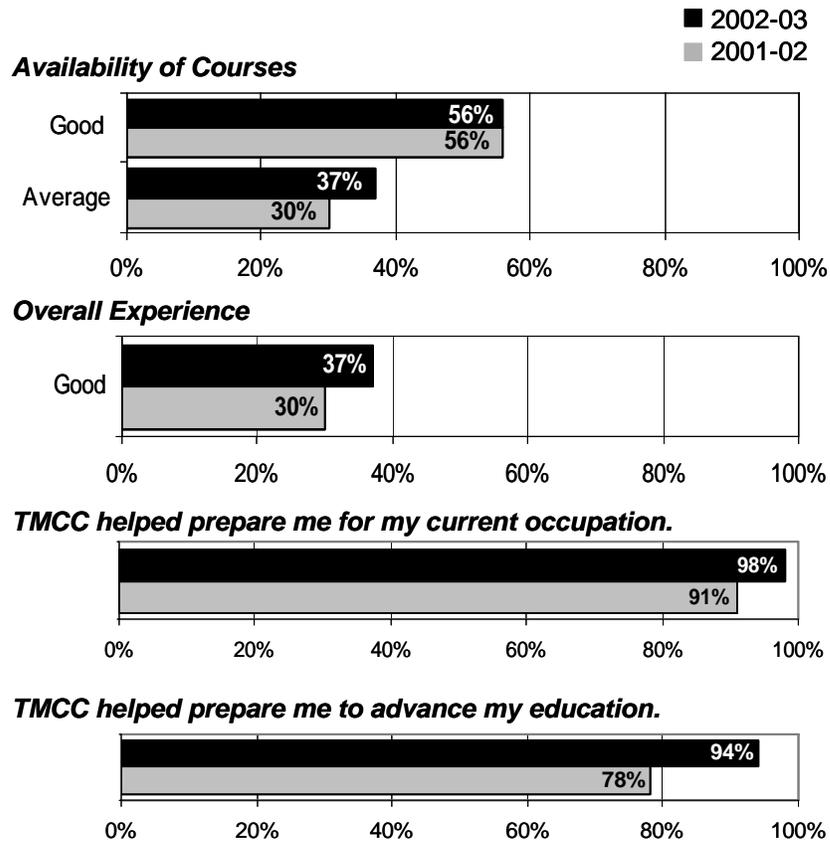


Figure 2.26

Credit for Prior Experiential Learning (Policy 2.3)

At the heart of TMCC's educational mission is the core value of lifelong learning. Accordingly, TMCC recognizes the legitimacy of granting credit for prior experiential learning and strives to grant such credit in a responsible manner. The Learning Experience Assessment Program (LEAP) is designed to allow students the opportunity to earn equivalent college credit for demonstrated technical knowledge gained through specialized training and independent work (See Standard 3.B and 2.G for further discussion of LEAP). Students meet with the director of the Student Services Education Center to review their learning experiences and, at that point, determine their options for obtaining credit. One option is to take the LEAP class to learn how to develop a portfolio representing their learning experiences. Of the 37 students considered for this type of credit since the program was established in 1999, two students have successfully completed a portfolio and earned college credit for their experiences. Other students may have earned credit through examinations or certificate review.

The policies and procedures for awarding experiential learning credit are described in TMCC's course catalogs, on the TMCC Web site, and in LEAP promotional literature. Credit may be granted for prior learning experiences that can be shown through challenge exams, CLEP tests, transcript assessment, portfolio development, and military experience equivalent to learning gained through formal collegiate instruction. In compliance with Policy 2.3, such credit can account for no more than 25 percent of credits toward the associate of arts, associate of science, or associate of applied science degrees.

Students may not apply for credit that duplicates previously earned credit, nor may they apply if they have already earned 30 credits through other non-traditional methods such as CLEP. The LEAP Web site promotes the development of a portfolio for assessment. The completed portfolios are assessed by the LEAP director and the professional counselor, who also engage instructional faculty from appropriate disciplines to review the portfolios and ensure the currency and quality of the experiential learning before granting credit. Students must demonstrate skills that are commensurate with those obtained through traditional instruction. LEAP follows the guidelines set forth by the Council for Adult and Experiential Learning (CAEL) for both academic and administrative standards.

Students are actively encouraged to utilize LEAP in pursuit of an associate's degree (See LEAP Web site). According to the Web site, students can have up to 30 credits for a combination of portfolio and CLEP or departmental exams. When combined with 15 residency credits and 15 transfer credits, the requirements for an associate's degree are met. The process for credit evaluation via DAR should be outlined on this page along with a clarification regarding the applicability of transfer credits.

Credit for experiential learning is clearly identified as such on student transcripts. Transcript notes signify the semester, course, and credit granted via experiential or other non-traditional means. Transcript evaluation via the Degree Audit Report (DAR), as well as transcript evaluation by the LEAP director and the professional counselor, ensures that credit for prior experiential learning does not duplicate other credit awarded. Funds raised from fees associated with LEAP are used to pay for the direct costs of the program and in no way influence the process for awarding credit.

TMCC's students bring with them a diverse array of experiences, both traditional and non-traditional. Ensuring that students have a vehicle for the assessment and award of credit for non-traditional educational experiences demonstrates TMCC's commitment to the concept of lifelong learning. The options provided by LEAP need to be vigorously promoted to both students and faculty.

Transfer and Award of Academic Credit (Policy 2.5)

As a two-year institution, TMCC takes pride in providing access through transfer to the University of Nevada, Reno, the University of Nevada, Las Vegas, and other four-year institutions in the United States. The “transfer-out” rate (students who transfer within 3 years) for TMCC’s Fall 2001 first-time, full-time degree-seeking students was 24 percent (Source: *FactBook 2005*, cover). This number is an indication of the high number of TMCC students who carry their educational experiences to other institutions. Likewise, TMCC accepts transfer students from other institutions. In fall 2003, out of 11,348 students, 1,274 (11.2 percent) were new transfers; in fall 2004, out of 11,851 students, 1,500 (12.7 percent) were new transfers (*FactBook 2005*, SP-5). Ensuring that TMCC engages in fair and equitable transfer policies is of utmost importance for reasons of social equity and educational effectiveness.

The *Board of Regents Handbook* (Title 4, Chapter 14, Sections 13-15) defines transfer policies in the UCCSN. Section 13 delineates the admission criteria for transfer students to the state college and universities, including sections on students transferring with associate of arts and associate of science degrees. Section 14 mandates the maintenance of a common course numbering master file, and Section 15 outlines policies regarding transfer courses. Perhaps the most pertinent transfer policy information is contained in Section 15, which states that “[a] transfer course is one that is acceptable by a receiving community college, state college, or university to apply toward an approved degree program at that institution,” thus meeting the Policy 2.5 requirement that institutions determine their own policies and practices with regard to the transfer and award of credit. Nonetheless, TMCC is part of a state-wide system of higher education, and it must also adhere to UCCSN policies regarding the transfer and award of credit. Appendix C of the *2004-2005* and *2005-2006 TMCC Course Catalogs* outlines transfer credit policy for previous training and education and codifies a number of scenarios for which students may be granted transfer credit, including credit for prior experiential learning.

Historically, the individual institutional determination of credit caused problems for students transferring into and out of, as well as between, UCCSN institutions as each institution changed its requirements, core curriculum, etc. To address these problems, over the past 10 years

the UCCSN engaged in a system-wide common course numbering project designed to facilitate the transfer of credit among UCCSN institutions. TMCC course catalogs have an index of common course numberings following the degree programs; these indices indicate whether the course listed is a new course or if a change has been made in the prefix, course number, title, or credits. Common course numbering streamlines transfer in the UCCSN and facilitates student success. Of those TMCC students enrolled in fall 2003 who did not return in spring 2004, and who transferred to another institution, 59 percent transferred to the University of Nevada, Reno (Source: Institutional Research). This statistic suggests that the common course numbering project has had a positive effect on TMCC students.

TMCC counselors work with UCCSN institutions regarding system-wide and TMCC-specific curriculum and transfer issues and, more specifically, with representatives from the instructional departments at the University of Nevada, Reno and the University of Nevada, Las Vegas. Additionally, TMCC counselors, academic advisors, and peer advisors work with students to ensure the transferability of TMCC credits as well as the acceptance of transfer credits.

TMCC’s policy regarding transfer is quite generous, without compromising institutional integrity. Students have 12 ways to receive credits. The College is deliberate in providing opportunities to evaluate adequately what students know and to award credit when appropriate. However, the College establishes a maximum number of credits that students may transfer, which assures that students complete a specified number of credits toward their degrees through TMCC.

To facilitate transfer, TMCC provides transcripts to students upon request. The *2004-2005 TMCC Course Catalog* describes the transcript as a “cumulative report which contains all TMCC courses in which a student has been enrolled; the grades, credits, and grade point summaries” (p. 9). In addition to providing the transcript, the course description in the course catalog and the course syllabi, if needed, can be used for transfer institutions that want to verify the content of the courses on the transcript. TMCC’s course catalogs also contain information regarding course transferability in the section on instructional programs. Developmental programs are clearly identified as non-transferable; furthermore,

university transfer information is included, and students planning to transfer are advised to see a counselor. Information regarding transfer of courses, while clear and explicit, could be better arranged for easier access and retrieval.

In accordance with Policy 2.5, TMCC pays close attention to granting transfer credits. The first criteria in determining transferability of a course is whether the transfer institution meets the generally accepted standards of higher education in the form of accreditation from one of the seven regional accrediting agencies. However, TMCC is very careful not to deny all credits that do not meet this standard. One variable that can be considered when deciding whether to accept credits from institutions not accredited by recognized agencies is whether or not the institution has some professional accreditation or recognition outside of the seven regional accrediting agencies. TMCC's Chief Academic Officer, the Vice President of Academic Affairs, makes the final decision to grant or deny credit in these instances.

Transfer credits are granted for courses that have similar content and quantitative values as the TMCC course. Courses taught in a quarter system transfer to TMCC and are evaluated for the equivalent number of credits, although this arrangement is not specified in policy. If the course being considered for transfer is part of a companion program, then instructional faculty may be consulted to determine appropriate credit and criteria fulfillment for a program-specific requirement. Several TMCC programs, such as those in health sciences, have entrance requirements that are spelled out in program brochures or other materials. Students are advised to have their transfer credits evaluated via a DAR report to determine whether the transferred courses meet the requirements established by the faculty. TMCC has six programs accredited or seeking accreditation through professional organizations: nursing, dental hygiene, dental assisting, radiology, automobile technology, and the veterinary technician program (currently pursuing accreditation through the American Veterinary Medical Association). TMCC has subscribed to the CHEA initiative on transfer and is a founding member of that activity.

Students have multiple means to have their transcripts evaluated and credits validated, including students from proprietary institutions and foreign institutions. Additionally, TMCC's Advising Center works with students to resolve transfer issues and/or refers them to the applicable department or personnel. TMCC recognizes its responsibility in providing maximum consideration

for students and its obligation to academic integrity. Through its policies and procedures regarding the transfer and award of credit, TMCC ensures that high standards of educational effectiveness are maintained. While TMCC is in full compliance with Policy 2.5 regarding the transfer and award of credit, two recommendations emerge as a result of this self-study process:

- The *2004-2005* and *2005-2006 TMCC Course Catalogs* indicate that credits from extension classes at UNR and UNLV can be accepted at TMCC; the impression given in this statement is that similar course credit from other institutions would not be accepted. For reasons of equity, this policy needs to be scrutinized and revised.
- There is no policy or procedure for students to appeal the denial of transfer credit. While potentially cumbersome, an appeal process would ensure that students have an opportunity to have an adverse transfer decision reviewed.

Distance Delivery of Courses, Certificate, and Degree Programs (Policy 2.6)

Historical Context: TMCC's distance education program was established in 1998 in response to recommendations from a campus-wide committee of faculty and administrators. TMCC had previously offered distance education courses by various delivery methods but had no coordinated program. A major recommendation of the committee was the establishment of Web-based instruction leading to an associate's degree. TMCC scheduled a substantive change request with the Northwest Commission, which resulted in a site visit in early 1999. TMCC was authorized to offer degree programs and initiated a campus dialogue to identify the appropriate degrees and emphases. TMCC currently offers an associate of arts degree and an associate of arts degree with an emphasis in business online.

In addition, the distance education program has been incorporated into the College's strategic planning to ensure consistency with TMCC's educational mission, goals, and objectives. Specifically, the Strategic Goal for Technology calls for the expansion of Web-based instructional offerings as part of the College's commitment to "developing and maintaining a state-of-the-art technology infrastructure for the benefit of students, faculty, and staff" (*Strategic Planning*, p. 9). Distance education courses are held to the same standards of institutional program and course approval as traditionally delivered programs and courses. In 1999, the TMCC Faculty Senate Curriculum Committee agreed that distance education classes would be held to the same standards as traditional instruction but would not be subject to additional review.

Academic Rigor and Quality in Distance Education: To provide for timely and appropriate interaction in distance education classes, TMCC promotes asynchronous instruction for web-based classes. In addition, the campus offers instruction via cable broadcast and compressed video. Faculty are required to maintain regular office hours, provide full contact information as part of the syllabus, and, in the case of web-based instruction, are expected to respond to any queries within 24 hours. Many of the cable and compressed video classes include a web-assisted element to improve communication between students and faculty. Web-based classes also promote the use of discussion threads (rather than live chat) to sustain appropriate contact.

At TMCC, individual faculty, department chairs, and the Teaching Technologies Office jointly participate in efforts to ensure rigor and quality of instruction. Just as faculty are responsible for rigor and quality in a traditional course, so too are they held accountable for distance education courses. Additionally, department chairs use a web-based evaluation form for distance education courses as part of regular faculty evaluation. The development of this evaluation tool constitutes a tacit recognition that, while the course content and student learning outcomes must be similar to traditionally delivered classes, the method by which the classes are conducted is fundamentally different and the evaluation tool needs to reflect this fact. Student evaluations are conducted each semester. The results are distributed to the appropriate faculty member, department chair, and instructional dean. Finally, Teaching Technologies works with faculty, provides relevant resources, and promotes best practices to advance both quality and rigor in its course offerings.

TMCC offers a multi-modal distance education methods strategy that reflects UCCSN strategic plan requirements to provide educational opportunity to Nevada's citizens. A review of the appropriate mode(s) of delivery is conducted by the faculty member, department chair, and Teaching Technologies staff. Distance education courses are consistently updated to ensure currency. Appropriateness of programs and courses is validated based on student demand as well as regular review by the appropriate department/program.

Faculty Support: Distance education instruction represents a new direction for many of TMCC's faculty; as such, distance education training provides many faculty members with a valuable professional development opportunity, challenging faculty to rethink pedagogy and adapt new teaching methodologies for both their traditional and online courses. In support of faculty teaching distance education classes, Teaching Technologies provides support and training for both faculty and students. Teaching Technologies provides coordinated scheduling of classes, textbook ordering, support for video streaming, faculty web sites, web platform training (in cooperation with the Center for Teaching and Learning), and resolution of related technical problems. Where possible, Teaching Technologies also provides assistance with curriculum

resources, fosters pedagogical discussions concerning student learning, and assembles learning communities to provide peer-to-peer support. Technical training for cable broadcast and compressed video is provided by the Media Services Department. Web platform training and support for faculty is provided through contracted services in cooperation with the Center for Teaching and Learning. General training sessions are also provided as part of the Professional Development Week each semester and as part of the regular schedule for training throughout the academic year. Faculty members normally take advantage of one-on-one training sessions with the faculty trainer. Teaching Technologies also sponsors a two-day distance education summer institute each May. TMCC abides by UCCSN policies regarding intellectual property rights. In addition, TMCC has a designated Intellectual Property Rights Committee charged with establishing policy related to ownership and copyright. TMCC has an established workload policy, which includes distance education instruction.

Student Support: TMCC has been committed to the principle of providing equivalent course quality and student support services since the inception of the distance education program. Admissions, financial aid, academic advising (including placement and counseling), and the delivery of course materials work to ensure appropriate access and levels of service for students. In fact, Student Services has been a leader on campus in identifying innovative ways to meet the needs of TMCC's distance education students. Examples of such services include daily live chat to answer student questions and direct students to appropriate solutions, online advisement using Linktivity software, extensive individual assistance for students working with TMCC Starting Point, and tutoring assistance using Smarthinking. TMCC's virtual student services offer online solutions for admission, registration, financial aid, academic advisement, textbook purchases, paying for classes, and checking grades. Similarly, TMCC maintains an extensive Web site that contains all relevant advertising, recruiting, and admissions information for distance education. Convenient links are provided from the main page and distance education information is integrated at every level. In addition, Teaching Technologies has its own Web site with tailored information and produces a separate class schedule for the fall and spring terms.

TMCC's distance education program has no separate admissions policy; however, Teaching Technologies has been sensitive to the issue of student familiarity with technology as an indicator of student success in online

courses since the program's inception. Anecdotal data indicates that most students, especially returning students, experience little difficulty negotiating distance education technology. Teaching Technologies has, therefore, focused on providing support services for first-time distance education students. TMCC maintains an online orientation process, also available on CD, designed to address common student problems. Teaching Technologies staff members and TMCC's Starting Point provide online/email, telephone and walk-in assistance as well. Teaching Technologies staff members mail appropriate broadcast information and course materials to cable students each semester. Students' technological problems are addressed by Teaching Technologies staff members, the Starting Point, the UCCSN Computing Services Help Desk, and/or the TMCC Computing Services Help Desk.

Once a student is enrolled in an online course, they are provided with online services to facilitate their success. To ensure access to appropriate library sources for all its students, TMCC's library provides a substantial number of databases via the Internet. To encourage distance education students to use library resources, a link to online library materials is provided on all web classes on the MyWebCT page. The library also conducts student orientation sessions to learn more about the online resources available; however, the Self-Study Standard 2 Committee recommends that the library and Teaching Technologies collaborate to create a virtual tour for students who cannot access the physical location. Faculty members teaching distance education are strongly encouraged to include library assignments (research papers, tailored writing assignments, reserved materials, etc.) as part of their coursework. Each semester, the library surveys students to determine the type and extent of student use of its resources. Student course evaluations also include questions soliciting feedback regarding library usage as well. Along with library resources for online students, TMCC provides tutoring support for all students through Smarthinking. Teaching Technologies monitors the number of students who access this service.

Distance education courses are screened for appropriateness related to the delivery method. Students are notified of any requirement to physically attend one or more sessions scheduled onsite in the event that the course requires access to lab facilities or specialized equipment. The TMCC Testing Center is available for distance education testing at specific times. If a student cannot travel to campus for a test, arrangements are made with another institution, public library, or in the case of

the military, the base administration, to proctor exams and verify identity.

Finally, policies and procedures are in place for addressing student complaints regarding technical and class issues. Technical problems with course access or problems negotiating technology are generally handled by Teaching Technologies; student complaints regarding issues related to curriculum follow the same procedures as traditionally delivered classes. Students can confer with the faculty member teaching the course, and students also have the option of raising concerns with the department chair and/or instructional dean. If the issue can not be resolved, then the student can utilize TMCC's Student Complaint procedure.

Distance Education Structure: Server capacity, internet access, and statewide compressed video networking have been outsourced to the UCCSN System Computing Services (SCS). TMCC has several student access computer labs to facilitate access to web classes. Information Technologies Operations provides assistance for both students and faculty. TMCC also maintains a dedicated office—Teaching Technologies—with full-time administrative and technical support.

During 2004-2005, TMCC's distance education program underwent a review process with an emphasis towards strengthening the program. Instructional deans led college-wide discussions related to staffing, budget, and responsibility issues connected with the distance education program. In addition, a consultant conducted a review and provided recommendations concerning these issues. As of July 1, 2005, the job descriptions of those working in Teaching Technologies are being reviewed. The instructional deans and Vice President for Academic Affairs have agreed to make final recommendations by November 2005. As part of this review, TMCC has adopted the best practices as outlined by WICHE/WCET for program management. TMCC's distance education program continues to grow; additional degrees and programs are under consideration for inclusion as web-focused. The College has increased financial resources for distance education. The overall administrative review of distance education designed to address distance education staffing needs and articulation of program responsibilities will be completed by November 2005.

Teaching Technologies monitors enrollment trends, student completion rates (by course/department), and unduplicated attempts to register in an effort to project growth and meet student demand. Information is regularly

shared with key administrators. Teaching Technologies staff members meet regularly with the campus retention specialist and have adopted several strategies designed to improve student completion. Teaching Technologies also maintains a regular dialogue with counselors and academic advisors. Courses are monitored for quality by Teaching Technologies staff members and department chairs. Student retention and satisfaction issues are identified and shared with the appropriate faculty and department chair. The program benefits from the extensive traditional teaching experience that full-time and selected part-time faculty bring to this type of instruction. Finally, Teaching Technologies promotes best practices consistent with WICHE/WCET.

Course Integrity: TMCC recognizes that the integrity of its distance education program is dependent upon the integrity of student work and the credibility of its courses and degrees. TMCC has addressed the integrity of distance education courses in the following ways:

- Authentication of identity is required to ensure that the student enrolled is the student accessing the class.
- TMCC subscribes to TurnItIn.com to validate writing assignments.
- Faculty members exercise their right to require proctored exams in cooperation with TMCC's Accuplacer Testing Lab. Teaching Technologies arranges for proctoring at an appropriate facility (neighboring college/university, public library, military post, etc.) if the student cannot access TMCC facilities.
- Teaching Technologies advocates for a pedagogical shift in class construction promoting critical thinking and writing as the primary vehicle for assessment, rather than examination.

Standard



Students

Historical Context

The Student Services Division has grown philosophically and structurally since the 1995 TMCC Accreditation Self-Study Report. These changes occurred in response to the overall growth of TMCC and its changing student demographics. The Student Services Division was not singled out for any one recommendation in the 1995 Northwest Association of Schools and Colleges Evaluation Committee Report; however, the Student Services Division used the committee's recommendation that "priority be given...to establishing an organizational structure and accompanying operating procedures" to motivate and inform its own growth and structural development. In response to the 1995 TMCC Accreditation Self-Study Report, TMCC established a new Mission Statement and Strategic Goals. The Student Services Division paralleled the College's efforts in this area and evaluated and restructured the Division and its various departmental mission statements.

The Division's most obvious demarcation of change can be seen in comparing the 1995 organizational structure with the one in place today. Until quite recently, the Student Services Division did not have any administrative tiers above the dean level whereas all other areas of the College had an affiliated vice president. As a result, the Student Services Division did not have equal representation in the President's Cabinet. TMCC remedied this discrepancy with the hiring of a Vice President of Student Services and with the establishing of other tiers of administrative oversight that parallel other divisional structures.

Current Situation

The Student Services Division offers comprehensive support services to help students be successful in achieving their educational goals. The mission of the Student Services Division is to provide a system of support services that enhances student success and achievement of educational goals (See Vice President of Student Services Web site for full articulation of divisional mission and goals). Firmly rooted in the TMCC Mission and Strategic Goals outlined in the *Strategic Planning* document, divisional goals focus on the following principles: to recruit students who reflect our communities' diversity; to admit, assess, advise, and place students in classes that optimize their chances to achieve their educational goals; to offer quality educational programs and support services that encourage and empower students to complete their educational goals; to participate in a positive way in our various communities and similarly to encourage community participation and awareness in TMCC. The mission and goals of the Student Services Division support the philosophical and pedagogical emphasis of TMCC's Mission to "provid[e] access for lifelong learning opportunities to improve the quality of life for our diverse community" and provide students with services consistent with this Mission and TMCC's commitment to provide "a supportive, intellectually, and culturally dynamic environment" for students (*Strategic Planning*, p. 2).

Purpose and Organization (3.A)

Organization of Student Services (3.A.1)¹²

TMCC is committed to providing essential student services to all students regardless of their choice of program, preferred method of course delivery, or stated educational goals. TMCC's organization of student services is effective in providing essential services to all of its students and their diverse needs and goals.

The Student Services Division is comprised of nine departments: Admissions and Records, Financial Aid, New Student Programs, Student Outreach Support, Retention, the Re-Entry Center, the E.L. Cord Child Care Center, Veterans Upward Bound, and Counseling, Advisement and Career Services (See Figure 3.1, Student Services Division Organizational Chart). Each department is managed by an administrator at the director level. In addition to these primary departments, the Division includes a disability resource center, placement testing, student government, and student clubs. The Student Services Division is led by the Vice President of Student Services, Juanita Chrysanthou, the Dean of Student

Services, Kathleen Lucchesi, and the Associate Dean of Students. Each department is staffed by a combination of classified staff, professional staff, counseling faculty, and student workers.¹³

Student Services offices are located primarily on the Dandini Campus on the first and third floors of the Red Mountain Building with the E.L. Cord Child Care Center housed separately in its own building. Student Outreach Support, the Re-Entry Center, and Veterans Upward Bound are located at TMCC's Meadowood Center, and a counselor/advisor is located at the TMCC IGT Applied Technology Center. Student Services staff members at Meadowood Center and the TMCC IGT Applied Technology Center receive specific training that allows them to provide students with information and assistance with a multitude of student needs, such as admission, registration, financial aid, advisement and personal counseling, as well as providing referrals to other useful resources.

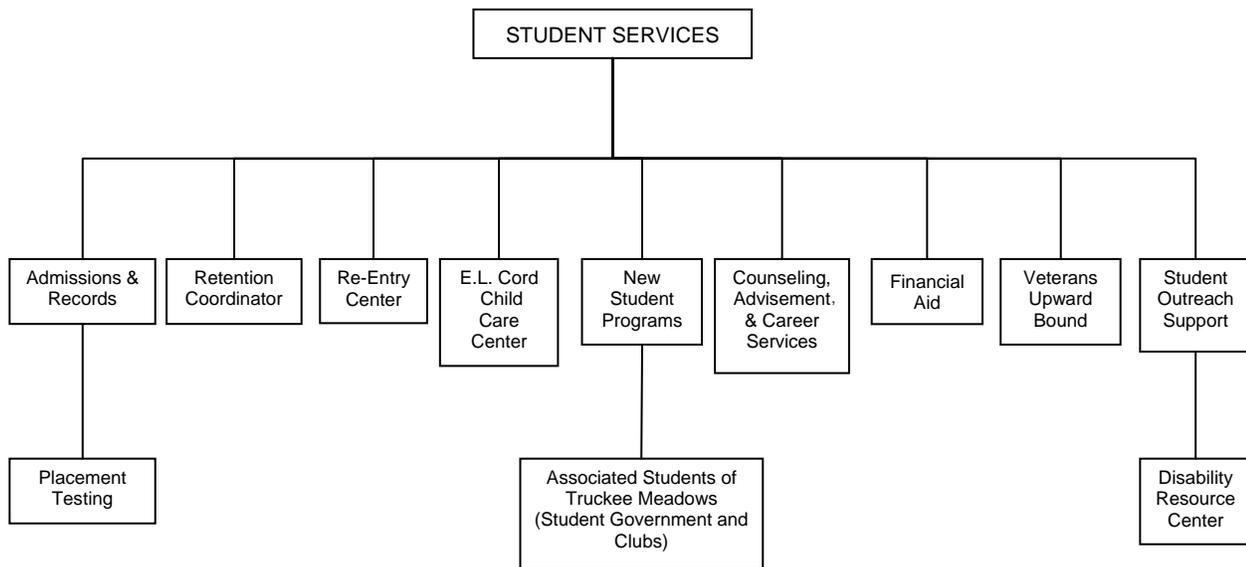


Figure 3.1

¹² At the time of the writing of this document, the Student Services Division was preparing for an internal reorganization effort. Therefore, the organization of the Division may or may not reflect in its entirety the structure presented in Standard 3.A.1 come fall 2005. The material contained within this section is an accurate reflection of the organization of the Student Services Division as of June 30, 2005.

¹³ Per the UCCSN Code, counselors in the Student Services Division are contractually considered faculty. To distinguish between types of faculty, TMCC documents, policy, and protocol often refer to academic faculty versus non-instructional faculty. Counselors would fall under the latter category. Furthermore, the term "professional staff" refers to both administrative tier and non-administrative employees who are on A contracts such as program directors.

Mandatory Table 3.2 — Student Affairs Staff Profile

STANDARD THREE – STUDENTS TABLE 3.2 STUDENT AFFAIRS STAFF PROFILE (Data requested may be provided in computer format compatible to the institution's data information system.)				
	Professional	Support	Student	Other
Female	28	29	45	N/A
Male	11	3	17	
Degrees: PhD, EdD	3			
MD, JD, MSW				
MA, MS, EdS	27	3		
BA, BS	8	6	1	
AA, AAS, Certificate, etc.	1	13	11	
None		10	50	
Years Experience in field:			18	
None				
Less than 5	3	9	44	
5 – 10	8	13		
11 – 15	13	8		
16 – 20	5			
More than 20	10	2		
Full-time: 9/10 months	9			
12 months	27	26		
Part-time: 9/10 months				
12 months	3	6	62	

Staff Qualifications (3.A.2)

TMCC Student Services Division is comprised of highly qualified professional staff, faculty, and student employees (See Mandatory Table 3.2, Student Affairs Staff Profile). The hiring process for all levels of employment within the Student Services Division follows TMCC protocols and process and includes appropriate advertising, careful screening of credentials by a representative committee, personal interviews, and reference checks (See Standard 6.C.8). Student hires are coordinated through the student employment office in Financial Aid (See Exhibit 3.1, Student Hiring Materials). The classified staff positions are State of Nevada positions and as such the terms of classified staff employment and evaluation are regulated by Business Center North, the centralized human resource office for all UCCSN institutions in the northern part of Nevada. Faculty counselors and professional positions are hired through TMCC's internal processes, in accordance with federal and state regulations. All personnel information and hiring documents are maintained in Human Resources (See Standard 4, Mandatory Table 4.1, Institutional Faculty Profile—for a complete listing of degrees for all faculty, including counseling faculty in the Student Services Division).

TMCC effectively and efficiently addresses the needs of its diverse student populations by reviewing changing trends in enrollment, assessing the impact of these trends on student needs, and developing institutional strategies for addressing these changing needs. To ensure that TMCC is able to provide exemplary services to students, the Student Services Division monitors programming, budgets, and staffing annually (See Exhibit 3.2, Analysis of Enrollment Trends at TMCC). Departments provide detailed analysis of their activities and achievements of the prior year and develop goals for the next year that will contribute to achieving the Division's goals (See Exhibit 3.3, Sample of Departmental Reports for 2004-05). Based on these reports and detailed analyses, the administrative team, led by Vice President Chrysanthou, makes recommendations to the President's Cabinet for new positions, changes in departmental functions and responsibilities, and budget augmentations or reallocations. For example, in response to a perceived need to address the difficult problem of retention of first generation college students and ethnic populations, the Student Services Division generated a new position, Retention Coordinator, designed specifically to identify and address retention issues for all students, but with special attention to these two demographics (See Exhibit 3.4, Student Retention Analysis Reports).

The Student Services Division is committed to performing regular and meaningful evaluation of all staff. The probationary period for classified positions varies by level of position, but once permanent, evaluations are conducted annually on the anniversary of the hire date. Counselors are evaluated annually using the same tool as academic faculty with some modification to the activities that constitute satisfactory, commendable, or excellent performance. The annual evaluation process for professional staff uses a three part evaluation tool: self-evaluation, the supervisor writes a performance evaluation, and every three years a peer review is conducted to provide additional feedback. The administrator and the supervisor meet to discuss the employee's performance for the previous year and agree upon professional goals and a development plan for the next year (See Exhibit 3.5, Sample Evaluation Documents, Student Services Division).

Policies and Procedures (3.A.3)

Policies affecting students and student services are generated at various levels. Some policies, such as those guiding financial aid and student privacy, are developed at the federal level. Others, such as the one requiring study of the Nevada Constitution in order to graduate from an institution of higher education in Nevada, are state generated. Most policies are approved by the Board of Regents, while others are TMCC specific policies that have been approved through College governance procedures (See Exhibit 3.6, *TMCC Student Handbook*). Procedures are generally developed in accordance with policy at the departmental level.

The policy statements are published and made available to staff and students in a variety of publications and formats. They can be accessed in the *Board of Regents Handbook*, the *TMCC Course Catalog* (printed, CD, and Web versions), and *TMCC's Administrative Manual*. Selected policies and reference to policies are also in each term's class schedule, the *TMCC Student Handbook*, the *TMCC Faculty/Staff Handbook*, *Part-time Faculty Handbook*, and on the TMCC Web site.

Departments within the Student Services Division develop new and review existing policies and procedures relevant to their operational objectives. For example, the TMCC Student Conduct Policy and Procedures (April 2005) document is reviewed on an annual basis for UCCSN Code compliance as well as college community appropriateness. The policy outlines expected behavior at college sites, consequences for improper behavior, and the process/procedure should a disciplinary hearing

be required. The policy is available on the TMCC Web site as well as in the office of the Associate Dean of Students. Similarly, the Student Complaint Policy is currently in draft form and undergoing college community review prior to full implementation. The Academic Integrity Policy and the Satisfactory Academic Progress Policy are also in draft form and undergoing the community review process (See Exhibit 3.7, Sample Documents of TMCC Policy and Procedures). Along with having TMCC policy and procedures well publicized and accessible to students, it is equally important to note that a student may appeal an application of a TMCC policy or procedure through the office of the Associate Dean of Students (See Exhibit 3.8, Student Appeals Process).

In addition to the long-term *2004 Facilities Master Plan*, TMCC also has an annual process for requesting changes to facilities and for capital improvements to existing offices or buildings (See Standards 7 and 8 for fuller discussion of budget and capital improvement processes). The Student Services Division participates in this process by submitting written requests documenting the need for improvement or change of existing capital resources connected directly with student services. These proposals are reviewed and prioritized by Dean Lucchesi and Vice President Chrysanthou.

Resources (3.A.4)

The Student Services Division currently receives approximately 11 percent of total college resources. Because the Division is committed to providing adequate support for all the services and programs it offers, the Student Services Division allocates human, physical, and financial resources for all its services and programs on the basis of identified needs. Annually, each department director performs a comprehensive analysis of his/her area and recommends changes in staffing and services. By analyzing data evidentiary of activities, progress on achievement of goals, and actual expenditures/costs for services, each director prepares an annual report. The directors then submit their requests for new positions, changes in staffing, or budget augmentations to Vice President Chrysanthou for consideration. All requests for additional resources must be supported by solid data, such as evidence of changes in student demographics or projections for future enrollment, and the requests should be in accordance with TMCC's established long-term goals (generally mandated by legislative or UCCSN priorities established for the community colleges) for targeting specific student service needs for the system. Upon receiving requests for resources from the directors, Vice President Chrysanthou presents the recommendations to the President's Cabinet.

Analysis and Appraisal (3.A)

The Student Services Division manifests many strengths. After an intensive and competitive national search, TMCC recently hired Vice President Chrysanthou. The Vice President's position is newly created and a much needed addition to the administrative tier. The Self-Study Standard 3 Committee sees the formation of this position as a demonstration of TMCC's commitment to excellence in student support services and its awareness that the student population, and commensurately student support needs, had grown substantially in the past five years. The Student Services Division offers extensive services for nontraditional students, including the Re-Entry center, the Disability Resource Center, E.L. Cord Child Care Center, the LEAP program, Veterans Upward Bound, and Ethnic Community Relations program.¹⁴

In terms of hiring qualified staff and promoting continual professional development of employees, the Student Services Division offers continuing education benefits for staff, especially for professional employees. The Division offers extensive and comprehensive workshop training, which is offered year-round and available to all classified and professional staff (See Exhibit 3.9, Student Services Professional Development Workshops).

The 2005 Self-Study Standard 3 Committee also noted that student service policies and procedures were generally available and easily accessible to all constituents. Students have access to student service policies and procedures published in many forms, including the *TMCC Student Handbook*, *TMCC Course Catalog*, class schedule and TMCC's Web site. Moreover, each academic year the nine departments establish departmental goals that are commensurate and consistent with divisional goals.

Finally, the Committee recognizes TMCC's commitment of increased resources that are positively impacting student services. Most notably, TMCC in fall 2004 opened the V. James Eardley Student Services Center, a centralized place for student services and a much needed addition to campus life. Along with housing a number of student service programs, the V. James Eardley Student Services Center includes a fitness center, food services, the college bookstore, and student study areas. The Student Services Division is also demonstrating a commitment to identifying significant and meaningful outcomes by instituting in spring 2005 the Community College Survey of Student Engagement. 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.

¹⁴ As of July 1, 2005, the Ethnic Community Relations program, which is located under New Student Programs, will be known as Ethnic Student Support.

Next Steps (3.A)

While the Student Services Division demonstrates numerous strengths, the Self-Study Standard 3 Committee has some recommendations for improvement. First, while all departments have localized mission statements and articulated strategic goals, the Division should ensure that all departmental mission statements be presented together and published for easy student access. Each mission statement should be commensurate with the purpose of the individual department, the overall divisional mission, and ultimately of the TMCC Mission Statement itself.

While the V. James Eardley Student Services Center has brought centrality to student services, there remains some perhaps unnecessary distance between certain primary student service offices in the Red Mountain Building, which is in need of renovation, and those situated in the V. James Eardley Student Services Center. The Self-Study Standard 3 Committee recommends that administration consolidate all student services offices in the future. Currently, the Red Mountain student service area is for many students and parents their primary destination and impression of TMCC, a fact that is problematic considering the impressive facilities located in the V. James Eardley Student Services Center. Significantly, renovation of the Red Mountain Building is currently on the Board of Regents capital funding request list so that this issue may be remedied in the near future.

Finally, TMCC currently has to use the older text-based student information system, the Student Information System (SIS) (See also Standard 3.C). Although the SIS system is well tested and relatively error-free, it does require extensive customization and technical expertise to navigate. Some demands placed on staff currently come out of this labor intensive system whereas the College might benefit in terms of preserving human contact hours by looking into other technological solutions. Moreover, SIS is not integrated with the College's financial Advantage system. UCCSN is currently reviewing an alternative to current student information systems called Enterprise Resource Planning systems that will address many of these weaknesses and provide system-wide integration of institutional student information.

General Responsibilities (3.B)

Identifying the Student Population

(3.B.1)

TMCC's Institutional Research Office systematically gathers information to identify the characteristics and needs of TMCC's student population (See Exhibit 3.10, Student Demographics to understand the characteristics of TMCC's student population). TMCC is an institution that embraces its "open door" admissions policy and encourages and welcomes the enrollment of students of diverse backgrounds. To demonstrate TMCC's institutional commitment to diversity, TMCC established as a Strategic Goal the need "to foster an academic community that welcomes the opportunity to experience, examine, and learn from diverse physical, cultural, and ideological backgrounds while nurturing mutual respect" (*Strategic Planning*, Diversity Goal, p.5).

TMCC continues to grow in population and diversity. TMCC's overall growth has increased by 25 percent since 1996, while minority student enrollment has increased 52 percent over the same period (See Exhibit 3.11, Growth of Minority Student Enrollment). By working closely with Admissions and Records, Institutional Research continually monitors both the characteristics of TMCC's student population and the characteristics of students' learning and special needs (See Mandatory Table 3.1, Admissions Report).

Assessing Student Experiences Via Surveys

Each academic year, TMCC conducts an annual Graduate Outcomes Survey for all TMCC graduate cohorts. Most recently, TMCC conducted a Graduate Outcomes Survey for 2002-2003 graduates (those graduating from TMCC in summer 2002, fall 2002, and spring 2003). The questions included in this survey address student demographics, degree/certificate information, general education skills, satisfaction with TMCC's learning environment, effectiveness of student services, and overall satisfaction (See Exhibit 3.12, Graduate Outcomes Survey). In addition, Institutional Research administers a Graduate Follow-Up Survey, which is sent to all alumni one year out of school. The most recent Graduate Follow-Up Survey was sent to 2002-2003 graduates of TMCC (See Exhibit 3.13, 2002-2003 Graduate Follow-Up Survey for results). Moreover, in fall 2002, Institutional Research conducted a Class Scheduling Survey to determine the

scheduling needs and priorities for students as well as for faculty and staff. This survey allowed students, faculty, and staff to voice their concerns over current course scheduling practices at TMCC and to make recommendations for improvements in the system. Electronic versions of all these student-centered surveys are located on the TMCC Institutional Research Web site.

Institutional Outcomes Assessment and Student Testing: A Recursive Process

TMCC systematically identifies the characteristics of its student population through data acquisition and performs meaningful analysis of this data with the goal of determining program dynamics and the educational needs of students. Upon identifying specific needs, students can expect that the programs contained within the Student Services Division will provide effective counsel and services to allow students to achieve academic success. TMCC's assessment philosophy articulated in the *Assessment Report 2002* emphasizes that the College sees assessment on all levels as a critical and necessary component in achieving overall academic excellence. The philosophy statement defines TMCC's commitment to "continuous assessment of college programs and services and their relationship to the college mission, values, and strategic direction" (See Standard 2 for a fuller discussion of TMCC program assessment). A commitment to meaningful assessment, both of the institution and its various programs and of students, ultimately underscores and makes realizable one of TMCC's primary initiatives: achieving academic excellence. TMCC is committed to the ideal that assessment of students cannot occur in isolation. Meaningful assessment is a process whereby the institution examines itself and its programs to determine both the conceptual viability of a program and its curriculum and the skills necessary for a student to succeed in the respective program. By going through meaningful assessment at the program level, the College can then develop or institute useful testing instruments for assessing student skills, resulting in appropriate placement of each student. Ultimately, TMCC's assessment efforts, whether institutional or student based, facilitate TMCC's Academic Excellence Initiative, which "emphasizes student learning" and "keep[s] teaching and learning at the core of [TMCC's] mission" (See *Assessment Report 2002*).

Mandatory Table 3.1 — Admissions Report

STANDARD THREE – STUDENTS TABLE 3.1 ADMISSIONS REPORT				
(Data requested may be provided in computer format compatible with the institution's data information system. Not all data requested may be applicable to all institutions.)				
	Evaluation Year (AY03-04)*	1 Year Prior (AY02-03)	2 Years Prior (AY01-02)	3 Years Prior (AY00-01)
First Time Freshmen** Applications Received	2640	2781	2438	2759
Admitted	2640	2781	2438	2759
Denied	0	0	0	0
Enrolled	2640	2781	2438	2759
Transfer Applications Received	2325	2555	2443	2404
Admitted	2325	2555	2443	2404
Denied	0	0	0	0
Enrolled	2325	2555	2443	2404
Readmission*** Applications Received	17324	16502	15888	14809
Admitted	17324	16502	15888	14809
Denied	0	0	0	0
Enrolled	17324	16502	15888	14809
Graduate Applications Received	NA			
Admitted				
Denied				
Enrolled				
Professional Applications Received	NA			
Admitted				
Denied				
Enrolled				
Non Degree**** Applications Received	3011	3603	3346	2715
Admitted	3011	3603	3346	2715
Denied	0	0	0	0
Enrolled	3011	3603	3346	2715

*AY = Fall + Spring semesters

**First Time Freshmen = NW, U01

***Readmission = Cont. Students (CC+CH+CN)

****Non Degree = Undecided

Admissions Process: Everyone 18 years or older, or graduated from high school, is admissible. Those who are not eligible (under 18 and not approved by parent or counselor) are simply not added to the system.

Student Testing, Placement, and Orientation

TMCC seeks to promote student success by providing students with the opportunity to learn meaningful information about their academic skills and preparedness. TMCC uses the ACCUPLACER test to determine student mathematics, reading, writing, and sentence skills. Along with providing data allowing for appropriate placement in mathematics and English courses, this information also provides the student with appropriate placement in various science, business, and occupational health fields. ACCUPLACER testing is mainly available on the Dandini Campus in the Red Mountain Building, but students can arrange to take the test at both the IGT Applied Technology Center and the Meadowood Center by appointment. Representatives from Student Services also administer ACCUPLACER testing to high school seniors at various local high schools (See Exhibit 3.14, *Revealing Best Practices: CollegeBoard ACCUPLACER [sic]*, a publication in which TMCC was highlighted for its use of ACCUPLACER).

Faculty in the core areas determine appropriate ACCUPLACER cut off scores for placement (See Exhibit 3.15, ACCUPLACER Scores and Student Placement Information). The UCCSN Remedial and Developmental Task Force is currently engaged in an effort to standardize placement vehicles and scores across the system recognizing that some differentiation of placement needs will exist from institution to institution. TMCC's Dandini testing site oversaw 1937 students taking ACCUPLACER during fall 2004 and 1810 during spring 2005. Students can use SAT and ACT scores for placement if they were tested during the previous two years.

TMCC offers a wide variety of orientation programs designed for students who are new to the institution. Each of these orientation programs provides vital information about college policies and procedures, as well as helpful hints and suggestions that will enable student success. The QUEST Orientation is a mandatory orientation for first-time, full-time students who are enrolled in the QUEST program (See section titled "Addressing the Needs of Diverse Student Populations," in this standard for a description of the QUEST program). This orientation addresses students' questions about financial aid and provides them with an overview of counseling and advisement options, a review of the structure of TMCC and its resources, and an opportunity for early registration. Parents are also invited to the QUEST orientation and receive a full-day session that helps them adjust to being the parents of a college student. In

contrast, TMCC G.O.L.D. is an optional three-hour new student orientation program aimed at students who have never attended a college before. This session provides networking opportunities, college success tips, information regarding time management skills, financial aid information, and an overview of college policies and class registration information. G.O.L.D. students are encouraged to meet with an academic advisor to plan out their academic career. TMCC Silver is an optional orientation designed to provide information to students who have previously attended another college. Once again, this program deals with TMCC-specific policies and procedures and helps students understand the registration process at TMCC (See Exhibit 3.16, Orientation Materials).

Counseling and Student Advising

TMCC recognizes the significance of providing counseling and advisement so that students can make informed decisions as they pursue their educational goals. Students are encouraged to take advantage of the Counseling, Advising, and Career Services Department. TMCC offers three sites (Dandini Campus, Meadowood Center, and IGT Applied Technology Center) where students can see an academic advisor and two sites (Dandini and Meadowood) where a student can see a counselor. TMCC has five faculty counselors and one director of counseling located on the Dandini Campus; one counselor, one student services specialist, and one director are located at the Meadowood Center. One advisor is located at the IGT Applied Technology Center. TMCC counselors must have a minimum of a master's degree in counseling and be able to teach at the post-secondary level. Counselors are generally assigned to work with the more complicated needs of at-risk student groups. Along with providing academic advisement for these demographics, the counselors provide personal counseling services to assist students with non-academic issues, and they conduct workshops on such issues as employability skills and job placement for students. In contrast, the Advisement Center, located in the new V. James Eardley Student Services Center, is staffed by three full-time academic advisors and variably five or six peer advisors. The Advisement Center only provides academic advisement. TMCC also offers online academic and career advisement options for students. Finally, the Financial Aid, Scholarships, and Student Employment Office assists TMCC's students and their families in planning for the cost of college (See Standard 3.D.10-11 for further discussion of counseling and advisement options at TMCC).

Academic Tutoring Services¹⁵

Free tutoring services are available to students during the academic year as well as during summer sessions. The TMCC Writing Center offers one-on-one peer tutoring for students in writing and provides appointment-based consultations up to one hour. The Writing Center serves approximately 3800 students a year. For example, during the academic year 2004-2005, the Writing Center saw 1938 students during fall 2004 and 1824 during spring 2005. Moreover, in concert with the TMCC ESL program, the Writing Center has developed an ESL Resource Center, which saw 354 students during the same time period. The Math Center accepts walk-in appointments for mathematics tutoring and offers supplemental instruction groups for core mathematics courses. During spring 2005, the Math Center served 3700 students, ranging from tutoring developmental to calculus level students. The Writing and Math Centers are located together on the Dandini Campus; the Writing Center sustains a satellite office with limited tutoring hours at the Meadowood Center (See Exhibit 3.17, Writing Center and Math Center Students Served Data for Academic Year 2004-2005).

Students who wish to be tutored in subjects other than writing or mathematics are able to obtain assistance at the SOURCE (Student Outreach and Resource Center). Formerly known as the Learning Hub, the SOURCE provides free tutoring for the sciences and foreign languages. The SOURCE was developed to increase students' academic success and address retention issues at TMCC. A joint project between Student Services and academic departments, the SOURCE allows for the centralization of intervention services and academic assistance with traditionally difficult subjects like chemistry and biology. The SOURCE particularly focuses on the academic needs in core areas outside of writing and mathematics of a variety of student populations, such as part-time students, students with disabilities, undecided students, ethnic and ESL students, first generation students, developmental students, distance learners, and academically at-risk students (See Exhibit 3.18, SOURCE Materials). Starting in spring 2005, the SOURCE began hiring professional tutors, improving the quality of service to students in accounting, biology, chemistry, and economics.

Addressing the Needs of Diverse Student Populations

English language learners (ELL) and international students receive academic advisement, placement, and course options through TMCC's English as a Second Language (ESL) program. TMCC's ESL program is designed for students who wish to pursue a complete or limited academic program, including language skill improvement and certificates or degrees at associate level and beyond. 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 for different language levels and in a variety of skill areas: listening/speaking, reading, writing/grammar, and vocabulary/spelling. Students receive high quality instruction designed to meet their language interests and goals (See also ABE/ESL program in Standard 3.B.1, "Essential Skills Programs" for a discussion of TMCC's community-based ESL counseling and non-credit course options for ELL adult learners seeking English language proficiency).

QUEST (Quality Undergraduate Education Starts at TMCC) is a program designed to focus on the educational needs of first-year, full-time college students (See Exhibit 3.19, QUEST Program Materials). National studies have shown that students who participate in a first-year experience program like QUEST tend to get better grades and complete their educational goals (See Exhibit 3.20, National Study). Students who participate in QUEST are required to take courses in English, mathematics, college success skills, and an elective in the first semester. QUEST students receive priority registration, a specialized orientation, faculty mentoring, and a customized educational plan and advisement. The QUEST program has grown from 99 students in fall 2001 to 153 in fall 2004. The success of the program can best be seen when comparing QUEST's retention numbers with national and TMCC based statistics on student attrition. Nationally, public two-year colleges experience a 49 percent attrition rate during their first year. At TMCC, the attrition rate for fall 2004 was 39 percent. Those who participated in the fall 2004 QUEST program showed an 83 percent persistence rate meaning that QUEST students only experienced a 17 percent attrition rate (See Exhibit 3.21, Attrition Rate Documentation).

¹⁵ Tutoring services at TMCC are administered by various academic departments or collaboratively between academic departments and the Student Services Division. In the case of the Writing and Math Centers, the English and Mathematics Departments are primarily accountable for staffing, administrative oversight, and funding. The SOURCE is a joint venture between the Student Services Division and academic departments.

The Veterans Upward Bound (VUB) program is 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 free developmental courses designed to improve students' basic skills, tutoring, career counseling and advisement, college orientation, assistance with admissions and financial aid, and referrals to other agencies. The Veterans Upward Bound program is mandated by the terms of its federal funding to serve exactly 120 students per academic year.

TMCC's Re-Entry Center provides assistance for specific at-risk populations: 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 goal of the Re-Entry Center is to provide assistance to students who are returning to school and/or the workplace. Funded by TMCC and through federal, state, and private grants, the Re-Entry Center is committed to helping these individuals become economically self-sufficient through education, vocational training, and enhancement of their job search skills. The Re-Entry Center oversees the Educational Partnership Program, which is composed of two differently funded groups. The first is the federally-funded Perkins Grant program, which in 2003-2004 had 67 participants and in 2004-2005 had 53. The second program—Project Wings!—is supported by private sector donations and served 11 students in 2003-2004 and 13 in 2004-2005. Additionally, the Re-Entry Center administers the state funded Displaced Homemaker program for Washoe County; this program had 201 participants in 2003-2004 and 214 in 2004-2005 (as of June 7, 2005).

Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, TMCC is in compliance with providing equal access to educational materials to qualified students with disabilities by offering reasonable academic accommodations and services. Students with disabilities are encouraged to sign up with the Disability Resource Center to receive free accommodations in the following areas: interpreters/captioning, adaptive

furniture/equipment, assistive technologies, individualized tutoring, note taking services, extended exam time, distraction reduced testing environment, readers/scribes, alternate text/materials reproduction, and faculty liaison/academic advising/referral services. As of spring 2005, the Disability Resource Center had 365 registered students.

Essential Skills Programs

The Adult Basic Education/English as a Second Language (ABE/ESL) program provides basic literacy education for adults who are at least 17 years old. The ABE/ESL program is administered through the Workforce Development and Continuing Education Division. The program offers courses at the Meadowood Center and throughout the greater Reno-Sparks area at high schools and community centers. The ABE/ESL program serves a non-academic, community based ESL population as well as addresses basic literacy skills for adult native English speakers. Students can take classes in basic listening, speaking, reading, writing, and mathematics in one-on-one instruction and group learning settings. The ABE/ESL 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 (Exhibit 3.22, ABE/ESL Program Materials).

Nontraditional Modes for Receiving Educational Credit

As noted in the 2000 Interim Report, TMCC was developing a Weekend College option, but this program has since been amended (See 2000 TMCC Accreditation Interim Report). TMCC did focus groups and found that the idea of taking classes to get a degree on the weekends was not well received (See Exhibit 3.23, Weekend College Materials). Students liked the option of having some classes on weekends but did not want to commit all their weekends for over four years to earn a degree. The Weekend College concept was initiated prior to the development of TMCC's Distance Education program (See Standard 2.G for a detailed discussion of the history of Distance Education options at TMCC). With the addition of a comprehensive list of classes offered through Distance Education, the College has seen a decrease in both weekend and evening enrollments and believes that students who work and have family commitments like the flexibility that Distance Education offers.

LEAP (Learning Experience Assessment Program) is a program that awards students credit for nontraditional learning experiences. LEAP students earn college credit through a challenge exam, transcript assessment, portfolio development, military experience, and/or the number of credits earned at TMCC (Exhibit 3.24, LEAP Materials).

Serving the Complete Needs of the Student: Services that Facilitate Enrollment and Retention

TMCC's overall student population has a large percentage of nontraditional students, many of whom require child care in order to attend courses. TMCC offers two child care options for these students: the E.L. Cord Child Care Center, which provides a full-time progressive infant, toddler, preschool, and kindergarten environment for TMCC's students' children; and the Boys and Girls Club Afternoon Drop-off Center, which provides for hourly after-school care for children above the age of six. The E.L. Cord Child Care Center also serves as an on-site practicum learning lab for students seeking a degree in early childhood education and a work study opportunity for other TMCC students. Students enrolled in Early Childhood Education 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.

TMCC seeks to serve the "whole" student and his or her needs. To this end, TMCC offers the following services for students: the Starting Point (a student first-encounter service that assists students or helps direct them to their next destination), the Elizabeth Sturm Library, several academic computing labs, an online calendar of events at TMCC, and the campus newspaper, *The Echo*, with up-to-date information regarding student issues and concerns. TMCC also provides services at its satellite centers, such as Student Outreach Services (SOS), whose mission is to provide tools to develop student academic, career, and personal success at TMCC's Meadowood Center.¹⁶ Amenities such as these allow students to access information and assistance to further their educational goals at TMCC.

Student Participation in Governance (3.B.2)

TMCC students are encouraged to participate in institutional governance opportunities and in institutional activities, such as faculty and staff hiring committees, disciplinary hearings, and various other committees. As a result, students serve on most institutional standing committees like the Curriculum Committee, Academic Standards Committee, Library Committee, Technology Fee Committee, and Bookstore Committee, and are represented on other college-wide committees, such as the Planning Council, the Facilities Master Plan Committee, and various ad hoc committees (See also Standard 6.D, Student Role in Governance).

TMCC recognizes the importance of the dynamic and proactive on-campus student government organization, Associated Students of Truckee Meadows (ASTM). Although the Faculty Senate does not have any senators who are students, the ASTM President is on every Faculty Senate agenda to present informational issues of concern to students and participates ex officio without voting rights. Moreover, the ASTM President represents the TMCC student body at Board of Regents meetings. ASTM is a vital addition to the college community (See ASTM Web site, *TMCC Course Catalog*, and *TMCC Student Handbook* for more detailed discussion of ASTM).

ASTM functions as the representative body for all TMCC students, and as such makes recommendations to the administration and other appropriate constituencies concerning student welfare and policies connected to student activities on campus. Moreover, ASTM assists faculty and staff in planning student activities as well as coordinates and sponsors events as part of its charter (See Exhibit 3.25, Official Student Organizations). As a result, ASTM provides a variety of programs and activities for students. It also serves as the primary advocacy group for voicing student opinions and concerns and for ensuring that the student body receives important information about institutional and system-wide issues of governance.

¹⁶ Student Outreach Services (SOS) will be known as the Educational Center Student Services starting July 1, 2005.

All TMCC students are automatically members of the ASTM, and the organization is represented by 13 elected officers: student president, vice president, secretary, treasurer, and nine student senators elected annually by the student body.¹⁷ ASTM participates in projects that are dedicated to advancing the overall quality of the total learning experience for all TMCC's students. ASTM seeks to accomplish its 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
- advocating student rights and concerns
(See Exhibit 3.26, ASTM Mission Statement)

Included in the ASTM organization are subcommittees that focus upon various specific college issues involving students. These committees include Activities, Finance and Appropriations, Constitution and Bylaws, and Elections and Recruitment (See Exhibit 3.27, ASTM Governance Materials).

Faculty Involvement in Student Governance and in Student Policy Development for Student Programs and Services (3.B.2. continued)

In terms of student governance, ASTM has a full-time professional staff advisor; faculty members participate in the ASTM Advisory Board. Faculty members serve as advisors for all official student organizations. In addition to student governance, faculty members are involved in the development of policies for student programs and services. As noted in 3.B.1, Student Services counselors are faculty, and they regularly address policy and procedures relevant to students as part of their professional duties. Similarly, faculty members sit on the majority of TMCC governance committees, and as a result routinely participate in discussions impacting policies affecting student programs and services. Faculty members also serve on student conduct committees and disciplinary hearings.

Students' Rights and Responsibilities (3.B.3)

TMCC's policy on students' rights and responsibilities is clearly stated, well publicized, readily available, and implemented in a fair and consistent manner. Student policies and procedures are developed through a collaborative dialogue between relevant constituencies and are consistent with institutional goals, UCCSN Code, and state and federal regulations. An articulation of students' rights and responsibilities can be found in the *TMCC Course Catalog* (p. 4) and Appendices M through S. Students can find both TMCC's Drug and Alcohol Policy and information regarding appeals processes—"Appeal of Policy" and "Appeal of Class Grade"—in the *TMCC Student Handbook* (pp. 10, 24) and the *TMCC Course Catalog* (p. 9) and Appendix O. A student "Complaint Form" is available through Student Services or the TMCC Web site (See Exhibit 3.28, Student Policy and Procedures Materials).

Students' responsibilities are available in a variety of locations. In the *TMCC Course Catalog* (p.4), student responsibilities are clearly outlined. Prohibited conduct and sanctions are outlined in the *TMCC Course Catalog*: "Rules and Disciplinary Procedures for Members of the University Community" and the TMCC Student Code of Conduct and Policy and Procedures (available online). TMCC student 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 in Appendix L and the TMCC Student Code of Conduct Policy and Procedures. Student responsibilities are also clearly stated and readily available under the "Student Conduct" and "Student Responsibilities" sections of the *TMCC Student Handbook* (pp.13-14). Similarly, under the "Current Students" link on the TMCC Web site, students can locate the Student Conduct Policy and Procedures. All student disciplinary procedures are outlined in the UCCSN Code (See UCCSN Code, Title 2, Chapter 6).

¹⁷ ASTM structure allows for 9 student senators, but the actual number of senators serving during any given semester may vary in accordance with the number of students who choose to run for these positions.

Safety and Security (3.B.4)

TMCC makes adequate provision for the safety and security of its students and their property in many ways. One of the most effective ways is by employing a college police department, which is located in the Red Mountain Building. TMCC's Department of Public Safety's mission 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" (See Exhibit 3.29, TMCC Police Department Materials). Students can access information regarding TMCC's Department of Public Safety online. Online links from the Department of Public Safety Web site 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.

TMCC police officers have the same training and authority as other municipal, county, or state peace officers. Moreover, TMCC police officer training is commensurate with or exceeds standards set by the Nevada Peace Officers Standards and Training Division. The TMCC Department of Public Safety also employs non-sworn community service officers to augment its sworn officer force. Community service officers provide law enforcement related services—including escorts, event security, and incident reporting—to TMCC students, staff, faculty, and other constituencies. The TMCC Department of Public Safety is staffed by six sworn officers, two community service officers, and three civilian support personnel.

The TMCC Department of Public Safety maintains close working relationships with the Washoe County Sheriff's Office and the Reno Police Department. The Department of Public Safety coordinates police services at other TMCC sites, such as the Meadowood Center, IGT Applied Technology Center, and Regional Public Safety Training Center along with the Desert Research Institute, another institution of the UCCSN located directly west of the Dandini Campus.

Information concerning student safety is published and widely distributed. Students can access the "TMCC Awareness and Campus Security Report" for Dandini Campus, the Desert Research Institute, the Meadowood Center, and IGT Applied Technology Center in the *TMCC Course Catalog* (Appendix L). Similarly, in accordance with the federal Crime Awareness and Campus Security

Act of 1990, the *TMCC Course Catalog* provides students with the following safety information: 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 Department of Public Safety mission, safety awareness and crime prevention programs, crime reporting procedures, safety tips, tips for safe biking, and safety in the workplace (See *TMCC Course Catalog*, Appendix P). Students can also access safety information in the *TMCC Student Handbook* (p.13). To further ensure that students are able to feel secure and that their safety concerns will be addressed, TMCC provides an online "Incident Report Form" through the Human Resources Web site (See Exhibit 3.30, Sample Report Forms).

For student employees of TMCC, the Financial Aid, Scholarships, and Student Employment Office provides student employees with drug and alcohol abuse information and workplace safety information along with other standard employment information on issues such as affirmative action and equal employment opportunity practices at TMCC. To ensure that student employees know their rights regarding their safety and security within their college work environment, student workers' supervisors receive a manual that explains the Student Complaint/Grievance Procedure policy and that stipulates student employees must receive work safety and employee rights documents along with their hiring paperwork (See Exhibit 3.31, Student Workers' Supervisor Manual).

Course Catalog and Student Handbook (3.B.5)

TMCC publishes and makes available to both prospective and enrolled students complete and comprehensive materials covering student needs from matriculation through graduation. TMCC students have access to an annual course catalog, class schedules pertaining to each semester and summer sessions, and as of spring 2004, a student handbook for each academic year (See *2004-2005 TMCC Course Catalog*, Fall 2004 and Spring 2005 Class Schedules, and *2004-2005 TMCC Student Handbook*). The primary purpose of these publications is to inform students about relevant information pertaining to educational opportunities at TMCC. The printed version of the *2003-2004 TMCC Course Catalog* was published by the Publications and Public Information Office. The most recent *2004-2005 TMCC Course Catalog* is primarily published online; however, hard copies are available at various TMCC departments and in the

counseling offices of the Washoe County School District high schools. Among other information, the *2004-2005 TMCC Course Catalog* provides information on the following: TMCC's Mission Statement (p. 5); admission requirements and procedures (pp. 6-7); articulation of students' rights and responsibilities (pp. 9, 256-258—Appendix L); academic regulations (pp. 8-10); degree-completion requirements (pp. 22-150); credit courses and descriptions (pp. 157-230); tuition, fees, and other charges (pp.10-12); and refund policy (p. 11).

In addition to the course catalog, TMCC students receive a free handbook. The *2004-2005 TMCC Student Handbook* includes information on student conduct, its grievance policy, academic honesty policy, student government, student organizations, and student services. The *TMCC Student Handbook* is a separate publication from the *TMCC Course Catalog*, but it contains the same updated materials on institutional policies and procedures, such as the new TMCC Mission Statement, as well as all pertinent information regarding TMCC student policies, procedures, and services.

Evaluation Processes (3.B.6)

Through system-wide and 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. For example, Institutional Research conducts Graduate Surveys of TMCC graduates and then follow-up surveys to graduates a year out of school. Included on these surveys are questions monitoring student satisfaction with academic and well as student service programs at TMCC (See Exhibit 3.32, Sample Student Satisfaction Surveys). Various student services departments utilize responses on the Graduate Survey to address perceived and real needs for future students, and in some cases develop subsequent survey tools to ascertain student perspective on a specific service area (See Exhibit 3.33, Student Financial Aid Survey). Similarly, the Counseling, Advisement, and Career Services Department distributes student surveys to monitor student satisfaction and has recently incorporated a more student-friendly online model.

New Student Programs is very thorough when it comes to evaluating programs it conducts. A sample of the surveys administered by New Student Programs include surveys related to the Counselor and Career Tech Appreciation Breakfast, G.O.L.D. and Silver Orientation, Day on the Hill, Hispanic Orientation, Latina Day, Latino Day, QUEST, Spring Open House, and TMCC High School

Orientation (See Exhibit 3.34, Sample New Student Programs Surveys). Similarly, the E.L. Cord Child Care Center conducts a yearly in-house customer satisfaction survey and shares the results with parents and employees of the center (See Exhibit 3.35, Child Care Center Parent Satisfaction Survey). If there are specific concerns, then the E.L. Cord Child Care Center will do a follow-up interview. Finally, a survey is conducted of the employees and parents in accordance with National Association for the Education of Young Children Accreditation policy.

The Writing Center conducted a student profile survey during the spring 2004 semester, which helped to identify the students who utilize the Writing Center's services. The Writing Center also makes available evaluation forms for students to rate their experiences in the Writing Center (See Exhibits 3.36 and 3.37, Writing Center Student Profile Results and Writing Center Student Evaluation Sample). The results of both evaluations are used as a basis for monitoring student satisfaction with services as well as a basis for making changes in the Writing Center's practices and policies. For example, the student survey indicated that students wanted more computers in the center itself and an increase in the number of available tutoring hours. 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.

The Re-Entry Center has conducted a yearly survey of its students and began administering a student satisfaction survey in fall 2004. The survey for the 2003-2004 academic year was conducted online at the end of the spring 2004 semester. The results of these surveys are discussed at a mandatory meeting with students at the beginning of the semester; suggestions and recommendations made in this survey are used as a basis for the program to evaluate its services and institute appropriate and meaningful changes. The Re-Entry Center also conducts exit interviews with students to generate further program-related feedback. The Re-Entry Center boasts a success rate in excess of 90 percent (See Exhibit 3.38, Sample Re-Entry Center Student Surveys).

Analysis and Appraisal (3.B)

Through internal assessment and systematic evaluation, TMCC initiates and supports comprehensive programs designed to promote student success. By developing and administering surveys, student services make provisions for identifying and meeting the needs of students; the results of these internal surveys are used to evaluate and make appropriate changes to existing programs. TMCC continues to be sensitive to its diverse student populations and treat each and every group as a significant part of the overall whole of campus culture. By offering expansive services and specialized programs, TMCC remains dedicated to its student-centered objectives.

The Self-Study Standard 3 Committee also commends TMCC for taking a number of steps to identify student needs with the goal of improving the retention rate and ultimate success of all its various student populations. An example of this commitment to diversity and retention can be seen with the formation of the TMCC Retention Committee; 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 college-wide.

The Committee also commends TMCC for initiating an Early-Alert program through the Counseling and Advising Centers for faculty to alert counselors to students who may not be succeeding academically or personally. An Early-Alert Referral form has been processed and is available online to faculty through the Counseling, Advisement, and Career Services Department Web site (See Exhibit 3.39, Early-Alert Referral Form). Furthermore, the Counseling, Advisement, and Career Services Department has established a "Linktivity" program, which is an online advisement and workshop model whereby counseling services can be offered more readily to satellite sites and to students at nontraditional times.

In terms of TMCC's ongoing commitment to ascertaining current data reflective of student perspectives and needs, the College continues to explore important survey tools like the Community College Survey of Student Engagement (CCSSE) as well as the Community College Faculty Survey of Student Engagement (CCFSSE) project. 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. Both of these surveys were administered during the spring 2005 semester, and the data obtained will be used to compare student and faculty responses to the TMCC experience and to assess and improve the college environment and educational practices (See Exhibit 3.40, CCSSE and CCFSSE Project Samples and Results).

The Self-Study Standard 3 Committee also wishes to acknowledge the following TMCC initiatives as evidence of the College's commitment that its programs, student policies and procedures, and institutional operations ensure the success of its students: the Student Services Division created, printed, and distributed a free *TMCC Student Handbook* for the first time during the spring 2004 semester; the ESL Resource Center opened to accommodate the tutoring needs of TMCC's ESL population; and, the College hired a number of key positions, such as a Vice President of Student Services, a Retention Coordinator, and a new Director of the Equity and Diversity Office. Moreover, TMCC showed a capital commitment to student services with the funding and recent opening of the new V. James Eardley Student Services Center. This center allows students access to study space, important centralized student services, and other amenities like the TMCC Art Gallery, bookstore, cafeteria, health center, ASTM offices, the SOURCE, Starting Point, Career Services Center, and Disability Resource Center.

In terms of student governance, TMCC boasts a strong and involved student government, and TMCC students are eager to be involved in organizing events, such as Welcome Back Barbeques, Spring Flings, and Get-Out-The-Vote drives. Student government has also demonstrated a concerted interest in helping to make college decisions. Faculty members are sensitive to students' voices and work closely with students when it is possible and appropriate. The College maintains an "open-door" policy for students, both in terms of faculty and staff offices, as well as the college climate as a whole. This policy encourages the utmost in interaction and communication amongst faculty, staff, and students.

ASTM's officially recognized student organizations have grown in number from nine in 2003-2004 to 12 beginning fall 2004 (See Figure 3.2, ASTM Officially Recognized Student Organizations). While some dedicated students are increasingly involved in institutional governance and are creating places for themselves socially as well as academically at TMCC, the percentage of students who participate in either student government or student organizations is less than optimal.

ASTM Officially Recognized Student Organizations

Organization Name and Advisor(s)

Associated Students of Truckee Meadows (ASTM)
Tracey-Olsen Oliver

American Institute of Architect Students (AIAS)
Ric Licata

Creative Writers and Poets
Brad Summerhill

International Club (I-Club)
Margaret Hellwarth

Latina Unitas Nevada Association (LUNA)
Humberto Hernandez and Patty Porter

Lizard Computing Gaming Association (LCGA)
David Misner

Lunge Lizards
Irene Seelye

Philippine United Student Organization
Andrew Serafico

Phi Theta Kappa (PTK)
Craig Goodman

Psi Beta
Armida Fruzzetti

Psychology Club
Armida Fruzzetti

Students American Dental Hygienist Association
Julie Stage

TMCC makes a concerted effort to provide as much information as possible to students in as many ways as possible, including through published materials and online publications. The Student Bill of Rights, located in the *TMCC Administrative Manual* (pp.169-180) is thorough and instructive and stands as an administratively equivalent document to the student rights and responsibilities sections published in the *TMCC Course Catalog*, *TMCC Student Handbook*, and the TMCC Student Code of Conduct Policy and Procedures.

Overall, the college environment at TMCC can be described as generally safe and welcoming. TMCC has a low crime rate. Nonetheless, the Committee commends the College for installing emergency phone boxes in the parking lot of the Dandini Campus to provide further evidence of its commitment to students' security. The college police demonstrate an active presence and can be seen regularly making their rounds.

In terms of the publication of student service documents, policy and procedures, and program options, TMCC can be commended for the variety and wide distribution of student-centered publications. Students can readily locate information in its variety of published documents, such as the *TMCC Course Catalog*, class schedules, the TMCC Web site and its numerous student service links, and the *TMCC Student Handbook*.

Figure 3.2

Next Steps (3.B)

TMCC adheres to an “open-door” admissions policy. As a result, students can enroll at TMCC without attending a student orientation and without receiving any academic advisement. It is up to the student to initiate contact with student services. The Self-Study Standard 3 Committee suggests that TMCC explore more ways to get students cognizant of student service options, including mandating student orientation. The Committee commends the fact that TMCC conducts thorough surveys of its graduates in order to reexamine services and to implement changes; however, TMCC does not conduct ongoing surveys to determine the overall experience of current TMCC students. This need could be an issue addressed by the new Retention Coordinator, Strategic Enrollment Management Committee, and Institutional Research.

Despite the success and strength of student governance at TMCC, student participation in college activities and events could improve. TMCC is a commuter school, which can affect the degree to which students tend to get involved in activities outside of their courses. Moreover, because TMCC has more than one educational site, it is that much more difficult to get students involved from the IGT Applied Technology Center, the Nell J. Redfield Foundation Performing Arts Center, and the Meadowood Center to represent all constituents of TMCC’s student body. The Self-Study Standard 3 Committee recommends that the Student Services Division conduct surveys, both paper versions and electronic, specifically addressing student interest in and commitment to activities and college involvement.

While TMCC offers a variety of publications that list important student policies and procedures, neither student rights nor responsibilities are located in the class schedule. The Committee believes this issue should be addressed, and a separate Students’ Rights and Responsibilities section should be implemented and made available in class schedules. Similarly, while present in the *TMCC Course Catalog*, articulations of students’ rights issues are often difficult to locate. Therefore, student rights are not clearly published (not at all on the Web), and there seems to be no clear delineation of them for students. Although the Student Bill of Rights is located in the *TMCC Administrative Manual*, this manual is not provided to students. The Committee recommends that TMCC publish the Student Bill of Rights in student-centered publications and in a public venue like the V. James Eardley Student Services Center. Furthermore, the

Committee recommends that all documents connected to issues of students’ rights and responsibilities be published in an easily accessible and centralized place on the TMCC Web site and in the *TMCC Student Handbook*.

As with all post secondary institutions, TMCC has to deal with instances of academic dishonesty; however, the current state of TMCC’s student policy on academic dishonesty does not fully make clear what TMCC considers to be plagiarism. Historically, TMCC has followed the policies for academic dishonesty outlined in the UCCSN Code, and since this is the case, it would be beneficial to make these policies, should they be the ones driving TMCC policy in the future, more available to students. The UCCSN Code articulating policies and procedures is published in the *TMCC Course Catalog* (Appendix L). However, while a starting point for any discussion of academic dishonesty, the UCCSN Code intentionally does not provide a clear definition of those actions that constitute “academic dishonesty” nor does the statement fully articulate the repercussions for transgressing the policy as currently conceived. UCCSN policies are designed to provide general guidelines within which each member institution articulates its own policies. The responsibility for determining the definition of plagiarism or other acts of academic dishonesty rests at the institutional level. While the Faculty Senate and various representatives from administration and student services have been working on defining academic dishonesty, the process has not resulted thus far in a satisfactory definition or approved policy. The Self-Study Standard 3 Committee strongly recommends that TMCC continue and conclude this process of establishing an institutionally-specific definition and policy and procedures for addressing acts of academic dishonesty.

The Committee acknowledges that TMCC has begun (and in some cases finished) the creation of a TMCC specific Student Code of Conduct, the terms of which are commensurate with UCCSN policy and procedures. The Student Code of Conduct was presented to Faculty Senate and approved during spring 2002. However, two other significant policies—the Academic Integrity Policy (which includes the issue of academic dishonesty) and the Student Complaint Policy and Procedures—are embedded within the Student Code of Conduct. Both documents are still in draft form and require Faculty Senate approval. The

Academic Integrity Policy is currently under review by leadership with no clear date for going before the Faculty Senate for approval. The Student Complaint Policy and Procedure document is under review with Vice President Chrysanthou awaiting approval by Faculty Senate in fall 2005. These documents have been “on the table” and have been lobbied about the Faculty Senate for some time. The Committee believes that the finalization of these two TMCC specific policies should be treated as a priority.

Furthermore, while TMCC does publish numerous documents providing students with information and maintains a comprehensive Web site, specific information is not always easy to locate in either the printed or Web versions of these documents. For example, a student complaint form is available on the TMCC Web site. However, this form is difficult to find and provides no instructions for use. If a form such as this is to be implemented, students should be made aware of its existence and instructed on the procedures for using such a form. Similarly, the TMCC Department of Public Safety Web site is difficult to find. Perhaps this can be remedied in the future by placing a link under the “Current Students” drop down menu from the TMCC Web site. To provide further information to students regarding college safety, perhaps college incident reports can be published in *The Echo* student newspaper. Any incident that is recorded in the police log is regarded as public information, and this information can be further disseminated through a publication such as *The Echo*. Additionally, right-to-know statistics need to be more easily-accessible to students in TMCC publications. Finally, the Committee recommends that TMCC conduct a study as to whether parking lot safety boxes (similar to the ones installed on the Dandini Campus) should be installed at the Meadowood Center. Chief of Police Randy Flocchini has suggested that TMCC may need more police/security presence throughout the day and night at Meadowood Center. However, no data exists to support this claim or the need for more safety boxes; perhaps the absence of safety data and/or the determination to increase safety measures at satellite educational centers is an issue that TMCC can address in the future.

New Student Programs is comprehensive in its evaluation and implementation processes; Student Services staff members go to Washoe County School District high schools and discuss what their needs are, and the College then puts together a recruitment plan for each high school. A formal evaluation of these services

has never been conducted. It is recommended that the College evaluate its service and programs with high school personnel to make sure they are meeting the needs of area high school students.

Additionally, TMCC might address the global issue of students’ current needs a bit better. The SOURCE could conduct an internal evaluation to further understand the needs of its students. While the various student services departments are adept at conducting internal surveys and evaluations, the College as a whole does not seem to examine this information from a global perspective. The Committee suggests that the Retention Coordinator, the Retention Committee, and Institutional Research look at ways to bring the data from the different survey vehicles together to form a more complete narrative of student needs and perspectives that cuts across the specific issues of any one student service department.

Academic Credit and Records (3.C)

Awarding of Credit (3.C.1)

The evaluation of student learning is based upon clear statements of outcomes and assessment published in course syllabi. TMCC's syllabus policy is contained in the *TMCC Faculty/Staff Handbook* (August 25, 2004) in the section, "Curriculum and Instruction." The *TMCC Faculty/Staff Handbook* states the criteria that should be included in every faculty syllabus, including the mandate that all syllabi include a course description, course objectives, a statement on academic integrity, attendance policy, and an ADA statement (See *TMCC Faculty/Staff Handbook*, p. 4 for a complete list of recommended criteria for syllabi). These guidelines are reiterated at departmental and divisional meetings, which are mandatory throughout the semester. Department chairs require faculty to submit current syllabi, which are then kept on file in their respective departments.

During the summer of 2004, the Self-Study Standard 3 Committee collected a wide sampling of syllabi, totaling 92 (50 percent full-time and 50 percent part-time) and representing 12 departments (See Exhibit 3.41, Sample Syllabi). From this collection, the Committee found that approximately 90 percent of the syllabi included clear statements of course objectives and methods of evaluation. Additionally, faculty members adopt 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 students' courses and grades from TMCC and other institutions. The registrar, who also supervises the transcript clerk and DARS (Degree Audit Review System) team, ensures the accuracy, security, and confidentiality of all academic and student records from TMCC and from other institutions (See Section 3.C.5 of this Standard for a discussion of the accuracy and security of storage of student records). 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. In order to further protect academic 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). A redundant backup system linking the mainframe in the north (Reno) to the mainframe in the south (Las Vegas) also exists. Every semester, workshops providing SIS training are made available to employees.

Admissions and Records make every effort to ensure that grade reporting procedures are efficient and accurate by working with faculty, students, and administrative staff. In the past, authorized Admissions and Records staff input grades from printed grade sheets to the mainframe computer system. The staff also verified grades by checking the data entered against the grades submitted. Currently, faculty can either submit printed grade sheets to Admissions and Records or input grades electronically via Gradebook, a Web-based program written by Senior Programmer/Analyst Bill Garand; grades are then electronically uploaded into SIS (Student Information System). Gradebook provides a secure and accurate environment for grades (Gradebook data is stored on a SQL server maintained in the Dandini server room), increases productivity of staff, and provides grades to students in a more timely and efficient manner (See Exhibit 3.42, TMCC Disaster Recovery Plan, Section 3 for an articulation of TMCC's backup strategy for academic and student records).

During the beginning of each semester, faculty development workshops provide electronic Gradebook training. Faculty members are responsible for the accuracy of grades. 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. This information is widely published in TMCC documents (See *Student Handbook*, p.27; Admissions and Records Frequently Asked Questions available on TMCC's Web site; the Fall 2004 Class Schedule, p. 102; and the *2003-2004 TMCC Course Catalog*, p.8). TMCC's official grading scale is also located in the *2003-2004 TMCC Course Catalog* (pp. 8-9). The grading policy for all UCCSN institutions was approved by the Board of Regents and is located in the *Board of Regents Handbook* (Title 4, Chapter 16, Section IV). Credit at TMCC is defined in the *2003-2004 TMCC Course Catalog* and awarded consonant with the glossary definition.

Criteria for Evaluating Student Performance (3.C.2)

As a two-year college, the criteria for evaluating student performance and achievement are appropriate to the associate degrees and certificate options conferred by TMCC. The College maintains programs that meet the expectations of a number of professional accreditation and evaluative entities (See Standard 2 for a fuller discussion of specific programs and accreditation compliance). University transferable coursework goes through a systematic articulation process that ensures consistency between UCCSN institutions (See Exhibit 3.43, UCCSN Common Course Numbering and Course Articulation Materials). Non-transferable courses go through a similar process of articulation of content and course numbering at the community college level within the UCCSN. The UCCSN course articulation process is designed to achieve three main goals: consistency of course content, universal criteria for evaluating a student's performance and achievement commensurate with the pursuit of a post-secondary degree, and consistency of student records, particularly with transfer issues.

TMCC has recently started an intensive evaluation of institutional criteria for evaluating student performances across the various academic, occupational, and technical areas of the College. In spring 2004, TMCC replaced the Institutional Assessment Committee with the Student Learning Outcomes and Assessment Committee (SLOA), whose members represent 17 constituencies ranging from all core academic departments to student services and Institutional Effectiveness. SLOA's primary purpose and charge 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." SLOA has the authority 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 program outcomes" (See Outcome Assessment Destination: Student Learning Outcome of Assessment, April 30, 2004, p. 2). SLOA made the following recommendations to move student learning outcomes and assessment at TMCC to the next level: redefine and review General Education; establish, with college-wide participation, the desired liberal

education (general education) abilities for graduates of TMCC; identify courses (liberal education) that help to develop student abilities; set up a 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 (See Exhibit 3.44, SLOA Documents).

Degree Versus Non-Degree Credit (3.C.3)

Clear and well-publicized distinctions are made between degree and non-degree credits at TMCC. The College's 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 (See *2003-2004 TMCC Course Catalog* and Fall 2004 and Spring 2005 Class Schedules for sample publications).

TMCC staff and faculty are knowledgeable of degree and non-degree credit policies and are able to effectively communicate these policies to students. *TMCC's 2003-2004 Course Catalog* notes "B and C" letter designations for courses that are not transferable to a university within the UCCSN (See Exhibit 3.45, List of Courses with B and C Designations). Similarly, developmental and remedial courses (those numbered below 100) are also noted in the yearly *TMCC Course Catalog* as not transferable to either Nevada university or Nevada State College, as these courses do not apply to any associate degree or certificate of achievement offered by the College. (See *2003-2004 TMCC Course Catalog*, pp. 26, 29, 30, and 31-149 for referencing general education and specific degree/major requirements; all information in the printed course catalog is available on TMCC's Web site).

Additionally, the TMCC class schedule provides a statement regarding continuing education (formerly community services) classes. A listing and explanation of continuing education classes (all designated with a "C" after the course number) are located annually in each edition of the course catalog. In the case of the AGS degree or certificate, continuing education classes may be approved as electives with the approval of the Vice President of Academic Affairs. However, according to Kathy Odynski, the Assistant Dean of Workforce Development and Continuing Education, very few students have ever requested "C" classes to count towards the AGS degree or certificate. TMCC offers continuing

education credits in its Workforce Development and Continuing Education Division. These continuing education credits can apply to some certification programs.

Currently, student transcripts do not clearly indicate for students when any non-degree credit is awarded. The legend on the transcript explains the course numbering system indicating that courses with the letter “C” in the number are considered community service (continuing education) courses. With the division’s change in name from Community Services to Workforce Development and Continuing Education and its adoption of an independent registration and record keeping system, the majority of TMCC student transcripts rarely manifest evidence of these courses.

Transfer Credit (3.C.4)

TMCC accepts transfer credit from accredited institutions or from other institutions under procedures that provide adequate safeguards to ensure high academic quality and relevance to students’ programs. TMCC requires an official transcript, which is a cumulative report that contains all courses in which a student has been enrolled. The document must contain the grades, credits, grade point summaries, the registrar’s signature, and the official seal of the institutions attended (*2003-2004 TMCC Course Catalog*, p. 9). Official transcripts are sent by the institution or provided by the student in a sealed envelope, a safeguard that ensures the integrity of the academic records.

TMCC’s implementation of transfer credit policies is consistent with 2.C.4 as well as Policy 2.5 Transfer and Award of Academic Credit (See Standard 2.C.4 for further discussion of programs and transfer credit policies). In terms of acceptance of TMCC credits, the final judgment for determining acceptable credit transfer is the responsibility of the receiving institution.

Degree-seeking TMCC students can request a free Degree Audit Report (DAR) through Admissions and Records or via Web-Reg. The DAR Team, which is overseen by the registrar, reads the DAR report, which lists the classes the student must take to earn a degree and identifies those classes (or acceptable course substitutions) the student has already taken, and then provides the student with a clear understanding of remaining coursework required for a particular degree. The *2003-2004 TMCC Course Catalog* specifically addresses transfer students on the matter of credit earned:

“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.” (pg. 8)

Once a course has been determined to be transferable, a record of the course is stored in the degree audit system, co-listed by institution and by course equivalency if any. If course equivalency/articulation can not be determined by Admissions and Records staff or by consulting the table of previously articulated courses, department chairs and deans are authorized to evaluate the transcript and any accompanying course materials to determine equivalency. Once course equivalency is determined, an Admissions and Records staff member enters the data into the system.

TMCC only accepts a total of 45 credits in advanced standing, of which up to 15 credits can be nontraditional credits, such as training or certificates. Admissions and Records staff members determine acceptable credit based on the same policies applicable for applying TMCC credit toward a degree. For instance, courses taken at TMCC or a transfer institution with a grade of “F” and developmental courses are not accepted toward a degree or certificate.

Records (3.C.5)

As stated in 3.C.1, TMCC makes provision for the security of student records of admission and progress. According to TMCC’s Director of IT Operations, TMCC has a Disaster Recovery Plan, specifically a backup strategy in place for retrieving information in case of any power outages. Students can find published confirmation that “TMCC conforms to the Family Educational Rights and Privacy Act (FERPA) pertaining to student records and their privacy, their inspection and the appeal rights of the student” in the *2003-2004 TMCC Course Catalog* (p. 8 and Appendix G). Student records, including transcripts, demographics, 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” (*2003-2004 TMCC Course Catalog*, p. 250). If students wish to “restrict the release of directory information,” they do so by completing an information release form, which is located in each term’s class schedule, (*2003-2004 TMCC Course Catalog*, p. 4) and on TMCC’s Admissions and Records Web site under “Forms to

Download.” Students can view the status of their directory release flag as an option on Web-Reg. This process secures the privacy of student information.

Admissions and Records staff members ensure that student records are complete and accurate. Records include college credit totals, accumulated credit totals, and GPA calculations, which are calculated by a grade rules table on the mainframe using the credits associated with the courses students enroll in and the grades they receive. Grades are maintained in the system and secured by backups. Student information from other institutions is kept in fireproof cabinets. TMCC student records are also maintained on the mainframe, backed-up to tape and archived to a retrievable snapshot file. SCS (System Computing Services) maintains the mainframe and the backup procedures. Only authorized persons have access to the information on a need-to-know basis. The security is established so that an instructor who needs to access student information can retrieve information through the SIS (Student Information System) program. The instructor can view information, but he or she can not alter it. If a grade needs to be changed through error or appeal, the instructor must complete a grade change card and have it signed by the dean. These cards are kept permanently in a records file cabinet, and the original and replacement grades are stored in SIS.

Analysis and Appraisal (3.C)

The Fall 2000 TMCC Accreditation Interim Report and the 1995 TMCC Accreditation Interim Report did 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 Standard 3 Committee did consider these issues in some detail (See 3.C.2 for fuller discussion). The Committee requested and collected syllabi (from both full- and part-time faculty) from instructional departments to examine evidence of course objectives and methods of evaluation. Out of 92 syllabi, 90 percent contained course goals and evaluation procedures, an impressive percentage. Notwithstanding, 10 sample syllabi were lacking clearly articulated statements of course objectives and methods of evaluation. While not a large percentage, the Committee still sees this number as evidence for an institutional commitment to educate all faculty regarding syllabi and the appropriate articulation of course goals and objectives.

TMCC has offered several faculty workshops on developing statements of outcomes and assessments. As a result, many departments now incorporate a unified set of standards and criteria comprising outcomes and assessment statements in their respective department syllabi. Additionally, ongoing college 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, TMCC established the Student Learning Outcomes and Assessment Committee (SLOA) in the spring of 2004. SLOA's objective is to help faculty to develop and refine processes for designing new courses, to establish outcomes and assessment goals for these courses, and to create a culture that goes beyond simply talking about and begrudgingly accepting the need for outcomes and assessment to one that embraces and understands implicitly the significance of outcomes and assessment. The Committee sees the formation of SLOA as a proactive step in the direction of creating this sea change in institutional consciousness.

Another area for TMCC to address is the current procedures in place for evaluations of transcripts received from other institutions. TMCC upholds high academic standards when determining acceptable credit from another institution. According to the 1995 TMCC

Accreditation Interim 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, the system is fully operational. Any degree-seeking student can request a degree audit review by visiting Admissions and Records or by requesting a report on Web-Reg.

DARS is just one example of many technological advances created to better serve students. However, there is a four to six month delay in processing DAR requests, a prohibitive amount of time for students to wait for an evaluation of their records. An upgrade called DARWin (a windows-based degree program) will replace DARS, effective spring 2005. This upgrade includes a new supplemental view feature called DARSWeb, which gives users the ability to look at the detail of each requirement. Advisors can add "planned" courses/grades and see how these additions affect the audit. Advisors can also request "what if" audits for different majors and catalog years. The Committee sees this upgrade as a potentially positive improvement for both advisors and students.

While transcripts received are noted on the PVED (previous education) screen in SIS, they are not evaluated nor are the classes entered into the degree audit tables until the student requests a DAR. If students do not request a DAR report, their records from other institutions are kept in fireproof cabinets until they apply for graduation. The Committee saw this procedure as a weakness within the records system and commends Admissions and Records for its current efforts to create a system whereby, through a process of document-imaging, every piece of student information will be scanned and maintained on the server in the IT Department, which will make these images of transcripts accessible to advisors and others.

The process for recording student grades has undergone substantial improvement. In the past, Admissions and Records distributed printed grade sheets via campus mail to each department. Department staff ensured that each faculty member received his or her grade sheets. However, the printed scantron grade sheets were prone to human error and were inconvenient to process. Problems such as inappropriate entry of a grade to the misplacing of grade sheets led to delays in students receiving their grades and cumbersome processes to fix grade report errors once they were recorded in the system. Moreover, instructors had to come to TMCC to

complete scantron grade sheets, a fact that was problematic for part-time instructors who teach distance education courses and might live outside of the area.

In order to avoid the problems associated with scantron grade sheets and to provide a more secure, productive, and accurate environment, TMCC adopted an electronic grading system (Gradebook) in spring 2005. Gradebook has the ability to block data entry errors that were common with scantron grade sheets and streamline the amount of time and effort needed for recording and posting grades. Finally, because Gradebook is electronic, faculty can access, enter, and correct grade information from anywhere in the world. The Self-Study Standard 3 Committee commends the College for adopting this stronger system for recording grades.

The Fall 2000 TMCC Accreditation Interim Report and the 1995 TMCC Accreditation Self-Study Report did not address issues regarding whether or not TMCC documents clearly articulate policy and course numbering procedures between degree and non-degree credit. Nonetheless, the Self-Study Standard 3 Committee chose to pay special attention to this issue and determined that TMCC faculty and staff members are well-versed in degree and non-degree credit distinctions and are readily available to answer questions from students. However, students do experience some confusion when it comes to distinguishing between continuing education credits available through Workforce Development and Continuing Education and all other transfer credits offered at TMCC. For example, for the General Studies Degree continuing education credits are acceptable, but they are not acceptable for all other TMCC degrees. Students searching for this distinction in the *TMCC Course Catalog* would have difficulty finding this information because it is not clearly specified in the index or table of contents. Additionally, because transcripts do not indicate the award of credit as being degree or non-degree specific, students may be confused when reviewing their transcripts as to whether specific courses actually apply to their degree and could be considered transferable for a degree at another institution.

The confusion over whether or not continuing education credits may apply to associate of arts degrees has been an ongoing problem for several years. Currently, in each semester or summer class schedule, Workforce Development and Continuing Education classes are listed at the end, and the schedule contains written caveats stating

that these courses may not apply toward academic degrees. However, if students thumbing through the class schedule fail to notice that they are in the Workforce Development and Continuing Education section, then students could be confused when selecting courses appropriate to their degree.

Another problem with Workforce Development and Continuing Education classes occurs when students, thinking they are making satisfactory progress in their academic programs, are told that the continuing education credits are not counted toward full-time student status and that their terms for receiving financial aid or a specific scholarship have been compromised. An example of this problem is found with the listing of yoga classes in both the Workforce Development and Continuing Education section (PE 236C) and in the regular academic courses section (RPED 169) 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 Workforce Development and Continuing Education class and would be unaware that the credits do not count toward a degree or toward full-time student status.

The *TMCC Course Catalog* clearly articulates policies and procedures regarding students' educational records. In accordance with the Family Educational Rights and Privacy Act (FERPA), TMCC policy is articulated in Appendix G and is easily accessible to students. The *TMCC Course Catalog* explains the policy regarding FERPA, and it also defines the distinct types of educational records and lists the locations where these records can be found. TMCC class schedules also provide information regarding FERPA, but are not as detailed as the *TMCC Course Catalog*. Additionally, when any faculty or staff member enters into SIS, a FERPA statement appears alerting the user to his or her responsibility to comply with this federal policy. Faculty and staff members can attend FERPA workshops throughout the academic year. The Self-Study Standard 3 Committee commends TMCC for its consistent compliance with FERPA and the well publicized and easily accessible posting of FERPA policy for students in key TMCC publications.

Next Steps (3.C)

Most TMCC faculty members include statements of outcomes and assessments in their syllabi and should be commended for doing so. However, a small percentage of faculty members do not. To further meet the needs of students, faculty need to follow the guidelines outlined in the section on creating a course syllabus in the *TMCC Faculty/Staff Handbook*. Furthermore, the Dean of Extended Day Services, who oversees all part-time faculty, and department chairs should mandate and confirm that all faculty include statements of course goals and evaluation methods in their syllabi. Moreover, future faculty development workshops on outcomes and assessments will help faculty deliver unified and effective instruction commensurate with the outcomes and assessment goals stated in their syllabi.

The *TMCC Course Catalog* and class schedules need to be clearer regarding which courses are applicable to a degree and which are not. Similarly, the Self-Study Standard 3 Committee recommends that Admissions and Records add degree or non-degree credit designators to students' transcripts. According to Kathy Odynski, the Assistant Dean for Workforce Development and Continuing Education, beginning spring 2005, the continuing education classes (with some exceptions like grant writing and massage) will no longer have credit attached to the class. At that point there should be less confusion for students as to whether the Workforce Development and Continuing Education classes apply toward a degree or not. For those continuing education classes that will still list for credit, the Committee recommends that these courses be approved to be counted as electives toward the General Studies degree or certificate programs only and that this information be well publicized and easily accessible to students.

The Self-Study Standard 3 Committee strongly recommends that the length of time it takes to process DARS be addressed. Such delays make it difficult for students to plan a timely completion of their program at TMCC. An upgrade called DARWin (a windows-based degree program) will replace DARS, effective spring 2005. The impact of this upgrade should improve the amount of time it takes to evaluate student records.

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 Committee recommends that course articulation and transfer equivalencies be determined at the departmental level rather than through Admissions and Records.

While the FERPA information is accessible to students in TMCC class schedules, the placement of the FERPA statement and the information release form are in two distinct places and a substantial number of pages apart. The Committee recommends that the FERPA statement and the information release form be located on the same page.

Student Services (3.D)

Admissions Policies (3.D.1)

TMCC has student admission policies consistent with its Mission “to provide access for lifelong learning opportunities to improve the quality of life for [its] diverse community” (See TMCC Mission Statement, *Strategic Planning*, insert). TMCC’s open-door admission policy is commensurate with its institutional mission within the UCCSN. Moreover, TMCC admission policies accommodate potential students who seek to pursue their educations in a supportive, diverse, and educationally rich environment. Admissions procedures require that students fill out an application, which can be done in person at Admissions and Records, by mail, by faxed copy, or submitted electronically (See Exhibit 3.46, TMCC Application). The printed application form is in the class schedule and also available at the Starting Point, Admissions and Records, and all other student services offices on the Dandini Campus. It is also available at each educational site. The implementation of Web admission offers students an alternative that is particularly useful to the distance education student population, who may or may not be residing in close proximity to TMCC. Moreover, electronic applications are processed more rapidly and allow students to receive confirmation of their admissions more quickly and to then move on to enroll in appropriate coursework. The \$10 admission fee at TMCC is not assessed until students actually register for classes. International students do pay a \$25 application fee in advance.

TMCC specifies the qualifications for general admission to the College as well as special admissions to specific programs with coursework requirements. TMCC admission policies are clearly stated in Appendix A of the *TMCC Course Catalog*. Potential students must satisfy at least one of the following criteria: be at least 18 years old, be a graduate of a United States high school or hold credible evidence of equivalency, qualify for early admission as a qualified high school student, or be a qualified non-immigrant. For those seeking early admission, high school juniors and seniors may be admitted to specific occupational, community service, and transferable academic courses with the permission of

their high school principal. Students younger than junior status must have the permission of their parents, school principal, and Dean of Student Services or designee to be admitted to TMCC.

While TMCC has an open door admissions policy, admissions to the College does not constitute admissions to a program that maintains its own admissions standards. This policy distinction is made explicit in the following published statement: “Admissions to TMCC implies general admission to the College only and does not constitute admission to a specific curriculum or courses which may require additional admission criteria” (*TMCC Course Catalog*, Appendix A, p. 243). For example, many occupational programs such as dental assisting, nursing, fire science, and emergency medical service, maintain their own application process for admissions (See Exhibit 3.47, List of Programs with Special Admissions Policies). Generally, students can only be admitted to these programs after completing an established list of course requirements, which can be found listed along with the program and degree description in the *TMCC Course Catalog* (pp. 32-149). This two-tier process of admissions is designed to ensure that TMCC recruits and admits students qualified to complete these specific occupational programs.

Student Services has expanded its visibility to the community and local high schools through marketing and recruitment efforts. Each fall high school counselors and career technicians are invited to a breakfast on campus where they learn about academic programs and are provided catalogs, application packets, and updates on admission policies and procedures. TMCC staff members attend high school parent nights, and high school juniors and seniors are offered the opportunity each fall and spring to spend a day on campus and actually experience academic programs of interest. TMCC has also entered into partnership with the Washoe County School District (WCSD) with the formation of TMCC High School, which allows high school students to enroll in a specified number of college transferable courses while attending TMCC High School located on the Dandini Campus. TMCC faculty and staff members are also active participants in the Ed Collaborative, which addresses K-16 issues.

Respecting Diversity (3.D.2)

(See Standard 3.B.1, “Addressing the Needs of Diverse Student Populations” for further discussion of many of the programs discussed in this section)

TMCC established as a Strategic Goal its commitment “to foster an academic community that welcomes the opportunity to experience, examine, and learn from diverse physical, cultural, and ideological backgrounds while nurturing mutual respect” (*Strategic Planning*, Diversity Goal, p. 5). In keeping with this goal, TMCC promotes a culture of awareness and appreciation of the needs, goals, and challenges facing its diverse student populations. Student services are especially cognizant of the need for faculty, staff, and students to be mutually conscious of the matrix of racial, ethnic, socioeconomic, gender, religious, age, sexual orientation, and disability categories that reflect the complexity of TMCC’s community in its entirety.

TMCC’s admissions policies, designed to support its open-door policy, encourage the development of a diverse student environment and accommodate the needs of various student communities. TMCC listed under the Strategic Goal for Diversity the “selected objective” of “expand[ing] on current recruitment and retention practices for underrepresented students.” Among the many planned activities listed under this objective are to increase support for ESL education, to implement professional development programs designed to increase awareness of multiculturalism and diversity for faculty and staff, and to partner with all segments of the Northern Nevada community (*Strategic Planning*, p. 5). TMCC has established several programs and student services to increase the outreach, matriculation, support, and retention of underrepresented students.

Equity and Diversity

TMCC mirrors or exceeds the county demographics for ethnic diversity in all areas except Hispanic, in part due to the exceptionally rapid growth rate of this community in Northern Nevada (See *TMCC’s FactBook* for a listing of TMCC student demographics). TMCC has a variety of offices and programs that attends to the various needs of its diverse community. Primary amongst these programs is the Equity and Diversity Office. Equity and Diversity was formed out of TMCC’s commitment to equity and affirmative action. This office is charged with

monitoring TMCC for compliance with non-discrimination laws, rules, regulations, guidelines and policies, and serves as the primary advocacy group at TMCC promoting a diverse and inclusive community. Equity and Diversity is committed to achieving a positive, continuing, and vigorous non-discrimination and compliance program by developing, planning, implementing, and directing a college-wide affirmative action plan and equity and diversity initiatives (See the Equity and Diversity Web site for a complete list of the functions of this office).

In concert with Equity and Diversity, New Student Programs has a staff member designated as the Manager of Ethnic and Community Relations.¹⁸ Among the events sponsored by New Student Services directed at underrepresented populations are Latino and Latina Day-on-the Hill. Furthermore, TMCC has staff bilingual in various languages to translate for students if needed and publicizes this service in the *TMCC Student Handbook* (pp. 17-18); recruitment packets for high schools include a list of Spanish-speaking college staff. TMCC also has many student clubs and organizations that reflect the diversity of the general student body. A complete list of student clubs and organizations can be found in the *TMCC Course Catalog* (p. 17) and the *TMCC Student Handbook* (p. 8) (See Standard 3.B, Analysis and Appraisal section for a current list of student organizations.) Other ways that TMCC demonstrates its commitment to honoring diversity can be seen in its student publications. For example, religious holidays are routinely listed in the *TMCC Course Catalog* (Appendix Q) as well as in class schedules.

The Re-Entry Center

The Re-Entry Center offers assistance to special populations who are returning to or continuing in school and/or the workplace. Special populations include: single parents, displaced homemakers, educationally disadvantaged, economically disadvantaged, students with disabilities, students pursuing training in non-traditional occupations, and students with significant educational barriers. The Center, which is funded by TMCC and grant programs, is dedicated to helping these individuals become economically self-sufficient through education, vocational training, and enhanced job search skills. Assistance is offered through several programs: Federal Perkins III Educational Partnership Program, Project Wings (private sponsorships), and the Washoe County Displaced Homemaker Program.

¹⁸ As of July 1, 2005, the Manager for Ethnic and Community Relations will no longer be housed under New Student Programs. The position will move to the Counseling and Advisement Office, which will begin an EOP (Equal Opportunity Program) initiative starting fall 2005.

Age as Diversity at TMCC

TMCC sees the entire age spectrum as a component of its diversity. Individuals 62 or older who have been a Nevada resident for one year qualify for senior status at TMCC. Seniors may receive tuition discounts if seats are available in a class. The Workforce Development and Continuing Education Division offers the majority of senior-specific courses (See Exhibit 3.48, Senior Courses). TMCC also offers a Sunshine Scholarship fund for seniors, which is used to assist these students with the cost of courses.

TMCC recognizes that the College's awareness of age diversity includes not only seniors but those students attending college earlier than the traditional age of 18. TMCC has a substantial number of high school age students, primarily but not exclusively as a direct result of its collaborative efforts with the Washoe County School District. TMCC sponsors at the IGT Applied Technology Center a dual credit program for high school students and also supports TMCC High School at the Dandini Campus. TMCC is one of only a handful of colleges nationwide to be home to a middle college high school. TMCC High School is designed for juniors and seniors who want to get a jump on their college education. This program gives high school students the opportunity to attend and earn college credit while they are still in high school classes.

Student Outreach Services (SOS) and Disability Resources

Student Outreach Service's mission is to provide tools to develop student academic, career, and personal success. This office oversees the total operations of the Disability Resource Center (DRC), the Learning Hub, and the Learning Experience Assessment Program (LEAP) (*TMCC Course Catalog*, p. 19). The SOS office along with LEAP are located at the Meadowood Center and provide academic advisement, career exploration, counseling services, and referrals for students needing disability resources, tutoring, and information about a degree or program. SOS staff use a work-experience portfolio (in concert with TMCC ACCUPLACER placement testing when appropriate) to assist them in determining student placement, course credits, and academic skills levels.

TMCC is compliant with the Americans with Disabilities Act (ADA), which states that individuals are eligible for accommodations if they are "qualified students with physical or documented learning disabilities." TMCC

provides disability services at no charge to the student. Students are responsible for filling out an application, providing documented proof of their disability, participating in a personal interview, and assisting in the development of an accommodation plan. The DRC is located on the Dandini Campus (See *TMCC Course Catalog*, p. 14 for a list of the accommodations offered by the DRC).

Veterans Upward Bound

The Veterans Upward Bound program is an educational program funded for the past 15 years by the U.S. Department of Education. It is designed to assist veterans in preparing for the GED, success in college, and other postsecondary training. Veterans Upward Bound provides a comprehensive program of support services to improve both academic and motivational skills. Currently, the Director is compiling a 15-year report on results, which will include data that has been tracked on every participant since the doors were opened.

Workforce Development and Continuing Education

In fall 2004 TMCC's Community Services Division and the Institute for Business and Industry merged into a single division. Defining itself as a "one-stop education outlet," the Workforce Development and Continuing Education's mission statement reads: "The Workforce Development and Continuing Education Division, the entrepreneurial academic unit of TMCC, is committed to economic success and quality of life for the community by providing customized training, educational services, and personal enrichment programs to businesses, organizations, and the general public" (See Exhibit 3.49, Workforce Development and Continuing Education Division Documents).

More than 12,000 students access WDCE offerings annually. The Division oversees the Adult Basic Education (ABE) program and the community-based English as a Second Language (ESL) program (See Standard 3.B.1 for a discussion regarding the distinctions between the academic ESL and the community-based ESL programs at TMCC). In the area of customized training, WDCE also specializes in providing non-credit certification programs in Spanish language, bilingual office, and bilingual contractor test preparation.

Placement Processes (3.D.3)

TMCC seeks to promote student success by providing them with the information they need to assess their academic skills. TMCC utilizes College Board's ACCUPLACER as its primary placement vehicle. Students can enroll at the institution without taking ACCUPLACER; however, if they want access to university transferable courses in mathematics, English, the sciences, and some business courses, they must demonstrate readiness by obtaining an appropriate score on ACCUPLACER, by providing a transcript indicating prerequisite coursework has been taken at another accredited institution, or by providing an SAT or ACT score commensurate with those scores established by the UCCSN. The SAT/ACT placement scores are in the *Board of Regents Handbook* (Title 4, Chapter 16) for all institutions. Test scores are valid for placement purposes within two years of having taken the test. Transfer credit for general education courses does not have a time limit.

An enrolled or formerly enrolled student may petition for a challenge exam in certain courses approved by TMCC (See Exhibit 3.50, List of Courses Students Can Challenge by Exam). Students can obtain the credit-by-exam petition form through Admissions and Records (See Exhibit 3.51, Sample Credit-by-exam Petition). The *TMCC Course Catalog* (Appendix C, pp. 247-249) lists the criteria whereby the Admissions and Records staff members approve or deny a petition for credit-by-exam. Students can also participate in the LEAP program, which awards credit for acquiring knowledge in nontraditional ways; Appendix C articulates the terms by which a student can have an evaluation of previous training and education for credit (See Standard 3.B.1, "Nontraditional Modes for Receiving Educational Credit" for a further discussion of LEAP).

Suspension, Termination, and Readmission Policies (3.D.4)

TMCC does not have an academic probation, suspension, and termination policy. A student's right to attend TMCC can only be compromised as a result of conduct issues. The College specifies and publishes conduct policies and the procedures for probation, termination, and readmission of students due to conduct issues in the *TMCC Course Catalog* (Appendix L and M, pp. 257-259) and the *TMCC Student Handbook* (pp. 13-14). TMCC's student conduct policy and procedures are in accordance with UCCSN Code (See *Board of Regents Handbook*, Title 2, Chapter 6). During 2003-

2004, academic leadership proposed a GPA-based probationary and suspension policy. The proposal is currently under review by the Vice President of Student Services with no announced date for advancing to Faculty Senate for approval. While there is no overarching GPA-based policy dictating the terms for continued enrollment at TMCC, certain special admissions programs like nursing and dental hygiene have GPA-based policies determining continued enrollment in their programs (See Exhibit 3.52, GPA Policies for Special Admissions Programs at TMCC).

Graduation Requirements and Student Right-to-Know Act (3.D.5)

TMCC offers the associate of arts, associate of science, associate of applied science, and the associate of general studies degrees. TMCC and specific program graduation requirements are clearly stated in the *TMCC Course Catalog* (pp. 9-10 and pp. 21-149) and in the *TMCC Student Handbook* (p. 27). The College also offers the option of a Certificate of Achievement in a variety of occupational health and vocational fields. The worksheets listing graduation requirements for each degree program are also available in the *TMCC Course Catalog* and in html or PDF format online. Students file an application for graduation within one semester of completing degree requirements (See Exhibit 3.53, Application for Graduation). TMCC holds commencement once a year in May for degrees completed during the fall and spring semesters. The students who anticipate completing degree requirements in the summer also participate in the May ceremony.

In accordance with the Student Right-to-Know and Campus Security Act, TMCC publishes information clearly stating persistence and graduation rates for TMCC's full-time, degree-seeking students (See *TMCC Course Catalog*, p. 10). Moreover, the College publishes crime statistics for all TMCC educational sites as well as the Desert Research Institute, a UCCSN institution located next to the Dandini Campus. Along with providing crime statistics, TMCC provides safety tips and emergency information for students (See *TMCC Course Catalog*, Appendix P, pp. 262-265 and *TMCC Student Handbook*, p. 13).

Financial Aid Program and Scholarship and Grant Information (3.D.6-7)

TMCC's Financial Aid Office's mission is to supplement through monetary assistance those eligible students who could not otherwise attend or continue to attend TMCC. TMCC's philosophy is to provide financial aid funds to help meet the costs of education for the greatest number of students possible and as available funds permit. Moreover, Financial Aid staff members act in concert with federal mandates that financial assistance must be provided without regard to race, religion, gender, physical disability, or national origin.

Financial Aid is centrally located on the Dandini Campus in the Red Mountain Building. Financial Aid staff members perform the following services: explain financial aid terms, policies, and regulations to students; provide and assist students in completing financial aid forms; provide advice regarding financial aid and scholarship availability as well as student rights and responsibilities; provide financial management, scholarship and loan workshops; provide assistance to students in finding part-time employment while they are students; provide information, answer questions, and assist students and their parents in person, on the telephone, through e-mail, and via online live chat opportunities; process financial aid, scholarship, and student employment applications and paperwork to ensure that students receive assistance in the most timely manner possible; refer students to other offices when needed. Financial Aid staff members attend necessary training and conduct research to ensure that TMCC remains in compliance with all federal and state financial aid regulations. Financial Aid staffing levels have remained fairly constant, despite the dramatic increases in programs over the past five years. In 2000, Financial Aid received one additional professional position.

TMCC publishes financial aid information clearly and in relevant publications. Financial aid policies and procedures are published in the *TMCC Course Catalog*, *TMCC Student Handbook*, and the TMCC Web site. In addition to a TMCC brochure, Financial Aid provides a governmental brochure titled "Easy as 1-2-3" to guide individuals through the process of applying for financial assistance via FAFSA (Free Application for Federal Student Aid). In fall 2000, students could apply for federal aid

online in addition to the paper application. In fall 2004, the paper application was completely eliminated. Along with assisting students to fill out federally required financial aid forms, staff members provide students with a "Financial Aid Checklist" and a "Financial Aid Information Sheet" to complete their financial aid application process. Financial Aid information is available in either English or Spanish. (See Exhibit 3.54, Financial Aid Publications).

TMCC offers many types of financial opportunities to students who attend and who are eligible to receive funds. TMCC offers many scholarships funded by various sources. Private donors and organizations have made scholarships available to TMCC students who meet the application deadlines and the established criteria for eligibility. These criteria vary for each scholarship. Awards are determined by committee process each spring for the following year. Applications are available online beginning December 1 and are due on March 1 of each academic year. TMCC scholarship policy requires students to complete a minimum of six credits in the fall semester with a minimum 2.0 cumulative GPA in order to receive the spring portion of their award (See the TMCC Web site, *TMCC Course Catalog*, p. 12 and Appendix D, the *TMCC Student Handbook*, p. 21 for information regarding types of financial aid available and application deadlines. Also, see Exhibit 3.54, Financial Aid Publications).

There are five major sources of grant funds: Federal Pell Grants, Federal Supplemental Educational Opportunity (SEOG), Nevada Student Incentive Grant/Leveraging Educational Assistance Partnership (NSIC), Grant-in-Aid (GIA), and Bureau of Indian Affairs Grants (BIA). Students may access these funds by completing the FAFSA. There are two limited grant programs that are available to Nevada residents who meet the eligibility requirements. Grant-in-Aid (GIA) provides limited funds to Nevada residents who meet need and scholarship requirements. The Estate Tax Grant provides limited funds to Nevada residents enrolled at least half-time (six credits) and Financial Aid determines eligibility bases on need or merit. Additionally, the Board of Regents approved that effective with the fee increase in 2003-04, and each year thereafter, a portion of the increase each year would be designated as Student Access funds to be disbursed by Financial Aid. The intent is to ensure that more students are able to access a college education. Ninety percent of the dollars awarded must be need based.

TMCC also offers employment opportunities for those students who qualify. Both the federal and state work study programs are available to students who qualify. The Regents Award Program, a work study state-based program, requires a high level of skill or knowledge in a given area and allows recipients the opportunity to perform work study in a field directly related to their career goals. Students who do not qualify for either the federal or state work study programs may apply for on-campus jobs as available.

TMCC's dissemination of financial aid funds to students has more than doubled in the last five years, while Financial Aid's staffing levels have increased by only one full-time professional position. The most significant areas of growth in funds dispersed occurred in the categories of loans (a

215 percent increase over five years) and scholarships (a 352 percent increase over five years). Millennium scholars make up the majority of the scholarship growth, increasing 400 percent from fall 2000 to fall 2003, from 248 to 1240 students (See Figure 3.3, Comparison of Aid Awarded by Academic Year).

Another significant statistical shift in terms of financial aid at TMCC can be seen in terms of the percentage of students receiving financial aid assistance over the past five academic years. The percentage of TMCC students receiving some form of financial aid increased from 39 percent in 1999-2000 to 49 percent in 2003-2004. This growth is a direct result of two factors: the formation of the Millennium Scholarship program and TMCC's increased and improved marketing efforts (See Figure 3.3, Comparison of Aid Awarded by Academic Year).

Comparison of Aid Awarded by Academic Year

Type of Award	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Grants	4,011,325	3,579,008	3,026,916	2,700,636	2,044,732
Grants-In-Aid	162,503	173,318	161,419	124,166	118,683
Scholarships (includes Millennium Scholarship)	1,391,954	1,198,310	806,218	579,151	394,731
Loans	4,074,933	2,888,239	2,028,161	1,822,305	1,887,178
Student Employment	1,406,629	1,567,406	1,623,236	1,278,102	982,239
Total Dollars	11,047,344	9,406,281	7,645,950	6,504,360	5,427,563
Percent Growth in Aid	15%	18.7%	14.9%	16.5%	n/a
Total Students on Aid	5,556	4,898	4,071	3,222	3,050
Percent Growth in Students on Aid	12%	17%	21%	6%	n/a
Enrollment	11,345	11,140	10,533	10,530	10,214
Percent Growth in Enrollment	2%	7%	3%	2%	n/a
Percentage of Total Enrollment Who are on Aid	49%	44%	39%	31%	30%

Figure 3.3

As mandated by federal law and as part of TMCC's commitment to diversity, the financial aid application process is ethnic-neutral, although certain scholarships are awarded based on ethnicity. With the exception of international students (who can only receive scholarships), Financial Aid continues to disburse funds to underrepresented student populations in greater proportions than the general TMCC community. The TMCC Scholarship Coordinator is diligent in ensuring that all ethnicity-specific scholarships are awarded to the appropriate students. Additionally, TMCC has increased its outreach efforts to Hispanic students, by participating in community and campus Latino events, as well as creating documents in English and Spanish (See Figure 3.4, Award Year Comparison of Recipients by Ethnicity).¹⁹

Financial Aid has experienced a pronounced increase of 33 percent in student contacts from 2002 to 2004 (See Figure 3.5, Financial Aid Contacts). In particular, phone contacts have increased 37 percent. As the number of TMCC applicants increases, (reflected by the number of applications drawn down), the number of phone calls from prospective students with initial inquiries has increased. Also, as students utilize the self-services tools on Web-Reg, those students without computer access or who are "technologically-challenged" tend to call more often and repeatedly for clarification regarding the financial aid process. Lastly, and perhaps surprisingly, distance education students tend to call in more frequently to obtain answers to their questions rather than utilize web-based options. All prospective students are encouraged to come in and see a financial aid officer to answer any questions they might have.

Award Year Comparison of Recipients by Ethnicity

	Native American	Asian	Black	Hispanic	International	Unknown	White	Total
2001-02 aid disbursed	4% - 108	7% - 178	4% - 105	11% - 304	1% - 23	6% - 150	70% - 2013	2,881
Spring 2001 TMCC	2.9% - 286	5.5% - 540	2.3% - 228	8.3% - 821	2.1% - 211	7.1% - 701	71.8% - 7,084	9,871
2002-03 aid disbursed	4% - 144	6% - 214	4% - 146	12% - 433	1% - 22	7% - 230	69% - 2574	3,763
Spring 2003 TMCC	2.5% - 277	5.4% - 600	2.3% - 251	9.5% - 1,050	1.9% - 216	6.7% - 745	71.7% - 7,942	11,081
2003-04 aid disbursed	4% - 144	6% - 266	4% - 175	12% - 531	1% - 18	6% - 255	69% - 3106	4,495
Spring 2004 TMCC	2.3% - 255	5.7% - 633	2.3% - 259	10.2% - 1,145	1.6% - 182	6.6% - 736	71.3% - 7,964	11,184

Figure 3.4

Financial Aid Contacts

	Drop-Ins	Phones	Front Desk	Number Applications Drawn Down	Number Kiosk Applications	Number E-mails Returned	Chat	Total
Spring 2002	1166	7826	2802	4370	298	463	0	16925
Fall 2002	912	11519	5087	2550	300	467	31	20866
Spring 2003	1591	10532	5934	3961	639	399	186	23242
Fall 2004	1571	7702	4281	3511	349	751	250	18415
Spring 2004	1134	12507	4650	5089	618	915	510	25423

Figure 3.5

¹⁹ These figures reflect disbursements on SIS and will not match total disbursements to students as indicated in the previous table, as those numbers also reflect aid not disbursed on SIS.

Financial Aid follows generally accepted accounting principles and provides appropriate provisions for demonstrating institutional accountability for all financial aid awards. To this end, financial aid records are audited annually through a system-wide auditing process (See Standard 7.B.6 “Financial Aid” and 7.C.9-13 “Auditing Practices” for further discussion of institutional accountability, auditing practices, and financial aid). Along with this system-wide auditing practice, TMCC submits to an audit performed by the State of Nevada Department of Education to ensure that Millennium Scholarship funds are dispensed appropriately and commensurate with state guidelines. To ensure that TMCC remains in compliance with state and federal financial aid policies and procedures, the College places an enormous emphasis on training for all Financial Aid staff members so that they are fully informed about and aware of regulations affecting various scholarships and grant funding sources.

TMCC also demonstrates institutional accountability in terms of the technology and systems it depends upon for the financial aid process. For example, each biennium, the Department of Education releases minimum computer configurations for institutions administering Title IV aid. In the past, staff members have experienced some difficulties interfacing with the most recent financial aid programs and Web-based applications because Financial Aid was not equipped with technology capable of operating above the minimum configuration necessary to access these programs. For this reason Financial Aid requested a budget augmentation for 2004-2005 and additional funds for a computer replacement lifecycle for 2005-2006.

Student Loan Monitoring (3.D.8)

TMCC regularly monitors its student loan programs and its loan default rate. TMCC is always exploring ways to help prevent student loan defaults. While TMCC’s default rate is still well under the 20 percent established by the U.S. Department of Education whereby the institution is required to implement reduction measures, TMCC’s administration is cognizant of the fact that TMCC’s default rate is still higher than the national average and in recent years has exceeded both Nevada and 2 Year Public School default rates (See Figure 3.6, TMCC Default Rate Comparison). Still, TMCC has made some progress in lowering the default rate if viewed over a longer span of time. For example, in 1992, TMCC’s default rate was 9.5 percent whereas the latest figure from 2002 is 8.9 percent. Considering the substantial increase in overall student population during the past decade and the commensurate increase in numbers of student loans and percentage of

the overall population applying for and receiving student loans (loans in 2003 totaled \$3,308,461 compared to \$1,714,512 in 1992), this figure can be seen as encouraging. TMCC Financial Aid staff members remain committed to lowering the default rate and are actively reviewing the TMCC default management plan (See Exhibit 3.55, TMCC Default Management Plan). As a part of this plan, TMCC formed a campus-wide Default Management Committee, with broad membership, in spring 2005. The findings of this committee are still pending.

Default Rate Comparison

	2000	2001	2002
TMCC Default Rate	6.5%	9.1%	8.9%
Nevada Default Rate	7.0%	7.0%	8.5%
2 Year Public School Default Rate	9.2%	8.6%	8.5%
National Default Rate	5.9%	5.4%	5.2%

Figure 3.6

TMCC offers four loan programs: Federal Perkins Loans, Federal Stafford Loans (subsidized and unsubsidized), Federal PLUS Loans, and an Emergency Loan. Students can find information connected to TMCC loan options in the *TMCC Course Catalog* (p. 13) and on the Financial Aid Web site. In order for students to receive loan funding, they must complete the FAFSA. Once qualified, students must complete a separate loan application from an external lender and attend a loan workshop offered by financial aid staff. Previous TMCC borrowers are not required to attend a workshop and may request a loan by contacting financial aid directly.

Loan workshops at TMCC also provide information to students regarding loan repayment obligations. Prior to receiving the first loan check, students must have attended either a group or individual “entrance interview” session. Prior to graduating, leaving school, or dropping below six credits, students must attend an “exit interview” session or complete an online exit process. Financial aid information is also discussed at all student orientation meetings. Moreover, throughout the year, additional financial aid workshops are held both at the College and at various community centers, such as local high schools. In the past, every spring term, TMCC sponsored a “Financial Aid Information Night” for current and prospective students and their parents. This has been replaced by TMCC’s participation in the UCCSN College Goal Sunday project, which occurs the end of January or beginning of February.

Orientation of Students (3.D.9)

TMCC provides for a comprehensive orientation of new students. The Student Services Division offers numerous orientation sessions targeted for specific student populations, such as first generation college students, re-entry students, veterans, and new international students (who are required to attend an orientation prior to their first semester at TMCC). TMCC also offers numerous sessions open to all TMCC students. Certain special admission programs in the occupational and health sciences hold program-specific orientations. The Health Sciences Division sponsors monthly meetings to provide interested students with information regarding specific admissions procedures. Once students are accepted into a particular program of study, they are required to attend an orientation session. Moreover, several academic and student services departments hold informational meetings designed to offer information to students regarding specific academic programs and student services available to them. Orientation sessions range from several hours to all-day events (See Standard 3.B.1, "Student Assessment, Placement, and Orientation" for further discussion of orientations held at TMCC).

Orientation programs provide TMCC's incoming students with a wide range of information and materials. Students who attend these orientations have an opportunity to interact with TMCC staff and students while viewing a PowerPoint presentation. All orientation sessions include a campus tour, information regarding financial aid, and an overview of class registration procedures. All orientation students are encouraged to visit with an academic advisor following the orientation session in order to plan their academic course load.

New Student Programs is the main student services department in charge of designing and holding student orientations. New Student Programs offers the G.O.L.D. (Generation Opportunities for Learning and Development) Orientation, which is designed for students who have never attended a college before. In contrast, Silver Orientation sessions are geared toward transfer and degree holding students. Surveys of student satisfaction with TMCC's G.O.L.D and Silver Orientation programs have been positive, with over 95 percent of the students involved noting that the programs provide information needed to enroll, persist, and succeed in the higher education setting (See Figures 3.7 and 3.8 for G.O.L.D. and Silver Student Orientation Survey results).

G.O.L.D. (Generating Opportunities for Learning and Development) Evaluation of New Student Orientation – Fall 2004

Topic	Yes	No	Satisfaction %
The presenters were well-informed, friendly, and informative	218	0	100%
The introduction and overview was helpful	175	0	100%
Change Management was helpful	174	1	99.4%
College Survival "101" was helpful	167	4	97.6%
Time Management was helpful	174	1	99.4%
Financial Aid information was helpful	172	2	98.8%
Catalog and Degree program information was helpful	154	11	93.7%
Academic Advisement was helpful	168	3	98.2%
Tour of Campus was helpful	172	0	100%

Figure 3.7

Silver Evaluation of Transfer Student Orientation – Fall 2004

Topic	Yes	No	Satisfaction %
The presenters were well-informed, friendly, and informative	28	0	100%
The introduction and overview was helpful	28	0	100%
Financial Aid information was helpful	28	0	100%
Academic Advisement was helpful	27	1	96.4%
Tour of Campus was helpful	28	0	100%

Figure 3.8

TMCC also offers the QUEST (Quality Undergraduate Education Starts at TMCC) program, a freshman-year experience program geared toward first-time, full-time students attending college. The QUEST program begins with a comprehensive orientation session in the fall semester, which all QUEST students are required to attend. At orientation, QUEST students receive a guaranteed class schedule, faculty mentoring, and a customized educational plan. Students who participate in a QUEST semester must enroll in 12 credits inclusive of mathematics, English, and college success skills classes, and an elective of their choice. Both QUEST students and their parents express a high degree of satisfaction with the QUEST orientation process (See Figures 3.9 and 3.10 for QUEST Student and Parent Orientation Survey results).

In contrast to the general orientation programs, the QUEST Orientation program offers priority registration and a guaranteed class schedule at the end of the session. Because QUEST is geared toward high school students, the program is heavily marketed to high school seniors and their parents. When TMCC first offered the QUEST program for fall 2001, 99 students participated in the program. For fall of 2005, 153 students have registered to participate, a 65 percent increase in student participation. QUEST Orientation offered the first concurrent full day parent session in 2002 where 17 parents attended. In the fall of 2005, 79 parents took part

QUEST Orientation Student Evaluation

	Yes	No	Not Applicable	Satisfaction %
Check-In	135	3	5	97.8%
Introduction/Overview	136	2	4	98.5%
Financial Aid Presentation	137	2	2	98.5%
Advisement Overview	142	0	1	100%
Small Group Advisement	141	1	2	99.2%
Tour of Campus	124	7	10	96.9%
Student Question and Answer	135	2	6	98.5%
Lunch	121	6	11	95.2%

Figure 3.9

QUEST Orientation Parent Evaluation

	Yes	No	Satisfaction %
Presenters	79	0	100%
Introduction	79	0	100%
What is QUEST	79	0	100%
Manager to Coach	78	1	98.7%
Tour of Campus	79	0	100%
Student Development	78	1	98.7%
Financial Aid and FERPA	77	2	97.4%
Campus Safety	76	1	98.7%

Figure 3.10

in the program, which reflects a 215 percent increase in parental participation.

The Re-Entry Center offers its own orientations designed to meet the needs of re-entry student populations. Those Re-Entry program students who receive either a federal Perkins Grant or participate in the privately-funded Wings program are required to attend an all-day orientation. At this orientation, students are introduced to staff and other students in the program and are provided with detailed information regarding Re-Entry Center services and requirements, financial aid, tutoring and writing assistance, and many other campus and community resources. Students may also attend an academic advisement session to create an individualized career development plan. At this advisement session, students have the option to take the Myers-Briggs Personality Type Indicator and the Strong Interest Inventory assessment tests. They also can plan with the assistance of an advisor their sequence of classes for their proposed degree option.

Veterans Upward Bound program (VUB) considers its orientation process to begin the minute the potential participant makes initial contact with them. Over several days, the orientation process consists of completing an application, attending an eligibility intake interview, pre-testing using the California Achievement Test, the ACCUPLACER, and/or the COPS Interest Inventory, and participating in developing an Individual Career Plan. The individual sessions are followed by a group orientation, which provides a history of VUB, introduction of staff and students, distribution of books and supplies, and informal social integration.

Aside from these programs, attendance at a new student orientation program is not mandatory for first-time students enrolling at TMCC. While students are not required to attend, orientation is highly recommended for all students as vital information is provided to attendees. In preparation for the fall 2004 semester, 302 students attended either a G.O.L.D. or Silver Orientation and 217 of these students enrolled for and completed classes during the semester (71 percent capture rate). Two hundred and eight of these students were “degree seeking” students, and 167 of these degree seeking students persisted into the second semester (80 percent persistence rate). These figures speak highly of the success rate of the orientation programs at TMCC. A report entitled “Transitions – Orientation Programming at TMCC” has been developed that proposes mandatory

orientation at TMCC. This report is currently being reviewed by TMCC’s administration in an effort to bolster orientation and retention efforts (See Exhibit 3.56, Transitions—Orientation Programming at TMCC).

Academic Advising and Career Exploration (3.D.10-11)

Since the 1995 TMCC Accreditation Report, TMCC’s counseling and advising services have evolved and a restructuring of the different departmental functions has been underway for several years.²⁰ For example, the previously titled office of Counseling, Testing, and Special Programs is now known as the Counseling, Advisement, and Career Services (CACS) Department. Departmental functions have evolved along with the change in department name. The opening in fall 2004 of the newly constructed V. James Eardley Student Services Center has led to the creation of three separate but interrelated centers to provide counseling, advisement, and career planning to TMCC students. These three centers within CACS function both independently and cooperatively.

Advising Center

Academic advising is an integral component of TMCC’s extensive student support services. Typically, students seeking advisement fall into one of three categories: new students, transfer students, or continuing students. Two centers at the Dandini Campus, the Advising Center and the Counseling Center, provide academic advisement for students in a variety of formats: appointments, drop-ins, e-mail, phone, and mini-orientations. TMCC students are encouraged to seek academic advising at any phase of their educational pursuits, and online links are provided on the Academic Advising Services Web site directing students to assistance with specific advising needs. Links provided on this Web site take students to a set of detailed instructions indicating how to matriculate, transfer, or receive further advisement at TMCC. Academic advisors are available throughout the year to provide students with information regarding educational programs, majors, transfer procedures, class selection, and other information about policies and procedures at TMCC. The Student Services Division recommends that all students receive academic advisement, particularly those students interested in programs leading to a degree/certificate or who are interested in transferring to a four year institution.

²⁰ As of July 1, 2005, the Student Services Division will undergo a substantial reorganization.

The Advising Center has three advisors and a number of peer advisors. The peer advisor position was implemented in September 1999, and advisor positions were established in August 2002. One advisor trains and supervises peer advisors, one is an academic advisement specialist, and one primarily focuses on the needs of TMCC's international students. Professional advisors are responsible for providing academic advisement and services, evaluating student academic goals, and preparing an academic plan. Advisors make appropriate referrals for career development, testing and assessment, financial aid, personal counseling, and other services.

Peer advisors are trained to work in concert with the duties and responsibilities of the professional advisors. They advise students regarding academic requirements, scheduling, and academic survival skills; moreover, they represent TMCC's advising services at orientation sessions and recruitment events. Peer advisors make appropriate referrals for career development, testing and assessment, financial aid, personal counseling, and other services. A reference manual has been created to assist the peer advisors with their various tasks (See Exhibit 3.57, Peer Advisor Manual).

An effort was made in fall 2004 to formally involve faculty in the advising process. There are currently nine faculty advisors with subject-matter expertise who are trained by a professional advisor to assist students with academic planning. Faculty members volunteer, select the times they are available, and are given office space in the Advising Center, which schedules appointments. Faculty members with the vocational programs at the IGT Applied Technology Center provide advising for students pursuing these types of occupations.²¹

Based on a start-up grant from the TMCC Foundation, one counselor began a pilot program in August 2003 to provide academic advising online for distance education and other interested students. Students can link to Counseling and Advisement online and make an appointment with an e-advisor. Appointments are available between the hours of 8:30 and 5:00 from Monday through Thursday. The benefit of this online service is that counselors can deliver document links and information to students while they are communicating via computer.

Currently, a new systematic program of academic advisement is in its infancy stage. Individual counselors

serve as department liaisons to a specific academic program or department.²² The counselors consult with department contacts and obtain a prescribed course sequence for that program of study, a list of prerequisites, and information regarding ACCUPLACER placement scores for the program's courses. The counselors then develop formalized educational plans specifically tailored to reflect the departmental information and make these plans available online for use by other academic advisors. Although the target audience for this educational plan is full-time, degree-seeking students with identified majors (approximately one-third of TMCC's student population), any student can benefit from the materials generated from this program.

Counseling Center

Along with academic advising, TMCC offers counseling and career service advisement as part of its comprehensive student support programs. Professional counselors must have a minimum of a master's degree in mental health services and generally work with at-risk and high risk student populations. Counselors are available to assist students with making decisions about educational planning, career counseling, and personal counseling. Counselors also conduct workshops and seminars for students as well as provide some testing and assessment. Onsite counseling and advising are traditionally appointment-based; however, students also have the option to log on to the TMCC Web site to receive counseling online. This service allows students to receive feedback from an advisor or counselor through a chat room, extending advisement services to even more students in a convenient and efficient manner.

The Counseling Center has six counselors, including the director. Counselors are responsible for providing short-term personal counseling, referrals to community providers for longer-term therapy, career exploration, educational planning, and academic advisement, especially during peak times surrounding registration and the beginning of the semester. More recently, counselors have been assigned duties designed to assist with the retention of students, specifically those on financial aid probation, and to mentor new students. Finally, both the Counseling Center and Advising Center see prospective students to provide them with general information in anticipation of their enrolling in classes.

²¹ The inclusion of academic faculty in the advisement process has not proven particularly effective. As a result the Advising Center will hire more peer advisors in the future.

²² Counselors perform academic advisement in the Counseling Center. Thus while this initiative is not directly an offshoot of the Advising Center and its staff, the materials generated are related to academic advisement and are useful to the advisors and counselors in both the Advising Center and the Counseling Center.

Career Center

TMCC established a Career Center where students can access information designed to help them develop and accomplish academic and life goals. The Career Center has one bilingual career specialist and one career placement specialist, who assists students in finding employment upon graduation and collaborates with faculty and students on internship placements. These career support specialists work with the career counselor, referenced in the Counseling Center section, and all three provide career exploration services to students. Career specialists identify student needs using activities, inquiry, and various personality traits and personal interest assessment tools. The career counselor and other counselors are available for further exploration, assessment interpretation, and other career services. The career placement specialist offers workshops on job search strategies, such as resume writing and interviewing techniques; moreover, the career placement specialist coordinates the virtual career fair online and represents TMCC on the committee that sponsors the bi-annual community Career Builder Fair.

TMCC provides other counseling and advisement opportunities for special populations such as students with disabilities, displaced homemakers, single parents, and veterans outside of the Advising Center, Counseling Center, and Career Center. The Disability Resource Center has an advisor who is located in the V. James Eardley Student Services Center; additionally, TMCC has counselors located at the Meadowood Center in the Re-Entry Center, Student Outreach Services (SOS), and Veterans Upward Bound. The administrative assistant staff members at the Meadowood Center also provide basic guidance and some academic advising to students. Local agencies, such as the Department of Vocational Rehabilitation, refer clients to TMCC for information regarding educational and career opportunities.

Specific advisor and counselor responsibilities are defined, published, and made available to students in a variety of campus publications: *2003-2004 TMCC Course Catalog* (p. 15), various term course schedules, *TMCC Student Handbook* (p.19), and TMCC Web site all publish information regarding counseling, advisement, and career exploration services. Students who do not take advantage of advisement and counseling services can access the certificate and degree program requirements and worksheets in the *TMCC Course Catalog*; students can also access their degree audit report (DAR) online through Web-Reg.

Students who take advantage of TMCC's advisement and counseling services attest to their satisfaction through various surveys and evaluations of these programs. Responses to the 2003-2004 Graduate Satisfaction Survey indicate that 59 percent of the 167 respondents strongly agreed that the advising they received was reliable and helped them achieve their educational goals (See Exhibit 3.58, 2003-2004 Graduate Satisfaction Survey). Twenty two percent of the respondents were neutral. Furthermore, the Counseling Center, Advising Center, and Career Center continually conduct internal student satisfaction surveys. All students meeting with counselors and/or advisors are asked for their e-mail addresses and are contacted within one week of their appointments. All responses are voluntary and anonymous. The results from the student responses received between July 1, 2004 and February 28, 2005 indicate that the majority of students see a counselor or advisor to get academic advising (65 percent), and an even greater majority express satisfaction with the services they received (76 percent). Fifty-three percent of students surveyed indicated that they were able to see a staff member in one week or less from the time they contacted the office for an appointment. (See Exhibit 3.59, Student Satisfaction Surveys).

Health Care Services (3.D.12)

TMCC does not offer comprehensive physical health care at any of its educational sites. A limited amount of healthcare options are provided at TMCC via specific occupational health programs. For example, the dental hygiene program provides a laboratory experience for their students in a clinic atmosphere, which offers low-cost services to students, faculty, staff, and the public. Patients are referred to community dentists for problems beyond the scope of the clinic. Similarly, the massage therapy program has a laboratory experience for their students by offering massages for low-cost to students, faculty, staff, and the public.

Along with these limited physical services, TMCC students can access comprehensive physical health care services off-site. TMCC students who have registered and paid for one or more academic credits (excluding workforce development and continuing education credits) are eligible for medical care at the University Family Medicine Center, located at the University of Nevada, Reno. Students pay a fee of \$72 a semester along with a \$5 co-pay for each visit. If registered for six or more academic credits, a student may elect to purchase supplemental insurance for self, spouse, and/or dependents. International

students are required to purchase the health service plan provided by the University Family Medicine Center and the supplemental insurance. Students can access a pharmacy connected to the University Family Medicine Center, which offers low-cost prescriptions (See *TMCC Course Catalog*, p. 20 and *TMCC Student Handbook*, p. 19 for published information for students regarding health care options at TMCC).

Brief, short-term psychological health care for problem-solving of life issues is available at TMCC through the Counseling Center. Students are referred to the UNR Student Health Clinic, the UNR Psychology Department Clinic, or the UNR Counseling and Educational Psychology Clinic to address issues that go beyond the scope of practice of TMCC's counselors. Counselors will also refer students to mental healthcare practitioners in the community. For students needing assistance with alcohol or drug usage, the Counseling Center provides information and referral services to Reno/Sparks mental health professionals and community-based addiction support groups.

The Disabilities Resource Center does not do in-depth mental health counseling or diagnosis for students with disabilities. However, if the need arises, the student is referred back to the therapist listed in their documentation. To raise awareness among the college and university communities regarding concerns faced by students with disabilities, UNR's and TMCC's counselors are engaged in a collaborative effort to get October recognized and institutionally sanctioned as "Disability Month." October Disability Month activities will include guest speakers, films, and educational workshops designed to increase public awareness of the variety of disabilities affecting students, faculty, and staff at both institutions.

TMCC has demonstrated in recent years a keen awareness of the need for alternative healthcare options for its students, staff, and faculty. To this end, TMCC has sponsored several Wellness Fairs on the Dandini Campus open to all constituencies of the college community. Various health providers from the community sponsored information booths outlining their services and products. Moreover, TMCC's Health Science Department also participated in the Wellness Fairs by giving their students opportunities to volunteer their services and interact with the public through activities such as reading vital signs, educating attendees about dental care, advocating mammograms, and presenting information about other vital healthcare issues. Similar to the Wellness Fairs, TMCC

has also collaborated with the Northern Nevada Medical Center every January to sponsor a Community Wellness Day.

Student Housing and Food Services (3.D.13-14)

TMCC does not provide on-campus or college-sponsored student housing (See *TMCC Course Catalog*, p. 9). However, a significant percentage of TMCC students are co-enrolled at UNR, and historically, co-enrolled students have had some access to UNR residential housing options. With the advent of the Millennium Scholarship in fall 2000, student housing at UNR was in greater demand. As a result, since fall 2000, UNR no longer accommodates co-enrolled students unless they are enrolled in a minimum of 12 UNR credits. The one exception to this rule occurs with summer programs. International students taking TMCC classes in the summer can use UNR residential halls under a special program as long as they are taking UNR classes as well.

Some student service programs offer housing advice and referrals to eligible students. For example, the Re-Entry Center provides information to its special population clientele about subsidized housing, emergency shelters, temporary rent assistance, and support for payment of utilities or obtaining low-cost utility service. Veterans Upward Bound gives referrals to other community agencies (potentially housing assistance) when a veteran indicates a need. Student Outreach Services refers students to local apartment guides and accesses the *Crisis Call Handbook* for other housing options.

TMCC provides regular food service for students, faculty, and staff. In 1995, Marriott was running the cafeteria on an independent contract. TMCC received commission from them and the funds were placed in a discretionary account. Once the contract expired, it became a state-run operation called The Red Mountain Café under the direction of a state employee. When it became evident that it was not cost-effective for the state to operate it, the employee contracted to manage it independently under the name Creative Cuisine. This venture also proved not to be cost-effective for him or the College, so he resigned. The cafeteria was then run internally under the name of TMCC Café, run by TMCC Central Services until its closure in May 2003 while waiting to be relocated to the new student services center whose construction began that summer.

Currently, TMCC offers a full-service cafeteria, the TMCC Café, operated by the world-wide food service group, the

Compass Group (Chartwell division), which opened in the V. James Eardley Student Services Center in fall 2004.²³ Along with running the TMCC Café, Chartwell offers catering service for campus events and have established in their contract a first right of refusal for catering TMCC events. Student-sponsored events are exempt from this contractual obligation. Chartwell has a five-year contract with an option of five, one-year renewals (Exhibit 3.60, TMCC-Chartwell Contract). The front service area of the new cafeteria is 4,875 sq. ft. with 2,530 sq ft for food prep in the back area (compared to the previous 5,120 sq ft which included 1,887 sq ft for the annex eating area, 928 sq ft for the cashier area, and 2,305 sq ft for the food prep areas). The hours of operation are Monday through Thursday 7:30am to 7:00pm, Friday 7:30am to 2pm, and closed on the weekend. Chartwell also operates the Coffee Cart, which is located in the Sierra Building Lobby, and offers a full service coffee bar, sandwiches, wraps, salads, pastries, and smoothies. The Meadowood Center and the Nell J. Redfield Foundation Performing Arts Center are within walking distance of a number of restaurants and cafes.

Along with these commercial food options, TMCC's Culinary Arts program runs a unique food service, The Golden Frog, which is a laboratory classroom that functions as a restaurant for practicum students each Friday (See Exhibit 3.61, Golden Frog Materials). The lab gives the students the opportunity to create a restaurant atmosphere and offer the food which is made by the students to the public. The Golden Frog serves various types of meals to students, staff, and faculty. Reservations are required, which the director of the program accepts a week in advance. The Golden Frog is not run for profit, but does ask for a \$5 donation from patrons to cover the program's costs.

All the buildings on Dandini Campus, the IGT Applied Technology Center, and the Meadowood Center have an array of vending machines. Vending machine services started in August, 1999. Specific locations are as follows: Red Mountain Building – all floors, Sierra Building – 1st and 2nd floors, Vista Building 1st and 3rd floors, IGT Applied Technology Center 1st floor, and Meadowood Center 1st floor. The largest quantity and selection is located in the V. James Eardley Student Services Center and Sierra Building Lobby. TMCC owns and operates all vending services except for the Pepsi machines. These are on

loan with obligations to buy Pepsi products. All vending areas offer a wide selection of choices, such as juice, soft drinks, coffee, snacks, and meal items. All machines are checked and filled one to three times daily. Gross sales are approximately \$250,000 annually.

Co-Curricular Activities and Programs (3.D.15)

TMCC is committed to offering numerous co-curricular activities and programs to foster the intellectual and personal development of students. TMCC adheres to the spirit and intent of equal opportunity for student participation in these co-curricular activities and ensures that appropriate services and facilities are accessible to students in its programs. The variety of co-curricular activities and programs at TMCC include student organizations, performing arts, cultural events, publications, and educational programs. TMCC sees co-curricular activities as an integral part of the College's goal to provide a full and rich educational experience for students. ASTM maintains a process for funding all ASTM sponsored organizations. Moreover, ASTM accepts requests for funding of other student-centered activities and events on a case-by-case basis (See Exhibit 3.62, ASTM Request for Funding Materials). ASTM student organizations follow guidelines for reporting their meeting minutes and accounting for funds, per the ASTM Constitution and Bylaws (See Exhibits 3.63 and 3.64, ASTM Constitution and ASTM Bylaws).

ASTM officially sponsors 12 clubs representative of various cultural and ethnic groups and specific areas of interest on campus.²⁴ Of these, five are affiliated with an area of instruction and two, Phi Theta Kappa (PTK) and Psi Beta, are associated with student honor societies. TMCC's Phi Theta Kappa organization is a member of the Alpha Pi Gamma Chapter of this International Honor Society, which was established in 1989. Phi Theta Kappa recognizes and encourages scholarship among associate degree seeking students and extends invitation for membership to those who have completed at least 12 credits, above the 100-level, and have a minimum GPA of 3.5.²⁵ At the Nevada/California Regional Convention, TMCC's Phi Theta Kappa chapter was given a "Four-Star Chapter" designation, indicating the high level of community service and scholarships received by this group of students. The Psi Beta student group, which

²³ It should be noted that construction of the new student services building prevented the College from offering a permanent food service area for approximately a year and a half. TMCC made concerted efforts to continue to provide basic food services during this transitional time, using food trucks in the parking area and extending food options at the Coffee Cart.

²⁴ The number of officially sponsored ASTM student organizations fluctuates from year to year. As of July 1, 2005, ASTM will sponsor 16 student organizations.

²⁵ The TMCC Phi Theta Kappa chapter is considering lowering the minimum GPA to 3.4. This change has not been officially instituted as of July 1, 2005.

received its official charter on April 22, 2005, is the national honor's group for psychology majors. To be eligible, students must be in the top 35 percent of all students in terms of GPA (currently that reflects a GPA of 3.7), have a 3.0 GPA in psychology classes (with at least 6 psychology credits), and have completed at least 12 credits overall. Along with national honors groups, TMCC recognizes student success via other routes: the annual Student Awards Program event, the Dean's List, and the celebration of Student Employment Week.

ASTM also sponsors three co-curricular clubs affiliated with cultural groups: Latina Unitas Nevada Association (LUNA), Philippine United Student Organization, and the International Students Organization. Along with these culturally specific student organizations, each year TMCC sponsors the TMCC Multicultural Festival, a very popular event that incorporates various cultures represented throughout Northern Nevada. At this event, TMCC presents music, dancing, exhibits, fashion, and food representing various ethnic groups.

Many programs and events within the College can be considered activities that foster intellectual and personal development of students with opportunities for equal participation and access. For example, TMCC has a number of locations for displaying student art as well as a number of galleries: the Red Mountain Gallery, Photo Lounge, Atrium Gallery, and Sturm Library Gallery. The most recent addition to TMCC's art exhibit areas is the Main Gallery, a prominent place within the student services center; this gallery is a closed room in which sculpture and other more portable artworks can be secured (Exhibit 3.65, Gallery Materials). The Nell J. Redfield Foundation Performing Arts Center hosts numerous plays each year, and during July 2004, sponsored a major theatrical event associated with Reno's Artown. The Nell J. Redfield Foundation Performing Arts Center hosts musical performances by the Jazz Band, Wind Ensemble, Symphonic Choir, and Orchestra, as well as within the community. Annually, the Reno Philharmonic includes TMCC, UNR, and Lake Tahoe Chorale in a performance, giving students an opportunity to participate on a professional level and perform at the Pioneer Theater and Caesar's Hotel in Tahoe (Exhibit 3.66, Musical Performance Materials). Finally, in conjunction with various local, state, and national groups, TMCC sponsors numerous guest speakers (Exhibit 3.67, Guest Lecture Materials).

The Alumni Council runs the TMCC Alumni Association under the TMCC Foundation and without a faculty advisor. The TMCC Alumni Association has a link on the TMCC

Web site. Anyone who has taken classes at TMCC is eligible to join, and there are currently approximately 850 members. TMCC Alumni Association members receive about 20 benefits, including discounts to various vendors. In addition to these, members receive an e-newsletter, lifetime access to some of TMCC's services, and eligibility to be nominated for TMCC alumni-of-the-year. The Alumni of the Year award is presented at the graduation ceremony.

TMCC's co-curricular activities and programs include adaptation for traditionally underrepresented students, such as physically disabled, older, evening, part-time, and commuter students as well as, where applicable, students at off-campus sites. The Nell J. Redfield Foundation Performing Arts Center is wheelchair accessible as are TMCC's galleries and cultural events areas. Moreover, the Humanities Department offers theater events specifically for seniors (See Exhibit 3.68, Senior Theater Events).

Policies and Procedures for Co-Curricular Activities (3.D.16)

TMCC's co-curricular programs include policies and procedures that determine the relationship of the College with its student activities; students share a responsibility along with the College to identify the needs, evaluate the effectiveness, and provide the appropriate governance of the respective student program. ASTM is the student governance body overseeing and serving as primary sponsor to the majority of student activities. Students can locate information regarding ASTM in the *TMCC Course Catalog* (p. 17), the *TMCC Student Handbook* (p. 7) and on the TMCC Web site. ASTM's budget is funded with 50 cents for every credit hour taken by all TMCC students. ASTM's fall 2004 budget was \$136,363. With the advent of the V. James Eardley Student Services Center in fall 2004, ASTM occupied new space in this facility, a space consisting of 2,626 square feet (a significant increase in space from the previous 919 square feet allotted to ASTM in the Red Mountain Building).

TMCC recognizes the importance of providing leadership to ASTM and, as a result, hired a full-time position to advise the student government (See Standard 6.E for a full discussion of ASTM governance system and practices). When the ASTM advisor position was advertised and originally hired, the position was initially defined as 50 percent accountability to student government and 50 percent accountability to recruitment and retention issues. TMCC's administration realized that ASTM's growth as an organization depended upon this advisory position being more consistently dedicated to

student governance concerns. As a result, the ASTM advisor attends more fully to ASTM issues and has some shared responsibilities with orientation programs. ASTM's advisor provides direction regarding legal and operational issues and acts as the staff liaison to the student assembly. ASTM is composed of a number of committees. ASTM's activities committees provide a variety of events such as the annual Welcome Back Barbeque, Halloween events, a winter gathering, and the Spring Fling. Additionally, ASTM sponsors community service activities, such as blood drives, food drives for Re-Entry Center clients, and holiday food baskets for needy students.

ASTM has a solid constitutional framework informing its practices. The ASTM Constitution, which is contained in the *Board of Regents Handbook* (Title 5, Chapter 12) and can be found on the TMCC Web site, articulates processes and procedures from the structure of the executive board to policies connected to student organizations (See Exhibit 3.63, ASTM Constitution). Although all student clubs and organizations are separate entities from the student government, each organization needs to be recognized by ASTM and meet specific constitutional guidelines to be considered official. Article IV of the ASTM Constitution delineates 5 categories determining whether or not an organization meets ASTM criteria for official sponsorship. Recognized organizations must promote or increase in some way students' knowledge, sense of fellowship, recreational needs, or campus spirit. Moreover, recognized student organizations must meet all of the following criteria: have a full-time TMCC faculty or staff member as an advisor, hold a minimum of one meeting per month during the academic year, submit a report of the organization's activities in a prescribed and timely manner, sponsor at least one educational or social activity each semester, and meet the minimum expectations of a recognized organization as established by ASTM Bylaws (See ASTM Constitution, Article IV, Section 3).

While the ASTM Constitution is complete and comprehensive in addressing student organization policies, ASTM has not completed its Bylaws. ASTM's Bylaws currently include its mission and information regarding, general issues, election procedures and appointed membership, and issues of nonfeasance, misfeasance, and malfeasance (Titles I-IV). What remains to be authored are the following: general assembly meetings policies and procedures (Title V), ASTM committee policies and procedures (Title VI), and student clubs and organizations policies and procedures (Title VII). Therefore, the reference to ASTM Bylaws at the end

of the ASTM Constitution's obligatory requirements in Article IV, Section 3 has no corresponding document articulating what those "minimum expectations of a recognized organization" or explicit terms used by ASTM to evaluate compliance by student organizations would be. This information should be noted in ASTM's Bylaws, which currently do not exist as a complete document. Clearly, the need to finish and publish ASTM's Bylaws should be treated as a priority for the organization.

Recreational Activities (3.D.17)

TMCC provides adequate opportunities and facilities for student recreational and athletic needs apart from intercollegiate athletics. TMCC's fine arts, dance, music, and theater programs also offer events and exhibits that provide the public an opportunity to pursue creative and recreational needs. Moreover, in fall 2004, the V. James Eardley Student Services Center opened with a 2,555 sq ft educational fitness center. The TMCC Fitness Center is available to students and their spouses for a \$45 fee per semester. Faculty, staff, and their spouses can use the facility for \$60 per semester. The center has a full-time coordinator, contains PRECOR Cardiovascular Equipment, including bicycles, Elliptical Cross Trainers, Treadmills, Stair Climbers, all of which feature heart rate monitors and cardio theaters. The TMCC Fitness Center has Paramount Weight Stations, Icarian Cable Crossover Station, Icarian Smith Machines, Squat Racks, 6,000 pounds of free weights, a variety of benches, and various other pieces of workout equipment. The TMCC Fitness Center serves as the locale for three classes offered for Introduction to Weight Training and three classes offered for Strength Training. For the first time, TMCC is able to offer a majority of its physical education classes on-campus rather than having to travel to off-campus sites for these classes. The TMCC Fitness Center offers fun runs, workout weeks, various other fitness activities, and information on nutrition, exercise programs, and overall fitness, all of which is available on the TMCC Web site.

Various TMCC student clubs and organizations also hold social and recreational activities for their members. The former Community Services Division, now known as the Work Development and Continuing Education Division, still offers classes for leisure, recreation, hobbies, art, and music for the public. Students can take classes almost any month of the year in subjects that last two hours, a weekend, a month, or all semester. This Division maintains a partnership in wellness with the Northern Nevada Medical Center; it also offers classes touring various locales in collaboration with REI Company. Along with

access to TMCC's Fitness Center, TMCC students, with a TMCC student ID card, can obtain an activities pass for \$10 per semester fee. This activities pass entitles TMCC students to participate in activities at UNR facilities at the same rate as UNR students, excluding entrance fees for UNR athletic events. Also, TMCC students registered for seven or more credits can use the UNR gym at the Lombardi Recreation Building for \$60 a semester. TMCC does not offer intramural sports.

Bookstore (3.D.18)

In 1990, TMCC signed a contract with Barnes and Noble Bookstore to operate the campus bookstore for five years with an optional three-year extension. The TMCC Bookstore Advisory Committee reviewed the contract and opened the process of choosing a bookstore vendor to a bid process. The Bookstore Advisory Committee reviewed bids and selected Follett Higher Education Group. Follett Higher Education Group (FHEG) supplies four staff members: a store manager, an assistant store manager, a text manager, and a shipping/receiving manager. The TMCC Bookstore also employs five TMCC students who are hired as Follett employees, not through work study programs. At peak volume moments, such as the start and end of a semester, the bookstore hires an additional 25 students on a temporary basis. Follett Higher Education Group provides faculty with a newsletter, *Acumen*, with the intent of providing information to faculty regarding changing trends in textbooks and data concerning the academic and personal demographics of students.

The TMCC Bookstore moved into its new 5,840 square foot space on October 4, 2004 on the first floor near the lobby entrance of the newly-constructed V. James Eardley Student Services Center. The TMCC Bookstore has 1,448 sq. ft. dedicated to shipping and receiving and 4,309 sq. ft. for student services in the store itself, which encompasses 3,590 for the retail portion and approximately 719 sq. ft. for staff offices. The space is well designed and student friendly. The TMCC Bookstore produces a net sales volume of approximately \$3,500,000 per year.

TMCC continues to have a Bookstore Advisory Committee, which consists of 13 members representing the following constituencies: FHEG staff, administration, faculty, staff, and students. Some of the agenda items covered at these meetings include textbook expenses, buy back policies, student perceptions, book orders and late orders, changed orders, reading level of textbooks,

and the need for customer survey. An issue affecting students in relationship to the TMCC Bookstore is last minute changes in textbook orders. For fall 2004, faculty made requests for 58 textbook changes after books had gone on sale. These late requests affected approximately 350 sections of classes.

TMCC's Bookstore has policies and procedures for offering refunds and exchanges (See Exhibit 3.69, TMCC Bookstore Policies and Procedures). The Fall 2004 Class Schedule informs students that they are required to show sales receipt for returnable merchandise, which must be in "like-new" purchase condition with plastic wrap unopened (where applicable). Distance education courses that require an access code and CDs are in most cases not returnable if opened. The last day for a full refund is one week after the start of class; after that date, students have two business days from the date of purchase to return the item. Students received approximately \$300,000 a year in buybacks.

The class schedule informs students that the cost of books is not included in class fees and publishes hours and dates of service. The TMCC Bookstore's book list is online for easy access and reference by students. Responses to a Sept. 28, 2004 customer service survey of 821 customers (815 students and 6 faculty members) indicated a high and nearly high rating for the four main categories: staff service, textbook availability and buyback, other products, and shopping ease. However, the TMCC Bookstore received its lowest ratings under the category, Textbooks, specifically "textbook availability when you need them," and "availability of used textbooks" (Exhibit 3.70, TMCC Bookstore Survey).

Student Media (3.D.19)

The UCCSN encourages an open and free exchange of ideas in student publications as evident by the statement that TMCC "will uphold the traditions of a free and unbiased press." In addition, in terms of current news items selected for inclusion in student publications, the Board of Regents mandates that "the main goal" of student publications should be "to communicate newsworthy events of college and community-related subjects" (*Board of Regents Handbook*, Title 4, Chapter 19, Section 5). The *Board of Regents Handbook* indicates that each institution should have a publications advisory board, composed of students, faculty, and administrators, and that this advisory board should oversee policies and standards for student publications. As of June 2005, TMCC does not have a TMCC-specific publications advisory board.

TMCC has two student publications. The TMCC student newspaper, known as *The Echo*, began in 1976 and has been published in a number of different formats since its inception. The newspaper has gone by different names, including the *Western Echo* and *Voices*, but has returned to its original name. *The Echo* production staff is composed of students and TMCC's journalism professor. *The Echo* is a lab publication of several journalism courses: JOUR 105, 106, and 221. Funding for the production of *The Echo* is rolled into line items of the budget set aside for journalism lab classes. In 2003-04, *The Echo* began to accept advertising as a means to bolster revenue. This additional source of funding has allowed the newspaper staff to include color images and offer both news and features with photography (See Exhibit 3.71, 2004-05 Copies of *The Echo*). *The Echo*'s budget provides for a minimum number of six publications per semester. However, with the increase in revenue from advertising, the newspaper production team has been able to publish as many as twelve times a semester. *The Echo* was awarded a Bronze Medalist Certificate by the Columbia Scholastic Press Association for 2002-03 and 2003-04.

TMCC's second student publication, *The Meadow*, functions as the College's arts and literary journal. The earliest publication of this creative arts journal occurred in 1980, but there was no sustained production and publication of the journal until 2001. Currently, *The Meadow* is published each spring semester. The journal features a variety of entries, including short stories, essays, poetry, photography, and artwork. *The Meadow*'s editorial board oversees all aspects of the publication and includes a number of students. In addition to its focus on featuring students' work, the editorial board selects some faculty and professional work to be included in each volume. In 2002, the editorial board developed bylaws articulating procedures for the process of selecting submissions for inclusion in each volume (See Exhibit 3.72, *The Meadow* Bylaws). ASTM sponsors a contest that culminates in monetary awards for best literary submissions and artwork. *The Meadow* has received funding from the TMCC Foundation and ASTM (Exhibit 3.73, Copies of Recent Volumes of *The Meadow*). *The Meadow* was awarded the Silver Medalist Certificate for 2003 and 2004 by the Columbia Scholastic Press Association and was selected as the Most Improved entry in the literary-arts category by the Community College Humanities Association.

Analysis and Appraisal (3.D)

TMCC's student services departments have made great strides toward meeting the needs of students in a number of areas. In terms of student records, Admissions and Records has acquired locking, fire-proof cabinets and coded entry locks with codes that change every six months, improving the security of student information. Faculty members are now submitting grades electronically via Grade Book, which will cut down on grading mistakes and grade sheets being lost in the mail.

The Self-Study Standard 3 Committee recognizes and commends TMCC for the improvements and increase in the number of student services that are now available to students online. TMCC has entered more fully into the electronic age and nowhere is this fact more apparent than in many of the admissions and registration functions. TMCC now subscribes to the National Clearinghouse, which provides student information regarding degrees earned and current enrollment. Students who need verification of enrollment are able to request that information online rather than coming to the campus. TMCC has also turned all registration functions to the Web based registration system known as Web-Reg. Students may access the registration process at home or from any computer that has network access. For those students who are unable or unwilling to use the computer to register, the Starting Point is available to assist students in the registration process. "DARWin" was introduced, which is a Web-based program that allows appropriate staff to access degree audit reports (DAR). Through DARWin, students can also access their own degree audit report, enabling students to review the classes they have taken and determine their progress towards completing their degree.

Along with admissions and registration functions, TMCC's online student services options include such areas as counseling and academic advisement. TMCC provides interactive academic advisement through Linktivity and online chat for students who need access but who are unable to come to the campus. Almost all of the student service departments have Web pages for students to access. These pages have a majority of the necessary forms needed to conduct business or access service from home. Finally, the Student Services Division has established a Technology Committee, which evaluates technical services on campus and makes recommendations regarding support services and information on the Web.

The Self-Study Standard 3 Committee also commends TMCC for its strong orientation programs. Not only do many programs, such as Re-Entry and Veterans Upward Bound, offer orientation programs to explain the requirements of their particular programs, but TMCC's general orientation programs (G.O.L.D., Silver, and QUEST) also boast of impressive capture and persistence rates for those who participate in those particular programs. TMCC is currently researching the concept of implementing a mandatory matriculation process, which would make orientation a required activity for first-time, degree-seeking students.

As noted in Standard 3.B, TMCC has made great strides in its commitment to diversity by hiring a Director of Equity and Diversity. Equity and Diversity advocates for TMCC's commitment to equity and affirmative action and monitors college activities, policies, and procedures for compliance with non-discrimination laws, rules, regulations, guidelines, and policies. The Committee commends TMCC for its efforts to sustain a diverse and inclusive community by addressing diversity in its planning and goals for the coming years as well as committing to incorporating a diversity graduation requirement.

TMCC has also made a commitment to student success by tripling its grant distribution since 1992. The Financial Aid Office worked closely with TMCC's Foundation to provide 509 scholarships for the 2003-2004 academic year for a total of \$142,103. Students are also able to apply for aid online, which drastically enhances the response time. Financial Aid also provides loan workshops, parent financial aid nights geared toward graduating seniors and their parents, and scholarship workshops to help students to be as competitive as possible.

The Self-Study Standard 3 Committee also commends TMCC in its ability to provide many extra-curricular activities and programs for TMCC and residents of Northern Nevada. Since TMCC opened the Nell J. Redfield Foundation Performing Arts Center the theater and music programs have offered many choral, orchestral, and theatrical performances of exceptional quality. TMCC also offers art exhibits throughout the year at various locations on the campus including the newly established Main Gallery located in the student center and general access galleries on the third floor of the Red Mountain Building. TMCC's art students clearly have numerous

venues for displaying their own work and appreciating the work of professional artists.

TMCC has made progress in providing the kinds of student services that address students' needs outside of the classroom and work. For example, students at TMCC are able to access healthcare services and food service through the College. All students who have registered and paid for one or more academic credits are eligible to purchase health services through the University Family Medicine Center. With the new V. James Eardley Student Services Center, TMCC has also opened a fitness center, which not only acts as a "workout" facility, but also offers physical education classes. This is the first time that TMCC has been able to offer a majority of its physical education classes on campus rather than requiring students to go off campus to access those services. The fitness center is open to faculty, staff, students, and spouses. These kinds of opportunities address the complete life needs of TMCC's students.

The Self-Study Standard 3 Committee also recognizes that students have two award-winning student publications on campus. *The Echo*, the student newspaper, and *The Meadow*, the student literary journal, are student productions of very high quality and are available to students at no cost. *The Echo* has increased in quality, including color images, better photography and advertisements, and quantity of production cycles. *The Meadow* features high-tech desktop publication and professional design, providing students with an invaluable learning experience. Moreover, students are the driving voice of the editorial board.

Next Steps (3.D)

The Self-Study Standard 3 Committee recognizes that TMCC has made great strides in its services to students. The Committee affirms all the recommendations made for Standards 3.A-C and would add the following recommendations for Standard 3.D:

- At the time of this report, students are required to wait anywhere from four to six months to receive a Degree Audit Report (DAR). Students should be able to have their transcripts evaluated in a timely manner in order to make the best decision regarding course and degree selection. TMCC needs to explore options to speed up the DAR process.
- TMCC has made diversity a priority by establishing the Equity and Diversity Office and by making diversity one of the seven Strategic Goals in the *Strategic Planning* document. TMCC still needs to focus on hiring bilingual staff in order to meet the needs of those students who, due to language barriers, need additional assistance with enrolling at the College.
- Although TMCC has worked hard to meet the needs of new students, the College is still struggling with the idea of implementing a mandatory matriculation process, which could include, but should not be limited to, mandatory orientation, assessment, and advisement. With the introduction of a more proactive retention program, TMCC will need to start to address its retention and persistence rates.
- Although TMCC's default rate is well under the federal guidelines, it is still high in comparison to comparable institutions in Nevada. TMCC needs to explore various ways to educate students and staff regarding those factors that lead to students defaulting on their loans.
- TMCC recently opened the V. James Eardley Student Services Center and dedicated space to a testing center, which serves students five days a week as well as evenings and weekends. With the population growing at its satellite sites, TMCC needs to offer more testing opportunities to those students who attend classes at those locations.
- When analyzing the ethnic student populations on campus, TMCC mirrors or exceeds the Washoe County percentages for the various ethnic populations in the area. Although TMCC does a commendable job in recruiting ethnically diverse students, TMCC needs to improve its services designed to retain those same populations.
- Although TMCC consistently surveys its recent graduates regarding satisfaction rates and employment, the College still needs to devote more resources for tracking graduates and reporting on their job/career placement rates.
- TMCC still ranks as one of the lowest graduation rates of two-year colleges in the country. In an attempt to help students identify their intended major, TMCC has eliminated "undecided" as an option when applying for admission. TMCC needs to make a concerted effort to educate students as to the benefits of obtaining a degree rather than simply taking classes.
- ASTM's Constitution is clear and comprehensive. However, ASTM needs to complete and publish publicly the remainder of its bylaws document.
- *The Meadow*, the student literary publication, has won awards and has increased its distribution; however, it still has no dedicated institutional budget. The ASTM student assembly supports the publication, as has TMCC's Foundation in the past, but TMCC needs to fund *The Meadow* consistently.
- Per UCCSN mandate, TMCC needs to form a Student Publication Advisory Board.

Institutional Advertising, Student Recruitment, and Representation of Accredited Status (Policy 3.1)

Advertising, Publications, and Promotional Literature (Policy 3.1.A.1)

All of TMCC's publications and promotional literature present accurate and responsible representations of the College's academic programs, student services, and activities to current and prospective students. As stated in *TMCC's Administrative Manual*, Section 4,666, all promotional brochures, fliers, posters, or pamphlets for external distribution must be approved by PIO (Publications and Public Information office) before printing or distribution. PIO has informed all departments and individuals as to the appropriate process for having a promotional item approved. Director Hobson has attended the President's Cabinet, instructional deans' meetings, departmental/division meetings, and has published the process on TMCC's Web site and in the *TMCC Administrative Manual*.

Despite all the outreach done by PIO, there are faculty and departments who still continue to develop their own materials without having them approved by PIO, although the instances of this has diminished through the support of an administration that is committed to the standardization of materials. These occasional transgressions aside, TMCC has shown a tremendous amount of growth in the quality and quantity of the promotional publications it produces. TMCC's publications have become more consistent and professional since programs and departments have been required to send all materials through PIO. PIO staff, in coordination with student service and academic departments, have worked together to present a consistent and professional image to the community. All promotional items and brochures must go through PIO to ensure accuracy and that each department is using the Associated Press (AP) style in all publications. When publications go through PIO, it ensures that the format and information is consistent and accurate. PIO also works with instructional departments to develop marketing plans. Career and job placement information is updated for press kits that are sent to community agencies.

The *TMCC Course Catalog*, which can be accessed on the TMCC Web site, provides a detailed listing of all student services, programs, and activities within the first 20 pages of the publication. This publication not only explains

student services and programs but also provides names, locations, and contact information necessary for students to contact those responsible for services. Students can locate TMCC's degree program advisors for these programs and their contact information, and worksheets delineating course requirements for a specific degree option (pp. 21 to 156). These materials also differentiate whether a program offers certificates, degrees, only classes, or training and workshops. Each degree and certificate worksheet lists career choices in the field, salary ranges, job openings, and program length in order to assist students in making an informed choice regarding their academic goals while attending TMCC.

One problem with any yearly publication like the *TMCC Course Catalog* is that, once it is published, the material becomes dated because services and academic programs are constantly changing to meet the needs of students. In part in response to this problem, TMCC decided to change from a printed publication to an online version for the 2004-2005 academic year. By publishing the *TMCC Course Catalog* online, TMCC has the ability to update services and programs as well as make changes to course requirements as they occur rather than waiting for a full year publication cycle. For those students who have limited access to computers, they can access hard copies of the *TMCC Course Catalog*. Students can also obtain CD-ROM versions of the *TMCC Course Catalog*. Counselors and advisors at TMCC as well as counselors and career technicians in Washoe County School District high schools receive a hard copy of the *TMCC Course Catalog* to assist those students who are unable to access a computer at home. TMCC also supplies each of their branch libraries with a hard copy of the *TMCC Course Catalog*. Other departments—such as the Starting Point, the Academic Advisement Center, and the Career Center—all have hard copies. Currently, PIO plans to update the *TMCC Course Catalog* online twice a year and publish for distribution to students and advisors a printed copy of the degree program worksheets. Academic departments are required to review the *TMCC Course Catalog* for course content on a yearly basis.

Since the 1995 TMCC Accreditation Interim Report, TMCC has made a number of changes to the *TMCC Course Catalog* to make it more “user friendly” to current and prospective students. Program worksheets have been developed, which include not only program requirements,

but also general information such as career choices, salary ranges, job openings, and program length. TMCC has also combined all steps and paperwork needed to enroll into one concise high school enrollment and financial aid packet. The packet won a regional Gold Medallion of Excellence Award from the National Council for Marketing and Public Relations (NCMPR) and a national Bronze Award from the Admission Advertising Awards. This packet is used, almost exclusively, with graduating seniors interested in attending TMCC and includes general information regarding steps to enroll and services at TMCC as well as academic information, financial aid information, and admission and scholarship applications. This publication is reviewed each year by TMCC and high school personnel to maintain its effectiveness in the community (See Exhibit 3.74, Community Outreach Packet for Admission to TMCC).

TMCC also published its first *TMCC Student Handbook* for the 2004-2005 academic year. The *TMCC Student Handbook* consists of the following: academic calendar, tips for success in college, information on student life and college resources, services for students, and academic and enrollment information. This publication has been distributed through classes, student services programs, large social activities, and orientation programs. All students who receive a student ID are encouraged to pick up a free *TMCC Student Handbook* in the ASTM office. TMCC intends to conduct focus groups and individual surveys to measure student satisfaction with the *TMCC Student Handbook* and gather input for changes to improve the publication.

Accuracy of Publications (Policy 3.1.A.2)

TMCC involves all necessary departments and academic programs when creating and editing all publications and promotional items. The information submitted by individuals and departments is then checked by supervisors and cross checked by outside departments to ensure accuracy. PIO performs a final check to make sure that the documents are accurate and consistent with the AP style guide. TMCC's Webmaster also checks the Web site and sends out regular reminders for departments to update information contained on their respective links.

Admissions and Records keeps archival information regarding academic and course changes in the master course file and master degree file. The Elizabeth Sturm Library also keeps archival information regarding academic and course changes.

Availability of TMCC Publications (Policy 3.1.A.3)

Institutional mission and goals (a):

TMCC's Mission Statement and vision for the College are clearly stated on page five of the *2004-2005 TMCC Course Catalog* and on the TMCC Web site. TMCC's Planning Council developed a new Mission Statement and Strategic Goals for the College, all of which reflect the UCCSN's goals articulated in spring 2003.

Entrance requirements and procedures (b):

TMCC clearly states that it embraces an open door policy, which encourages the entire community to become involved in the College's programs in the *TMCC Course Catalog* (p. 6). Students who are younger than 18 years old and have not graduated from high school complete a separate admission application; the details for eligibility for admission are listed in Appendix A. Both applications are available online and from Admissions and Records. The *TMCC Course Catalog* does indicate that admission to many of the health science programs is limited and does require special admission procedures. Special admissions programs in the health sciences include veterinary technician, nursing, radiologic technology, paramedic, dental hygiene, and dental assisting. The *TMCC Course Catalog* refers students to the program worksheets, Admissions and Records, and the Health Sciences Department for more information regarding special admission procedures. Each health science area provides monthly information sessions where admission requirements, career options, and the components of the academic program are explained to prospective applicants.

TMCC's ATEC (automotive technician educational cooperative) program requires special admission requirements; however, this fact is not clearly stated in the *TMCC Course Catalog* nor is it published consistently in the class schedules. All of TMCC's technical programs are housed at the IGT Applied Technology Center. Similarly, special conditions attached to enrollment in the apprenticeship program have not been consistently articulated in all TMCC publications. The apprenticeship program requires that students contact the apprenticeship office or the sponsoring indentured apprenticeship training program for required courses. The current

TMCC Course Catalog references relevant information to this program.

TMCC's cosmetology program has a special admission process, which is mentioned in the *TMCC Course Catalog* and semester class schedules. The cosmetology program is listed under Special Programs in the online course catalog. Students are directed to complete the application to the cosmetology program and submit the application no later than three weeks prior to the start of the semester.

TMCC's veterinary technician program alludes to a special admission process, but does not clearly outline what is required to get into the program. The TMCC Web site notes that the program is limited to 25 students, and students must contact the department to get more information. The *TMCC Course Catalog* does not delineate special admission procedures for the program.

International students who choose to attend TMCC fall under certain admission requirements that are clearly stated on the TMCC Web site. Admission requirements for international students can also be found in Appendix A in the *TMCC Course Catalog*.

TMCC also offers a middle college high school, TMCC High School, on its Dandini Campus. TMCC High School is a Washoe County School District high school that accommodates juniors and seniors. TMCC High School is responsible for admitting qualified students.

Basic information on programs and courses (c):

The *TMCC Course Catalog* is designed to provide students with general information about the course numbering system, transfer of credits, applicability of courses to degrees, and the courses that satisfy general education and diversity requirements. Each degree, certificate, or program has a worksheet outlining courses required for the degree and, in certain programs, the required sequence of courses. Each course is then listed alphabetically by rubric with credits, prerequisites, and course description.

Degree and program completion requirements (d):

The heading of each worksheet describes the program, potential for various employment opportunities, salary ranges, and the length of the program.

Faculty (full-time and part-time listed separately) with degrees held and the conferring institution (e):

In the 2003-2004 *TMCC Course Catalog*, all full-time academic and administrative faculty members are listed with their title, department, date of hire, and degrees earned. In the past, TMCC did not list its part-time faculty in this portion of the *TMCC Course Catalog* because of the fluid nature of part-time teaching opportunities and the part-time application pools. Leadership was concerned that there could be legal ramifications if the College was unable to extend a particular part-time instructor a contract and yet had his or her name and information published in the *TMCC Course Catalog*. Now that the *TMCC Course Catalog* is online, PIO has created a link that lists all part-time faculty members, earned degree(s), and the institution(s) they attended.

Institutional facilities (f):

Instructional classrooms are the primary designation of space in each TMCC facility. When building the class schedule for each term, classes are booked in the scheduling program according to special needs, such as wet or dry lab, maximum class size, and desired location for the class. After all classes are booked, rooms are available for scheduling on an ad hoc basis through the online room scheduler. The staff members responsible for scheduling rooms continue to make adjustments as classes are cancelled or added throughout the semester. The assigned room is printed in the class schedule, and the online schedule is updated nightly to reflect any changes.

Rules and regulations for conduct (g):

Appendix L of the *TMCC Course Catalog* outlines the rules and disciplinary procedures for TMCC. These rules are in accordance with UCCSN policy and apply to students, staff, and faculty—all members of the college community. Procedures for reporting misconduct are delineated in the TMCC Conduct Policy, which is available on TMCC's Web site, in the Associate Dean of Students' office, and in the *TMCC Student Handbook*.

Tuition, fees, and other program costs (h):

Tuition, fees, and methods of payment are located in the *TMCC Course Catalog* (p. 10). These policies are also listed in the class schedule and on TMCC's Web site. Each class listing in the course schedule states the fees and any special fees associated with the course.

Opportunities and requirements for financial aid (i):

The *TMCC Course Catalog* contains descriptions of types of financial aid available, the process and deadline for making an application, and the student's rights and responsibilities regarding financial aid opportunities (pp. 12-14). This information is also printed in the class schedules, the *TMCC Student Handbook*, the high school application packet and on TMCC's Web site. All information regarding applying for financial aid is available in English or Spanish.

Policies and procedures for refunding fees and charges (j):

TMCC's refund policy is located in the *TMCC Course Catalog* (pp.11-12). This information is also printed in the class schedules and on TMCC's Web site.

Academic calendar (k):

The academic calendar is printed in the *TMCC Course Catalog* (p.2). The calendar is also printed in more detail in the class schedules, in the *TMCC Student Handbook*, and on TMCC's Web site.

Descriptions of Career Opportunities (Policy 3.1.A.4.a-b)

TMCC makes available to students relevant information regarding career opportunities, including appropriate legal requirements for licensure or entry into a profession or occupation for which education and training are offered. TMCC also provides information regarding any unique requirements for career paths or for employment of advancement opportunities in the profession or occupation described. Students can access this information by means of various institutional publications, including the *TMCC Course Catalog* and relevant department or program links to the TMCC Web site.

The *TMCC Course Catalog* clearly articulates types of programs and courses, the program advisors, and their corresponding contact information (pp.22-26). For further explanation of the General Education Requirements for occupational degrees, students can refer to the *TMCC Course Catalog* (p.29). Courses with a "B" designation are of particular interest to Associate of Applied Science degree-seeking students. Occupational courses with a "B" designator do not usually transfer toward baccalaureate degrees at the two Nevada universities. Occupational courses without the "B" designator can be applied as electives toward an associate

of applied science degree and may transfer to institutions granting baccalaureate degrees. The transferability decision rests with the receiving institution. Developmental courses, (courses numbered less than 100), do not transfer and do not count toward any TMCC degree (See *TMCC Course Catalog*, p. 28).

Beginning with the listing for the Business Certificate of Achievement for Accounting Technology and ending with the Certificate of Achievement for Welding Technology, the *TMCC Course Catalog* provides specific and detailed information about each program. Included for each listed degree or certificate are the following designations: career choices, salary range, job openings, and program length. These indicators allow students further information about their program of choice, including relevant information about current salaries and local and/or national opportunities for possible jobs.

Also included in these pages for each program of study are corresponding General Education Requirements, Core Requirements, and possible Major/Emphasis Requirements. A tally is included at the bottom of each page to indicate how many total credits are needed to complete the degree or certificate. Further information for any relevant program or degree is provided regarding national and/or state legal requirements for eligibility for licensure and for any unique requirements associated with a particular career path. For example, the automotive technician educational cooperative program includes the information that "the program is certified by the NATEF (National Automotive Technical Education Foundation); the curriculum (based on ASE standards), shop space, equipment and faculty meet or exceed NATEF certifying standards" (*TMCC Course Catalog*, p.46).

Student Recruitment for Admissions (Policy 3.1.B)

Student recruitment and well-qualified admissions officers (Policy 3.1.B.1)

TMCC employs one full-time employee whose main responsibility is to recruit high school students to TMCC. This position requires a minimum of a bachelor's degree, demonstrated experience in student services on a college level, and experience in public speaking. The recruitment officer is also expected to maintain professional affiliations and attend, if possible, professional conferences that help maintain currency in national and regional issues affecting college students. The recruitment officer is also partially responsible for on-campus recruitment events such as tours of campus, Day on the Hill (a high school day event), Spring Open House, Financial Aid Night, Latino and Latina Days.

TMCC provides various training for staff engaged in different levels of student recruitment, such as workshops on academic advisement, FERPA, and specific program information. For example, TMCC employs a student recruiter as a part of the Regent Award Program. This program was started to give students who meet the qualifications a paraprofessional position to further their skills and assist them in the area they are interested in pursuing (See Exhibit 3.75, Regent Award Program Materials). TMCC also asks faculty members to volunteer their time at various recruitment events, such as Days-on-the-Hill, Spring Open House, and Financial Aid Night. On occasion, faculty members speak to high school classes in their area of expertise and represent TMCC at career fairs.

Independent contractors or agents used for recruiting purposes (3.1.B.2)

TMCC does not employ independent contractors or agents for recruiting purposes.

Ethical recruitment practices (3.1.B.3.a-e)

TMCC recruiters follow strict federal and UCCSN guidelines when discussing financial aid and student employment opportunities with prospective students. Information regarding types of aid, eligibility requirements, types of student employment, and employment opportunities can be found both on the TMCC Web site and in the *TMCC Course Catalog*. All written material

regarding student employment state that work study programs provide eligible students with federal or state funds earned by working in an approved job. Preference is given to students who apply early using the FAFSA (Federal Application for Free Student Aid). Financial aid information also states that those students who do not qualify for federal or state work study programs may apply for other on or off campus jobs as available. Nowhere in any of the printed literature are students given the impression that student employment is guaranteed.

Financial Aid also publishes a financial aid statement of student rights in the *TMCC Course Catalog* and on the TMCC Web site: "Students have an equal opportunity to receive financial aid. After making proper application, students are entitled to expect an equitable determination for eligibility of available funds. Each student's application is individually received using the same evaluation criteria" (p. 13).

TMCC accurately represents program costs. Tuition and fees for in-state and out-of-state students are clearly stated in the *TMCC Course Catalog*, class schedules, high school recruitment packet, and on TMCC's Web site. Some instructional programs have additional fees, which are clearly stated either in the *TMCC Course Catalog* or on the TMCC Web site.

TMCC embraces an open door policy and therefore accepts students with varying academic, intellectual, and physical ability. Recruiters educate prospective students regarding the time commitment required for any class and fully explain the rigor of TMCC's academic and occupational programs.

TMCC recruiters do not offer money or any other inducements in exchange for student enrollment.

Representation of Accredited Status (3.1.C.1-6)

The Northwest Commission on Colleges and Universities requires that the term "accreditation" be used only when accreditation is conferred by an accrediting body recognized by the Council for Higher Education Accreditation and/or the Secretary of the Department of Education. TMCC uses the term "accreditation" appropriately in the *TMCC Course Catalog* statement that identifies the Northwest Commission on Colleges and Universities as its accrediting body (p. 4). Moreover, TMCC does not make any statements in its publication materials regarding future accreditation as prohibited in indicators 3.1.C.2.a-c.

TMCC does not make any reference to charter, incorporation, license, or registration in any of its publications. TMCC used the term “fully accredited” in the *2003-2004 TMCC Course Catalog*, but this transgression has been identified and corrected for 2004-2005 publications. In the future TMCC will identify the status of accreditation as follows:

Truckee Meadows Community College is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the Council for Higher Education Accreditation and /or the Secretary of the U.S. Department of Education.

TMCC has many programs, and all of them comply with the specifications of the requirements of Policy 3.1.C.6. TMCC’s programs do not make reference to their standing in relationship to the accreditation of TMCC by the Northwest Commission on Colleges and Universities.

Many TMCC programs have discipline-specific accreditation requirements: automotive technician education cooperative, High Sierra Regional Law Enforcement Academy, the culinary arts program, dental assisting program, dental hygiene program, dietetic technician, legal office professional, massage certificate program, nursing program, and paralegal/law. These programs (excluding one) articulate in their program materials the terms of their discipline-specific accreditation organization and do not conflate their discipline-specific accreditation with the Northwest Accreditation Commission on Colleges and Universities. The exception is the dietetic program, which does specifically reference accreditation by the Northwest Commission on Colleges and Universities. However, this reference specifically states the accreditation status is granted at the institutional level and therefore is not in violation of Policy 3.1.C.6.



Standard

Faculty

Historical Context

TMCC places teaching excellence at the center of its Mission Statement to create “a supportive, intellectually and culturally dynamic” learning environment for its students. The College strives to provide “lifelong learning opportunities” through the delivery of courses and programs that help students “achieve their goals, aspirations, and dreams.” More specifically, TMCC’s Strategic Goal for Achieving Academic Excellence notes the College’s commitment “to foster an institutional culture that values, demands, and supports excellence in teaching and learning” (*Strategic Planning*, pp. insert and 4).

TMCC’s faculty members are undeniably central to the College achieving its Strategic Goal of Academic Excellence. While faculty are not alone in creating an academically challenging and educationally rich experience for students, they are essential to the business of sustaining the highest quality of academic integrity at TMCC and of changing students’ lives, both in the concrete terms of degrees, certificates, and new occupations and in those intangible ways that elevate and inspire students’ futures.

Between 1995 and 2000, TMCC went through a very difficult time, especially for faculty. TMCC experienced a rapid succession of presidents, a relative vacuum of leadership that resulted in a fair amount of uncertainty for faculty and instability for the institution. Moreover, TMCC experienced financial difficulties during fiscal year 2000, which resulted in the cutting of course offerings, program development, and the hiring of new full-time faculty. Coming out of this period, faculty were notably concerned about the institution’s commitment to faculty-specific issues, the continued hiring of full-time faculty, and improving the faculty evaluation process. Although much progress has been made in repairing issues, both perceived and real, that existed between faculty and administration, it is important to note that TMCC is still in the process of recovering from this difficult period.

Current Situation

The Northwest Association of Schools and Colleges (NASC) Evaluation Committee in 1995 found both TMCC’s full- and part-time faculty to be well-qualified for their respective positions, an assessment that still holds true today. The Self-Study Standard 4 Committee undertook the evaluation of the current condition of TMCC’s faculty, both in terms of issues of the faculty as a group and of issues connected to faculty in relation to the institution as a whole, with a serious and conscientious approach that reflected the importance of its subject. The Committee’s examination was unflinchingly honest; its recommendations were carefully considered. The report that follows reveals that TMCC’s faculty is in excellent condition: highly qualified, committed, and well supported. It is hard to imagine that this faculty as a group of dedicated and skilled educators is not among the best in the nation. Importantly, the Committee also found that the administration has made a consistent and conscientious effort over the last three years to create fair policies and procedures in relation to faculty, and the administration did so with considerable faculty input. More needs to be done, but it seems that much of the work needed is a continuation of work already begun, and this is a testament to the hard work and dedication of all members of the TMCC community (See Analysis and Appraisal and Next Steps sections of Standard 4 for a fuller discussion).

Faculty Selection, Evaluation, Roles, Welfare, and Development (4.A)

Faculty Qualifications (4.A.1)

TMCC employs professionally qualified full- and part-time faculty whose primary commitment is to the College and the quality of its programs. TMCC's Faculty Qualifications Policy, approved in spring 2004, applies to both full- and part-time faculty and sets forth "standards that strengthen academic rigor and allow TMCC to maintain academic excellence and a reputation of providing high quality instruction" (See Exhibit 4.1, Faculty Qualifications Policy, p.1). The policy includes sections on general standards of qualifications, specific qualifications, certification of qualifications, guidelines for teaching in additional fields and interdisciplinary teaching, and qualifications for faculty with special skills. Moreover, as part of TMCC's ongoing commitment to academic excellence, the College hires full-time faculty for each field or program in which it offers major work.

As noted earlier, the Northwest Association of Schools and Colleges Evaluation Committee in 1995 found both TMCC's full- and part-time faculty to be well-qualified for their respective positions. Review of faculty credentials indicates that this statement still accurately describes the quality of TMCC's faculty (See Mandatory Table 4.1, Institutional Faculty Profile). Full-time faculty members deployed in university transferable instructional areas are required to have a minimum of a master's degree in the field. For professional and technical programs, full-time faculty members may have a degree commensurate with the highest standards in their field or a faculty member's relevant work experience may be identified as more indicative of expertise than degree attainment. TMCC follows rigorous screening practices in the hiring of full-time and part-time faculty as well as non-teaching faculty and administrative and support staff (See 4.A.6 for a fuller discussion of faculty recruitment and hiring policies and procedures).

In 1995 TMCC employed 81 full-time faculty members. In fall 2003, the number of full-time faculty members had reached 148. In making decisions regarding where to add new faculty positions, leadership considers enrollment demand, efficiency of classes (student to faculty ratios), full-to-part-time ratios in the program areas, and the quality of the available part-time faculty pool. Figure 4.1 depicts the program areas in which students are graduating and the percentage of full-time institutional faculty present in each program area.

With the exception of the health sciences and education programs, TMCC's full-time faculty members are proportionately represented in the major degree areas. In 2004, TMCC hired more nursing faculty and additional education faculty to relieve that discrepancy. Although there are no full-time faculty specifically assigned to General Studies, quality of instruction in that degree program is ensured because the degree requires general education classes along with student-selected electives, which are taught across the curriculum by both full- and part-time faculty. Graduates in the public service areas—criminal justice and fire science programs—include students who attend the academies and earn credit through that program. It should be noted that the fire science program had two full-time faculty members in 2002-03, but one held an administrative title and thus is not included in the official faculty statistic.

Since TMCC's graduation rate is relatively low, review of faculty FTE to student FTE by program may be a better indicator of faculty representation in the major fields. In the recent *TMCC 2004 Facilities Master Plan* and *Academic Master Plan*, Paulien and Associates grouped TMCC's course offerings by occupational cluster and student FTE. Figure 4.2 represents their groupings and institutional faculty associated with each program.

Instructional Faculty Deployment by Program Area

Program Area	2002-03 Graduates by Program	Percent of Total Degrees ⁰	Full-time Faculty in Program Area ²⁶	Percent of All Faculty in Program Area
Health Sciences	78	16.0%	20	14.9%
Applied Industrial Tech	16	3.2%	10	7.4%
Architecture	3	0.6%	2	1.4%
Business	31	6.3%	10	7.4%
Computer Technologies	26	5.3%	9	6.7%
Criminal Justice	10	2.0%	2	1.4%
Culinary Arts	2	0.4%	2	1.4%
Education	12	2.4%	2	1.4%
Fire Science	24	4.9%	1	0.7%
General Studies & Other	49	10.0%		
Graphic Communications and Drafting	14	2.8%	4	2.9%
Paralegal	5	1.0%	2	1.4%
Transfer (AA, AS)	217	44.5%	70	52.2%
Totals	487	100.0%	134	100.0%

(Figure 4.1 – Source *TMCC FactBook 2004*, IPEDS Report, and Human Resources)

Instructional Faculty Deployment by Occupational Cluster

Occupational Cluster	Fall 2003 FTE	Percent Change 2000-2003	Percent of Total FTE	Full-time Faculty	Percent of Total Faculty
General Business	369	3%	6.9%	11	8.2%
Computer Technology	349	-20%	6.5%	9	6.7%
Protective Services	247	22%	4.6%	3	2.2%
Professional/Trade Services	403	18%	7.5%	18	13.4%
Liberal Arts/Core and Transfer	2245	24%	42.1%	44	32.8%
Education/Child Care	123	8%	2.3%	2	1.4%
Engineering & Core Sciences	1077	9%	20.2%	27	20.1%
Health Sciences	509	35%	9.5%	20	14.9%
Total	5322			134	

(Figure 4.2 – Source: *Academic Master Plan*)

²⁶The Institutional Research Office reports 148 full-time faculty members, a number inclusive of both instructional and non-instructional faculty. Non-instructional faculty, librarians and counselors, are not connected to an instructional program. Figures 4.1 and 4.2 involve only instructional faculty, hence the slightly lower total of 134 faculty members.

Faculty Roles (4.A.2)

Through the Senate Executive Board, Faculty Senate and its standing committees, and the Planning Council, the members of TMCC's faculty, as prescribed under UCCSN Code (*Board of Regents Handbook*, 1.4.6, 1.4.7, and 1.4.8), participate in the formation of general policies related to matters of "faculty welfare, faculty rights, and faculty involvement in the College's primary missions" (*TMCC Institutional Bylaws*, p.190). To this end, faculty members make up a substantial presence on college-wide committees charged with academic planning, curriculum development and review, and institutional governance.

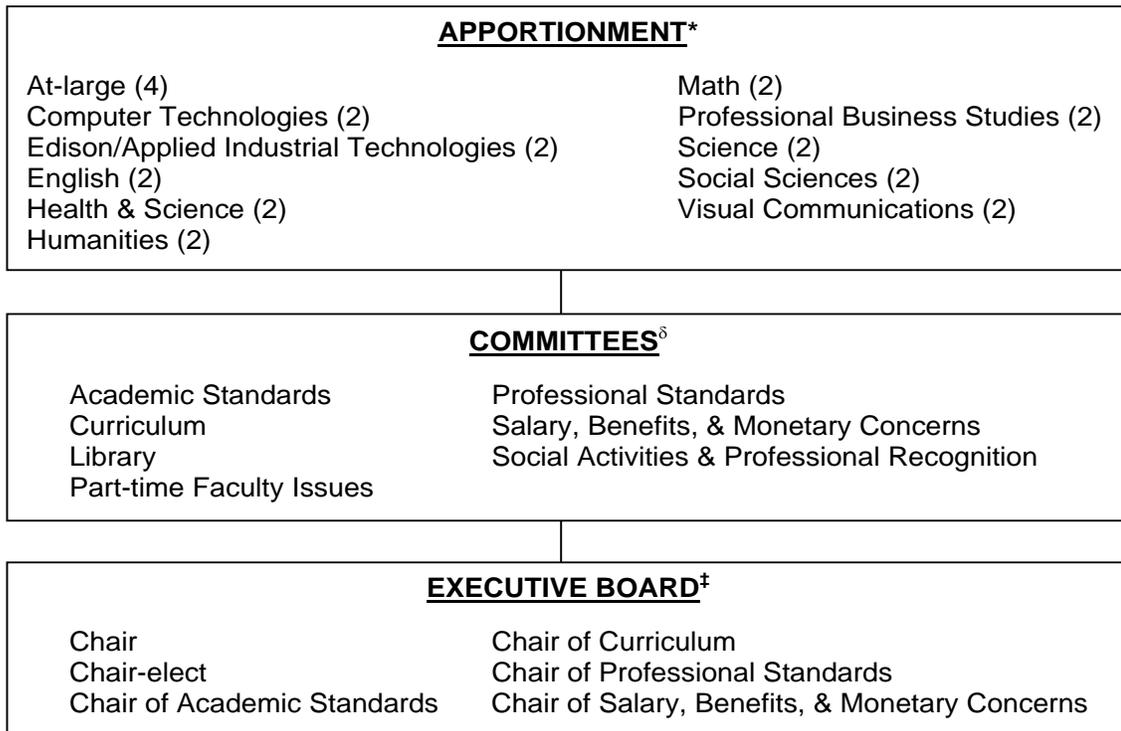
Article VI sections 6.1 – 6.1.6 of the Faculty Senate Bylaws establishes the criteria for the Senate Executive Board (See Exhibit 4.2, Faculty Senate Bylaws, and Figure 4.3, Faculty Senate Structure/Committees).

The Senate Executive Board meets at least once prior to each Faculty Senate meeting, advises the Senate Chair, and determines agenda issues. The Senate Executive Board consists of the following six members: Faculty Senate Chair, Chair-elect, Chair of Academic Standards, Chair of Curriculum, Chair of Professional Standards, and Chair of Salary, Benefits, and Monetary Concerns.

Article IX, Sections 9.1 – 9.14 of the Faculty Senate Bylaws establishes the following standing committees as part of the Faculty Senate:

- The Academic Standards Committee recommends policies on academic standards, including but not limited to grading, academic dishonesty, admission, registration, retention of students, requirements for all degrees and certificates, approval for new certificates and degree programs, changes made to existing certificates and degree programs, and formation

Faculty Senate Structure/Committees



*Faculty Senate apportionment is based on major instructional units and will be revisited in fall 2005 after division/department reorganization.

^δSee Exhibit 4.2, Faculty Senate Bylaws to review duties of committee chairs, committee composition, and committee charges.

[‡]See Exhibit 4.2, Faculty Senate Bylaws to review details regarding Senate Executive Board.

Figure 4.3

of the academic and summer school calendar. In concert with the Curriculum Committee, the Academic Standards Committee publishes a guide to curriculum and program development procedures.

- The Curriculum Committee approves new courses and changes to existing courses, reviews the criteria used to accept courses that satisfy general education requirements in degrees and certificates, and coordinates curricula with TMCC's articulation officer, Admissions and Records, and the Academic Standards Committee.
- The Salary, Benefits, and Monetary Concerns Committee deals with budgetary changes and funding requests in academic programs. The committee makes recommendations for the biennium budget, monitors part-time salary funds, recommends salary proposals, promotes workload equity, and recommends the criteria for selection and eligibility for awarding merit pay for those at the top of the salary scale.
- The Professional Standards Committee recommends criteria for the selection of new faculty members and the process of evaluating faculty and administrators. The committee also evaluates and ranks sabbatical proposals.
- The Library Committee recommends policy changes and implements programs and events. The committee also schedules guest lectures and performers under the auspices of the library and mediates when there are problems between faculty and library staff.
- The Part-time Faculty Issues Committee makes recommendations regarding compensation, benefits, support services, training and integration, and hiring and retention of part-time faculty.
- The Social Activities and Professional Recognition Committee plans social events for faculty and staff and works with administration to create annual public forums at which TMCC recognizes faculty and staff achievements.

Senators are elected by their constituents and vote in their interests (Article IV, Section 4.2 – 4.6). Faculty Senate meets at least eight times during the academic year and is open to all interested persons (Article VII, Section 7.6).

The Planning Council, created in fall 2002 by President Ringle to review and revise the TMCC Mission Statement and Strategic Goals, is an important college-wide body

with significant faculty presence and input in its policy decisions. The Planning Council consists of forty members from various college constituencies, including students, administrators, classified staff, and faculty representatives. The Planning Council continues to revisit and revise the *Strategic Planning* document and its constituent goals in response to perceived shifts over time of TMCC's needs and/or when the Planning Council confirms that a specific goal has been accomplished. The Planning Council is currently serving as the steering committee for the 2005 Accreditation Self-Study; in 2005-06, the Planning Council will return to its original charge as the college-wide governance committee overseeing TMCC's commitment to and progress in meeting its Mission Statement and Strategic Goals.

TMCC's instructional faculty members are not involved in academic advising, except on an informal level. Counselors, who are by contract tenure-track, full-time faculty members, are actively involved in academic advising and counseling (See Standard 3.B and 3.D for further discussion of counseling and academic advisement services). TMCC offers many opportunities for academic advising. TMCC has the Dandini-based Advisement Center, located in the V. James Eardley Student Services Center, which until recently was staffed by two full-time professional advisors, academic faculty advisors, and peer advisors.²⁷ Currently, the Advisement Center is staffed by three full-time advisors, peer advisors, and an advisor specifically for international students. Other academic advisement services include:

- The TMCC Career Center (Dandini Campus) helps with educational and career planning. Career advisors also offer workshops, placement activities, and internship opportunities and coordinate job prospects and interviews for students.
- Student Outreach Services (Meadowood Center) offers advisement for students preferring this location.
- The Student Outreach Resource Center (SOURCE) (Dandini Campus) advises students participating in programs housed in the Retention Center, such as student mentoring and first generation programs.

²⁷ Academic faculty advisors are no longer available at the Advisement Center. The Advising and Counseling Department found that professional advisors provided a more comprehensive and current advising session for students. As a result, the Advisement Center is replacing the academic faculty advisors with another professional full-time advisor as of summer 2005.

- The Re-Entry Center (Meadowood Center) offers advisement and assistance to students returning to school or the workplace. The Re-Entry Center is home to the Educational Partnership Program, Displaced Homemakers of Washoe County, and Project Wings.
- Veterans Upward Bound (Meadowood Center) advises veterans preparing for college-level courses and other postsecondary training.
- QUEST (Dandini Campus) is a customized academic advising and educational planning program focused on first year student success.
- TMCC High School (Dandini Campus) works with juniors and seniors who are simultaneously attending high school and taking college courses.
- The Student Services Division offers a variety of orientation programs—G.O.L.D, Silver, QUEST, and general orientations—that include academic advisement sessions (See Standard 3.B and 3.D for a fuller discussion of each of these orientation options).

Faculty Workloads (4.A.3)

Faculty workloads at TMCC reflect the educational mission and goals of the College and utilize in appropriate ways the talents and competencies of faculty. President Ringle presented a revised workload policy to the faculty on July 1, 2004 (See Exhibit 4.3, TMCC 2004 Workload Policy). This revised workload policy became effective on that date and supersedes other policies in place at the time. The culmination of recommendations brought forth by a college-wide committee formed to study and evaluate the previous workload, the new workload policy outlines several key indicators: workloads determined by instructional units; criteria for an A, B, B+ contract; distance education stipends; lab, clinical, and art studio instructional rates; industrial technology faculty workload; nursing faculty workload. The new workload policy clearly defines faculty allocation of time for instructional activities. As currently conceived, a faculty member's workload takes into consideration such variables as course preparation time, student advisement, and professional development activities necessary to maintain quality instruction.

The workload policy, a living document, enhances planning, budgeting, and scheduling processes, functions within TMCC's data system capabilities, and is an auditable process. The committee that drafted the current workload policy was able to clearly explain the parameters defining workload and compensation. The committee took a closer

look at occupational areas and distance education. Many of the occupational areas are required to work within program accreditation guidelines and ratio limits. Programs such as nursing created a detailed account of what each faculty member does during the course of a lab or clinical contact hour. This template helped the deans and the Vice President of Academic Affairs to determine how best to quantify those hours spent on tasks not clearly defined in any policy and that do not correlate exactly with a traditional fifteen credit-hour week. This exercise also showed that not all labs are the same. Each area has a unique curriculum and workload based on the ratios and criteria the instructors are required to follow for each class/lab. Based on this, adjustments were made to individualize workload to reflect the area's requirements. Workload policy is now included in the Nevada Faculty Alliance (NFA) Contract.

Professional Growth and Development (4.A.3 cont.)

Faculty members must include professional development activities in their annual plans and report on actual activities in their annual self-evaluations. In order to move from step to step or column to column on the TMCC pay schedule, faculty must meet the specific criteria listed in their annual plan (including professional growth) as detailed in the Faculty Employment section of the *Faculty/Staff Handbook*. Under the Faculty Evaluation Criteria list, professional development is considered a separate category from primary job responsibilities and community service. As of July 1, 2005, the Faculty Evaluation Criteria will have the category of professional development listed more globally under community and college service (See Exhibit 4.4, Comparison of Previous and Current Faculty Evaluation Criteria Lists). The evaluation of professional development for tenure-track and tenured faculty is identical, as it is for all evaluation categories. Faculty members must receive an evaluation of satisfactory or better to receive merit and move up one step on the pay schedule.

In order to support faculty development, TMCC provides travel funds in the amount of \$300 per faculty member per year. These funds are located within the academic departments, and each department determines the means by which these funds are distributed. In addition, the Faculty Senate Professional Standards Committee controls additional monies to fill in any gaps in funding (\$5,000 in 2004-05). Academic year 2004-05 is the first year of this new travel fund request procedure; previously, the Faculty Senate Professional Standards Committee controlled all

of TMCC's faculty travel funds. In addition, it should be noted that the new policy was accompanied by a significant increase in the amount of money available for travel. While only \$7,500 was allocated in 2003-04, leadership budgeted \$49,800 for professional development related travel in 2004-05.

Board of Regents policy authorizes another form of support for faculty development, annual sabbatical awards. In keeping with NRS 284.345, interpretation of that statute by the Attorney General, and previous Board of Regents' rulings, the number of sabbatical leaves granted for each succeeding academic year shall not exceed a number equal to two percent of the academic faculty in the current year. Those whose primary responsibility is administrative in nature are not eligible for sabbatical leave (See Exhibit 4.5, Sabbatical Application Documents). With five positions allocated currently, TMCC is meeting the sabbatical needs of the faculty, according to the UCCSN formula. *TMCC Institutional Bylaws*, Title V, Chapter 4, authorizes annual sabbatical awards. The faculty applications for sabbaticals are judged and ranked by a subcommittee of the Faculty Senate Professional Standards Committee. Five sabbaticals were authorized in fall 2004 for the 2005-06 academic year (See Exhibit 4.6, Five Granted Sabbatical Applications for 2005-06).

In addition, faculty members can take advantage of special project grants, Perkins grants, and a multitude of in-service workshops available at little or no cost to employees. Several days of professional development workshops are held before each academic semester. Some examples of the topics covered in these workshops are sexual harassment issues, competency-based curriculum development, collective bargaining (NEA Contract), Power Point training, multicultural diversity issues, and internet and distance education course development (See Exhibit 4.7, Professional Development Workshop Materials).

Finally, TMCC provides grant-in-aid to full-time faculty for credit courses at UCCSN institutions; part-time faculty members receive grant-in-aid for themselves and their families to attend TMCC courses in proportion to the number of credits taught the previous semester (not to exceed six credits per semester) (See Standard 4.A.4 for a fuller discussion of grant-in-aid as a component of part-time instructors' benefits).

Faculty Salaries and Benefits (4.A.4)

TMCC's faculty salaries and benefits are generally adequate to attract and retain competent faculty members. The salary plan for Nevada community colleges is defined in Title 4, Chapter 3 of the *Board of Regents Handbook*. In March 2002, the Board of Regents added five columns to reflect the promotion from instructor to professor with commensurate pay increases (See Standard 6.C.9 for a fuller discussion of this process). The academic salary schedule ranges from a minimum of \$26,157 to a maximum of \$84,356 (*Faculty/Staff Handbook*, p. IP 37). The Board of Regents may recommend cost of living adjustments to the overall salary schedule. These cost of living adjustments (COLA) must be approved by the state legislature and governor. There is no mandated review cycle for COLA; however, the salary schedule was most recently changed for the 2004 academic year to reflect a 2.5 percent COLA increase.²⁸

Policies regarding salaries and benefits are clearly stated, widely available through the Human Resources Office or on the TMCC Web site, and equitably administered. The academic salary schedule for full-time faculty defines 5 salary columns with 30 steps. Column assignment is based on educational attainment:

- Column 1** Less than a bachelor's degree.
- Column 2** Bachelor's degree or associate's degree plus approved contact hours of occupationally related discipline, or associate's degree plus 60 upper level credit hours in an approved instructional field(s).
- Column 3** Master's degree or a bachelor's degree plus approved contact hours of occupationally related discipline, or a bachelor's degree plus 30 graduate credits in an approved instructional field(s).
- Column 4** Master's degree with a minimum of 60 graduate credits in an approved instructional field(s) or equivalency, or a bachelor's degree plus approved contact hours of occupationally related discipline, or a bachelor's degree plus 60 graduate credits or equivalency in an approved instructional field(s).

²⁸ As of July 1, 2005, the faculty pay schedule will reflect a 2 percent COLA for the fiscal year 2005-06 and a 4 percent COLA for fiscal year 2006-07. Faculty members are also eligible for a merit increase of 2.5 percent for fiscal year 2005-06 if they receive a satisfactory or better annual evaluation.

Column 5 Earned doctorate. Equivalence can be approved by the President for a master's degree plus approved occupational contact hours or academic credits.

Each of these columns includes two possible placements: one for instructors and the other for tenured professors. Specific salary levels are defined in 30 steps, and initial placement depends upon previous teaching experience. Each step typically represents one year of service. A maximum of 10 years of experience can be counted for initial placement purposes at the time of hire. The salary policy provides for placement at higher levels if a documented need exists, as is often the case with instructional areas with limited recruitment options, and the President approves of the placement level (See Exhibit 4.8, *TMCC Administrative Manual*, Policy for Placement). Movement from step to step on the academic salary schedule is based upon the faculty member's annual evaluation. Each faculty member typically receives one step annually, if evaluated as satisfactory or above.

Faculty members may advance from one column to the next with additional academic achievements defined in Title 4, Chapter 3, Section 31 of the *Board of Regents Handbook*. Faculty may advance from the instructor column to the professor column upon receiving tenure. In addition, community college faculty members who have reached the top step of their appropriate salary range may be considered for a merit-based increase upon a performance evaluation in accordance with policy criteria and the process as detailed by the Chancellor's Office (See Exhibit 4.9, Chancellor's Memorandum #96-2). In 1996, the Chancellor outlined a process for awarding merit to qualified faculty members who had reached the top year of service in the pay schedule (See Exhibit 4.10, Eligible Faculty for Merit Increase-Step 30). In short, faculty members who have attained step 30 on the pay schedule are required to receive an excellent rating and show leadership as a part of their annual plan in order to receive a merit increase.

The NFA Contract also specifies a procedure for determining compensation for special assignments and projects and for equitably assigning those projects (See Exhibit 4.11, Comparison Documents of 2003-05 NFA Contract and 2005-08 NFA Contract).²⁹ For example, the contract requires all eligible faculty members receive e-mail notification of any open position at least ten days prior to the hiring decision (NFA Contract 3.4).

In terms of benefits, full-time faculty members are eligible for group health insurance on the first day of the first full month of employment (See Exhibit 4.12, Employee Medical Benefit Plan Materials). The plan covers medical, dental, and vision care. Faculty members also receive coverage for life, personal accident, business travel accident, and long-term disability insurance, and they can purchase supplemental insurance plans for such concerns as cancer care, supplemental term life, and auto/homeowners/renters.

Administrative and academic faculty members who are hired on a twelve month A contract or a ten month faculty B contract of at least 50 percent are provided with a defined contribution 401(a) retirement plan commencing on their date of hire. Faculty who were State of Nevada PERS (Public Employees' Retirement System) participants at the time of hire must continue to participate in PERS. Under the terms of the Retirement Plan Alternative, employees must contribute 10.5 percent of their gross salary to their 401(a) retirement plan. The State of Nevada matches the 10.5 percent employee contribution. Both the employee and employer contributions are vested immediately. Employees select their retirement plan fund sponsor (TIAA-CREF, VALIC, or Fidelity). Employees may also participate in two Voluntary Retirement Plans, the Tax Sheltered Annuity 403(b) Plan and the Deferred Compensation 457 Plan, with tax deferred dollars. Along with retirement plan options, TMCC offers several types of leave to all full-time faculty, including annual, sick, FMLA, sabbatical, and 11 holidays per year (See Exhibits 4.13 and 4.14, Retirement Plan Options and Professional Staff Leave Information Materials).

The final report of the UCCSN Part-time Faculty Task Force was presented at the Board of Regents meeting in March 2002 (See Exhibit 4.15, UCCSN Part-time Faculty Task Force Report). The Task Force conducted a system-wide, confidential survey of part-time faculty in fall 2001 through the auspices of the Cannon Center for Survey Research at the University of Nevada, Las Vegas. The survey response rate was 50 percent with a total of 1,151 part-time faculty responding. In general, the responses to the survey were very positive about working conditions for part-time faculty. The survey asked the respondents questions about salary, grant-in-aid benefit, definition of part-time, academic freedom, hiring, contracts, working conditions, professional development, annual evaluation,

²⁹ During spring 2005, NFA leadership met with President Ringle and other members of his leadership team and updated some elements of the collective bargaining NFA Contract. In particular, issues connected with department chairs underwent substantial revisions, and the NFA Contract now includes workload policy.

and insurance benefits. As expected, the area of greatest concern was compensation. Part-time faculty also expressed some interest in certain kinds of employee benefits, but responses tended to reflect whether respondents' primary employment was part-time teaching versus those who already had full-time employment elsewhere.

Since this report, TMCC has actively pursued increased benefits for part-time instructors. The administration has asked for salary increases at every legislative session since the last accreditation cycle and was successful in raising the salary from \$625 to \$650 per credit in 2003. The UCCSN Personnel/Benefits Committee was asked to examine available options for offering self-paid health and life insurance packages to part-time faculty. All of the UCCSN insurance vendors were asked to provide this service, but the lack of a data bank reflecting the claim histories and the demographics of all the part-time instructors system-wide proved to be a major obstacle in obtaining this benefit option for part-time instructors. Only Western Insurance Specialties, with some exceptions for eligibility, was able to offer coverage (underwritten by John Alden Life Insurance Company) to part-time instructors, their spouses, and dependent children. Applicants must meet medical approval, and the cost of the plan depends upon the applicant's health, age, and the selected coverage. The plan covers medical and prescription drug benefits. For an additional cost, part-time instructors can purchase vision and dental insurance under this plan. Western Insurance Specialties began offering this plan in fall 2003 to UCCSN employees (See Exhibit 4.16, Part-time Instructors Medical Plan Materials).

If a part-time employee works over 50 percent or .50 FTE, he or she becomes eligible for group health insurance benefits. Coverage begins on the first of the month following 90 days of continuous full-time employment.

Per federal mandate, newly hired part-time instructors will no longer pay into Social Security. Instead, their deductions will be directed to the FICA Alternative Retirement Plan beginning July 1, 2005. However, continuing part-time instructors will pay into Social Security unless they leave and return to service at a later date, at which point they will qualify for the FICA alternative. Any part-time instructor who had been working during the past fiscal year has the option of continuing in FICA or

joining the FICA Alternative Retirement Plan. If there should be a break in service longer than one year, the part-time employee will then be required to go into the FICA Alternative Retirement Plan. This shift for part-time instructors away from Social Security to FICA plans potentially removes an important benefit option for a number of part-time instructors.

All part-time instructors may participate in TMCC's voluntary retirement plans, the Tax Sheltered Annuity 403(b) Plan, or the Deferred Compensation 457 Plan. Under the terms of the FICA Alternative Retirement Plan, employees may contribute 7.5 percent of their gross salary to the plan commencing on their date of hire. The employee pre-tax contributions are invested into a 457 account. There are two retirement investment fund companies to choose from, ING Financial Services and The Hartford.

TMCC created the Office of Extended Day Services in 1997. The office later changed its name to the Part-time Faculty Support Center (PFSC); the PFSC offers mail services, voice mail service, GroupWise E-mail accounts, key services, printing, work space, computer stations, student conference space, test scanning, classroom supplies, and social space for all TMCC part-time instructors. Part-time instructors learn of these services when they attend the orientation held jointly by the PFSC and academic departments at the start of each semester. TMCC was commended in the UCCSN Part-time Faculty Task Force Report for being ahead of the other UCCSN campuses in offering these services.

Another important part-time instructor benefit is the grant-in-aid waiver, which can be used by the part-time instructor, his or her spouse, and dependent children.³⁰ The fee waiver cannot be used at another institution, for Workforce Development and Continuing Education courses, or for summer school classes. Part-time instructors must use grant-in-aid for the next regular semester following service at TMCC. Credits cannot be saved from one semester to another. The number of credits allowed is based upon the number of credits the part-time instructor taught for TMCC the previous semester up to a maximum of 6 credits.³¹ Lab fees, technology fees, and one-time application for admission fees are not included in the waiver.

³⁰ Academic and administrative employees who are employed on a Letter of Appointment for less than .50 FTE are also eligible to receive grant-in-aid.

³¹ Non-teaching faculty members earn equivalent credit waivers based on the formula of one credit for each 15 hours worked during the previous semester. Written verification of hours must be provided to the Part-time Faculty Support Center by the department in which the non-teaching faculty worked.

The success of TMCC's efforts to improve the working lives of and benefits for part-time instructors is reflected in the final report of the UCCSN Part-time Faculty Task Force. TMCC's support for part-time instructors was rated the highest overall among UCCSN institutions. Despite these positives, a number of factors involving part-time instructor benefits are beyond TMCC's control.

Faculty Salary and Benefits—Retention (4.A.4 cont.)

TMCC's full-time faculty have worked at the College for as little as a year or less (10%, N = 15) to as many as 31 years. The mean among full-time instructors was 3.0 years, and the mean among tenured professors was 13.2 years. Overall, the average number of years of service for all full-time faculty members was 10.1 years, and the median was 7.5 years. Seventy-five percent of full-time faculty members reported that they had worked at TMCC for 5 years or more (Figure 4.4, Years Worked at TMCC).

Instructional and Non-Instructional Faculty Years Worked at TMCC

Years at TMCC	N	%
1 - 4 yrs	37	25%
5 - 9 yrs	51	34%
10 - 14 yrs	18	12%
15 - 31 yrs	42	28%
Total	148	100%

(Figure 4.4 — Source: Human Resources)

The TMCC 2004 Survey on Campus Climate provides additional self-reported data on retention of faculty. When asked what their expectations were concerning their anticipated length of affiliation with TMCC, 76 percent of respondents reported that they plan on working at TMCC until retirement. Eleven percent planned to work several more years at TMCC and retire elsewhere. Six percent reported that they plan to leave in the near future and retire elsewhere. Eight percent reported they had some "other" retirement plan (See Exhibit 4.17, 2004 Survey on Campus Climate for complete results of all faculty-specific questions. The complete results of this survey are also available on the TMCC Web site).

Faculty Evaluation (4.A.5)

Consistent with Policy 4.1, TMCC provides for regular and systematic evaluation of faculty performance in order to ensure teaching effectiveness and the fulfillment of instructional and other faculty responsibilities. TMCC's faculty evaluation guidelines are outlined in the *Board of Regents Handbook* (Title 4 3.3 and Title 5, Section I 1-3). UCCSN mandates that all faculty members be evaluated "at least once annually." At TMCC, full-time faculty members complete an annual plan for each academic year in consultation with their immediate supervisors. The annual plan contains a list of tasks, duties, and responsibilities to be completed during the upcoming academic year drawn from a common menu (See Exhibit 4.4, Comparison of Previous and Current Faculty Evaluation Criteria Lists).³² Faculty members include a statement in their annual plan indicating their expected rating for having successfully completed their stated goals.

After supervisory approval, the annual plan is signed by the faculty member and his or her supervisor. At the end of the academic year, the faculty member submits a self-evaluation that details the degree to which the annual plan was fulfilled. The evaluator uses this self-evaluation and other mandated data—student, peer, and administrative teaching evaluations—and optional information such as peer evaluations collected by the evaluator over the course of the year. As prescribed in the *Board of Regents Handbook*, the faculty member may receive one of four ratings: excellent, commendable, satisfactory, or unsatisfactory. Each evaluation option in the rating system is defined in a short narrative paragraph, and the definitions are made available to faculty (See Exhibit 4.18, Evaluation Rating System Materials).

Similar processes and procedures for evaluation are used for non-instructional faculty. Both librarians and counselors follow the above procedure, but these faculty members create annual plans using different criteria menus that are more appropriate for their positions (See Exhibit 4.19, Non-Instructional Faculty Evaluation Criteria). For example, the librarian evaluation criteria list substitutes the category "perform general collection development" in place of criteria referring to classroom teaching. The counseling evaluation criteria make similar

³² As noted in 4.A.3, the Faculty Evaluation Criteria list has recently been revised and approved by the Faculty Senate. The new Faculty Evaluation Criteria will apply to both tenured and non-tenured faculty and will drive the formation of annual plans and the subsequent faculty evaluation process for the academic year 2005-06. Tenured faculty members under the newly revised criteria will undergo a three year evaluation cycle while non-tenured will continue to be evaluated each year. The NFA Contract also codifies evaluation criteria in accordance with the terms established by the Faculty Senate Professional Standards Committee and later approved by the Faculty Senate.

substitutions. For instance, counseling responsibility S15 requires counselors to “participate in maintaining the center’s goal of 75 percent direct student contact.” In both cases, these alternative faculty evaluation criteria lists went through a process of construction and revision with the Faculty Senate Professional Standards Committee and were later approved by the Faculty Senate, the Vice President of Academic Affairs, and the President. Questions posed by a Self-Study Standard 4 Committee member to library faculty revealed that the majority think their evaluation criteria are effective and fair. In contrast, counseling faculty reported that statistics relevant to criteria S13 and S15 are no longer being used in the evaluation of counselors. In spring 2005, subsequent to Vice President of Student Services Chrysanthou’s arrival, the counseling faculty met to revise their form. The results should be available for Faculty Senate approval in fall 2005.

TMCC has a similar but separate evaluation procedure for part-time instructors. Section 5.3 (i) of the NFA Contract directs department chairs to “[c]oordinate/oversee mentoring and evaluating [of] part-time faculty.”³³ To accomplish this objective, department chairs receive and review student evaluations of part-time instructors every semester. The student evaluation forms are distributed and collected by the PFSC, whose staff members scan and type student comments before distributing them to the appropriate dean’s office. Copies are kept in the PFSC for three years. The PFSC distributes an “Instructor Self-Appraisal” form to part-time instructors, which they are encouraged but not required to complete. In addition, department chairs perform classroom observations of part-time instructors. Since part-time instructors work semester-to-semester, no yearly evaluation paperwork is completed. If an instructor performs poorly, he or she is given a reasonable opportunity and period of time, as determined by the department chair, to improve. If the department chair sees little evidence of improvement, the part-time instructor is not rehired.

Regarding evaluation instruments, TMCC has made an effort to standardize both the form and the implementation of the evaluation process. Faculty Senate considered a standard peer evaluation form in 2004, but, as of fall 2004, at least two different peer evaluation forms were in use across the campus (See Exhibit 4.20, Peer Evaluation Forms).

Faculty Senate chose one student evaluation form for use for both full-time and part-time instructors in 2003 (See Exhibit 4.21, Student Evaluation Form). Another aspect of student evaluation involves online courses. In fall 2003, TMCC offered 88 distinct courses (133 total sections) with an unduplicated student headcount of 2,184 and 659 FTE. In order to address the unique challenges of online education, the Teaching Technologies Office created two evaluation instruments that were designed for online courses. The student evaluation of online instruction differs from the form used in traditional classes by replacing questions specific to face-to-face instruction with questions that are appropriate for online instruction (See Exhibit 4.22, Online Student Course Evaluation Form). For example, onsite classroom categories like “began on time” and “full use of classroom hour” are replaced with online specific criteria like “homepage clarity” and “ease and efficiency of communication between student and instructor.” These forms were developed by Teaching Technologies and the Faculty Senate Professional Standards Committee and approved by Faculty Senate, April 2004. The student evaluation of courses process is identical for both full-time and part-time instructors.

TMCC is equally committed to creating instruments for designing, improving, and evaluating the curriculum, structure, and pedagogy of a given course for both full-time and part-time instructors. For example, Teaching Technologies developed and distributed two documents to assist faculty with the construction and evaluation of their web-based courses. Most significantly, Teaching Technologies developed a list of 25 best practices to guide new instructors toward good online teaching practices and designed and implemented a separate informal self-evaluation sheet to provide guidance for instructors in the first term of online teaching. Teaching Technologies developed this list by combining research into proven online teaching techniques and lessons learned through experience at TMCC. In addition, Teaching Technologies distributed a November 2003 memo to department chairs and deans with four specific suggestions: (1) encourage best practices; (2) use the standardized form for web evaluation; (3) support faculty efforts to improve teaching online; (4) help to identify problems/solutions (See Exhibit 4.23, Teaching Technologies Memo-November 2003).

³³ As noted in 4.A.4, the NFA Contract recently went through a process of revision. The new NFA Contract begins July 1, 2005. References to specific sections and content of the NFA Contract in this section refer to the NFA Contract that was operative the past two academic years (See Exhibit 4.11, Comparison Documents, 2003-05 NFA Contract and 2005-08 NFA Contract).

The Recruitment and Appointment of Full-time Faculty (4.A.6)

TMCC has an orderly process for the recruitment and appointment of full-time faculty. TMCC's personnel policies and procedures are published and made available to faculty and are commensurate with system-wide guidelines and state and federal laws. The Human Resources Web site provides a full complement of TMCC manuals and handbooks, information regarding available positions, how to apply, and the application process (See Exhibit 4.24, Human Resources Employment Information). It also provides information for those seeking part-time positions.

In accordance with Title 2, Chapter 5, Section 5.4.1 of the UCCSN Code, recruitment and appointment procedures for new full-time faculty are in the *TMCC Administrative Manual*, Sections 2,507 - 2,510. Moreover, in accordance with *TMCC's Institutional Bylaws*, the NFA Contract articulates the process for recruitment in Chapter 4, Sections 8.1 and 8.2. These procedures begin with the initiation of the Position Opening Request by the hiring department, which includes: date of announcement, position title and position number, qualifications required, description of position, date position is available, application deadline, materials required from applicant, application procedures, terms of employment, affirmative action statement, salary or salary range, and funding source (See Exhibit 4.25, Position Opening Request Forms for 2005-06 Hiring Cycle).

TMCC subscribes to a broad-based recruitment campaign. Professional employment job opportunities are advertised globally via the Internet. Moreover, job opportunities are advertised nationally, regionally, and locally through a variety of publications, such as the *Chronicle of Higher Education*, HigherEdJobs.com, local and regional papers, and discipline-specific journals, publications, and listserves. TMCC is particularly cognizant of the need to advertise in publications read by ethnic minorities, females, disabled persons, and other protected groups pursuant to TMCC's equal employment opportunities philosophy and practices. TMCC also posts all job announcements on its Web site. Depending upon the nature of the job recruitment, Human Resources may utilize direct mail options.

Academic Freedom (4.A.7)

Academic freedom for all UCCSN faculty is protected under Section 2.1.2 of the UCCSN Code, which states that faculty "shall not be subjected to censorship or discipline by the University and Community College System of Nevada on grounds that faculty member has expressed opinions or views which are controversial, unpopular, or contrary to the attitudes of the University and Community College System of Nevada or the community." Additionally, UCCSN fosters freedom of expression for all its members in Section 2.3 of the UCCSN Code, which states faculty members are granted full freedom in research and publication of research results, literary, academic, and technical work (2.3.1 and 2.3.2). Faculty members are ensured full freedom in classroom discussions (2.3.3). When speaking, acting, or writing as a private citizen, a faculty member is free from institutional censorship or discipline (2.3.4). Academic freedom is not directly addressed under the terms of the NFA Contract. The NFA Contract serves as an addendum to the UCCSN Code. Therefore, anything not specifically addressed in the NFA Contract is subject to policy as articulated in the UCCSN Code.

UCCSN policy on academic freedom is available to faculty in the *TMCC Faculty/Staff Handbook* (Section on Faculty Employment, p.11). The complete articulation of the UCCSN policy on academic freedom is available on TMCC's Web site. During the process of compiling information for this report, the Self-Study Standard 4 Committee discovered that the UCCSN policy on academic freedom was not published in the *Part-time Faculty Handbook*; this oversight has since been corrected.

Within the last two years, a campus-wide discussion occurred regarding academic freedom issues. In 2003, a panel on the impact of assessment on academic freedom was held during the Nevada Community College Conference hosted by TMCC. Professor John Yarnevich represented TMCC on the panel, which included representatives from other community colleges in the state and representatives from NFA. About 40 faculty members attended the session, most from TMCC, and although the lively discussion yielded no solutions, it served to highlight the fact that faculty have some concerns about issues of academic freedom and that leadership needs to provide further forums for discussion.

Qualifications of Part-time Faculty (4.A.8)

As noted in 4.A.1, TMCC's Faculty Qualifications Policy applies to both full- and part-time faculty and sets forth "standards that strengthen academic rigor and allow TMCC to maintain academic excellence and a reputation of providing high quality instruction." TMCC's part-time instructors are qualified by academic background, degree(s), and/or professional experience to carry out their teaching assignments and other prescribed duties and responsibilities in accordance with TMCC's commitment to the highest level of academic excellence. According to the *2004 TMCC FactBook*, in fall 2003, TMCC employed 389 part-time instructors. The PFSC recruits potential hires based on their academic background and expertise. The PFSC maintains personnel files on all applicants in their specific interest pools. As department chairs and deans determine the number and types of classes in need of part-time instructors, they review the resumes, transcripts, applications, and previous evaluations, if any, of those potential instructors maintained in the appropriate discipline-specific application pool. The department chair or program coordinator then interviews applicants prior to hire.

Starting in summer 2004, the PFSC began tabulating part-time faculty by degree only. Since this self-study report uses fall 2003 as the target term, the PFSC staff had to manually research old files and were able to substantiate the following statistics (See Figure 4.5, Part-time Faculty Degrees).

Part-time Faculty Degrees³⁴

Terminal Degree	Number	% of Part-time Faculty
Doctorate	35	10.4%
Master's	145	43%
Bachelor's	71	21.1%
Associate's or Certification	40	11.9%
Experience/No Degree	45	13.3%
Not on file	1	0.3%
Total	337	100%

Figure 4.5

Dissemination of Information to Part-time Faculty (4.A.9)

All part-time instructors are invited to attend an orientation meeting prior to the beginning of the fall and spring semesters. The employees are welcomed by the President, Vice President of Student Services, and Associate Dean of the PFSC. They also meet with the dean of their respective division, sign their contracts, receive a *Part-time Faculty Handbook*, and listen to a variety of presentations delineating college policies and procedures. The administration addresses the importance of part-time instructors and their contribution to TMCC. TMCC also hosts faculty training and technology workshops for all part-time instructors prior to the start of each semester. The training day workshops include hands-on technology training and a wide range of presentations centered on student learning, curriculum and grading, syllabus preparation, safety issues, and benefit materials (See Standard 4.A.4 for a fuller discussion of part-time faculty benefits).

Policies Concerning the Use of Part-time Faculty (4.A.10)

As noted in 4.A.4, TMCC has evaluated its policies concerning the use of part-time faculty and has aggressively lobbied the UCCSN for changes in part-time salary formula and work conditions. TMCC and the UCCSN have conducted surveys of part-time instructors. The most recent surveys were the 2002 UCCSN Part-time Faculty Task Force Report and the fall 2002 TMCC Survey of Full-time Faculty regarding the role of part-time faculty at TMCC (See Exhibits 4.15 and 4.26, UCCSN Part-time Faculty Task Force Report and 2002 TMCC Survey of Full-time Faculty). Although the Task Force placed TMCC at the top of UCCSN institutions for the quality of part-time instructor support –TMCC had already supplied part-time faculty members with e-mail accounts, open-access computers, a designated meeting space, and voice mail accounts as recommended – the College is working to implement some of the other recommendations of their report. For example, TMCC has initiated a series of meetings to discuss ways to increase the number of underrepresented minority part-time faculty members; it has published the academic freedom rights of UCCSN faculty in the *Part-time Faculty Handbook*; and it has established a peer mentoring process organized through the PFSC. These

³⁴The discrepancy between the Institutional Research Office's official number of 389 part-time instructors for fall 2003 and the total number given in Figure 4.5 reflects the fact that personnel files for those part-time instructors affiliated with non-credit bearing courses in non-academic areas of instruction are not kept in the PFSC and therefore were not part of the pool considered in the manual count.

changes respond to specific recommendations in the report (See Exhibit 4.15, UCCSN Part-time Faculty Task Force Report, pp. 4-6). The 2002 TMCC Survey of Full-time Faculty indicated a high level of enthusiasm for more interaction with and decision-making involvement of part-time faculty members. It is unclear to what extent departments and/or divisions have acted on this information and have or have not increased the role of part-time faculty members in the TMCC governance process.

Scholarship, Research, and Artistic Creation (4.B)

Relationship to Mission (4.B.1)

As with the majority of community colleges, TMCC's institutional mission does not acknowledge scholarship, research, or artistic creation as a primary objective of the College or its faculty. Regardless of this fact, an impressive number of TMCC faculty members engage in some sort of scholarly or artistic endeavor as a part of their annual professional development, pursuit of expertise in their field, and commitment to knowledge and excellence in teaching.

As a part of the self-study process, in fall 2004 TMCC compiled a list of the scholarship and artistic work of its full-time faculty (See Exhibit 4.27, List of TMCC Faculty Scholarly and Artistic Production). This list reveals an impressive breadth and depth of scholarly and artistic production generated from the TMCC community. Examination of this list reveals that faculty in the academic areas – particularly the humanities, social sciences, and the sciences – were especially active and productive. For example, as evidenced in faculty *Curriculum Vitae*, TMCC faculty members have published a number of full-length texts and journal articles as well as delivered presentations at numerous professional conferences (See Exhibit 4.28, Sample of Faculty Publications). Most of these efforts are a direct reflection of the faculty member's subject of expertise; a smaller percentage of research and writing focus directly on the subject of pedagogy and practice.

In the arts, TMCC's faculty produce and display works of art on a regular basis at the College, in the greater Reno community, and even in locations outside of Nevada (See the Exhibit Room—Sample of TMCC Artistic Productions). Photography seems to be an area of particular strength. Similarly, in the performing arts, faculty members produce and direct public performances on a regular basis, and music faculty, in addition to directing TMCC students, perform annually in professional organizations such as the Reno Philharmonic Orchestra (See Exhibit 4.29, Performing Arts Materials).

College Policies Regarding Scholarship, Research, and Artistic Creation (4.B.2-4)

TMCC's institutional policies and procedures, including ethical considerations, concerning scholarship, research, and artistic creation are clearly communicated in UCCSN

publications and in some TMCC publications. The *TMCC Administrative Manual* contains several policies regarding scholarship, research, and artistic creation: the President may grant a one-year leave of absence for faculty to pursue research and, presumably, art projects (p. 149); sabbatical projects may involve research as long as that research is “directly related” to the faculty member's work at TMCC (p. 150); faculty members may have access to student records for research purposes if they have written permission from the students and the President (p. 162); the UCCSN intellectual property policy is reprinted (p. 230). Regarding the use of human subjects in research, permission must be granted through the Human Subjects Review Board (See Exhibit 4.30, Human Subjects Policy). This policy was distributed to all TMCC faculty members through e-mail.

TMCC faculty members have a role in the development and administration of research policies and practices at the College. For example, the Faculty Senate Professional Standards Committee created the current sabbatical policy and procedures, and TMCC developed a human subjects research policy commensurate with national standards for such policies; all TMCC based human subject research projects are monitored by a faculty committee based at the University of Nevada, Reno.

Because TMCC's exclusive mission is teaching, faculty scholarship has not been an institutional priority in the past. In fact, a perception remains among some in the administration and the faculty that scholarly and artistic work is somehow “inappropriate” and “antithetical” to the community college mission. Sabbatical awards can be given for projects involving research, but the faculty member must show the direct and explicit impact of a research-based sabbatical project to teaching and ultimately TMCC's students' success. The nature of the wording of the sabbatical application as it currently stands reflects this philosophical antagonism, or lack of understanding, between the college culture as it has existed and the perception of more recently hired faculty members (See Exhibit 4.31, Sabbatical Application). For these faculty members, scholarship and artistic production are inextricably intertwined with their classroom success and approach. As a result of this generational shift within the faculty, TMCC's culture is beginning to change as more and more faculty insist upon seeing the connection between their scholarly and artistic work and their success as teachers in the classroom.

Faculty Assignments and Opportunities (4.B.5)

Sabbatical awards are the main demonstration of support for faculty work in these areas. Faculty members can also use their scholarly and artistic work to satisfy criteria under the professional development category of their annual plan. The only other potential reward is more informal. Faculty scholarly and artistic accomplishments are noted in the TMCC weekly E-Newsletter; on occasion, the President will make mention of these faculty accomplishments in his newsletter or in the State of the College address.

Grant-Funded Research (4.B.6)

While TMCC does not directly sponsor any faculty grant-funded research, in recent years a number of faculty members have conducted research funded by federal and state grants. For example, a TMCC English professor co-authored a three year Eisenhower grant with a member of the University of Nevada, Reno, Education Department and a representative of the Washoe County School District. The grant was used to fund the training of part-time faculty teaching in TMCC's Developmental English program and to conduct research into the ways that high school English teachers, forced to teach to standards that do not correlate with college level writing expectations, necessarily create the number of students entering into UCCSN institutions with developmental writing skills (See Exhibit 4.32, TMCC-UNR-WCSD Eisenhower Grant Materials).

Faculty members in the sciences have been particularly active in research. Between 1995 and 2000, a number of TMCC chemistry and biology faculty were funded through the Nevada Teaching and Research-Enhancement and Collaboration Program (NV TREC) (See Exhibit 4.33, NV TREC Grant Materials). This grant was part of a National Science Foundation program funding collaborative research projects for community college and university faculty. A physics and astronomy professor has been funded to do research with NASA. Currently, a biology faculty member is participating in a 5 year grant-funded project through the National Institutes of Health (NIH). The overall grant is for 17.4 million and is designed to improve biomedical research infrastructure statewide. TMCC's share of this grant is approximately \$200,000 per year, and the faculty member will design and run a program for incoming first year students from targeted populations to increase their success in introductory life science courses (Exhibit 4.34, NIH Grant Materials).

Academic Freedom (4.B.7)

As noted in 4.A.7, some faculty members have expressed concerns about issues of academic freedom in the classroom and in terms of public discussion. Hence, TMCC has hosted, and hopefully will continue to hold, lively debate on the issue of academic freedom, public discourse, and assessment concerns. In contrast, there is no correlating concern regarding academic freedom and scholarly or artistic pursuits. The Self-Study Standard 4 Committee found no indication of infringements on or concerns about academic freedom to pursue individual scholarly or artistic projects as a part of faculty professional development.

Analysis and Appraisal

The Self-Study Standard 4 Committee recognizes that TMCC has a well-qualified and dedicated faculty. TMCC has clearly made a particularly strong commitment to its faculty, and in doing so to its Strategic Goal of Academic Excellence, in the following six ways:

1) TMCC holds to a very high standard in hiring both full-time and part-time faculty. Review of full-time instructional faculty credentials reveals that 81 percent (120) have either a master's or doctorate level degrees. Persons with a bachelor's degree or less (28) teach in occupational or specialized areas and possess certifications and/or training in their areas. TMCC is clearly committed to recruiting and hiring qualified faculty in support of its first Strategic Goal: "To foster an institutional culture that values, demands, and supports excellence in teaching and learning" (*Strategic Planning*, p. 4). As with full-time faculty, only those part-time faculty with a master's degree or higher teach university transferable level classes. Those with less than a master's degree teach in the applied science or skills programs.

A continued goal for TMCC is to improve the ratio of full- to part-time faculty to 60 percent full-time to 40 percent part-time. At the time of TMCC's previous accreditation visit, the ratio was 43 percent full-time to 57 percent part-time. During fall 2003, full-time faculty taught 46 percent of the course credits and part-time faculty taught 54 percent. Even though TMCC has been able to add new full-time faculty each year as enrollment grows, the College offers more credits with continued growth and needs to hire more part-time faculty to teach them, so the ratio of full- to part-time faculty has only improved marginally.

2) TMCC has shown a demonstrable increase in its commitment to shared governance.

The 1995 NASC Evaluation Committee Report contained one strong recommendation that applied to the issue of shared governance and faculty participation. The NASC Evaluation Committee noted that "it is strongly suggested that the College continue to develop and implement both formal and informal mechanisms through which faculty have a legitimate role in the development of college policies" (p. 40). As of 2004, significant gains have been made in the area of shared governance, and numerous formal and informal mechanisms for faculty input are in place and functioning. Faculty members make up approximately 32 percent of the Planning Council, the

primary committee reflecting TMCC's commitment to shared governance. Along with those faculty members serving on the Planning Council, faculty members have the opportunity to attend Planning Council meetings and can participate in the questions and comments portion of the meeting.

In the TMCC 2004 Survey on Campus Climate, 55 percent of faculty agreed that TMCC has a shared sense of direction, and 76 percent agreed that the College is committed to assessing its effectiveness at achieving its educational mission. While overall the numbers demonstrated that faculty members have a much better sense of their own participation in institutional governance, the Survey on Campus Climate indicates 51 percent of faculty agreed that communication between faculty and administration was effective, perhaps reflecting some room for continued growth in the future regarding shared governance.

3) TMCC's faculty members make salaries that are among the highest in the mountain west region. UCCSN salary and benefits policies are clearly stated in the *Board of Regents Handbook*. Specific institution policies on faculty salaries and benefits are clearly stated in the *TMCC Faculty/Staff Handbook* and the NFA Contract. Procedures for initial placement and movement on the salary schedule have been refined since the last self-study cycle, and a collective bargaining agreement has been implemented. The new policies include definitions for vocational faculty members whose skills and training were not addressed in the previous policy. The new policies provide advancement paths for this segment of the faculty, which better addresses TMCC's complete mission.

However, there is some indication that Title 4, Chapter 3, Section 31 of the *Board of Regents Handbook* has not been consistently complied with throughout TMCC, specifically in the technical areas. Faculty members at the IGT Applied Technology Center have requested information on how non-credit training can be used for column movement. Section 31 provides a provision for using contact hours for advancement, but this section may not be implemented at TMCC. The Faculty Senate Professional Standards Committee is seeking to remedy the situation and approved the following motion at their December 10, 2004 meeting: "The Professional Standards Committee supports equitable movement by all faculty across the salary scale in accordance with the

Board of Regents Handbook.” TMCC leadership is currently reviewing the professional advancement procedure and expects to present their findings to Faculty Senate in fall 2005.

4) TMCC has instituted a clear workload policy that ensures fair distribution of TMCC’s work and compensation. In the 1995 NASC Evaluation Committee Report, most faculty members reported that the workload in their area was satisfactory and equitable to all. The report states, “Teaching loads appear to be reasonably determined. Department chairs had some concern about their workload and responsibilities” (p. 11). In 1995, the Health Sciences Department was particularly concerned about the workload issue because of its unique situation. The department workloads included internship, practicum and lab, as well as student to instructor ratios mandated by accrediting agencies. The Commission noted that a need for clarification about coordinator duties existed (p. 27). As a result, the report contained a formal recommendation in the workload area:

It is recommended that [TMCC] examine the issues surrounding department chairs and program coordinators, including determination of whether such positions are necessary and appropriate to the institution and, if so, that the College take action to clarify policies and procedures regarding selection of department heads, delineation of their duties, determination of how those duties impact workload, and the distinction between department heads and program coordinators (Standard VIII, p. 40).

Since 1995 TMCC has submitted Accreditation Interim Reports in 2000 and 2003. In 2000, TMCC reported “starting a process to review workload, especially in the occupational programs” (p.10). Although the Commission commended TMCC for taking steps toward several of the recommendations detailed in the 1995 NASC Evaluation Committee Report, they stated that TMCC had not completed the work to establish operating procedures that are clearly defined and understandable. They requested that “the College prepare a progress report in fall 2003 to again address General Recommendation 5 of the fall 2000 Regular Fifth-Year Interim Evaluation Report” (letter from the Commission dated January 16, 2003).

TMCC’s 2003 Accreditation Progress Report indicated that the College was taking a number of positive steps to address TMCC’s workload policy (See Exhibit 4.35, 2003 Accreditation Progress Report). However, with the articulation of its most recent workload policy, TMCC has

made great strides in addressing the issue (See Exhibit 4.3, 2004 TMCC Workload Policy). The new workload policy addresses the 1995 concerns in a number of ways. For one, an annual workload survey was implemented to create a consistent and auditable mechanism for determining workload. Each year faculty members complete a survey that requires them to divide their time into specific categories to help determine workload content. The survey results are a tangible way to determine exactly how much faculty time is spent on professional development, community activities, teaching, and chair or coordinator duties. The data demonstrated that chairs and coordinators spend far more time completing the duties of those positions than was originally thought. The survey results are an affirmation of the release time now being provided to chairs and coordinators through the collective bargaining agreement in the NFA Contract. It should be noted that in fall 2004, a more user-friendly and community college-specific workload survey instrument was created and used for the first time.

5) TMCC has developed a comprehensive and equitable evaluation system that is generally fairly applied. The 1995 NASC Evaluation Committee Report cited faculty evaluation as an area of significant concern. In fact, the 1995 NASC Evaluation Committee Report made evaluation changes part of a general recommendation, precipitating a focused interim report in 1996-97. The general recommendation was as follows:

Where there are indicators that there are departments in the College closely following Commission Policy 26 as it relates to faculty evaluation, some are not adhering to the utilization of multiple indices for this process. Therefore, it is recommended that the College achieve consistency in faculty evaluation across the campus by adhering to the provisions of Standard VII – Instructional Staff and Commission Policy 26 Faculty Evaluation.

TMCC took immediate steps to respond to this recommendation. After a period of planning in 1996, leadership instituted a college-wide evaluation process that involved the creation of faculty annual plans and the inclusion of student and administrative evaluations in the process. In July 1997, TMCC reorganized and established four divisions, each headed by a dean. These deans, in conjunction with the dean of student development, began work to establish criteria for faculty evaluations. These criteria were discussed over a two-year period, and the plan was approved by the Faculty Senate and instituted in 1999. Also in 1999, student evaluation forms were revised, and steps were taken to ensure that every class at TMCC was evaluated by students (TMCC Accreditation Interim

Reports, 1997, 2000). Although the issue of use of multiple indices for evaluation has been addressed, evaluation remains an area of some concern at TMCC and one that continues to garner attention from both administration and the Faculty Senate (See Exhibit 4.36, Supplemental Standard 4 Analysis Document for greater depth of current discussion regarding faculty evaluation process).

In 2004, TMCC surveyed its faculty twice regarding the evaluation process. The first, the TMCC 2004 Survey on Campus Climate, was a broad survey of faculty perceptions that included four questions that addressed evaluation issues explicitly (Q19, Q20, Q21, Q22). The TMCC 2004 Survey on Campus Climate shows clear faculty satisfaction in two areas. For instance, 64 percent of faculty respondents think that there is an effective process in place for evaluation by the immediate supervisor versus 53 percent in 2002. One significant change was made in this area during that interval: the designation of department chairs as the immediate supervisor in place of the dean. In addition, 69 percent of faculty members believe that the student evaluation process is effective.

On the other hand, the survey revealed some faculty dissatisfaction in two areas. First, the TMCC 2004 Survey on Campus Climate found that 43 percent of faculty respondents agree that there is an effective evaluation process in place for evaluation by the appointing authority (an increase over the 34 percent in the 2002 survey). Furthermore, only 39 percent agree that there is an effective evaluation process in place for evaluation by peers, up from 25 percent in 2002. The former is difficult to interpret; unscientific questioning of instructional faculty suggests that there is confusion over the identity of the “appointing authority.” This confusion seems justified as the President signs the contract as appointing authority, but deans sign the evaluation form as appointing authority (presumably as agents for the President). Regardless, faculty members seem to be expressing some dissatisfaction with evaluation above the level of immediate supervisor. The number for satisfaction with peer evaluation is even lower and clearly indicates a desire for more inclusion of peers in the evaluation process.

While the TMCC 2004 Survey on Campus Climate provides a general picture of faculty perceptions of evaluation, the Self-Study Standard 4 Committee decided to solicit more detailed feedback from the faculty through a campus survey on the topic, and the Ad Hoc Faculty Evaluation Committee joined as a co-sponsor. This faculty survey expands on the TMCC 2004 Survey on Campus Climate as it asks more specific questions (See Exhibit 4.37, Supplemental Survey on Faculty Evaluation

Process). The survey focused on two areas: questions about the appropriate purpose of faculty evaluation in general and specific questions about the current evaluation process at TMCC. Regarding the evaluation’s purpose, the most important results are as follows:

- The majority of respondents believe that evaluation should be both summative (evaluation of performance) and formative (encouraging professional growth). Only 15 percent believe that evaluation should focus on development only, while 28 percent believe it should focus on the documentation of performance and personnel decisions.
- The vast majority of respondents (67 percent) believe that tenured faculty should be evaluated every three years rather than every year (12 percent) or every five years (12 percent).
- Verbal and/or written recognition is considered the most appropriate reward for excellence; only 13 percent believe that excellent faculty members should receive any financial award.
- A majority (51 percent) believe that the department chair is the most qualified person to evaluate versus 38 percent who believe the dean is most qualified.

Regarding perceptions of TMCC’s current evaluation procedure, the evaluation survey confirms and expands upon the results of the TMCC 2004 Survey on Campus Climate. While the majority (51 percent) believe that the current system is mostly adequate and requires minor adjustments, 31 percent believe it is adequate or exceptional. One must be careful with the interpretation of this result, however, because more specific questions reveal that the majority of faculty members believe that the evaluation process could be better. For example, only 22 percent of the respondents believe that the current process focuses on teaching excellence, and 48 percent believe that it does not help them become better educators. In addition, 35 percent do not agree that the current procedure encourages professional growth. Overall, 18 percent believe the system is inadequate and needs to be completely revised.

6) The Self-Study Standard 4 Committee commends TMCC for its extensive support of part-time faculty as evidenced by the UCCSN Part-time Faculty Task Force results. While there is still work to be done, especially in terms of compensation and medical benefits, TMCC has demonstrated a consistent willingness to lobby the UCCSN and the Board of Regents on behalf of its part-time instructors and to think in innovative ways to address the daily work environment of this significant constituency.

Next Steps and Closing Statement

In order for TMCC to achieve its full potential, the Self-Study Standard 4 Committee recommends that leadership consider the following recommendations:

- Hire more faculty members in crucial public service areas, such as nursing.
- Raise the number of courses taught by full-time faculty to sixty percent.
- Continue examination of faculty evaluation procedures to put greater emphasis on teaching excellence and faculty development.
- Continue examination of the distribution of release time and campus service to ensure equity.
- Continue examination of the workload of faculty in Health Sciences and Industrial Technology to ensure that they are compensated fairly and in keeping with national standards.
- Provide more opportunities for part-time instructors to develop their teaching skills, content knowledge, and understanding of TMCC policies.
- Continue to develop the collection of data on all faculty members to allow ready access to information regarding qualifications, workload, and reasons for leaving the institution.
- Recognize the role played by faculty scholarship/art/performance as crucial to faculty professional development and teaching excellence.
- Continue lobbying efforts to increase full-time faculty salaries (particularly in response to rising area housing costs) and to stop the gradual erosion of benefits.
- Continue lobbying efforts to increase part-time salaries.
- Increase the participation of part-time faculty in academic departments.
- Continue recruitment of underrepresented minority faculty in both full-time and part-time faculty ranks.
- Examine academic freedom in theory and practice at TMCC to ensure that both faculty and administration understand its parameters and importance, and that all are vigilant of any encroachments on that freedom.

Closing Statement

Reading TMCC's 1995 Accreditation Self-Study Report reads like a document from a different institution, the product of a small and relatively young college on the verge of a new era. A large number of the faculty names would be unfamiliar to most of TMCC's faculty today; many were among the first cohort of TMCC faculty who started in the 1970s, and only a handful of those remain.

In reflecting on the 1990s, one can see the institution suffering pains caused by remarkable growth, an unfortunate lack of stability in the administration (including some poor and destructive administrative actions), and increasing expectations placed upon educators at every level – accountability in particular. All of those issues combined to reduce faculty morale considerably during that decade, and the impact of that era, though fading, can still be felt at times.

In this context, one can put TMCC's progress over the last three years into perspective. President Ringle and his entirely new upper-level administration (no vice president or instructional dean assumed his or her position before 1999) set out to restore the trust of the TMCC faculty through systematic and open examination of the College's goals, policies, and procedures, all done with considerable faculty input. The consistent goal of these reforms was a set of policies and procedures that were fair, uniformly applied, and built around the goal of allowing for the best possible performance of faculty duties.

That said, it seems that TMCC finds itself in another time of transition. A considerable amount of trust has been restored, and morale has increased significantly. TMCC is now poised to move into the ranks of the best community colleges in the nation. It is this Committee's belief that the recommendations in this report, if followed, will ensure that the faculty has the support, motivation, and morale to move to this next level.

Faculty Evaluation (Policy 4.1)

Integrity of the Faculty Evaluation Process (Policy 4.1.A-D)

The internal evaluation plans and procedures for TMCC's full-time faculty were developed during negotiations between TMCC's bargaining unit – the Nevada Faculty Alliance (NFA) – the Faculty Senate, and administration. The terms of the current NFA Contract were finalized in spring 2003; the faculty evaluation procedure is outlined in Article 7 of that contract. The plans and procedures for the evaluation of part-time faculty were a part of this negotiation process as well. In addition, non-instructional faculty in counseling and TMCC's libraries participated in the creation of modified performance criteria for their areas.

The faculty evaluation process includes an assessment of faculty members' content knowledge and pedagogical success in delivering that content in the classroom via the inclusion of student evaluations as a primary evaluation tool. The primary evaluation data – student evaluations and administrative evaluations of teaching – are delivered directly to the faculty member's immediate supervisor. In the case of part-time faculty, the PFSC collects evaluation data and delivers the results to the appropriate dean.

Since teaching and learning are at the center of TMCC's Mission Statement and Academic Excellence is its first Strategic Goal, the faculty evaluation menu reflects in its criteria list teaching excellence as a faculty member's primary responsibility. The Faculty Evaluation Criteria list includes items S.1, S.2, and S.9 that require faculty members to meet classes and to receive "satisfactory" student evaluations and administrative classroom/lab observations. Multiple indices are used as follows:

- Student evaluations of instruction are distributed and collected in every TMCC course section. Beginning in fall 2003, department chairs began to observe full-time faculty as well as part-time faculty in the classroom. Because department chairs are faculty members and not administrators, this added an element of peer assessment to the evaluation process. The evaluation process stipulates that deans are the final evaluating authority. In this process, student, peer, and administrative evaluations of instruction take place on a yearly basis.
- The production of research/scholarship/art is not part of TMCC's mission, and the evaluation process does not place these kinds of activities at its

center; however, scholarly and artistic projects are often an important element of ongoing faculty development, and as such are considered professional development activities in annual plans and annual evaluations. For example, faculty evaluation criteria option E.12 allows a faculty member to achieve the rank of excellent in the area of professional growth through the publication of professional materials.

- Elements of service are incorporated into the annual plan and are measured during the annual evaluation. Faculty members may earn credit toward a commendable or excellent evaluation by belonging to and serving in professional organizations. This type of service is a choice and not required. The annual plan lists service on one Faculty Senate committee and at least one screening committee (as needed) in order to achieve a satisfactory evaluation. Other types of service – e.g. service on Faculty Senate or a probationary committee – count toward a commendable ranking. The form requires that faculty members "actively" participate in college service activities. Community service is factored into the menu as well, and service in this area can help a faculty member achieve a ranking of commendable or excellent (See Exhibit 4.4 Comparison of Previous and Current Faculty Evaluation Criteria Lists).
- Untenured faculty members compile a tenure binder that tracks and documents their performance in the areas of teaching, professional development, and service. Based on the requirements outlined in the *Board of Regents Handbook*, TMCC's tenure guidelines require narrative summaries and collections of evidence that demonstrate competency in the areas of teaching effectiveness, service to the TMCC community and the public, ability to work with colleagues, and personal integrity (See Exhibit 4.38, Tenure Filing Materials).
- Professional counseling faculty members are evaluated using substitute indices of performance. In addition to student evaluations and observations by the counseling director, measurable performance standards (completion of note screens and participation toward a 75 percent direct student contact goal) are included in the counseling faculty evaluation criteria (See Exhibit 4.19, Non-Instructional Faculty Evaluation Criteria).

Section 9.2 of the NFA Contract details the process for dealing with an unsatisfactory evaluation for a tenured faculty member. In short, upon receiving an unsatisfactory evaluation, the faculty member is instructed to form a committee – a Faculty Support Committee – to guide the faculty member to an improved performance. That committee forms a plan with the faculty member. After approval by the evaluator, the committee works to assist the faculty member with that plan. This committee submits a report to the faculty member’s evaluator at the end of the academic year that details his or her progress.

When a faculty member’s performance needs improvement but falls short of an unsatisfactory evaluation, it is the responsibility of the immediate supervisor to identify these areas and to require that a plan of improvement be created and followed. The yearly evaluation is the tool through which these identifications are expressed to the faculty member. In combination with the annual plan, the supervisor and faculty member can agree on a specific plan for improvement if necessary. For example, faculty evaluation criterion S.2 requires faculty members to use student evaluations “as a means to grow and change.”

The process for non-tenured faculty is considerably more intensive. Non-tenured faculty members meet twice yearly with their tenure committee to ensure that progress is being made toward the standards of tenure, and a member of this committee observes the faculty member in the classroom every semester. In addition, a department chair or dean observes the faculty member in the classroom once per year before tenure. If the faculty member’s performance is not satisfactory and does not improve with coaching from the tenure committee and/or the supervisor, the faculty member may be given a notice of termination (See Exhibit 4.39, Spring 2005 Board of Regents Policy on Notice of Termination).

Standard



Library and Information Resources

Historical Context

TMCC's 1995 Self-Study Report identified the separate but clearly interconnected nature of the relationship between library and information resources. While the library is a separate entity physically and in terms of organizational structure from information resources, these two significant areas share a common purpose in the support and maintenance of TMCC's educational and physical infrastructure. Collectively, these units have undergone startling and dramatic transformations over the last ten years from small localized entities to prominent components supporting TMCC's institutional mission.

At the time of the 1995 Self-Study Report, the Library and Learning Resource Center was housed in meager space in the Red Mountain Building, and the collection and services, while adequate, had serious shortcomings. Shortly after the 1995 accreditation visit, the Elizabeth Sturm Library opened in the Advanced Technology/Sierra Building. The construction of dedicated space tripled the space previously allocated to the library and situated this important resource centrally on Dandini Campus. The 1995 NASC Evaluation Committee Report had five recommendations, four of which focused on defining the role of the Library and Learning Resource Center and its policies and procedures and one which called for the evaluation of the adequacy and utilization of the Library and Learning Resource Center.

During the last self-study cycle, Media Services was a part of the Library and Learning Resource Center, and Information Technology Services coordinated the College's information resources needs. Telephone registration and limited internet usage were considered technological innovations at that time. Today, internet connectivity is the norm, and telephone registration is a distant memory. From admissions, to fee payment, to book purchases, to advisement, to classes themselves, virtually every function is available to students online. TMCC's growth in terms of students, faculty, staff, and physical resources has demanded a commensurate level of growth in the Information Technologies Services area. The 1995 Evaluation Report commended Information Technologies Services for its breadth and quality; the Evaluation Committee made a single recommendation in this area:

TMCC needed to integrate more concretely and explicitly educational technologies into the College's curriculum.

Current Situation

Changes in both TMCC's library and information resources over the last ten years have been so dramatic that comparing these functions today with their status ten years ago is a somewhat ineffective and dated gesture. The administration and staff of the Elizabeth Sturm Library have made great strides in addressing the recommendations of the 1995 Evaluation Committee Report. In particular, they have focused on the instructional mission of the library and have integrated, expanded, and improved their role as participants in that process. Moreover, the library staff members have done a phenomenal job of developing and maintaining the library's support function in relation to programmatic growth at the College. Library administration and staff have reviewed and codified internal policies and procedures; the library's professional staff members have also become more fully integrated into the instructional processes of the College. The Elizabeth Sturm Library is led by a director who reports to the Vice President of Academic Affairs, situating the library firmly under the instructional, rather than service, functions at the College.

It must be noted that in recent years the leadership of the library has been chaotic at times, and often the library lacked any plan or rationale justifying new funding. President Ringle and Vice President Laguerre identified the library as an area of concern. Therefore, since 2003, TMCC's administration has funded library budget requests so long as these requests were accompanied by appropriate data and a clear rationale. The new director of the library will be charged with developing a comprehensive plan that will define the library's direction and help the College meet its needs.

Similar to the phenomenal growth in library resources, both the demands for and the infrastructure of information resources at TMCC has grown exponentially. The demands placed on TMCC's information resources have been astronomical as the technology itself has grown and changed. Information Technologies (IT) encompasses both Information Technology Operations (ITO) and Applications Development and Media Services. These operations are

integrated into every aspect of TMCC, from the office desktop to the technologies used in the classroom and online. Both Information Technology Operations and Applications Development and Media Services are departments in the Finance and Administrative Services Division, and the directors each report to the Vice President of Finance and Administrative Services. The 1995 Evaluation Committee Report recommended that TMCC clarify the relationship between audiovisual services and the Library and Learning Resource Center; as a result, the audiovisual unit, Media Services, was split from the library and is currently overseen by Applications Development. Media Services operates as service providers for cablecast and video production and support for the audio/visual needs of the College. Media Services is responsible for distance education broadcasts, audio/visual electronic equipment repair, audio/visual equipment deployment, television production, distance education and Smart classroom design/implementation, and training of faculty and staff for equipment use.

Thus, since the previous accreditation cycle, TMCC has clarified organizationally library resources and information resources, aligning each with the appropriate area of the College. Library services report to the Vice President of Academic Affairs, making the library administratively linked to the College's instructional function, while Information Technology Operations and Applications Development and Media Services are housed under Administrative Services. Furthermore, Applications Development and Media Services are organized as a second support unit along with Information Technology Operations. Applications Development supports the College's operational business functions, maintains the current and ongoing development of TMCC's Web sites, and assists in the design of the administrative computer environment. Applications Development also provides access to students, faculty, and staff to integrated information collected by the UCCSN for use in various administrative and academic processes, including document tracking, human resource applications, web-based student applications, etc.

While library and information resources are differentiated from one another organizationally, the two areas share similar issues in terms of human, physical, and financial resources. Both the Elizabeth Sturm Library and Information Technologies need more staffing. Each area is functioning at maximum capacity of its human and financial resources, and sometimes beyond, to meet student and institutional needs. The Elizabeth Sturm Library is currently operating with a staff below the prescribed number set by recognized national standards for staffing

at academic libraries. Furthermore, TMCC's satellite educational sites have library services on a limited basis in terms of days of the week and hours of availability; the opening of the High Tech Center at Redfield will exacerbate the problem of limited human and financial library resources at TMCC. Similarly, Information Technologies is straining to meet the College's needs with its limited number of staff and resources. Information Technologies is currently able to meet the demands of the growing number of faculty, students, and staff; however, Information Technologies' growth in terms of human and financial resources has not kept pace with the rest of the College, resulting in pronounced pressure upon its staff and resources, especially given the increasing demands of the satellite educational sites.

Physical space is a shared concern for the Elizabeth Sturm Library and for Information Technologies. Dedicated library space has been allocated to administrative functions over the years. For example, the Human Resources Office is currently located in library space that was initially planned as a study area for students. The art gallery has been removed from the library, and the space is slated for group study rooms. Two office spaces are serving as group study areas until the space can be reconfigured. This trend of space utilization runs counter to academic library standards and must change if TMCC's library is to continue to serve effectively the College's growing student population. Similarly, providing library services at TMCC's Meadowood Center, the IGT Applied Technology Center, and the High Tech Center at Redfield poses challenges in terms of personnel and space. In a similar fashion, the expansion of Information Technologies' services on the Dandini Campus as well as the satellite educational centers has placed pressure on space allocation. Information Technologies' personnel, equipment, and resources have been compressed into minimal space. Many Information Technologies' offices have double or triple occupancy, and as Information Technologies and associated information resources departments grow, space will become even more limited.

Finally, both the Elizabeth Sturm Library and Information Technologies require additional financial resources. While President Ringle and Vice President Laguerre have made funding the library a priority, library funding remains a concern for the present and immediate future. Meeting the growth pressures of increasing student enrollment, multi-site educational centers, and curriculum changes will require more funding. To this end, the library should develop a sound plan justifying new investments and articulating human resource needs for the future. Once

these needs are clearly articulated in a data-driven and reasoned plan, TMCC's administration will then be in the position to fund more librarians, technicians, and assistants and provide monies to expand the library's holdings to meet student and faculty demand in the future. Likewise, Information Technologies requires additional funding to maintain the College's current technology. The College's four-year replacement cycle for computers and technology creates a great deal of budget pressure. However, if TMCC plans to continue to be on the cutting edge of innovative instructional technology, administration will have to increase funding to these significant components of the College's infrastructure.

Purpose and Scope (5.A)

Resources for Library and Information Technology Operations (5.A.1)

The Elizabeth Sturm Library is a full-service library for TMCC students, providing databases, books, periodicals (hard copy and online), course reserves, style guides, Web references, and class and general resources. Additionally, the library provides computer stations for students and patrons to access the internet (See Standard 8 for a fuller discussion of computer stations for students, including those located at all library sites). The Elizabeth Sturm Library's collection is comprehensive, covering all areas of the curriculum. TMCC librarians actively solicit information from the faculty, particularly from those engaged in developing new or revising existing programs, regarding recommended additions to the library's collection. Additionally, faculty members submitting a new course for consideration to TMCC's Faculty Senate Curriculum Committee must complete a form regarding library services confirming that the library either has or will secure the needed holdings for this course. By creating this dialogue between instructional faculty and library staff, the College addresses two of the recommendations from the 1995 NASC Evaluation Committee Report: 1) to revisit the instructional mission of the library, and 2) to gather data regarding holdings.

Furthermore, library personnel have been sensitive to the needs of faculty and students at TMCC's satellite educational sites. For example, at the IGT Applied Technology Center and the Meadowood Center, the library tailored the collections to suit the stated needs of the courses and programs located at the respective site. Library personnel actively solicit suggestions from students and informally track students' research and reference questions as well. Finally, as part of the comprehensive collection analysis, library personnel "weed out" dated materials from the collection, using a system that ascertains the currency of the holding and determines the frequency of use.

Information Technology Operation's draft of its Information Technology Plan states that "[t]echnology is a major component of the education process and will play an increasingly important role in helping TMCC become the center for lifelong learning for all members of the community" (Information Technology Operations Web site) (See Exhibit 5.1, Draft of the Information Technology Plan). This statement aligns Information Technology Operations' goal with TMCC's Mission Statement and

Strategic Goals. Moreover, as stated in the Strategic Goal for Technology in the *Strategic Planning* document, TMCC commits to "develop a technology infrastructure to provide faculty, staff, and students with the best practices of the industry" (p. 9). To this end, TMCC's Information Technology Operations provides an information technology infrastructure that is expandable, adaptable, reliable, disaster proof, manageable, and upgradeable. This complex infrastructure provides a pathway for the integration of existing, but separate technologies, such as the joining together of computer and telephone systems; furthermore, the current system allows for the addition of new technologies without the replacement of or need for major modification to the existing infrastructure. Information Technology Operations and Applications Development and Media Services provide critical, if often invisible, support for the College's technology infrastructure, equipment, and support services. Currently, Information Technologies has sufficient equipment and personnel in its applications, networking, and telecommunication areas to accomplish TMCC's objectives for technology as an integral component of instruction. However, if TMCC hopes to maintain current levels of service and accommodate future growth, then the administration will need to provide funds for additional staff and physical resources.

Sufficiency of Core Collection and Information Resources (5.A.2)

As noted in the historical context section of this Standard, the library's collections have grown considerably since the previous accreditation cycle. The Elizabeth Sturm Library was just opening in 1995; in 2005, the library has become an integral part of the Dandini Campus and an invaluable resource for TMCC's students and faculty. Instructional faculty and library staff collaborate in two significant ways: the library's "tour" program offers opportunities for faculty and librarians to work together with a designated class, and librarians and faculty work together to determine collection development. This alliance allows the library to craft a meaningful collection development strategy, utilizing its limited resources to purchase holdings commensurate with the needs of individual academic programs. A problem noted in the last Self-Study Report has been corrected by the formulation of a collection development policy that includes a materials selection policy.

Funding remains the biggest challenge for the Elizabeth Sturm Library. As noted earlier, President Ringle and Vice President Laguerre have made funding the library a priority. However, three factors have contributed to the overall stagnation, and in simple numbers slight decline, of the library budget over the past 10 years. First, due to ineffective library administration, library funding requests have not always been well conceived or crafted, and thus not funded. Second, the significant increase in the price of texts and access fees for online resources has greatly diminished the purchasing power of those dollars allocated to the library. Third, with the tremendous amount of growth in students and extension of library services to an increasing number of satellite educational centers, the current level of allocated resources simply maintains the status quo for services and collections across the board rather than improving them with the addition of staff and holdings. The Association of College and Research Libraries (ACRL) recommends a minimum of 6 percent growth in funding per year; the Elizabeth Sturm Library has had no appreciable growth in fiscal resources, and actually saw a decrease in funding in 1997 and 2003 (See Figure 5.1,

Elizabeth Sturm Library Operating and Library Acquisitions Funds 1996-2005).

Although funding has declined over the years, the library has utilized various methods to acquire up-to-date materials for academic programs. Programs such as nursing have benefited from the \$74,000 that the library has acquired in grants from the TMCC Foundation, Perkins, and Library Services and Technology Act. The library purchases materials for programs going through accreditation; however, with limited funding and the ever-increasing cost of materials and database access fees, the library has developed some gaps in its collection, which may directly impact students in terms of meeting their research needs for a specific course. These deficiencies are most evident in the vocational education programs. In many instances, these deficiencies are not only the result of limited funding, but reflect database vendors' lack of vision in the establishment of online resources to address these programs. Currently, the library is working with EBSCO for dental hygiene and veterinary journal databases. The library also has purchased many database services to address the specific needs of community college students. Library surveys reveal that most of TMCC's students work

Elizabeth Sturm Library Operating and Library Acquisition Funds 1996-2005		
Year	Operating	Acquisitions
1996	\$40,569.00	\$147,716.00
1997	\$57,685.80	\$122,548.64
1998	\$42,811.51	\$147,716.00
1999	\$37,104.68	\$147,534.10
2000	\$30,115.10	\$141,617.05
2001	\$47,985.34	\$147,716.00
2002	\$23,453.11	\$145,791.66
2003	\$23,453.11	\$129,776.21
2004	\$36,653.68	\$177,716.00
2005	\$36,973.00	\$147,716.00

Figure 5.1 — Elizabeth Sturm Library Operating and Library Acquisition Funds 1996-2005

Elizabeth Sturm Library Collection Report				
IPEDS Library Totals FY 2002-03	# Volumes	Added 2003-2004	Withdrawn Items	Grand Total
Paper Volumes	45,960	3,828	370	49,418
Paper Titles	41,669	3,805	259	45,215
Microforms	67,343	0	0	67,343
Serial/Periodicals	714	117	0	831
A/V Units	6,952	1,228	53	8,180
Archives (linear feet)	161	0	0	161

Figure 5.2 — Elizabeth Sturm Library Collection Report, Source: Ginny Knoblauch June 30, 2004

30+ hours per week and take an average of three classes per semester. Ninety percent of TMCC's students have a computer at home with internet access and perform the bulk of their research from home. Subsequently, the library's mission has changed in the last seven years from providing basic reference support to offering instruction regarding the best online resources for specific classes and information on how to access these resources (See Figure 5.2, Elizabeth Sturm Library Collection Report).

At the same time that the library's mission has changed with the influx of online technologies and research options, the library staff is aware that maintaining the currency of its onsite collection is equally important. Since the last accreditation cycle, both the library and the College as a whole experienced a fair amount of instability in terms of leadership, resulting in an absence of a long-term plan regarding the library collection and services (See Standard 6 for a discussion of TMCC's administrative leadership history). In recent years the librarians have worked diligently to update the library's collection. As a result, approximately 48 percent of the library's collection has copyright dates in the past 15 years (See Figure 5.3, Elizabeth Sturm Library Collection Currency 2005). Moreover, with the hiring of a new director, all indications

verify TMCC enrollment or employment. If not enrolled or employed at TMCC or another UCCSN institution, then access is not allowed. The public may use TMCC's Elizabeth Sturm Library computer kiosks for academic research; however, the public would be required to pay for the use of paper products or other resources. In addition to open-access computer stations, the Dandini Campus has 67 classrooms equipped with Smart technology with an additional 6 rooms slated for installation in 2006 (See Standard 8.B.1 for a complete discussion of Smart classrooms at TMCC's satellite educational centers). All academic classrooms are connected to or have access to the Internet. Moreover, the College has invested in a comprehensive distance education platform (WebCT) to provide round the clock access to academic instruction. Additionally, the College supports the transmission of classroom instruction over cable, which is then available for access over public access channels on the local cable television network (See Standard 2.G. for a detailed discussion of the history and status of distance education at TMCC).

Information Technology Operations provides a number of core services for faculty, staff, and students, including LAN administration support, internet connectivity, web server access, information technology planning, design, development, security, and e-mail access. Again, while not the most visible part of the College's support systems, Information Technology Operations provides an essential part of the infrastructure for the College's curriculum.

TMCC's Media Services also provides essential support for the College's academic and administrative operations through the use of current technology. In direct support of the curriculum, Media Services is responsible for development, support, and staff training for the College's Smart classrooms (See Standard 8.B for discussion of Smart classroom allocations). The standard Smart classroom is equipped with an LCD projector, a networked computer, an ELMO demonstration table, a VCR, a DVD, a CD, and in some cases, a Starboard, which is similar to a "whiteboard" for the computer image, allowing the user to hand write through the computer onto the large screen via the LCD projector. Media Services is dedicated to providing whatever technology an instructor requires, including traditional overhead projectors and TV/VCR set ups. Additionally, as TMCC moves toward its goal of having every academic classroom equipped as a Smart classroom, Media Services provides four Computer-on-Wheels (COW) configurations as stop-gap measures to ensure that instructors have access to cutting edge technology. These

Elizabeth Sturm Library Collection Currency 2005	
Total items in Voyager	55,432.00
2000-present (15%)	8,439.00
1990-1999 (33%)	18,364.00

Figure 5.3 — Elizabeth Sturm Library Collection Currency 2005

are that the library is poised to create a plan that will improve this percentage and the currency of its collection.

Informational Technology Operations has adequate computer software and programs for the general student population. Computers within academic classrooms are on a four-year lifecycle replacement schedule, ensuring that students and faculty have access to technology sufficient to support the classroom curriculum. Students have access to 885 computers available through both open-access and program-specific computer laboratories at TMCC's four educational sites. This number reflects a significant increase in the number of available academic computers in the College since 1998 and demonstrates TMCC's commitment to increasing availability and accessibility of technology for students (See Standard 8.B.1 for a fuller discussion of computer labs at TMCC). Students can access these computers for free, although users may be asked to

units are delivered by Media Services to classrooms as required.

Media Services maintains its primary office on the Dandini Campus but has satellite operations at the Meadowood Center, the IGT Applied Technology Center, and the High Tech Center at Redfield. While Media Services' primary function is perceived as classroom support, its staff members also provide instructor training and support, maintenance, and technology development. First and foremost, Media Services is dedicated to providing customized service to instructors in the classroom. Media Services is also assigned the development, operation, and support of all four distance education classrooms, the compressed video network, and the tele-courses broadcast on the local cable access. Additionally, Media Services supports all tele-conferencing and satellite downlinks.

Media Services faces many of the same issues as the Elizabeth Sturm Library and the other Information Technologies departments regarding human, physical, and financial resources. One unique feature of these infrastructure services is that they cannot demonstrate any obvious measurable "return on investment," except in indirect ways. The staffing, space, and funding allocations are "sufficient" for each of these areas; however, resources are strained, and as TMCC grows, in terms of students, faculty, staff, and educational sites, the demands on these units will certainly grow. In order to maintain the current level of service and to keep pace with growth, human and physical resources for each of these significant areas needs to be increased accordingly.

Information Resources and the Educational Program (5.A.3)

Elizabeth Sturm Library staff members develop the library's collection based on institutional and instructors' needs. The library has consistently updated and researched new materials to include in its collection. Library services at satellite centers are minimal due to the limited amount of space, hours, and professional staffing at those locations.

The Elizabeth Sturm Library handles the majority of materials circulation. The IGT Applied Technology Center E-Library may have small circulation statistics, but library staff members facilitate additional services for students. In addition to providing library services to students, the E-Library provides the following: academic advising; financial aid advising; tutoring in math, English, and basic computer use; ACCUPLACER and vocational testing; and the circulation of course reserves. Computers in the E-Library are often used for word processing.

The library at Meadowood Center provides similar services for students. Again, the circulation of materials is limited, but the library provides a locale for students to access the internet, conduct research in library databases, and write papers. Specifically, court reporting is served by the library in the circulation of court reporting machines and reproduction of court reporting tapes for student purchase.

Information Technology Operations provides sufficient computer labs and access to support the educational programs at the Dandini Campus, the Meadowood Center, the IGT Applied Technology Center, and the High Tech Center at Redfield. In addition to providing general support, Information Technology Operations provides support for specific programs that use a variety of specialized software programs, including art, anthropology, applied industrial technology, computer technologies, engineering, graphic arts, and visual arts. Information Technology Operations also supports specific hardware and software for chemistry, computer technologies, engineering, graphic arts, and journalism, materials that are typically upgraded on a regular basis and are specific to the department's academic needs.

Information Resources and Services (5.B)

Equipment and Materials (5.B.1)

To ensure that library resources are sufficient in quality, depth, diversity, and currency, each librarian is assigned a subject area within the library classification system for collection and development. As stated in Standard 5.A, library staff members welcome and encourage faculty recommendations regarding materials to be added to the library collection. Collection purchases are made within the confines of the library operation budget and any additional funds obtained throughout the year. Library staff members select materials with an emphasis on purchasing resources for core courses and with the goal of satisfying specific departmental and faculty requests. Students and faculty can access periodicals primarily through databases; however, the library does purchase a limited number of periodicals in hard copy. Databases and individual periodical subscriptions are selected to support curriculum. For programs such as nursing that are especially dependent upon current materials, the library “weeds out” those material deemed obsolete. Videos are an important element of classroom instruction; the library staff members maintain a very active program in video acquisitions with access to the equipment for viewing located in the library.

Information Technologies’ selection and acquisition of instructional technology and materials is likewise guided by the needs of faculty and students. Recommendations by relevant technology administrators and staff shape the actual implementation in order to best balance factors of cost, feasibility, and inter-operability. Up until spring 2000, TMCC did not have a continuing funding mechanism for ongoing maintenance and replacement of existing instructional technology, nor did the College maintain a consistent source to fund new technologies and innovation. The UCCSN Board of Regents approved a \$4 per credit technology fee effective spring 2000 to raise the funds necessary to ensure students access to cutting-edge technology. TMCC’s Academic Technology Committee (composed of instructional deans, faculty from each division, and representatives from Information Technology Operations, Media Services, and Teaching Technologies) is charged with making recommendations for allocation of TMCC’s technology fee generated funds. Proposals with the broadest use and impact on instruction receive the highest priority, such as maintenance and upgrading of general access computing labs, existing computer lab

servers, instructional technologies such as Smart classrooms, and distance education support. The process for allocating these funds follows a shared governance model that solicits input from all academic divisions, Information Technologies, Teaching Technologies, and student government (ASTM).

Independent and Effective Use of Library and Information Resources (5.B.2)

The services provided by the Elizabeth Sturm Library and Information Technologies not only support educational programs but also directly contribute to developing the ability of students, faculty, and staff to use resources independently and effectively. The library staff members promote and conduct library tours for classes, educating students on the uses and functions of the text collection and databases available through the library. Library staff members also conduct workshops for students to learn how to access and use the library computer system for research purposes. A major goal of these library tours and interactions with students is the development of information literacy and lifelong learning skills. Additionally, library staff members consult with faculty to incorporate assignments that require students to use library resources independently; often, library staff train faculty in this process.

TMCC has made a concerted effort to use the Web to provide access to information and instructional resources. Ten years ago, TMCC did not have an institutional Web site. As recently as 1999, TMCC’s online resources were severely limited. Currently, however, TMCC’s Web site allows students, staff, and faculty effective access to a vast array of online resources. Additionally, the TMCC Web site underwent a re-branding process that not only changed the physical appearance of the homepage and its links, but also made all pages Section 508 Bobby compliant, valid XHTML, and Web standards compliant. While these standards are not obvious to students, faculty, and staff, compliance with these standards does increase the efficiency, effectiveness, and credibility of the TMCC Web site. Moreover, these standards result in increased accessibility to software and machines via compliant Web standards, code, and documents; increased accessibility to all users, including users with disabilities and those who may use non-standard browsers; and stability that will

accommodate forward and backward compatibility and changes in Web developers. Furthermore, compliancy makes debugging and troubleshooting easier, which results in greater effectiveness and efficiency overall.

TMCC's compliance with the highest standards for informational technologies is also visible in TMCC's use of the WebCT platform for the publishing of academic courses, the establishment of various academic department Web pages, and the development and availability of faculty Web pages. Furthermore, the College has purchased Grokker Web visualization search software to help increase an individual's effectiveness in searching for information on the Web, not just receiving data. Among the many resources and services accessed via TMCC's Web site are the library's Voyager database, an integrated library system that processes, organizes, and manages library materials in acquisitions, cataloging, circulation, and reporter and system administrations modules. TMCC also utilizes an online registration system; students can apply for admission, shop for classes, update personal information, receive financial aid information and status, and pay fees online. TMCC class schedules and course catalogs are available online; indeed, most TMCC publications are accessible online. Students are further supported in the use of Smarthinking, an online tutoring and academic support system. Each of these activities is designed to facilitate the Strategic Goal of Achieving Academic Excellence through independent and effective student use of online options.

Finally, in addition to the applications that faculty and staff must use every day, faculty and staff can attend professional development workshops to learn about the use and variety of informational technology at TMCC. Each month, the Center for Teaching and Learning offers workshops in such diverse topics as Powerpoint, Grade Book, SIS operations, and Excel spread sheets.

Development and Management of Information Resources (5.B.3)

The library staff has written a collection development and weeding policy that outlines the process by which resource needs are identified and the collection is kept current. Each librarian is assigned a subject area within the library classification system for collection and development. Library staff members select material to be added to the library collection based on recommendations by faculty, staff, and librarians. Librarians work closely with all constituencies within the college community, and are thus able to select materials that will support a variety of

curriculum and assignments from across the disciplines. Library staff members evaluate online databases in terms of content and cost; those databases containing the highest quality full-text articles are selected. In purchasing materials, the library uses vendors, such as Ingram and Baker and Taylor, because they provide deep discounts and fast service. Orders are placed online, and often the materials arrive within days. If the MARC (machine-readable cataloging) record can be downloaded from OCLC (Online Computer Library Center) or other sources into the library's database, the materials can be ready for library patrons to use in a week or two. Rare original cataloging takes longer.

The library tracks usage of materials both through the Voyager system and by librarians taking note of what materials are used most often and are most requested. Tracking usage allows the library staff to determine whether or not to purchase multiple copies of frequently used items. Additionally, the library houses and maintains TMCC's archive. A trained archivist supervises this area in cooperation with the Nevada State Library and in compliance with various Nevada statutes on the maintenance of certain types of materials, including public record materials.

Policies and procedures for TMCC's information technology resources are contained in the *TMCC Administrative Manual* and on the Information Technology Operations Web site. The Web site contains the draft of the Information Technology Plan, a document that was originally drafted in 2003 and which has been through 8 updates. This comprehensive document represents a major component of TMCC's strategic planning activities and elaborates the ways in which technology will be used to implement TMCC's objectives and initiatives. The document explicitly identifies the role of technology in helping TMCC become a center for lifelong learning for all members of the community. The document also articulates the overlapping concerns of Information Technology Operations and Applications Development and Media Services as well as the specialty areas of Web management and academic technologies also housed under Information Technologies. In addition to articulating the relationships between each unit and the vision, principles, and strategies of each area, the draft of the Information Technology Plan notes points of stability and strengths within TMCC's information resources as well as weaknesses, opportunities, and threats (SWOT analysis) to the system. While this document serves as a unifying guide for the technology and information resources areas,

each area also has detailed policies, regulations, and procedures in place (See Exhibits 5.2 and 5.3, Policies and Procedures for Information Technology Operations and Policies and Procedures for Applications Development and Media Services).

Participation in Planning and Development (5.B.4)

The library has two main avenues for students, faculty, and staff to participate in the collection development process. One of the Faculty Senate Standing Committees is the Library Committee, which serves as an interface between the teaching faculty and the staff of the library. Suggestions for new services and materials are often brought up in meetings of this committee, and library issues are brought before Faculty Senate for discussion and, when appropriate, action (See Standard 6.D for a detailed discussion of Faculty Senate committee policies and procedures, including the Library Committee).

As noted in Standard 5.A, suggestions are also made during individual encounters between library and teaching faculty. Instructors and librarians meet to discuss specific needs for programs and library instruction resulting in the purchase of new texts or the creation of topical library assignments. Moreover, students are encouraged to suggest new materials and services. The Faculty Library Survey and the Graduate Outcomes Survey, conducted on a regular basis, also provide feedback on the adequacy of library collections and services (See Standard 5.C.1 for survey results).

While the Academic Technology Committee serves as the primary conduit for the planning and development of information resources, faculty, students, and staff participate in the planning and development of resources and services in a number of informal ways. On a departmental level, needs are often defined and communicated to the appropriate department (Information Technology Operations or Applications Development and Media Services). These needs may be ranked and referred to a review or prioritization process and subsequently handled in the appropriate order. As with the library, often the most effective suggestions come from individual encounters between various Information Technologies staff and faculty. While these informal encounters may seem somewhat loosely coordinated, the end result is a proactive and productive dialogue on planning and development

involving college constituencies invested in the overall goal of achieving academic excellence and serving students.

Data Sources for Computing and Communications Services (5.B.5)

With library catalogs and databases on the World Wide Web, electronic resources are available all the time, on any internet-connected computer, although databases are limited to the TMCC community by contractual agreements with database vendors. Interlibrary loan service is accessed through agreement with the University of Nevada, Reno Document Delivery Department. Online catalogs for UNR's library and the Washoe County public library system give TMCC's library patrons several additional sources for books and media. Students utilize the Internet itself to access nationwide and worldwide information, thus virtually eliminating boundaries in obtaining information and data from regional, national, and international networks.

Information Technologies provides access to information from outside sources primarily from the Internet through the NevadaNet Wide Area Network connection provided by the UCCSN System Computing Services (SCS) for K-20 network and video transmission.

Applications Development encompasses the part of information access and processing that supports TMCC's operational business functions. The current systems within the scope of the Applications Development team include Human Resources; College Accounting and Budget; Resource Management; Position Control; Student Information Systems; and Web site creation, maintenance, analysis, and training. Applications Development also has several ancillary manual, stand-alone, and internally networked systems within its domain, including support for all administrative systems. The Application Development staff and resources include hardware (application servers), application support technicians (user consultant, programmers, etc.), security coordinator, report writers, database administrators, WEB author/developer, project managers, and a group manager. Thus, the Applications Development and Media Services Department facilitates the communication of vital information within the institution and the access of information beyond the institution.

Facilities and Access (5.C)

Library and Information Resources

Accessibility and Quality (5.C.1)

Accessibility and quality of library resources directly contribute to the success of TMCC's educational programs. The library is fully accessible to students, faculty, staff, and those with disabilities. The library has added two study rooms with a capacity of 10 students each for viewing videos in both VHS and DVD formats. The main floor has 6 VCRs that may be used with headphones (available at the circulation desk). All of the computers are CD- and DVD-compatible.

The library maintains numerous student-specific study areas and has room for further growth in its collection. On the second floor adjacent to the main stacks, the library has 27 study carrels and a large open area with seating for 150 students and a number of couches for quiet study. Additional quiet study space is located on the first floor near the circulation desk and has seating for at least 14 students. The library provides tables and chairs near the reference desk on the first floor specifically for group study. The group study area can accommodate up to 30 students and is strategically located near 22 computer stations. The library classroom is a Smart classroom with 13 computers and seating for 30 students. When not in use for bibliographic instruction, students may use this classroom for group study, preparation of group reports, and writing papers with library reference materials close at hand.

While the library has increased its circulating collection by several thousand volumes since the last accreditation visit, the library still has space for further collection growth on existing shelving. Some space in the library is occupied by non-library related services. Historically, various administrative functions have occupied several rooms, initially planned for study rooms for students, on the second floor of the library. With the addition of student study areas in the new V. James Eardley Student Services Center, TMCC's current student population can find adequate study space between the library and the student center. However, with the anticipated growth in students and commensurate growth in library services, the library will need more study space for students, particularly group study space. Thus, the College will want to evaluate space utilization of the library by other college services in the future (See the *2004 TMCC Facilities Master Plan* and Standard 8 for a detailed discussion of TMCC's current and future space utilization plans).

The library has three off-campus locations at the Meadowood Center, the IGT Applied Technology Center, and in fall 2005, the High Tech Center at Redfield. Library services at the Meadowood Center are located in a small room totaling approximately 400 square feet. The physical collection is limited; however, students can access the library catalog and databases at this site. The collection located at this site is designed to meet the resource needs for the general education courses offered at this location. A library assistant level 2 staffs the Meadowood Center library. While the IGT Applied Technology Center's library has more physical materials and resources than the Meadowood Center, the holdings are generally tailored to the vocational and technical materials appropriate to the programs offered at this facility. The IGT Applied Technology Center's library is staffed by a library technician level 2. The High Tech Center at Redfield will be equipped to meet the programmatic and curricular needs of faculty and students at that location. In particular, this library will maintain resource materials relevant to the veterinarian technician and the nursing programs, both of which will be housed at this location in the future.

The library's collection has grown at a rapid pace in the last decade to meet the demands of a growing student population and list of courses and programs. Circulation transactions from 2000 to 2004 indicate a steady demand for library materials (See Figure 5.4, Circulation Transaction Table Totals). Additionally, the library subscribes to nine full-text databases and links to several periodical indexes. Informal tracking of databases such as EBSCO, with more than 2,000 magazines and journals, and CQ Researcher and Issues and Controversies by library staff demonstrates over 66,000 searches on EBSCO alone in 2003-2004.

Circulation Transaction Table Totals	
Year	Circulation Transaction Table Totals
2000-2001	11,138
2001-2002	13,047
2002-2003	12,947
2003-2004	11,712

Figure 5.4 — Circulation Transaction Table Totals, Source: Voyager

To facilitate student access to library and information resources, the library also conducts tours for many classes, including courses in English, the sciences, and the social sciences. These tours introduce students to library resources and are conducted by library staff in coordination with faculty; the number of these course-specific library tours has grown from a few dozen in the late 1990s to over 100 per semester in recent years (See Figure 5.5, Library Tours).

Library Tours		
Year	# of Library Tours	# of Patrons in Tours
2000-2001	217	4,678
2001-2002	169	3,941
2002-2003	194	4,850
2003-2004	205	5,125

Figure 5.5 — Library Tours, Source: Library Tours Statistics 2

In January 2004 the library surveyed faculty in the social sciences, humanities, and science departments to ascertain the performance of the library in meeting both instructor and student needs. Results were overwhelmingly positive; 88 percent of faculty respondents in the social sciences and humanities and 60 percent of science faculty respondents rated the library's ability to support their classes as excellent/very good; 75 percent of faculty respondents in social sciences and humanities and 47 percent of faculty respondents in the sciences rated the library databases as very important/important in supporting students' research needs (See Exhibit 5.4, Library Survey of Faculty for more details regarding faculty perception of library services). A number of questions regarding library support were developed, and the results have been incorporated into ongoing planning efforts. Additionally, the TMCC Graduate Outcomes Survey 2003-2004, administered to students, revealed that 74 percent of respondents were satisfied with library materials and services. Clearly, since the last accreditation cycle, the library has been proactive in addressing issues of accessibility and the quality of its collection in a sufficient manner.

Information Technology Operations also offer critical services and access to technology to ensure students' success. Information Technology Operations maintains open-access computer labs and computer stations, which are readily accessible to faculty and students at the Dandini

Campus and TMCC's other educational centers. The Dandini Campus has three open-access computer labs, two in the Sierra Building and one located in the ASTM office, for a total of 90 open-access stations (See Exhibit 5.5 for a breakdown of computer stations and labs by room number, building, and site). Students can also access a number of program-specific computer labs, affiliated with both academic and student services programs, situated in the three main Dandini Campus buildings and the Elizabeth Sturm Library, which has in its own right 36 computer stations for student research and inquiry. Moreover, Information Technology Operations maintains 21 open-access registration kiosks at Dandini Campus for students. Between the open-access labs, the program-specific labs, and the registration kiosks, the Dandini Campus has a total of 672 stations available for students. Students can access these computers for free, although users may be asked to verify TMCC enrollment or employment. It is important to note that this liberal access to campus-based computer stations also increases student access to library databases. Student lab technicians staff each open-access computer lab to help those students uncomfortable with computer information technologies gain access to the World Wide Web and library databases. In addition to maintaining open-access computer stations, Information Technology Operations manages the 67 classrooms equipped with Smart technology currently located on the Dandini Campus with another six rooms slated for installation in 2006.

Information Technology Operations provides cutting-edge technology at TMCC's three satellite educational facilities as well. The Meadowood Center has one open-access computer lab, a total of 145 computer stations available for students, and 11 classrooms currently equipped with Smart technology with five more rooms slated for installation in 2006. While students attending programs at the IGT Applied Technology Center have access to 62 computer stations, many with software connected to a specific program, this facility does not have a designated open-access computer lab. The IGT Applied Technology Center currently has 12 classrooms equipped with Smart technology with one room slated for installation in 2006. Finally, the Nell J. Redfield Foundation Performing Arts Center currently has no rooms equipped with smart technology but is slated to have two rooms equipped in 2006. Students have access to six computer stations at this site.

Information Technologies ensures student, faculty, and staff accessibility to current hardware and software and the most cutting edge technology available. Information Technology Operations works with individual departments

to purchase the appropriate technology—new software, starboards, and updated computers—to meet faculty members' pedagogical needs and help TMCC maintain quality, depth, and currency in its information resources.

To meet program-specific requirements requiring technology, Information Technology Operations uses state of the art resources. TMCC's LAN infrastructure is based on multimode fibers connecting all buildings on the main Dandini Campus. The College has two routes to access the NevadaNet Wide Area Network. The primary connection is currently a 100MB Ethernet radio connection between the main Dandini Campus and the System Computing Services' northern facility. The secondary, failover connection to NevadaNet is via a 10MB Ethernet single mode fiber connection to System Computing Services. This connection will be upgraded shortly to a 1GB Ethernet connection. At that time, the fiber connection will become the primary connection to NevadaNet and the Internet. The topology used is a modified star-bus with switches in all locations. The network is Layer 2 at the user and Level 3 at the distribution switch.

The College's PBX system provides over 1,000 digital phone lines for each TMCC location. Every faculty and staff member who requires voice mail is provided one, including part-time faculty. The College has also installed distance education video transmission facilities: two at the Dandini Campus and one each at the Meadowood Center, IGT Applied Technology Center, and Regional Public Safety Training Center. The video transmission network uses the H.323 protocol. A third video transmission facility is being added at the Dandini Campus for faculty and staff use.

Cooperative Arrangements (5.C.2)

The Elizabeth Sturm Library has reciprocal borrowing privileges with the University of Nevada, Reno library system. The library also has a cooperative written agreement with the Utah Academic Library Consortium.

Similarly, Information Technologies has a formal written agreement with the UCCSN System Computing Services (SCS). This agreement is valid for the entire UCCSN and was approved by the Board of Regents in 1999. This binding agreement of technology sharing encompasses computers, networking, audio, video, television protocols, and enforcement of violations. This agreement functions as a thorough and comprehensive statement of UCCSN-wide cooperative agreements. Furthermore, through the NevadaNet Wide Area Network, TMCC receives access to the Internet. SCS provides mainframe access to TMCC's Human Resource Management System, financial management system (Advantage), and Student Information System (SIS).

Personnel and Management (5.D)

Library and Information Resources Staff (5.D.1)

At the time of the 1995 NASC Evaluation Committee Report, the library employed four classified staff and two librarians. Currently, in addition to the director, the library staff includes nine classified staff (two of whom are part-time) and six librarians (two of whom are half-time). The four full-time librarians have all received tenure. The director is responsible to the Vice President of Academic Affairs.

One full-time librarian and one classified staff member were located at the IGT Applied Technology Center until June 30, 2004 when the grant funding ceased for those positions. Classified staff members provide full-time support at both the IGT Applied Technology Center and the Meadowood Center. In fall 2005 the High Tech Center at Redfield is scheduled to open and will house nursing, veterinary technician, and other programs that require significant library services. The director of the library has been asked to develop a comprehensive plan to address the library service needs at these three centers.

According to the Association of College and Research Libraries (ACRL) standards, TMCC's FTE for single campus services necessitates an increase in staffing (See Figure 5.6, Association of College and Research Libraries-TMCC Comparison). It must be noted that while ACRL standards indicate staffing for single campus services, TMCC staffs multiple sites with already diminished staffing.

The Elizabeth Sturm Library is open and staffed 68 hours per week during the fall and spring semesters and 58 hours per week during summer sessions. In addition, another 25 hours of service per week of library services are provided at the Meadowood Center and 16 hours per week at the IGT Applied Technology Center. Access to the library catalog and all online sources is available to students 24 hours a day online via the TMCC Web site.

Information Technologies has sufficient, though not optimal, staffing. In 1998, approximately 11 information technology technical staff managed the entire infrastructure of the College and handled all programming and database management tasks. In 2004, Information Technologies (Information Technology Operations and Applications Development and Media Services) had grown to 25 full-time staff, an increase of 200 percent over a 6-year period. This increase compares favorably with standards listed in the Educause Core Data Service 2003 Summary Report, which documented that 22.5 staff members is the mean for central information technologies personnel among two-year schools (See Exhibit 5.6, Educause Core Data Service 2003 Summary Report). However, despite this positive comparison, with TMCC's increase in student enrollment, physical size, and locations, Information Technologies and its various departments have experienced some difficulties in providing optimal service during operational hours.

Information Technology Operations defines itself as the "support group for all equipment, software, and cabling (data, voice, and video) necessary for client workstations and devices to work effectively on the college LAN and the UCCSN WAN" (Information Technology Operations Web site). Information Technology Operations has 15 staff members: six for technical support, four to manage the network, two for telecommunications support, two to monitor the student access labs, and one to oversee the budget. Student workers sometimes function as lab monitors and student technicians.

Applications Development and Media Services, while housed in a single department, are in effect two discrete units engaged in two distinct areas of technology service. Applications Development supports TMCC's operational business functions and consists of six professional staff overseen by a director. According to a recent UCCSN audit, TMCC has a personnel shortage in Applications

Association of College and Research Libraries-TMCC Comparison

FTE Students	Administrators	Professionals	Technicians	Other Staff
According to ACRL Standards 5000-6999	1	9	12	8
TMCC 5,540	1	6 (4 FT & 2 PT)	4 (3 FT & 1 PT)	5 (4 FT & 1 PT)

Figure 5.6 — Association of College and Research Libraries-TMCC Comparison

Development, compromising the unit's ability to manage the College's growing database management responsibilities (See Exhibit 5.7, UCCSN Audit). Currently the task of coding and maintaining every aspect of TMCC's Web site is the responsibility of one person, the TMCC Webmaster. The other unit in this department, Media Services, also has sufficient staff but could benefit from additional personnel. An increase in the College's deployment of Smart classrooms, distance education sites, computers on wheels, and more and more AV needs in general classroom set up have created a need for additional student worker funding. Additionally, requests for night and weekend services have increased. To meet current demands, Media Services has scheduled permanent full-time staff members for both day and evening shifts during the week. In the 2004-2005 fiscal year, Media Services attempted unsuccessfully to increase its wage funding from \$12,000 to \$24,000 and will continue to seek increased funding for additional staff.

Finally, the opening of the High Tech Center at Redfield will create pressure on TMCC's ability to handle new technical support requirements. Additional staffing, such as a full time Web support assistant and another network administrator, would support both the Information Technology Operations and Applications Development and Media Services functions at TMCC.

Staff Qualifications and Responsibilities (5.D.2)

The Elizabeth Sturm Library is staffed by highly qualified librarians, all of whom have a master's degree in library science and some of whom have additional advanced degrees. They are supported by an exceptionally competent group of classified staff. However, one area of concern is the lack of a dedicated staff position to perform the cataloging function of the library; currently, those performing this task were not specifically trained in this specialized function. In 2000, TMCC began the process of recruiting for a full-time professional position with cataloging experience; however, the position was withdrawn (presumably due to lack of anticipated funding) and has not been reopened. The library reorganized in 2002, allowing several librarians to oversee specialized areas of service; this reorganization resulted in more focused and efficient operations, but the one specialized area of operations still requiring attention is in cataloging.

Staff positions in Circulation and Technical Services have been completely reviewed in a recent reclassification study completed by State of Nevada personnel analysts (See

Exhibit 5.8, State of Nevada Reclassification Study). As a result, work performance standards that clearly define work responsibilities were developed for each individual job title. Library administration has created policies and procedures defining specific duties for staff members in both Circulation and Technical Services.

Information Technology Operations and Applications Development are staffed by skilled managers, programmers, and technical staff, all of whom bring a range of expertise and experience from their varied backgrounds. Each position in Information Technology Operations and Applications Development and Media Services is filled via an appropriate search process, whether as a State of Nevada classified position or as a professional position, with a list of specified duties and work performance standards; individuals in these areas have an impressive combination of degrees, professional certifications, and experience in the field.

Professional Growth Opportunities (5.D.3)

As stated in the *TMCC Administrative Manual*, TMCC shall, within budgetary constraints, provide training deemed beneficial to the College or required by the State of Nevada, the appointing authority, or the federal government; moreover, the College will provide such training needed to enable employees to meet the performance standards for their positions or update employees' skills, knowledge, and techniques for their current position (Section 2360). Prior to 2004-2005, the library had to use operating funds to send staff for training. Because the library was asked to "home grow" its technical services, the largest portion of staff development was used to provide training for cataloging.

TMCC has now created a program whereby each department will receive \$300 per faculty per year for staff development (See Standard 4 for a complete discussion of faculty professional development options). Since librarians are considered by contract to be "faculty," they are eligible for these travel funds. These funds supplement existing travel and training budgets. Faculty and supervisors determine in collaboration the allocation and use of these funds within their unit. In the past funds have been used to pay for faculty to attend professional associations, academic conferences, and software user conferences. In the event that the College does not fund a new position for a cataloging specialist, then there will be a clear need to fund more training in cataloging for existing staff to perform this function, especially since cataloging processes change from year to year necessitating constant updating of skills. Finally, with the hiring of a professional development

manager in the Center for Teaching and Learning, the College has reinforced its dedication to providing growth opportunities for its professional and classified staff alike.

All full-time Information Technology Operations staff members are required to have a training plan for professional development. At a minimum, this plan is reviewed by supervisors with employees on an annual basis. Although historically there has not been a dedicated line item budget devoted to funding professional development for this area, each member of Information Technology Operations has received either direct training (via onsite workshops or training attended offsite) or indirect training resources, such as self-study books or CD-Rom based training. Specifically, Information Technology Operations staff members have received training in Novell NetWare server, Portal Services implementation, Novell ZenWorks (desktop management), Windows server, Help Desk management, PBX hardware and software, network and firewall management, and A+ certification. In total, the cost of professional development efforts for Information Technology Operations staff members is approximately \$20,000 per year. Given the size of this department and the cost of information technology training, this sum reflects a sizeable investment in ongoing professional development.

In contrast, professional development for Applications Development staff members is less systematic and sustained; as a result, professional development opportunities for these staff members should be better supported. Currently, staff development for this department is provided in three ways: sending staff to receive hands-on training, purchasing interactive courseware, and participating in free online seminars.

TMCC has demonstrated its commitment to professional development for all its faculty and staff with the formation of the Center for Teaching and Learning, which provides monthly workshops often on the topic of computer and technology training. As this support service grows, technology-based workshops will increase in scope and frequency with an added emphasis on teaching excellence. In addition to these monthly workshops, during professional development week at the start of the fall and spring semesters, the Center for Teaching and Learning provides an extensive program of workshops involving technology, college policies and procedures, teaching strategies, and other pertinent topics.

Service Linkages in Support of Mission and Goals (5.D.4)

TMCC's primary goal—achieving academic excellence— informs its planning processes and programmatic decisions, including those connected with the role of technology in achieving the College's educational mission. During its review of distance education in 1999, the Northwest Association of Schools and Colleges commended TMCC for its "aggressive online library support system that is providing excellent access to information for distance education students." The Elizabeth Sturm Library is one of the locations where the Strategic Goal of creating a "welcoming and supportive environment" is acted upon. Not only are the library staff members enthusiastic about promoting the services of the library and inviting faculty and students to make use of the facility, but the facility itself is also a positive and welcoming environment. Continuous refinement to the library environment takes place as evidenced by the placement of a water fountain and banners in the southwest corner of the first floor to help buffer the noise that was flowing to the second floor.

The library, Information Technology Operations, and Applications Development and Media Services staff members actively form partnerships as evidenced by the library's cooperative agreement with the Utah Academic Library Consortium and Information Technologies written agreement with the System Computing Services (See 5.C.2. for a fuller discussion of these agreements). Internal service linkages include those developed through the Faculty Senate Library Committee, which is charged with keeping the lines of communication open between faculty and the library and between the e-library and the rest of the college community.

Several projects underway in Applications Development tie in directly with the College's Mission Statement and Strategic Goals, most obviously the Strategic Goal for Technology. Applications Development is working on creating and implementing the Employee Resource Management Application (ERMA), developing an enrollment modeling system, enhancing security and access, and creating Web portals. In support of the College Strategic Goal of Finance and Institutional Effectiveness, Applications Development is working on data integrity and management reporting. They are also working with Central Services to improve copy services. Similarly, Information Technology Operations has set a number of internal goals, such as validating the disaster recovery plan, installing the infrastructure in the V. James Eardley Student Services Center and at the new High Tech Center at Redfield,

implementing wireless internet connectivity, and cutting over IGT Applied Technology Center's and Meadowood Center's telephone links to Dandini from SBC leased lines to microwave. All of these goals are specifically designed to meet TMCC's educational mission.

The various entities involved with information services work together in accomplishing technological goals. TMCC maintains four college-wide committees to address these issues: the Technology Committee, the Academic Technology Committee, the Administrative Computing Committee, and the Web Management Committee. Library staff members actively participate, in some cases as members, in each one of these committees. In addition, the Technology Fee Committee meets to prioritize the allocation of these funds. The director of Information Technology Operations oversees the status of all funded projects.

Consultation in Curriculum Development (5.D.5)

Library staff members have worked diligently to establish solid working relationships with faculty and departments. In a survey conducted of social science, humanities, and science faculty in spring 2004, faculty rated their interactions with librarians in extremely positive terms—94 percent very good/excellent with social science and humanities faculty and 91 percent very good/excellent with science faculty (See Exhibit 5.4, Library Survey of Faculty).

Enthusiastic staff members offer class tours for students, demonstrating how to make the best use of available resources. When asked if they felt that librarians introduced resources relevant to their classes during a tour, 96 percent of social science and humanities faculty and 100 percent of science faculty who had taken advantage of this service responded “yes” (See Exhibit 5.4, Library Survey of Faculty). The library averages about 100 tours a semester with approximately 25 students per tour (See Figure 5.5 for a representation of library tours in 2000). One database vendor has anecdotally endorsed the success of the tours by indicating that the number of “hits” to his database is off the charts.

Faculty proposing new courses through the Faculty Senate Curriculum Committee must provide information regarding projected impact on existing library services and a list of any potential new resources needed that the library would need to secure for the success of this course. If any impact is indicated, the faculty member must file a “Library Resource Assessment Form” indicating journals, periodicals, books, and other media needed for the course.

A librarian completes the form providing information on what is available, the cost for supplementing resources, and the level of support the library can provide for the course.

Financial Support for Library and Information Resources (5.D.6)

As noted in Standard 5.A.2, the library's acquisitions budget for FY 05 is the same as it was ten years ago. The inflation rate for acquisitions is about 6 to 8 percent per year; as a result, the library's current purchasing power is significantly less than it was ten years ago (See Figure 5.7, Year by Year Acquisition Budgets). A large portion of the budget (\$35,000-40,000) is used to purchase databases—a technology that provides currency and promotes efficient space utilization. Between 95 and 98 percent of acquisitions money is used to support curriculum, making faculty input a critical component of the acquisition's process. The new director of the library will be addressing the issue of acquisition's inflation in future budget requests.

At the time of the last accreditation cycle, TMCC practice was to set aside a portion of the acquisitions account into a College contingency fund, which would be released to the library once the College attained its enrollment goal. While the money was usually released to the library eventually, this procedure did present a problem for library staff members because the money often arrived too late in the fiscal year to allow for efficient purchasing of materials. The Self-Study Standard 5 Committee commends TMCC for eliminating this practice in recent years.

While the library budget over the last 10 years shows an increase of 90 percent, the majority of this increase is reflected in salaries (See Figure 5.8, Library Budget). Coupled with the acquisitions account, the total budget for the library represents about 3 percent of TMCC's total budget allocated by the Legislature (See Standard 7 for a complete discussion of the funding process). With the increasing costs of materials, compounded by the expansion of services to branch locations, the library will continue to face challenges in maintaining its present level of service.

In contrast, over the past six years, the budget for Information Technologies has grown substantially when compared to earlier TMCC funding cycles (See Figure 5.9, Information Technology Expenditures). However, the funding for FY2003 is less than the mean of \$2,500,000 reported in the Educause Core Data Service FY2003 Summary Report of total central Information Technologies funding among two-year schools

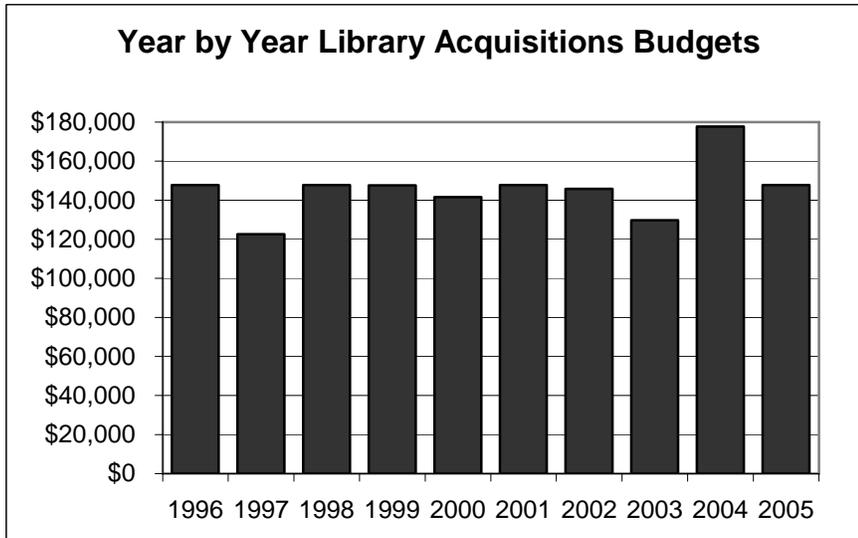


Figure 5.7 — Year by Year Acquisition Budgets

LIBRARY	
YEAR	BUDGET
FY05	\$859,456
FY04	\$875,341
FY03	\$819,279
FY02	\$801,801
FY01	\$660,548
FY00	\$648,549
FY99	\$441,486
FY98	\$404,196

Figure 5.8 — Library Budget

Information Technology Operations Budget		
Fiscal Year	Expenditures	Expenditures With Tech Fee
FY 2000	\$1,546,846	\$1,570,705
FY 2001	\$1,530,437	\$2,031,590
FY 2002	\$1,816,037	\$2,431,515
FY 2003	\$1,720,507	\$2,376,170
FY 2004	\$2,193,468	\$2,782,950

Figure 5.9 — Information Technology Expenditures

It is important to note that funds generated through the Student Technology Fee offset this comparison between TMCC's Information Technologies' budget and the Educause standard for funding. The dollars generated by the Student Technology Fee in FY2003 were \$177,660 more than the mean of \$478,000 dollars generated among two-year schools that charge such fees (See Exhibit 5.6 Educause Core Data Service FY 2003 Summary Report). In 1999, the UCCSN Board of Regents approved the collection of this Student Technology Fee to enhance the funding available to UCCSN institutions for the improvement of technology available to students. As a result of the \$4 per credit collected since the spring 2000 semester, TMCC has been able to mobilize over \$2,385,000 to fund student lab monitors, a four-year lifecycle replacement schedule for academic computers in classrooms and labs, a four-year lifecycle replacement schedule for multimedia equipment, and standardized software contracts with Microsoft and Novell for use in academic classrooms and labs. Moreover, with these funds, the College has been able to expand the number of computers available for student use.

Due to the sensitive and critical nature of data gathered and stored by the College on servers maintained by Information Technology Operations, the security of data is of high priority. As such, the College maintains physical security of the data housed in the main Dandini server room (Operations Center) by a cipher lock. The server room and other key telecommunications rooms are locked at all times. Access to the server room and other key telecommunications rooms at the Dandini Campus and at other TMCC educational sites are restricted to authorized information technology staff; this access policy is documented (See Exhibit 5.9, Access Policy). Additionally, TMCC has building alarms to prevent after hour's access as well as campus police patrolling the physical campus environment.

Moreover, in addition to physical security, the College ensures accessibility to data by the use of Uninterruptible Power Supplies installed within the main server room and each of the key telecommunications rooms at all locations. TMCC also maintains the ability to automatically cutover to a back generator in order to power to the main server room in the event of an extended power outage. A dedicated cooling system is online to maintain the server room at a steady air temperature of 73 degrees.

Network and applications security is achieved by requiring the use of an authorized username and password before access to TMCC Computer Resources is granted as

documented in the TMCC Network Operational and Security policy. Internet access to confidential information displayed on TMCC Web sites is secured through the Secure Socket Layer (SSL) protocol, which uses the 128-bit public key encryption. The College also has installed a Cisco PIX firewall to restrict direct access to TMCC Computer Resources from unauthorized sources.

TMCC has invested in anti-virus software from Symantec (Norton Anti-Virus) for deployment on all of the College's Windows and Macintosh computers. Computers are automatically scanned on a daily basis, and computers and servers are configured to receive automatic updates of anti-virus signatures. All inbound e-mail is also automatically scanned for viruses. Additionally, since it is common for faculty and staff to bring data from home computers to the College either by floppy disk or direct file transfer, the College's contract with Symantec also covers the use of the anti-virus software on faculty and staff home computers.

TMCC has a Disaster Recovery Plan, which was approved in May 2004 (See Exhibit 5.10, Disaster Recovery Plan). Its mission is to "establish defined responsibilities, action, and procedures to recover the Truckee Meadows Community College computer, communication, and network environment in the event of an unexpected and unscheduled interruption." The plan is structured to recover both the physical network and the applications within a critical period of time established by the community of users, thus minimizing the impact on operations.

Planning and Evaluation (5.E)

Planning Processes (5.E.1)

TMCC's governance structure provides for participation from students, faculty, and staff. The multiplicity of planning efforts at TMCC is open to all members of the college community and is structured to solicit input from all departments and divisions. Faculty and staff members from the library and Information Technologies actively participate in these efforts.

Both the library's and Information Technologies' interests are represented on the Planning Council, which is the primary planning body at TMCC inclusive of students, faculty, administrators, and staff (See Standard 6 for a complete discussion of shared governance at TMCC). Additionally, both areas are represented on Faculty Senate via the allocation of senators; currently, library staff members sit on the Faculty Senate's Academic Standards, Curriculum, and Part-time Faculty Issues Committees as well as TMCC's Diversity Committee. Librarians also participate in the program and discipline review process.

On a more localized level, when planning new courses or revising existing courses, faculty consult with library personnel on available resources (See Standard 5.D for further discussion of the curriculum development process). As part of the course approval process, faculty must obtain library verification of the adequacy of the collection. In order to improve input and ensure faculty-librarian collaboration, collaboration is listed as one of the options on the non-instructional faculty annual plan, which becomes the basis for librarian evaluation (See Exhibit 5.11, Non-Instructional Evaluation Criteria and Standard 4 for a discussion of the faculty evaluation process and annual plans).

The departments that comprise Information Technologies are guided by four college-wide committees, providing well-planned and clear direction. These college-wide committees are the Technology Committee, which has the primary responsibility and coordination for the instructional and administrative technology needs of the College; the Academic Technology Committee, which provides coordination for instructional technology issues and is responsible for prioritization and allocation of funds from the technology fee; the Administrative Computing Committee, which provides coordination for administrative information technology issues; and the Web Management Committee, which provides major coordination of the TMCC Web site. These committees meet on a regular basis

and coordinate normal day-to-day operating activities. Major planning and budgetary recommendations from these subcommittees are submitted to the Technology Committee, which then submits recommendations for endorsement by the President's Cabinet (See Figure 5.10, Overview of TMCC Technology Committees). Faculty members participate at all four levels; students participate in the Academic Technologies Committee. Faculty members also provide direct feedback to Information Technologies via the Help Desk.

Management and Technical Linkages (5.E.2)

TMCC recognizes the necessary linkage among information resources and functional and operational areas. However, the implementation of said linkages and the creation of new processes and new connections need to be addressed. Information Technologies works with various college groups regarding technical and software issues. Moreover, other college constituencies are actively engaged in addressing the linkage between information resources and instructional areas. For example, the library is developing on-line tutorials for distance education students, and a number of efforts are taking place on departmental and individual levels. TMCC has recognized the importance of having connected planning take place at the level of the technology committees. Through the self-study process, it has become apparent that a similar group, comprised of all information resources groups, would bring the efforts of individual departments together with library and information resources for future planning. Such an effort would increase efficiency in terms of resources and goals.

Regular and Systematic Evaluation (5.E.3)

In order to evaluate the quality, adequacy, and utilization of resources, the library conducts student and faculty surveys each semester. These surveys track student satisfaction with library instruction, electronic resources, print collections, media resources, library facilities management, and library personnel interactions. The faculty surveys track faculty satisfaction with library print, electronic, and media resources, library instruction, and personnel interactions.

In direct response to survey comments and student reference interviews, the library has instituted changes in

its services and programs. For example, after students were unable to find local information, the library purchased a new database, Newsbank, which provides access to regional news. The library assignment required for all English 101 classes was modified to reflect student preferences for electronic information resources. At the Circulation Desk, student requests for course reserve materials for classes led the library to encourage faculty and academic departments to submit materials for as many courses as possible in order to meet student needs. To respond to instructional needs, the library has purchased materials in multiple formats. In response to the Biology Department's request to provide nursing students experience using the APA publication manual, the library changed the Biology 190 library assignment. Library instruction is regularly adapted to meet the needs of individual instructors and classes.

As a result of evaluation of materials available through consortia agreements, the library influenced the offerings available to TMCC's students. Thus, the library realized savings on electronic resources, allowing expansion of its database offerings. Moreover, the students benefited from agreements with system libraries, greatly expanding their access to resources. These agreements are the result of system-wide initiatives that are constantly evolving.

Overview of TMCC Technology Committees

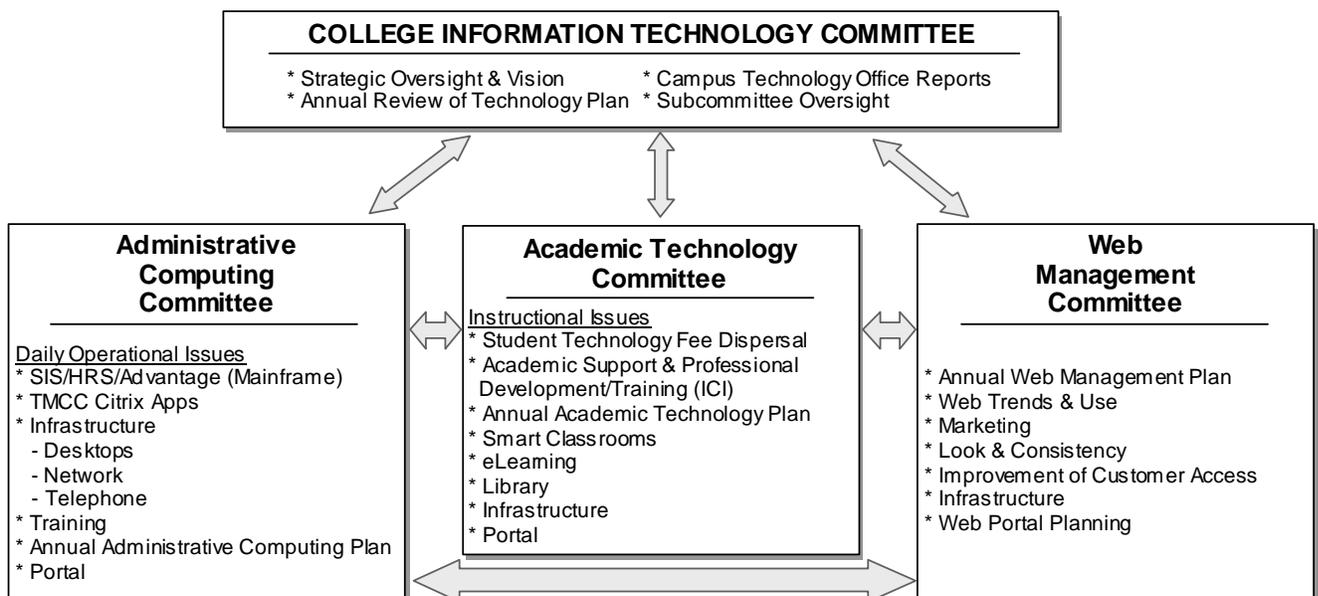


Figure 5.10 — Overview of TMCC Technology Committees

Analysis and Appraisal

Since the 1995 NASC Evaluation Committee Report, TMCC's library resources and Information Technologies are probably the two areas within the College's organizational structure that have undergone the most profound and substantive changes. The Elizabeth Sturm Library is a physical center for the Dandini Campus and an instructional mooring for all of TMCC's programmatic needs. Information Technologies is woven into every level of operations at the College, sometimes explicitly and sometimes implicitly, and is now a primary consideration in every level of TMCC's planning processes. The College has clarified the placement of these units in TMCC's structure—the library reports to the Vice President of Academic Affairs and Information Technologies reports to the Vice President of Finance and Administrative Services. This organizational arrangement reflects appropriately both units' respective instructional and service functions while allowing for consideration for the ways in which they have shared concerns.

The Self-Study Standard 5 Committee believes that the 1995 Evaluation Committee recommendations for the library have been successfully addressed. Most importantly, the library has become firmly integrated into TMCC's educational programs. The library's faculty and staff have expanded and improved their roles as teachers and expanded the boundaries of information access and use. As with so many other areas of the College, the library has shifted its paradigm for self assessment, using a data-driven approach to inform its current operations as well as its short- and long-term planning processes.

Information Technologies has also become firmly integrated into TMCC's operations at every level, most importantly in terms of facilitating the highest educational standards in TMCC's educational programs. The organization of Information Technologies into two departments, Information Technology Operations and Applications Development and Media Services (with Applications Development and Media Services functioning within the one department as two discrete units), has created a clearly defined structure that allows for focus and defined planning. The Committee affirms that the current state of information resources and technologies at TMCC has addressed the main recommendation emanating from the 1995 Evaluation Committee Report; TMCC has created broad-based and college-wide participation in the planning for the College's technology needs, especially in

terms of educational programs. Furthermore, the Committee commends the College for incorporating technology into its most recent strategic planning efforts, emphasizing the importance of a "technology infrastructure to provide faculty, staff, and students with the best practices of the industry" (*Strategic Planning*, p. 9). Administrative leadership's inclusion of technology at the core of its planning efforts is clear evidence of its commitment to technology as essential to the College's goal of achieving academic excellence at every level.

Next Steps

The Self-Study Standard 5 Committee makes the following recommendations:

- TMCC needs to commit to increasing human resources for both the library and Information Technologies. Library staffing should meet ACRL standards; the administration needs to consider the added pressures staffing library services at Meadowood Center, the IGT Applied Technology Center, and the High Tech Center at Redfield will create on the existing library personnel. Information Technologies needs additional staff to provide optimal service. Both of its departments, Information Technology Operations and Applications Development and Media Services, do an admirable job given the demands of both faculty and student growth. Additional staff would allow each of these units to surpass mere "sufficiency" and instead achieve optimal service.
- TMCC needs to commit to increasing physical resources for the library and Information Technologies. While the Elizabeth Sturm Library is spacious, some of its dedicated space has been lost to accommodate administrative functions. Additionally, while the library has adequate dedicated space at the IGT Applied Technology Center and the High Tech Center at Redfield, the space at the Meadowood Center is inadequate to current needs and prohibitive to growth. Information Technologies needs more space to accommodate its current staff and operations; it simply cannot expand services without more space.
- TMCC needs to commit to increasing financial resources for both the library and Information Technologies. The library needs to increase the number of librarians and support staff, especially to serve the three centers. Additionally, the library acquisitions budget needs to be increased, given the rising cost of all materials. Information Technologies has done well with funding, especially with the student technology fee, but this money is not used for staffing. Additional financial support is needed for staff and to meet the ever growing costs of maintaining currency in technology.



Standard

Governance and Administration

Historical Context

TMCC derives its governance structure from the Constitution of the State of Nevada, which established the University and Community College System of Nevada (UCCSN).³⁵ The UCCSN and its eight member institutions are administered under the direction of the Board of Regents. The *Board of Regents Handbook* outlines presidential responsibilities and authority and makes provisions for other governance structures, such as faculty senates, student governments, and collective bargaining units. All of these governing bodies are active participants in the governance and administrative structure of TMCC. Other documents, such as the *TMCC Administrative Manual*, *TMCC Institutional Bylaws*, Faculty Senate Bylaws, Classified Council Constitution and Bylaws, Associated Students of Truckee Meadows (ASTM) Constitution, and the Nevada Faculty Alliance (NFA) Contract, further define the system of governance at TMCC.

The 1995 Northwest Association of Schools and Colleges Evaluation Committee Report noted that the administrative organization of TMCC had been “transitioning” for some time and clearly delineated areas that needed to be addressed. Specifically, the Northwest Evaluation Committee recommended the development of an organizational structure and clearly defined and understood operating procedures. The Accreditation Report noted that TMCC needed a method for achieving greater “responsible participation in decision-making, implementation, and evaluation” by various constituencies within the College. The Northwest Evaluation Committee also recommended TMCC reach a state of consistent and sustained stability, which the report suggested could be achieved by providing better opportunities for meaningful communication throughout the College.

Current Situation

In response to the scope of the 1995 recommendations, the findings of the Self-Study Standard 6 Committee are equally broad and comprehensive. The Committee concluded that TMCC has reached a stable organizational structure and has updated and developed operating policies and procedures. Identifying the importance of a “governance system that is representative, emphasizing responsibility and accountability,” TMCC targeted shared governance as an objective of the Strategic Goal of Welcoming and Supportive Environment (*Strategic Planning*, p.10). Various college constituencies, in response to the TMCC 2004 Survey on Campus Climate, indicated that the goal of achieving a healthier state of shared governance, inclusive of opportunities to be involved in policy development, decision-making processes, and planning processes, had been attained at TMCC. Respondents also answered favorably to questions addressing communication, indicating that communication between tiers of institutional governance had improved.

A significant development at TMCC over the past three years has been the desire to engage and define the term “governance” and its many manifestations institutionally. Governance at TMCC is openly discussed and understood to reflect the institutional infrastructure and organizing principles of leadership as well as the theoretical models adopted by leadership, articulated in the various bylaws and constitutions informing organizational action. Neither aspect of governance can be understood without reference to and reflection of the significance of the other—theory must inform institutional structure even as organizational structure necessarily determines the boundaries and benefits of a specific leadership theory. In the past, faculty, staff, and administrative cultures struggled to understand the relationship between these two concepts of governance, which severely impacted their sense of each other. As a result, faculty, staff, and administration experienced at times profound moments

³⁵ The Constitution of the State of Nevada establishes the University and Community College System of Nevada; the Board of Regents administers the UCCSN. Thus there are two tiers: one, the UCCSN, of which the Chancellor and the institutional presidents are officers; and the Board of Regents, the 13-member governance board (See Standard 6.B.1-9 for a fuller discussion of the structure, authority, and role of the Board of Regents).

of poor communication and mistrust of one another. In contrast, currently faculty, staff, and administration have a much clearer sense of the dynamic relationship that should exist between theories of governance and structures of leadership. Perhaps more importantly, faculty and administration understand that all constituents need to participate in this dynamic system of governance if TMCC is to continue along this positive path. This mutual awareness has inculcated a true spirit of shared governance at TMCC and fostered a pervasive optimism about the future.

Governance System (6.A)

Authority, Responsibilities, and Relationships (6.A.1)

State of Nevada statute, the Board of Regents, administrative policies, and the terms of the Nevada Faculty Alliance Collective Bargaining Contract determine and define the system of governance at TMCC. The relationship between the Board of Regents, the governing board for the UCCSN, and the administration of TMCC is clearly outlined in the *Board of Regents Handbook*. This document details the following system-wide and college-specific organizational principles: the structure of the UCCSN, the organization of the Board of Regents, the authority it grants institutional presidents, the ways in which various college constituencies participate in the governance structure of the institution, the organization and administration of faculty senates, student governments, and classified staff.

More specific to TMCC's governance system, Title V of the *Board of Regents Handbook* contains *TMCC Institutional Bylaws*, which per UCCSN mandate set forth TMCC's organizational structure and personnel policies central to the governance and administration of the College (See Exhibit 6.1, *TMCC Institutional Bylaws*). Each governance constituency is referenced in the *TMCC Institutional Bylaws*; however, it is important to note that other significant policy documents, such as the Faculty Senate Bylaws, ASTM Constitution, and the NFA Contract, also define the more localized systems and organizational structures of specific governance constituencies at TMCC (See Exhibits 6.2, 6.3, and 6.4, Faculty Senate Bylaws, ASTM Constitution, and the NFA Contract).

The *TMCC Administrative Manual* serves as the primary document defining administrative authority and responsibilities (See Exhibit 6.5, *TMCC Administrative Manual*). The *TMCC Administrative Manual* provides information for administrators to assist them “in understanding and implementing college policies, identifying responsibilities, and providing guidelines in the performance of specific tasks” (p.15). TMCC faculty responsibilities are delineated in the *TMCC Institutional Bylaws*, the *TMCC Administrative Manual*, and the TMCC Faculty Senate Bylaws, which set forth the representational structure and function of Faculty Senate. The Nevada Faculty Alliance also represents faculty in the

collective bargaining unit and during spring 2005 renegotiated portions of the NFA Contract. Similarly, the ASTM has a Constitution that provides for a representational student government, and classified staff members have a Constitution and Bylaws governing their organization and participation in the college governance structure (See Exhibit 6.6, TMCC Classified Council Constitution).

Governance Roles (6.A.2)

In addition to defining the structural elements and relationships between the governing board, administrators, faculty, staff, and students as outlined in policy documents, the documents referenced in 6.A.1 also define and describe the governance roles of each constituency. Furthermore, each governance constituency's self-generated policy document establishes the relationship of the group to TMCC's overall governance structure and institutional and system governance documents. These constituency-specific documents define the terms of group membership, representation, and articulation and clarification of issues reflected in the constituency's domain of influence. The various documents cross-reference policy and governance statements; indeed, the documents constitute an overlapping matrix of authority, responsibility, and roles. TMCC faculty and staff are also informed of their responsibilities via their unit goals, job descriptions, and the details of their contracts.

The TMCC 2004 Survey on Campus Climate indicates that faculty and staff understand their roles (especially in terms of contractual obligations and their positions in departments) and the nature of their relationship to governance groups, administration, and the totality of TMCC's governance structure (See Exhibit 6.7, TMCC 2004 Survey on Campus Climate for a fuller documentation of faculty and staff responses). In the survey section, Governance and Leadership, respondents indicated that “more than half . . . think their input is sought in decisions that affect their work [55 percent], that they have opportunities to be involved in policy development [54 percent], and that the administration is supportive of shared governance [51 percent].” However, only 34 percent of the respondents agreed that classified staff members are given opportunity to provide input into

planning processes. A further breakdown of responses indicates that “faculty [65 percent] were more than twice as likely as staff [29 percent] to think they have opportunities to be involved in policy development.” Interestingly, throughout the TMCC 2004 Survey on Campus Climate, responses reflect an inverse relationship between the length of employment and the qualitative nature of the response: the longer an employee has worked at TMCC, the less likely she or he is to respond positively to questions regarding governance. This statistical relationship expressed in the survey responses may not, however, reflect a direct critique of activity performed by any one specific governance constituency or policy development committee. Rather the implied critique may in fact be a residual and generation-based distrust of governance processes understandably rooted in the experiences of those faculty and staff who were employed at TMCC during the latter part of the 1990s (See Historical Context and Current Situation sections of this standard for a discussion of history of governance at TMCC as well as Standard 4.A.3 for generation-specific data regarding faculty).

Data reflective of students’ perceptions of their role in institutional governance can be inferred from the results of the 2003-2004 Graduate Survey. Students’ responses to survey questions regarding General Education Skills, Learning Environment, Services, and Overall Satisfaction indicate that they have a keen and substantial awareness of the quality of their own experiences and a clear sense of their success as TMCC graduates. For example, 90 percent of respondents agreed that TMCC helped them meet the goals they expected to achieve. Implicit in graduated students’ overwhelmingly positive response to

the survey is the simple fact that governance groups and administration facilitated, through their shared leadership and policy decisions, the overall quality of students’ educational experiences and ultimately contributed to their satisfaction (See Exhibit 6.8, 2003-2004 Graduate Survey for a fuller documentation of student responses).

Constituent Involvement and Influence in Governance Structure (6.A.3)

TMCC’s system of governance relies on the participation of faculty, students, and staff. The consideration of these constituencies, especially in matters in which they have direct and reasonable interest, is integrated into the governance structure through a variety of mechanisms. The President’s Cabinet and Extended Cabinet were established “[f]or the purpose of coordination of efforts and generating recommendations on matters of personnel policy, institutional mission, and college policy,” as outlined in *TMCC Institutional Bylaws* (See Figures 6.1 and 6.2, President’s Cabinet and Extended Cabinet Members). These two leadership bodies are the primary governance and administrative groups for TMCC; all constituent input is ultimately channeled through these two bodies.

Responses to the TMCC 2004 Survey on Campus Climate indicate that the President’s Cabinet is effective in addressing the challenges facing TMCC [55 percent]. Furthermore, 41 percent of respondents agreed that the President’s Cabinet empowers faculty and staff in the decision-making process, and an impressive 77 percent agree that the President effectively addresses the challenges facing TMCC. Implicit in these numbers is a clear

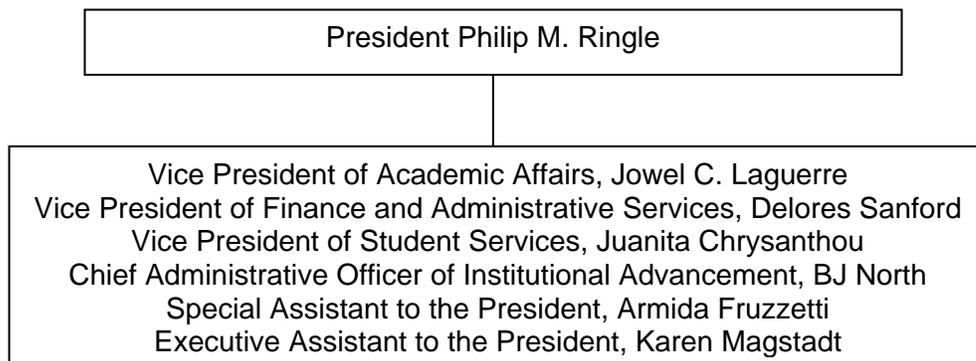


Figure 6.1 President’s Cabinet

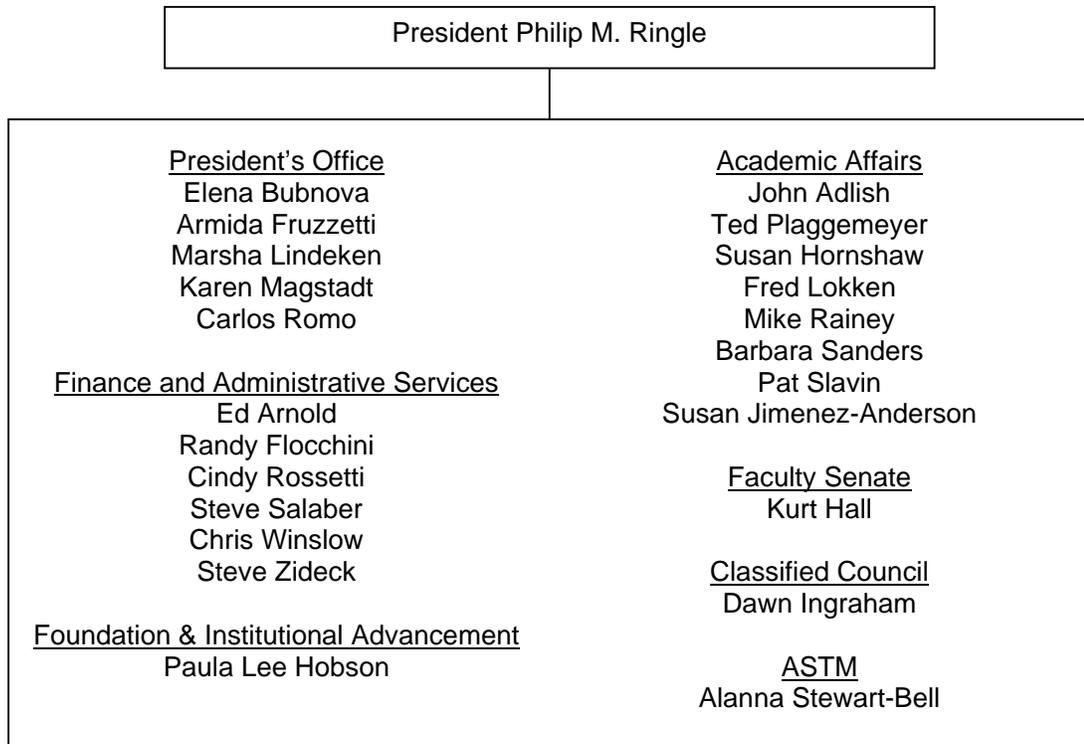


Figure 6.2 Extended Cabinet

indication that a significant percentage of the college culture believes that governance, both structurally and in terms of the theoretical models enacted at TMCC is headed in a very positive direction; however, as evident in some responses, there remains a percentage of respondents who perceive that governance decisions, particularly at administrative levels, are not communicated consistently, despite the current structure that is designed to facilitate better communication between various constituencies than the College experienced in the past (See TMCC 2004 Survey on Campus Climate, p. 20).

Additional administrative groups exist on a permanent basis, such as the instructional deans, who have direct administration and governance roles and responsibilities for instructional areas of TMCC. The extended instructional deans group includes various stakeholders or members of the College who have input in decision-making processes or may be affected by the group's decisions (See Figures 6.3 and 6.4, Instructional Deans and Extended Group).

The instructional deans meet at least twice monthly to discuss the administration of instructional areas, such as budget (college, division, and department), allocation of instructional positions, and various academic and administrative policies and procedures. In an open, informal setting, the instructional deans reach consensus

on a given issue, and the outcomes of this discussion are then supposed to be communicated to the appropriate constituents.

The extended instructional deans meet monthly and discuss many of the same issues as the core instructional deans, but the forum, and commensurately, the issues, are broader. The extended instructional deans meet with the express intent of informing the affected constituencies and obtaining their input. Again, in an open and informal setting, issues are discussed and often referred back to the originating group until consensus is achieved or a decision is made.

In a similar fashion to the comments made regarding communication patterns and the President's Cabinet, a perception exists among faculty and staff that the amount and flow of information extending through the Vice President of Academic Affairs, the deans, and the department chairs, and, ultimately, to the faculty is inadequate and inconsistent regarding administrative decisions, particularly at the instructional deans' level. Why this breakdown in communication occurs is not entirely clear. The instructional divisions meet as a group only once a semester, and each instructional dean meets with his or her department chairs on individually set schedules; furthermore, department meeting schedules vary. All, or any combination, of these factors can lead to

Vice President of Academic Affairs, Jowel C. Laguerre
 Arts and Humanities Dean, John Adlish
 Social Sciences and Business Dean, Susan Hornshaw
 Math, Science, Engineering, and Technology Dean, Ted Plaggemeyer
 Workforce Development and Continuing Education Dean, Mike Rainey
 Health Sciences and Safety Dean, Barbara Sanders

Figure 6.3 Instructional Deans

Vice President of Academic Affairs, Jowel C. Laguerre
 Arts and Humanities Dean, John Adlish
 Social Sciences and Business Dean, Susan Hornshaw
 Math, Science, Engineering, and Technology Dean, Ted Plaggemeyer
 Workforce Development and Continuing Education Dean, Mike Rainey
 Health Sciences and Safety Dean, Barbara Sanders
 Extended Day Services Associate Dean, Pat Slavin
 Applied Industrial Technologies Associate Dean, Jim New
 Teaching Technologies Associate Dean, Fred Lokken
 Interim Director of Library, Susan Jimenez-Anderson
 Interim Director of Nursing, Karen Fontaine
 Coordinators, guest presenters—as needed

Figure 6.4 Extended Instructional Deans Group

inconsistently communicated information, both horizontally (across tiers of administration) and vertically (between reporting lines). The Self-Study Standard 6 Committee notes that this absence of a systematic, standardized method of communicating administrative decisions across divisions and departments is one of the main areas the College can address in the future (See Next Steps section of this standard).

The administrative groups in the Student Services Division meet regularly. All directors' meetings take place on a monthly basis since these administrators report to either the Dean of Student Services and Enrollment Management or the Associate Dean of Students. Monthly meetings ensure communication and coordination of efforts across all areas. Additional meetings take place according to the reporting line; the Dean and Associate Dean meet weekly with the directors of Admissions & Records, Financial Aid, and New Student Programs as a group and with each director individually biweekly. The Associate Dean meets biweekly with the directors of Counseling and Advisement, the Career Center, E. L. Cord Child Care Center, Re-Entry, Student Outreach Services, and Veterans Upward Bound as a group and with each director individually during alternate weeks. Group meetings allow communication of updates from the Vice President of Student Services and discussion of upcoming

events and activities. By sharing information regarding planning and program staffing and by inviting all constituents to participate in brainstorming sessions, governance groups in Student Services have created a process of communication that has improved the efficiency of Student Services and created a sense of unity in that division. Finally, the Dean and the Associate Dean meet individually with the Vice President of Student Services on a biweekly basis; on alternate weeks, the Vice President, Dean, Associate Dean, and Retention Coordinator meet.

Additionally, other recommending and advisory bodies contribute to the system of governance at TMCC; some are permanent, such as the Academic Computing, Academic Leaders, Strategic Enrollment, and Planning Council; others are formed on an ad hoc basis, such as the Budget Advisory Committee, to address a specific issue and then disband. As charges come forward, the assignment of the committee is made at the presidential or vice presidential level, depending on the reporting line and sphere of influence attached to the issue (See Exhibit 6.11, Governance Committees).

Again, a clearer and more widely disseminated articulation of governance structure would improve the college-wide perception of these committees and their roles in various administrative functions. The process by which the committees are formed, membership is

solicited, and recommendations are made is often not clear to the general faculty or staff.

The TMCC Faculty Senate, Classified Council, and ASTM each have statements in their respective policy documents that reflect an awareness of their roles in matters of interest to them. In the TMCC 2004 Survey on Campus Climate, 54 percent of faculty respondents agreed that Faculty Senate empowered faculty to participate in decision-making processes; it should be noted that the Nevada Faculty Alliance, a professional organization dedicated to strengthening the integrity of higher education in Nevada, also represents faculty interests and mandates consideration via the NFA Contract. Forty-one percent of classified staff agreed that Classified Council functioned in a similar manner. Data on student perceptions about their role in the governance process is not available and should be sought, perhaps through the formation of ASTM focus groups.

Finally, two points must be stated: one, the President, by the authority granted to him by the Board of Regents, is the ultimate authority in all college decisions; two, in order to function effectively, an atmosphere of shared governance must exist. In the TMCC 2004 Survey on Campus Climate, more than half of all respondents agreed with the statement that “TMCC’s administration is supportive of shared governance”; however, both a faculty/staff differential and a generation-based variable appear to emerge in response to this question. Sixty-one percent of faculty members agree and only 26 percent of classified staff members agree with the notion that administration is supportive of shared governance. Moreover, while 67 percent of the most recently employed agree with this statement, the percentage drops to 36 percent of employees at 6-12 years of employment, and 49 percent of the employees who have been at TMCC for 13+ years agree. This dip in the mid-range has been variously attributed to post-tenure burnout, the common experience of a variety of administrative structures among that group, or perhaps a normal longevity issue.

Relationship Between UCCSN Board of Regents and TMCC (6.A.4)

The majority of policy statements regarding the division and administration of UCCSN institutions is located in the *Board of Regents Handbook* (Title 2). Having one body govern the entire structure of higher education in Nevada necessitates a clearly delineated division of authority and

responsibility between the Board of Regents and each institution (See Standard 6.B.1 for a full discussion of the structure of the Board of Regents). The *Board of Regents Handbook* defines the officers of the UCCSN as the Chancellor and the presidents of the member institutions. Their duties and responsibilities are set forth in the bylaws of the Board of Regents. Presidents are granted final authority and responsibility for the governance and administration of their institutions; they report to the Chancellor, who in turn reports to the Board of Regents. As the chief administrative officer, TMCC’s President is the primary link between TMCC and the UCCSN.

The policies, regulations, and procedures contained in the *Board of Regents Handbook* are both general in nature, covering areas that each member institution has in common, such as personnel policy (including tenure and evaluation), academic freedom, rules and disciplinary guidelines, and areas that are specific to member institutions. This structure is consistent within the *Board of Regents Handbook*. Often policies stated in the *Board of Regents Handbook* include statements that each institution should develop its own policies and procedures in compliance with stated general principles. Such policies are subject to periodic review by the Board of Regents and allow a general level of equity to coexist between institutions while offering each institution a degree of flexibility within the larger, statewide governance structure.

Governing Board (6.B)

Board Representation (6.B.1)

The Board of Regents is a 13-member elected body whose representation is based upon Congressional districts; thus, as a body it is broadly representative of public interests.³⁶ Regents are elected on six-year cycles with no prohibition against reelection to service on the Board. This process ensures both continuity and change of board membership, determined by the electorate. Officers of the Board of Regents include a Chairman, Vice Chairman, and Chief Administrative Officer (See Figure 6.5, Board of Regents). The Chairman and Vice Chairman are elected from the membership of the Board and serve one-year terms. The Chairman and Vice Chairman may be elected to one additional consecutive one-year term; however, no person who has held the office of Chairman or Vice Chairman for two consecutive one-year terms shall be elected to serve in that office until a period of two full fiscal years has elapsed after the end of the second consecutive one-year term served. College presidents are not members of the Board of Regents; institutional presidents are classified as officers of the UCCSN. The Board of Regents sets policies and approves budgets for Nevada's entire public system of higher education.

Board of Regents' Policies and Roles (6.B.2-4, 6)

The *Board of Regents Handbook* states that no member of the Board of Regents can act in place of the body unless the body has expressly designated such an action; all official actions of the Board of Regents require at least seven affirmative votes, ensuring the Board of Regents acts as a committee of the whole.

The *Board of Regents Handbook* addresses the organization, composition, authority, and powers of the Board of Regents in Title 1, Bylaws of the Board of Regents. Moreover, it details Board policies and procedures, including evaluation of the Chancellor and institutional presidents. This document also articulates the authority, composition, powers (both exercise of and limitation of), and compensation (no Regent may receive any compensation for serving on the Board) of members of the Board of Regents. Ethical conduct requirements for

Regents are directly addressed in Title 2, Chapter 1, Sections 2, 3, and 4. Through standing and ad hoc committees, the Board of Regents exercises its authority and discharges its oversight responsibilities of all UCCSN entities.

The Board of Regents selects, appoints, and regularly evaluates the chief executive officer, the Chancellor (See *Board of Regents Handbook*, Title 1, Article VII, Section 3 for a listing of the Chancellor's duties). The Chancellor is designated as the Chief Executive Officer and Treasurer of the UCCSN and is responsible to the Board of Regents for the administration and financial management of the UCCSN; additionally, the Chancellor is appointed by and serves at the pleasure of the Board of Regents. The Chancellor is evaluated annually in writing by the Chair of the Board in accordance with procedures approved by the Board of Regents and periodically by a committee of the Board of Regents.

The Board of Regents is also responsible for the recruitment, selection, appointment, and evaluation of institutional presidents. The Board of Regents conducted a national search that resulted in the hiring of TMCC's current President, Dr. Philip Ringle, in March 2002. The presidential search committee was composed of a Regents' Committee and an Advisory Committee of TMCC faculty, staff, and advisory board members, ensuring a voice for all constituents in the selection process.

The Chancellor evaluates presidents on an annual basis with a full evaluation cycle every three years. In the full evaluation cycle (which took place for President Ringle in fall 2004), the Board of Regents brought in an external consultant to conduct the evaluation and solicit input from all major college groups. The results of this evaluation process were then presented to the Regents' Evaluation Committee and finally to the Chancellor for consideration. The Regents' Evaluation Committee met with Faculty Senate and Classified Council and made itself available to any member of the college community. The Committee's results were presented to the Chancellor, and subsequently the Chancellor's evaluation was presented to the full Board of Regents in a closed personnel session at a regularly scheduled Board of Regents meeting.

³⁶ TMCC is one of eight institutions and one of four community colleges under the governance of the UCCSN Board of Regents. Additionally, the Board of Regents has authority over the following special units: the Chancellor's Office, the UCCSN System Computing Services, and the University of Nevada Press.

<u>Regent</u>	<u>District</u>	<u>Geographic Area</u>
Dr. Stravros S. Anthony, Chair	12	Clark County
Dr. Jill Talbot Derby, Vice Chair	9	Carson City, Douglas, Lyon, Storey, & Washoe Counties
Mark Alden	4	Clark County
Thalia M. Dondero	3	Clark County
Dorothy Sewell Gallagher	8	Churchill, Elko, Esmeralda, Eureka, Humboldt, Pershing, & White Pine Counties
Douglas Roman Hill	11	Washoe County
Linda C. Howard	1	Clark County
James Dean Leavitt	13	Clark County
Howard Rosenberg	10	Washoe County
Dr. Jack Lund Schofield	5	Clark County
Michael Wixom	6	Clark County
Steve Sisolak	7	Clark County
Bret Whipple	2	Clark County

Figure 6.5 Board of Regents

The Board of Regents regularly evaluates and revises its policies and procedures with the goal of effective and efficient governance. For example, the Board sought to create a System Workload Policy in 2003 to address issues of accountability and equity across institutions. The resulting policy emerged from multiple perspectives and reflected system-wide consensus. To identify and address performance, evaluation, planning, and development concerns, the Board of Regents created an ad hoc Committee on Board Development Committee in July 1998 with the stated goal of working with the Board Chair and Chancellor in planning and implementing an orientation program for new Regents and a yearly Board workshop/retreat. The ad hoc Committee on Board Development reports to the full Board at regularly scheduled meetings.

Board Oversight of TMCC (6.B.5,7-9)

The Board of Regents established the *UCCSN Master Plan for Higher Education*, which sets goals, targets, and philosophical directions for the future of all higher education institutions in Nevada and requires that each UCCSN institution have an individual strategic plan that clearly reflects the overarching goals of the UCCSN plan

while also setting forth more specific goals, targets, and directions based on the institution's overall mission and service area. In approving each institution's *Strategic Plan*, the Board of Regents reviews each plan to ensure that the institution is organized and staffed in accordance with its mission, size, and complexity.³⁷ TMCC's Strategic Planning Council, instituted in November 2002, created TMCC's *Strategic Planning* document. This document presented a revised TMCC Mission Statement, set of Strategic Goals, and list of priorities for the College. When the Board approved TMCC's *Strategic Planning* document in October 2004, it also approved the revised Mission Statement (See Standard 1 for a complete discussion of the history and current status of TMCC's Mission Statement and Strategic Goals). Furthermore, the Board approved TMCC's reorganization of academic divisions in January 2004, following guidelines that require consultation with the Faculty Senate and consideration of recommendations made by the President and the Chancellor.

The Board of Regents also approves all major academic, vocational, and technical programs of study, including degrees and certificates. The Board's Academic, Research, and Student Affairs Standing Committee provides

³⁷ The Board of Regents has affirmed that "[e]ach UCCSN community college will emphasize responsiveness to the programmatic needs of its service region while simultaneously striving to fulfill the Board approved community college mission of university transfer, applied science and technology, business and industry partnering, developmental education, community service, and student support service programs within its respective service region" (*Board of Regents Handbook*, Title 4, Chapter 1, Section 3.1).

guidance in the development, review, and recommendation of academic programs and degrees of UCCSN institutions and considers and recommends to the full Board policies concerning academic and research master plans. All major changes in college curricula or programs must come before the Board of Regents for approval.

The UCCSN and legislative funding processes function on a biennial budget cycle. TMCC develops a budget and makes its requests, along with all other institutions, to the UCCSN office. The Board of Regents submits budget requests for the entire UCCSN System to the Nevada State Legislature, which in turn allocates monies to the UCCSN as a whole. Once the Board receives the State budget for all post-secondary institutions, the Board of Regents then allocates monies to the individual institutions based on intra-system budget processes outlined in Standard 7 of this Self-Study. Two Board of Regents committees, the Budget and Finance Committees, review each institution's budget requests in light of the final system-wide budget allocation and recommend operating budgets for each institution. The Audit Committee, which has review and oversight functions over system funds, is then responsible for assessing that each institution uses the allocated funds appropriately and consistently.

Institution presidents notify the Board of Regents when an accreditation cycle is in progress and present the results of the Self-Study and Accreditation Report to the Board at a regularly scheduled meeting.

Leadership and Management (6.C)

Chief Executive Officer (6.C.1)

In addition to being designated an officer of the UCCSN, presidents are also designated as the Chief Administrative Officers and the “principal spokesm[e]n for the member institution.” Presidential duties include representing the mission before the Regents, the Legislature, and all other appropriate bodies. Presidents are also classified as “chief executive officer[s].” *TMCC’s Administrative Manual* replicates the *Board of Regents Handbook* language regarding presidential authority and role in the governance structure, and *TMCC Institutional Bylaws* note that the President is “responsible for all final decisions at the College level and is the chief college representative” in addition to being “responsible for the organization and operation of the College.”

Administrators’ Roles and Qualifications (6.C. 2-3)

TMCC administrators act in a manner consistent with their duties, responsibilities, and ethical conduct requirements as delineated in UCCSN and TMCC governance policies. The *TMCC Faculty/Staff Handbook’s* chapter on institutional organization has a section that outlines the structure of TMCC’s Leadership Team as follows: President Philip Ringle, Vice President of Student Services Juanita Chrysanthou, Vice President of Academic Affairs Jewel Laguerre, and Vice President of Finance and Administrative Services Delores Sanford. Each administrative position has a role statement attached to it that articulates areas of responsibility, authority, and reporting line. TMCC’s administrators, like faculty and staff, are expected to abide by the ethical conduct requirements that apply to all members of UCCSN institutions.

In order to identify candidates who are qualified to provide effective educational leadership and management, appropriate constituent bodies, generally identified as groups in which the vacancy occurs, develop and review position announcements for administrators. Qualifications are identified and established to ensure a pool of applicants that meets educational leadership and management criteria specific to the area of administration.

Candidates for administrative positions are hired after national searches and an extensive, systematic hiring committee review. Search committees typically include a broad representation of college personnel, including

other administrators, faculty, classified staff, and students. Typically, at the presidential, vice presidential, and dean levels, search committees host college-wide forums that allow all constituents access and input to the search process. In the past three years, TMCC has achieved a great degree of stability at specific administrative levels. For example, TMCC’s current vice presidential tier of administration is in place, and the current vice presidents have a level of credibility that was lacking in prior TMCC administrations, largely because they were each the product of a rigorous national search process.

One of the primary considerations in every administrative search is the ability of the candidate to provide evidence of effective educational leadership and management. This is critical as each of the role statements for the vice presidents, noted above, mentions leadership as one of many responsibilities along with management of the delegated area. While leadership and management functions have been identified at the vice presidential level, these functions are not so clearly defined at the next administrative level, the deans.

Following TMCC’s reorganization of academic divisions in December 2003, some administrative duties were reallocated from the deans to the department chairs. This shift caused a lack of clarity regarding roles between the instructional deans and the department chairs. While the position of department chair has become increasingly defined, the position of dean has become less defined; many of the administrative and management duties that were assigned to deans, such as evaluation of full-time faculty, budget requests, and hiring, have been delegated to the department chairs, who remain on faculty contracts. As a result, the leadership and management direction at this level, which has direct oversight of instructional areas, needs to be clarified.

The current situation is complicated by the history of the department chair position, which is a faculty position by definition in the NFA Contract but administrative in nature. The recent (spring 2005) renegotiation of the NFA Contract has restructured and redefined these duties and may prove the catalyst in resolving the tension regarding roles, responsibilities, and accountability between the deans and department chairs. At the direction of the Vice President of Academic Affairs, a committee of department chairs is being formed to develop an evaluation instrument that accurately reflects the

department chair position and duties in the administrative structure of the College (fall 2005).

Historically, the evaluation of administrators at TMCC has been problematic. Neither the evaluation cycle nor the evaluation instrument is clearly understood by the majority of faculty or classified staff. Prior to two years ago, there was no consistent process or instrument; faculty input into administrative evaluations was undertaken sporadically (once by Faculty Senate). In the span of the last two years, a process and an instrument have been developed, implemented, and further refined. The philosophy behind the Administrative Faculty Performance Appraisal is to evaluate administrators each year using specific performance indicators and then have a fuller, more rigorous and comprehensive evaluation every three years. The President's Cabinet and the Extended Cabinet developed the instrument and process for this two-tiered evaluation model; the final evaluation instruments were distributed to all constituents via e-mail. Faculty members have requested an opportunity beyond the current policy for input during the annual evaluation period as well as the three-year evaluation cycle, and President Ringle has indicated that faculty will have that opportunity.

Institutional Advancement Activities (6.C. 4)

The TMCC Foundation, created in 1982, performs external fundraising activities at TMCC. The Foundation engages in "friend raising and fundraising activities" that build and enhance relationships between businesses and TMCC and between the College and the wider community. The TMCC Foundation offers a number of donor opportunities, including scholarships, gifts in kind, and equipment donations. While scholarships directly support students' educational experiences, other types of donations enable TMCC to concentrate its resources on instruction. The TMCC Foundation organizes and participates in various outreach activities, including bimonthly Foundation Breakfasts, which bring Foundation Board members and local business and community leaders to TMCC to have direct experience with the College.

Additionally, the TMCC Foundation has a grant program that allows members of the college community to apply for and receive funds; these funds have been used to pay for production of *The Meadow*, TMCC's literary journal, as well as for equipping Smart classrooms. The Foundation produces a brochure that identifies areas of donor need and lists successful donors and campaigns. The TMCC

Foundation clearly and directly supports the TMCC Mission Statement by providing enhancements to the educational experiences of faculty, staff, and students. (See Standard 7.D.1 and 7.D.2 for additional information regarding the TMCC Foundation).

Timely Decision-Making, Communication, and Coordination (6.C.5)

TMCC's administrators, faculty, staff, and students have a stake in adhering to timely decision-making processes. It is important to note that the administration and management of any large institution with a shared governance environment and large constituent groups means that the decision-making process is often slowed to allow for input and deliberation, particularly when faced with complex issues. The process attached to decision-making is sometimes well defined and sometimes anecdotally defined. Some issues, such as the TMCC Workload Policy, have followed a timely development and implementation schedule; others, such as the Student Complaint Policy, have been shuffled between stakeholders with no clear sense of boundaries, direction, or ultimately, accountability (See Standard 3.B for a discussion of the history of the Student Complaint Policy).

In theory, the decision-making process can work up or down the administrative hierarchy; decisions made at the President's Cabinet are discussed at the President's Extended Cabinet, where they are communicated to deans, directors, and other administrative leaders, and then on to department chairs and coordinators and subsequently to faculty and staff. Conversely, faculty and staff can and should initiate a role in the decision-making process through Faculty Senate or Classified Council and their input can then work its way up through the administrative hierarchy. However, these processes are not well defined and are under discussion and development. Judging the decision-making process as timely (or not) is subjective as timelines are developed in response to the complexity of the issue and the number of groups involved (See Figure 6.6, Decision-Making and Implementation Process).

Cooperative Working Relationships and Communication (6.C.6)

TMCC administrators, particularly the President, understand the link between open communication and coordination within and among organizational units, for only when all units share information and resources does

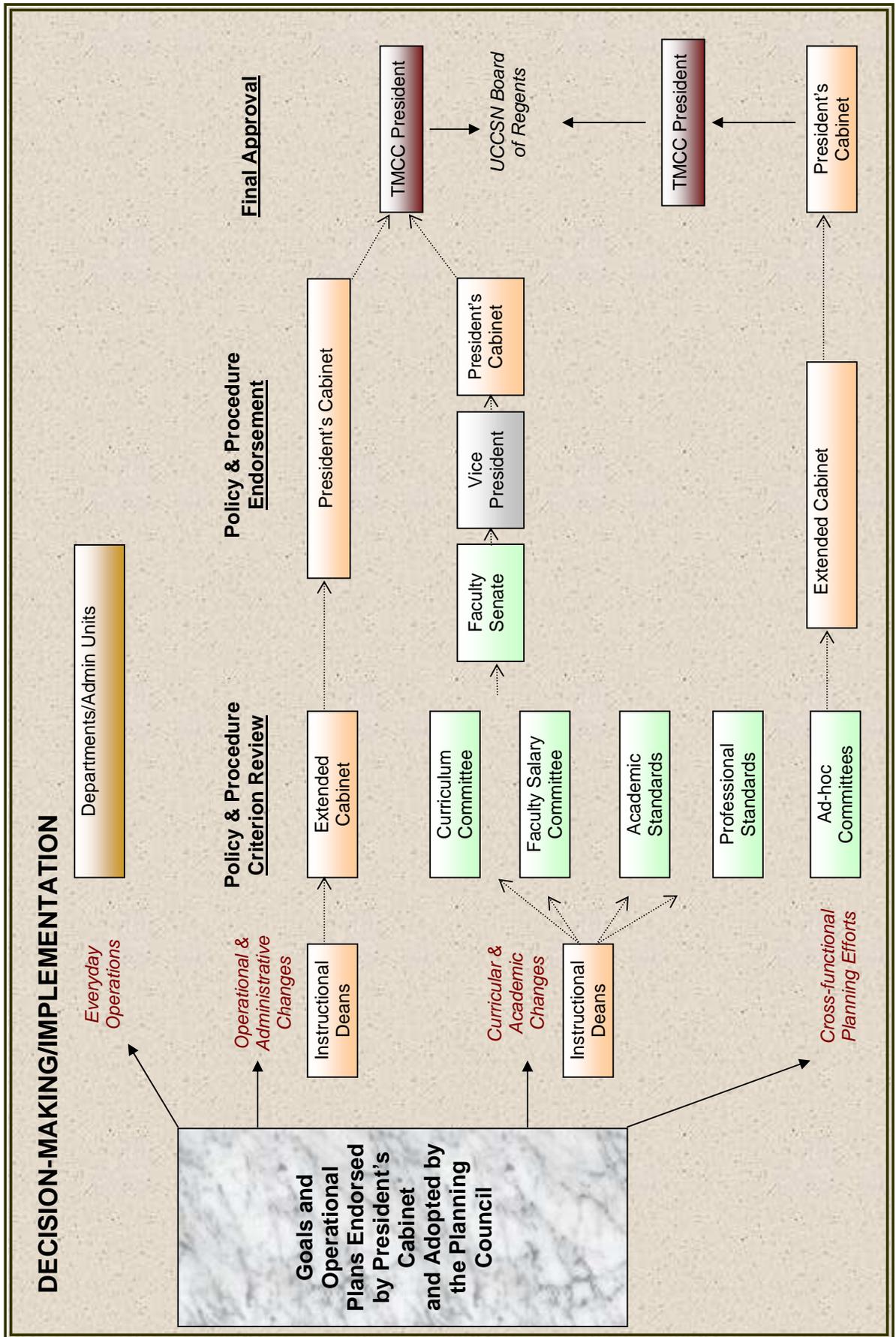


Figure 6.6

the entire College work toward fulfillment of its greater mission and attainment of its strategic initiatives, goals, and objectives. Indeed, as stated in the Current Situation of this standard, the various constituencies' understanding of what governance is and can be—the dialectical relationship between theories and structures of governance—depends upon a free flowing and candid level of communication and trust in the integrity of that communication. As such, communication is essential to good governance, and respectful disagreement is the essence of that trust.

President Ringle communicates with all constituents on a regular basis via e-mail updates; additionally, he gives his State of the College Address to the college community at the start of the fall and spring semesters as part of the “welcome back” activities. Furthermore, President Ringle provides regular updates of activities at the monthly Faculty Senate meetings. The Vice President of Academic Affairs, likewise, sends out e-mail updates and directly facilitates coordination between instructional divisions at the College. Moreover, administration fosters cooperative working relationships between the various organizational units. To this end, there are very few college-wide committees that are not open to input from diverse constituencies.

Institutional surveys do indicate a generally positive assessment of the level of communication and cooperation between organizational tiers. The TMCC 2004 Survey on Campus Climate has a section on communication and direction. Responses to these questions indicate a collective sensibility that there has been an “impressive” increase in communication and direction of the College. Forty-one percent of 2004 respondents agreed that communication is effective between faculty and administration, compared to only 27 percent in 2002. Related to this statistical increase, in 2004, 60 percent of respondents agreed that “TMCC’s atmosphere encourages open expression of ideas” compared to 48 percent in 2002.

The broad governance, administrative, and organizational shifts since President Ringle arrived and initiated campus-wide planning efforts—such as the *Strategic Planning* document, Academic Master Plan, Facilities Master Plan, and organizational changes throughout the College—must be noted. The concerted, consistent efforts of the administration to communicate with the college community as these processes move forward has resulted in measurable improvements between 2002 and 2004 (See Figure 6.7, Changes in Communication Direction—2002-04).

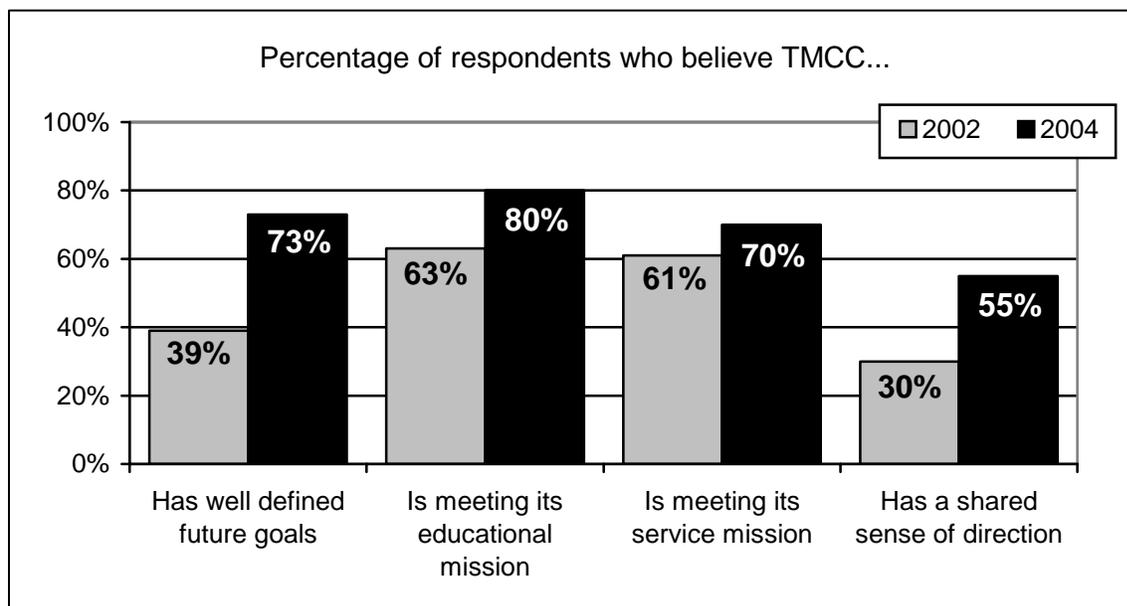


Figure 6.7 Changes in Communication Direction

Institutional Research Results (6.C.7)

Institutional Research was established as an organizational unit in direct response to a need for data-driven planning that would contribute to the improvement of the teaching-learning process. Administrative changes in the Institutional Research Office resulted in its more proactive involvement in TMCC's planning efforts, in addition to facilitating research for improving operations and providing external reporting. In its early stages, Institutional Research met with resistance due to various constituencies' issues of ownership and a sense that changes, often substantiated by Institutional Research, were being driven from the administrative tier down to the instructional and organizational units.

However, the quality of research and data provided by Institutional Research has convinced TMCC's various constituents that the data driven approach is directly tied to the success of the College and its students. Institutional Research provides data support through a variety of regular reports, i.e., *TMCC FactBook*, Performance Indicators, etc., as well as through ad-hoc requests for data and information. In this way, Institutional Research facilitates data collection to support college-wide assessment activities at three distinct levels: the institutional level, which evaluates how well the College is accomplishing its Mission Statement and Strategic Goals through various assessment components, including performance indicators; the program and department level, which evaluates the effectiveness of instructional programs and services to TMCC students; and the course and unit level, which evaluates individual courses, their content, and their relevance to students' objectives and the College's goals.

Currently, Institutional Research consists of a director and two research analysts. The processes and results of Institutional Research are distributed to TMCC's community via the Institutional Research Web site as well as electronic newsletters published each semester. The results are integrated into the planning processes of the College at every level. Institutional Research Director Elena Bubnova makes regular presentations at the President's Cabinet, Extended Cabinet, instructional deans' meetings, and Planning Council meetings as well as other groups, such as the Student Learning Outcomes and Assessment Committee. Additionally, Director Bubnova is accessible and available to all constituencies; for example, Institutional Research collaborated with Faculty Senate in gathering data for the presidential evaluation and for a survey on faculty perceptions of evaluation as well as faculty workload issues.

Policies and Procedures for Administrative and Staff Appointment (6.C.8)

Policies and procedures for administrative and faculty staff appointment are readily available on the TMCC Human Resources Web site in the form of a *Search Committee Manual*. Policies and procedures for hiring faculty are prescribed by the NFA Contract. Procedures for hiring classified staff are also available on the Human Resources Web site with links to Business Center North (BCN) and the State of Nevada. The Director of Human Resources offers training sessions to search committee chairs. In addition to the *Search Committee Manual*, all necessary forms for completing a search are available on the Human Resources Web site, and Human Resources personnel carefully track the progress of all search committees, whether administrative, faculty, or classified. Beginning in 2006 a new recruitment module from PeopleAdmin will facilitate compliance and decrease the manual handling of paper work for recruitments.

Per the *Board of Regents Handbook*, searches are not required to fill positions by internal institutional promotion or transfer; however, historically TMCC has not filled administrative or faculty positions without at least an internal search. Search waivers are used to fill positions where there is no one else qualified to fill a position or in an emergency situation and are reported to the Board of Regents.

Faculty and administrators are appointed, evaluated, promoted, and/or terminated under policies and procedures of the UCCSN; the *Board of Regents Handbook* provides both general and specific guidelines for these personnel actions, and they are further defined at the institutional level (See Standard 4.A.6. for a fuller discussion of faculty recruitment, retention, and hiring practices). The *Board of Regents Handbook* requires that all faculty members, both administrative and teaching, be evaluated annually, and TMCC follows this requirement. The *Administrative Faculty Performance Appraisal Policy and Procedure* document was developed in 2003 and has been revised each year to reflect changes as the document was implemented (See Exhibit 6.9, *Administrative Performance Document*). TMCC's Faculty Senate recently completed a review and revision of the instructional faculty evaluation documents and processes. Instructional faculty, library faculty, and counseling faculty have developed instruments that are specific to each area while following similar institutional and UCCSN parameters.

Faculty have the opportunity for professional growth and movement across the salary scale in two ways, either through receiving tenure so they are promoted from instructor to professor, or through professional advancement where faculty move over columns on the salary schedule for completing additional courses or degrees. In the spring of 2005, the Faculty Senate Professional Standards Committee developed a plan to address the perception that technical/occupational faculty were not afforded the same opportunity for advancement as other faculty, and Human Resources is currently revising the Professional Advancement Plan as a result. Administrators and faculty are subject to notices of non-reappointment and the termination policies set forth in the *Board of Regents Handbook*.

Classified staff members are employees of the State of Nevada and are subject to the policies and procedures of the Nevada Administrative Code, which is derived from Nevada Revised Statutes. Classified staff appointment, evaluation, promotion, and termination policies and procedures are thus developed and implemented by the State of Nevada Department of Personnel.

The matrix of policies, procedures, and criteria that apply to the different levels of administrators, faculty, and staff may be difficult to navigate for those who do not know where to go for the information. In response to this, TMCC has revised its *TMCC Administrative Manual* and is examining the consistency and cross referencing of various TMCC-specific policies. There is no set schedule for review of UCCSN or institutional personnel policies and procedures; instead, as the need arises, individuals or groups initiate review and/or revision processes.

Administrative and Staff Compensation (6.C.9)

Administrative, faculty, and classified staff salary schedules are readily available on the TMCC Human Resources Web site. The *Board of Regents Handbook* stipulates that executive, academic, and administrative salary schedules for the universities, state college, and community colleges shall be developed by the Chancellor's Office and approved by the Board of Regents every four years in odd-numbered years. Any proposed revisions to salary schedules shall not go into effect until approved by the Board of Regents.

In December 2003, the UCCSN conducted a salary study of administrative positions and used 54 public community colleges in the Western Interstate Commission for Higher Education (WICHE) metropolitan areas as a comparison group. Results indicated that many executive level administrative salaries were above the midpoint of the UCCSN community college salary schedule. As a result, presidential salaries remained at their current levels, but vice presidential and dean level salaries were reduced to become commensurate with the WICHE salary study.

The final report of the UCCSN Community College Salary Schedule Task Force was presented at the Board of Regents meeting in March 2002. At that meeting the Board of Regents approved a new community college faculty salary schedule that provides five additional columns to reflect placement for community college professors. In July 2002, 86 currently tenured faculty members were moved to the new professor columns along with those receiving tenure in 2002. Additionally, faculty members receive a 2.5 percent increase for each year of longevity if they receive a rating of satisfactory (See Standard 4.A.4 for a more detailed discussion of faculty salaries and benefits).

The UCCSN understands that competitive salaries and benefits are necessary to attract and retain competent personnel. TMCC, like many other public institutions, has to balance the need to offer strong employment packages with the reality of state budgets. The UCCSN recognizes that in order to recruit faculty in positions designated as difficult to recruit, such as health sciences and vocational/technical areas, salary schedule placement must be flexible. Guidelines from the Chancellor's Office are used in these instances and need to be adhered to. While health insurance rates have risen and some benefits have eroded in the UCCSN, it is important to note that institutions across the nation are facing similar issues. Thus, the UCCSN generally offers regionally competitive and fair salaries; at the same time, commensurate with national trends, health insurance benefits have eroded in the form of increased deductibles and reduced services in some areas.

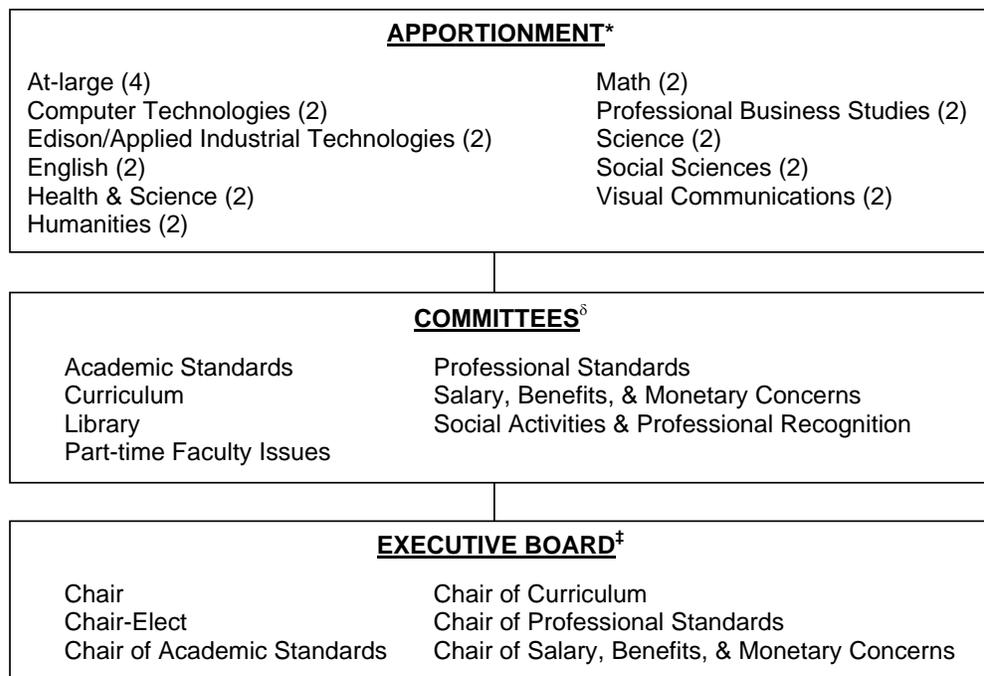
Faculty Role in Governance (6.D)

TMCC's faculty members have a clearly articulated role in institutional governance and are well supported in that role. Indeed, maintaining "an effective shared governance system to provide all college constituencies opportunity for input in the decision-making process" is identified as one of the objectives in TMCC's *Strategic Planning* document, and the faculty's role in this activity is not only made clear and public but is also supported at TMCC. Furthermore, TMCC explicitly recognizes that "[t]o promote the welfare of faculty, staff, and students ... [the College] requires a governance system that is representative, emphasizing responsibility and accountability" (*Strategic Planning*, p.10).

The *Board of Regents Handbook*, the *TMCC Administrative Manual*, and the *TMCC Faculty/Staff Handbook* all outline the structure, role, and responsibilities of faculty to participate in the governance structure of TMCC. The *Board of Regents Handbook* codifies the role of Faculty Senate as a recommending

body to the President and the Board of Regents; as such, TMCC's Faculty Senate is the officially designated institutional organization for faculty to address academic issues and other issues of shared governance, including the formulation of institutional policies and goals at TMCC and in the UCCSN. The structure of TMCC's Faculty Senate ensures broad representation of all faculty, encompassing instructional, counseling, library, and professional faculty. Additionally, the committee structure of TMCC's Faculty Senate reflects the integration of faculty into all areas of governance, planning, budgeting, and policy development. Recognizing that shared governance is a time-consuming process, TMCC provides the Chair and Chair-elect of the Faculty Senate with reassigned time and stipends; additionally, the Chairs of the Academic Standards, Curriculum, Professional Standards, and Salary, Benefits, and Monetary Concerns Committees receive reassigned time to complete their Faculty Senate duties (See Figure 6.8, Faculty Senate Structure). Faculty members can use Faculty Senate service in various

Figure 6.8 Faculty Senate Structure



*Faculty Senate apportionment is based on major instructional units and will be revisited in fall 2005 after division/department reorganization.

^δSee Exhibit 6.2, Faculty Senate Bylaws to review duties of committee chairs, committee composition, and committee charges.

[‡]See Exhibit 6.2, Faculty Senate Bylaws to review details regarding Senate Executive Board.

capacities to fulfill criteria in the annual evaluation process (See Exhibit 6.10, Faculty Annual Evaluation Criteria).

TMCC's Faculty Senate is the primary vehicle for faculty participation in the governance, planning, budgeting, and policy development activities at the College. In addition to the regularly scheduled Faculty Senate meetings, which take place a minimum of eight times a year, the Faculty Senate Chair initiates a healthy flow of information and informal meetings that allow all faculty members the opportunity to be a part of shared governance efforts. The Chair and Chair-elect of Faculty Senate have two sets of biweekly meetings; one is with the Vice President of Academic Affairs and the Vice President of Student Services.³⁸ The other biweekly meeting is with the President. These meetings include discussion of college climate issues, updates on committee efforts (both ad hoc and standing), and updates on activities by the administration, faculty, and Faculty Senate. These meetings tend to close the gap between faculty and administration by allowing a venue for informal recognition and discussion of current issues. The Chair-elect of Faculty Senate attends the Extended Instructional Deans and Academic Leaders meetings, which allows for faculty input in planning and policy decisions.

Faculty Senate can formally participate in the processes of TMCC via motions or suggestions brought forward by senators. Faculty Senate motions, with the opportunity for discussion at every level, then work up through the vice presidential tier and ultimately up to the President. This process, though sometimes cumbersome, ensures communication and thoughtful consideration by all interested constituents. Faculty members as well as Faculty Senators are active in virtually every college planning body from the Planning Council to the committees that produced the Academic Master Plan and the Facilities Master Plan. Faculty participation is regularly requested in any number of college-wide committees, from committees developing policy regarding student identification cards to committees reviewing bookstore policies or the selection of a new vendor for the cafeteria. Over 100 faculty and staff members participated in the 2005 Accreditation Self-Study process, demonstrating broad-based and keen interest on the part of faculty and staff to participate in assessment and planning.

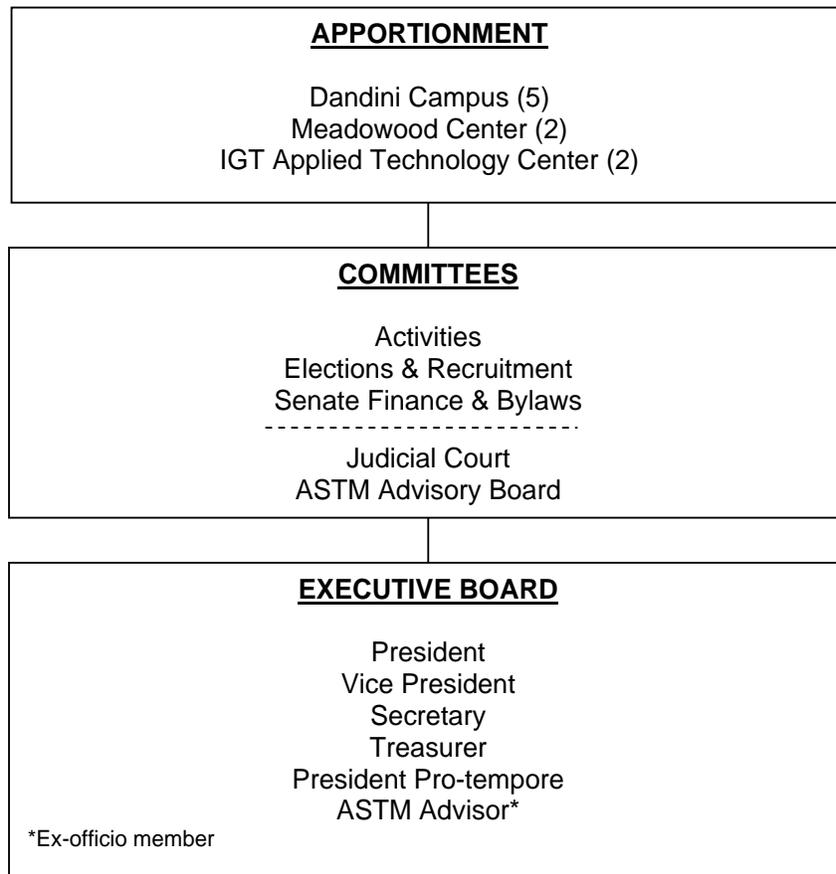
The TMCC 2004 Survey on Campus Climate section on Governance and Leadership indicates that 66 percent of

the respondents believed that faculty members are given the opportunity to provide input into the planning process at TMCC, and 54 percent and 66 percent, respectively, agreed that Faculty Senate represented their interests and concerns and that Faculty Senate empowers faculty to participate in the decision-making process. These figures indicate that there is a strong sense of faculty involvement, but there are issues that remain to be addressed. On the one hand, responses indicate that a significant percentage of faculty have the sense that communication does not take place on a regular, systematic basis between Faculty Senate and faculty or between the senators and their constituents; on the other hand, respondents also reflected their sense that faculty are overwhelmed with the number of communications from committees, Faculty Senate, and the administration. Additionally, faculty members at TMCC's other educational sites expressed a feeling of being left out of the Dandini Campus "loop." In response to this perception, Faculty Senate has started holding meetings at the Meadowood Center and the IGT Applied Technology Center.

One area for increased faculty participation is in the budget development process. The TMCC 2004 Survey on Campus Climate reported that only 32 percent of respondents indicated they have the opportunity to be involved in budget preparation. The *Strategic Planning* document identifies as priorities the development of "a comprehensive budget development system to ensure fiscal health of the institution" (Finance and Institutional Effectiveness, p.7) and a "shared governance system to provide all college constituencies opportunity for input in the decision-making process" (p.10). A Budget Advisory Committee was formed in the fall of 2004 to increase understanding of and participation in the budget process. Committee members included the Faculty Senate Chair, the Chair of the Faculty Senate Budget and Monetary Concerns Committee, a classified staff member, a dean, a department chair, and the Director of the TMCC Foundation. The results of the Budget Advisory Committee's work were presented to the President's Cabinet and the Extended Cabinet for action.

In addition to the TMCC Faculty Senate, the UCCSN recognizes the Nevada Faculty Alliance (NFA) as the sole and exclusive representative for purposes of collective bargaining activities as described in the *Board of Regents Handbook* for all professional employees (including but not limited to the instructional, counseling, and library

³⁸ In academic year 2005-2006, these meetings will include the Vice President of Finance and Administrative Services.



See Exhibit 6.3, ASTM Constitution to review details regarding ASTM apportionment, committees, and Executive Board.

Figure 6.9 ASTM Structure

faculty) employed by TMCC. The stated intent of the NFA is to “promote the quality and effectiveness of education at TMCC and to establish an orderly procedure for the resolution of differences between the UCCSN and the faculty who are members of the bargaining unit” (2003-05 NFA Contract). The NFA Contract addresses working conditions such as salary, benefits, the TMCC Workload Policy, and work conditions for various classifications of faculty positions such as department chairs, coordinators, and lead faculty. The NFA Contract also outlines the full-time faculty evaluation process and complaint and grievance processes.

The TMCC-NFA has a small membership and its day-to-day role in the governance structure is not clear despite the significant and clear influence of the NFA Contract. E-mail notification updates occur at the time of contract renegotiation, but otherwise, the role of NFA is not obvious

in the day-to-day governance structure. The NFA Contract does define the roles and duties of department chairs, coordinators, and any additional assignments, which must be posted and filled in accordance with the NFA Contract. TMCC’s Faculty Senate and the TMCC-NFA do cooperate in some areas of faculty governance; for example, the NFA Contract calls for a standardized faculty evaluation form developed by the Faculty Senate and approved by the TMCC-NFA membership. Additionally, faculty members who are not members of TMCC-NFA participate in the biennial negotiations.

Student Role in Governance (6.E)

The Associated Students of Truckee Meadows (ASTM) is the representative student governance organization of the College.³⁹ The ASTM Student Senate consists of five Executive Board members (President, Vice President, Secretary, Treasurer, and Student Senate President Pro-tempore), and nine student senators, one of whom is elected as Student Senate President Pro-tempore. Based on the current enrollment and constitutional provisions, each legislative board member represents approximately 871 students. Furthermore, elected and appointed ASTM legislative members receive “compensation” for their services to the student body in the form of remuneration of credit hours based on the position held within ASTM. The ASTM has devised a system that can adequately represent all students, given that all positions can be filled on an annual basis. Community colleges nationwide, however, are plagued by inadequate representation due to vacancies within student government positions. TMCC also experiences annual position vacancies and tends to be underrepresented at the Meadowood Center and IGT Applied Technology Center.

Current election procedures for ASTM are held in an online format. In recent years, not all positions are contested. This lack of competition for office leads to

student apathy in the voting process. Each year, ASTM begins the year with less than a full complement of elected officials. Further complicating the filling of vacancies is a new system directive that all student government representatives at UCCSN institutions be considered student employees. This directive complicates the compensation incentive and also hinders participation by students under the age of majority on ASTM’s governing body.

The administration at TMCC works with the ASTM legislative body to ensure that there is a liaison between all members of the campus community. The ASTM President serves as a representative to the Nevada Student Alliance, working with other student government leaders throughout the UCCSN to express needs and desires of students across Nevada. In addition to the college leadership role, the ASTM President meets with the President on a regular basis, is scheduled on all Faculty Senate agendas, and attends Extended Cabinet meetings. Additionally, students serve on various TMCC college-wide committees, including Planning Council and the Facilities Master Plan Committee (See Figure 6.9, ASTM Structure).

³⁹ At the June 2005 Board of Regents meeting, the Regents voted to change some parts of the current student governance constitution. These changes will not come into effect until after July 1, 2005.

Analysis and Appraisal

TMCC's administrative and governance structures have stabilized since the arrival of President Ringle and the subsequent hiring of the Vice President of Academic Affairs, the Vice President of Finance and Administrative Services, and the Vice President of Student Services. Administrators, faculty, and staff spent a considerable amount of energy adapting to the changes that the new administrators brought to the College, but as the TMCC 2004 Survey on Campus Climate indicates, the overwhelming majority of faculty and staff believe the changes have been positive and that TMCC is moving in the right direction.

TMCC has a well-defined system of governance and administration. The plethora of planning processes over the last three years has afforded constituents ample opportunity to be involved. Nonetheless, as articulated in some of the written responses to the TMCC 2004 Survey on Campus Climate, a percentage of faculty and staff continue to believe that there is a paucity of opportunities to participate in the governance structure and an absence of sustained and systematic communication, particularly in academic affairs. In response to this perception, the administration has made a concerted effort to communicate via the various governance committees and to address concerns, real or perceived, of various constituencies. As with any complex organization, methods to increase participation and refine information distribution must constantly be reviewed and revised.

Next Steps

The Self-Study Standard 6 Committee makes the following recommendations:

- Develop a systematic, coordinated, calendar-based method of notifying faculty, staff, and students of planning, governance, and administrative decisions. The Committee recognizes that faculty, staff, and students are often overwhelmed with seemingly random e-mail communications and recommends a scheduled update.
- Address the lack of systematic information distribution at the Vice President of Academic Affairs—instructional deans—department chairs—faculty tiers. A system of information distribution needs to be developed to ensure that department chairs and, ultimately, faculty and staff in each division receive the same information.
- Provide, publish, and adhere to a schedule for administrators' evaluations and provide constituents an opportunity for informal as well as formal feedback.
- Continue to refine and revise the processes by which governance and administrative issues are identified, assigned, tracked, and ultimately resolved.
- Continue to address and streamline overlapping personnel policies.
- Continue to address, codify, and streamline college policies in the *TMCC Administrative Manual* and other college publications.

Affirmative Action and Nondiscrimination (Policy 6.1)

TMCC has established equal opportunity and affirmative action policies and statements that affect all employees and students at TMCC. This policy affirms the UCCSN's equal opportunity employer policy that states in all advertisement for employment and training that all qualified applicants will receive equal consideration for employment without regard to race, color, religion, sex, national origin, sexual orientation, age, disability, and/or veteran status. Moreover, a nondiscrimination notice is published on materials directed to students.

TMCC subscribes to a broad-based recruitment campaign. Professional employment openings and opportunities are advertised globally via the Internet. TMCC also advertises nationally, regionally, and locally through a variety of publications that include those that serve and are widely read by ethnic minorities, females, disabled persons, and other protected groups pursuant to TMCC's equal employment opportunities philosophy and practices. Human Resources staff members also post job announcements on TMCC's Web site. Additionally, TMCC values diversity in its workforce. Through its Diversity Goal of the *Strategic Planning* document, TMCC works with groups and committees to "foster an academic community that welcomes the opportunity to experience, examine, and learn from diverse physical, cultural, and ideological backgrounds while nurturing mutual respect" (p. 5).

TMCC also publishes and disseminates its Affirmative Action Plan internally and externally. Together with the statement of policy and equal employment opportunity philosophy, through workforce analyses, the Affirmative Action Plan establishes goals and objectives to assure that qualified protected classes and underrepresented or underutilized individuals are widely recruited and treated equally and non-discriminatorily. Specifically, the affirmative action program at TMCC fully supports and is committed to the hiring and promotion of women, minorities, Vietnam era veterans, disabled veterans, as well as persons in all other protected groups. Equal employment opportunity is afforded in all employment activities including hiring, training, recruitment, development, promotion, salaries, benefits, and other terms and conditions of employment.

Finally, one of the objectives/activities identified in the *Strategic Planning* document, the establishment of the Equity and Diversity Office, has been completed, and Director Carlos Romo has taken an active role in college governance and administrative groups in a variety of roles.

Policy 6.2—Collective Bargaining

As noted in 6.D, TMCC has negotiated a collective bargaining agreement with the Nevada Faculty Alliance. Copies of the NFA Contract are available on the TMCC Web site and in the exhibit room. The collective bargaining process has not impeded self-study participation, and an assessment of the impact of collective bargaining on the institution is evident in 6.D. TMCC continues to clarify the role of the TMCC-NFA in relation to the governance of the College; for example, the TMCC Workload Policy, which was developed by the TMCC Faculty Senate, was recently included in contract negotiations and is now part of the NFA Contract.



Standard

Historical Context

Truckee Meadows Community College is a part of the University and Community College System of Nevada (UCCSN) financial structure and operates within the authority delegated to it by the State of Nevada, the *Board of Regents Handbook*, and other authoritative regulations and laws. Given these parameters, TMCC operates fairly independently. The College is responsible for its strategic planning, internal administrative operations, facilities, allocation of its available resources, academic planning, and reporting to the Board of Regents, college community, and the public at large.

The 1995 Northwest Association of Schools and Colleges (NASC) Evaluation Committee commended TMCC on many levels and noted that “the financial affairs of the College [were] well managed and its overall financial health [was] sound.” The NASC Evaluation Committee emphasized TMCC’s success in the following areas: excellent organization and administration of finances, absence of serious problems revealed through the auditing process, sustained adequate current fund balance, and increased faculty and staff involvement in the budgeting process. The Self-Study Standard 7 Committee found that these observations continue to be accurate.

At the same time, the 1995 NASC Evaluation Committee did note some weaknesses in TMCC’s financial practices. In particular, the NASC Evaluation Committee commented on the lack of a managerial accounting system providing user-friendly reports. The Self-Study Standard 7 Committee does see that some progress has been made to address this concern. (See Analysis and Appraisal and Recommendations Sections of this standard for further consideration of TMCC’s response to financial issues raised in the 1995 NASC Evaluation Committee Report).

Current Situation

The UCCSN Board of Regents governs all publicly supported higher education institutions in Nevada. The Board of Regents receives two major sources of unrestricted revenue support. The first are funds appropriated by the Legislature for current operations and capital construction and improvements. The second source of funds comes from board-approved fees assessed to students combined with revenue generated through the internal operations of the College, such as dining hall and auxiliary enterprises. In some sense, these two sources of funds drive the finance and budget process of Nevada higher education, and thus TMCC.

TMCC’s revenues are generated through the following state, federal, and private sources:

- State of Nevada general appropriations funds
- State of Nevada capital projects funds
- Self-supporting accounts (inclusive of gifts and investment income, sales and services of education departments, and sales and services of auxiliaries)
- State, federal, and private grants
- Student registration fees and tuition
- TMCC Foundation⁴⁰

As reflected in the Fiscal Year 2004 TMCC Budget, the majority of TMCC revenue comes through state appropriations (See Figure 7.1, TMCC Revenue Sources).

⁴⁰ The TMCC Foundation is a distinct fundraising entity with its own system of governance, Board of Directors, and bylaws. Foundation funds, therefore, do not fall under the same restrictions as state appropriated funds.

Financial Planning (7.A)

Financial Governance and Budgeting (7.A.1)

Financial planning and budgeting at TMCC are ongoing, realistic, and based upon the Mission and Strategic Goals of the College. In the *TMCC Strategic Planning* document, the College's Strategic Goal for Finance and Institutional Effectiveness establishes and codifies TMCC's commitment "to engag[e] in sound financial and institutional management practices required to operate efficiently and effectively" (*Strategic Planning*, p.7). TMCC functions as one of eight autonomous institutions within the UCCSN, and thus the codes and bylaws of the UCCSN govern and inform the College's financial planning and budgeting practices. As such, TMCC is subject to the fiscal laws of the State of Nevada and the legally binding statutes codified through the UCCSN Board of Regents.

The UCCSN Board of Regents, the body ultimately accountable for expenditure funding, with assistance from the Chancellor's Office allocates funds on a biennial basis to each of the universities and community colleges. The UCCSN Vice Chancellor for Finance and Administration coordinates the annual operating budget and approval process for the UCCSN. The State of Nevada's Legislature determines the amount of funds to be allocated to the UCCSN, monies which then serve as the base for the higher education funding formula. TMCC's state appropriated funding is a direct product of the UCCSN's funding formula and is designed to ensure funding equity among the institutions of higher education. The current funding formula was developed from the work of the Committee to Study the Funding of Higher Education, commissioned by

Senate Bill 443 of the 1999 Legislative Session, and was officially implemented during the 2001 Legislative Session.

Student enrollment primarily drives the funding formula, which is then used to determine funding support for all activities related to the institution's instructional programs. The funding formula establishes an estimated revenue stream, which provides a basis for planning and budgeting. The UCCSN calculates projected student full-time equivalents (SFTE) enrollment through a weighted three-year rolling average. Actual SFTE growth at the institution during the previous three years determines the projected rate of SFTE growth, which then determines the resource allocations for the coming biennium. Along with SFTE, the emphasis of TMCC's various programs and defined mission are also significant factors determining the State of Nevada's allocation of funds to TMCC for instruction, academic support, student support, institutional support, and operation and maintenance (See Figure 7.2 and Exhibit 7.1 *UCCSN's Formula Funding Methodology* for greater detail of the history, legislative steps, and specific mechanisms of the funding formula).

Once the Board of Regents and the Chancellor's Office determine TMCC's allocation for the biennium, the College has the authority and responsibility to manage its funds within the guidelines established by the UCCSN and the Legislature. President Ringle is afforded some autonomy with regards to making budgetary decisions connected to personnel and the institution's operational expenses. The *Board of Regents Handbook* (Title 1, Bylaws of the Board of Regents, Presidents-Section 4.e) provides a legal definition encompassing presidential fiscal responsibility.



Figure 7.1 TMCC Revenue Sources – FY04

FUNDING FORMULA

Instructional

Student Credit Hours: 30 hours are used to define student full-time enrollment (SFTE)

Student Faculty Ratio (SFR):
 High Cost 14 to 1
 Medium Cost 21 to 1
 Low Cost 26 to 1

SFTE:
 3-year weighted average
 1st year – 20%
 2nd year – 30%
 3rd year – 50%

Full-time/Part-time Faculty Ratio: 60%-40%

Faculty and Salary:
 # of instructional faculty = SFTE/SFR
 New PT salary 60% of FT base

Teaching Assistants:
 \$1,000 per Faculty FTE

Classified Staff:
 Professional to classified ratio: 5 to 1

Operating and Wage Costs:
 \$4,715 per faculty FTE
 \$2,358 per classified FTE

Academic Support

22% of instructional budget

Student Services

Positions:
 Headcount x SFTE/400
 New positions: professional to classified ratio of 60 to 40

Operating and Wage Costs:
 \$6,150 per position

ADA Compliance:
 \$1,000 for each student with documented disability

Operations and Maintenance (O&M) of Plant

General O & M Operating:
 Gross maintained square feet x \$0.92 per square foot

Buildings older than 25 years are funded at a rate increased by 25%

Grounds Maintenance Formula:
 New positions: 1 for every 4.5 improved acres

O&M of Plant:
 1 position for every 10,500 maintained square feet

10% adjustment to building maintenance and services positions added to facilities 25 years or older

Utilities, Insurance, and Rental: Budgeted separately

Library Acquisition

Collection size x an acquisition rate of 5.0% x an average cost per volume (\$95)

Equipment

\$6,000 per new professional position; \$4,000 per new classified position; \$1,025 for workplace replacement per existing professional and classified FTE
 \$3,588 for on-going equipment per existing faculty FTE

Institutional Support

15% of first \$17.5 million; 10% of second \$17.5 million of the total operating budget

Figure 7.2 Funding Formula

The President is charged with the following budgetary responsibilities: “to make recommendations concerning budgets in the member institutions and to administer approved budgets in accordance with UCCSN policies; to authorize the transmission of applications or requests for grants, contracts, or gifts to individuals, foundations, corporations and the Federal government” (*Board of Regents Handbook*, pp.12-13).

TMCC’s relative fiscal autonomy in designating and prioritizing expenditures is reflected in the following recent fiscal decisions: the designation of laboratory fees for certain courses requiring special materials or student support, the initiation of workshop accounts to manage funds generated through special projects, and the formation of a budget line for self-supporting educational and training activities. As a direct result of the College’s relative fiscal autonomy, the President can engage in financial planning that balances both the immediate and long-range needs and goals of TMCC.

TMCC submits to appropriate and systematic auditing of its fiscal practices. The UCCSN Office of Internal Audit conducts internal audits for TMCC (See Exhibit 7.2 for a list of 2000-2004 audits). The Office of Internal Audit’s Director reports to the Board of Regents Audit Committee, and the results of these internal audits are submitted to the Board of Regents Audit Committee and to the full Board of Regents. Annual financial statements are prepared by external auditors.

TMCC’s accounting system conforms to the principles of fund accounting and sound fiscal management. The College is mandated to follow clearly defined accountability standards and to submit annual reconciliation reports detailing income and expenses related to all funds. The Controller’s Office staff and the Budget Office monitor the College’s expenditures and revenues for accuracy and completeness. First and foremost, TMCC is accountable to the Board of Regents and the Nevada State Legislature for demonstrating appropriate management of all state allocated funds.

During the year, the Board of Regents receives financial reports from TMCC. Two significant reports are the quarterly Exception Report, which provides a list of negative account balances that will not clear during the next operating cycle, and the quarterly Accountability Report, which provides a history of how the legislative appropriation was distributed internally by the College. It also informs the Board of any major transfers of funds between functions and the creation and/or deletion of

positions within the State Operating Budget (See Exhibit 7.3 for sample Accountability Reports).

Annually, the Board of Regents also reviews and approves all state appropriated and self supporting budgets developed by each institution. TMCC is granted a great deal of flexibility in managing fund accounts outside state appropriated resources.

Budget Planning (7.A.2)

TMCC engages in strategic and systematic financial planning and budgeting processes guided by the principles and vision articulated in the College’s *Strategic Planning* document. The Strategic Goal of Finance and Institutional Effectiveness sets forth the College’s understanding of and commitment to the principle that “diligence to financial stability and institutional effectiveness demands . . . the most efficient use of . . . human and fiscal resources.” In anticipation of the College’s fiscal needs in the future and with an awareness of the fact that “competition for resources externally and internally will continue to intensify,” the Strategic Goal of Finance and Institutional Effectiveness underscores the need for the College to “raise increased levels of alternative funding” as it continues to “improve management practices” (p.7). To this end, the Strategic Goal of Finance and Institutional Effectiveness establishes a set of selected objectives and activities designed to take the College in this direction and ensure continued fiscal health and sound planning:

Improve institutional management practices.

- Develop a comprehensive budget development system to ensure fiscal health of the institution.
- Develop a management system to facilitate decision-making.
- Ensure that workload policies are fiscally sound and effective.
- Raise increased levels of alternative funding.
- Increase efforts to obtain alternative funding, e.g., federal, private, foundations, corporate, advisory boards, alumni, etc.
- Strengthen the TMCC Foundation to serve as the fund-raising arm of the institution.

(Source: *Strategic Planning*, p.7)

As noted in Standard 7.A.1, TMCC relies on a unified, college-wide system to develop financial plans, allocate resources, and track expenditures. The President and his Cabinet function as the starting point from which the College’s budget and financial planning decisions flow. Using such long-range planning documents as *Strategic Planning*, the *Facilities Master Plan*, and documents

developed in each division of the College to anticipate emerging needs for personnel, equipment, and support, President Ringle is able to design a long-term budgeting plan that addresses the development, conservation, and allocation of resources commensurate with the College's current Mission Statement and projected institutional growth (See Exhibit 7.4 for samples of divisional long-range budget planning documents).

TMCC's budget planning includes a minimum, and at times more than, three-year projection of major categories of income, specific plans for major categories of expenditures, and plans for the management of capital revenue and expenditures. The three year budget projection accommodates the biennial appropriation process of the State of Nevada and UCCSN fiscal planning schedules. As a result, the base budget for FY 2005 establishes revenue and expenditures for the 2005 fiscal year. This FY 2005 budget then serves as the base for budgeting revenue and expenditures for the two following years (FY 2006 and FY 2007) and for incorporating new planning initiatives.

In contrast, TMCC's request for future capital construction, a list submitted to the Board of Regents for inclusion in a system-wide discussion of capital expenditures, projects ten years into the future (See Exhibit 7.5 for the 2004 TMCC List for Future Capital Construction). TMCC's short- and long-range capital budgets reflect the institution's current Strategic Goals while projecting TMCC's potential for growth and proposed initiatives to respond to the growth within the framework of the *Facilities Master Plan*. The Board of Regents utilizes a formula to determine UCCSN facility needs. The State Public Works board then reviews biennial capital construction requests and prioritizes them. The State of Nevada appropriates approximately \$100 million to the UCCSN per biennium to fund capital construction projects. The General Improvement Fund and the Capital Improvement Fund provide TMCC with the flexibility to prioritize and initiate small-scale projects in accord with the immediate needs of the institution.

As discussed in Standard 7.A.1, the UCCSN's funding formula wields significant influence over the nature and focus of TMCC's financial planning strategies (See Figure 7.2, State Funding Formula and Exhibit 7.1 *UCCSN's Formula Funding Methodology* for an explanation of the funding formula). TMCC's short- and long-range planning for program development and emphasis areas occur with full awareness of the significance of the UCCSN funding formula and reflect a highly structured and strategic planning process. Planning priorities at TMCC emerge from data and information on future development and program

growth generated at the department and division level, and all divisions follow a similar process. Departments submit to the appropriate dean or President's Cabinet member a prioritized request for new positions, backed by data justifying the request in terms of such variables as the ratio of part-time to full-time faculty within the department, student enrollment patterns, future growth projections, and the significance of the program in fulfilling the College's academic mission. In consultation with department chairs, deans make the final decision as to the priority of future faculty positions in their area, and then meet with the deans from the various academic areas to negotiate the final prioritized list of faculty positions for the College as a whole. This list is forwarded to the Vice President of Academic Affairs for approval. The final decision as to the number of faculty positions the College will seek for the upcoming year is determined only after the Legislature's budget appropriation becomes official.

Similarly, TMCC's short- and long-range budget planning is commensurate with and supportive of the College's need for state-of-the-art equipment and technology. Departments and programs, through the annual technology fee request process, have the opportunity to request technology to support their programs and strengthen overall teaching effectiveness. The Board of Regents affirmed the technology fee, an amount added to a student's registration fees, to help instructional programs and students to maintain currency in and access to technology. The technology fee request process allowed TMCC to equip many classrooms at its various sites as smart classrooms, made it possible for the College to purchase essential equipment for the new TMCC Nell J. Redfield Foundation Performing Arts Center, and enabled the music program to purchase much needed electronic equipment.

Finally, short- and long-term budget planning of non-state allocated funds—non-restricted funds—is equally systematic and strategic. Departments and programs apply for non-restricted funds to support a variety of purposes, including new or innovative program concepts. Non-restricted funds allocated for FY 2005, for example, will offer additional support to the Art Galleries, *The Meadow* (the College's literary journal), and the TMCC Writing Center. They will also be used to purchase dental hygiene equipment, to defray the cost of department chair training, and to fund other requests difficult to meet under the restrictions of the state allocated budget.

Budget Publication and Distribution

(7.A.3)

TMCC publishes an annual budget, which it distributes or makes available to appropriate constituencies. The College presents annually a detailed report encompassing the two major parts of the budget—the State Operating Budget and the Self-Supporting Budget—to the Board of Regents. TMCC also provides hard copies of the annual budget to the State of Nevada Legislature and the Governor. During the budget development process, those individuals within the College responsible for budgetary oversight receive updated copies of relevant financial information for their area so that they can review and revise the material. In an effort to keep faculty and staff informed about and involved in the budgetary process, the College keeps a copy of the budget on reserve in the library for easy access. TMCC has also recently posted the State of Nevada General Operating, Self-Supporting, and Special Projects budgets for 2005, the first budget information to appear online.

TMCC has made a powerful institutional commitment to link financial planning and budgeting processes to the *TMCC Strategic Planning* document. The procedures for budget development and established budget policies are currently followed, but are notably in the process of being better defined at this time. Budget requests should be consistent with and designed to meet one or more of the seven Strategic Goals of the College. Budget requests originate within departments and are processed through the deans and vice presidents for presentation, review, and discussion by the President's Cabinet. Cabinet members are then responsible for communicating the essence of the President's Cabinet discussion, the resulting budget, and final decisions with their deans, directors, and department chairs. Additionally, Budget and Accounting conduct workshops on budget and accounting procedures. TMCC is moving toward the goal of conducting open workshops for faculty and staff to learn more about the budget process, content, and status (See Figure 7.3, *TMCC Budget Process*).

In March 2005 the Budget Advisory Committee, representing all areas of the College and charged with the task of defining more clearly the fiscal needs of various TMCC constituencies and designing processes to better meet those needs, presented a report to the President's Cabinet that concluded priority should be given to expanding and clarifying written procedures to ensure consistency and accountability in budget processes. The Budget Office has made this a goal for FY2005.

The TMCC 2004 Survey on Campus Climate indicated that a number of faculty and staff desired more public and consistent lines of communication regarding budgetary decisions, especially those faculty and staff directly affected by budget decisions and allocations (See TMCC 2004 Survey on Campus Climate). TMCC's administration has made open communication and interaction regarding the budgeting process a fundamental principle of its management philosophy. To this end, the President has emphasized sharing budget information with faculty and staff at his semi-annual State of the College address. Moreover, the administration is working to ensure that individuals involved in budgetary activities at every level have a shared understanding of the UCCSN funding formula and its effect on individual program areas. Similarly, the administration is encouraging active and accurate communication regarding current operating revenues and the amount of total funding available to the College. The goal of this increase in college-wide fiscal discussion is to empower faculty and staff and to provide them with an opportunity to participate in the budgeting process.

On those occasions when the annual budget needs to be revised, budget revisions are made in a reasonable timeframe, and, when necessary, a revised budget or schedule of budget changes is developed and distributed to appropriate constituencies. For example, in the event of salary savings, the President and his Cabinet traditionally review the new figures and revise expenditure budgets accordingly. This process would then initiate an official budget revision. In the event a budget revision between functional classifications exceeds \$25,000, then this revision must be reported to the Board of Regents.

Debt Oversight (7.A.4)

The State of Nevada has established a capital funding process separate from operational funds. As a result, funding for new buildings or major renovations is, for the most part, a separate fiscal concern, and does not create a drain on resources available for educational purposes.

TMCC's conservative debt management strategies are in accordance with guidelines established in the State of Nevada Bylaws. The State of Nevada has instituted a \$10 million annual cap on debt. Nevada law dictates that an institution's debt obligations must not exceed one percent of the State of Nevada's tangible assets. TMCC's share of these assets is approximately \$44 million. Included in TMCC's long term debt are bonds, notes, capital leases, and operating leases. The State Legislators meet on a biennial basis and approve State of Nevada bonds based on priority levels. Payback of debt is tied to the revenues

TMCC Budget Process



Budget: Goals
Priorities

Departmental
Personnel

Departments

Cabinet
Representative

Deans...Directors...Etc.

Budget: Goal Achievement
Best Practices

Cabinet
Review

Feedback

Deans...Directors...Etc.

Departments

Cabinet
Representative

Budget/
Accounting/
Etc.

Open Hearings

December 6, 2004 Budget Information

Figure 7.3 TMCC Budget Process

generated by student fees, tuition (tuition is only paid by out-of-state students), and other discretionary funding; therefore, TMCC is limited in the amount of debt that it can accrue by the limitations and restrictions contained in the bond indentures. (Exhibits 7.6 and 7.7, Debt Service Requirements History and Debt Service Schedule from FY 2002 to FY 2009).

Adequacy of Financial Reserves (7.B)

Sources and Commitment of Funds (7.B.1)

As stated in Standards 7.A.1 and 7.A.2, TMCC pursues and utilizes different sources of funds adequate to support its programs and services. TMCC's support comes from various sources, including state appropriations, tuition and fees, federal grants and contracts, state grants and contracts, private gifts and grants, net increase in investments, endowment income, sales and services from educational departments, and auxiliary sales and services (See Figure 7.1 and Mandatory Table 3, Summary Report of Revenues and Expenditures).

The College receives two major sources of revenue support. The first are funds appropriated by the Legislature for current operations and capital construction and improvements. State operating funds approved by the Legislature are appropriated to the Board of Regents by institution. State capital projects are appropriated to the State Public Works Board. The Board of Regents is prohibited by law from reallocating state operating funds between campuses. The state funds allocated to TMCC become the basis for the annually published State Operating Budget document for public distribution.

The second source of funds comes from Board of Regent approved fees assessed students and from the internal operations of the College, such as dining hall and auxiliary enterprises. Tuition and fees represent approximately one-fifth of TMCC's budget and are used to support a variety of needs. These funds support the General Fund, Student Access Fund, General Improvement Fund, Capital Improvement Fund, Student Association, and a system-wide technology fee.

Under the Constitution and laws of the State of Nevada, the Board of Regents has the right to establish student tuition, fees, and other charges. A portion of assessed student tuition and fees are allocated to the State Operating Budget and a portion remains outside of the State of Nevada Budget. That portion outside of this budget and those other revenue generating activities, like auxiliary enterprises and health services, become the basis of the Board's annual Self-Supporting Budget document. A self-supporting account is any account with a projected \$25,000 in expected expenditures for the next fiscal year. Any account meeting that definition must be presented to the Board through the Self-Supporting Budget process and be approved by the Board of Regents. After approval, the account must have a formal budget established within the accounting system and be controlled by the normal budget

controls established within that system. Accounts under \$25,000 from similar activities are treated as cash accounts.

The commitment of TMCC's resources among programs and services reflects the College's Mission Statement, Strategic Goals, and priorities. State appropriations are based on a legislative funding formula and provide approximately three-fifths of the revenue used by the College (See Figure 7.2, Funding Formula). These funds support academic credit operations including transfer classes, vocational education, and general education classes, all of which are the core of TMCC's educational mission. Since 2001 two major changes have been made in the calculation of this funding, one being that the State of Nevada began funding non-instructional dollars. Prior to this, the State of Nevada awarded only instructional dollars; as a result of this change, TMCC gained more flexibility in the use of state dollars.

Most recently, the funding formula used to appropriate funds between the UCCSN institutions was changed to use the same student-to-faculty teaching ratios. This new system more equitably distributes funds between the institutions. In the last biennium budget, growth (maintenance) dollars for TMCC increased from \$951,900 for FY 2004 to \$1,179,516 for FY 2005. However, when one examines the trend of state funding over the last ten years state support has become a smaller percentage of a growing budget (See Exhibit 7.8, Summary for State Appropriations for 1991-2 through 2004-5).

To supplement state funding, TMCC's Institutional Advancement and Foundation Office is making an effort to increase funding by obtaining extramural money from federal, state, and private sources. The Foundation oversees a combination of programs that are both revenue producing and resource enhancing. The College hired a grants manager to direct this activity, to keep the College aware of possible funding sources, and to help organize submissions. In addition, TMCC hired a new TMCC Foundation Chief Advancement Officer with extensive national fundraising experience.

TMCC is committed to using both its state appropriated and non-state funded resources to support its educational mission and goals, the scope and range of its programs and services, and the diversity of its students. Grant funding has remained steady with the exception of the last year when there was a significant increase in grant funds generated in response to a legislative mandate to increase the number of students in the nursing program for the

2003-2005 biennium; the State of Nevada launched an initiative to nearly double the capacity of nursing programs system-wide. The nursing program at TMCC would need to add 24 students each year for 2003-04 and 2004-05 to its current 95 student enrollment. This mandate was achieved in two ways: the addition of students to the program's traditional program so that the first and second year classes in the nursing program would each support 56 students and the creation of a "Fast-Track" nontraditional nursing program.

The plan for meeting this initiative contained four main components. First, it established state funding for summer session nursing programs to include essential faculty and associated costs for a period of two years (summers 2004 and 2005). During this two-year period, TMCC was permitted to use 100 percent of the summer session registration fee revenues to support its nursing program. Second, the formula funding was redirected to "carve out" essential faculty and associated costs to increase the capacity of TMCC's nursing program. Third, equipment for new nursing laboratories, through an in-kind supplement, was provided by the Nevada Hospital Association. Also, funding was provided for conversion of space for additional laboratory facilities.

In addition to the funding cited above, TMCC received two additional grants to increase the number of graduates from the nursing program. TMCC authored a grant that resulted in a congressional set aside of \$745,575 for the three community colleges in Northern Nevada. TMCC's share of the grant was \$372,355. NevadaWorks funded the other grant of \$453,000, a three-year pilot project for recruiting eligible high school seniors into a dual-enrollment fast-track program (Pipeline Project). The goal of the project is to have students academically prepared for admission to the nursing program by the end of their freshman year of college and completing a degree in nursing by age 21.

Debt Service and Repayment (7.B.2)

TMCC maintains adequate resources to meet debt service requirements of both short- and long-term indebtedness; moreover, the College does so without adversely affecting the quality of educational programs. As demonstrated in TMCC's Debt Service Requirements History and Debt Service Schedule from FY 2002 to FY 2009, the College maintains both a three-year history of the amount borrowed for capital outlay and a five-year projection of future debt repayments (See Exhibits 7.6 and 7.7). The College's debt service practices allow for exploration of private, bond markets, and state sources for short- and long-term

resources; the Board of Regents then allows TMCC to service these debts using student fees or other sources as appropriate. For example, policies affixed to the state budget dictate long-term debt management practices regarding funds the College owes to the State of Nevada. Currently, TMCC is paying off a bond acquired in 1996 for purchase of the IGT Applied Technology Center and a note payable acquired in 2002 for the purchase of land and improvements with 50 percent of the capital improvement fee set aside from tuition and fees going toward that payment.

Another example of the College's responsible servicing of debt can be seen in the management of the two buildings acquired to house the Meadowood Center. One of the buildings has been leased, and the profit from that activity is being used to pay off a portion of the debt on the property. The Board of Regents approved the purchase of the buildings in 1996 (IGT Applied Technology Center) and 2002 (Meadowood Center) and the assumption of the debt (See Standard 7.A.4 for greater detail regarding capital project debts).

Financial Stability (7.B.3-5)

The College's financial statements indicate a history of financial stability for the past five years. The State of Nevada's funding for higher education has remained stable and consistent, and neither the State of Nevada nor the College anticipates any deficits (See Mandatory Table 1 – Current Funds Revenue). TMCC's financial statements are examined by external auditors; the results are discussed with the Board of Regents on an annual basis (See Exhibit 7.9, History of Net Assets).

The State of Nevada does not allow transfers from state funds to non-state funds or between state funds. TMCC is allowed, with President's Cabinet approval, to transfer among non-state funds during the budget development process. Inter-fund borrowing is not permitted, and deficit accounts are reported to the Board of Regents through the exception reporting process. TMCC is required to develop a deficit restoration plan, which must be approved by the Board of Regents.

TMCC demonstrates adequate financial resources for the support of all of its offerings, including specialized occupational, technical, and professional programs. In the development of the instructional biennial budget, the Vice President of Academic Affairs reviews the offerings of all academic departments along with their enrollment patterns. Academic deans present information on projected changes in enrollment, curriculum changes (initiated by the

department or mandated by an outside entity), initiatives to address declining enrollments, and other relevant topics. The Summary for State Appropriations document summarizes state appropriations for the last 14 years and shows the growth in funding by instructional area (See Exhibit 7.8). Along with state funds, TMCC works through its Foundation to secure outside funding, particularly in support of occupational and technical programs. The College has also taken new initiatives to increase the amount of funding it receives from grants.

Financial Aid (7.B.6)

TMCC identifies the sources of its student financial aid for current enrollments and provides evidence of planning for future financial aid in light of projected enrollments. TMCC's students have a variety of financial aid sources available to them as they pursue their education. Federal aid and grants, especially Pell Grants, provide the majority of financial aid awarded to students. State aid, such as the Millennium Scholarship instituted in 1999, also provides a large portion of the total financial aid awarded to TMCC students. The Millennium Scholarship program, funded out of Nevada's share of the Federal Tobacco settlement, provides scholarships for Nevada high school graduates attending Nevada's universities and colleges, including TMCC. Originally, this scholarship program was due to expire in 2010, but state legislators are currently working to extend support past 2015. There is an equal chance that future funding for this program could be reduced. The Legislature intends to tighten eligibility requirements for the scholarship, which should result in fewer high school graduates qualifying for the program.⁴¹

Endowment earnings continue to supply a smaller, though significant, source of financial aid, and annual private sources also constitute a share of financial aid available to TMCC's students. Federal student loans, a larger percentage of funds in absolute numbers, but a smaller portion of student financial aid than in 2001-2002 fiscal year, comprises the remainder of the financial aid picture. Current trends have private annual contributions and state aid increasing rapidly in the near future, both in absolute terms and relative to the total aid available.

Total financial aid has also been growing more rapidly than the student population has been growing, a trend illustrating not only TMCC's stability in providing financial aid to students, but its increasing ability to do so. As Mandatory Table 4—Sources of Financial Aid—demonstrates, financial aid grew by more than 30 percent

from 2001-02 to 2002-03, and by over 10 percent the following year. This increase mainly reflects the rapidly growing number of students taking advantage of the Millennium Scholarship. During the same time periods, SFTE grew by approximately 5 percent per year. TMCC students also receive assistance in accessing the Stafford Student Loan Program. Students' registration fee includes a \$1 per credit New Student Access fee; some of these funds provide work study and grant opportunities for students. Overall, TMCC is able to offer currently and in the immediate future a variety of financial aid options to its students.

TMCC has participated in the Federal Family Educational Loan Program for a number of years (See Exhibit 7.10 showing the TMCC Default Rates of 9.1 percent in 2001 and 8.9 percent in 2002. Data for 2003 will be available in 2005). TMCC's default rates are higher than both the Nevada default rate and the national Two Year Public School Default Rate. TMCC saw a decline in its default rate between 2002 and 2001 and continues to consider new initiatives to reduce the default rate. One of the reasons for TMCC's higher default rate is the College's low numbers of student borrowers. As a result, when only a few borrowers default, the default percentage is greatly impacted. TMCC has an active default management plan that is evaluated each year. Also, the College works closely with its loan guarantor and lenders to better educate students regarding their loan responsibilities.

Financial Reserves (7.B.7)

TMCC maintains adequate financial reserves to meet fluctuations in operating revenue, expenses, and debt service. The unrestricted assets have increased from \$1.4 million in FY 2000 to \$6.1 million in FY 2004 (See Exhibit 7.11, Adequate Financial Reserves).

Auxiliary Operations (7.B.8)

TMCC understands the financial relationship between its education and general operations and its auxiliary enterprises and their respective contributions to the overall operations. Revenue from auxiliary enterprises doubled in FY 2003, mainly due to the Meadowood Center lease arrangement. One of the two Meadowood buildings, which will eventually be used for future expansion, is currently being leased out by the College, and the revenues from this arrangement are included in auxiliary income (See Mandatory Table 1, Current Funds Revenues). Expenditures for auxiliary enterprises also increased dramatically from \$655,000 in 2002 to \$1.3 million in 2003

⁴¹ At the time of the final editing of this document, the Nevada Legislature was still in session actively debating the future requirements and projected long-term funding for the Millennium Scholarship.

(See Mandatory Table 3, Summary Report of Revenues and Expenditures). This is because income from leasing the Meadowood building is used to pay debt incurred by the purchase. However, the revenues from auxiliary enterprises exceed the related expenditures, yielding surplus funds. The excess revenue is used to fund activities not normally included in the state appropriations, including food and service costs for hosting special events, Board of Regents and TMCC committee activities, special programs and activities advancing the primary goal of student success.

Financial Management 7.C

Budget Administrative Control (7.C.1-2)

TMCC's financial organization and management, as well as its system of reporting, ensure the integrity of the College's finances and provide a basis for sound financial decisions. The UCCSN Board of Regents meet ten or eleven times a year; President Ringle and the other UCCSN presidents attend these meetings and make frequent reports on the financial adequacy and stability of their institutions. The UCCSN Vice Chancellor for Finance presents summary financial information for all institutions. The Regents review and approve the Annual State Operating Budget and the Self-Supporting Budgets for each institution at the start of each fiscal year. The Regents also review the Exception Report and the Accountability Report for each institution. The Exception Report provides the Board of Regents with early warning of any department budget or account with a current negative balance that will not be corrected within the fiscal year. The Accountability Report 1) reconciles the approved legislative budget with the Board of Regents' State Operating Budget, 2) provides an explanation of transfers between functions, and 3) records the history of positions created and/or deleted during budget preparation.

The Regents are heavily involved in development of the biennial budgets (Operating Budget and Capital Budget) for presentation to the Legislature. They review and approve the preparation parameters for the State Operating Budget request, including the prioritization of new program initiatives, funding formula ratio changes, equipment requests, and cost-of-living salary adjustment requests. While presidents are very active in creating the priority list for capital construction for their respective campuses, it is ultimately the Board of Regents who review, debate, and approve the final prioritized capital construction and deferred maintenance program request for the UCCSN and present it to the State Public Works Board. This twofold process allows for the presidents to represent the financial and capital needs of their institutions while providing the Board of Regents with the ability to balance the needs of each institution against the greater capital goals of the UCCSN.

TMCC's financial functions are centralized and under a single qualified financial officer, Vice President of Finance and Administrative Services Delores Sanford, who reports directly to President Ringle. Controller Stephen Salaber and Budget Director Cindy Rossetti are responsible for institutional business functions, and both report directly

to Vice President Sanford. Controller Salaber and Budget Director Rossetti work together effectively to monitor the budget, record financial activity, report to account managers, and work with those UCCSN departments that provide business services to the College. The Controller's Office has ten full-time employees, and the Budget Director has three employees. Human Resources, with a staff of seven, works closely with both the Budget Director and the Controller's Office. This relationship is well organized and functions effectively, resulting in lower personnel costs for the College.

TMCC's 2000 Accreditation Interim Report refers to the College's formation of the Operation Research Committee, an internal data-oriented group reflective of various constituencies involved in TMCC's finances. This committee reviewed the College's finances to determine budgetary efficiency and make recommendations for improved future practices. The committee's recommendations strengthened the relationship between the College's business offices, Admissions and Records, and Institutional Research. Overall, TMCC's internal structure for monitoring and reporting financial activity at the College is conceptually sound and appropriately staffed to perform the services required of an increasingly complex organization.

Along with the above organizational structure within the College itself, TMCC's business functions are also inextricably intertwined with UCCSN support services. The UNR Business Center North provides business services to TMCC and other UCCSN institutions in Northern Nevada. Business Center North contains a large Purchasing Department that processes purchase orders (for purchases over \$2000.00) and contracts. Moreover, Business Center North maintains a Personnel Department that administers the personnel system for all State of Nevada classified employees and provides payroll services for all employees within its purview.

Located at the Chancellor's Office in Reno, the UCCSN Banking and Investments Department provides cash management services to all UCCSN institutions and also works with an outside investment advisory firm that oversees investment of the pooled endowment and operating funds for all UCCSN institutions (See Section 7.C.4 for more information). The Department of Internal Audit, an entity overseen by the Office of the Vice Chancellor for Finance, provides internal audit services to all campuses.

Budget Control (7.C.3-4)

All expenditures and income are recorded in the TMCC financial accounting system and are monitored for accuracy and completeness by the staff in both the Controller's Office and the Budget Office. As outlined in 7.C.1-2, some financial management functions are centralized at the UCCSN level. Thus, TMCC benefits from both the expertise of the managers of these system units and the higher investment return obtained from pooling and investing cash and endowment funds.

The Board of Regents established a sophisticated system for managing both investments and cash (See Chapter 10, *Board of Regents Handbook*). The UCCSN Banking and Investments Department, located at the Chancellor's Office in Reno, administers investment and cash policies. The UCCSN Banking and Investments Department manages all cash belonging to UCCSN institutions and invests these funds in a diversified investment portfolio. The UCCSN has a close working relationship with Wells Fargo Bank, maintaining a Consolidated UCCSN Bank Account into which excess funds are "swept" from each institution's bank account every evening. These funds are then pooled and invested in the UCCSN's diversified investment portfolio. Interest income is allocated to each institution according to the UCCSN Investment Income Distribution Policy (*Board of Regents Handbook*, Title 4, Section 5, F, 2 and 2a). TMCC's share of the UCCSN's investment income gets distributed internally to specific accounts based upon their average daily balances.

The UCCSN Cash Management system has two important features: controlled disbursements and positive pay. Controlled disbursements reduce the cash float in the disbursements process and increase the College's opportunity to earn more on its cash reserves. Positive pay is a system that ensures a check will not be processed and funds paid out unless both the check number and the check amount match a list of approved payments (See *Board of Regents Handbook*, Title 4, Chapter 10, Section 5).

Furthermore, administrative computing for the budget and financial systems, including payroll and retirement plans, is done at the UCCSN Computing Center. (See 7.C.5 for a fuller description of the administrative computing package). Most TMCC employees are covered by pension plans. Classified employees at all UCCSN institutions are covered by the State of Nevada Public Employees Retirement System (PERS), and professional employees are covered under either PERS or up to four Alternative Retirement Plans.

Accounting Practices (7.C.5)

TMCC's accounting system follows generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board ("GASB"), including Statement Numbers 34, 35, 37, and 38. TMCC's financial statements are prepared on an accrual basis in accordance with these standards.

The UCCSN Computing Center, which provides administrative computing services to all UCCSN institutions, uses the AMS Advantage 2.2 fund accounting computer package. The package includes a general ledger, accounts payable/ purchasing, accounts receivable, grant and contract accounting, and budget preparation and control. Data entry and multiple screen viewing are provided by both the character based screen system and Advantage Desktop, a Windows based view function of the mainframe Advantage system. Reports are prepared using Focus Report Writer and the SCS Data Warehouse. The current accounting system for generating reports directly remedies and addresses one of the critiques of the 1995 Accreditation Self Study in which the evaluators noted a lack of a managerial accounting system providing user-friendly reports at TMCC at that time. Moreover, the Controller's Office and the Budget Office currently provide extensive training for all account managers regarding how to read and use the reports generated by the administrative computing system and how to use the Data Warehouse system in general.

TMCC is neither an independent nor a proprietary institution. Standards 7.C.6-8 do not apply.

Auditing Practices (7.C.9-13)

UCCSN institutions are not regularly audited by a state agency. At the end of the fiscal year, an independent certified public accountant audits each institution within the UCCSN, and the subsequent reports are presented to the presidents and the Board of Regents. An independent certified public accountant also audits each institution's Foundation and generates reports, which are then presented to the presidents, the Foundation Boards, and the Board of Regents. The Regents act as corporate directors overseeing the Foundations, appointing the trustees for all UCCSN institutions.

When directed by the State of Nevada Legislature, the Legislative Counsel Bureau may conduct special audits of any institution in the UCCSN. In 2003, the Legislature passed legislation asking the Legislative Counsel Bureau Audit

DONATIONS AND PLEDGES TO THE TMCC FOUNDATION & TMCC JULY 1, 2004 - MARCH 25, 2005

Donations	Foundation	College	Total
Individuals	\$ 150,422	\$ 39,534	\$ 189,957
Corporations	35,050	23,398	58,448
Organizations	22,500	17,580	40,080
Foundations	267,520	261,000	528,520
Total donations	\$475,492	\$341,513	\$817,005

Pledges	Foundation	College	Total
Individuals	\$ 250,000		\$ 250,000
Corporations	86,000		86,000
Organizations	31,000		31,000
Foundations		\$ 500,000	500,000
Total Pledges	367,000	500,000	867,000

Grand Total	\$ 842,492	\$ 841,513	\$ 1,684,005
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Figure 7.4 Donations and Pledges

Department to conduct a number of UCCSN audits of areas such as athletics, statewide programs, student full-time equivalent reporting, administrative costs (including host and travel costs), investment operations, and construction planning/project control costs. Certain areas, such as athletics and state-wide programs, fall outside of TMCC's offerings, and as a result, were not included as a part of the audit's findings. However, TMCC had audit findings related to areas such as host, travel, and construction costs. TMCC's administrative costs were found to be reasonable compared with peer institutions, and the auditors commended the College for the accuracy of its student full-time equivalent reporting.

In 1995, the Legislature asked the Legislative Counsel Bureau to review the management and accountability structure of the Board of Regents and UCCSN Administration. The 1995 audit did not directly involve the UCCSN institutions individually, but the audit's major findings resulted in tighter management and accountability reporting and control at the system level. The exception and accountability reporting process was an outcome of that audit (See Standard 7.C.1-2 for a discussion of these reporting processes).

TMCC's funds for financial aid and other programs not subject to State of Nevada oversight are audited annually

by an independent certified public accountant. For example, federal financial aid funds—such as Pell Grants—are audited through the A-133 audit performed in recent years by PricewaterhouseCoopers. All other funds for financial aid are included in the annual audit conducted by an independent auditor. The UCCSN Department of Internal Audit periodically audits the TMCC Student Financial Aid and Employment Department; the last such internal audit occurred during 2000 and covered the period July 1, 1998 through June 30, 1999 (See Exhibit 7.12, Financial Aid and Employment Department Audits).

The UCCSN has a well-organized program for conducting internal audit of its institutions that complements TMCC's accounting system and its external auditing process. The UCCSN office of Internal Audit conducts all internal audits for the College. The Director of the Office of Internal Audit, who conducts internal audits at all UCCSN institutions, first reports and submits completed internal audits to the Board of Regents Audit Committee and then to the full Board of Regents. In the four years prior to June 30, 2004, the Office of Internal Audit conducted 14 audits at TMCC (See Exhibit 7.13 for a complete list of internal audits). Recent TMCC audits have been conducted for the Plant and Facilities Department, Applications Development, and Information Technology Operations. The TMCC Library was audited during spring 2004 as part of the system-wide audit of all libraries. Recommendations were made to

strengthen cash controls, petty cash, expenditures, and receipt of gifts. TMCC has taken steps to implement these recommendations.

The Board of Regents Audit Committee establishes annually an audit plan for the UCCSN; administrators at the various institutions and the Regents provide input and assist the Audit Committee in determining critical and current issues that will be reflected in the internal audit plan for the UCCSN. For example, the Audit Committee established as policy that all host accounts and student FTE reporting from each institution will be audited annually. In addition, the Legislative Counsel Bureau has conducted operational and enrollment audits of all UCCSN institutions during the 2003-5 biennium at the request of the Legislature. TMCC works closely with both internal and external auditors to see that data is made available to the auditors and that the recommendations are discussed and implemented on a timely basis. TMCC's external auditor did not issue a management letter for the fiscal year ended June 30, 2004.

TMCC has created a new position title—Senior Accountant/Auditor. The position has been filled and will commence May 2005.

Fundraising and Development 7.D

Fundraising Activities and Policies (7.D.1)

The TMCC Foundation is a 501c3 organization that serves as the fundraising entity for TMCC. In accordance with TMCC's academic planning, Mission Statement, and Strategic Goals, the College has set forth the goal of "strengthening the TMCC Foundation to serve as the fundraising arm of the institution" (*Strategic Planning*, p. 7). The TMCC Foundation's fundraising activities are governed by explicit policies established by the UCCSN. Administrative policies connected to fundraising practices for all member institutions of the UCCSN are contained in Title 4 Chapter 10 of the *Board of Regents Handbook*. UCCSN offices and financial managers oversee investment and endowment funds generated through TMCC Foundation fundraising efforts. UCCSN policies regarding investment objectives, endowment distribution, and asset allocation can be found in Title 4, Chapter 10, Sections 4.1-4. Policies regarding gifts to any UCCSN institution are contained in Title 4, Chapter 10, Section 9.

TMCC's Chief Advancement Officer BJ North oversees fundraising activities for the College. CAO North reports to the TMCC Foundation Board of Trustees and President Ringle. Moreover, the College provides financial support for the Foundation; the Foundation itself has no employees. In terms of fundraising, the Foundation is fairly small with donations averaging between \$400,000 and \$500,000 combined with pledges averaging between \$300,000 and \$400,000 annually (See Figure 7.4 for recent Foundation donation and pledge amounts).

The TMCC Foundation Board of Trustees, via the fundraising committee, determines the nature of the College's annual fundraising activities and ensures that those activities are in accordance with Board of Regents policies. Typically, the Foundation's activities focus on the Annual Campaign to raise funds for scholarships, faculty grants, and academic planning funds, and the Capital Campaign. The Foundation also funds or sponsors special event, plays, and other artistic endeavors.

The Foundation's fundraising structure has been quite effective in generating revenue for TMCC (See Mandatory Table 9, which depicts the growth in Endowment and Income for the Foundation for the preceding 3 fiscal years). The College experienced an increase in endowment funds from \$5,417,890 in 2001-02 to \$6,367,703 in 2003-04, an increase of approximately 15 percent. Similarly, distributions in the form of scholarships and faculty grant bequests rose by approximately 12 percent.

Administration of Investment Funds (7.D.2)

TMCC Foundation investments are controlled and managed at the system level through the UCCSN Endowment Investment Fund. Administrative policies for the management of investments are contained in Title 4, Chapter 10, Section 4 of the *Board of Regents Handbook*. Per the policy listed in Section 4, the Regents have the authority to delegate management of the Endowment Investment Fund to the Investment Committee. The Chancellor, the Vice Chancellor for Finance, and the Director of Banking and Investments serve as ex officio, nonvoting members of the Investment Committee. The Chairman of the Board of Regents appoints the Chair of the Investment Committee and may appoint one or more individuals with investment knowledge or expertise to serve as nonvoting members. The Investment Committee meets at least quarterly, or more often, as needed. Minutes of each meeting of the Investment Committee are provided to the Regents for acceptance at the Board of Regents next meeting.

The Investment Committee also has the responsibility of selecting external investment groups to manage the assets of the Endowment Investment Fund. Subject to the manager-specific guidelines referenced in Title 4, Chapter 10, Section 4, Subsection 7.b and in accordance with the generally

accepted standards of fiduciary prudence and responsibility, the managers will then have complete discretion over the investment of the UCCSN's funds in their respective accounts. The Endowment Investment Fund for the UCCSN is currently valued at approximately \$200 million. TMCC's portion of this fund totals over \$6 million. The UCCSN Banking and Investment Department provides administrative support for the Investment Committee.

Each fiscal year, distribution from the Endowment Investment Fund to each UCCSN institution is determined at a rate of 4.5 percent of the average market value for the 20 quarters ending December 31 of the immediately preceding fiscal year. For example, distributions for fiscal year 1996-97 would be based on the Endowment Investment Fund's average ending quarterly market values for the twenty consecutive quarters ended December 31, 1995. System policy prohibits making withdrawals from the Endowment Investment Fund other than to fund predetermined spending amounts without prior approval of the Board of Regents (See Exhibit 7.14 for a Three Year Endowment History).

Relationship between TMCC and the TMCC Foundation (7.D.3)

The TMCC Foundation is a legally and financially separate entity from the College with its own Board and set of bylaws; thus, the relationship between the College and its Foundation is well defined, productive, and consistent with UCCSN policies. The legal relationship between TMCC and its Foundation is defined in the Amended and Restated Articles of Incorporation for the Foundation (January 7, 1993) (See Exhibit 7.15, Articles of Incorporation for the Foundation). These Articles, which serve as the definitive source for policy and procedure for the Foundation, incorporate UCCSN policies into the Foundation's bylaws and define the institutional relationship between the Foundation and the College.

Article III, titled Objects and Purposes of the Articles of Incorporation, defines the roles, relationships, and purposes of the Foundation. According to this Article, the Foundation should provide the following types of support for TMCC: (a) to aid, support, and assist the maintenance, promotion, growth, and improvement of Truckee Meadows Community College, its faculty, staff, students, and facilities, and to enhance and stimulate the quality of education throughout and the standards and potential of TMCC as an institution of higher learning; (b) to receive, maintain, and administer a fund of real and personal property derived from all sources whatsoever, and subject to the terms of

any specific gift, grant, bequest, or devise and to the restriction set forth below, to use, apply, and distribute the income from and the principal of such a fund exclusively to, for the benefit of, or to carry out the purposes of TMCC or any organizations affiliated with TMCC and are exempt from federal taxation; (c) to serve as an innovative, flexible and efficient vehicle to facilitate the solicitation and management of gifts, grants, bequests, and devises for the benefit of TMCC; (d) to provide or make available for expenditure by the administration of TMCC for the general or specific academic purposes, including without limitation defraying in capital and ordinary expenses, financing fellowships, sponsoring lectures, conferences, institutes, and symposia, assisting with authors, artists, scholars, scientists, and other persons whose knowledge, talent, and skill contribute importantly to the welfare of humanity, and securing for TMCC the benefit of wisdom, experience, and abilities of distinguished persons who have excelled in their respective fields; (e) to grant or provide for scholarships, loans, or other assistance to individuals who have demonstrated academic promise or achievement, to encourage and furnish funds for research, public service, and teaching, and otherwise assist in the development of enhanced and expanded educational opportunities for and service to the citizens of the State of Nevada by TMCC; (f) to do and engage in all lawful activities that further or are consistent with the preceding objects and purposes of the corporation.

Analysis and Appraisal

The policies and procedures guiding financial management at TMCC link clearly defined system controls with internal flexibility in managing the institution's fiscal responsibilities. Fiscal autonomy is balanced with strict accountability and reporting procedures. This balance results in a healthy fiscal environment conducive to meeting immediate- and short-range financial obligations and enabling creative and visionary long-range planning. Although the College's debt has increased, it has remained at a reasonable level; the physical plant is well maintained and attractive; support services are adequate to fulfill TMCC's educational mission; for the most part, new full-time faculty hiring has kept pace with enrollment growth. Teaching faculty members have access to state-of-the-art instructional technical support.

TMCC's accounting system follows generally accepted accounting principles. The staff in the Controller's Office and the Budget Office monitor for accuracy and completeness the College's expenditures and income. Furthermore, the College's procedures for budget development and its established budget policies are clearly defined by the state's fiscal appropriation process and the Board of Regents self-supporting budget process. TMCC's administration has responded to the need for more open communication with faculty and staff directly affected by budget decisions. TMCC's current administration has made open communication regarding budgeting and decision making processes a top priority in its management philosophy. New initiatives that are underway will increase the involvement of faculty and staff at all levels in budget planning and ensure that budget planning continues to be commensurate with strategic planning for academic growth and quality.

The 2004 Self-Study Standard 7 Committee notes the following strengths in TMCC's financial structure and practices:

- Experienced, well-qualified professionals lead the Budget Office and Controller's Office.
- The Board of Regents does not allow deficit spending, and all indebtedness must be guaranteed by adequate student fees revenues.
- TMCC has a strong and effective system of financial accounting and budgeting.
- The recently revised Instruction Formula adopted by the State of Nevada Legislature provides funding based on SFTE growth as estimated by a weighted average of the past three years enrollment. The new formula benefits TMCC and provides stable funding.
- TMCC's endowment funds have grown to approximately \$6 million, resulting in almost \$200,000 in annual income used mainly to fund scholarships.
- TMCC has seen a change in its net assets to indebtedness ratio with the purchase of the Meadowood Center. However, the ratio is still very strong, and income from leasing part of the new facility more than offsets the debt service.
- TMCC has an active Foundation and advisory TMCC Board of Trustees who bring in additional resources and connect the College to significant and various corporate and private entities in the community.
- TMCC has obtained several grants that fund a variety of special needs. Moreover, the College has strengthened its ability to be even more effective in this area by hiring a full-time grant coordinator.
- The College has made much progress in coordinating its strategic planning process with financial planning with the formation of the Planning Council, an inclusive body with representation from all areas of the College.
- The UCCSN established a financial data warehouse system last year that has allowed the College better access to and retention of financial data.

Next Steps

The Self-Study Standard 7 Committee make the following recommendations:

- TMCC, though making progress in aligning financial planning with academic planning, still needs to improve in this area. Development of an Academic Master Plan is scheduled to be completed by June 2005.
- TMCC uses a financial accounting system that still lacks a user friendly management accounting feature. The UCCSN Data Warehouse System has improved access to financial information to the departments, but additional work is needed.
- The internal budget process lacks definition and participation from departmental constituencies. Improvements for 2004/05 include creating a Budget Advisory Committee, development of a Web site to provide budget information to TMCC, and other steps to increase input and awareness of budget matters.
- The State of Nevada does not fund major programs of TMCC's educational mission, such as work force development.
- The Board of Regents needs to continue bringing funding for part-time faculty up to the level of funding for full-time faculty. The target figure is \$800 per credit hour taught. In the fall of 2004, TMCC increased part-time faculty compensation by \$25 to \$650 per credit hour.
- While centralized control of foundation administration functions may be advantageous at the system level, there is an increasing trend by community colleges to choose their own investment strategies. The move to college-based control of investment increases the potential income that can be generated by gifts/donations to TMCC because local investment opportunities are often missed by the UCCSN. The current inflexibility often creates tension between individual institutions and UCCSN. Such tensions are exacerbated by a lack of communication between the UCCSN and its individual community college foundations. The Committee recommends that the College have the opportunity to explore, if deemed useful by CAO North and the TMCC Foundation Board of Trustees, greater autonomy in determining investment of foundation funds.



Standard

Physical Resources

Historical Context

Truckee Meadows Community College is comprised of a constellation of educational sites, four currently and six in the near future, located throughout the Reno-Sparks area. TMCC's Dandini Campus, its main educational site, is located in the desert hills north of Reno, nestled between the Desert Research Institute to the west, the National Weather Service Center to the south, and Bureau of Land Management lands to the north and east. Indeed, TMCC sits on BLM land as does the Desert Research Institute.⁴² TMCC began as a secondary campus of Western Nevada Community College, located in Carson City, Nevada, thirty miles south of Reno, and first operated out of facilities at the Stead Air Base approximately 5 miles north of Reno. In 1976 the first construction at the Dandini Campus was completed, and in 1979 the Board of Regents established TMCC as the fourth community college in Nevada.

As with so many college campuses around the country, growth of facilities and infrastructure are somewhat informed, and often constrained by, such issues as physical limitations (Dandini Campus is landlocked with limited opportunities for expansion) and the need to offer educational services at various locations in a given region. Since its inception, TMCC has struggled with these issues and has attempted to meet the immediate pressures placed on its facilities and infrastructure through efficient use of existing resources and by expanding services to satellite sites throughout the Reno-Sparks area. As a result of consistent growth in student numbers, particularly in the last 7 years, and TMCC's expansion of instructional programs requiring special space accommodations, leadership and other relevant college constituencies have initiated proactive and insightful planning to ensure adequate facilities and infrastructure in anticipation of future growth.

At the time of the 1995 Accreditation Self-Study Report, TMCC offered courses at the Dandini Campus, Old Town Mall Education Center, an evening education program located at Incline Village, and various Washoe County

School District facilities. TMCC thus had a presence throughout Washoe Valley; however, the Dandini Campus remained the focus of facilities development. On the Dandini Campus in 1995, the fourth construction phase of the Red Mountain Building had been completed (1987), the Vista Building and the E. L. Cord Child Care Center had been added (1992), the Elizabeth Sturm Library (which comprises half of the Sierra Building) had been completed, and the Advanced Technology Center (which comprises the other half of the Sierra Building) had been submitted to the Board of Regents for consideration for capital improvement funding, a part of the capital budget. During the same period, the TMCC Foundation Board was exploring ways to acquire and fund the Edison facility, the TMCC IGT Applied Technology Center. These capital expansions and the corresponding support functions and infrastructure that came with these facilities enabled TMCC to accommodate growth in its student numbers (in fall 2003, TMCC hit the benchmark number of 5,000 student FTE, the highest state supported enrollment in the history of TMCC) and expansion of educational programs and accompanying student services.

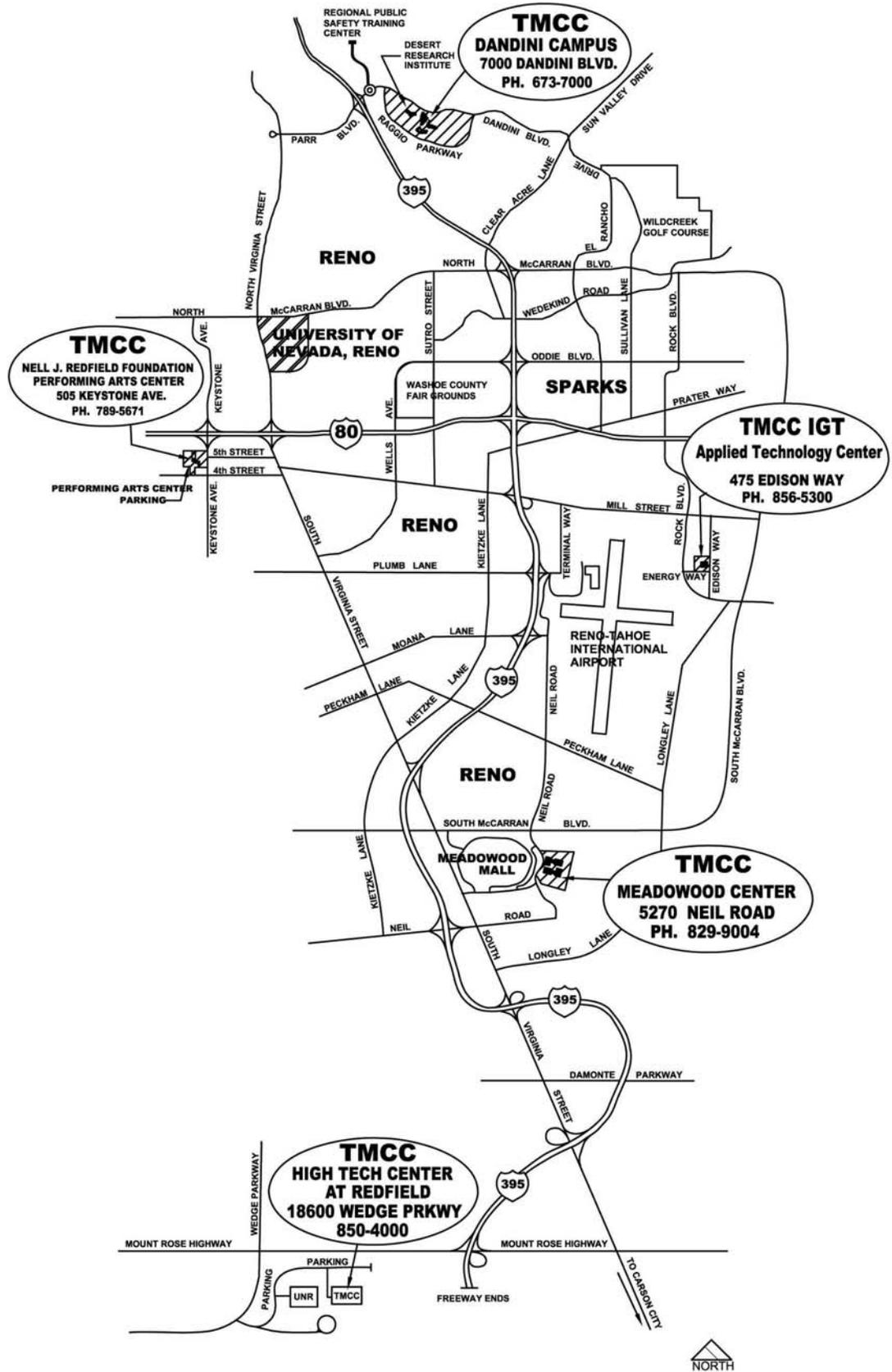
TMCC leadership has historically engaged in meaningful master planning, including the formation of Facilities Master Plans, which have informed and guided TMCC's physical resources management practices. Historic documents, from the *1983 Dandini Research Park Master Plan* to the *1989* and *1995 TMCC Master Plans*, addressed the primary issue facing TMCC—the need to grow spatially, both in absolute footage and in types of facilities, in response to increasing student numbers and changing program needs (See Exhibits 8.1, 8.2, and 8.3, *1983 Dandini Research Park Master Plan*, the *1989 TMCC Master Plan*, and the *1995 TMCC Master Plan*). The *1992* and *2000 Facilities Master Plans* replicate in their focus this concern; moreover, these documents actively engage at their core the problematic task of meeting immediate capital resources and infrastructure needs while planning for both short- and long-range growth, especially in the context of the physical space limitations of Dandini Campus

⁴² Members of administration from both TMCC and DRI have initiated talks with Nevada's congressional representatives to have the federal government deed the land currently occupied by both institutions as well as adjacent lands over to the UCCSN.

(See Exhibits 8.4 and 8.5, *1992 Facilities Master Plan* and *2000 Facilities Master Plan*). Every TMCC master plan has focused on similar themes: maintaining the college/campus character, providing facilities that meet the needs of various uses and activities, developing effective pedestrian and vehicular circulation, and identifying and developing sites within the larger geographic community.

Over the last decade, the impact of TMCC's growth has been felt not only in terms of physical space but also the pressure such growth places on the infrastructure, the less visible system that supports the College. Since facilities are in use from early morning until late evenings, including weekends, maintenance of buildings and grounds is ongoing. In an effort to maximize physical and human resources, TMCC's leadership has repeatedly revisited the issue of scheduling to accommodate the limitations of space read up against the more immediate task of meeting students' needs. Providing students, faculty, and staff with office space, technology needs, and classroom and lab space has required creative deployment and positioning of resources. More recently, various constituencies have made safety and security issues a priority for campus discussion. What remains remarkable is the degree to which faculty, staff, and students have exhibited flexibility and patience as the College has worked through its growing pains. Simply ensuring that TMCC has the facilities and physical resources to maintain its reputation for academic excellence has been, and continues to be, a challenge.

Figure 8.1—TMCC’s Multiple Locations



Current Situation

Given the ever present issue of matching infrastructure and facilities growth with increasing student and program needs, TMCC has made remarkable progress in its facilities and physical resources development and management. Since the 1995 Accreditation Self-Study Report, the Dandini Campus has physically expanded with the completion of the Advanced Technology Center (1996), the other half of the Sierra Building, addition of the Facilities Building (2003), and the completion of the V. James Eardley Student Services Center (2004). The TMCC IGT Applied Technology Center has more fully developed its course offerings and instructional technology. TMCC terminated its lease at Old Town Mall and acquired the Meadowood Center in south Reno, a two building center, which currently utilizes one building for TMCC courses and student services and leases the other to create debt-servicing revenue. The second Meadowood building has the potential to serve as a facility available to address future growth. The TMCC Nell J. Redfield Foundation Performing Arts Center, a leased facility in northwest Reno, provides a location for TMCC's dance, music, and theatre programs (See Figure 8.1 for an overview of TMCC's multiple locations).⁴³

TMCC's Distance Education offerings have absorbed some of the College's growth, taking the pressure off the physical facilities and parking, at the Dandini Campus in particular, but correspondingly Distance Education has increased the pressure on infrastructure, particularly in the Information Technologies area.

As part of the Strategic Planning process, TMCC identified as the Strategic Goal for Facilities, the need to "provid[e] effective and efficient use of facilities that [are] aesthetically pleasing, safe, environmentally friendly and enhance the learning experience" (*Strategic Planning*, p. 6). This Strategic Goal and its objectives and activities provide the underpinning for the attainment of every other Strategic Goal—from Achieving Academic Excellence, in terms of providing the physical and infrastructure framework for responding to increased program demands and student growth to Finance and Institutional Effectiveness, in terms of developing sound institutional development and management practices. The Strategic Goal of Facilities is

explicitly implicated in the Strategic Goal of Technology, whose infrastructure supports faculty, staff, and students in the teaching and learning environment. Even the Strategic Goal of Diversity, which emphasizes the need to create a welcoming and supportive environment, indirectly highlights the centrality of facilities resource development and management as a critical component informing TMCC's institutional mission.

The Board of Regents mandated that every unit in the UCCSN system complete an update to its master plan by the end of calendar year 2004. This mandate, in combination with the identification of the Strategic Goal of Facilities in TMCC's *Strategic Planning* document, drove the creation of the *2004 Facilities Master Plan*. This plan "provide[s] a comprehensive framework for college-wide strategic facilities decisions for the next decade" and was the product of a comprehensive, campus-wide effort (*Strategic Planning*, inside cover). While recognizing growth at all TMCC sites, the *2004 Facilities Master Plan* documented the need for growth at the Dandini Campus based upon a fall 2003 student headcount of 10,044 to a projected student headcount of over 16,000 in 2013, a baseline year known as Horizon 1 (See Exhibit 8.6, *2004 Facilities Master Plan* and see Standard 8.C.1 for a fuller discussion of the section in this master plan titled "Physical Resources Planning"). Strategic planning for TMCC's growth in the next decade, including but not limited to the *2004 Facilities Master Plan*, has positioned TMCC "as a partner with the community to diversify the economy of Northern Nevada, [to] meet the health care crisis, [to] provide access to growing populations of students who have been underrepresented in higher education, and to provide the first two years of virtually any baccalaureate program" (*2004 Facilities Master Plan*, President's Introduction).

While the Dandini Campus location is problematic in terms of limited space for expansion, it is an undeniably beautiful site. TMCC administration has committed to growth on the Dandini Campus commensurate with sustaining the unique beauty of the site. For example, while the College prepares in the future to improve parking via the creation of a parking garage, leadership has assured

⁴³ In fall 2005, TMCC will open its TMCC High Tech Center at Redfield in collaboration with the University of Nevada, Reno. Recognizing that the north valleys are the fastest growing portion of Washoe County, TMCC targeted Spanish Springs as a site to provide educational services, and TMCC will open at a yet undetermined date an educational center in this area. Both of these educational centers are designed to service in the short-term the general education needs of students living in the outer areas of the Reno-Sparks area and in the long-term to house specific programs, such as nursing and veterinary technology.

CURRENT AND PROJECTED GROSS BUILDING SPACE 2004 Actual, 2005-07 Estimates

FACILITY	COMPLETION DATE	Actual	Estimates		
		2004	2005	2006	2007
Red Mountain Building - Phase II	Nov. 1976	38,948	38,948	38,948	38,948
Red Mountain Building - Phase III	Apr. 1980	52,950	97,950	97,950	97,950
Red Mountain Building - Western Addition	Jul. 1985	3,823	3,823	3,823	3,823
Red Mountain Building - Phase IV	Oct. 1987	56,137	56,137	56,137	56,137
Vista Building - Phase V	Aug. 1992	45,187	45,187	45,187	45,187
E.L. Cord Child Care Center	Aug. 1992	9,748	9,748	9,748	9,748
Red Mountain Building - TV Studios Classroom/Office Addition	Aug. 1993	4,869	4,869	4,869	4,869
Elizabeth Sturm Library - Phase VIA	Oct. 1995	37,116	37,116	37,116	37,116
Grounds Maintenance Building	Jun. 1996	1,500	1,500	1,500	1,500
Advanced Technology Center - Phase VIB	Oct. 1996	78,386	78,386	78,386	78,386
IGT Advanced Technology Center - 1 st & 2 nd Floor	1976	96,296	96,296	96,296	96,296
Old Town Mall Education Center - 3 rd Floor	Apr. 1974	N/A	N/A	N/A	N/A
Old Town Mall Education Center - 1 st & 2 nd Floor	Dropped	N/A	N/A	N/A	N/A
Meadowood Center South (5270 Neil Road)	Jan. 2003	46,668	46,668	46,668	46,668
Tahoe Education Center - Incline Village	Aug. 1998	N/A	N/A	N/A	N/A
High Tech Center at Redfield	Dec. 2004	0	34,542	34,542	34,542
Public Safety Complex (AKA Joint Police/Fire Academy Training Center)	Aug. 2001	42,063	0	0	0
V. James Eardley Student Services Center (Red Mountain Building Addition)	July 2004	0	47,633	47,633	47,633
Facilities Services Building	Aug. 2003	7,904	7,904	7,904	7,904
TMCC/Neil J. Redfield Foundation Performing Arts Center	Nov. 2002	10,472	10,472	10,472	10,472
Facility Storage (Parr Blvd)	Feb. 2003	4,000	4,000	4,000	4,000
TOTAL BUILDING SPACE SQUARE FOOTAGE		536,067	621,179	621,179	621,179

Source: TMCC Plants and Facilities Department

Notes

1. Shaded cells indicate leased spaces
2. Building Space as of June 1, 2004
3. Red Mountain Building – Phase III, area reduced for Student Center Remodel Project

Figure 8.2—Current and Projected Gross Building Space 2004 Actual, 2005-07 Estimates

CURRENT AND PROJECTED GROSS BUILDING SPACE

2005 Actual, 2006-08 Estimates

FACILITY	COMPLETION DATE	Actual	Estimates		
		2005	2006	2007	2008
Red Mountain Building - Phase II	Nov. 1976	38,948	38,948	38,948	38,948
Red Mountain Building - Phase III	Apr. 1980	97,950	97,950	97,950	97,950
Red Mountain Building - Western Addition	Jul. 1985	3,823	3,823	3,823	3,823
Red Mountain Building - Phase IV	Oct. 1987	56,137	56,137	56,137	56,137
Vista Building - Phase V	Aug. 1992	45,187	45,187	45,187	45,187
E.L. Cord Child Care Center	Aug. 1992	9,748	9,748	9,748	9,748
Red Mountain Building - TV Studios Classroom/Office Addition	Aug. 1993	4,869	4,869	4,869	4,869
Elizabeth Sturm Library - Phase VIA	Oct. 1995	37,116	37,116	37,116	37,116
Grounds Maintenance Building	Jun. 1996	1,500	1,500	1,500	1,500
Advanced Technology Center - Phase VIB	Oct. 1996	78,386	78,386	78,386	78,386
IGT Advanced Technology Center - 1 st & 2 nd Floor	1976	96,296	96,296	96,296	96,296
Meadowood Center South (5270 Neil Road)	Jan. 2003	46,668	46,668	46,668	46,668
High Tech Center at Redfield	Dec. 2004	34,542	34,542	34,542	34,542
V. James Eardley Student Services Center (Red Mountain Building Addition)	July 2004	47,633	47,633	47,633	47,633
Facilities Services Building	Aug. 2003	7,904	7,904	7,904	7,904
TMCC/Neil J. Redfield Foundation Performing Arts Center	Nov. 2002	10,472	10,472	10,472	10,472
Facility Storage (Parr Blvd)	Feb. 2003	4,000	4,000	4,000	4,000
TOTAL BUILDING SPACE SQUARE FOOTAGE		621,179	621,179	621,179	621,179

Source: TMCC Facilities Services Department

Notes

1. Shaded cells indicate leased spaces

Figure 8.3—Current and Projected Gross Building Space 2005 Actual, 2006-08 Estimates

Description of TMCC Building Space

FACILITY	COMPLETION DATE	Gross Sq. Ft. ^{*1}	Assignable Sq. Ft. ^{*2}	# Classrooms
E.L. Cord Child Care Center	Aug. 1992	9,748	5,088	0
IGT Building (AKA Edison Way Technology Center)	1976	96,296	48,216	14
TMCC/Neil J. Redfield Foundation Performing Arts Center	Nov. 2002	10,472	1,170	0
Elizabeth Sturm Library	Oct. 1995	37,116	1,138	0
Meadowood Center South (5270 Neil Road)	Jan. 2003	46,668	16,625	13
Red Mountain Building	Jul. 2004	249,360	38,752	22
Vista Building - Phase V	Aug. 1992	45,187	14,119	15
Advanced Technology Center (AKA Sierra Building)	Oct. 1996	78,386	28,594	11
High Tech Center at Redfield ^{*3}	Dec. 2004	34,542		8
Facilities Services Building	Aug. 2003	7,904		0
Facility Storage (Parr Blvd)	Feb. 2003	4,000		0
Grounds Maintenance Building	Jun. 1996	1,500		0
TOTAL		621,179	153,702	83

*1 Actual square footage from 2005 provided by Facilities Services

*2 Space Utilization Report 2003

*3 Classroom/Lab data for Redfield: provided by Facilities Services 7/8/05

Figure 8.4—Description of TMCC Building Space

the college community that the construction of a parking building will neither impede access to the desert vistas nor detract from the architectural theme of the existing buildings which work in both style and color in concert with the surrounding desert landscape. The combination of non-intrusive building styles, subtle structural coloration, the mix of colorful flora and indigenous landscaping, the recent addition of the V. James Eardley Student Services

Center, and the creation of the geometrically clever and centrally located campus amphitheater has resulted in a cohesive, campus atmosphere. Taken as a whole, the Dandini Campus offers students a warm and inviting place to pursue their education even as the College offers numerous satellite educational sites, noteworthy for their convenience if not their unique aesthetics, to serve students across the region.

Instructional and Support Facilities (8.A)

Instructional Facilities and Functions

(8.A.1, 2)

TMCC's instructional facilities reflect the physical manifestation of its Mission Statement, reflected in the articulation of the Strategic Goal for Facilities. The broad instructional areas identified in the Mission Statement—programs for general education, transfer degree, developmental education, occupational/technical, customized job training, continuing education and recreation, as well as student and academic support services—have both shared and individual instructional facility needs (See Figure 8.2 and 8.3 for the 2004 and 2005 summaries of current and projected gross building space, including completion date).

Division of space within TMCC's facilities allows for an appropriate number of classrooms, labs, and student services offices to ensure that the College maintains the highest standards of academic excellence. The Dandini Campus, the Meadowood Center, the TMCC IGT Applied Technology Center, and the TMCC Nell J. Redfield Foundation Performing Arts Center provide sufficient instructional and support facilities (See Figure 8.4, Description of TMCC Building Space the number of gross square feet and assignable square feet).

TMCC's Dandini Campus is the central location of the administrative functions of the College. The President and vice presidents are located at the Dandini Campus but each schedules time at the other sites. Also, most of the central administrative offices, including Human Resources, the Controller's Office, the Budget Office, Information Technology, Student Services, Financial Aid, Counseling, Admissions and Records, and New Student Programs, have their primary offices on the Dandini Campus but schedule time at all of the other sites. Additionally, a wide variety of academic and occupational programs are housed at the Dandini Campus. For example, the E. L. Cord Child Care Center has 889,200 assignable square feet and functions not only as a child care center for students, faculty, staff, and the community but also as an instructional facility for students enrolled in the Early Childhood Education Program at TMCC. In total, the Dandini Campus went from 309,472 total assignable square feet in fall 2003 to 508,813 assignable square feet in 2004, largely due to the construction of the V. James Eardley Student Services Center and concurrent remodeling (*2004 Facilities Master Plan 2.2*).

The Meadowood Center, which opened in 2003 with 42,980 assignable square feet, also offers a wide variety of academic classes for TMCC students and is also the location of Workforce Development and Continuing Education. Thus, the Meadowood Center fulfills several aspects of TMCC's institutional mission in one location: it offers academic classes and personal enrichment classes while it also serves as a site for personal, professional, and workplace education. Additionally, programs in adult basic education, literacy, community-based ESL, citizenship, and workplace literacy are located at the Meadowood Center, as are student support services such as Counseling, Veterans Upward Bound, and the Re-Entry Center. The acquisition of the Meadowood Center fulfilled a long-time goal for TMCC to establish a presence in the Neil Road corridor, where a number of underrepresented populations reside.

TMCC's IGT Applied Technology Center is the site for the College's education and training opportunities in industrial technologies. Programs in automotive, construction, diesel, electronic, environmental control technology, recreation vehicle, and welding technology are located at the Edison Way site in east Reno. The IGT Applied Technology Center, completed in 1976, began as a shared-use facility with the Washoe County School District—the Regional Technical Institute. This TMCC- WCSD cooperative effort integrated occupational-technical education programs. The intent was to move expanding occupational and technical programs off the Dandini Campus and locate them in an area with potential for expansion. The IGT Applied Technology Center has 48,216 assignable square feet.

The TMCC Nell J. Redfield Foundation Performing Arts Center, located in northwest Reno, has 1,170 assignable square feet and is the location for TMCC's dance, music, and theater programs. This facility has been leased through September 2012 and fulfills a long-identified need for a complete performing arts center for TMCC. The Nell J. Redfield Foundation Performing Arts Center, which has 207 fixed seats with the capacity to hold 247 people with the inclusion of mobile seating, is the site of multiple music and theatre performances throughout the year, not only for the College but also for the community. For example, the College hosted a major dramatic production as part of Reno's Artown celebration in summer 2004.

Finally, the two proposed educational centers, the High Tech Center at Redfield and the as yet unnamed education

center in Spanish Springs, will complement TMCC's geographic distribution. The Redfield Center, a joint-use facility with the University of Nevada, Reno, will house general education classes as well as nursing and veterinary technology classes; the Spanish Springs education center will offer general education classes, and upon completion, future Academic Master Plans will identify additional offerings.

Overall, the assignments of facilities to specific instructional functions are adequate, albeit sometimes strained. For example, in the Red Mountain Building, the Health Sciences (nursing, dental hygiene, radiology, emergency medical services) are assigned to the fourth floor, the physical and biological sciences to the third floor, and culinary arts to a newly created area (as a result of remodeling for the V. James Eardley Student Services Center). Mathematics and English tutoring are assigned to the Vista Building, where the bulk of mathematics and English classes are scheduled. The Sierra Building houses graphic arts and architecture, assigned to the second floor where dedicated lab-style classrooms serve these students, and computer information technology is assigned to the first and second floors of Sierra, also in rooms dedicated to that program's technological specifications. Additional academic areas, such as the social sciences, history, and foreign languages programs, are clustered in the Sierra Building.

In an effort to maximize room capacity and scheduling, leadership started on the Dandini Campus a program to "de-zone" classrooms and assign space according to class capacity and demand. In contrast to Dandini Campus, the other educational sites generally reflect at minimum adequate and in some cases opportunity to increase the number of classes offered at both peak and off hours. For example, the occupational and technical areas are located at the IGT Applied Technology Center, and the performing arts classes are located at the Nell J. Redfield Foundation Performing Arts Center. Both of these sites are adequate for housing the current number of courses and programs offered at these respective centers. The Meadowood Center, currently using only one of the two buildings included in the original purchase agreement, has the potential to utilize the second building to accommodate future growth at this site (See Standard 7 for a discussion of the terms of the purchase agreement and debt-servicing structure of the Meadowood Center).

Even though TMCC has been successful in finding spaces for instructional functions by exploring various sites, not only those on Dandini Campus, in certain cases the amount

of space designated for a specific program is somewhat inadequate. For example, architecture students use the hallway on the second floor of the Sierra Building for display and presentation of their work, and the area is cramped and crowded. The science labs, located in the Red Mountain Building, are utilized at 114 percent of capacity during the daytime and 123 percent capacity during the evening (See Exhibit 8.7, Statistics on Utilization of Science Labs in Red Mountain). The lab spaces at the IGT Applied Technology Center show a utilization of 163 percent capacity in the evening but are underutilized during the day (69 percent) (See Exhibit 8.8, Statistics on Utilization of Labs at IGT Applied Technology Center). Several computer lab areas in the Sierra and Vista Buildings are underutilized in the day (43 percent and 77 percent respectively) and could be reassigned or converted to better utilized lab space, although some computer labs are specifically assigned, such as the graphic arts and journalism computer labs (See Exhibit 8.9, *TMCC Instructional Space Utilization Report—2003*). In accordance with these statistics and in anticipation of future growth, the *2004 Facilities Master Plan* recommends that TMCC add approximately 40,000 square feet of new lab space in order to meet the Horizon 1 growth projections.

TMCC has made a priority to maintain a high standard for its instructional facilities as it has responded to the demands of growth. In addition to building and acquiring new facilities, leadership has sought to modify other facilities that were adequate at the time of their construction but that have been outgrown, were in need of renovation, or could be better reassigned to serve a different function in response to the pressures of student and program growth; in doing so, TMCC has been able to optimize resources by recasting the role of a given facility in the face of changing needs and by adroitly forecasting future needs when making capital improvement requests. At both the departmental and the administrative levels, TMCC has consistently evaluated its facilities with regard to instructional functions. Future planning has sometimes been caught between meeting an immediate need and planning for long-term needs, but overall, leadership has ensured that TMCC's facilities are adequate for the effective operation of current instructional functions and, reflected in the *2004 Facilities Master Plan*, has the foresight to secure resources to ensure long-term planning adequate for future growth.

Nonetheless, much remains to be done to secure long-term development and facilities resource management plans for TMCC. The *2004 Facilities Master Plan* targeted student growth at two levels of enrollment, Horizon 1

(2013) and Horizon 2 (the build-out of the Dandini Campus—date uncertain) beyond the fall 2003 headcount of 10,044 students. The *2004 Facilities Master Plan* indicates that “the Dandini Campus will need to expand its facilities from 398,000 to 1,084,000 gross square feet, along with the requisite parking,” to meet the Horizon 2 projections and UCCSN guidelines (*2004 Facilities Master Plan*, p. 1.1). The need for additional buildings and parking at the Dandini Campus is clearly indicated as is the continued optimal use of existing instructional facilities.

Institutional Furnishings (8.A.3)

TMCC facilities are furnished adequately for their assigned purpose. Administrative, faculty, and staff offices are furnished, at a minimum, with desks, file cabinets, bookshelves, computers, and phones. New faculty positions are allowed \$2800 as a one-time budget allocation for office equipment, furniture, and a computer. One thousand dollars is also allocated to a new faculty member’s department operating budget as a permanent allocation for the position. Replacement of office furnishings, including computers, is paid from department operating dollars. All capital projects, such as the V. James Eardley Student Services Center, include funding for furniture, fixtures, and equipment (FF&E) as part of the project funding formula.

A classroom is furnished with desks up to the maximum seating capacity for that room. Additionally, 78.8 percent of TMCC’s classrooms are equipped with smart technology, reflective of TMCC’s commitment to academic excellence and drive to enhance the educational experience for all of TMCC’s students at each of its sites. TMCC’s academic computing labs are furnished with state-of-the-art computer stations, all of which are on a 4-year lifetime replacement cycle. The Board of Regents approved a \$4 per credit technology fee effective spring 2000. The purpose of this technology fee is to increase students’ access to cutting-edge technology. TMCC’s Academic Technologies Committee recommends the allocation of funds generated through the technology fee, and the committee’s recommendations are processed through the Vice President of Academic Affairs, the Vice President of Finance and Administration, and then on to consideration by the President’s Cabinet.

Furnishings in areas where students congregate, such as the V. James Eardley Student Services Center or the library, are utilized to provide space for work, study, research, and socialization. Since the construction of the V. James Eardley Student Services Center, informal discussions among the administration and faculty have identified the need to

provide more furniture clusters for students in the large open area on the first floor. Because this space is used for college activities and speakers, the existing furniture is often pushed to the sides, resulting in a less than inviting area. The second floor houses the TMCC Café; tables along the perimeter and down the hall have become a gathering area for students. The Elizabeth Sturm Library has designated the second floor as a quiet area; study carrels and tables provide areas for work and study, and couches have been placed to take advantage of the view and to provide an informal setting for study.

Management, Maintenance, and Operation of Facilities (8.A.4)

TMCC’s Facilities Services Department is responsible for the management, maintenance, and operation of instructional facilities. Through their efforts, facilities staff members ensure the continuing quality and safety of these facilities and maintain them at a level necessary to support TMCC’s educational programs and support services. New facilities, and those involved in major remodeling projects, are constructed in compliance with all federal and state life, health, building, and fire safety codes and regulations.

The Vice President of Finance and Administrative Services serves as the chief administrator overseeing the management, maintenance, and operation of TMCC facilities. The Director of Facilities Services supervises a staff of 60 full-time employees, who are part of the State of Nevada classified system. Employees include building maintenance personnel with specialty training, such as HVAC technicians, electricians, mechanics with specialty training, carpenters, painters, groundskeepers, and an experienced custodial staff. These employees provide maintenance and repair services for all TMCC sites.

Facilities Services has a maintenance schedule for each site and performs repairs as the need is identified or the request is forwarded. A variety of repair functions or improvements are made in offices and classrooms based on service requests. The *Strategic Planning* document identifies the development of “a facilities workflow tracking system that is responsive and improves facility request handling and service” and the development of a “planned maintenance” schedule as objectives under the articulation of the Strategic Goal for Facilities (p. 6). Operating budgets supporting utility costs, custodial supplies, and building repairs have been reduced in recent years, and Facilities Services, like other areas of the College, has had to manage limited resources to maintain and provide a high-quality learning environment. This can sometimes be difficult, especially when unforeseen conditions, such as the heavy

snowfall of spring 2005, occur and require the Facilities Services staff to respond and clear sidewalks, parking lots, and access roads for the convenience and safety of TMCC students, faculty, and staff.

As TMCC has grown, the number of Facilities Services employees has increased in appropriate proportion. Buildings and grounds under the direct control of TMCC and owned by the Board of Regents total approximately 100 acres and 600,000 assignable square feet. The UCCSN funding formula provides for operations and maintenance funding for owned or leased properties, but not leased-out facilities.⁴⁴ As with all complex organizations, the funding process includes a nuanced assessment of resource allocations and needs from personnel to maintenance and operation of facilities for all its member institutions. The UCCSN funding formula contains provisions for physical plant; the formula articulates a ratio of maintained square footage and institutional funding for custodial and grounds keeping employees (See Exhibit 8.10, *UCCSN's Formula Funding Methodology*, and Standard 7.A and Figure 7.2 for a fuller explanation of the UCCSN funding formula). TMCC has 20 grounds and maintenance employees, 36 custodial staff, 3 classified and administrative support, and 2 professional positions (one of which is currently vacant) overseeing all plants and facilities projects. With 61 combined allocated positions dedicated to Facilities Services, TMCC is meeting the operations and maintenance needs of its facilities and grounds.⁴⁵

Health, Safety, and Access for Physically Disabled (8.A.5)

The Strategic Goal for Facilities in TMCC's *Strategic Planning* document emphasizes the need for safe facilities to "enhance the learning experience"; TMCC recognizes that faculty, staff, students, and the general public must be able to navigate safely any of TMCC's sites. Leadership included a request for funds to improve building and parking lot safety and security in its maintenance and enhancement request for the 2006-2009 fiscal year; the request was funded through the UCCSN's legislative process (See Standards 6 and 7 for a discussion of legislative process and institutional funding).

The TMCC Police Department, operated under the auspices of the Public Safety Department, has as its mission "providing 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" (TMCC Police Department Web site). The TMCC Police Department utilizes two types of officers: TMCC police officers, who have the same training and authority as other municipal, county, or state peace officers; and community service officers, who are trained non-enforcement safety personnel. These officers provide 24-hour coverage, seven days a week.

Public Safety coordinates police services at the following TMCC sites: Dandini Campus, Meadowood Center, IGT Applied Technology Center, and the Nell J. Redfield Foundation Performing Arts Center. The TMCC Police Department also provides police services for TMCC High School (located on the Dandini Campus), the Desert Research Institute, and the Regional Training Center (DRI and RTC are in close proximity to the Dandini Campus). On the Dandini Campus, phones were installed in the hallways of the Red Mountain, Sierra, and Vista Buildings and in classrooms as a safety measure to provide immediate police officer access and/or allow for other emergency contact.

The TMCC Police Department has a comprehensive safety awareness and crime prevention program, embodying the principle that it is more effective to prevent crimes than to react to them. The presence of the TMCC Police Department and its officers helps to minimize opportunities for crime; additionally, the department encourages students and employees of the College to be responsible for their own safety and the safety of others. The department uses the following activities as part of its active crime prevention program: an escort program, new student and new employee orientations, crime prevention presentations to various groups, and community relations programs such as free vehicle assistance and free fingerprinting for students requiring fingerprints for employment. The TMCC Police Department Web site has a number of informational links, including links to sexual assault information, sex offender and community notification, safety awareness and crime prevention programs, safety tips, crime statistics, and the Department of Motor Vehicles accident report form.

TMCC has a designated Safety and Loss Control Manager who is responsible for coordinating occupational safety and health programs, monitoring compliance with OSHA

⁴⁴ The funding formula does not include rental space or leased-out space, such as the leased-out Meadowood Center North building, for funding calculations. Also, while the High Tech Center at Redfield is included for funding calculations for administration and physical plant, the University of Nevada, Reno, under contractual agreement, is responsible for the administration and maintenance of the building and the funds are budgeted to UNR for this purpose.

⁴⁵ TMCC is presently recruiting for a new Director of Facilities Services.

standards, and coordinating on-site OSHA compliance inspections. The Strategic Goal for Facilities identifies the development of the TMCC Emergency Response Plan as an objective; developed by the Police Department and Facilities Services, TMCC's Emergency Response Plan was approved by the Extended Cabinet and President's Cabinet (See Exhibit 8.11, TMCC Emergency Response Plan). Implementation and training is expected to take place in fall 2005.

TMCC's leadership recognizes that "access for lifelong learning opportunities to improve the quality of life for our diverse community" applies to literal, as well as educational, access (See Standard 3.B and 3.D for a discussion of educational and student services available to qualified students with physical or documented learning disabilities). The Strategic Goals of Diversity and Welcoming and Supportive Environment reflect TMCC's implicit understanding that access for disabled students is an institutional responsibility. The Director of Equity and Diversity, the Academic Advisor of the Disability Resource Center, and Facilities Services work collaboratively to identify and address ADA access at all TMCC sites.

All new facilities, as well as those undergoing remodeling, are subject to the Americans with Disabilities Act (ADA). Overall, the Dandini Campus is accessible to ADA students, but there remain areas for improvement. While the College provides adequate signage on the north side of the Vista Building directing students to the elevator, there is no signage directing students to the only ADA accessible door to gain access inside the building. There have been informal complaints from students that the classrooms are inaccessible due to the lack of push panels on classroom doors. Additionally, both sets of restrooms and showers in proximity to the Fitness Center have appropriate stalls, but there are no ADA push panels for the restroom doors. Similarly, there have been a number of informal complaints regarding ADA access at the Meadowood Center due to the lack of ADA push panels on doors or restroom facilities on all of the floors in Meadowood Center South. The lack of push panels severely impairs ADA access and navigation in the building.

Handicapped accessible parking at TMCC's sites meets and sometimes exceeds the standards for car and van parking areas, slope, and numbers of ADA parking spaces. TMCC has 48 ADA parking spaces, while only required to allocate 28 ADA parking spaces. A recent parking study resulted in the relocation of handicapped accessible spaces to different areas of the Dandini Campus, a move which

should provide students with physical disabilities better access to the center of the campus (See Exhibit 8.12, TMCC Parking Study). The Meadowood Center has 7 handicapped spaces; the IGT Applied Technology Center has 5 handicapped spaces, and the Nell J. Redfield Performing Arts Center has 4 handicapped spaces available.

Off-Site Facilities (8.A.6,7)

Off-campus sites used by TMCC for its educational and instructional programs are appropriate for the programs offered and meet the standards applied to on campus facilities. As noted in Standard 8.A.1,2 in this report, TMCC has a number of satellite sites: Meadowood Center, the IGT Applied Technology Center, the Nell J. Redfield Foundation Performing Arts Center, and the High Tech Center at Redfield starting in fall 2005 (See Standard 2 for a discussion of the programs located at each site). Along with these other educational centers, TMCC utilizes local high school facilities to provide specialized training and to expand services throughout the area. For instance, when the culinary arts program "lost" its space due to the extensive remodeling of the Red Mountain Building (required in the construction of the V. James Eardley Student Services Center), TMCC used the kitchen in North Valleys High School, located north of TMCC, for its culinary arts classes.

When the Workforce Development and Continuing Education Division uses other sites, the specific facilities are designed to provide appropriate functionality for the course. For example, golf is taught at a local golf course driving range; dance is taught at a local dance studio or ballroom; or an employer's specialized workplace may be used in classes for that workforce, as is the case with International Game Technology, where TMCC offers specialized classes for IGT's workforce.

Facilities owned and operated by other organizations are selected by the individual department offering the program at that location. Once a facility has been chosen, a written agreement certifying its compliance with the appropriate state and federal regulations that apply to educational institutions is executed. Additionally, an agreement designating responsibilities of the contracting parties is executed. For example, the Nell J. Redfield Foundation Performing Arts Center is rented on occasion to public groups; TMCC has a formal contract that is signed by the lessee and by TMCC specifying the terms of the rental agreement (See Exhibit 8.13, Facilities Use Agreement Form).

Equipment and Materials (8.B)

Equipment Availability and Accessibility (8.B.1)

TMCC provides equipment, including computing and laboratory equipment, which is accessible and sufficient in quality and amount to meet educational and administrative requirements. Standard equipment for administrative and faculty offices includes computers, printers, and phones. All full-time faculty members have computers and printers in their offices, and every administrative office has at least one, and usually more than one, computer and printer. Very few offices have shared workstations; most employees have their own individual workstations. Part-time faculty members have access to computers and printers in the Part-time Faculty Support Center (PFSC). Central Services provides a central printing facility for large volume copying; departments and divisions have their own copiers for smaller jobs. Copiers are also used for fax purposes, and they are networked so that employees can print from their desktop workstations. The campus telephone system provides for direct dial and voice mail to individual and department locations. Faculty and staff are well supported in terms of technology equipment and access.

All TMCC sites are connected to the campus computer network. The network provides e-mail, electronic messaging, access to the library catalogue, and high-speed internet access for all authorized users at the Dandini Campus, Meadowood Center, IGT Applied Technology Center, Nell J. Redfield Foundation Performing Arts Center and, in the fall of 2005, the High Tech Center at Redfield.

Facilities Services employees maintain instructional classrooms and class laboratories at every site (See Figure 8.5, Distribution of Classrooms and Labs by Building. See also, Figure 8.4 Description of TMCC Building Space). UCCSN reporting guidelines for space utilization adopt space classifications from the *Postsecondary Education Facilities Inventory and Classification Manual* (1992).⁴⁶

Students have access to 885 computers available through both open-access and program-specific computer

laboratories at TMCC's four educational sites. This number reflects a significant increase in the number of available academic computers in the College since 1998 and demonstrates TMCC's commitment to increasing availability and accessibility of technology for students (See Exhibit 8.14, Comparison Documents—Computer Inventory 1998 and 2005).

The Dandini Campus has 3 open-access computer labs, 2 in the Sierra Building and 1 located in the ASTM Office, for a total of 90 open-access stations (See Exhibit 8.15 for a breakdown of computer stations and labs by room number, building, and site). Students can also access a number of program-specific computer labs, affiliated with both academic and student services programs. These computer labs are situated in the three main Dandini Campus buildings and the Elizabeth Sturm Library, which has in its own right 36 computer stations for student research and inquiry. Moreover, the Dandini Campus offers 21 open-access registration kiosks for students located throughout the buildings. Between the open-access labs, the program-specific labs, and the registration kiosks, the Dandini Campus has a total of 672 stations available for students. Students can access these computers for free, although users may be asked to verify TMCC enrollment or employment. If not enrolled or employed at TMCC or another UCCSN institution, then access is not allowed. The public may use TMCC's Elizabeth Sturm Library computer kiosks for academic research; however, the public would be required to pay for the use of paper products or other resources. In addition to open-access computer stations, the Dandini Campus has 67 classrooms equipped with smart technology with an additional 6 rooms slated for installation in 2006 (See Standard 5 for a full discussion of Library and Information Resources for all TMCC sites).

TMCC provides cutting-edge technology at its three satellite educational facilities as well.⁴⁷ The Meadowood Center has 1 open-access computer lab, a total of 145 computer stations available for students, and 11 classrooms currently equipped with smart technology with 5 more rooms slated for installation in 2006. While students

⁴⁶ Per this manual, a classroom is "a room used by regularly scheduled classes, which does not require special purpose equipment for student use." In contrast, a class laboratory is "a room used by regularly scheduled classes, which requires special purpose equipment for student participation, experimentation, observation, or practice in a field. Included in the category are rooms generally referred to as teaching laboratories, drafting rooms, band rooms, choral rooms, music practice rooms, language laboratories, studios, etc." (Qtd. in *UCCSN Instructional Space Utilization Reporting Guidelines*, p. 2).

⁴⁷ Opening in fall 2005, the High Tech Center at Redfield will have one open-access computer lab with 36 computers and 11 classrooms equipped with smart technology.

Number of Classrooms and Labs by Building

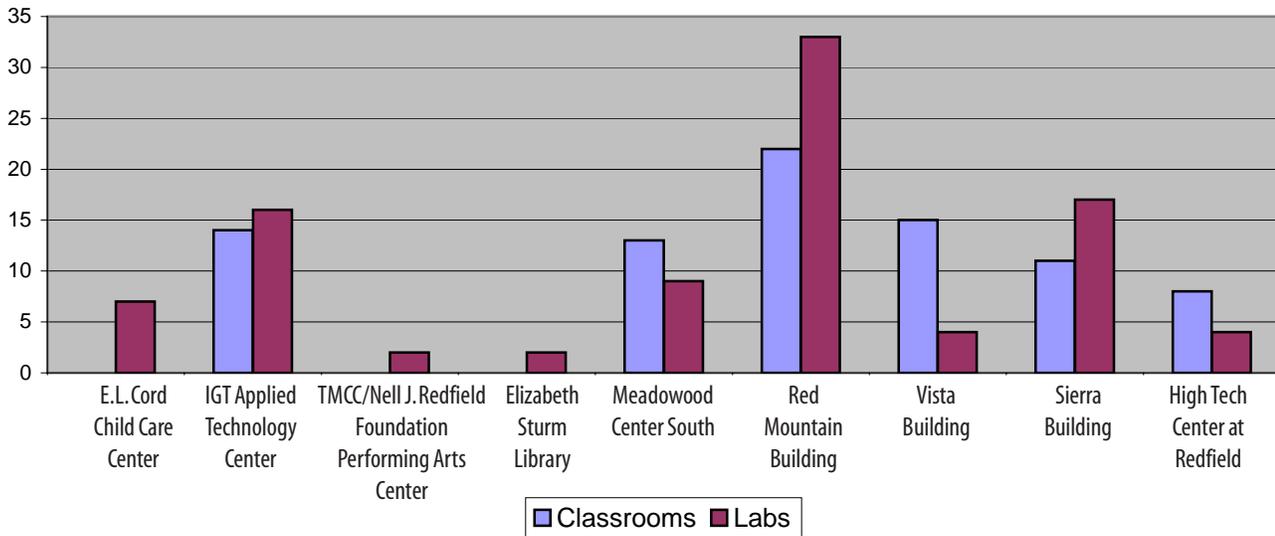


Figure 8.5—Distribution of Classrooms and Labs by Building

attending programs at the IGT Applied Technology Center have access to 62 computer stations, many with software connected to a specific program, this facility does not have a designated open-access computer lab. The IGT Applied Technology Center currently has 12 classrooms equipped with smart technology with 1 room slated for installation in 2006. Finally, the Nell J. Redfield Foundation Performing Arts Center currently has no rooms equipped with smart technology but is slated to have 2 rooms equipped in 2006. Students have access to 6 computer stations at this site.

Additionally, at all sites, 90 classrooms are equipped with smart technology (computer, monitor, Elmo, LCD projector, screen); as of FY06, 26 additional classrooms will receive smart technology, enabling faculty and students to access the internet and benefit from a variety of teaching and learning techniques facilitated by technology. Moreover, most classrooms at all TMCC sites have television monitors and VHS/DVD players with screens; rooms that are not equipped with smart technology have overhead projectors. For such rooms, TMCC also has a wireless mobile cart available at the Dandini Campus, 22 laptops with connectivity to the Internet, and two laser printers, giving faculty the opportunity to turn any classroom into a computer lab. TMCC's Media Services has a variety of audio

and visual equipment to support instructional needs in the classroom. TMCC has invested in a comprehensive distance education platform (WebCT) to provide 24/7 access to academic instruction (See Standard 5 for a comprehensive discussion of WebCT and distance education at TMCC).

The Health Sciences and Safety Division is comprised of several programs that have laboratory experiences built into the curriculum: CNA, dental assisting, dental hygiene, EMS, nursing, radiologic technology, paramedic, fire science academy, and law enforcement academy.⁴⁸ The CNA program and the nursing program share two large nursing laboratories for skills assessment, teaching fundamentals, and providing other career related training opportunities. The current lab located on the Dandini Campus is well equipped, and the future lab, which will be accessible in fall 2005 with the opening of the High Tech Center at Redfield, is equally well equipped to meet student needs; these labs are designed to replicate clinical experiences. Additionally, a computer lab with twelve computers is located adjacent to Health Sciences. Students enrolled in health sciences programs have access to computer programs that simulate clinical scenarios and that provide testing, information refreshing previous content, and assigned class work. Many applicable software programs

⁴⁸ The paramedic, fire science, and law enforcement programs are housed at the Regional Public Safety Training Center. TMCC rents space from Washoe County to provide instructional and laboratory space for these programs. The Regional Public Safety Training Center is a state of the art facility designed to provide the latest in training opportunities for these areas. Each program is well equipped and the laboratory settings, such as the burn tower and the firing range, provide students with hands on field experiences. The paramedic program is well equipped to meet student needs and has several technological equipment pieces, such as the SIM-MAN, that can imitate human life events such as cardiac arrest and respiratory conditions for student skill building.

are also installed on computers located in open-access labs campus-wide.

Dental assisting and dental hygiene, which have separate laboratories, also share the dental radiology laboratory. Although the Dental Clinic is predominately used by the dental hygiene program, several instructional hours are dedicated to the dental assisting program to provide chairside experiences for these students.

The radiologic technology program has a dedicated classroom and a dedicated radiology lab for on-campus experiences. The accrediting commission, Joint Review Committee on Education in Radiologic Technology (JRCERT), has reviewed the on-campus learning environment for this program and determined that it meets the national standards for quality instruction.

The EMS program has one dedicated classroom and one on-campus storage room for equipment. Generally, the skills/laboratory portions of the program are held in the evening and on weekends to provide additional space for skills assessment. All of the programs have successfully completed national and/or state accreditation standards without qualification.

The Applied Industrial Technologies Department at the IGT Applied Technology Center operates a variety of labs and shops for occupational programs, including the automotive and diesel shops, electronics and soldering labs, HVAC and refrigeration labs, industrial maintenance/electrical lab, and the welding shop. With the guidance and assistance of advisory committees, TMCC pursues donations of equipment and supplies from local industries and dealerships to maintain up-to-date facilities and instruction.

The Biology Department has three separate laboratory classrooms on the Dandini Campus that are individually and specifically dedicated to their most popular courses, Cell and Molecular Biology, Anatomy & Physiology, and Microbiology. These classrooms are equipped with up-to-date lab furnishings and computers as well as teaching models and a cadaver in the anatomy lab. Each year biology faculty members meet to determine what type of new equipment or models they wish to purchase and apply for grants from the TMCC Foundation to fund such purchases. The department will begin offering laboratory classes at the High Tech Center at Redfield in fall 2005 and will share lab space with the Health Sciences and Safety Division. Through the work of the TMCC Foundation, a \$1 million grant was secured to equip all of the laboratories at Redfield, assuring that the Redfield biology labs will be

fully equipped and operate independently from the main campus.

The anthropology lab at the Dandini Campus was designed to provide a dry lab setting for anthropology students, particularly those studying archaeology and physical anthropology. The lab holds an extensive collection of specimens (fossils, bones, artifacts); several microscopes are available in this work space. In addition, the lab contains three computer stations loaded with specialized software for the study of the social sciences. When not in use by a lab section, social science students may use the lab for research.

Equipment Maintenance and Inventory (8.B.2)

TMCC's equipment is maintained in proper operating condition and is inventoried and controlled. The replacement and upgrading of equipment in all areas of operation is an ongoing concern of the College.

Facilities employees maintain equipment that supports the College's infrastructure and are responsible for general maintenance of all buildings and grounds. The Strategic Goal for Facilities identifies as an objective the development of a planned maintenance system and a facilities workflow tracking system that is responsive and improves facility request handling and service. Information Technology Operations maintains a four-year lifecycle replacement schedule for computers, ensuring that faculty and students have up-to-date equipment for use. ITO also maintains the HelpDesk, which is available via e-mail and voice mail for information, maintenance, or repair requests. ITO schedules routine maintenance and upgrades of computer hardware and software during breaks and on an as-needed basis. Media Services maintains all smart classroom technology equipment by performing periodic maintenance during the semester; they also adhere to a summer maintenance schedule for this equipment.

Repair and maintenance of equipment other than computers and smart classroom equipment technology is managed by administrative units or instructional divisions through operating accounts. Several years ago separate maintenance accounts were established; however, this arrangement was administratively cumbersome to manage. As a result, operations and maintenance allocations were divided among the units and divisions and added to operating accounts. Equipment maintenance, including replacement and upgrading, is a function of the budgeting process. Each department, within its budget, allocates funds

for equipment acquisition and maintenance. When departments share equipment, they work together to establish a maintenance schedule or plan for replacement and budget accordingly.

The *TMCC Administrative Manual* specifies the policies and procedures regarding the inventory and control of equipment and assigns the responsibility for equipment identification and inventory to the TMCC Property Inventory Clerk, who provides the link between the equipment and the accounting records. All new equipment is tagged as it is received, and sensitive items, those identified as highly desirable and easily converted to unauthorized personal use, are carefully tracked. Individual departments are responsible for annual inventory reconciliation reports. TMCC follows UCCSN guidelines for definition and cost classification of inventorial equipment and undertakes an annual equipment inventory (See Exhibits 8.16 and 8.17, *UCCSN Guidelines for Inventory* and Sample TMCC Annual Equipment Inventory Reports).

Hazardous Materials Management (8.B.3)

TMCC follows all local, state, and federal regulations and guidelines (including OSHA standards) for the use, storage, and disposal of hazardous materials. The TMCC Environmental Protection and Safety Committee serves as the entity responsible for the implementation of the Hazard Communication Program, outlined in the *TMCC Administrative Manual* (p. 236). The TMCC Environmental Health and Safety Officer is the point of contact for the program, which is available in written form in the Elizabeth Sturm Library and available to all employees upon request.

The Occupational Health and Safety Office, via the Environmental Health and Safety Officer, is responsible for collection, storage, and disposal of hazardous materials. The officer has received mandatory training and maintained qualification for handling waste. Departments that generate hazardous waste, such as the chemistry department, have trained lab managers who collect the waste; it is then transferred to drums until the end of each semester, when the drums are picked up by a qualified waste handling company. Other hazardous materials, such as the waste from the dental labs, are gathered in red biohazard bags, sterilized in autoclaves, and rendered safe to be disposed of through regular garbage disposal. Photo wastes are collected and sent to a recycling company. In all instances, a manifest system is used to monitor hazardous materials.

Planning (8.C)

Planning for Physical Development (8.C.1)

Master planning, for both physical development and academic programs, has been a continual process at TMCC. Leadership recognizes the interdependence of physical and academic planning; only when these two planning processes operate in conjunction can all college resources be optimally utilized. As a result, TMCC has generated numerous planning documents in the past 20 years: the *1983 Dandini Research Park Master Plan*, the *1989 TMCC Master Plan*, the *1995 TMCC Master Plan* (Dandini Blvd. Campus), the *1997-2004 College Strategic Plan*, the *2000 Facilities Master Plan*, and the *2004 Facilities Master Plan*. These documents highlight the importance of sound physical resource planning to the goal of achieving TMCC's institutional mission.

President Ringle initiated the TMCC Planning Council in 2002. The Planning Council was charged with “creat[ing] a five-year plan to outline the initiatives required to advance a shared vision and a sequence of goals for the institution” (Planning Council Web site); additionally, the TMCC Planning Council developed goal statements for the seven Strategic Goals, one of which is for Facilities: “To provide effective and efficient development and use of facilities that is aesthetically pleasing, safe, environmentally friendly and enhances the learning experience” (*Strategic Planning*, p. 6). The five-year strategic planning effort—defined as “a continuous effort to focus the collective attention and resources of the institution on accomplishing goals that will move . . . TMCC forward”—will encompass five major planning initiatives, including the *2004 Facilities Master Plan* (*Strategic Planning*, inside cover). The *Strategic Planning* document makes explicit the connection between physical development and academic programs.

TMCC's master planning thus encompasses both facilities and academic master planning. In 2004, TMCC engaged in master planning efforts with Sasaki and Associates, an interdisciplinary design firm of architects, landscape architects, and planners and with Paulien and Associates, an educational consulting firm, to gather data correlated to student use of current facilities. Paulien and Associates' *Classroom Utilization, Space Needs Analysis, and Educational Program Analysis for the Campus Master Plan* identified space needs at all TMCC sites at both current and projected (Horizon 1, 2013 and Horizon 2, build-out) enrollment and staffing levels. The report based its findings

on educational program analysis, enrollment and staffing assumptions, existing classrooms and teaching labs, and space needs and location analyses.

Leadership's attention to linking educational program planning to physical asset development marked a critical moment in TMCC's history. Instead of continuing with an almost ad-hoc approach to campus physical development, an approach that defined TMCC's early planning efforts in the 1980s and 1990s, TMCC can now anticipate that students' educational needs and the programs offered will be supported through the appropriate construction, development, and maintenance of facilities. Paulien and Associates completed location analyses for the Dandini Campus, the IGT Applied Technology Center, the Meadowood Center, and the High Tech Center at Redfield (See Exhibit 8.18, *Classroom Utilization, Space Needs Analysis, and Educational Program Analysis for the Campus Master Plan*).

Sasaki and Associates, using the data from Paulien and Associates, then identified the greatest need for facilities master planning on the Dandini Campus since it is the primary site identified with TMCC in the community and since it has the greatest space impacts and challenges. Efforts were concentrated on planning for academic program growth and concomitant facilities master planning. Sasaki and Associates held five college meetings, three of which were targeted workshops. The participation of various TMCC constituencies was impressive; the outcome of this process was the comprehensive *2004 Facilities Master Plan* document and an equally impressive Web site.

The facilities master planning process identified and planned for current- and long-range demands (Horizon 1, 2013 and Horizon 2, build-out), established a framework for physical development that integrated the Reno-Sparks communities, noted the need for planning and cooperation between TMCC and the Desert Research Institute, and addressed transportation improvements—including those dependent on the Regional Transportation Center and campus vehicular and pedestrian traffic. The master planning process revealed the need for “a variety of new buildings the majority of which will serve academic and student life space” and which will “include both programmed and unprogrammed uses . . . for multiple uses” (*2004 Facilities Master Plan*, p. 3.6, 3.7). The *2004 Facilities Master Plan* explicitly identifies steps for further

planning and design to fill out the extensive proposed framework. Each step in the facilities planning process requires data and input from the community with the constant focus on academic planning efforts at its core.

Funding for Capital and Operating Needs (8.C.2)

TMCC's request for future capital construction and operating needs, a list submitted to the Board of Regents for inclusion in a system-wide discussion of capital expenditures, is funded via the biennial state legislative process. All UCCSN institutions' capital requests are ranked according to priority and submitted to the legislature. Funding is then distributed to each institution as new capital or remodeling appropriations. When new buildings are funded, operating and maintenance funds are provided (See Standard 7 for a comprehensive discussion of the capital funding process).

Additionally, UCCSN students are charged a \$4/credit student capital fee. The funds generated from this fee are used to pay for smaller capital projects, including additions and remodels, and to help pay for student-pledged revenue bonding. The IGT Applied Technology Center, for instance, was purchased through a student revenue bond, which was paid off using funds from the \$4/credit fee. Institutional presidents have the discretion and authority to allocate for projects less than \$25,000; projects over \$25,000 require approval of the Board of Regents.

TMCC develops a ranked list of internal projects based on input by departments and divisions. This list is submitted to the President's Cabinet, where the final ranking and approval process takes place. Using the student capital improvement fee account, the bi-annual deferred maintenance account, and any funds available to the Director of Facilities Services through the state appropriated repairs account (this account is generally less than \$100,000), leadership then allocates funds in accordance with the final ranking of projects. The same process of identification and ranking takes place with new construction and major remodeling requests; additionally, TMCC has a 10-year ranked list of projects that is reviewed every biennium by the President's Cabinet, the Board of Regents, and the Governor of the State of Nevada.

TMCC supplements the state funding process through a variety of methods, including the TMCC Foundation, which coordinates donors and identifies college needs (such as classroom equipment). The TMCC Foundation assists college constituencies in obtaining grants from businesses, particularly for resources connected with programs at the

IGT Applied Technology Center, and other grant sources, such as the Nell J. Redfield Foundation, which provided \$1 million dollars to equip labs at the High Tech Center at Redfield. Additionally, TMCC generates income by leasing-out Meadowood Center North; the generated income is primarily used to service the debt assumed when TMCC purchased the two Meadowood Center buildings. A small residual is set aside to provide for operating expenses.

Planning for Accessibility and Security (8.C.3)

Under its own goal of Openness, TMCC's *2004 Facilities Master Plan* identified the promotion of "a universally accessible campus environment" as a priority; this accessibility is identified as an asset to all members of the college community (See *2004 Facilities Master Plan* Web site). Additionally, TMCC has identified a "Welcoming and Supportive Environment" as one of its seven Strategic Goals: "TMCC is committed to quality, by removing barriers to student success, providing access, ensuring inclusiveness and fostering the welfare of faculty and staff" (*Strategic Planning*, p. 10).

TMCC recognizes the paramount importance of ensuring the safety and security of its students, faculty, and staff. The TMCC Police Department provides for the safety and security of all sites and the Chief of Police or his designee participates in college planning at every level, from the Extended Cabinet to the Planning Council (See Standard 8.A.5 for a fuller discussion of the TMCC Police Department).

Involvement in Physical Facilities Planning (8.C.4)

The way in which TMCC's master planning, including its physical facilities planning, is conducted ensures that all affected constituencies are included. The membership of the *2004 Facilities Master Plan* group reveals involvement from across the college community: the President's Cabinet; the Master Plan Advisory Committee, which included representation from administration, faculty, students, and staff; resource groups from student life and student services; and representatives from academic programs. The group discussed wide-ranging issues, such as campus character and community perceptions, shared uses of facilities, transportation and parking, non-traditional teaching methods, and utilities. Additionally, various open meetings during the planning process were attended by members of the college community. It should also be noted that this group shared some membership with the Planning Council, an equally representative and diverse group, and shared a

number of overlapping issues for discussion. Clearly, the college community was interested, engaged, and involved.

While the Board of Regents does not involve itself in the planning process at the college level, UCCSN institutions are required to submit their master plans for review and approval by the Board. The UCCSN Board of Regents approved TMCC's *2004 Facilities Master Plan* in December 2004.

Analysis and Appraisal

The Self-Study Standard 8 Committee recognizes that TMCC has entered a new phase in its institutional growth. Whereas college leadership has always engaged in planning efforts, the most recent study, the *2004 Facilities Master Plan*, showed a better reasoned, methodical, and complex approach to planning than previous attempts. In particular, this plan yokes together academic program planning and facilities planning for the first time in an efficient and insightful way. The Committee also commends TMCC for considering program development as a significant factor in the acquisition and development of satellite educational sites.

TMCC is poised to serve the rapidly growing population of northern Nevada. The near- and long-term planning efforts, articulated in the Horizon 1 and Horizon 2 planning concept, establish a prescient framework to ensure that TMCC's physical development addresses community needs, space limitations, creative use of facilities, appropriate acquisition of satellite educational sites, and campus vehicular and pedestrian traffic. Moreover, the current constellation of educational sites more than adequately serves the diverse regional needs and changing demographics of the Reno-Sparks area.

Finally, the Committee commends TMCC for remaining faithful to an aesthetic on the Dandini Campus that respects the surrounding beauty of the desert landscape. The Dandini Campus is a uniquely beautiful site with astonishing vistas, natural flora, and wildlife. Sound physical planning must take into account not only the needs of the institution and its constituents, but the long-term impact to the overall aesthetic of the broader community. TMCC's leadership has demonstrated a commitment to honoring this principle in recent construction projects like the V. James Eardley Student Services Center, and all indications are that leadership is poised to honor this trend in the future.

Next Steps

The Self-Study Standard 8 Committee makes the following recommendations:

- TMCC has established a comprehensive, global framework for future growth with the *2004 Facilities Master Plan*. It is imperative that TMCC attend to the recommendations articulated in this document so that when the College reaches Horizon 1, and eventually Horizon 2, it will be in a position to continue physical development in a thoughtful and responsible manner.
- In spring 2005, the Board of Regents requested that all future UCCSN capital projects make every effort to comply with environmentally sound practices. TMCC should deploy as much as feasible “green” standards for not only future projects, but also for general maintenance and operations practices.
- A system-wide study by an independent consultant concluded that, due to the unexpected vacancy at the Director of Facilities Services level, TMCC’s Facilities Services does not currently have employees able to oversee effective localized project management or to provide the necessary support to the State Public Works Board staff on major capital projects. The College should make it a priority to fill this position.
- TMCC should reconsider the contents of items in its vending machines. In keeping with national trends, the College should consider stocking a percentage of its vending machines with more health-conscious food options. Such a gesture would make a statement to students, faculty, and staff that leadership was committed to creating not only a welcoming and academically challenging environment but a healthy one for all as well.



Standard

Institutional Integrity

Historical Context

Institutional integrity, including high ethical standards, is largely derived from a sense that the institution incorporates principles of accountability, responsibility, honesty, equity, and professionalism in the formulation of its policies and procedures. The development and implementation of policies and procedures must also be reasonable, consistent, and fair. Furthermore, the individuals who represent the institution must behave with integrity, for without a cohesive and shared sense of institutional integrity, the work of the College may appear inconsistent, unfair, or unethical.

In 1999, TMCC's primary governance body, the College Governance Council, formed the Institutional Integrity Design Team to address Standard 9 for the TMCC Accreditation Interim Report in 2000. While various policies and procedures addressing issues of integrity and ethical conduct were in place, the Design Team recognized that the College did not have one cohesive statement regarding institutional integrity. From this finding, the Design Team developed an ethics statement and presented it to the TMCC Faculty Senate Professional Standards Committee in September 2000; after drafts circulated through both Professional Standards and the College Governance Council, the document was titled the "TMCC Statement of Institutional Values" and subsequently passed by both Faculty Senate and the College Governance Council in spring 2001 (See Exhibit 9.1, TMCC Statement of Institutional Values). With the stated goal of "strengthening the institution's integrity and enhancing the dignity of the individuals within it," this statement identified eight "principle stances" defining institutional integrity at TMCC: academic freedom, responsibility, respect, honesty, accountability, elimination of conflicts of interest, equality, and tolerance. Additionally, the statement referred to TMCC-specific and UCCSN policies and procedures. The College Governance Council recommended that this statement be included in TMCC publications, including the *TMCC Administrative Manual* and the *TMCC Faculty/Staff Handbook*. However, at the time of this report, the TMCC Statement of Institutional Values has not been widely disseminated, nor has it been included in college publications.

In the past few years, TMCC has not experienced any major events that could be loosely termed evidence of a crisis of institutional integrity. The constellation of events in 2000, however, could be discussed in these terms. Prior to classes starting in fall 2000, administrators discovered that part-time instructional budget resources were not adequate to cover the number of courses offered. As a result, a significant number of classes were canceled at the last minute, program development was halted, and full-time faculty hiring was delayed. This crisis had a detrimental effect on hundreds of students' schedules, created a pervasive, if temporary, loss of faculty and staff confidence in TMCC's administration, and generated a perception in the Reno-Sparks area that the College was not operating using sound fiscal principles and judgment. Up to that time, department chairs, operating with relatively little budget information, would simply roll over previous semester schedules and add or delete as they deemed necessary, relying on the guidance of the deans and the Vice President of Academic Affairs. Since there was no systematic institutional method for gathering data needed to guide instructional college operations, TMCC overextended itself by offering courses it could not finance responsibly.

It must be noted that many of the circumstances that led to the 2000 crisis were a direct result of growth. During this time TMCC grew from a small community college, relatively insular in its operations, to a medium-sized community college. TMCC had not as yet developed and instituted the policies and procedures it needed to keep pace with its institutional, student, and program growth. Additionally, the situation was further complicated by the institutional instability and atmosphere of uncertainty created with the rapid succession of presidents and vice presidents during this period.

The positive outcome of the 2000 crisis was a move to utilize data-based planning and to exam all college processes both through the lens of this data and in more global terms as a product of perceptions and articulated needs. Subsequent to 2000, TMCC's leadership made communication between various college constituencies of paramount importance. This process of growth and transition has been painful at times for all members of the college community; however, it has resulted in a college

culture united in its consensus that TMCC's success on every level of operation depends upon data-driven planning, ethical policy formation, and consistent and fair practices.

Current Situation

When the search for the president's position was conducted in 2002, the search committee, inclusive of faculty, staff, community members, and Regents, identified the need for a president who could, in essence, heal TMCC. When President Ringle was appointed as a result of that search, he immediately began a review of college policies and procedures and initiated a process for identifying key positions on the campus. Additionally, he identified the seven initiatives that form the basis of the *Strategic Planning* document.

The College Governance Council was dissolved, and in its place, the Planning Council was instituted and charged with creating a five-year plan to "advance a shared vision"; to examine, review, and update TMCC's Mission Statement; to "ensure communication, shared concerns, input and document review across campus and with key stakeholders"; and to "enhance mutual understanding, cooperation, and synergy among decision makers" (TMCC Planning Council Charge, Web site). The charge of the Planning Council and President Ringle's repeated statements that the College needed to do what was right for students and the rest would follow have had a tangible effect on the perception of TMCC. Seventy-three percent of the respondents to the TMCC 2004 Survey on Campus Climate indicated that TMCC has well defined goals for the future (versus 39 percent in 2002); 55 percent agreed that TMCC has a shared sense of direction (versus 30 percent in 2002). This sense of defined goals and shared direction, supported by reasonable, fair, and consistent policies and procedures, is the foundation of TMCC's institutional integrity.

President Ringle assembled an administrative team based on national searches with clearly defined processes. The vice presidents (Academic Affairs, Finance and Administrative Services, and Student Services) have identified measures to improve the integrity and efficacy of their respective units and have instituted methods to measure improvement and results. Overall planning efforts at TMCC, including the efforts of the Planning Council and the focus on clearly defined charges, has resulted in an increased sense of credibility, both with the various constituencies within the College and in the larger Reno/Sparks community.

Ethics in Management and Operations

(9.A.1)

The network that contributes to the management and operations of TMCC—the Board of Regents, college administrators, faculty, and staff—is committed to ensuring that the College operates with high ethical standards. The *Board of Regents Handbook* contains an Ethical Code of Conduct that applies to the Board of Regents; additionally, it details UCCSN policies on appointment, evaluation, tenure, grievances, sexual harassment, and many other operational procedures; UCCSN policies set uniform standards for all eight institutions and their operations. The *TMCC Institutional Bylaws* are included in the *Board of Regents Handbook* and include policies on the evaluation of academic faculty, the handling of personnel documents, and other management and operation policies and procedures.

TMCC is subject to audits by the UCCSN Internal Audit Department, some of which are regularly scheduled system-based UCCSN audits and some of which are done on an as-needed basis. According to the Vice Chancellor for Internal Audit and Risk Management, the Internal Audit Department conducted fourteen audits between July 1, 2000 and June 30, 2004 (See Exhibit 9.2, Audits 2000-04). The auditing process is designed to ensure sound fiscal management and to confirm institutional integrity through demonstrated accountability. The results of annual financial audits of TMCC and the TMCC Foundation by an independent certified public accounting firm show a record of fiscal responsibility and compliance with UCCSN policies, state funds procedures, and federal laws (See Standard 7 for a complete discussion of TMCC financial practices and audits). The 2003 State of Nevada Legislature requested a number of audits within the system, including TMCC. These audits determined that TMCC adheres to purchasing procedures and competitive bid processes established as policy and administered through Business Center North.

To help ensure integrity and high ethical standards at the institutional administrative level, the *TMCC Administrative Manual* details operational policies for accounting, travel, purchasing, gifts, fund-raising, budgets, benefits, and personnel issues, among others. Other college documents, such as the *TMCC Faculty/Staff Handbook*, the *Search Committee Manual*, the *Tenure Filing* document, and the Faculty Qualification Policy, were developed to inculcate and promote high ethical standards in college operations. The TMCC 2004 Survey on Campus Climate shows that 80 percent of respondents understand contractual obligations

regarding code of conduct and ethical behavior, an impressive percentage that can be attributed to the dissemination of policies and procedures and the general atmosphere of the College. Moreover, the TMCC 2004 Survey on Campus Climate and the results of the President's Evaluation Survey indicate that members of the college community believe President Ringle is a proponent of high ethical standards. His fall 2004 welcome back speech and his monthly presidential e-mails have underscored his commitment to fostering solid communication at TMCC.

The Vice President of Academic Affairs is equally committed to maintaining high ethical standards in TMCC's academic programs and instruction. For example, the Vice President of Academic Affairs sent department chairs to a one-week department chair academy in both the spring of 2004 and 2005 and supports retreats for the deans for the same reason. These actions are designed to ensure that all representatives at every administrative level engage in consistent application of operational policies and procedures and are able to communicate these policies and procedures with consistency of message and application. All instructionally related additional assignments that have stipends or reassigned time are coordinated through the Vice President of Academic Affairs and posted by the appropriate administrator's office, in compliance with the Nevada Faculty Alliance (NFA) Contract. This process of notification has been a requirement of the NFA Contract; however, in the past, the spirit of this process was not always followed. Furthermore, the Vice President of Academic Affairs oversaw the creation of the *Tenure Filing* document and the Faculty Qualification Policy; he also initiated the general education, outcomes assessment, and curriculum revision processes to bring into dialogue three significant and clearly intricately connected discussions that had previously been isolated from each other.

The reorganization of the academic departments, begun in fall 2003, also demonstrated the Vice President of Academic Affairs' commitment to the principles of institutional integrity and ethical conduct. The rationale for the reorganization was to strengthen TMCC's educational programs, streamline decision-making, and improve organizational effectiveness. Faculty, department chairs, the academic leaders group, the Faculty Senate, the Extended Cabinet, and the President's Cabinet all participated in the final proposal, which was approved by the Board of Regents

in January 2004. In line with the overall principles of shared governance and academic excellence, the process was open, inclusive, and premised upon the highest standards for achieving institutional and educational excellence.

The Vice President of Finance and Administrative Services is likewise committed to establishing fair, open, and consistent policies and procedures regarding the College's budget processes and outcomes. The Vice President of Finance and Administrative Services established the Budget Advisory Committee in the fall of 2004 to gather input from the college community regarding areas of concern and is currently in the process of implementing the recommendations of the committee: placing the budget online for campus constituent access, putting a budget policy and procedures manual online for consistency, and instituting a budget process of input from the department level up with a clear and open process at every tier. Additionally, the Vice President of Finance and Administrative Services has made it a goal of her area to cross-train personnel so that there is a shared sense of knowledge, responsibility, and accountability. The Vice President of Finance and Administrative Services also formed the Facilities Master Plan Committee to develop the *2004 Facilities Master Plan*; the process was open to the entire college community and had membership from administration, faculty, staff, students, and community members. With these processes in place and by insisting on an atmosphere of openness and consistency, the Vice President of Finance and Administrative Services has ensured through her leadership institutional integrity and an environment reflective of the highest of ethical standards.

TMCC created the position of Vice President for Student Services in 2004. Student Services had been variously positioned in TMCC's organizational structure; until recently, Student Services had been represented by a dean but had never had a vice president. President Ringle recognized that Student Services needed a vice president, creating a fairer and more equitable conceptualization of Student Services' role as comparable to instructional services in achieving student success. The position and role of the Vice President for Student Services is a further assurance that the integrity of Student Services is consistent with TMCC's institutional mission, educational goals, and the other operational units of the College. The Vice President for Student Services provides the leadership, direction, coordination, and supervision of all service areas under Student Services. Having the Vice President for Student Services ensures that all programs, services, and personnel within the Student Services Division collaborate in the implementation of TMCC's Mission Statement and

Strategic Goals. The Vice President for Student Services has identified teamwork, unity, ongoing organizational refinement, enhanced communication, professional development, and collaborative relationships across TMCC as the division's management and operational goals. These goals and practices are designed to enable the integrity of student development concepts and the inclusion of practices that facilitate student recruitment, advisement, retention, and persistence.

Additionally, TMCC combined the Affirmative Action and the Multicultural Diversification Offices in 2004 and created the Equity and Diversity Office. A director was hired in 2004 after a national search. Equity and Diversity monitors and advocates for TMCC's commitment to equity, diversity, and affirmative action in recruitment, hiring, and personnel actions and in development and delivery of college-wide programs that encompass academic and non-academic initiatives and co-curricular programs. This office's promotion and dissemination of TMCC's commitment to equal opportunity, equity, and diversity at all levels of operations is a major contribution to the integrity of the College.

TMCC has developed manuals and handbooks that outline policies and procedures for faculty and staff. Without exception, these documents reflect the College's expectations of accountability, responsibility, honesty, equity, and professionalism. Coupled with reasonable, fair, and consistent implementation of their contents, these manuals and handbooks document the college culture's basic commitment to institutional integrity and individual accountability. With few exceptions, these documents are widely distributed and available in hard copy and on TMCC's Web site. Among these documents are the *TMCC Administrative Manual* (referenced earlier) and the *TMCC Faculty/Staff Handbook*, which contains non-discrimination, whistleblower, human research protection, intellectual property, computer usage, sexual harassment, facilities, and grant money policies. These policies establish expectations and accountability for management and operation, the first step in establishing integrity and ethics at all subsequent levels. Along with the publication of these policies, leadership holds workshops for classified staff on policy issues ranging from workload expectations to the NEA Contract. The *TMCC Faculty/Staff Handbook* is given to all new employees in hard copy form, and updates to the document are distributed via e-mail periodically to faculty and staff; this document is also available on the TMCC Web site, as is the *Part-time Faculty Handbook*.

TMCC's Human Resources Office ensures the integrity and consistent application of personnel matters and conditions related to employment for all college employees. Human Resources developed a *Search Committee Manual* in 2003 to create a clearly defined, efficient, effective, and fair process. All TMCC positions are now filled by national searches unless the position requires local expertise. In fall 2004, the TMCC Diversity Campus Affairs Committee formed to assist in the articulation of the Strategic Goal for Diversity. A subcommittee of this committee focuses on workforce diversity, and a cohort of its members are currently being trained to participate, ex-officio, in campus hiring committees to ensure the integrity of the process with future hiring committees.

The TMCC Foundation has guidelines for gift reporting, handling of funds, and handling of Foundation grants. These published guidelines help ensure the integrity and ethical standards of these processes. While the guidelines are clearly established, because the Foundation is somewhat external to academic operations, these guidelines are not widely disseminated throughout the College (See Standard 7.D for a discussion of the TMCC Foundation).

The Nevada Faculty Alliance (NEA), an affiliate of the AAUP, is the collective bargaining unit at TMCC and works with faculty and administration to “strength[en] the integrity of higher education in Nevada” (NEA Web site). The *Board of Regents Handbook* sanctions collective bargaining, which gives NEA a legal stake in the terms and conditions of faculty employment. Faculty membership in NEA is low—20 TMCC members in fall 2004—and the low number has been attributed to the cost of dues, a perception of ineffectiveness, a lack of communication, and a perception that membership is not necessary for there to be fair and ethical treatment of faculty at TMCC.

By defining policies and procedures for students, TMCC establishes high ethical standards and demonstrates institutional integrity. The Dean and Associate Dean of Students have been proactive in the development and implementation of TMCC's student conduct and complaint policies as well as in promoting awareness and assistance to the College through training workshops, consultations, and orientations. Written documents regarding student conduct and procedures appear in the *Student Handbook*, on the TMCC Web site, and in the *2004-2005 TMCC Course Catalog*.

Integrity and ethical standards in the academic advising of students is evident in TMCC's commitment to place students at appropriate levels in general education classes. In 1997, TMCC adopted ACCUPLACER as its testing tool for

students. Used to assess students for placement in mathematics and English, it is also the College's standard test for financial aid students to establish “ability to benefit” status—that is, high school equivalency. The Testing Center and the Institutional Research Office work collaboratively to establish placement scores using student samples and pre- and post-tests in courses.

Due to the computer-adaptive nature of ACCUPLACER tests, the program identifies the students' level of ability in the tested subject, thus providing a higher accuracy of testing and, subsequently, placement. After taking the test, students are sent to the Advisement Center for advisement and scheduling guidance. The ACCUPLACER testing process demonstrates TMCC's integrity and ethical standards for ensuring the academic success of its students in mathematics and English (See Standard 3.B for a fuller discussion of assessment and placement practices at TMCC).

While TMCC demonstrates integrity in placement and advisement policies and procedures, one area that needs attention is the timely processing of Degree Audit Reports (DAR). Students routinely request DAR reports to determine their academic progress, often prior to applying for graduation. The turn around time on DAR reports can be up to four months, which affects students' ability to determine in a timely fashion their academic progress toward a specific degree or certificate. In response to this delay, students often see counselors or advisors, who can access transcripts and provide evaluation and advisement. Additional staff members in the Admissions and Records Office are being cross-trained to produce DAR reports in a more timely manner; additionally, the Vice President of Student Services has identified the timely production of DAR reports as a unit priority and is working with the Director of Admissions and Records to address the issue.

The integrity of students' rights, specifically privacy, is maintained by Admissions and Records at TMCC. Admissions and Records performs a major role in the promotion and maintenance of FERPA guidelines in order to safeguard student records, confidentiality, and rights of privacy. Various means of communication are utilized in order to inform campus personnel of FERPA regulations, including postings on the Web site, printed documents sent to all staff, e-mail messages, and designated Admissions and Records staff who attend campus meetings and present FERPA information. Additionally, FERPA policy is displayed on the Web-Reg section of the TMCC Web site. Furthermore, the integrity of student records is assured in the “TMCC Privacy Notice for Printed Materials,” through ongoing

training of personnel, through restricted access to files and the Student Information System (SIS), and through consistent review and oversight of such information by the Director and Assistant Director of Admissions and Records. TMCC lists all relevant admission and registration procedures as well as student responsibilities in its course catalogs and class schedules (both hard copies and online formats), and in the *Student Handbook* and the Student Rights and Responsibilities section of the *TMCC Administrative Manual*.

TMCC works with many external agencies and organizations in surrounding communities. While there is no tangible evidence to support TMCC's commitment to high ethical standards in its dealings with local agencies and organizations, there is no evidence to suggest otherwise. TMCC lists more than 30 active advisory committees that support the local business community and academic programs at the College. These committees serve as communication conduits whereby local experts or business owners work with college departments to define needs, expectations, and outcomes. These committees thus provide a "reality check" with the operations of the College and help create a shared sense of commitment and responsibility, leading ultimately to the integrity of the respective programs.

Policy, Procedure, Publication Evaluation and Revision (9.A.2)

As TMCC has grown in the last ten years—from an FTE of 3,594 in 1993 to an FTE of 5,544 in 2003 (*2004 TMCC FactBook*)—leadership has engaged in ongoing evaluation and revision of policies, procedures, and publications to ensure the ethical conduct of all constituencies and the integrity of materials disseminated about TMCC.

In response to the 1995 Northwest Association of Schools and Colleges Evaluation Committee Report, TMCC revised its *Strategic Planning* document and Mission Statement in 1997; in 2002, President Ringle established the Planning Council, which then drafted a new Mission Statement and Strategic Goals with objectives for the seven initiatives identified by the President. In October 2004, the Board of Regents approved TMCC's *Strategic Planning* document, including the revised Mission Statement. This revision, undertaken at a point of growth and administrative stability in the College, has clearly defined the direction TMCC will take in the next 5-10 years. Leadership has also engaged in facilities planning over the last ten years with the *1995 TMCC Master Plan*, the *2000 Facilities Master Plan*, and the *1997-2004 College Strategic Plan*. These planning

efforts have been updated with the *2004 Facilities Master Plan*, a vision for the College that yokes together academic program development and facilities planning for the first time in an efficient and effective manner (See Standard 8 for a fuller discussion of the *2004 Facilities Master Plan*). This comprehensive plan will be utilized to shape academic and physical space programming for the next ten years.

In addition to these larger manuscript revisions, institutionally focused policies, procedures, and publications have been revised. The *TMCC Institutional Bylaws* were reviewed and revised in 2003-2004; the *TMCC Faculty/Staff Handbook* is revised every semester, according to the Director of Human Resources, as is the *Part-time Faculty Handbook*; the *TMCC Administrative Manual* is in the process of being revised to incorporate UCCSN and TMCC-specific changes. New policies have been developed as well. For example, Information Technologies Operations (ITO) developed the TMCC Computer and Network Use Policy, establishing guidelines for the appropriate use of computers and networks at TMCC; additionally, ITO developed guidelines for the use of Groupwise, the TMCC-networked e-mail system. ITO also placed a statement that pops up prior to network log-in that reminds users of their rights and responsibilities.

The Public Information Office (PIO) establishes policies regarding the public dissemination of information about TMCC in 2002-2003 to ensure that TMCC represents itself consistently internally and externally. Sexual harassment policies and training are offered every year for TMCC employees, and both are revised and updated every year. The sabbatical policy was revised by the Faculty Senate Professional Standards Committee in spring 2004, and policies and procedures for tenure application were reviewed by the Faculty Senate Professional Standards Committee in 2003-2004. In conjunction with the Vice President for Academic Affairs, the Faculty Senate Professional Standards Committee created the *Tenure Filing* document to standardize the process for tenure track faculty and increase consistency and fairness in the application process across all divisions at TMCC. The student appraisal form, used by students for the evaluation of instruction, was also revised through Faculty Senate in 2003-2004 and implemented in spring 2004. UCCSN mandates policy regarding textbook selection, and TMCC adopted the UCCSN guidelines.

Two areas of policy revision require attention. First, the student complaint policy has been in a state of flux and probably too much revision. Initiated by Faculty Senate and subsequently assigned to the Associate Dean of Student

Services, the policy was revised by the Vice President of Academic Affairs and sent to Faculty Senate. The issue has been shuffled back and forth between stakeholders, and the Vice President of Student Services has committed to bringing the policy and procedures to Faculty Senate in fall 2005. The second area of concern exists with hiring policies. Despite the creation of the *Search Committee Manual*, there are anecdotal reports of departures from policy and breaches of confidentiality in search processes.

Accurate and Consistent Representation

(9.A.3)

In order to create and maintain a “supportive, intellectually and culturally dynamic environment,” TMCC must represent itself accurately and consistently to all constituencies (Mission Statement, *Strategic Planning*, insert). TMCC’s PIO employs a variety of internal and external communication methods to inform college personnel and community constituents and is the media liaison for the College. PIO staff members write press releases to promote TMCC programs, help prepare faculty and staff for interviews, and write and design TMCC’s print and online publications.

To support and advance TMCC’s representation as an institution of high ethical standards and integrity, PIO provides accessibility to all PIO-related documents via the Public Information Web site. Additionally, PIO maintains a quality assurance process that includes a review function to ensure consistency in written, visual, and media communication and correspondence; provides consultation to TMCC departments and employees in the design, editing, and review of promotional materials, student recruitment and information documents, and other marketing tools; and provides oversight and review processes to ensure that TMCC publications are of professional quality and adhere to the requirements of format, logo use, and equal opportunity/affirmative action/equal access statements. Moreover, PIO utilizes internal and external communication methods that accurately and regularly inform college and community constituencies.

External communications that are intended for students and the larger community are designed, written, and edited by PIO staff. PIO staff members coordinate college-wide class schedules for fall, spring, and summer semesters and ensure their accuracy based on data supplied by departments; additionally, PIO produces specialized schedules for the Workforce Development and Continuing Education courses and Distance Education courses. PIO also produces the annual *TMCC Course Catalog*, which is available in hard copy and CD-ROM and is posted on

TMCC’s Web site. Since the course catalog functions as both a legal document detailing college policies, certificate, and degree programs, and as a marketing tool, PIO is particularly attentive to the accuracy and consistency of information contained therein. Additionally, PIO produces *TMCC Trends*, a newsletter for community leaders and donors that was produced on a monthly basis in 2003-2004, was discontinued for 2004-2005, and will be reinstated on a quarterly basis in 2005-2006. PIO also produces brochures, flyers, posters, and fact sheets that promote TMCC programs, both externally and internally. PIO distributes “This Week @ TMCC,” an electronic newsletter that contains TMCC Events, College Community News, and TMCC Marketplace.

PIO’s proactive approach in developing, implementing, and maintaining policies that ensure high standards and consistency in representations of TMCC reflects the best of college practices designed to ensure institutional integrity. External recognition of this significant office’s efforts occurred in 2004 when PIO won four awards from the National Council for Marketing and Public Relations.

While the PIO Web site outlines the policies in place to maintain a high level of quality, accuracy, and consistency in representations of TMCC, some college departments and personnel produce printed and electronic media that do not comply with these policies. Relatively universal access to electronic media makes it difficult to ensure complete compliance; PIO distributes its policies and attends regular administrative meetings, such as the Extended Cabinet and Planning Council meetings, as well as annual meetings with deans and department chairs, to discuss its role in monitoring representations of the College.

Conflict of Interest Policies (9.A.4)

Conflict of interest policies appear throughout the *Board of Regents Handbook*; many of these policies have been incorporated into *TMCC’s Bylaws* and define TMCC policy and procedures. The *Board of Regents Handbook* contains specific policies that apply to the Regents as well as policies that apply to members of the UCCSN, including references to conflict of interest provisions in Nevada Revised Statutes. *TMCC Institutional Bylaws*, the *TMCC Faculty/Staff Handbook*, and *TMCC Administrative Manual* replicate *Board of Regents Handbook* language in outlining specific prohibited behaviors that constitute a conflict of interest. Broadly speaking, any activities that could place a UCCSN employee “in a conflict of interest between their official activities and any other interest or obligation” are prohibited (Title 4, Chapter 3.5). Furthermore, the same section states that all UCCSN employees must “disqualify

themselves from participating in a decision when a financial or personal interest is present.” These broad policies are further defined regarding issues such as nepotism, compensated outside professional or scholarly services, naming of buildings, and textbook selection.

Two issues, the compensated outside professional or scholarly services and textbook selection, are of particular application to TMCC administrators, faculty, and staff. The *Board of Regents Handbook*, in addition to clearly stating that outside activities must not interfere with academic duties, specifies that outside activities “shall occupy no more than one day’s equivalent time per week (20 percent), exclusive of evenings, weekends, and holidays” (Title 4, Chapter 3.7). Recognizing that administrators, faculty, and staff may contract for outside services related to their professions, the policy is intended to define the terms of the employee’s contract and recognize the primary responsibility to the UCCSN position. The textbook selection policy was created to affirm academic freedom and the responsibility inherent in textbook selection but address the perception of conflict of interest, particularly in the selection of one’s authored text for instructional use.

Ultimately, recognizing conflict of interest is largely dependent on the integrity of the individual. Instances that violate conflict of interest policies are difficult to identify and regulate, but the clear, consistent communication of UCCSN policies and expected compliance set the boundaries and create an atmosphere of accountability at TMCC. Based on the 80 percent of respondents in the TMCC 2004 Survey on Campus Climate who indicated they understood the contractual obligation of conflict of interest, TMCC has clearly communicated expectations in this regard.

Free Pursuit and Dissemination of Knowledge (9.A.5)

In his fall 2002 State of the College address to faculty and staff, President Ringle expressed his vision for TMCC by referring to the six principles of a strong campus community proposed by Ernest Boyer in 1990. Two of these principles, an open community—“a place where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed”—and a just community—“a place where each person is honored and where diversity is aggressively pursued”—have particular applicability to the free pursuit and dissemination of knowledge at TMCC. Two years later in his fall 2004 State

of the College address, President Ringle returned to Boyer’s principles and indicated that TMCC was making good progress toward integrating all six principles, noting that “we continually affirm and recognize academic integrity as a core institutional value.”⁴⁹

TMCC’s institutional mission depends upon and supports the free pursuit and dissemination of knowledge. Without the commitment to that core principle, the College cannot provide “access for lifelong learning opportunities” nor create “a supportive, intellectually and culturally dynamic environment” (TMCC Mission Statement, *Strategic Planning*, insert). Implicit in the Strategic Goal of Achieving Academic Excellence is the notion that knowledge, or education, is both fluid and holistic. It can never be the by-product of a hegemonic institutional structure. The Strategic Goal of Diversity also supports the principle of the free pursuit of knowledge as TMCC “accommodates the educational needs and interests of its demographically changing student body” (*Strategic Planning*, p. 5). As TMCC flexes to meet the educational needs of the community, leadership must support both students and faculty by creating an infrastructure, an educational environment, and a pervasive ethos of institutional support conducive to the dissemination of knowledge.

TMCC demonstrates its commitment to academic freedom in a variety of policies and procedures. First and foremost, the *Board of Regents Handbook* affirms the centrality of academic freedom: “Freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student in learning” (Title 2, Chapter 2). The policy further states that it is the “obligation” of the teacher to use “candor and integrity” in the classroom, even when the topic may be controversial. It is important to note that the *Board of Regents Handbook* provides explicit protection for faculty members who express opinions that may be controversial or unpopular.

The 1999 Institutional Integrity document outlines TMCC’s stance regarding academic freedom and affirms the right of all members of the college community to freedom of inquiry, opinion, and speech, including faculty and students; it further recognizes the responsibility of administrators in protecting these rights (See Exhibit 9.3, 1999 Institutional Integrity document). While not widely disseminated or overtly referred to, this stance is reflected in TMCC documents, including the *TMCC Administrative Manual*, the *TMCC Faculty/Staff Handbook*, the *Part-time Faculty Handbook* (all of which recognize academic

⁴⁹ See the video *Encampment: Dr. Ernest Boyer*, August 22, 1995 address for a full transcript of “Six Components of a Civil Campus Community.”

responsibility in conjunction with academic freedom). TMCC's administrators and faculty recognize the American Association of University Professors' policies on academic freedom, tenure, and due process as reflected in TMCC policy documents. Recognizing that tenure is an important protection associated with academic freedom, TMCC has outlined the responsibilities of tenure candidates in the *Tenure Filing* document and the responsibilities of tenure committees and tenure committee chairs in the *Tenure Chair and Committee Responsibility Handbook* (September 2003). TMCC has clearly articulated statements of support for academic freedom and tenure that demonstrate firm commitments to both academic freedom and responsibility—for both faculty and students. The TMCC 2004 Survey on Campus Climate provides evidence that administrators, faculty, and staff understand the importance of academic freedom. Sixty percent of respondents agree that TMCC's atmosphere encourages the open expression of ideas, up from 48 percent in the UCCSN 2002 Survey on Campus Climate.

Analysis and Appraisal

The Self-Study Standard 9 Committee commends TMCC for the following achievements:

- TMCC provides clearly articulated institutional policies commensurate with UCCSN guidelines. These policies delineate TMCC's expectations for and definitions of ethical behavior—for the College as a whole, its individual units, and the individuals who comprise the TMCC community.
- The administrative structure of the College has stabilized; all positions were filled following national searches. The addition of the Vice President of Student Services demonstrates a commitment to integrity in organizational structure.
- President Ringle keeps issues of institutional integrity active in e-newsletters, semester welcome back speeches, and other public communications.
- TMCC takes student success seriously and is clear and consistent in admission and registration procedures; the College uses responsible testing and placement for English and mathematics to ensure students' academic success.
- TMCC demonstrates its commitment to the broader Reno-Sparks community with its formation of a significant number of community-based advisory committees.

Next Steps

The Self-Study Standard 9 Committee makes the following recommendations:

- Leadership needs to communicate even more with various TMCC constituencies to promote active involvement of representatives from the entire TMCC community. This increase in communication would prove especially useful when reviewing policies, procedures, and publications.
- TMCC needs to revisit the TMCC Statement of Institutional Values and make an effort to disseminate these principles to the college community.
- Leadership needs to make an effort to combine the various statements articulating institutional expectations for ethical conduct and institutional integrity into one textual reference.

A ppendices



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA

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

After the self-study report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-study distributed to Commissioners, the Commission office, and members of the visiting committee.

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

Institution:

If part of a multi-institution system:

Name: Truckee Meadows Community College

Name of System: Nevada Higher Education System

Address: 7000 Dandini Boulevard

Address: 2601 Enterprise Road

Address:

Address:

City: Reno State: NV ZIP: 89512

City: Reno State: NV ZIP: 89512

Highest Degree Offered: ___Doctorate ___Masters ___Baccalaureate ___X___ Associate ___Other (specify) _____

Type of Institution: ___x___ Comprehensive ___Specialized ___Health-related ___Religious-based ___Tribal

Other (specify)

Institutional control: ___Public ___City ___County ___X___ State ___Federal

___Private/Independent ___Non-profit ___For Profit

Institutional calendar: ___Quarter ___X___ Semester ___Trimester ___4-1-4 ___Continuous Term

Other (specify)_____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the Council for Higher Education Accreditation (CHEA). (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Dietetic Technician	AS	American Dietetic Association	2004
Nursing	AS	National League for Nursing	2004
Radiologic Technology	AS	Joint Review Committee on Education in Radiologic Technology	2001
Culinary	AS	American Culinary Federation	2005
Dental Assisting and Dental Hygiene	AS	American Dental Association	2001
Automotive	AS	National Automotive Technicians Education Foundation, Inc.	2000
Legal Assistant	AS	American Bar Association	1998

Full-Time Equivalent (FTE) Enrollment

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

Official Fall Term Enrollments

Classification	Current Year	One Year Prior	Two Years Prior
	Dates: Fall 2004 (final)	Dates: Fall 2003 (final)	Dates: Fall 2002 (final)
Undergraduate	5,953	5,540	5,291
Graduate			
Professional			
Unclassified	107	107	119.7
Total all levels	6,060	5,647	5410.7

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

Official Fall Term Enrollments

Classification	Current Year	One Year Prior	Two Years Prior
	Dates: Fall 2004 (final)	Dates: Fall 2003 (final)	Dates: Fall 2002 (final)
Undergraduate	11,851	11,348	11,008
Graduate			
Professional			
Unclassified	868	925	905
Total all levels	12,383	11,923	11,913

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

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

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	98			4	14	48	2	30
Associate Professor								
Assistant Professor								
Instructor	52	476		2	4	32	5	9
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Number of instructional staff added for current year:	6
Number of instructional staff who were employed previous year but not reemployed:	0

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

Rank	Mean Salary	Mean Years of Service
Professor	\$64,829.11	13.7
Associate Professor		
Assistant Professor		
Instructor	\$43,245.22	3.0
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 to June 30

Reporting of income:	Accrual Basis	<u>Yes</u>	Accrual Basis	<u> </u>
Reporting of expenses:	Accrual Basis	<u>Yes</u>	Accrual Basis	<u> </u>

BALANCE SHEET DATA

ASSETS	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: 6/30/04	Dates: 6/30/03	Dates: 6/30/02
CURRENT FUNDS			
Unrestricted			
Cash	1,555,200	609,800	422,400
Investments	7,269,000	5,937,000	5,785,000
Accounts receivable gross (net)	509,400	658,900	855,500
Less allowance for bad debts (N/A)			
Inventories	17,000	15,000	13,000
Prepaid expenses and deferred charges	54,000	51,600	4,500
Other (identify)			
Due from			
Total Unrestricted	9,404,600	7,272,300	7,080,400
Restricted			
Cash	185,200	184,000	676,800
Investments (Accounts Receivable)	746,600	564,500	425,400
Other (identify) (Loans Receivable)	315,000	282,000	308,000
Due from (other)	0	1,400	1,500
Total Restricted	1,246,000	1,031,900	1,411,700
TOTAL CURRENT FUNDS	10,650,600	8,304,200	8,492,100
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	6,368,000	5,517,000	5,428,000
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	6,368,000	5,517,000	5,428,000
PLANT FUND			
Unexpended			
Cash	15,087,600	16,843,700	17,720,800
Investments	0	0	0
Other (identify) (Accounts Receivable)	530,000	2,949,600	4,701,100
Total unexpended	15,617,600	19,793,300	22,421,900
Investment in Plant			
Land	2,613,000	2,613,000	718,000
Land improvements	1,547,000	1,547,000	1,547,000
Buildings	73,133,000	60,937,000	51,136,000
Equipment	5,062,000	4,886,000	5,099,000
Library resources	2,190,000	2,055,000	2,014,000
Other (identify) (Depreciation)	(23,272,000)	(21,320,000)	(21,250,000)
Total investments in plant	61,273,000	50,718,000	39,264,000
Due from	0	0	0
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	76,890,600	70,511,300	61,685,900
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	17,019,400	13,825,700	13,920,100
TOTAL ASSETS	93,910,000	84,337,000	75,606,000

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: 6/30/04	Dates: 6/30/03	Dates: 6/30/02
CURRENT FUNDS			
Unrestricted			
Accounts payable	413,400	594,600	786,400
Accrued liabilities	2,404,100	2,173,500	2,071,400
Students' deposits	0	0	0
Deferred credits	412,000	339,500	324,600
Other liabilities (identify) (Funds Held)	31,800	37,400	0
Due to State	43,300	21,300	225,000
Fund balance	6,100,000	4,106,000	3,673,000
Total Unrestricted	9,404,600	7,272,300	7,080,400
Restricted			
Accounts payable and Accrued P/R	91,800	124,100	73,100
Other (identify) (Deferred Revenue)	169,800	24,300	145,600
Due to (Refundable Adv., Interest, other)	512,200	392,300	306,000
Fund balance	473,000	491,200	887,000
Total Restricted	1,246,800	1,031,900	1,411,700
TOTAL CURRENT FUNDS	10,651,400	8,304,200	8,492,100
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to (Accounts Payable)	0	3,700	0
Fund balance	6,368,000	5,517,800	5,428,000
TOTAL ENDOWMENT AND SIMILAR FUNDS	6,368,000	5,517,800	5,428,000
PLANT FUND			
Unexpended			
Accounts payable	22,700	6,100	1,100
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities (identify) (Def. Rev.)	10,200	8,200	9,800
Due to State	10,700	13,000	0
Fund balance	15,574,000	19,766,000	22,411,000
Total unexpended	15,617,600	19,793,300	22,421,900
Investment in Plant			
Notes payable	2,378,000	2,592,000	1,364,000
Bonds payable	895,000	940,000	985,000
Mortgage payable (Due to State)	7,960,000	8,190,000	0
Other liabilities (identify) (Lease&A/P)	4,295,000	271,000	552,000
Due to (Investment in Plant)	45,745,000	38,725,000	36,363,000
Other plant fund liabilities (identify)			
TOTAL INVESTMENTS IN PLANT FUND	61,273,000	50,718,000	39,264,000
OTHER LIABILITIES (IDENTIFY)	0	0	0
TOTAL OTHER LIABILITIES	0	0	0
TOTAL LIABILITIES	19,650,000	15,731,000	6,844,000
FUND BALANCE	74,260,000	68,606,000	68,762,000

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: 6/30/04	Dates: 6/30/03	Dates: 6/30/02
Tuition and fees	9,852,000	8,892,000	8,365,000
Federal appropriations	0	0	0
State appropriations	29,776,000	26,785,000	26,341,000
Local appropriations	0	0	0
Grants and contracts	7,073,000	6,419,000	5,444,000
Endowment income	1,829,000	557,000	(139,000)
Auxiliary enterprises	1,358,000	1,358,000	665,000
Other (identify) (Sales, Gifts, other)	604,000	884,000	947,000
	50,492,000	44,895,000	41,623,000
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	19,615,000	18,903,000	17,445,000
Research	0	0	0
Public services	0	0	0
Academic support	3,927,000	3,422,000	3,423,000
Student services	5,249,000	5,176,000	4,584,000
Institutional support	6,963,000	6,279,000	6,168,000
Operation and maintenance of plant	5,318,000	5,015,000	4,543,000
Scholarships and fellowships	3,318,000	2,744,000	2,377,000
Other (identify) (Depreciation)	2,260,000	2,264,000	2,306,000
Mandatory transfers for:			
Principal and interest (interest exp.)	530,000	597,000	162,000
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	47,180,000	44,400,000	41,008,000
Auxiliary Enterprises			
Expenditures	944,000	814,000	142,000
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	944,000	814,000	142,000
TOTAL EXPENDITURE & MANDATORY TRANSFERS	48,124,000	45,214,000	41,150,000
OTHER TRANSFERS AND ADDITIONS/DELETIONS			
(identify) (Capital appropriation)	3,186,000		11,990,000
(Additions to Endowment)	100,000	163,000	58,000
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	5,654,000	(156,000)	12,521,000

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY	One Year Prior to Last Completed FY	Two Years Prior to Last Completed FY
	Dates: 6/30/04	Dates: 6/30/03	Dates: 6/30/02
For Capital Outlay	11,233,000	11,722,000	2,349,000
For Operations	105,000	271,000	552,000

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered.

Degree Programs – list the names of degree programs that can be completed at the site.

Degrees Awarded – report the number of degrees (by program) awarded at the location last year.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, Zip	Degree Programs	Degrees Awarded	Academic Credit Courses	Student Headcount (course enrollments)	Faculty Headcount
Association of Builders & Contractors, Reno NV	none	none	1.00	12.00	1
Clayton Middle School, Reno NV	none	none	3.00	35.00	2
Edward Reed High School, Reno NV	none	none	9.00	179.00	8
EL Cord Childcare Center, Reno NV	none	none	2.00	79.00	2
Hug High School, Reno NV	none	none	1.00	17.00	1
International Game Technology, Reno NV	none	none	3.00	21.00	3
Northern Nevada Electrical JACT, Reno NV	none	none	1.00	11.00	1
Occupational Center, Reno NV	none	none	1.00	12.00	1
Regional Public Safety Training Center, Reno NV	none	none	36.00	875.00	20
Spanish Springs High School, Reno NV	none	none	1.00	20.00	1
Washoe Medical Center, Reno NV	none	none	2.00	41.00	1
Wild Creek Golf Course, Reno NV	none	none	2.00	16.00	2
Wooster High School, Reno NV	none	none	1.00	32.00	1
YMCA, Reno NV	none	none	2.00	25.00	1
Yoga Loca, Reno NV	none	none	1.00	43.00	1

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases.

Degree Programs – list the names of degree programs that can be completed at the site.

Degrees Awarded – report the number of degrees (by program) awarded at the location last year.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (headcount) of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

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

STANDARD THREE – STUDENTS TABLE 1 ADMISSIONS REPORT				
(Data requested may be provided in computer format compatible with the institution’s data information system. Not all data requested may be applicable to all institutions.)				
	Evaluation Year (AY03-04)*	1 Year Prior (AY02-03)	2 Years Prior (AY01-02)	3 Years Prior (AY00-01)
First Time Freshmen** Applications Received	2640	2781	2438	2759
Admitted	2640	2781	2438	2759
Denied	0	0	0	0
Enrolled	2640	2781	2438	2759
Transfer Applications Received	2325	2555	2443	2404
Admitted	2325	2555	2443	2404
Denied	0	0	0	0
Enrolled	2325	2555	2443	2404
Readmission*** Applications Received	17324	16502	15888	14809
Admitted	17324	16502	15888	14809
Denied	0	0	0	0
Enrolled	17324	16502	15888	14809
Graduate Applications Received	NA			
Admitted				
Denied				
Enrolled				
Professional Applications Received	NA			
Admitted				
Denied				
Enrolled				
Non Degree**** Applications Received	3011	3603	3346	2715
Admitted	3011	3603	3346	2715
Denied	0	0	0	0
Enrolled	3011	3603	3346	2715

*AY=Fall + Spring semesters

**First Time Freshmen = NW, UO1

***Readmission = Cont. Students (CC+CH+CN)

****Non Degree = Undecided

Admissions Process: Everyone 18 years or older, or graduated from high school, is admissible. Those who are not eligible (under 18 and not approved by parent or counselor) are simply not added to the system.

STANDARD THREE – STUDENTS TABLE 2 STUDENT AFFAIRS STAFF PROFILE

(Data requested may be provided in computer format compatible to the institution’s data information system.)

	Professional	Support	Student	Other
Female	28	29	45	N/A
Male	11	3	17	
Degrees: PhD, EdD	3			
MD, JD, MSW				
MA, MS	27	3		
BA, BS	8	6	1	
AA, AAS, Certificate, etc.	1	13	11	
None		10	50	
Years Experience in field:			18	
None				
Less than 5	3	9	44	
5 – 10	8	13		
11 – 15	13	8		
16 – 20	5			
More than 20	10	2		
Full-time: 9/10 months	9			
12 months	27	26		
Part-time: 9/10 months				
12 months	3	6	62	

STANDARD FOUR - FACULTY TABLE 1 INSTITUTIONAL FACULTY PROFILE																			
Rank or Class	Number		Full-Time Faculty																
			Number of Terminal Degrees					Salary, 9 Months			Years of Experience at Institution			Total Years of Teaching Experience			Previous Fall Term Credit Hour Load		
	Full Time	Part Time	Dr	M	B	Prof License*	Less than Bac	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
Professor	103		30	58	12	1	2	38,582	61,325	125,451	5	13	31				3	15	21
Associate Professor																			
Assistant Professor																			
Instructor	45		8	24	6	4	3	28,085	41,100	52,980	<1	2	15				1	15	19
Graduate Assistant																			
Research Assistant																			
Visiting Lecturer																			
Other:																			
Total	148	389	38	82	18	5	5	28,285	52,612	52,980	<1	7.5	31				1	15	21

NOTE: numbers in this table are based on Fall 2003 Faculty. FT faculty headcount = 148 which is what was reported to IPEDS. This count includes counselors and librarians. For Credit Hour Load data, FT faculty headcount = 121 instructional faculty.

* (These include ASE Certified Master Technician, AWS Welding Certificate, Journeyman – Carpentry, ASE Certified Advanced Engine Performance, and Apprenticeship Program Local Union).

STANDARD FOUR - FACULTY TABLE 2 NUMBER AND SOURCE OF TERMINAL DEGREES OF INSTRUCTIONAL FACULTY

Institution Granting Terminal Degree	Doctor	Master	Bachelor
Brigham Young University	1		
California Polytechnic State University		1	1
California State University		8	1
Carroll College			1
Chico State College			1
City University of Bellevue		1	
College of William and Mary		1	
Duke University	1		
Florida State University	1		
George Washington University		1	
Idaho State University		1	
Kent State University		1	
Lesley University		2	
Michigan State University	1	1	
Montana State University	1		
New Mexico State University		1	
New York University		1	
Northern Arizona University		2	2
Northern Illinois University		1	
Oregon State University	1		
Queens College (CUNY)		1	
Regis College		1	
Rutgers University	1		
San Diego State University		2	
San Francisco State University		3	
San Jose State University		3	
Santa Clara University		1	
School of Nursing (UK)			1
Southern Illinois University	1	1	
State University of New York	1		
St. Francis College			1

**STANDARD FOUR - FACULTY TABLE 2 NUMBER AND SOURCE OF TERMINAL DEGREES
OF INSTRUCTIONAL FACULTY**

Institution Granting Terminal Degree	Doctor	Master	Bachelor
Texas Woman's University		1	
The New School of Architecture and Design		1	
University of Alabama		1	
University of Arkansas		1	
University of Birmingham		1	
University of California	6	5	1
University of Cincinnati	1		
University of Denver		1	
University of Idaho		1	
University of Michigan	1		
University of Nebraska		1	
University of Nevada	10	28	8
University of New Mexico	1		
University of North Carolina	1		
University of Oklahoma		1	
University of Pennsylvania	1		
University of Pittsburgh		1	
University of Portland			1
University of Redlands		1	
University of San Francisco	1		
University of Texas	1		
University of the Pacific	3		
University of Utah	1		
University of Wisconsin	2	1	
University of Wyoming		1	
Utah State University		2	
Total Degrees	38	82	18

STANDARD SEVEN - FINANCE TABLE 1 CURRENT FUNDS REVENUES - PUBLIC INSTITUTIONS ONLY

Source (IPEDS Report)	ACTUAL						PROJECTED					
	Year 1 (2001-02)		Year 2 (2002-03)		Year 3** (2003-04)		Year 4*** (2004-05)		Year 5 (2005-06)		Year 6 (2006-07)	
	Amount	% *	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Tuition and Fees	7,807,000	18.8	8,300,000	18.6	9,226,000	18.9	9,885,000	19.1	10,310,000	17.5	10,813,000	17.6
Government Appropriations												
Federal												
State	26,342,000	63.4	26,979,000	60.6	29,776,000	61.2	31,376,000	60.7	37,171,000	63.1	38,146,000	62.2
Local												
Government Grants & Contracts												
Federal												
Unrestricted												
Restricted	4,327,000	10.4	4,897,000	11.0	5,158,000	10.6	5,673,000	11.0	6,240,000	10.6	6,864,000	11.2
State												
Unrestricted												
Restricted	885,000	2.1	1,125,000	2.5	1,484,000	3.0	1,632,000	3.2	1,796,000	3.1	1,975,000	3.2
Local												
Unrestricted												
Restricted	2,000	0.0	-	0.0	-	0.0						
Private Gifts, Grants, Contracts												
Unrestricted	209,000	0.5	176,000	0.4	117,000	0.2	129,000	0.2	141,000	0.2	155,000	0.3
Restricted	308,000	0.7	207,000	0.5	221,000	0.5	239,000	0.5	258,000	0.4	278,000	0.5
Endowment Income												
Unrestricted	65,000	0.2	70,000	0.2	73,000	0.1	76,000	0.1	80,000	0.1	84,000	0.1
Restricted	167,000	0.4	181,000	0.4	189,000	0.4	198,000	0.4	208,000	0.4	218,000	0.4
Sales and Services of Educational Activities	686,000	1.7	1,001,000	2.2	671,000	1.4	705,000	1.4	740,000	1.3	777,000	1.3
Auxiliary Enterprises	665,000	1.6	1,358,000	3.1	1,358,000	2.8	1,426,000	2.8	1,497,000	2.5	1,572,000	2.6
Investment Income	66,000	0.2	201,000	0.5	408,000	0.8	370,000	0.7	425,000	0.7	445,000	0.7
Other Sources	29,000	0.1	12,000	0.0	10,000	0.0	10,000	0.0	10,000	0.0	11,000	0.0
Independent Operations												
Total Current Funds Revenues	41,558,000	100.0	44,507,000	100.0	48,691,000	100.0	51,719,000	100.0	58,876,000	100.0	61,338,000	100.0

*Percentage of Total Current Fund Revenues **Most recent fiscal year for which audited financial statements are available ***Budget for Current Year

STANDARD SEVEN - FINANCE TABLE 2 CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS - PUBLIC INSTITUTIONS ONLY

Source (IPEDS Report)	ACTUAL						PROJECTED					
	Year 1 (2001-02)		Year 2 (2002-03)		Year 3** (2003-04)		Year 4*** (2004-05)		Year 5 (2005-06)		Year 6 (2006-07)	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Education and General Expenditures												
Instruction	17,445,000	43.9	18,903,000	43.5	19,615,000	42.2	22,200,000	43.0	26,000,000	44.0	27,650,000	45.0
Research												
Public Service												
Academic Support (Excluding Libraries)	2,481,000	6.2	2,474,000	5.7	2,876,000	6.2	3,150,000	6.1	3,500,000	5.9	3,800,000	6.2
Library Expenditures	942,000	2.4	948,000	2.2	1,051,000	2.3	1,150,000	2.2	1,250,000	2.1	1,350,000	2.2
Student Services	4,584,000	11.5	5,176,000	11.9	5,249,000	11.3	5,750,000	11.1	6,600,000	11.2	6,800,000	11.1
Institutional Support	6,168,000	15.5	6,279,000	14.5	6,963,000	15.0	7,650,000	14.8	8,800,000	14.9	9,000,000	14.6
Plant Operations & Maintenance	4,543,000	11.4	5,015,000	11.5	5,318,000	11.4	5,850,000	11.3	6,750,000	11.4	6,552,000	10.7
Scholarships and Fellowships	2,377,000	6.0	2,744,000	6.3	3,318,000	7.1	3,650,000	7.1	4,000,000	6.8	4,056,000	6.6
Awards from Unrestricted Funds												
Awards from Restricted Funds												
Educational and General	38,450,000	96.9	41,539,000	95.6	44,390,000	95.5	49,400,000	95.7	56,900,000	96.2	59,208,000	96.3
Mandatory Transfer ⁶	1,086,000	2.7	1,076,000	2.5	1,137,000	2.4	1,228,000	2.4	1,100,000	1.9	1,100,000	1.8
Total Educational and General Expenditures/Mandatory Transfers⁶	39,626,000	99.6	42,615,000	98.1	45,527,000	98.0	50,628,000	98.1	58,000,000	98.1	60,308,000	98.1
Auxiliary Enterprises (Including Transfers)	142,000	0.4	814,000	1.9	944,000	2.0	1,003,000	1.9	1,150,000	1.9	1,189,000	1.9
Hospitals (Including Transfers)												
Independent Operations (Including Transfers)												
Auxiliary Enterprises												
Hospitals												
Total Current Funds Expenditures & Mandatory Transfers⁶	39,768,000	100.0	43,429,000	100.0	46,471,000	100.0	51,631,000	100.0	59,150,000	100.0	61,497,000	100.0

*Percentage of Total Current Fund Revenues **Most recent fiscal year for which audited financial statements are available ***Budget for Current Year

⁶Note: Voluntary capital improvement expenses and Mandatory \$1,000,000 Bond/Notes Payable per year starting FY 2003

Assumptions: FY 2005 11% E&G Growth over FY 2004 and same ratio of functional expenditure from FY 2004; Move to 43% Instruction expenditures
FY 2006 15% E&G Growth over FY 2005 due to increase in State General Fund Appropriation; Move to 44% Instruction expenditures
FY 2007 4% E&G Growth over FY 2006; Move to 45% Instruction expenditure

STANDARD SEVEN - FINANCE TABLE 3 SUMMARY REPORT OF REVENUES AND EXPENDITURES - PUBLIC* AND PRIVATE INSTITUTIONS

	ACTUAL			PROJECTED		
	Year 1 (2001-02)	Year 2 (2002-03)	Year 3** (2003-04)	Year 4*** (2004-05)	Year 5 (2005-06)	Year 6 (2006-07)
	Amount	Amount	Amount	Amount	Amount	Amount
Education and General						
Revenues	40,893,000	43,149,000	47,333,000	50,293,000	57,379,000	59,766,000
Expenditures	38,540,000	41,539,000	44,390,000	49,400,000	56,900,000	59,208,000
Transfers – Mandatory	732,000	636,000	631,000	680,000	680,000	680,000
- Non Mandatory	76,000	65,000	147,000	188,000	110,000	110,000
Net Excess (Deficit)	1,545,000	909,000	2,165,000	25,000	(311,000)	(232,000)
Auxiliary Enterprises						
Revenues	665,000	1,358,000	1,358,000	1,426,000	1,497,000	1,572,000
Expenditures	142,000	814,000	944,000	1,003,000	1,150,000	1,189,000
Transfers – Mandatory		160,000	160,000	160,000	160,000	160,000
- Non Mandatory	245,000	215,000	199,000	200,000	150,000	150,000
Net Excess (Deficit)	278,000	169,000	55,000	63,000	37,000	73,000
Net Operational Excess (Deficit)	1,823,000	1,078,000	2,220,000	88,000	(274,000)	(159,000)

*Optional for Public Institutions **Most recent fiscal year for which audited financial statements are available ***Budget for Current Year

STANDARD SEVEN - FINANCE TABLE 4 SOURCES OF FINANCIAL AID - PUBLIC INSTITUTIONS

	ACTUAL						PROJECTED (5% Growth Per Year)					
	Year 1 (2001-02)		Year 2 (2002-03)		Year 3** (2003-04)		Year 4*** (2004-05)		Year 5 (2005-06)		Year 6 (2006-07)	
	Amount	%*	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Annual Private Contributions	76,000	2.2	52,000	1.1	50,558	1.0	53,000	1.0	56,000	1.0	59,000	1.0
Governmental State Aid	516,400	14.7	796,000	17.3	1,064,000	20.8	1,117,000	20.8	1,173,000	20.8	1,232,000	20.8
Federal Aid (PELL, SEOG, WS)	2,459,000	70.0	3,310,000	71.8	3,513,000	68.6	3,689,000	68.6	3,873,000	68.6	4,067,000	68.6
Endowment Earnings (Non-Foundation)	167,000	4.8	181,000	3.9	189,000	3.7	198,000	3.7	208,000	3.7	218,000	3.7
Institutional Unfunded Aid												
Federal Student Loans (if applicable)	293,000	8.3	269,000	5.8	304,000	5.9	319,000	5.9	335,000	5.9	352,000	5.9
Nonfederal Workstudy Aid												
Total Financial Aid	3,511,400	100.0	4,608,000	100.0	5,120,558	100.0	5,376,003	100.0	5,645,000	100.0	5,928,000	100.0

*Optional for Public Institutions **Most recent fiscal year for which audited financial statements are available ***Budget for Current Year

**STANDARD SEVEN - FINANCE TABLE 9
OPERATING GIFTS AND ENDOWMENTS-PUBLIC AND PRIVATE INSTITUTIONS (If Applicable)**

	ACTUAL			PROJECTED	
	Year 1 (2001-02)	Year 2 (2002-03)	Year 3** (2003-04)	Year 4*** (2004-05)	Year 5 (2005-06)
	Amount	Amount	Amount	Amount	Amount
Annual Gifts					
Operations Restricted	200,000	87,000	128,000	141,000	155,000
Operations Unrestricted	209,000	176,000	117,000	129,000	141,000
Endowments Exclusive of Foundation Gifts	232,000	251,000	261,000	274,000	288,000
Plant	-	-	-	-	-
Total	641,000	514,000	506,000	544,000	584,000
Ratio of Annual Gifts to E&G	1.66%	1.24%	1.14%	1.18%	1.11%
Endowment Fund Balance					
Permanent	5,428,000	5,517,000	6,368,000	6,686,000	7,021,000
Term	-	-	-	-	-
Quasi	-	-	-	-	-
Total	5,428,000	5,517,000	6,368,000	6,686,000	7,021,000

*Most recent fiscal year for which audited financial statements are available **Budget for Current year

Note: If applicable, explain/describe Foundation relationship and prepare separate statement for Foundation gifts to the institution.

STANDARD SEVEN - FINANCE TABLE 10 CAPITAL INVESTMENTS-ALL INSTITUTIONS

DO NOT INCLUDE DEPRECIATION EXPENSE	ACTUAL			PROJECTED		
	Year 1 (2001-02)	Year 2 (2002-03)	Year 3* (2003-04)	Year 4** (2004-05)	Year 5 (2005-06)	Year 6 (2006-07)
	Amount	Amount	Amount	Amount	Amount	Amount
Land						
Beginning Cost	718,000	718,000	2,613,000	2,613,000	2,613,000	2,613,000
Additions (Spanish Springs FY 2007)		1,895,000				1,045,000
Deductions						
Ending Cost	718,000	2,613,000	2,613,000	2,613,000	2,613,000	3,658,000
Buildings						
Beginning Cost	49,244,000	49,317,000	56,613,000	57,359,000	81,655,000	81,655,000
Additions	73,000	9,214,000	746,000	24,296,000		
Deductions		1,918,000				
Ending Cost	49,317,000	56,613,000	57,359,000	81,655,000	81,655,000	81,655,000
Furniture and Equipment						
Beginning Cost	4,933,000	5,099,000	4,886,000	5,062,000	5,106,000	5,108,667
Additions (Rolling Average 3 Years)	836,000	347,000	532,000	572,000	484,000	529,000
Deductions	670,000	560,000	356,000	528,000	481,333	455,000
Ending Cost	5,099,000	4,886,000	5,062,000	5,106,000	5,108,667	5,182,667
Construction in Progress √						
Beginning Cost	1,052,000	1,819,000	4,324,000	15,773,000	-	-
Additions (Spanish Springs FY 2007)	778,000	2,505,000	11,449,000	8,523,000		15,000,000
Deductions	11,000			24,296,000		
Ending Cost	1,819,000	4,324,000	15,773,000	-	-	15,000,000
Debt Service						
Principle	327,000	850,000	733,000	631,000	656,000	676,000
Interest	162,000	597,000	530,000	504,000	478,000	450,000
Depreciation (Private Institutions Only)	2,306,000	2,264,000	2,260,000	3,200,000	3,200,000	3,200,000

*Most recent fiscal year for which audited financial statements are available **Budget for Current Year

√ Briefly describe the nature of the projects under way and/or anticipated (e.g., dormitories, classroom facilities, auditorium). Also, indicate sources of funds for the project (i.e., fund raising, debt.)

√ **FINANCE TABLE 10 CAPITAL INVESTMENTS-ALL INSTITUTIONS**

Estimated CIP FY 2005	
High Tech	3,410,000
High Tech – Buildout	941,000
Student Ctr Phase	13,301,000
Student Ctr Phase II	271,000
Police Station	250,000
<u>Sci Lab</u>	<u>350,000</u>
Total	8,523,000