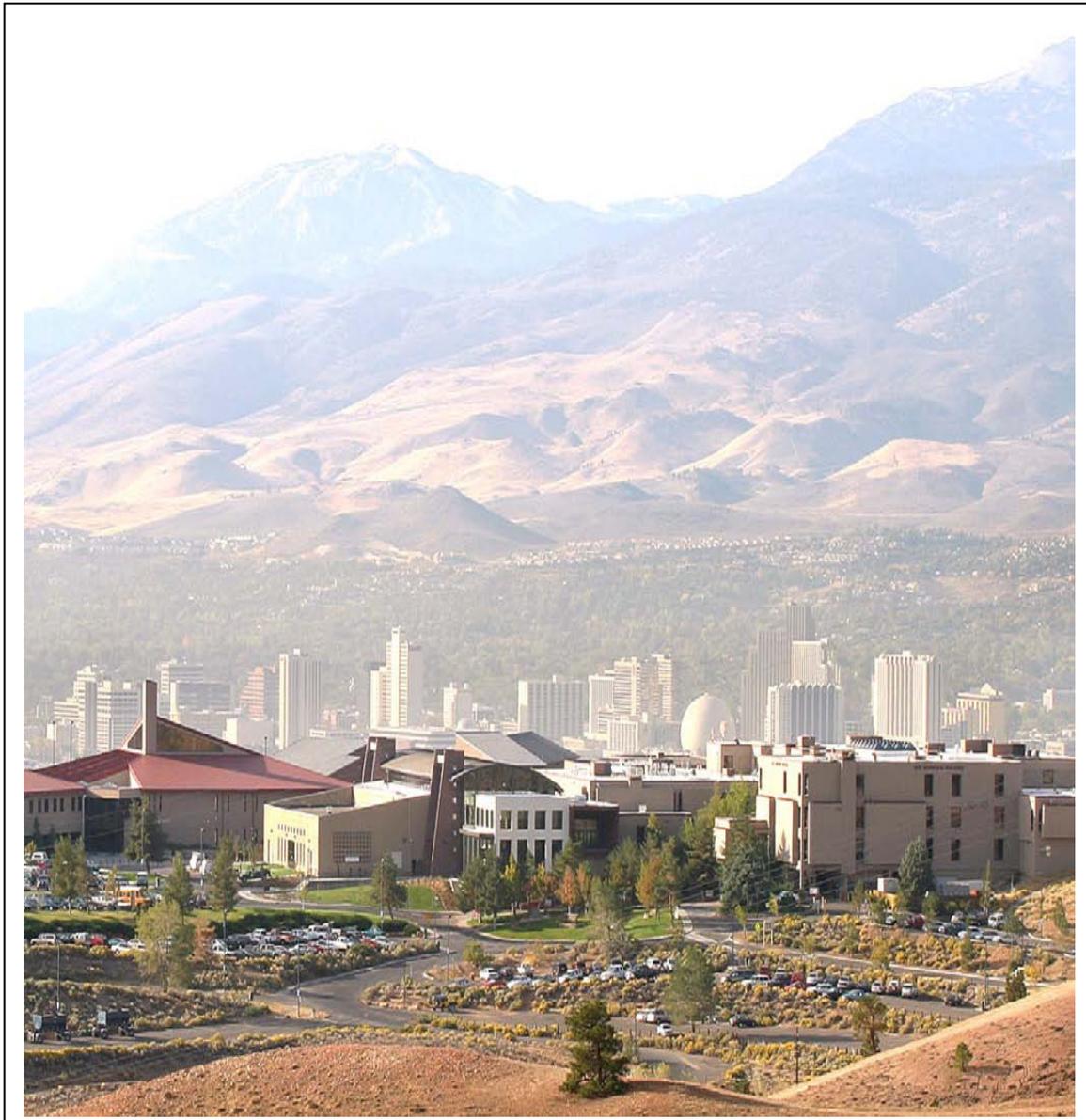




Accreditation

Regular Interim Report

2010





Truckee Meadows Community College
Regular Interim Report
October 2010



TMCC creates the future by changing lives.

Regular Interim Report

Submitted September 2010

to the

Northwest Commission on Colleges and Universities

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Letter from President Sheehan

On behalf of Truckee Meadows Community College, I am pleased to present our Regular Interim Report to the Northwest Commission on Colleges and Universities. The major focus of this report is twofold: one, to address the recommendations provided in the 2005 site visit and two, to provide an update on institutional changes with regard to each of the accreditation standards. We take this opportunity to demonstrate the effectiveness of our institution, to look at our benchmarks and to determine how well we are following our roadmap.

The process of creating this document allowed us to scrutinize the core values of TMCC as we strive to create a future filled with opportunities for our students. I wish to thank all the faculty, staff and administrators who have not only contributed to this document, but continue to contribute daily to the effectiveness of TMCC.

We look forward to your visit and the opportunity to showcase TMCC where our focus is on student success.

Thank you.

Dr. Maria C. Sheehan, President

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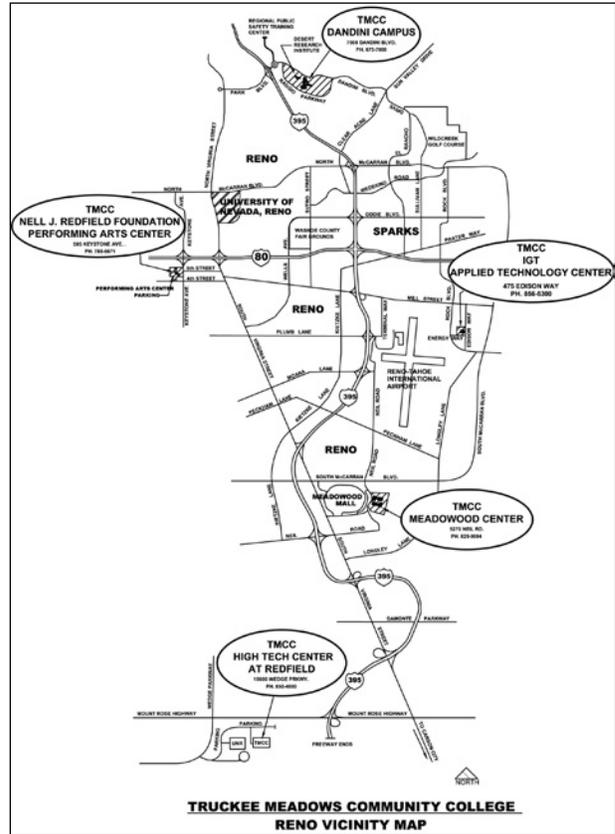
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List of Acronyms

AA	Associate of Arts
AAS	Associate of Applied Science
ACT	American College Test
AGS	Associate of General Studies
AMP	Academic Master Plan
AS	Associate of Science
ASK	Academic Success Kit
ASTM	Associated Students of Truckee Meadows
ATB	Ability to Benefit
AR	Accuplacer Arithmetic
AUR	Administrative Unit Review
AURC	Administrative Unit Review Committee
BIOL	Biology
CHEM	Chemistry
CLM	College-level Mathematics
COLA	Cost of Living Adjustment
DT	Diesel
EA	Elementary Algebra
EMAP	Enrollment Management Action Plan
EMP	Educational Master Plan
FTE	Full-time Equivalent
GEOL	Geology
HRMS	Human Resources Management System
IT	Information Technology
LGTBQ	Lesbian, Gay Bisexual, Transgender, Queer and Questioning
NAEYC	National Association for the Education of Young Children
NASA	Network Access Security Application
NFA	Nevada Faculty Alliance
NSHE	Nevada System of Higher Education
NWCCU	Northwest Commission on Colleges and Universities
PBC	Planning and Budget Council
PDCAR	Program, Discipline, and Course Assessment Reports
PDR	Program and Discipline Review
PDRC	Program and Discipline Review Committee
PHIL	Philosophy
PUR	Program Unit Review
RES	Required Enrollment Steps
SAT	Scholastic Assessment Test
SGA	Student Government Association
SLOA	Student Learning Outcomes and Assessment
TMCC	Truckee Meadows Community College

Introduction

In 1969, the community college system was established by the Nevada State Legislature. In 1971, Governor Mike O'Callaghan dedicated Western Nevada Community College as one of three community colleges in the Community College Division of the Nevada System of Higher Education. In its infancy, TMCC operated under the name of Western Nevada Community College. The parent campus was located in Carson City. Stead Air Base housed a secondary campus serving predominantly the greater Reno-Sparks area. Both campuses had their own student organizations, faculty senates, and administrative organizations. In addition to Stead Air Base, space for registration and classrooms was provided by the Washoe County School District. The first of the multi-phases of construction for a campus on Dandini Boulevard in Reno was completed in 1976. The Dandini Campus became the central hub for the staff, programs and students.



In 1979, the Board of Regents split Western Nevada Community College and established Truckee Meadows Community College. TMCC became the fourth community college within the Nevada System of Higher Education. Starting in the 1980s, the student demand for courses and programs created a need for more facilities. In addition to expanding the Dandini Campus, the college established the IGT Applied Technology Center (March 1999), Meadowood Center (February 2003), the Nell J. Redfield Foundation Performing Arts Center (September 2003), and the TMCC High Tech Center at Redfield (September 2005).

Truckee Meadows Community College is continually growing and finding new ways to prepare students for the future. Offering academic and university transfer courses, occupational training, career enhancement workshops and classes just for fun, TMCC is the fastest growing college in northern Nevada. TMCC serves over 13,000 students each semester with programs leading to associate degrees and certificates in more than 40 academic and occupational areas.

The Northwest Commission on Colleges and Universities first accredited Truckee Meadows Community College in 1980. The Commission's most recent comprehensive evaluation occurred in 2005. That [Comprehensive Evaluation Report](#) resulted in five recommendations and four commendations. The Commission found the college in compliance but in need of improvement for the first two recommendations. TMCC was found not to meet the accreditation criteria for recommendations three, four, and five. Consequently, the Commission requested that the institution prepare a [Focused Interim Report](#) to address all five of the recommendations and host a Commission representative in Spring 2007. Dr. Mark Palek conducted the Commission's visit

in April of 2007. In [A Focused Interim Evaluation Report](#) Dr. Palek noted that "TMCC has met and in some cases exceeded expectations in addressing the NWCCU standards. The college has dedicated significant resources and efforts to answer the concerns expressed in the 2005 Comprehensive Evaluation Report and has developed procedures and processes that will serve it well in the future."

Section A of this Regular Interim Report updates the Commission on the continued work of the college in strengthening how the college has met Recommendation One, Institutional Effectiveness and Planning; Recommendation Three, Catalog and Course Program Guides; and Recommendation Four, Contractual Relationships with Privately Owned Schools and Apprenticeships. This section also provides the details on work the college has continued to correct all items supporting Recommendations Two, Assessment and Program Improvement, and Recommendation Five, Student Bill of Rights and Student Complaint Process. Section B of this report responds to questions specified in the NWCCU Regular Interim Report Outline, focusing on changes since the [2005 Truckee Meadows Self-Study](#). Where appropriate, this section also reviews some of the information included in the 2007 report.

Recommendation One: Institutional Effectiveness and Planning

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

--NWCCU Comprehensive Evaluation, TMCC, October 10-12, 2005

The Northwest Commission on Colleges and Universities Comprehensive Evaluation Report commended TMCC for making "an excellent beginning in planning" in a number of areas: the Planning Council's work on the mission and strategic goals, the operational goals, the Facilities Master Plan, the work of the Student Learning and Outcomes Assessment Committee, and the development of a unit planning process in Student Services. However, the Comprehensive Evaluation Report also noted that "while progress is being made...assessment processes were in preliminary stages and not fully identified, nor had the processes been in place long enough to produce data that could be analyzed and used for improvement or to influence resource allocation."

The April 2007 NWCCU focused report evaluator commented that various constituencies held the belief that the college is meeting its goals and objectives and that the procedures and programs that have been instituted have served the college well. Among the activities related to Recommendation One that TMCC has initiated or improved since the 2005 Full-Scale Evaluation are the following:

- A larger-scale commitment has been embraced by the college community which is devoted to developing and nurturing a culture of evidence.
- The college Program and Discipline Review process is now in its eighth year.
- This data-driven process provides college decision makers with information that may be used to determine resource allocation.
- The college has developed operational goals that have allowed for greater participation in the planning processes by a broader contingent of the college community in the form of a planning council; and
- TMCC's Strategic Master Plan includes a list of measurable outcomes for each strategic goal. The college developed an administrative unit review process that includes self-study activities and customer satisfaction surveys based on the goals for each unit. Academic and Facilities Master Plans have also matured into activities that are used by the college community to chart and guide progress toward institutional goals.

The college has continued efforts described in the April 2007 Focused Interim Evaluation to ensure the institutionalization of linking college planning, evaluation, and resource allocation while improving communication and understanding of the process by the college community. The recently developed Educational Master Plan contains a detailed description of the roles and interactions of the various planning entities on campus. The following chart and descriptions are excerpts from that document. The chart emphasizes the importance that assessment plays in the development of the various college planning documents and their relationship to the Strategic

Section A
Recommendation One

Master Plan and the development of the college budget. It also indicates the importance that the feedback loop plays in the process of evaluation and continuous improvement.

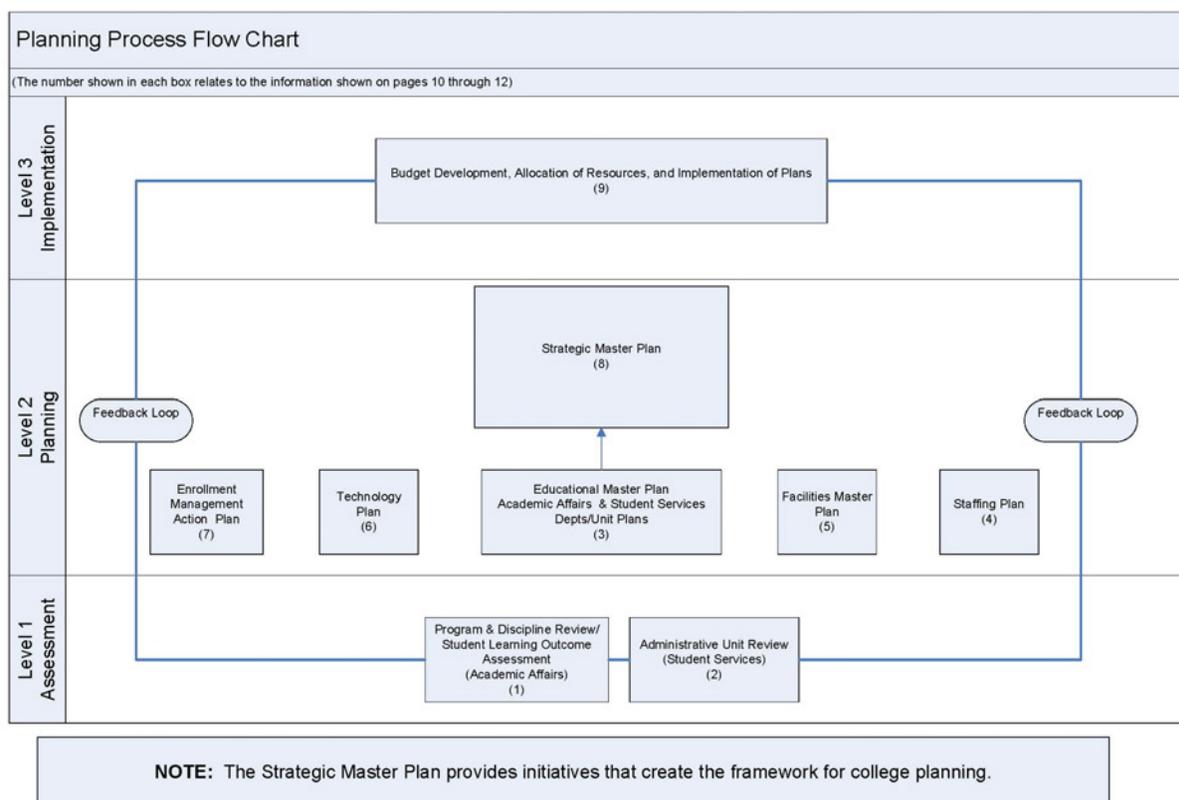


Figure A.1.1: Planning Process Flowchart

Level One: Assessment

[Student Learning Outcome Assessment](#) (Planning Process Flow Chart – Box 1)

The college has continued activities identified in the April 2007 Focused Interim Report to ensure regular and systematic assessment that demonstrates students who complete programs have achieved the identified learning outcomes and that assessment activities have led to improvement of teaching and learning. Continuing and new activities are discussed in the following paragraphs.

The Student Learning Outcomes and Assessment (SLOA) Committee was formed to finalize the work initiated by the Institutional Assessment Committee (1999-2004). It originally had twenty-

three members representing all of the instructional divisions and departments at TMCC. Following consultation with the administration and Faculty Senate in 2004, SLOA and the General Education Subcommittee merged to make the evaluation and review of General Education a comprehensive and coherent process; the committee began the work of constructing learning abilities and designing an assessment process. At the April 2006 SLOA meeting, a decision was made to split the committee in two. As the original SLOA Committee had completed the difficult tasks of constructing learning abilities, creating an assessment reporting structure, and defining assessment report guidelines, the committee members felt that the large version of SLOA had accomplished its primary goals and that a smaller body could oversee implementation of assessment procedures.

The SLOA Committee continues to serve as the representative institution-wide body for course-, discipline-, and program-level student learning outcomes and assessment issues. In this capacity, the committee provides policy guidance on course-, discipline-, and program-level student learning outcomes and assessment issues, working closely with faculty, administrators, and the Faculty Senate.

[Program and Discipline Review](#) (Planning Process Flow Chart – Box 1), and [Administrative Unit Review](#) (Planning Process Flow Chart – Box 2)

The college has a well-organized Program and Discipline Review (PDR) process in place. The PDR process is being refined to be more user friendly and to be completed within a single academic year. However, the Administrative Unit Review (AUR)¹ process has been dormant for the past two years due to the extensive restructuring forced by the massive budget constraints placed on the college. The AUR will be reinstated following the appointment of two critical administrative positions which are scheduled to be filled this academic year. Those two positions are the Vice President of Academic Affairs and Students Services and the Dean of the School of Liberal Arts. The purpose of review processes is to set goals and objectives to better meet the college mission and to improve the development and delivery of academic and student services, institutional support and administrative programs and services. The PDR and AUR are key to informed and data-driven college planning processes. Moreover, the PDR and AUR documents are critical elements in the budget planning and allocation processes.

Level 2: Planning

[TMCC Educational Master Plan](#) (Planning Process Flow Chart – Box 3)

The Educational Master Plan (EMP) at TMCC is utilized to coordinate and integrate the formal planning initiatives related to Academic Affairs and Student Services into the overall college planning processes.

[Staffing Plan](#) (draft) (Planning Process Flow Chart – Box 4)

The TMCC Staffing Plan is a new plan currently under development. Staffing at TMCC has typically been historical and/or need based. The new plan was launched by President Sheehan in

¹ See Administrative Unit Review – Exhibit A.1.1

2009 in response to the impacts on staffing created from the recent extreme budget cuts and the expected retirement of a large number of staff and faculty of the baby boomer generation. With the major reorganization of Student Services and Academic Affairs, a new staffing plan will be an integral part of TMCC's overall recovery effort and will be designed to support the Strategic Master Plan and integrate the employment of a workforce that meets the accreditation compliance, liability, and safety needs of the college.

When finished, elements of the Staffing Plan will be tied more directly to key college planning documents like the Educational Master Plan and a revised Enrollment Management Action Plan. In addition, a strong relationship must exist among the Facilities Master Plan, Technology Plan, and the Enrollment Management Action Plan.

[Facilities Master Plan](#) (Planning Process Flow Chart – Box 5)

The TMCC Facilities Master Plan is an integral part of TMCC's overall planning effort that supports the Strategic Master Plan and integrates the college's academic services, student services, operational areas and physical space requirements.

Facilities master planning represents a blueprint for the continued development of TMCC. The plan establishes a framework for development that will accommodate enrollment growth while maintaining a sense of community. It aims to capture the openness and beauty of the college's primary site while building upon the unique landscape of each campus.

[Information Technology Plan](#) (Planning Process Flow Chart – Box 6)

The Information Technology Plan represents a major component of the college's strategic planning activities and elaborates on how technology will be used to implement major functions and initiatives found in the TMCC Strategic Master Plan. The most recent revision of the Information Technology Plan was released in draft form in 2010.

[Enrollment Management Action Plan \(draft\)](#) (Planning Process Flow Chart – Box 7)

The Enrollment Management Plan² was developed in 2007 and updated in 2009, but has not been implemented to date. Plans are to revise it substantially under a new name, the Enrollment Management Action Plan (EMAP), to avoid confusion with the Educational Master Plan (EMP). With the advent of administrative changes in the senior Academic Affairs and Student Services areas, the enrollment management process has been revised on a temporary basis by using newly-developed enrollment trend reports as well as a revised room allocation process to enhance the scheduling of classes. The process is now more data- and information-driven in order to more effectively meet the changing needs of the students and the community, as well as local and regional workforce needs and demands.

[TMCC Strategic Master Plan](#) (Planning Process Flow Chart – Box 8)

The TMCC Strategic Master Plan was revised during the 2008-2009 academic year. The Strategic Master Plan sets the basic direction for the entire college community by outlining the

² See Enrollment Management Plan – Exhibit A.1.2

vision, mission and values statements, and detailing strategic initiatives. The Planning and Budget Council is responsible for reviewing and updating the plan as needed. The role of the Planning and Budget Council is discussed in more detail later in this section and again in Standard One.

Level 3: Implementation

Budget Development, Allocation of Resources, and Implementation of Plans (Planning Process Flow Chart – Box 9)

The budget development and allocation of resources for TMCC is determined in large part from the data, findings, and recommendations set forth by the Strategic Master Plan. As resources are allocated, the planning process is implemented and assessed. This development process³ is discussed more fully in Standard Seven.

Program Integrity

All TMCC programs and disciplines undergo the Program and Discipline Review process, which is designed to provide essential review and feedback of program breadth and depth and course sequencing. The [Program and Discipline Review Handbook](#) guides programs through the analysis of the effectiveness of their program. The review process includes a comprehensive self study and the consideration and approval of that study by a college-wide representative group of the Program and Discipline Review Committee (PDRC), the Faculty Senate Academic Standards Committee, Deans, the Faculty Senate as a whole, the Vice President of Academic Affairs and Student Services, the President, and the Board of Regents. Faculty and administration concur that the Program and Discipline Review process is rigorous, generative of useful data for program and discipline improvement, and a direct link to resource allocation, especially in cases where new personnel may be needed. Programs are then required to submit an Annual Progress Report to the Vice President of Academic Affairs and Student Services on the steps which they have taken to respond to the recommendations made by the review committee. Therefore, the Program and Discipline Review process closes the loop from planning, implementation, evaluation, and resource allocation. As of spring 2010, 52 Program and Discipline Reviews⁴ have been conducted since the inception of this model. As noted earlier, the college established a task force in spring of 2010 to refine the process and timeline for the PDR.

The Planning and Budget Council and TMCC's Strategic Plan

The Planning Council is an advisory body charged with the responsibility of establishing strategic initiatives, reviewing operational goals for consistency with strategic planning objectives, establishing benchmarks for institutional effectiveness, and engaging the college community in substantive discussions about issues critical to successful planning. TMCC's Planning Council has representation from every college constituency. The Planning Council served as the oversight body for the 2005 accreditation process. At the time of the 2005 Northwest Commission visit, the Strategic Planning 2002-2005 document articulated TMCC's

³ See Budget Development/Planning Tasks, Appendix A.1.1

⁴ See Program Review History, Exhibit A.1.3

mission, goals, and projected activities. This document functioned as a kind of stepping stone in TMCC's establishment of its conceptual framework for planning and the evaluation of institutional effectiveness. Throughout 2005-2006, the Planning Council membership met monthly to determine the content of the next strategic planning cycle, and in September 2006 presented to the college community the TMCC Strategic Plan 2006-2012. The new plan included an eighth goal—Student Success. This new goal was included to emphasize the college's commitment to its students. Most importantly, the new strategic plan included a list of measurable outcomes for each strategic goal. The Strategic Plan 2006-2012 Executive Summary was then presented at the Board of Regents October 2006 meeting for official system acceptance. A dashboard presentation on [Performance Indicators](#) by Institutional Research staff outlining the college's progress toward the measureable outcomes is an annual activity for the Planning and Budget Council.

In 2008-2009, the Planning Council was renamed the Planning and Budget Council and was charged by the new TMCC President, Dr. Maria Sheehan, with simplifying the mission statement, reducing the number of initiatives, and creating a vision statement. During the next two academic terms⁵ the Planning and Budget Council reviewed and updated the college's mission statement, as well as developed vision and values statements for the college. These three documents were distributed to the college community through a number of presentations to various campus committees including the student government, workshops during professional development week, and to external constituents via the various advisory groups. The vision, mission and values statements are addressed in depth in Standard One. The vision, mission and values statements were finalized in March 2009. In addition, the college's strategic initiatives were updated at about the same time and were finalized in September 2009. The original eight initiatives were reduced to four concise initiatives.

These elements – the vision, mission, values and strategic initiatives – make up the Strategic Master Plan. Following their completion, the Planning and Budget Council worked to develop an implementation plan for each strategic initiative. The Implementation Activities⁶ action plan details the outcome, actions, responsibility and reports to be completed for each goal within each strategic initiative. The implementation plan was developed during a one-day workshop with the PBC and several rounds of revisions with PBC members during the 2009-2010 academic year. In fall 2010, the PBC is working to ensure the implementation plan is linked to other college planning documents.

The Strategic Master Plan as a document and the activities of the Planning and Budget Council demonstrate quite clearly the evolution of planning at TMCC and the college's acceptance of the Northwest Commission's charge to continue to build upon the conceptual framework for planning and the evaluation of the institutional effectiveness noted in the Comprehensive Evaluation Report. The Strategic Master Plan demonstrates greater depth of consideration of each strategic goal with the accompanying number of objectives and selected activities.

⁵ Strategic Planning Timeline, Appendix A.1.3

⁶ See Implementation Activities, Exhibit A.1.4

Academic Master Plan

In 2003 TMCC contracted with the consulting firm of Paulien and Associates to help lead the Academic Affairs team in the first phase of the development of the Academic Master Plan. The study resulted in the following:

- An internal environmental scan.
- A demographic study relevant to the college.
- A projection of enrollment growth for each division based on clusters of disciplines.
- A projection of faculty and staff needs for each division—the study specifically attempted to have the faculty need based on a ratio of sixty percent full-time to forty percent part-time.
- A space needs analysis to accommodate anticipated growth.

A facilities master planning process was subsequently initiated. The Facilities Master Plan took the Paulien data into consideration and anticipated the needed gross square footage for TMCC, the college's deficit in space, and the projection of an infrastructure to meet the needs of the college in the years to come. In 2003 the Vice President for Academic Affairs charged the academic deans with developing an academic master plan. At the time of the 2005 Northwest Accreditation visit, the academic master planning process was still in its early stages. The academic deans were engaged in discussions internal to their areas to generate the content for the plan, but as of October 2005, no draft existed of the actual master plan. Since that time, the department chairs, academic deans, and Vice President for Academic Affairs continued their work, compiling extensive data and gathering campus-wide input on program development and departmental goals into the preliminary Academic Master Plan 2006-2013. This document reflects the depth of the discussion that occurred campus-wide and all the work done by committees that ultimately led to the final plan. From this work, the Academic Affairs team then generated the Academic Master Plan 2006-2013: Executive Summary, which was presented to the college community at the Planning Council, Extended Cabinet, and Faculty Senate. The Academic Master Plan is linked directly to the findings of the Facilities Master Plan and the strategic goals listed in the Strategic Plan 2006-2012. The Academic Master Plan was approved by the NSHE Board of Regents on March 16, 2007.

Educational Master Plan

During the 2009-2010 academic term, a second major initiative to update the educational planning process was launched by Interim Vice President of Academic Affairs and Student Services, Dr. Jesus Carreon. This new initiative addressed a significantly different approach to academic planning. The focus of the new document was to update the previously completed Academic Master Plan, to merge in student services, and to establish a standard format for data analysis for the various constituents. The result yielded a new planning

Key Dates for Educational Master Plan

2003 Environmental scan completed.

2007 Academic Master Plan completed.

2010 Educational Master Plan completed.

document titled "Educational Master Plan." The development of the process included a task force composed of academic deans, department chairs, classified council, student government, representatives from student services, as well as key constituents from financial services. Focus groups from the community were also brought to campus to discuss the educational needs of the local community as well as business and industry. Lead faculty from each department developed a data-driven program profile and projection of needs. The EMP will be forged into the Strategic Master Plan to create one master planning document that other planning processes and documents will use as the framework for setting goals and priorities as well as budget development and resource allocation.

Administrative Unit Review Process

The Administrative Unit Review process was created to serve as the administrative equivalent to the Program and Discipline Review process. As of the October 2005 Northwest Accreditation visit, the first cycle of the administrative review process was underway; however, because this initial review was in mid-process, the TMCC Self Study 2005 did not contain any information about the process or present any exhibits. Since April 2005, a total of ten administrative units have completed the review process. The Administrative Unit Review process followed many of the same practices of the Program and Discipline Review process, including an in-depth self study process that includes employee and customer satisfaction surveys, operational and strategic planning goals, and considerations of budget and resource issues for the unit. Each self study is then reviewed by a committee composed of representation from every area of the college. The AUR report is given to the respective Vice President for consideration and the subsequent creation of an action plan for the unit. Finally, the administrative unit then gives a public presentation of its self study and action plan to the Extended Cabinet in October of the following year.

With the continuation of existing planning activities and the initiation of some new ones since October 2005, various college constituencies have become increasingly aware of the need for a data-driven decision-making process at all levels of college planning and activities. As a result, college planning documents increasingly reflect a direct link to budgetary processes. Similarly, the Program and Discipline Review and Administrative Unit Review cycles include as a part of the self study process considerations for human and fiscal resources as the respective academic department or administrative unit constructs and justifies its operational and strategic goals. The campus community has incorporated a greater awareness and acceptance of the need for a culture of evidence at the operational and tactical levels. The move towards a longer-term link between planning and budgetary processes is somewhat hamstrung by the Nevada legislative biennial budgeting process and a problematic enrollment projection model that has led to erratic funding patterns. However, TMCC's administrative response to the fiscal uncertainties of the state budgetary process also demonstrates a clear link between planning and budget processes. Rather than link the college's operational budget to the legislature's enrollment projections for the college, the President, the Director of Institutional Research, and the Vice President of Finance and Administrative Services worked together to determine a more plausible enrollment growth number. Subsequently, the administration used this internal number for budgeting processes while holding funds in reserve to cover the differential between the legislatively-determined projected growth number and the actual growth of the college. As a result, instead of being

substantially short of funds this academic year, the use of the alternative internal enrollment growth number and the reserve funds have allowed TMCC to stay fiscally sound in comparison to many other institutions in the state.

The administration understands that, in order to create a campus culture accepting of data-driven planning and evaluation processes, it is necessary to provide avenues and spaces for solid communication and discussion at every level. To this end, the President delivers a comprehensive state of the college address at the start of each semester during which all planning processes and budgetary concerns are presented to the campus community. The President also regularly sends out a web-based video briefing that frequently presents on these same issues. Moreover, the Vice President of Finance and Administrative Services created the ad hoc budget advisory committee, which came into being in fall 2004 with three objectives: a) to identify information needed to develop a broad-based understanding of the resources available to TMCC; b) to identify what is needed to increase the understanding of the budget development and resource allocation processes; and c) to generate more input and dialogue from various college constituencies in the budget process. This process resulted in the creation of a [Budget Department](#) web site and the public posting of the calendar, budget, new requests, and status of the (annual and biennial) budget development. The Budget Office staff members also conduct training sessions to create better awareness of budgetary processes for the campus at large

Creating a Culture of Evidence, Acceptance, and Engagement through Enhanced Communication (1.B.4, 1.B.8, 1.B.9)

A Case Study in Assessment and Planning: Developmental Education

The Office of Institutional Research reports annually to the Planning and Budget Council regarding the college's progress on [Outcome Measures](#) for the Strategic Master Plan. During the May 2008 meeting, the PBC determined that it wanted to establish a focus on the college goal of increasing the persistence and success rate for students beginning with their college experience in developmental math and English courses (Strategic Initiative: Achieving Academic Excellence). New President Maria Sheehan added emphasis to this priority by convening the leadership of the Planning and Budget Council and members of the President's Cabinet with the goal of establishing college benchmarks⁷ for graduation and developmental education retention.

Developmental Education

May 2008: Focus placed on improving developmental education retention.

August 2008: Benchmarks established. Data presented to college community.

Fall 2008: Four public forums held.

January 2009: Strategies for improvement designed.

Fall 2009: Four key strategies were implemented.

February 2010: First Assessment report indicated substantial progress in all targeted areas.

⁷ TMCC Performance Benchmarks, Appendix A.1.6

The benchmarks were presented to the college community by President Sheehan in her convocation address and in a PBC workshop during the Fall 2008 Professional Development Days. The PBC workshop included seven breakout sessions⁸ in which members discussed a number of measures including placement into developmental education⁹ and retention¹⁰ data. At the end of the sessions, each group established priorities for reaching the benchmarks. Those discussions were then followed by four campus-wide _____ on developmental education led by members of the PBC. During the Professional Development Week of Spring 2009, focus groups¹¹ met to develop key initiatives gleaned from the fall forums.

A number of the key initiatives for developmental education were then implemented in fall of 2009. Four key initiatives were launched:

1. Policies reflecting placement, progression, and online registration for developmental math were implemented.
 - a. Students were placed into math classes with new Accuplacer cut scores beginning in the summer of 2009.
 - b. Beginning in the summer of 2009, a grade of C or better in the prerequisite class is required to register for the next class in any math sequence.
 - c. Due to the lower retention rates of online developmental math students, the number of online developmental math classes offered for fall 2009 was cut from 20 to 12.
 - d. Math students who have previously failed a math class were restricted from retaking the same class online.
2. An emphasis on college readiness led to an expansion of Education, Career, and Personal Development (EPY 101) courses.
 - a. Courses increased from an average of around 12 per semester to 23 in fall 2009 and to 39 in fall 2010.
3. Special tracking of the first-time full-time degree seeking students (called the GRS cohort) were designed.
 - a. Electronic progress reports were designed to link students and faculty together via an academic progress report at midterm.
 - b. Students at risk were then linked with special resources offered to them at the college.
4. Concurrent registration of English 091 and Reading 093 was required when students placed into both.

At the February 2010 Managers' meeting, Institutional Research gave a presentation entitled "[Enrollment Overview and Benchmarks Progress](#)." Significant improvement occurred in the college benchmarks indicating that the strategies were working. Persistence, retention, graduation rates all showed increases.

⁸ Report to President's Cabinet, Appendix A.1.7

⁹ Analysis of GRS Cohort, Appendix A.1.8

¹⁰ Analysis of Retention, Appendix A.1.9

¹¹ Issues for Policy/Strategy Determination, Appendix A.1.10

Section A
Recommendation One

This case study presents an example of the college's focus on planning, outcomes assessment, and dedication to "closing the loop." Not to be content with the current results, additional efforts are being put into place for fall 2010. Data presented indicates that very few Math 091 and 093 students ever reach college-level math courses. In response to this disappointing outcome, strategies were put into effect to develop an innovative solution to the lower levels of developmental math. The new key strategy is the development of a Skills Center where students will receive individualized instruction which focuses on improving their skill deficiencies. Also in the planning stages are non-credit programs for students scoring at a pre-developmental level in English, writing, and reading. These plans are also based on the careful assessment of student success rates in those courses.

Recommendation Two: Assessment and Program Improvement

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

--NWCCU Comprehensive Evaluation, TMCC, October 10-12, 2005

Immediately following the 2005 Comprehensive Evaluation, the college took several steps to address the concerns articulated in recommendation Two. Administration, faculty, and staff committed to building a lasting conceptual framework for providing meaningful assessment of student learning outcomes at TMCC. The development and use of the Program, Degree, and Course Assessment Report (PDCAR) and Program and Degree Review (PDR) processes are keys cogs in the culture of assessment at TMCC. Beyond the PDCAR and PDR, TMCC has put into place a number of actions or processes which demonstrate how assessment is being carried out.

- Since 2005 the college has had a faculty coordinator of Student Learning Outcomes and Assessment (SLOA) who maintains regular communications concerning assessment activities to the college community and helps faculty and departments improve their expertise in student learning outcomes and measures. The SLOA Coordinator has worked individually with programs and disciplines to improve the quality of assessment plans and the design of outcome measures.
- To tie assessment to relevant planning efforts, the college made two decisions: inclusion of the Program, Discipline, and Course Assessment Report (PDCAR) results in the Program and Discipline Review (PDR) process and the incorporation of student learning outcomes and measures data into the planning process used to develop the Educational Master Plan. (Standards 2.B.1, 2.B.2, 2.B.3)

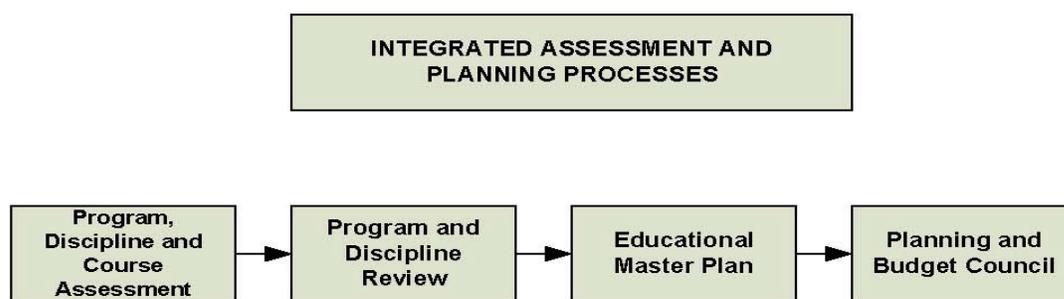


Figure A.2.2: Integrated Assessment and Planning Processes

- Since 2005, the college has required that all courses submitted to the Faculty Senate’s Curriculum Committee must contain student learning outcomes and measure statements in order to be considered complete.
- Over the same period, the college has required that all programs submitted to the Faculty Senate’s Academic Standards Committee have program outcomes statements and measures. The template for Academic Proposals [Form C](#) provides the vehicle for submitting programmatic changes.
- The Office of Admissions and Records maintains the official approved copy of all program and curriculum changes.
- Until the 2008-09 academic year, each program submitted a report of its assessment activities on a three-year cycle. In 2008-09, the reporting cycle was changed to an [annual cycle](#) with departments selecting which programs and/or courses to assess each year. The reports are posted on the [SLOA Web Site](#) annually. The web site contains over 175 reports detailing assessment activities from various disciplines and programs as well as actions taken as a result of those assessment activities. (Standard 2.B.2, 2.B.3)
- SLOA reconfigured TMCC’s [Graduate Outcome Survey](#) so that it directly matches the current [General Education Learning Abilities](#) and college services. (Standard 2.B.2)
- Faculty Senate created a General Education Committee to oversee general education assessment issues. Its initial focus was on procedures for submitting a general education course; however, in subsequent semesters, it was asked to construct a more comprehensive general education assessment approach to supplement the annual discipline assessment reports.
- Assessment Day is a regular event during the Professional Development Days at the beginning of fall and spring Semesters.

• A major initiative was undertaken during 2009 and 2010 to standardize and revise non-general education courses student learning outcomes and measure statements for over 150 courses. This effort confirms the commitment which TMCC has toward continuous improvement of assessment.

• Programs undergoing the PDR process are required to submit annual progress reports outlining the programs' steps undertaken to address the recommendations of the PDR committee and to show proof that steps were being taken to "close the assessment loop". (Standard B.2.3)

Faculty and academic administrative leaders have been working together to make the framework for assessment processes inclusive of the following three elements:

1. Clearly communicated policies and processes.
2. Committed faculty.
3. Support from administrative and academic leadership.

Program, Degree, and Course Assessment (PDCAR)

Since 2005 the college has had a faculty coordinator of Student Learning Outcomes and Assessment (SLOA) who maintains regular communications concerning assessment activities to the college community and helps faculty and departments improve their expertise in student learning outcomes and measures. The faculty coordinator for the Student Learning Outcomes and Assessment Committee chairs the SLOA committee, which has representation from every school and division, as well as representation from the deans, Student Services, Institutional Research, and Faculty Senate. The SLOA committee meets a minimum of six times a year; it presents an Assessment Day during Professional Development Week in the fall and spring semesters with workshops highlighting college assessment practices. The SLOA Coordinator is actively involved in appropriate campus committees, including Faculty Senate committees.

The college has a [Student Learning Outcomes and Assessment Website](#) that provides useful resources for faculty engaged in assessment. The site houses documents outlining the Program, Discipline, and Course Assessment (PDCAR)

*Sample PDCAR
Assessment Reports
from 2008-09 and
2009-10*

Courses/Disciplines

- [BIOL 190](#)
- [CHEM 121/122](#)
- [DT 107/210/235](#)
- [GEOL 101/102/206](#)
- [MATH 095](#)
- [NURS 212](#)
- [PHIL 101](#)

Programs

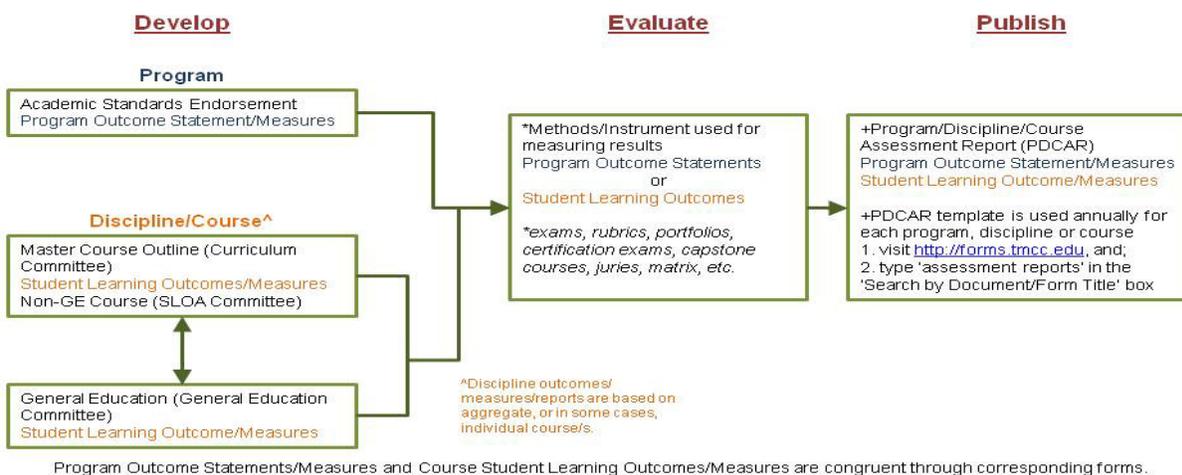
- [Anthropology](#)
- [Business](#)
- [Dental Assisting](#)
- [Dietetic Technician](#)
- [Nursing](#)

process, as well as links to the reporting calendar, PDCAR template¹², SLOA meeting dates and notes, and the current SLOA committee members. The site also posts the current academic schools' program, discipline and course assessment reports and archives of past reports.

Through the shared governance process, the college has implemented policies and procedures for ongoing student learning outcomes and measures reports. In spring 2006, after approval from the Student Learning Outcomes and Assessment Committee and Faculty Senate, TMCC defined a process and established guidelines for Program, Discipline, and Course Assessment Reports (PDCAR). Faculty conduct assessment activities using the approved student learning outcomes and measures for their programs, disciplines, and courses; they inform their academic deans, the Vice President of Academic Affairs and Student Services, and the President annually of the results of assessment efforts and the use of results to improve student learning. The first set of reports, submitted in spring 2007, provides evidence of assessment of student learning and reflects the steps the college has taken to integrate assessment into planning and evaluation; subsequent reports reflect an increasing understanding and implementation of assessment activities. The Faculty Senate Curriculum Committee published a set of [Guidelines](#) for learning outcomes and measures that apply to new courses. These ongoing and parallel efforts improved the quality of TMCC's course-level student learning outcomes and assessment measures.

In order to clarify the Program, Discipline, and Course Assessment Report process and to distinguish it from the Program and Discipline Review process, the SLOA Committee developed the following flow chart, which is available on the SLOA Website. The flowchart has been distributed at Faculty Senate meetings, SLOA Workshops, and during Assessment Days.

Program/Discipline/Course Assessment Report Process



¹² See Reporting Template and a completed sample, Appendix A.2.1

Figure A.2.1: Assessment Report Process

Dr. Mark Palek reported in the NWCCU Focused Interim Evaluation, (Spring 2007) that *“In response to Recommendation 2, the college has committed to providing meaningful assessment and learning outcomes by creating an infrastructure in the areas of staffing, knowledge, and policy. In order to facilitate these efforts, the college has engaged a faculty coordinator of Student Learning Outcomes and Assessment (SLOA) since 2005. The creation of this position has contributed to greater faculty buy-in to assessment processes. Faculty also shared that they have a more significant voice in the governance of TMCC. college-wide resources in these areas along with a Student Learning Outcomes website and increased support of faculty development activities have contributed to institutional growth in assessment processes.”*

Prior to the creation of the PDCAR process, the college engaged in a pilot assessment project for general education courses in spring 2006. The pilot included eight disciplines across four divisions and engaged a critical mass of faculty in meaningful general education assessment. The results can be found in the [General Education Pilot Report](#). The report contains evidence that students are achieving general education learning outcomes in individual disciplines and that faculty members are using the results of assessment activities to improve student learning. Although the pilot only lasted for one semester, each discipline has continued to broaden and enhance their assessment procedures.

TMCC is in a continual process of ensuring that all courses have student learning outcomes and measures statements. During the 2008-2009 and 2009-2010 academic years, the SLOA coordinator collaborated with career program coordinators and faculty to update all remaining non-general education courses. These courses had been lingering on old curriculum forms since 2005. The current curriculum form was implemented, student learning outcomes and assessment methods were updated and/or completely rewritten, and after review by the SLOA committee, courses were submitted to the Faculty Senate Curriculum Committee for approval. This comprehensive review resulted in the deletion of outdated courses as well as the revision of current courses. The SLOA Committee held two workshops in March 2010 to provide support and guidance for faculty submitting revised student learning outcomes and measures statements. As a result, in spring 2010, the Faculty Senate Curriculum Committee received and reviewed 150+ courses with updated student learning outcomes and assessment measures.



Continual professional development is a key component of a successful assessment process. The SLOA Coordinator holds workshops during Professional Development Days to assist program coordinators, their department chairs or directors, and the academic deans in improving program outcomes and measures. The Northern Nevada Assessment Conference occurs in January of every year. The conference provides a forum for training and dissemination of assessment practices in the NSHE System. TMCC faculty and administrators have a strong presence at the Northern Nevada Assessment Conference each year, both as presenters and participants. In 2008 three faculty members attended the University of Indiana and Purdue University Assessment Conference. However, budget constraints have since affected the availability of external formal training opportunities.

Program and Discipline Review (PDR)

The Program and Discipline Review (PDR) process is a comprehensive review of programs and disciplines as mandated by the Nevada System of Higher Education. However, TMCC has gone beyond the mandate and created a system of review that incorporates assessment data from the PDCAR reports, from Institutional Research, and from external sources, such as advisory boards, on a shorter reporting calendar (from a ten- to a five-year cycle).

Moreover, program and discipline review reports submitted to the Program and Discipline Review Committee and division-generated submissions of content for the new Educational Master Plan illustrate increased attention to and participation in measuring program-level outcomes in the college's evaluation and planning processes.

In the 2009-2010 academic year, the PDR process underwent a comprehensive review as a result of the reorganization of the Faculty Senate Academic Standards Committee. A committee comprised of administrators, faculty, staff, and previous PDR committee members was formed and charged with reviewing the calendar, process, and handbook for the PDR; significant revisions to simplify and upgrade the process have been suggested and are in the process of being implemented. This revision has highlighted and clarified the interrelationship of various data elements and other college-wide assessment and planning efforts; additionally, it has highlighted the need for comprehensive communication to the college community regarding the connections.

Examples of Assessment Day Workshops

August 2008 : Chocolate Covered Rubrics

January 2009: Assessment with Electronic Rubrics

August 2009: Making Evaluation Count: Tools for Teaching and Evaluating Writing Effectively

January 2010: Create and Use a Curriculum Map (GPS not required)

August 2010: Accreditation, Assessment and Achievement; SLOA: Revising Student Learning Outcomes and Measures

The revised process was renamed the Program Unit Review (PUR) and was in the final approval process in August 2010. Academic deans and instructional managers (associate deans, directors, department chairs, and coordinators) worked together to define instructional units and set a comprehensive calendar. Defining an instructional unit as a logically related group of courses, prefixes, programs, disciplines, and/or degrees will enable programs to plan for systematic, cohesive assessment of their offerings. All findings and recommendations of the PUR are evaluated for accuracy and feasibility at multiple administrative levels for approval and inclusion in the overall college planning process. Besides a comprehensive review of all aspects of an instructional unit, the PUR integrates the reporting requirements of the Program, Degree, and Course Assessment Report (PDCAR) process and development strategies of the Educational Master Plan (EMP). The new process facilitates an annual update of the Educational Master Plan to include approved development strategies from completed reviews, while course and program assessment reports will be centrally gathered and evaluated in the PUR. The first self studies under the new process will be conducted during the 2010-11 academic year.

Summary

Program, discipline, and course assessment report activities are no longer in their infancy at TMCC. However, work still remains. The relationship between the different reports (PDR and PDCAR) and the processes involved in their production continue to evolve. The gaps between the faculty's willingness to work on assessment, the existence of the faculty leadership needed to support this activity, and sustained administrative support noted in the 2005 NWCCU Evaluation Report are closing.

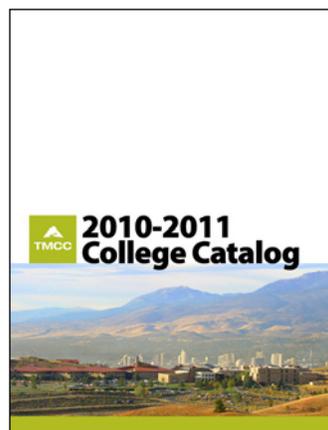
The college has taken steps to strengthen student learning outcomes and assessment. The establishment of SLOA, greater faculty knowledge about student learning outcomes and measures, the appointment of an assessment coordinator, new reporting processes, and the reconfigured governance structure has ensured that assessment practices at TMCC will be a continuous effort thoroughly integrated into planning and evaluation. With this conceptual framework in place, the faculty and administration, working in concert, are making assessment practices a part of the culture at TMCC.

Recommendation Three: Catalog and Course Program Guides

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

--NWCCU Comprehensive Evaluation, TMCC, October 10-12, 2005

The recommendation from the evaluation team in 2005 noted that the catalog did not accurately reflect the academic programs currently in place. An exhaustive review followed in 2005-06 and substantial changes were made to the structure and the accuracy of the catalog. The Focused Report in 2007 reported that “The college has since corrected those errors and omissions and has provided all necessary information to support the assertion that progress has been made on this Recommendation such that the college has satisfied all questions that had been noted in 2005.”



The Northwest Commission’s Comprehensive Evaluation Report noted specific areas of concern in the catalog that needed to be rectified immediately for the college to be in compliance with Standard 9.A.3 and Policy 3.1. Those actions were initiated immediately and were also noted as having been completed by the [Focused Interim Evaluation](#) in 2007.

Since the Focused Interim Report, several key changes in the production of the catalog have occurred:

1. Oversight of the production of the catalog has moved from the Public Information Office to the Vice President of Academic Affairs and Student Services. This move has increased the accuracy by shortening the steps necessary to implement new program changes.
2. All program changes are required to go through the Academic Standards Committee before being printed in the catalog. Prior to this change, department heads could alter programs during the editing process of the draft catalog with good intentions of submitting the official changes later. The enforcement of this change also provided the platform for implementing the program worksheet pages as well as providing a vehicle for updating program outcomes statements and measures. It has also increased communication between programs which rely on the courses required from other disciplines within the various programs.
3. The course catalog is posted on the college website only with a limited number of printed copies for the current semester available for viewing at service desks on each campus. No printed copies are distributed to the public. This insures that any unintentional errors can

be corrected quickly. Archived copies of previous catalogs also insure that students can continue to plan their program coursework based on the catalog into which they matriculated.

A key priority of all community colleges is maintaining currency of all career based offerings and transfer programs. Career programs require constant vigil in order to meet the needs of industry in the local community. Similarly, transfer programs must continue to adjust their offerings to match the programs in the primary institutions to which their students transfer, in this case, The University of Nevada, Reno. Appendix B.2.1 lists the program additions, changes, and deletions of courses since 2005 and reinforces the aggressive stance that TMCC has taken with maintaining and adjusting its programs.

The Comprehensive Evaluation Report also noted that, although the curriculum process is defined, “many faculty members find the process for curricular changes confusing or express concern regarding the communication of final administrative approvals and subsequent publication of the curricular changes.” The following changes were implemented shortly after the NWCCU recommendations were made and remain in effect:

1. A Curriculum Newsletter is used to communicate to the entire campus significant curriculum issues and the status of programs and courses currently under review.
2. The Faculty Senate publishes the results of curricula actions on its website in the minutes of the [Curriculum, Assessment, and Programs Committee](#), and the Faculty Senate Chair reports on these actions at each Faculty Senate meeting.
3. The Faculty Senate Web site also has a [Guide to Curriculum and Program Development Procedures](#) document to assist faculty with submitting programs and courses to the Curriculum, Assessment, and Programs Committee.
4. The Curriculum Process Chart demonstrates the path required for approval and demonstrates the complexity of the process. A proposal may be rejected, tabled, withdrawn or returned for more information or the initiator may be asked to work with another discipline.
5. Following the final Senate action an [Endorsement Tracking Form](#) is submitted to the Vice President of Academic Affairs and Student Services with the curriculum/program proposal. Any action taken by the Vice President is noted on the form and the decision is communicated to the faculty, chair, and dean via e-mail. The action is also posted on the Faculty Senate website and in the Faculty Senate Chair’s report to the Faculty Senate.
6. The Vice President of Academic Affairs and Student Services office publishes an annual report, [Curriculum Final Report](#), on its webpage that outlines the actions recommended by the Curriculum Committee and the final approval date by the Vice President.

The Comprehensive Evaluation Report Recommendation also noted that a number of courses had been deleted from the program offerings, yet the catalog still listed them as potential course offerings. The specific courses mentioned in the report were corrected as noted in the Interim Focused evaluation report. Following the Interim Focused visit additional steps were taken:

1. Departments tended to want to deactivate courses rather than delete them as offerings. This provided a hedge in case courses needed to be recycled. The byproduct of this culture was that courses often hung around long after their useful life. This option was eliminated by the Curriculum Committee in 2007.
2. An opportunity to clean up course offerings was created with the implementation of the new PeopleSoft student records system in 2009-10. Since all courses needed to be brought into the new system, it made sense to first revisit courses that had been offered infrequently over the previous six semesters. Department Chairs and coordinators were asked to discuss with members of their department why these courses had not been offered during that time period and which ones could be eliminated. The result was that departments identified approximately 150 courses to be deleted. Those deletions were approved by the Curriculum committee in a special meeting in February 2010 and are reported in the [Common Course Numbering Modification 2009-10 Report](#).
3. Since all [Nevada System of Higher Education](#) courses are common numbered it often takes a couple of years to reconcile changes in courses. Representatives of common disciplines meet every couple of years to discuss courses. During those meetings, course prefixes and numbers can change. It is then inherit upon each campus to submit the appropriate paperwork on their campus. TMCC has adopted an internal [Common Course Numbering Modification](#) form for such a purpose. The agreed upon course changes are reflected in the in the “C” section of *TMCC Course Catalog* under [TMCC Common Course Numbering Changes](#). However, depending on the timing of such a meeting, the changes may be delayed until the next printing of the TMCC Course Catalog. In those cases, cross listing of courses between the former course number and the new course number is handled by communicating the changes with the students in a section of the TMCC Class Schedule through the course notes in the registration program.

In summary, the college has made substantial improvements in the processes which manage the production of the catalog. The college is very confident that the accuracy of the catalog is of the highest quality possible.

Recommendation Four: Contractual Relationships with Privately Owned Schools and Apprenticeships

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

Prior to the 2007 Focused Interim Report, the contracts for Cosmetology were modified as college representatives met and discussed the issues with the owners of the schools. Appropriate changes to ensure TMCC oversight of the program's course offerings were made and new contracts signed effective November 4, 2005¹³. As of June 2009, TMCC no longer has contracts with the two Cosmetology schools; however, any contract with a privately owned school is required to contain language ensuring the college maintains control and oversight of program course offerings and faculty teaching in the programs.

New contracts were written for apprenticeship programs. These revisions were endorsed by the Western Apprenticeship Coordinators Association and signed as a part of all apprenticeship programs. Furthermore, all other contracts¹⁴ where TMCC cooperates with non-accredited agencies were reviewed as they became due. In all cases, language was added to contracts to clearly identify TMCC as the responsible party for faculty oversight and for quality assurance of the curriculum and instruction.

TMCC amended its policy on minimum qualifications for faculty to ensure that faculty members possess required credentials and that there is a process for validating these credentials prior to appointment.

The Focused Interim Evaluation outlined additional concerns about the lack of course outcomes within the apprenticeship and cosmetology programs. The report noted that "While great progress has been made in developing relationships with the International Academy of Style and the various apprenticeship programs, assessment activities remain at a critical stage of development. Only one apprenticeship program has completed the necessary student learning assessment activities. Other programs, including cosmetology, have yet to participate in this initiative. The momentum now present should be harnessed to continue the development of assessment practices on a broader scale in order to maintain alignment with the curriculum standards established by the college and to comply with Policy A-6."

TMCC has been an active partner with apprenticeship programs in northern Nevada for more than 25 years. Through these partnerships, apprentices receive college credit for the high quality technical training they receive from instructors who must meet rigorous qualifications established by state and national joint apprenticeship training councils and validated by the college. Qualified apprenticeship programs adhere to the same standards established for all

¹³ See Education Affiliation Agreement for Prater Way College of Beauty, Exhibit A.4.1

¹⁴ See MOU Apprenticeship Training Programs, Exhibit A.4.2

college programs including regular student evaluations of instruction, classroom observation of instructors, and professional development. All apprenticeship programs recently completed new student learning outcomes¹⁵ for all courses which are currently under review by the Student Learning Outcomes and Assessment committee. Once approved, the apprenticeship programs will update their annual assessment activities with the new outcomes. The Associate of Applied Science Degree for Apprenticeship Programs is also under review. Proposed revisions to this degree will provide a more direct path to other college programs and help fulfill lower-division requirements of bachelor's degrees of applied science in fields such as construction management.

¹⁵ A Sample Form - Master Course Outline-Apprenticeship_1, Exhibit A.4.3

Recommendation Five: Student Bill of Rights and Student Complaint Process

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

--NWCCU Comprehensive Evaluation, TMCC, October 10-12, 2005

Student Bill of Rights: At the time of the 2005 Self Study, the Student Bill of Rights was only found in the Administrative Manual. The Vice President of Academic Affairs and Student Services Web page now provides a "Quicklink" to the Student Bill of Rights in its entirety and is cross-linked as a site index. The Student Bill of Rights can also be accessed from the "[Current Students](#)" Web page. Currently, each of the sections of the Student Bill of Rights is also published separately in either the *TMCC Course Catalog* appendices or on department Web pages. Also, a new appendix (T) was added to the *TMCC Course Catalog* for the Student Bill of Rights.



Student Complaint Policy: The Student Complaint Policy was approved in 2006 by President's Cabinet and the Faculty Senate. The policy is located on the Vice President of Academic Affairs and Student Services Web page within both the "[Documents and Forms](#)" and "[Student Policies and Procedures](#)" sections.

Grievance Policy: The Grievance Policy is located in [Appendix M](#) of the *TMCC Course Catalog*. The forms can be either downloaded from the TMCC Web page or from the Equity and Diversity Web page under "[Documents and Forms](#)."

Satisfactory Academic Progress Policy: The Satisfactory Academic Progress Policy was developed in the summer of 2006. It was approved by President's Cabinet and the Academic Standards Committee of the Faculty Senate, and subsequently received full Faculty Senate approval in the fall of 2006. The policy can be found in the *TMCC Course Catalog* [Appendix D](#) or on the Vice President of Academic Affairs and Student Services Web page under "[Student Policies and Procedures](#)."

Important Links

[*Student Bill of Rights*](#)

[*Student Complaint Policy*](#)

[*Grievance Policy*](#)

[*Satisfactory Academic Progress Policy*](#)

Standard One – Institutional Mission and Goals, Planning and Effectiveness

Data is an integral part of the planning and decision-making processes at TMCC. Representatives from the Institutional Research office serve on all institutional committees. Their expertise has been invaluable as TMCC has updated its Strategic Master Plan, created a new Educational Master Plan and revised its Program and Discipline Review process. The established benchmarks and progress toward achievement have been communicated widely through the convocations, leadership meetings, and the Web.

In November of 2008, the Planning and Budget Council began a planned review of the current college mission statement. The review was timely because the NSHE Board of Regents had just recently updated the [NSHE Master Plan](#). During the Council's deliberation, it was decided that the mission statement was cumbersome in length and vision and values statements should be added. In addition, the eight strategic initiatives were condensed to four at the recommendation of President Sheehan. After being presented to the college community during Professional Development Days in January of 2009, the documents were refined, and a presentation was made to President's Cabinet and then to the NSHE Board of Regents. In October of 2009, the Planning and Budget Council conducted a one-day workshop focusing on the development of an implementation plan as part of the Strategic Master Plan. After opportunities were given for comments and feedback from the college community, the co-chairs of the Planning and Budget Council presented the implementation plan to the President's Cabinet where it was approved.



Vision

Truckee Meadows Community College creates the future by changing lives.

Mission

Truckee Meadows Community College promotes student success, academic excellence and access to lifelong learning by delivering high quality education and services to our diverse communities.

Values

The values upon which Truckee Meadows Community College bases its mission and vision statements are the principles, standards and qualities the college considers worthwhile and desirable. Truckee Meadows Community College is committed to:

- Student access and success.

- Excellence in teaching and learning.
- Evidence of student progress through assessment of student outcomes.
- Nurturing a climate of innovative and creative thought.
- Collaborative decision making.
- Community development through partnerships and services.
- Ethical practices and integrity.
- Respect, compassion, and equality for all persons.
- Responsible and sustainable use of resources.
- Fostering attitudes that exemplify responsible participation in a democratic society.

***Strategic Initiative 1:
Achieving Student
Success***

Goal: To foster a culture that ensures access to programs and services essential to students' academic and personal achievement, and demands and supports excellence in teaching and learning.

Strategic Initiative 1: Achieving Student Success

Goal: To foster a culture that ensures access to programs and services essential to students' academic and personal achievement, and demands and supports excellence in teaching and learning.

Strategic Initiative 2: Welcoming and Diverse Environment

Goal: To enhance and ensure an environment that is mutually respectful, socially supportive, accessible, safe, physically pleasing and provides opportunities for personal growth.

Strategic Initiative 3: Stewardship of College Resources

Goal: To achieve college goals through responsible human and resource development and management.

Strategic Initiative 4: Partnerships and Service

Goal: To expand and maintain partnerships and promote service to the community.

TMCC has also created a new Educational Master Plan within the last year through the work of a committee with campus-wide representation. Once the initial draft was ready, it was made available on the Web for review by the campus community. In addition, forums were conducted so that questions and suggestions could be shared.

Campus Climate Survey:

In spring of 2009, TMCC contracted with Interact to conduct a [Campus Climate Survey](#) similar to the one conducted in 2004.

In comparing the results of this survey to those from 2004, several aspects reflected a positive direction: progress toward diversity, evaluation processes, campus safety and a sensitive social climate/working environment. However, the areas of communication and direction suffered a notable decline. Several steps have been implemented to address this issue.

The survey responses indicated a lack of understanding of what the President's Cabinet does. To address this, the college President discussed the Cabinet's purpose at the fall 2009 convocation and now posts the agenda to the Web site, so the college community can see what items are scheduled to be discussed.

The climate survey also indicated a decrease in the satisfaction level of TMCC's having well-defined goals and a shared sense of direction. Two factors would seem most likely contributors to this: one, new leadership, followed by major restructuring of the academic affairs and student services areas and two, the uncertainty imposed by the dramatic financial conditions in the state of Nevada. To respond to this, several actions have been taken:

1. The President provides a monthly video update for the college community.
2. The agenda and minutes of the President's Advisory Committee are now posted on the President's website. In addition, all members are charged with sharing information with their constituents.
3. A monthly informational meeting is held of the college leadership (managers).
4. College-wide forums are conducted as topics dictate – especially with regard to budget issues.
5. Follow-up e-mails are sent, as appropriate, to the college community to summarize forum presentations.
6. The fall and spring convocations provide recaps of the previous semesters, coupled with clear and focused presentations on goals and directions.
7. Forums, convocations, and various staff development presentations are posted to the Web for viewing at a later time.

These steps, coupled with the institutional involvement of major college planning functions (as noted above in developing the Strategic Master Plan and Educational Master Plan), have helped improve communication and provided a stronger sense of direction.

The complete campus climate report and summary are located on the Web. Perhaps the most significant highlight is that 97% of employees are committed to the success of the institution.

***Strategic Initiative 2:
Welcoming and Diverse
Environment***

Goal: To enhance and ensure an environment that is mutually respectful, socially supportive, accessible, safe, physically pleasing and provides opportunities for personal growth.

iNtegrate:

For several years, the Nevada System of Higher Education (NSHE) explored options for updating its data systems. Due to the extremely high cost of replacing all systems, it was decided to focus on the student information system which would have the most direct impact on serving students. In 2008, software was purchased from PeopleSoft Campus Solutions and TMCC was chosen as one of two pilot sites for NSHE. A dedicated group of staff have worked tirelessly toward implementing the new functions for TMCC. “Go Live” dates were established for the various functions of the system. Each deadline was met and issues that revealed themselves addressed immediately. Summer 2010 was the last time the legacy system was used. All PeopleSoft functions (admissions, class schedule, recruitment, financial aid, student records, student financials, class and grade rosters and degree audit) were activated and fully operational for the fall 2010 semester.

***Strategic Initiative 3:
Stewardship of College
Resources***

Goal: To achieve college goals through responsible human and resource development and management.

Review Processes:

In 2003, a new process for Program and Discipline Review (PDR) was put in place. Because of the large number of programs and disciplines on the review list, it forced the reviews into the ten-year cycle mandated by the Board of Regents. Considering the speed with which changes occur within a program, a five-year cycle seemed more appropriate. A task force was formed which implemented several steps to streamline the process:

- Combining some disciplines, so the number of reports was reduced from 62 to a more manageable 39.
- Changing the schedule for writing the self study to follow the academic year.
- Replacing the college-wide forums with an executive summary posted to the Web.
- Refining the format of the self study.

At the time of the last visit, the Administrative Unit Review (AUR) process had just gotten underway. Five units were in the process of preparing their self studies which were due in January of 2006. The process followed a structure similar to the Program and Discipline Review with a self study, presentation to the college community, review by a committee of college-wide representatives, and the development and implementation of a unit action plan. The following plans were completed:

- Academic Advisement and Career Services-2006
- Admissions and Records-2006
- Disability Resource Center-2007
- Distance Education (WebCollege)-2007
- Extended Day Services (Academic Support Center)-2006
- Facilities Services-2007

- Financial Aid-2007
- [Information Technology Operations-2006](#)
- [Institutional Research-2007](#)
- Public Information Office-2006

The following self studies have been completed but have not been reviewed by the AUR Committee:

- Applications Development (Information Technology Services) and Media Services
- Central Services
- Counseling
- Library
- Student Outreach and Testing Services

***Strategic Initiative 4:
Partnerships and Service***

Goal: To expand and maintain partnerships and promote service to the community.

An assessment of the Administrative Unit Review was conducted by Institutional Research and presented in May 2008. The report, titled “[Studying “IR-selves”: Challenges and Benefits of Administrative Unit Review](#)”, provided an excellent analysis of the strengths and weaknesses of the current process. Midway through the third cycle, the process stopped. In the fall of 2009, in an attempt to reinstitute the process, the President’s Cabinet updated a list of the units that were to be reviewed. However, since the AUR process follows a similar process as the PDR, it was decided to wait until the PDR restructuring was complete before proceeding.

Commitment to Sustainability:

In spring of 2008, Interim President Delores Sanford signed the American College and University Presidents Climate Commitment designed to promote the reduction of greenhouse gas emissions in order to lessen the impacts of global warming. A task force was formed with Dean Ted Plaggemeyer as TMCC’s liaison. A report outlining the impact of the college community was completed in September of 2009. The task force is currently working on the long range plan for reducing greenhouse gas emissions to zero. As part of the commitment, a number of projects have already taken place. Significant efficiencies have been achieved through reduction in paper usage, implementation of additional recycling activities, automatic shutdown of campus computers after extended idle periods, modifications to HVAC systems at the Edison and Meadowood facilities, and replacement of inefficient lighting systems. Additionally, a focus on renewable energy has led to the development of new curriculum and lab space including a solar installation at the Edison facility.

Standard Two – Educational Program and Its Effectiveness

What changes, if any, have been made in the requirements for graduation and why?

In August 2008, the NSHE Board of Regents approved changes in the general education requirements for the Associate of Applied Sciences. The major change was to reduce the number of credits required from 24 to 21. The three-credit reduction came from the reduction of six science credits to three and moving the three former science credits to the additional program requirements.



Associate of Applied Science	
Requirement	Credits
Communications	3
English	3
Constitution	3
Human Relations	3
Social Sciences **/ Humanities	3
Mathematics	3
Science	3 [6]
General Education Requirements	21 [24]
Emphasis	30
Additional Program Requirements	9 [6]
Total Requirements	60

****When a Social Science course is used for Human Relations, the student must take a humanities class.**

Figure B.2.1: General Education Changes for the AAS

In response to the need to update a significant number of programs, the Academic Standards Committee developed a fast track approval process. Most of the programs were approved early in 2009, with the remainder updated in fall 2009.

In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?

Appendix B.2.1 contains a table of degrees, emphases, and certificates since the previous full accreditation review. A significant number of the changes were the result of the addition of emphases to all of the Associate of Science programs. A unique rule within the NSHE system is the requirement that community colleges cannot offer majors. Therefore, the emphasis is an option available which allows programs to build a course sequence which provides a smooth articulation to baccalaureate programs. Another significant change is the major revision of the applied industry technology programs. Multiple stand alone AAS degrees were consolidated into

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three umbrella degrees: Construction Technologies, Transportation Technologies, and Manufacturing Technologies with emphases designated within those degrees. These changes were made to allow those programs the opportunity to adjust more quickly to industry-requested changes since changes in emphases do not require Board of Regent approval. A second positive impact came from the consolidation of courses that were often duplicated by the stand-alone degrees. Another area of significant activity was the Criminal Justice program where eight degrees with significant overlap were consolidated into two.

The following programs were either granted, renewed, or dropped accreditation from external accrediting bodies between 2005 and 2010:

Program	Organization	Date
Culinary Arts	American Culinary Federation	Renewed, November, 2008
Dental Assisting	Commission on Dental Accreditation	Renewed September, 2009
Dental Hygiene	Commission on Dental Accreditation	Renewed May, 2008
Dietetic Technician	American Culinary Federation	Renewed November, 2009
Radiological Technology	Joint Review Committee on Education in Radiologic Technology	Voluntarily dropped December, 2010
Early Childhood Education	National Association for the Education of Young Children	New September, 2009
Legal Assistant	American Bar Association	Renewed April, 2006

Figure B.2.2: External Program Accreditation Changes

Policy 2.2 - Educational Assessment:

The college's response to Recommendation Two contains detailed discussion of the role of educational assessment at TMCC.

Academic Reorganization

During summer and early fall of 2008, significant changes were proposed in the restructuring of the academic divisions at TMCC. This restructuring was precipitated by the desire of the college to reduce administrative costs in response to what was then a vacancy in one dean's position and the first round of several budget cuts within the NSHE system. A number of proposals were presented by then Vice President for Academic Affairs, Dr. Jowel Laguerre. A significant change was the reduction in divisions and the renaming of divisions to schools. Vice President Laguerre conducted several campus forums to discuss the proposed changes. A final, revised proposal was submitted to the Board of Regents and approved by the Regents on December 5, 2008. A transition to the new structure began immediately in January 2009 and was official on July 1, 2009.

Previous Divisions

- Arts and Humanities
- Health Sciences and Safety

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- Mathematics, Science, Engineering and Technology
- Social Sciences and Business
- Workforce Development and Continuing Education

New Schools and Academic Division

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

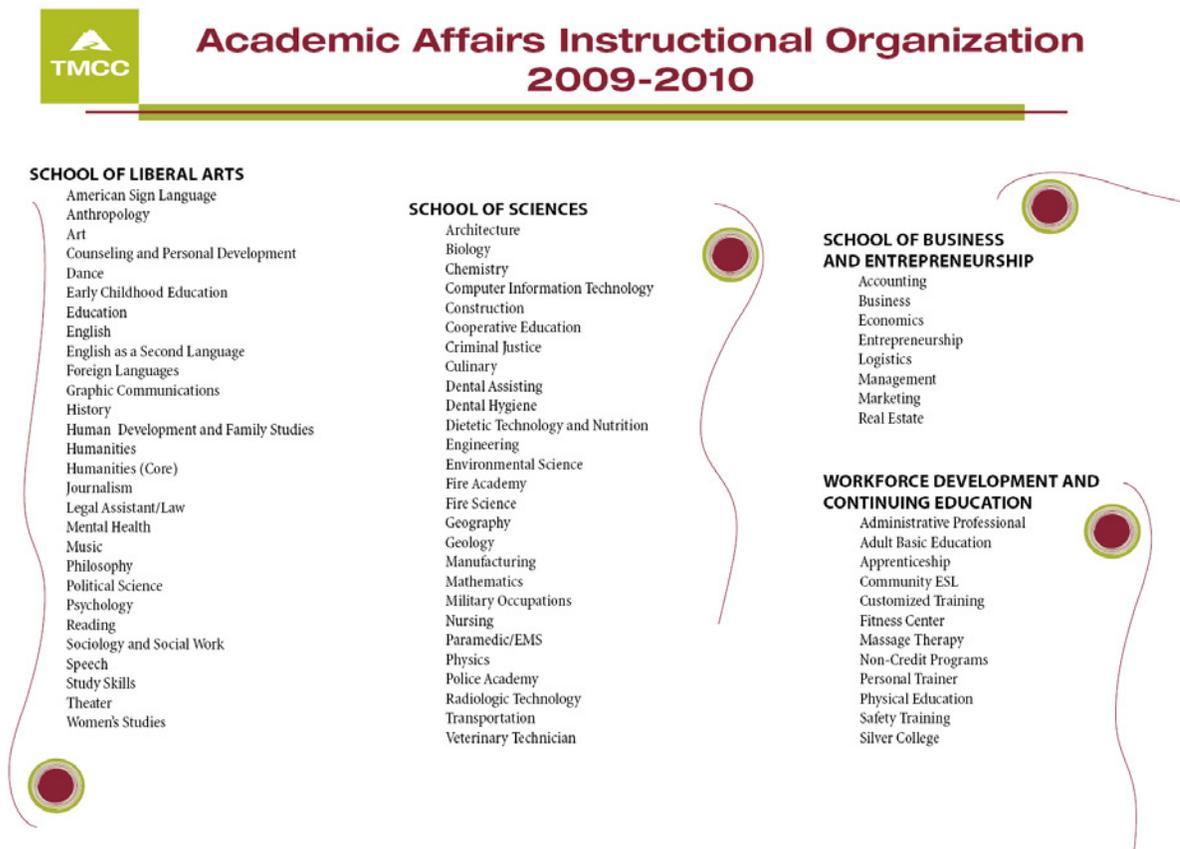
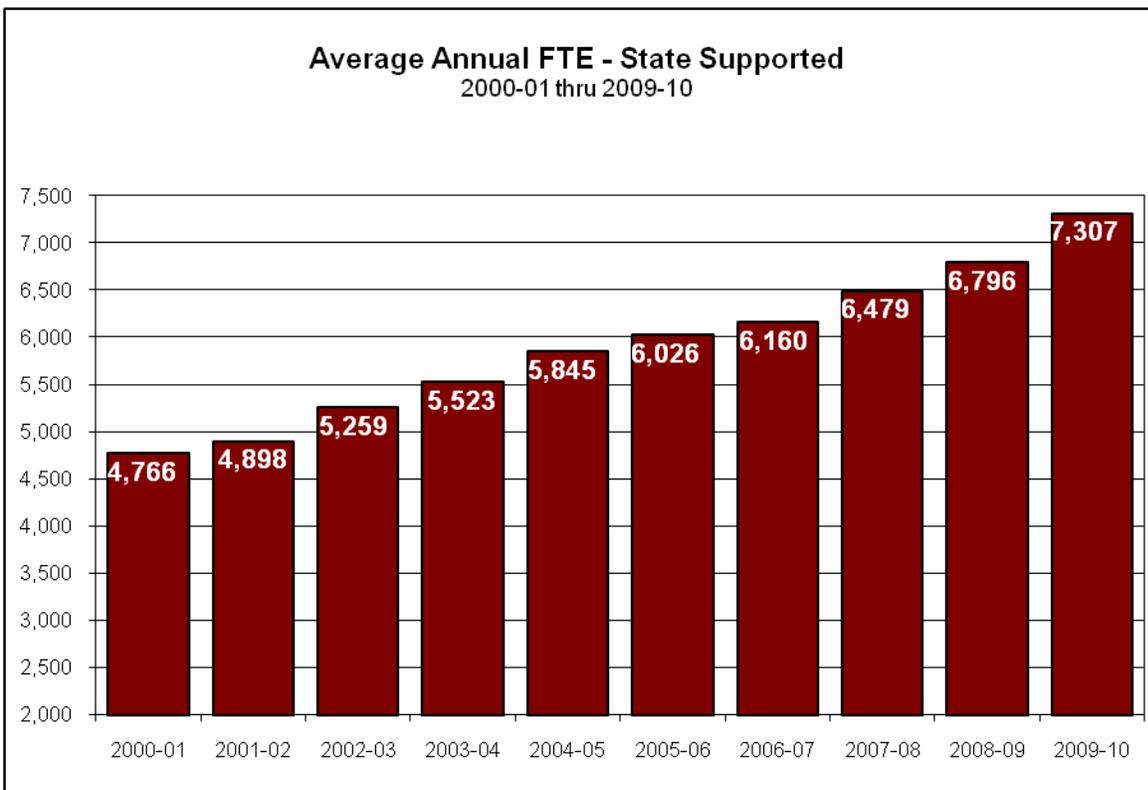


Figure B.2.3: Academic Unit Reorganization

Standard Three - Students

Compare the current enrollment figures with those reported in the last institutional self-study report.

Truckee Meadows Community College has experienced a rapid growth in FTE and headcount since the previous accreditation report in 2005. Annual FTE grew by 25% from 2004-05 to 2009-10 (5845 to 7307). During that same period, headcount increased by 17% (11,580 to 13,544). Through its [Fact Book](#), Institutional Research annually produces a very detailed analysis of trends in enrollment, demographics, retention and completion rates, as well as the college's progress in its outcome measures.



Source: NSHE Official Enrollment Reports

Figure A.3.1: Annual FTE Enrollment Growth

Official State Supported Enrollment

Year	Headcount	AAFTE	Percent Change (AAFTE)
2000-01	10,530	4,766	-
2001-02	10,533	4,898	3%
2002-03	11,140	5,259	7%
2003-04	11,217	5,523	5%
2004-05	11,580	5,845	6%
2005-06	11,911	6,026	3%
2006-07	12,188	6,160	2%
2007-08	12,831	6,479	5%
2008-09	13,080	6,796	5%
2009-10	13,544	7,307	8%

Note: For academic years prior to 2003-04, census + rollover FTE and headcount were used in this table. Beginning with AY 2003-04, rollover is no longer included. Beginning in AY 05-06, end-of-term is used.

Figure B.3.2: State Supported Enrollment

What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why?

Policy Changes

Required Enrollment Steps Policy (RES)

To help ensure student success, TMCC implemented a set of three [Required Enrollment Steps](#). Beginning in fall 2008, new degree-seeking students or degree-seeking transfer students with less than 60 semester credits completed at another institution, must complete the following steps, all of which are free:

1. Take TMCC's Accuplacer placement test.
2. Participate in a new student orientation.
3. Attend a new student or transfer student advisement workshop.

The overarching goals of the Required Enrollment Steps Initiative is to provide a solid freshman type experience to our incoming new, degree-seeking students by orienting them to the college, testing their basic academic skills and providing academic advisement regarding their course of study. Currently, the effectiveness of the RES program is assessed at the operational/program level and at the overall level of its impact on student success. The assessment results¹⁶ have indicated that students receiving matriculation services are slightly more successful than the comparison group. They enroll at a higher rate in math and English during their first semester.

¹⁶ RES Outcomes Report, Appendix B.3.1.

The overall academic success and persistence to the next term is slightly higher starting in fall 2009.

Nine Credit Limit

Effective for the fall semester 2010, first-time degree-seeking students who score below standards in reading or arithmetic on the Accuplacer Exam will be limited to enrolling in no more than nine credits per term. These students must take and successfully complete the prescribed sequence of developmental courses. Students placing into English 101 or above but who place below standard in arithmetic may enroll full-time but must take and successfully complete the prescribed sequence of developmental courses. Likewise, students placing into Math 120 or above but who place below standard in reading may enroll full-time but must take and successfully complete the prescribed sequence of developmental courses.

Revised Accuplacer Cut Scores

Effective summer semester 2009, Accuplacer cut scores were adjusted based on an assessment project conducted by the Mathematics Department. In spring 2008, the TMCC Mathematics Department formed a study group to examine and revise as needed the Accuplacer cutoff scores used for initial placement of students in TMCC Mathematics classes. Several factors prompted the formation of this study group:

- The College Board recommends that placement measures be examined regularly.
- The literature on community college student success underscores the importance of proper placement.
- Existing cutoff scores did not match course outcomes for a number of TMCC math classes.

To establish appropriate cutoff scores, the faculty study group took the following steps:

- Consulted the College Board Accuplacer Coordinator's Guide which gives the mathematics skills and understanding demonstrated by students scoring at various levels of the Accuplacer Arithmetic (AR), Elementary Algebra (EA), and College-Level Mathematics (CLM) tests.
- Compared existing TMCC cutoff scores with those used by various other institutions.
- Assessed whether existing cutoff scores were placing students appropriately in the various mathematics classes taught at TMCC.

In fall of 2009, the NSHE Board of Regents voted to standardize the Accuplacer cut scores for all NSHE institutions for entry into college level math and English courses. Universities and colleges were allowed to set other scores if supported by institutional research. Additional placement may also be determined through formal assessment of students including departmental diagnostic writing and/or reading tests, submission of writing samples, and/or a student portfolio for evaluation by faculty, as determined by each institution's English department. Accuplacer, Compass, or other appropriate placement tools may be used for English placement in lieu of the ACT or SAT. The revisions went into effect for fall semester 2010.

- In order to be placed into a college-level English course, a student must achieve an ACT English score of at least 18 or an SAT critical reading score of at least 440 and a Compass Writing Skills score of at least 69 or an Accuplacer Sentence Skills score of at least 86.
- In order to be placed into a college-level mathematics course, a student must achieve an ACT Math score of at least 22 or an SAT Math score of at least 500 and a Compass Mathematics score of at least 65 or an Accuplacer College Level Math score of at least 63.

Satisfactory Academic Progress Standard

In the Fall 2007 semester, TMCC implemented an institutional satisfactory academic progress policy. The policy applies to all TMCC students and requires a student to maintain a 2.0 GPA. If the student falls below a 2.0 GPA, they are notified by the college and mandatory follow-up strategies are enforced by TMCC's Counseling Department.

Revised Withdrawal Policy

Beginning in the fall semester of 2010, a change in the withdrawal policy went into effect that allowed students to withdraw from a course up to the mid-point (50%) of that course. Previously, students had been allowed to withdraw as late as two weeks prior to the end of the semester.

Revised Audit Policy

Also beginning fall semester 2010, the audit policy changed. A student who wishes to enroll for no credit may register as an auditor. An auditor pays regular fees and, at the discretion of the instructor, must meet all regular class requirements. A student who audits a course will not receive a grade or credit for that course. Changing from audit to credit or from credit to audit must be completed by the last day for a 100% refund. Forms for changing to or from audit status require the student's signature and must be processed at the admissions and records office. The [Audit Form](#) is available on TMCC Records Office Web site.

Student Role in Governance

At the time of the 2005 TMCC Self Study, the ASTM had proposed changes or amendments to various aspects of their constitution. The intent of the amendments was to create a model of student governance which mirrored that of that the Nevada System of Higher Education Board of Regents. One of the impacts to the changes resulted in a change of titles and responsibilities for the student leaders. For example, as it was reported in the 2005 TMCC Self Study, the ASTM Student Senate consisted of five Executive Board Members (President, Vice President, Secretary, Treasurer, and Student Senate Pro-tempore). One of the amended changes to the 2005 constitution changed the titles to Board Chair person, Public Relations and Recruitment Director, Communications Director and Finance Director.

Soon after the amendments were approved and implemented, the ASTM discovered a decline in the interest students had with being involved with their student government association, making it very difficult to recruit students to run for office or even to participate as voters in the spring

elections. By the spring of 2007, the ASTM at TMCC was unable to run a full slate of candidates for their spring election and elected a non-quorum student government.

In accordance with the constitution, the associate dean for student support services called an ASTM Judicial Court to resolve the matter of a non-quorum student government and seven additional charges for the court to address. In August 2007, the ASTM Judicial Court concluded its report resolving the matter of a non-quorum student government by finding the spring election to be invalid and ordering that an election be held early in the fall of 2007. In addition, the ASTM Judicial Court established a timeline for the student government to revise the ASTM constitution in its entirety as the court cited a multitude of discrepancies within the 2005 amended constitution, all of which contributed to the failure of the 2007-2008 ASTM election. Over the next year and half, and under the leadership of a tenured-faculty member and a newly hired Student Activities and Leadership Coordinator, the student government hired an American Student Government Association (ASGA) consultant to review and assist them in drafting a constitution which was clear, concise, and addressed the ASTM Judicial Court findings. The efforts of the student leaders and their advisors leadership resulted in the adoption of a new constitution that was approved for implementation by the Chancellor of the Nevada System of Higher Education on August 14, 2009.

No longer called the ASTM, the representative student governance organization is now known as the Student Government Association (SGA) of Truckee Meadows Community College. The SGA General Assembly consists of four elected executive officers (President, Vice-President, Treasurer, and Secretary) and seven elected student senators. Each student leader serving on the SGA as an officer or senator is required to serve on subcommittees of the SGA, standing TMCC committees, and maintain regular office hours in the SGA Office, making them eligible to receive a small monthly stipend for their service to the SGA.

Current election procedures for the SGA are held in an online format. In recent years, due in large part to greater support from the advisors of the SGA and numerous faculty helping to make the elections succeed, every SGA election has had a full slate of candidates with competitive races for all positions. Voter turnout is at record highs the past three years with anywhere from 200 to 500 students voting. While student apathy continues to plague the success of the SGA and much of their programming, volunteer support from advisors and academic faculty has helped increase student awareness and interest in their student government association.

The administration at TMCC continues to work with the SGA to ensure that there is a liaison between all members of the campus community. The SGA President serves as a representative on the Nevada Student Alliance, working with other student government leaders through the Nevada System of Higher Education to express needs and desires of students across Nevada. In addition to the college leadership role, the SGA President meets with the President and serves on both the President's Advisory Council and the Faculty Senate, and attends Board of Regents meetings as scheduled. In addition to the SGA President, other SGA student leaders serve on various TMCC college-wide committees, including the Planning and Budget Council, Library Committee, Academic Standards Committee, and the TMCC Web Advisory Committee.

Special Initiatives to Improve Retention and Access

Success First

In August 2009, TMCC received funding from the Department of Education to fund the Success First Grant Initiative. The [Success First](#) program specializes in helping students who will be the first in their family to graduate with a bachelor's degree and want to pursue higher education in order to achieve their goals. Students selected for the program receive mandatory support in the form of counseling, tutoring, financial aid and other services to assist them in meeting their graduation and/or transfer goals

- Success First students who are full-time commit to taking an English, math, college success course/EPY 101 and an elective course in their fall 2010 semester of college.
- Success First participants who are part-time and/or have an ACCUPLACER reading score of 1-54 or arithmetic score of 1-33 will commit to taking an English and/or math, college success skills/EPY101 or reading course in the fall 2010 semester.
- Success First participants will be expected to meet with a counselor or advisor up to four times throughout the academic year.
- Success First participants will get an opportunity to register for classes before the general student population at TMCC every semester.

The Success First Grant Initiative Summer Bridge program takes place from July 6 through August 6, 2010, and is designed to give students a jump start on college by offering the opportunity to take two college courses and strengthen their college readiness skills.

Thirty Credit Limit for Developmental Education

Beginning fall 2007, the NSHE Board of Regents adopted a new policy requiring all degree-seeking students who place in developmental/remedial coursework to take the prescribed sequence of courses until remediation is completed. Specifically, students requiring remediation must complete all required coursework prior to completion of 30 college-level credits unless otherwise authorized by the institution. In response to the NSHE directive, TMCC created a new policy to implement the requirement. The policy¹⁷ outlines the process for notifying students and provides an avenue for intervention and advisement when limits are exceeded.

Financial Aid

Beginning in January 2009, TMCC's Financial Aid Office developed a Financial Aid Outreach Program. The program is designed to increase awareness of financial aid in an effort to create access opportunities for all students.

The goal of the outreach program is to increase the number of financial aid recipients so that the college may meet or exceed the national average for financial aid recipients at public two-year institutions. Historically, only 25% of TMCC students received any type of financial assistance. During the first year of this outreach program, TMCC experienced an increase of over 12% in

¹⁷ See Enforcing New Board of Regents Guidelines on Remedial Credit, Exhibit B.3.1

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the percentage of students receiving aid. A major reason for the increase in dollars awarded was due to the increase of Pell awards from \$5,799,150 in 2008-2009 to \$12,432,715 in 2009-2010.

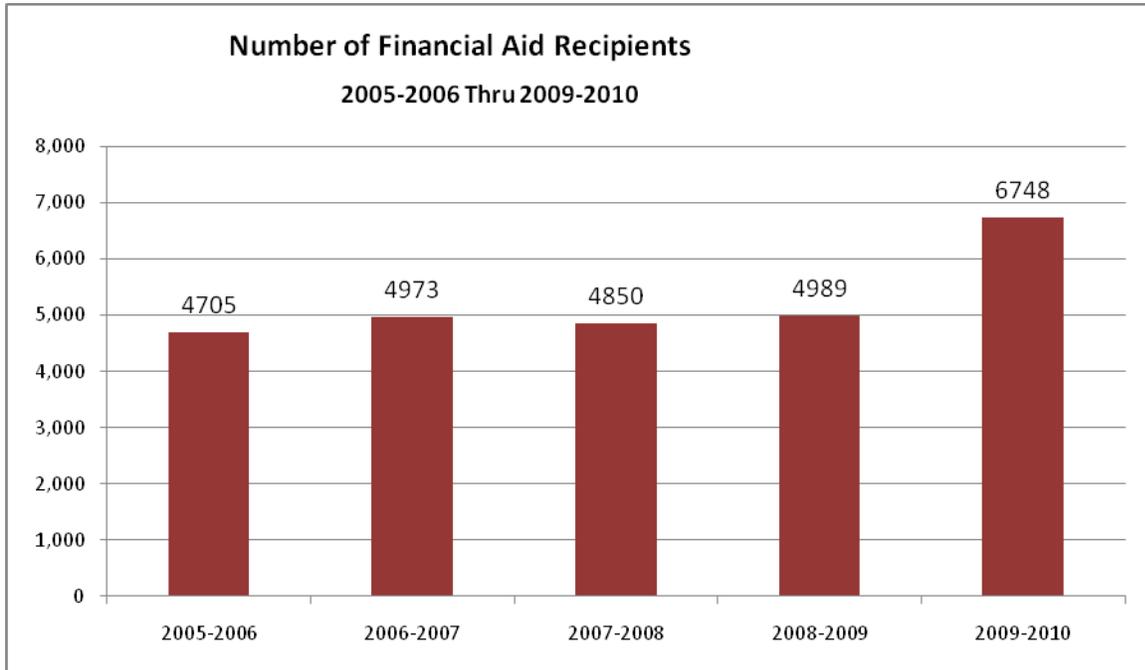


Figure B.3.3: Financial Aid Recipients

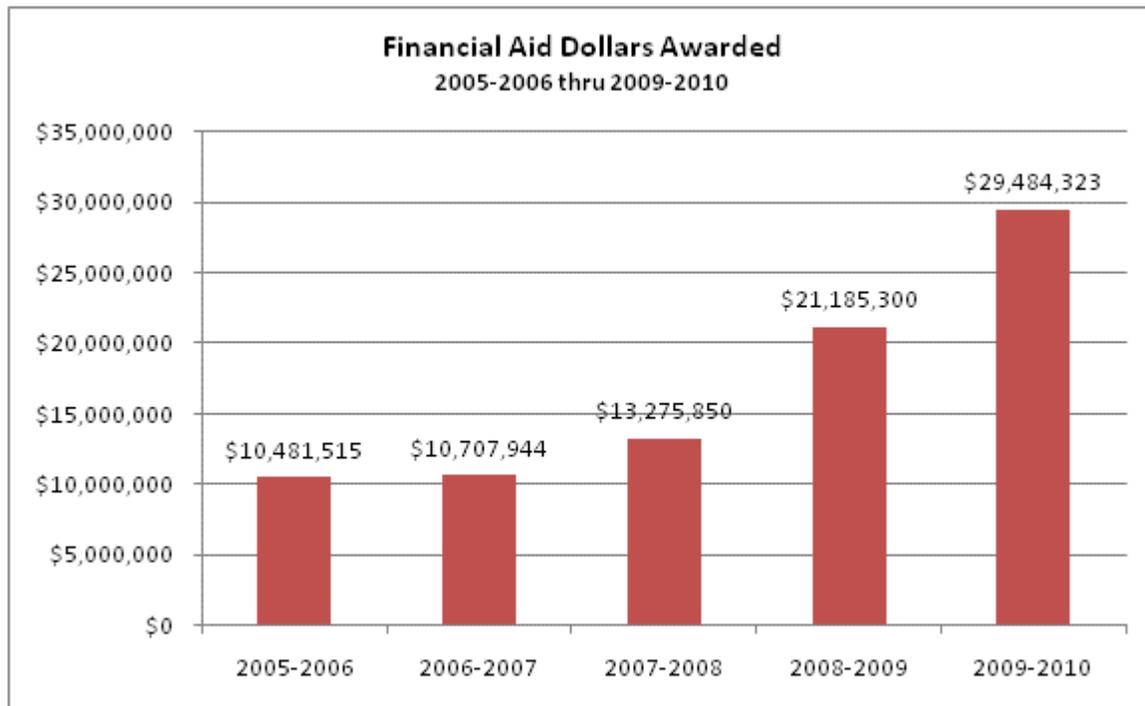


Figure B.3.4: Financial Aid Dollars Awarded

iNtegrate Project

In July 2009, TMCC began implementation of the Student Administration product of the PeopleSoft software. This product encompasses all areas of student services and will bring TMCC current with today's technology, enhancing the overall educational experience for our students. PeopleSoft will allow TMCC the ability to effectively design and implement student services practices optimizing student satisfaction and staff efficiency while maintaining required regulatory compliance.

By the end of the fall 2010 semester, all TMCC student service areas will be using PeopleSoft exclusively.

Standard Four - Faculty

What significant changes have been made in policies affecting the faculty? Have the characteristics of the faculty changed? How have faculty salaries and other benefits been improved? How does the institution conduct a substantive performance evaluation of all faculty?

Faculty received a 2% COLA¹⁸ in FY 2007-08 and a 2.5% merit increase for employees receiving a satisfactory or above except for red-lined faculty and a 4% COLA for FY 2008-09. A rate increase for part-time faculty was approved by the Nevada Legislature in fall 2007, bringing the per-credit hour pay rate to \$690. In fiscal year 2008-09, the per-credit hour pay rate rose to \$730.

The college instituted a hiring freeze during the fiscal year 2007-2008. This was defined as a "soft freeze." Over the course of the last two years, TMCC full-time tenured instructional faculty have been decreased by 6.5%. Part-time faculty have been decreased by 26.6%. It is important to note, however, that the full-time positions have not been eliminated. In some areas of high need such as nursing, tenured faculty have been replaced. Furthermore, the practice has been to cover the decrease in full-time instructional faculty with one year appointment full-time hires. While the college has experienced the elimination of fifty-nine positions as a by-product of this soft freeze, none have been full-time faculty.

In terms of faculty compensation, salaries have not suffered an actual decrease, but merit and COLA have been frozen over the past pay cycle. Moreover, for the academic year 2009-2010, the full-time, tenured faculty were expected by contract to increase their workload by 4.6%. This increase did not apply to non-tenured faculty, who had to take a direct decrease in pay of 4.6%. This distinction was mandated by the Board of Regents in response to a legislative mandate for all state employees. It was determined by the NSHE legal counsel that contract law for tenured faculty required a declaration of financial exigency to alter existing compensation; however, non-tenured faculty were excluded from this decision and hence, were subject to a pay cut. Benefits have been impacted by the economic downturn of the state in terms of increased deductibles and decreased coverage and options.

Regarding evaluation of faculty, the standard process reported in the last accreditation cycle is still in place. Faculty must submit an annual plan for the following year and undergo a self-evaluation in the spring. Department chairs and Deans perform classroom observations and incorporate these observations and the results of student evaluations into the faculty member's overall evaluation process. Student evaluations are conducted in every section, every semester. With the 2009-2010 academic year, the Faculty Senate approved a new student evaluation form designed to more accurately reflect the teaching learning process.

In December 2008, the Board of Regents approved an academic reorganization that resulted in a shift from five divisions to three schools and one division. Faculty direct reports and some

¹⁸ See Salary Matrix, Appendix B.4.1

department configurations were altered. Administration has publicly stated that there will be some continuation to refine this alignment of departments and schools. However, these changes have not been announced as of this date. Perhaps the single most defining characteristic of this reorganization has been the unifying of academic affairs and student services under a single vice president. Since the definition of faculty under NSHE Code includes tenurable counselors and librarians, it is important to note that as a part of this reorganization, one office in student services was eliminated. However, as with academic full-time faculty, all tenurable librarian and counselor lines have been either held vacant or filled with one-year full-time employees.

Truckee Meadows Community College is the only institution in the Nevada System of Higher Education that has collective bargaining. The last contract was negotiated during the spring of 2008 and was signed and approved by the Nevada Board of Regents, effective July 1, 2008. That contract is set to expire on June 30, 2011. Most of the changes in the last contract changed definitions under the contract to coincide with the definitions used by the Regents in their governing documents. Further, the contract language was clarified with respect to Department Chairs, Program Coordinators, Discipline Coordinators and Lead Faculty. Issues that were addressed included selection, compensation, duties and removal. These changes currently allow the faculty to be much more informed of their rights and responsibilities within TMCC.

Standard Five – Library and Information Resources

How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?

The Truckee Meadows Community College Libraries consist of four libraries: the Elizabeth Sturm Library, the IGT Applied Technology Center Library, the Meadowood Library, and the Redfield Library. The Elizabeth Sturm Library on the Dandini campus is the main library facility for Truckee Meadows Community College. The [Libraries Master Plan](#) was established for 2006-2013. A [Mid Point Review](#) was released in 2009.

In 2008-2009, the library began evaluating its information literacy sessions by using pre- and post-testing for a portion of the students participating in those sessions. The instrument is currently being modified and the results are being used to improve instruction. An example of this is the modification of instructional worksheets to clarify the parts of a bibliographical citation.

The library's resources are evaluated and updated annually via formal reviews by the librarians of both print periodicals and electronic databases. These evaluations take into account usage statistics and faculty requests. Librarians are also assigned as liaisons to [specific academic disciplines](#). They respond to faculty requests in those disciplines and regularly weed and add to the collection in the academic areas for which they are responsible. Some recent examples of these activities include the dropping of several print periodical titles that were either not used or duplicated in electronic formats and the addition of a dental hygiene database for the college's dental assisting program.

Significant program changes require the completion of a form which allows the submitting faculty member to indicate whether new resources are needed to support the requested program. This information is shared with the library director and purchases are made as needed.

Information Systems

As mentioned earlier in Standard One, the [iNtegrate project](#) is a system-wide implementation of new information systems for all Nevada System of Higher Education (NSHE) institutions. The project was launched in July 2008, with a projected completion date of October 2011. The first information system selected for implementation was the [Student Information System](#), thus placing the improvement of student services as the highest priority. Truckee Meadows Community College and the University of Nevada, Las Vegas were chosen as the two pilot institutions. The two pilot institutions went live during 2009-10 with full implementation for fall



semester 2010. The remaining NSHE institutions are scheduled to implement the system in the following year.

The scope of the iNtegrate project includes the implementation of selected modules of PeopleSoft Campus Solutions system including Recruiting and Admissions, Student Records, Academic Advising, Financial Aid and Student Financials. iNtegrate will implement version 9.0 which includes significant self-service capabilities, flexible configuration settings and reporting capabilities, eliminating the need to implement customizations and shadow systems.

Additionally, the Universal I.D. and Data Warehouse solutions are being implemented. The project will serve the needs of faculty and staff in conducting the necessary business of meeting students' needs for accurate information, timely decisions, and informed choices that lead to student success. Interfaces to third-party and NSHE software that will have to share data such as the Financial and Human Resources systems will be accommodated.

The NSHE Board of Regents selected CedarCrestone as the implementation service provider for the Student Information System implementation.

Other IT Projects

Additional IT-related projects have been implemented to keep pace with current technologies:

- TMCC implemented a printing paper waste reduction plan as part of the college's sustainability initiative in June 2009. Each registered student receives a \$10 print credit for each of the spring and fall semesters as well as for the combined summer sessions. Printing fees are charged to the student's printing account for any subsequent printing. In addition, specific academic programs that have print-intensive assignments are able to assign more funds for students enrolled in their classes. The implementation of this system has allowed the college to reduce printing by 50% (972,706 sheets of paper) as opposed to previous years. Students are now more aware of their impact on the environment through this program.
- The college now supports 85 additional academic computers (1,195 overall) in 193 locations across the college.
- The college has migrated student email accounts from an antiquated system hosted at the NSHE-level to Google Apps for Education. This provides all TMCC students with access to the latest web-based communications and collaboration tools consisting of email, calendar, chat, web site creation, video, and office productivity tools.
- In the Health Sciences arena, to keep pace with the latest technology, some of the initiatives the college has implemented include using the Dentrix software for the Dental programs, the Nurse ProCalc cloud-based software for drug dosage testing and assessment, the Medical

iNtegrate

Key Activities and Milestones

Cutover to Production

October 2009: Admissions; Class Schedule

December 2009: Recruitment

February 2010: Financial Aid

March 2010: Student Records

March 2010: Student Financials

July 2010: Class and Grade Rosters

August 2010: Degree Audit

September 2010: Advisement

Surgical Nursing Simulation Learning System to integrate simulation technology into the college's medical-surgical nursing courses, the Multi Skilled Assistant software program for preparing students for the nursing assistant certification, Health Care Foundations software for preparing students for entry-level health care positions, and upgraded to the latest version of the Simulated Exams in Radiation Therapy software for the Radiologic Technology program.

- Virtual servers are now used to provide faculty and student with remote access to network file storage for the Computer Technologies department and the Graphic Communications and Journalism programs.
- Academic computer classrooms are now running the latest version of Microsoft's Windows 7 Enterprise edition operation system or Apple's Snow Leopard operating system for Macintosh computers.
- The college has also outfitted 77 additional classrooms with Smart technology. In addition, 44 rooms now use Pixie room controllers to control multimedia equipment from one location within the Smart technology classroom to facilitate ease of use.
- The Panopto lecture capture software for capturing streams of video, audio, slides, desktop images and the Big Blue Button Web conferencing system for delivering a high-quality learning experience for remote students are now available for use by faculty for instructional purposes.
- The college also selected the Angel Learning Management System (LMS) as its primary online learning management platform for fiscal and performance benefits over WebCT. The Angel LMS was selected by a faculty sub-committee commissioned by the college's Academic Technology committee.
- Wireless connectivity is now available for students at the Dandini campus and three of the major instructional centers.
- A new 736 square foot data center containing state-of-the-art power and cooling systems to house the college's core network and server equipment was put into service.
- Network bandwidth for the college was upgraded: Two 1GB fiber connections for the college and the System Computing Services' northern facility using two separate routes. In addition, bandwidth to the IGT Applied Technology Center and the Meadowood Center from the Dandini campus was upgraded to 800MB.

Finally, the college successfully completed a NSHE computer network security audit. Administrative and academic computers were tested for critical operating system patches, antivirus and system integrity software; network routers were tested to ensure access control lists were appropriate and administrative privileges were restricted; firewalls were checked for proper configuration and administrative privileges; and domain controllers and servers were evaluated to ensure industry standard benchmarks were met. It was determined the college's security was functioning in a satisfactory manner.

Standard Six – Governance and Administration

Explain significant changes in the governing board, leadership, and management of the institution.

Since the site visit in 2005, TMCC has seen some changes in leadership. President Phil Ringle retired in 2007 for health reasons and was replaced by Interim President Delores Sanford for the 2007-08 academic year until a search was conducted and a permanent president hired. Dr. Maria Sheehan started with TMCC in June of 2008. In addition, in 2009 the Executive Vice Chancellor of the Nevada System of High Education, Dan Klaich, was promoted to Chancellor upon the retirement of Jim Rogers.

Extreme financial conditions in the state of Nevada forced some dramatic administrative and organizational restructuring at TMCC. A series of “buyouts” was offered beginning in the summer of 2008 which left many vacancies. With the exception of faculty, no hiring has been authorized except for positions which might affect accreditation, liability, compliance or safety issues. Faculty positions have been filled with non-tenure track temporary faculty with the exception of nursing faculty who can be placed in tenure-track positions. In addition, both buyouts and restructuring have resulted in appointments of current staff to take on the responsibilities of vacated positions, so several staff are currently in acting positions.

In December of 2008 the vice president for academic affairs reorganized the academic divisions. A copy of the new academic structure was discussed in Standard Two. By spring of 2009, the student services area was restructured, and it was decided to combine the vice president for academic affairs and the vice president for student services into one position. The previous two vice presidents have left TMCC, and an interim vice president was appointed to take the newly created combined position. The realignment of the academic schools continues, and departmental reporting lines within the Workforce Development and Continuing Education division are being changed.

The official [organizational chart](#) for TMCC is posted on the Web and updated on September 1 of each year. All additions and deletions to the chart are authorized by the Office of the President.

Each governance constituency is referenced in the Institutional [TMCC Institutional Bylaws](#) which are being updated before being sent to the Chancellor of the Nevada System of Higher Education for approval. Institutional Bylaws are no longer included in the Board of Regents Handbook.

The Extended Cabinet has been replaced with the President’s Advisory Council made up of college-wide representation. It is designed to act as an advisory and recommending body to the president for issues having college-wide implications and to promote communication throughout the college community. With the exception of summer, the council meets monthly. [Agendas and minutes](#) are posted on the Web.

The Administrative Manual is being replaced with the TMCC Policy Handbook. Because procedures tend to change more frequently than policies, the Policy Manual is designed to focus on the policies but provide links to where the most updated procedures are located. A Policy

Section B
Standard Six

Task Force was created to determine a process for adding, revising or deleting a policy. To ensure representation from all constituencies, the Task Force recommended the creation of a representative committee charged with reviewing requests and addressing any challenges associated with the policy. Each committee member is responsible for gathering input from his or her constituents before the committee presents a proposal to the president for approval. This new process will go into effect in the fall of 2010. The other charge of the Policy Task Force was to validate the existing policies for currency and accuracy. This project is underway and is expected to be completed by November 1, 2010. The Office of the President is responsible for keeping the Policy Manual updated.

Standard Seven – Finance

What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?

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 already outlined in Recommendation One. Departments submit to the appropriate director, dean or President's Cabinet member prioritized budget requests, 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. Budget requests should be consistent with and designed to meet one or more of the strategic initiatives of the college. Budget requests originate within departments and are processed through the deans, directors 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, this process is repeated at mid-year. At mid-year, the budget office will estimate the availability of funds to expend on mid-year budget requests. If funding is available, the Cabinet will allocate funds based on department requests, in a process similar to the annual budget process. The budget process and calendar is attached.

Employees responsible for financial administration have access to the NSHE Financial Data Warehouse. The warehouse provides a user friendly interface to the financial system, allowing users to easily determine budget status, expenditures, financial commitments, procurement data, and other financial data. The budget office provides periodic training workshops for the college on the use and capabilities of the financial data warehouse.

Significant financial data is posted on the TMCC budget web site at tmcc.edu/budget. Included are financial processes, appropriate forms and instructions, and annual budgets, and other information. This information can be accessed at the [Budget Office](#) or Controller's Office sites.

The State of Nevada has reduced appropriations to the NSHE, including TMCC, beginning in FY 2008, and continuing through FY 2011. Every effort has been made to keep the budget reductions away from the core mission of the college, teaching and learning. Actions taken to meet the budget reductions with minimal impact upon students include a reduction in staff. To avoid layoffs, the college froze vacant positions beginning in the 2007-2008 academic year, resulting in many unfilled positions. Student demand for courses continued to grow despite the position vacancies. As a result, formerly tenured teaching positions are being filled with non-tenure track contracts. Beginning with FY 2010, many employees are subject to an unpaid leave requirement of one day per month. In lieu of unpaid leave, professors have increased the number of students served by approximately five percent.

Section B
Standard Seven

State Operating Budget Revenues
Actual Revenues except FY 2011, which is Budget

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011 BUDGET</u>
Registration Fee - Surcharge					283,678	1,255,764
Misc Student Fees	88,108	94,281	101,195	107,670	117,778	109,257
Tuition & Fees Unrestricted	6,426,736	6,653,646	7,431,758	8,658,825	9,181,174	8,928,937
Non-Resident Tuition	1,196,105	1,195,971	1,408,953	1,355,534	1,192,525	1,945,044
Investment Income	160,502	132,592	174,176	20,689	-	-
ARRA	-	-	-	-	15,175,897	-
State Appropriations	<u>35,814,260</u>	<u>38,404,321</u>	<u>39,818,678</u>	<u>39,429,972</u>	<u>22,164,587</u>	<u>35,748,021</u>
Total Revenue	43,685,711	46,480,811	48,934,760	49,572,690	48,115,639	47,987,023

Figure B.7.1: State Operating Budget Revenues

As outlined in Standard Two, TMCC merged four academic divisions of the college into three schools, thus reducing the number of deans from four to two. Upon the spring 2010 retirement of the dean overseeing the Workforce Development and Continuing Education division, that division was temporarily assigned to other existing academic areas. The Vice President of Student Services position was merged with the Vice President of Academic Affairs position creating a singular vice president charged with oversight of the two areas.

Summary of Budget Actions Taken from 2008-2011

FY2008 Total \$1,509,930

- Instituted soft hiring freeze, excluding teaching faculty
- Refund of Regia (retired) employee increased costs
- \$500,000 Spanish Springs capital reduction
- \$200,000 Personnel salary savings
- \$473,388 Expenses changed to non-state funds
- \$150,000 Deferral of miscellaneous maintenance
- \$186,542 Reduction in operating accounts (travel, supplies)

FY 2009 Total \$2,907,894

- Deferral of merit for employees
- Eliminated Cosmetology Program and realigned Office Tech Program
- Reorganized instruction, eliminating two divisions
- Merged student services offices
- Continued soft hiring freeze
- \$300,000 Deferred Meadowood HVAC to 2010-11
- \$900,000 Personnel salary savings
- \$386,311 Expenses transferred to non-state funds
- \$25,000 Deferral of miscellaneous maintenance

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\$450,000 Student surcharge revenue
\$246,583 Deferral of employee merit
\$250,000 Postpone equipment/furniture purchase
\$200,000 Capital Improvement Funds use for O&M
\$150,000 Reduction in operating accounts (travel, supplies)

FY10 **Total \$739,485**

Suspension of sabbaticals
Continuation of soft hiring freeze
Employees took on additional duties and the VP of Student Services and Academic Affairs merged into one position
Employee furlough reductions -- 2010 & 2011
Faculty increased their workloads
\$44,529 Insurance reduction give back
\$388,456 Personnel salary savings
\$306,500 Administrative & program restructuring

FY11 **Total \$2,211,500**

Continued soft hiring freeze
Administrative & program restructuring
\$1,500,000 Personnel salary savings
\$306,500 Administrative & program restructuring
\$150,000 Postpone facility and equipment projects
\$255,000 Reduction in operating accounts

The four-year total includes \$7.4 million budget cut which is an 18.4% cut from our 2007-08 operating budget. The budget reductions show a 14% impact on personnel: TMCC has lost 45 non-teaching positions; an additional 34 non-teaching positions are vacant; 33 teaching faculty positions are being filled with adjunct Letter of Appointments or annual contract faculty.

Registration fees have been increased temporarily (surcharges) to offset some of the reduction in state appropriations. During FY 2010, one time federal stimulus funds were used to offset state appropriations. Since 2006, state appropriations have dropped from 82% to 74% of the state operating budget revenues while the tuition¹⁹ portion has increased from 18% to 26%.

¹⁹ Registration Fee Trends, Appendix B.7.1

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Standard Seven

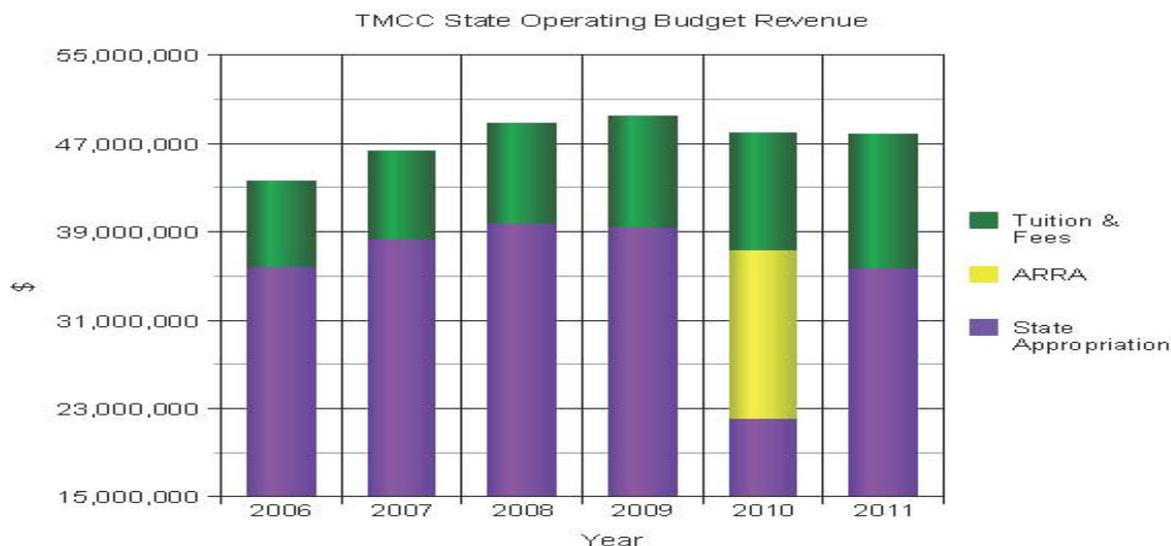


Figure B.7.2: Comparison of State Operating Dollars and Tuition

TMCC Foundation

The TMCC Foundation works in close collaboration with the TMCC external funding and grants office to secure strategic funds with national and state agencies, including targeted outreach to the Nevada congressional contingent to obtain congressional appropriations. In the last two years, TMCC has received or is on the House-approved appropriations funding for 2011 for over \$3 million for a wide variety of funding.

Interestingly, the public support for some programs—Success First and Renewable Energy—were funded based on the successful privately-funded programs secured by the TMCC Foundation. Wells Fargo generously supported a pilot program—C2—which led to the U.S. Department of Education Success First grant of \$285,000, and NVEnergy funded the solar and wind demonstration labs, which led to the U.S. Department of Energy grant of \$500,000.

The TMCC Foundation provides for an annual faculty and staff grant program that is funded by employee donor contributions and parking meter funds. Full-time faculty and staff are eligible to apply for the grants, which fund projects that enhance the college’s benchmark performance. Grant awards typically range from \$300 to \$7,500. In 2009, the [Foundation](#) awarded approximately \$45,000 for programs that directly serve our students.

In April 2010, the TMCC Foundation Board of Trustees voted unanimously to hire a consultant, The Clements Group, to conduct a feasibility study to determine the potential for a major gifts campaign. Resource development is a key consideration as TMCC weighs its future priorities. With decreasing state funding for several years and a realistic expectation of future reductions in state funding, the college must consider securing alternative resources for achieving its goals. The preliminary case for support will test the community’s support for seven initiatives for which the college is considering seeking private funds to move from vision to reality.

Standard Eight – Physical Facilities

What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?

The Facilities Services department is responsible for operating and maintaining the physical environment of the college community. The objective of facilities services is to plan, construct, and maintain operationally efficient, aesthetically pleasing, and clean buildings and grounds that support the learning environment.

Major Projects 2006-2010		
Year Completed	Project / Description	Project Cost
2006	Red Mountain 310 Science Lab Upgrade (Dandini Campus) Tenant Improvement to upgrade and expand the existing science lab.	\$460,000.00
	Machine Shop (IGT Applied Technology Center) Tenant Improvement to create a Machine Shop within the existing building.	\$215,000.00
2007	Red Mountain Exterior Signage (Dandini Campus) Provide additional illuminated directory and building signs around the Red Mountain Building.	\$82,000.00
	IGT HVAC Lab Relocation (IGT Applied Technology Center) Relocated the HVAC lab from second floor to the first floor, along with other general improvements to the lab.	\$70,000.00
2008	Emergency Phone Poles at all sites Installed (7) 911 emergency poles at all sites for safety.	\$71,000.00
	Sierra Back Up Power Generator (Dandini Campus) Installed a 125 kw generator in the Sierra Building for back up emergency power.	\$70,000.00
	Parking Lot Repair for ADA/Safety (Dandini Campus) Completed partial paving and filling of pot holes throughout campus.	\$540,000.00
	Red Mountain Server Room Relocation (Dandini Campus) Relocation and expansion of the I.T. main server room.	\$425,000.00
	Red Mountain Fire Code Improvements (Dandini Campus)	\$2,538,290.00

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	Project to bring up the Red Mountain building in compliance with current fire codes, including but not limited to sprinklers, seismic bracing (sprinklers), exiting, electrical and the addition of glass wall to enclose the existing 4th floor atrium.	
	IGT Structural Roof Reinforcement (IGT Applied Technology Center) Reinforced the existing roof structure to comply with current structural codes and loads.	\$998,000.00
	Red Mountain Signage/Wayfinding (Dandini Campus) Purchase and install of interior signs and wayfinding for the Red Mountain Bldg.	\$190,000.00
2009	Elevator Improvements all sites ADA and general improvements for all elevators.	\$236,000.00
	IGT Solar Panel Installation (IGT Applied Technology Center) Installation of a 10 kw PV solar panel system with use of NV Energy Grant.	\$100,000.00
2010	Red Mountain Transformer Replacement (Dandini Campus) Replaced oldest 2500 kva transformer on site due to high gas levels.	\$50,000.00
	Meadowood South HVAC Replacement (Meadowood Site) Replaced all VAV boxes, installed dedicated cooling units in server room, and made other general improvements.	\$500,000.00
	Nursing Simulation Lab & Upgrades (Dandini Campus & Redfield site) Built simulation labs in Redfield and Red Mountain buildings. Completed upgrades to Nursing and Dental areas in the Red Mountain building, such as carpet, ceilings, lighting and HVAC upgrades.	\$436,000.00

Figure B.8.1: Major Facilities Projects

Facilities Services maintains a [Master Project List](#) which is updated on an annual basis. Projects are placed on the master project based on proposals brought forward in the various master plans. The projects are then matched with a funding source and submitted to the cabinet for approval. Additional approvals may also be required by the State Public Works Board and the NSHE Board of Regents.

Facilities Services updated the 2008 [Property Inventory Report](#) during spring 2010. The plan contains information for all campus facilities. Examples of information included in the report are maps, aerial photographs, square footage, floor plans, construction dates, and parking facilities. The plan was presented to the Board of Regents and approved at the September 2010 meeting. The current plan is posted on the Facilities website.

Standard Nine – Institutional Integrity

How does the institution ensure high ethical standards in its treatment of students, faculty, and staff?

TMCC continues to ensure that the standards upon which it operates place a premium on the ethical treatment of students, faculty, and staff. Those standards are reflected in the development of the values clause added to the Mission statement in 2009. Two key values reinforce that emphasis:

- Ethical practices and integrity.
- Respect, compassion, and equality for all persons.

Safety

TMCC has always prided itself on maintaining a safe campus. Crime statistics are posted annually in the college catalog. The [Police Department](#) Web page provides frequent updates on safety issues and links to a number of on campus and off campus resources. TMCC has placed an emphasis on efforts to prevent crime by offering programs such as those listed below:

- **Emergency Phones:** 911 emergency phones are placed in highly visual external locations throughout all TMCC campuses.
- **Escort Service:** Escorts, particularly during hours of darkness, are available for persons walking on campus.
- **E-mail Alerts:** An e-mail alert system has been developed which can deliver warning messages to the campus community when unsafe behavior has been identified.

Training

The college also has made a concentrated effort to fulfill its strategic goal to create a “welcoming and diverse environment.” Activities include:

- **[Safe Zone Training:](#)** Training was provided to educate faculty, staff and students at Truckee Meadows Community College about the issues of the lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ) communities. Through education, advocacy and awareness of LGBTQ issues, the program assists in the promotion of a climate that is safe and welcoming for all members of the TMCC community.
- **[H1N1:](#)** In response the threat of the H1N1 virus, TMCC formed an emergency workgroup tasked to develop a response to the threat. From that workgroup came a series of operations plans designed to deal with the potential impacts. Educational presentations were also provided to members of the college community.

- [Active Shooter Training](#) – Mandatory training was provided to all college employees during the spring and fall of 2009 on recognizing potential workplace violence as well as how to respond to an active shooter on campus.

Monitoring Reports

One vehicle the college uses to help fulfill its responsibilities for stewardship of its resources is internal audits. The following includes audits that have occurred since the 2005 self study report:

- Human Resources (2006)
- Cashier's Office (2006)
- Professional Leave Accounting (2007)
- Grant-in-Aid (2007)
- Presidential Exit (2007)
- Theater Department (2009)
- Automotive Department (2010)

Conflict of Interest

Two significant policies were developed in response to potential conflict of interest issues:

- The Faculty Professional Standards Committee developed a [Textbook and Educational Materials policy](#) in response to potential abuses in the selection of textbooks. This policy outlines steps which need to be followed when faculty write and select their own text for their courses.
- In response to a Board of Regents policy change, the Faculty Senate also developed a reporting tool that identifies outside compensation²⁰ which could create the appearance of a conflict of interest and/or a conflict of commitment by college employees. The report is submitted each year when annual contracts are signed.

²⁰ Outside Compensation Conflict-of-Interest and Conflict-of-Commitment Report, Appendix B.9.1

Summary

Truckee Meadows Community College has made substantial progress in responding to the recommendations of the 2005 Comprehensive Evaluation Report. As outlined in this report, the college's response to recommendation two reflects a campus community that is fully engaged in coordinated planning and assessment. Recommendations one, three, four, and five were substantially corrected before the Focused Interim Evaluation in 2007, yet the college has continued to build and improve on those areas.

TMCC has undergone significant changes in the past five years. Some of the more significant changes which have been outlined in this report are:

- The development of a revised mission statement and the addition of vision and values statements.
- Significant changes in the organization of the college including a new President, the merger of the Student Services and Academic Affairs into a single unit, and the creation of three schools from four academic divisions.
- Significant improvements in assessment including a clearly defined process for course and program approvals.
- Completion of over 175 assessment reports outlining course and program improvement activities.
- The installation of a new student records system.
- Substantial revisions to career and technical programs due to system changes in general education requirements.
- Student FTE grew approximately 25% and student headcount increased 17%.
- The implementation of a number of new student policies which are designed to increase student retention and graduation rates.
- The number of students receiving financial aid increased 12%.
- Eighteen percent budget cuts in state funding created significant challenges in staffing and programmatic offerings.
- The college continued to maintain and improve its physical facilities despite the absence of new state funds for capital improvement.



BUDGET DEVELOPMENT/PLANNING TASKS

FY 2010 Mid-Year and FY 2011 Annual

Planning Process	Major Task	Deadline
FY 2010 Mid-Year Review – State funded Budget	Mid-Year Requests (Budget Request Form on Budget Web site, www.tmcc.edu/budget)	Initial Cabinet Review – November 2009.
FY 2010 Mid-Year Review – Self-Supporting Budgets and Summer School 2010	Submit spending variances over 25% for Board of Regents approval (Forms will be on Budget Web site)	November – December process (Budget Office initiates; Vice Presidents’ approve.)
FY 2011 Budget (State Operating and Self-Supporting)	Staffing Review / Requests (Budget Request Form on Budget Web site)	Initial Cabinet Review December 2009
FY 2011 Budget (State Operating and Self-Supporting)	Non-staff-related Budget Requests (Budget Request Form on Budget Web site)	Vice Presidents send budget requests to Budget Office late January 2010. Cabinet initial review February 2010. Final Cabinet Review of Prioritized Division Requests March 2010.
FY 2011 All Funds Budget	Final Review and Approval	Final Review by President – date contingent on Board of Regents Calendar (TBD)



BUDGET DEVELOPMENT/PLANNING PROCESS

Major Milestones - FY 2011

CAVEAT: Decisions by Board of Regents may modify these dates.

- | | |
|---|---------------------------|
| 1. Budget Web site updated with current forms, instructions, and calendars. | September 2009 |
| 2. Divisions begin discussions of FY 2010 mid-year requests and FY 2011 new staffing requirements. Requests are prepared and prioritized. | September – November 2009 |
| 3. Cabinet reviews and prioritizes FY 2010 mid-year requests. | November 2009 |
| 4. Divisions begin discussions of FY 2011 non-staffing related budget requests. | November - December 2009 |
| 5. Cabinet reviews FY 2011 staffing requests. | December 2009 |
| 6. Divisions submit FY 2011 non-staffing budget requests to Budget Office. | Late January 2010 |
| 7. Cabinet has initial discussion of FY 2011 non-staffing requests. | February 2010 |
| 8. Divisions finalize and prioritize their FY 2011 non-staffing requests. | February 2010 |
| 9. Cabinet reviews and approves all requests (staffing and non-staffing; all funds). | March 2010 |
| 10. Budget finalizes FY 2011 Budget, including budget requests. | March – April 2010 |
| 11. Budget initiates Self-Supporting Budget process (budget requests already included in above processes). | March – April 2010 |
| 12. Cabinet approves All Funds Budget. | April -- May 2010 |
| 13. All Funds Budget filed with system office and loaded into financial system. | June 30, 2010 |



Planning and Budget Council

Strategic Planning Timeline

Updated: 8/19/2010

Nov. 7, 2008

- PBC meets for regular meeting where a subcommittee presented a draft mission statement.
- After review, members are asked to share this statement with college constituency groups and report back to the PBC chairs and committee.
- The mission subcommittee drafts a values statement to support the mission.
- The Values Statement is circulated electronically to members for feedback.

Dec. 12, 2008

- PBC meets and reviews feedback.
- Mission and Values Statements are finalized and the Vision Statement is discussed.
- Strategic Initiatives discussed by subcommittee; goes back further refining.

Dec. 15-19, 2008

- Materials circulated via e-mail.
- Feedback collected.

Dec. 19, 2008

- PBC subcommittee on strategic initiatives finalizes draft of initiatives.
- Eight condensed to four; circulated to the PBC membership.

Jan. 12-23, 2009

- PBC co-chairs and members assist with Professional Development Days.
- Vision, Mission, Values and Strategic Initiatives presented to college community and discussed.
- Breakout groups discuss major policy issues.

Feb. 20, 2009

- PBC membership makes final updates and approves the Vision, Mission, Values and Strategic Initiatives recommendations.
- These statements are sent to President's Cabinet.
- Top issues for policy/strategy determination from Professional Development Days discussed and adopted
 - Top three involved developmental courses

- The goal is to implement something that will require students to take these courses to provide them with the skills and resources they need to help them succeed.

March 2, 2009

- Vision, Mission, Values and Strategic Initiatives presented to President’s Cabinet.
- Cabinet approved the statements with some updates.

April 2, 2009

- Vision mission values presented to NSHE Board of Regents

April 17, 2009

- Staffing plan assumptions presented to PBC.
-

May 15, 2009

- Strategic initiatives final updates presented to Planning Council.

May 28, 2009

- Staffing plan assumptions presented to President’s Advisory Council.

Sept. 25, 2009

- Review of past year’s work (vision, mission, values).
- Strategic initiatives presented; these had been finalized by the council in spring 2009 and reviewed/condensed by the co-chairs and administration during the summer

Sept. 25 – Oct. 2

- Feedback on new version of strategic initiatives sent to co-chairs.

Oct. 12

- Update published in TMCC This Week e-newsletter.

Oct. 12 – 16

- Feedback incorporated into strategic initiatives.

Oct. 19 – 23

- Strategic initiatives reviewed by council members.

Oct. 23

- Packets for one-day workshop sent out to council members in preparation of workshop.

Oct. 28

- One-day workshop to develop implementation plan, the final piece of the master plan document.

November

- Co-chairs put implementation plan information from workshop and into consistent, standard format.

December

- Dec. 11 - Updated draft of implementation plan from PBC co-chairs to VPAA/SS for review.
- Dec. 17 – Meeting (PBC co-chairs and VPAA/SS) to review implementation plan draft.

January 2010

- Jan. 11 - PBC co-chairs meet to review latest implementation plan draft after holiday break.
- Jan. 14 – Meeting with VPAA/SS by co-chairs to review implementation plan draft; updates made as needed.
- Jan. 22 - Latest implementation plan draft out to PBC members for review.
- Jan. 22-29 - PBC members send comments/feedback to co-chairs to prepare updated draft for college community.

February 2010

- Feb. 5 - Latest implementation plan draft out to college community for review.
- Feb. 5-19 - College community sends comments to PBC co-chairs.
- Feb. 26 - PBC meeting to review "final" draft (with college community comments/input included).

March 2010

- March 1 – overview to President’s Advisory Council
- March 29 – Implementation plan goes to president’s cabinet for presentation.

April 2010

- April 9 – PBC meeting to review plans, hear about accreditation.

Summer 2010

- Co-Chairs meet to discuss how the implementation plan fits with other college plans (technology, facilities, education master plan, etc).

Aug. 23, 2010

- PBC co-chairs and VPAA present overview of strategic master plan and educational master plan to college community during professional development days.

Sept. 24, 2010

- PBC scheduled meeting.



Performance Benchmarks



	Baseline	Current	Goal
<i>Enrollment Trends</i>	2002	2006	2012
Ethnic Minorities (Unreported & International excluded)	20%	24%	30%
Capture Rate of WCSD Graduates	24%	25%	35%
Student Headcount	11,250	12,193	14,360
Student FTE	5,324	6,210	7,121
<i>Student Achievement</i>	Fall 02 Cohort	Fall 06 Cohort	Fall 12 Cohort
Persistence - Fall to Spring (new, degree-seeking students)	64%	65%	70%
Persistence - Fall to Fall (new, degree-seeking students)	47%	51%	65%
Retention (course completion rate)			
College wide	75%	69%	78%
Developmental English	71%	56%	70%
Developmental math	55%	39%	70%
Transfer - Subsequent enrollment at another institution	20%	20%	27%
Successful Transition - Developmental to Collegiate Math	52%	58%	68%
Successful Transition - Developmental to Collegiate English	61%	59%	69%
<i>Degree Attainment/Graduation Rate</i>	Fall 03 Cohort*	Fall 04 Cohort*	Fall 08 Cohort*
New FT freshmen 3-yr grad rate	6%	9%	15%
New FT freshmen 4-yr grad rate	10%	n/a**	20%

*different baseline and current years are used for this section due to specifics of cohort type analysis
 **Figure will be updated in Fall 08.



TMCC Office of Institutional Research (8/14/08)

Section A – Recommendation 1
Appendices

To: President's Cabinet, Planning Council Chair

From: Cathy Brewster, Professional Development Manager

Date: September 4, 2008

A summation of the feedback and conclusions from the seven breakout sessions that met on Monday, August 18 as part of Professional Development Days to discuss benchmarks regarding Student Achievement follows. For question #1, each group was asked to establish 2 – 3 priorities; in reviewing the feedback the following priorities appeared with the greatest frequency:

- #1 Retention (mentioned by all seven groups)
- #2 Developmental education persistence/retention (mentioned by five groups)
- #3 – #4 (tie) Fall to spring persistence and WCSD capture rate (both mentioned by two groups)

The data regarding questions 2 and 3 appears on this chart as it appears on the flipcharts.

1. Based on the reviewed materials, identify 2-3 top priorities for the College to focus on that would make the biggest impact on student achievement at the course level and college-wide.

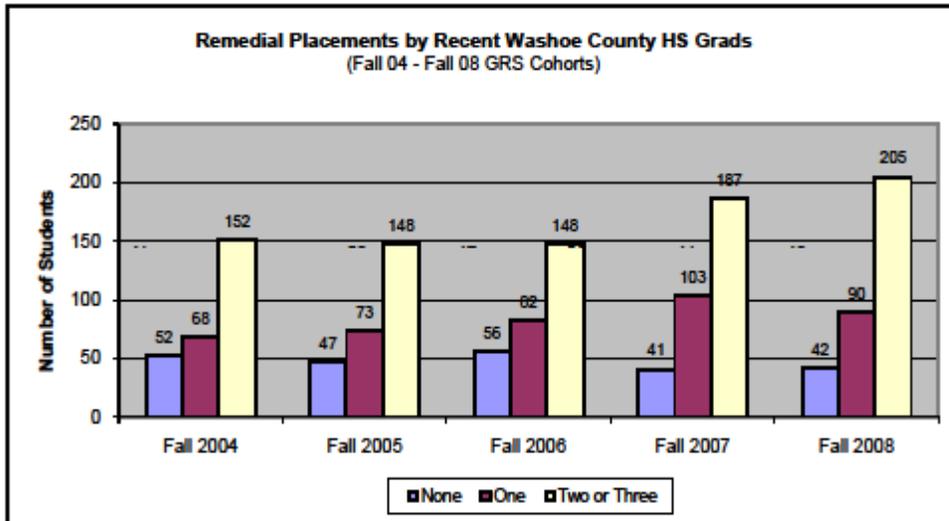
White	<ul style="list-style-type: none"> 1. Developmental transition to credit classes 2. Assessment 3. Headcount vs. funding
Red	<ul style="list-style-type: none"> 1. Increase graduation rate (stress value of 2 year degree) 2. Course retention 3. Increase capture rate from WCSD and outreach to underrepresented groups. <p><i>Comments from Red group: Increase persistence; course retention rate in English and math, capture rate increase from WCSD and underrepresented groups (get students to stay in area, service to community, increase in FTE – Strategy: increase K-12 outreach); reach out to minorities and underrepresented groups; promote values of 2 year degree (strategy); establish articulation agreement with UNR that works; increase assessment to campus wide; increase graduation rate.</i></p>
Yellow	<ul style="list-style-type: none"> 1. Increase student success in developmental education. <i>Comments: Decreasing developmental numbers, retention and transition, what resources are available?</i> 2. Increase graduation/ retention rates <i>Comments: Poor graduation/retention rates. How can we more effectively engage students? How do we identify high-risk students?</i>

Section A – Recommendation 1
Appendices

**Analysis of GRS Cohorts:
Developmental Math, English, Read Placement
Recent HS Grads**

Findings:

1. Over the last 5 years, approximately half (50%) of our GRS cohorts have been recent Washoe County high school grads.
2. Among the 337 Fall 2008 GRS cohort recent Washoe County high school grads, 205 had 2 or 3 remedial placements using Accuplacer test scores, 90 had 1 remedial placement and 42 had no remedial placements.



Number of Developmental Placements (Accuplacer)	Not A Recent HS Grad		Recent WCSD Grad		Recent Other HS Grad	
	#	%	#	%	#	%
0	52	22.3%	42	12.5%	11	15.3%
1	59	25.3%	90	26.7%	15	20.8%
2	108	46.4%	184	54.6%	43	59.7%
3	14	6.0%	21	6.2%	3	4.2%
Total	233	100%	337	100%	72	100%

*1 Zero Accuplacer Placements may be a result of no available Accuplacer scores rather than all college placements

Section A – Recommendation 1
Appendices

**Analysis of Retention: Developmental and Distance Ed and Effect of Age
Fall 2008**

Type of Course Sorted by Decreasing Rate of Retention	Enrolled	Retained	% Retained	rate of retention: 21 or younger	rate of retention: 22 or older	difference between older and younger groups retention
All Courses Not Distance Ed and Not Developmental	22214	17040	77%	75%	78%	4%
All Courses Not Distance Ed	25634	18969	74%	71%	76%	5%
All Courses Not Developmental	30081	22044	73%	72%	74%	2%
All Courses	34134	24204	71%	69%	72%	4%
Distance Ed Not Developmental	7867	5004	64%	61%	65%	4%
All Distance Ed	8500	5235	62%	58%	63%	5%
Developmental Not Distance Ed	3420	1929	56%	53%	60%	8%
All Developmental	4053	2160	53%	50%	56%	6%
Developmental and Distance Ed	633	231	36%	27%	41%	14%
Developmental and Distance Ed Math	471	150	32%	21%	38%	17%
Developmental and Distance Ed English	162	81	50%	44%	55%	11%

* Older students do better than younger students in any course type.

* Age makes the most difference in courses that are both DEV and DE. In these courses, older students have retention rates that are 14 percentage points higher than younger students.

* Rate of retention is lowest in developmental courses offered as distance ed sections.

TMCC Office of Institutional Research, 02/26/09

Issues for Policy/Strategy Determination

Discussed at the professional development workshops on Jan. 21 and 22

Prepared by Cathy Brewster and Kyle Dalpe

Developmental Education

1. TMCC currently does not require students who place into a developmental course to enroll in such a course. Students who place into developmental reading, writing and/or math may choose to not enroll in such a course.

Strategies proposed:

- a) All developmental education course work must be completed prior to enrolling into college level course work.
- b) Students may enroll in developmental classes at the same time as college level classes which have no pre-requisites set by the department. (Some 100 level courses may not need to have the students complete a developmental course to take their course.)

Note: Millennium scholarship students are impacted because they cannot get money for developmental or remedial level classes per the guidelines.

- c) Rename developmental courses – ideas: College Prep (but they are already in college), perhaps Foundation English, Math, etc. or Transitional Math or College Success Math.

Note: The term developmental courses are used throughout the catalog in describing courses.

- d) If placed in developmental English/reading/math then students must take reading or English before math.

Concern: Students already delay completing math for various reasons and math is one of the strongest barriers to completing a degree. Could we consider co-enrollment?

Development Reading & Mathematics

2. TMCC offers two reading courses (developmental and college-level). A significant number of TMCC students tested do not read at college level.

Strategies proposed:

- a) The college should commit to offering enough sections of developmental courses, including late start courses.

Note: In fall 07, the college offered 64 sections of developmental English, 119 sections of developmental math, and 3 sections of developmental reading. This absorbed 39% of the potential need; the “demand” for developmental courses is an estimate. How many sections to add should be carefully reviewed.

- b) Limit students repeating developmental courses to one time, after that intervention required; if two non-completions required taking lower level course.

Concern: Need to identify these students and prevent them from registering for the third time for a course they already failed twice. Requiring a student to take a lower level course is not the solution that will work for every student. Some may need another type of support or intervention.

- c) Reading specific suggestions:

- i. Reading 093, Reading Improvement is linked to an Accuplacer score of 0 – 49.
- ii. Reading 135, College Reading Strategies is linked to an Accuplacer score of 50 – 85.
- iii. A reading score of 0 – 49 results in Reading 093 required and English 091 being required. These are linked.

- d) Specific Math suggestions:

- i. Math 093/095 equals 5 credits; Math 095/096 equals 5 credits.
- ii. Complete developmental math in one year; skills include math study.
- iv. Research needed to determine if Reading 135 is required. Probably strongly recommended cut.
- v. Required = either: put Reading pre-requisites on courses or require degree seekers who place into Reading 093 to take it in the first term/year.

- e) All students take Accuplacer and are placed accordingly.

- f) If not testing into college level courses, students must take developmental courses.

- g) Attach pre-requisites to college level courses reflecting developmental education requirements.

- h) If student tests into developmental courses, they need to take the course during the first semester at TMCC.

Study Skills / EPY

3. New students are not required to take a college skills course designed to improve course completion.

Strategies proposed:

- a) Students who score into more than one developmental reading/math/English class would be required to take a college success skills class.
- b) Offer 3+1 = 4 credit classes (English) and include development skills training within the class.
- c) Utilize college resources such as:
 - i. Embedded peer tutoring.
 - ii. Offer skills workshops before and during semester and have successful student speaker in classes.
 - iii. Additional access to math and writing center, advisement, and counseling for at- risk groups.
- d) Mandatory advisement required until developmental courses are completed, with advisement staff being given special training.
- e) Keep college skills courses open to all students.
- f) Should not require EPY unless indicated by Accuplacer/testing into two developmental classes.
- g) Appropriate college skills courses to be determined within departments.

Suggestions for Further Consideration

- Review drop date; does it have an impact on student success?
- Likewise review audit date.
- Would issuing mandatory midterm grades have an impact on student success?
- Establish interdisciplinary council to address issues, serves as clearinghouse success strategies to improve retention.
- Give students' information for their Path to Success; reinforce the value added of taking developmental courses, including statistics.

Section A – Recommendation 2

Appendices

Complete and submit your assessment report electronically to your Academic Dean. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your program or discipline.

Program, Discipline or Course Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on Program, Discipline or Course
In the boxes below, summarize the outcomes assessed in your program or discipline during the last year.	In the boxes below, summarize the methods used to assess program, discipline, or course outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this assessment, will you revise your outcomes? If so, please summarize how and why in the boxes below.
Outcome #1:				
Outcome #2:				
Outcome #3				

For Program, Discipline or Course Assessment Reports:

I have reviewed this report:

Department Chair

Dean

Date_____

Date_____

Vice President of Academic Affairs and Student Services

Date_____

Program/Discipline/Course Assessment Report Discipline: Chemistry**Course Number: CHEM 121 & CHEM 122****School/Unit: SOSC****Submitted by: Kathleen Kolbet****Academic Year: 2009-2010**

Complete and submit your assessment report to your Academic Dean. As needed, please attach supporting documents and/or a narrative description of the assessment activities in your program/discipline.

Program/Discipline Outcomes	Assessment Measures	Assessment Results	Use of Results	Effect on the Program/Discipline
In the boxes below, summarize the outcomes assessed in your program or discipline during the last year.	In the boxes below, summarize the methods used to assess program or discipline outcomes during the last year.	In the boxes below, summarize the results of your assessment activities during the last year.	In the boxes below, summarize how you are or how you plan to use the results to improve student learning.	Based on the results of this year, will you revise your assessment plan? If so, please summarize how and why in the boxes below.
Outcome #1: (CHEM 121) The student will gain knowledge of how chemical composition and molecular structure determine the physical properties of pure substances and mixtures through textual materials, lectures, practice problems, and laboratory work.	Pre- and post- exams were used both semesters to test the students' knowledge coming into the course and what they learned during the course. The exams were developed from the ACS Exam bank and follow the same format used the last four years in CHEM 121.	See the attached data table and graph on the Hake gain and subject areas.	Based upon the results, we will need to focus on a number of topical areas with increased tutorials and assigned homework questions (see the narrative below for CHEM 121).	Over this summer, we will be reworking the pre- and post-assessment exams. We also will be introducing more online tutorial problems (see the narrative below for CHEM 121) and encourage more students to attend the CHEM 120 Recitation.

Section A – Recommendation 2

Appendices

<p>Outcome #2: (CHEM 121) The student will gain knowledge of the nature of the physical and chemical properties of matter; e.g. on the periodic table, elements are arranged in sequence by increasing atomic number and this arrangement is useful for predicting the properties of elements and compounds; through, textual materials, lectures, practice problems, and laboratory work.</p>	<p>Pre- and post- exams were developed and used to test the students' knowledge coming into the course and what they learned during the course. The exams were developed from the ACS Exam bank for General Chemistry.</p>	<p>See the attached data table on the Hake gain and subject areas.</p>	<p>Based upon the results, we will need to focus on a number of topical areas with increased tutorials and assigned homework questions (see the narrative below for CHEM 121).</p>	<p>Over this summer, we will be reworking the pre- and post-assessment exams. We also will be introducing more online tutorial problems (see the narrative below for CHEM 121) and encourage more students to attend the CHEM 120 Recitation.</p>
<p>Outcome #3: (CHEM 122) The student will gain knowledge that the rate of a chemical reaction depends on the concentrations of species and the temperature of the system and that these are a result of the reaction pathway and The student will gain knowledge that an equilibrium is established when two opposing processes occur at equal rates, that when a reaction is disturbed, the system reacts to minimize the disturbance, and that reactions at equilibrium are quantitatively described by a temperature dependent equilibrium constant ratio through, textual materials, lectures, practice problems, and laboratory work.</p>	<p>At this time, only a final exam for CHEM 122 has been developed using the ACS Exam bank for General Chemistry. It is in its third year.</p>	<p>Overall, the results are mixed, though overall students did poorer on some of the topics than in the previous year. The only area showing significant improvement is in the study of intermolecular forces. There were no students who scored 100%, but more of a middle range this time around with overall fewer low scores. Scores on mid-semester exams matched well with the level of understanding on the final.</p>	<p>Based upon the results, we will need to focus on a number of topical areas (see the narrative below for CHEM 122).</p>	<p>Over this summer, we will be reworking the pre- and post-assessment exams. We also will be introducing more online tutorial problems. The faculty teaching CHEM 122 as a whole will be involved in developing more in class activities to help in problem areas.</p>

Section A – Recommendation 2

Appendices

CHEM 121 Assessment Data

	SP 2010	FA 2010
Retention	73.6%	72.6%
Average Hake Gain	0.38	0.39

The problem areas in CHEM 121 are highlighted in the topics table.

Most of the problem areas did not improve from fall to spring semesters, however, as a group, we have discussed some strategies for improving scores in certain areas. In the area of Acid/Base Neutralization, one faculty member gave the same question on an in class quiz for three weeks and saw his class average for that problem on the final rise to 64%. Since most of the faculty do not use in class quizzes, we've decided to use the online homework system and program in some extra tutorial problems to be included on the weekly assignments that repeat the questions in problem areas to try to reinforce student learning. We also discussed in class strategies to include more active learning opportunities, especially for the part-time faculty who have not used such methods in the past.

The drop in the Gas Laws score can be attributed to the rush we had at the end of the Spring 2010 semester to cover the last bit of material.

In addition, attendance in the Recitation section for CHEM 120 was very low this year, most likely because of how students had to enroll in the course. The enrollment issue has been dealt with and we're going to work hard to encourage students who are struggling within the first week to join the course.

Topic	SP 2010	FA 2010
Acid/Base Neutralization	23%	30%
Activity of Metals	65%	62%
Atomic Structures	50%	52%
Atomic Symbols	39%	50%
Balancing Equations	67%	68%
Bonding	80%	78%
Calorimetry	41%	38%
Density	67%	67%
Electron Configurations	36%	37%
Electron Domain Geometry	47%	46%
Gas Laws	27%	67%
Gas Stoichiometry	22%	33%
Heat of Formation	57%	54%
Hess's Law	28%	34%
Hybridization	43%	43%
Kinetic Molecular Theory	68%	71%
Limiting Reactant	51%	55%
Mass Percent/Nomenclature	68%	69%
Mixtures/Pure Substances	44%	48%
Molecular Structure	74%	71%
Nomenclature	34%	39%
Orbital Diagrams	58%	56%
Orbitals	42%	50%
Oxidation Number	47%	49%
Periodic Properties	38%	36%
Polarity	70%	75%
Precipitation Stoichiometry	41%	46%
Significant Figures	46%	48%
Solubility Prediction	45%	52%
Stoichiometry	77%	74%

Section A – Recommendation 2

Appendices

CHEM 122 Assessment Data

Retention **SP 2010**
73.0%

Only data from Spring semester 2010 is included for CHEM 122. We had two new faculty teaching CHEM 122 this semester, and overall results were not too bad compared with prior semesters. However, there are a number of highlighted areas which we as a faculty need to work on.

With the new changes in MasteringChemistry, we will be introducing new tutorial problems, especially on topics students consider more difficult. As a faculty, we have also discussed methods to incorporate active learning in the classroom and the possibility of a recitation section in the future for CHEM 122 similar in format to that of CHEM 121.

Topic	SP 2010
Activation Energy	50%
Amphoteric Species	30%
Boiling Point and IMF	42%
Buffers	48%
Cell Potential (nonstandard)	40%
Cell Potential	68%
Changes in K	58%
Changes in Solubility	33%
Colligative Properties	63%
Colligative Prop. & Ions	35%
Entropy Predictions	62%
Equilibrium Calculation	65%
Free Energy and Entropy	63%
Free Energy and Spontaneity	72%
Freezing Point Depression	35%
IMF and Properties	55%
Integrated Rate Laws	65%
Intermolecular Forces	58%
Kinetic Theory	62%
Le Chatelier's Principle	65%
Method of Initial Rates	57%
Molality	65%
pH and pOH	80%
pH of salts	65%
pH of Weak Acid	38%
Phase Diagram	57%
Solubility	40%
Solubility and IMF	77%
Standard Cell Potential	32%
Titration Calculation	22%

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Section B – Standard Two
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New Degrees, Emphases, and Certificates for the period of 2005-2010
AA-Anthropology Emphasis
AA-English Emphasis
AA-Entrepreneurship Emphasis
AA-Fine Arts: Dance Emphasis
AA-Fine Arts: Musical Theater Emphasis
AA-History Emphasis
AA-Logistics Management Emphasis
AA-Psychology Emphasis
AAS-Administrative Professional (<i>Administrative Assistant was renamed</i>)
AAS-Architectural Design Technology: Residential Design Emphasis
AAS-Civil Engineering Practitioner
AAS-Construction Technologies: HVAC/R Emphasis
AAS-Construction Technologies: Renewable Energy Emphasis
AAS-Early Childhood Education: Administration of Early Care and Education Programs Emphasis
AAS-Logistics Management
AAS-Manufacturing Technologies
AAS-Manufacturing Technologies: Drafting Emphasis
AAS-Manufacturing Technologies: Fabrication Emphasis
AAS-Manufacturing Technologies: Machining Emphasis
AAS-Manufacturing Technologies: Production Systems
AS-Biology Emphasis
AS-Chemistry Emphasis
AS-Computer Science Emphasis
AS-Dental Hygiene

Section B – Standard Two
Appendices

AS-Dietetic Emphasis
AS- Environmental Science
AS-Geoscience Emphasis
AS-Horticulture Emphasis
AS-Mathematics Emphasis
AS-Physics Emphasis
Certificate of Achievement-Administrative Professional (<i>Administrative Assistant was renamed</i>)
Certificate of Achievement-Banking
Certificate of Achievement-Entrepreneurship
Certificate of Achievement-Logistics Management
Certificate of Achievement-Welding for Art

Discontinued Degrees, Emphases, and Certificates for the period of 2005-2010
AA-Applied Anthropology
AA-Criminal Justice-Community Policing and Problem Solving Emphasis
AA-Criminal Justice: Pre-Law Emphasis
AA-Elementary Education
AA-Secondary Education
AAS-Apprenticeship: Associated Builders and Contractors, Gaming Dealer, High Sierra Chefs Association (Cooks), Stagehand, Teamsters (Construction Truck Driving), and UNR Building Maintenance Program Emphases
AAS-Architectural Design Technology: Golf Course Management Emphasis
AAS-Computer and Office Technology
AAS-Criminal Justice: Corrections-Probation Emphasis

Section B – Standard Two

Appendices

AAS-Criminal Justice: Juvenile Justice Emphasis
AAS-Criminal Justice: Investigations Emphasis
AAS-Dental Hygiene
AAS-Early Childhood Education: Early Childhood Special Education Emphasis
AAS-Engineering-Drafting
AAS-Environmental Control Technology: Building System Maintenance Technician Emphasis
AAS-Environmental Control Technology: Industrial Maintenance Technology Emphasis
AAS-Heating, Ventilation, Air Conditioning/Refrigeration
AAS-Manufacturing Technologies: Electronics Emphasis
Certificate of Achievement-Accounting Technology
Certificate of Achievement –Apprenticeship: Associated Builders and Contractors, Gaming Dealer, High Sierra Chef Association (Cooks), Stagehand, Teamsters (Construction Truck Driving), and UNR Building Maintenance Program
Certificate of Achievement-Building System Maintenance Technician
Certificate of Achievement-Construction Management: Business
Certificate of Achievement-Computer Information Technology: Networking
Certificate of Achievement-Early Childhood Education: Director
Certificate of Achievement- Electronics Technology
Certificate of Achievement-Graphic Communications: Digital Media
Certificate of Achievement-Graphic Communications: Imaging Technologies
Certificate of Achievement-Legal Office Professional
Certificate of Achievement II-Early Childhood Education: Teacher
Cosmetology Program
Manufacturing Training Program (MAANN)

Required Enrollment Steps (RES) Outcomes Report

Overall Assessment

The overall objectives of RES initiative is to improve the success of students at the institution. The college benchmarks are centered around indicators related to student success. The improvement in TMCC Benchmarks can also be used as indication of the RES initiative accomplishing its goals. Ultimately, all of our initiatives, RES including, should be contributing to student success and that would find its reflection in TMCC Benchmarks.

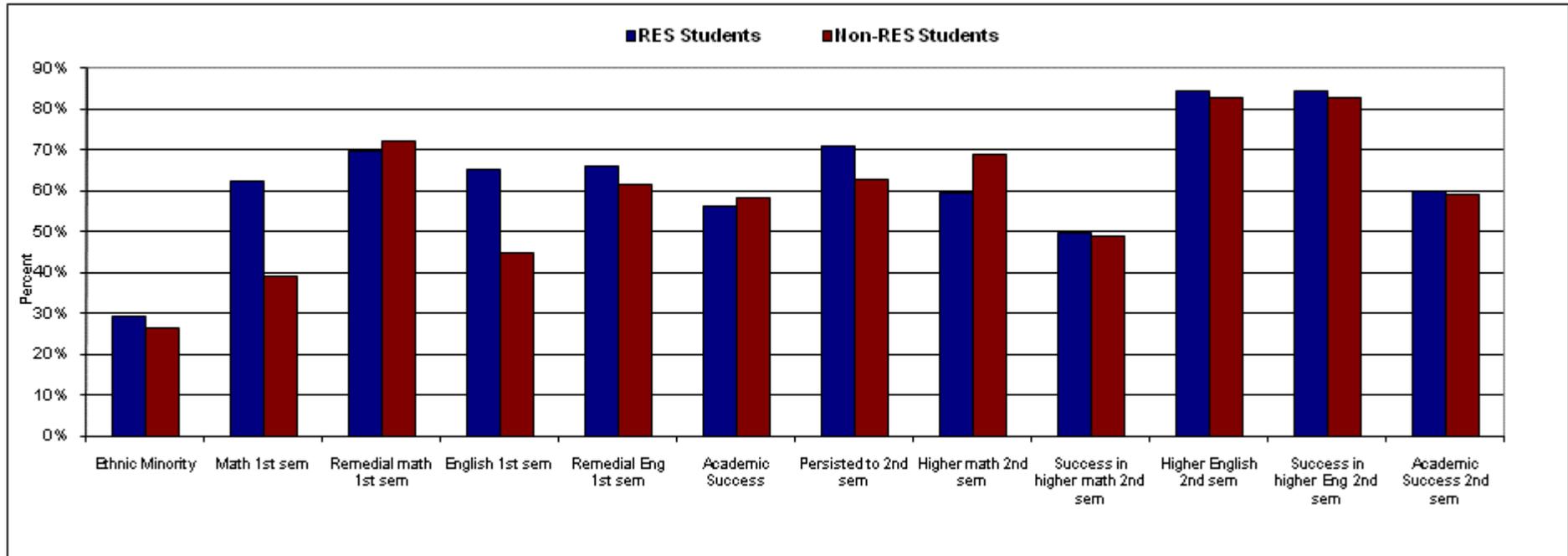
It is important to note that during Fall 08 and Spr 09, we had ‘soft’ RES implementation without having all the processes streamlined. Fall 2009 is really the first term when the RES program was fully in place. Another important note relates to advising and educational plan component of the RES program. Some aspects of this critically important component are still being developed. For example, the educational plan process is not fully implemented and that is key to truly improving students matriculation and overall academic experience.

Operational Assessment

A set of indicators was developed to track on semesterly basis improvements in the academic performance of new, degree-seeking students who are completing required enrollment steps during their first term at TMCC. This set of indicators are more closely tied to students first year experience and performance. It includes but is not limited to variables such as enrollment in math and English during 1st term, academic success during first year, persistence through the first year.. This allows the college to have feedback to assess the immediate impact RES have on student first year experience.

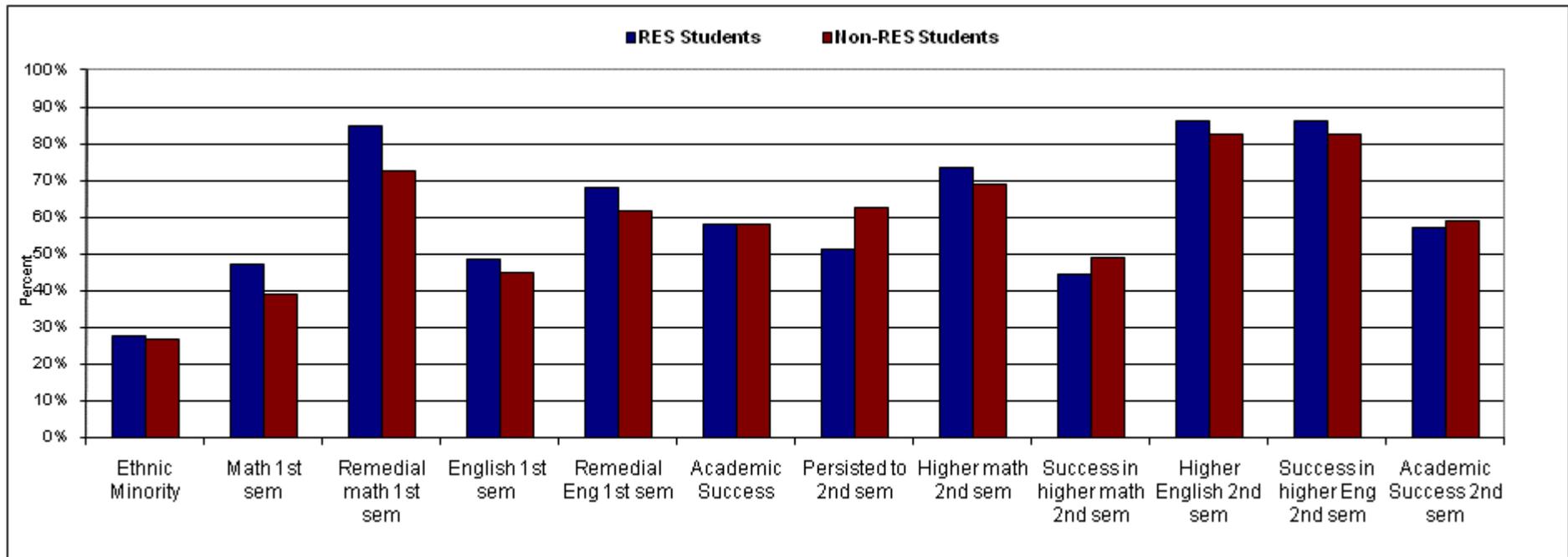
The RES outcomes report indicates that students receiving matriculation services are slightly more successful than the comparison group. They enroll at a higher rate in math and English during their first semester. The overall academic success and persistence to the next term is slightly higher starting in fall 2009.

Section B – Standard Three
Appendices



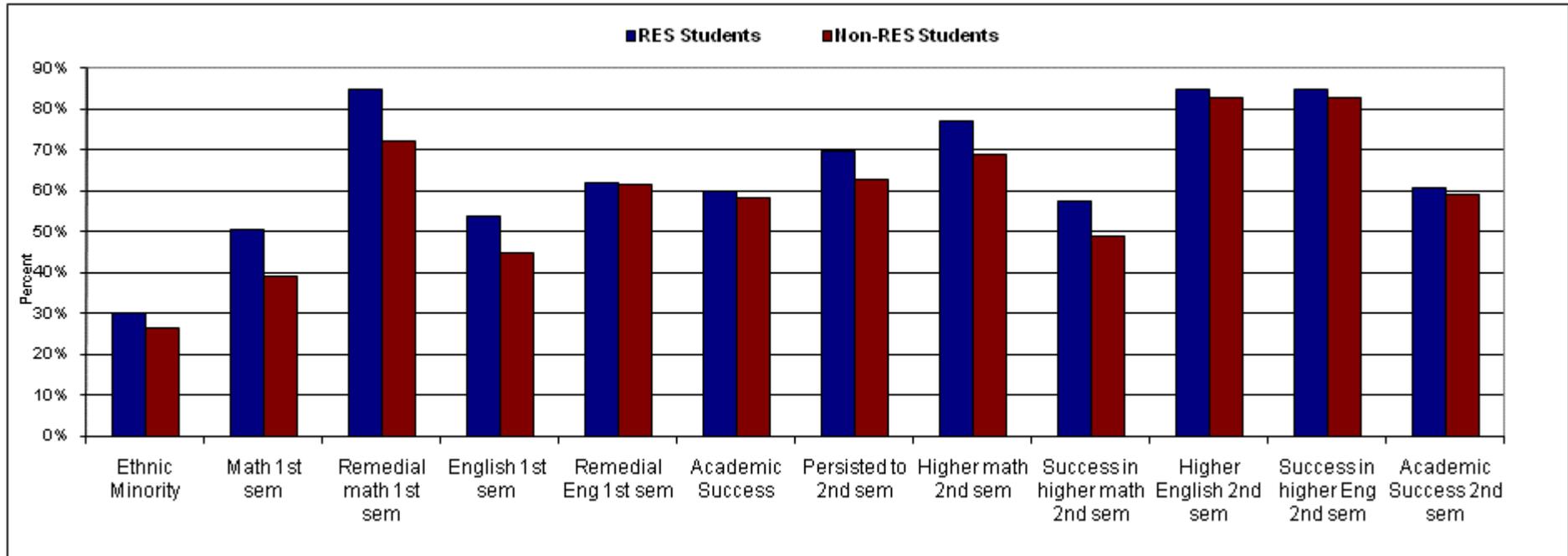
2008 Fall Cohort

Section B – Standard Three
 Appendices



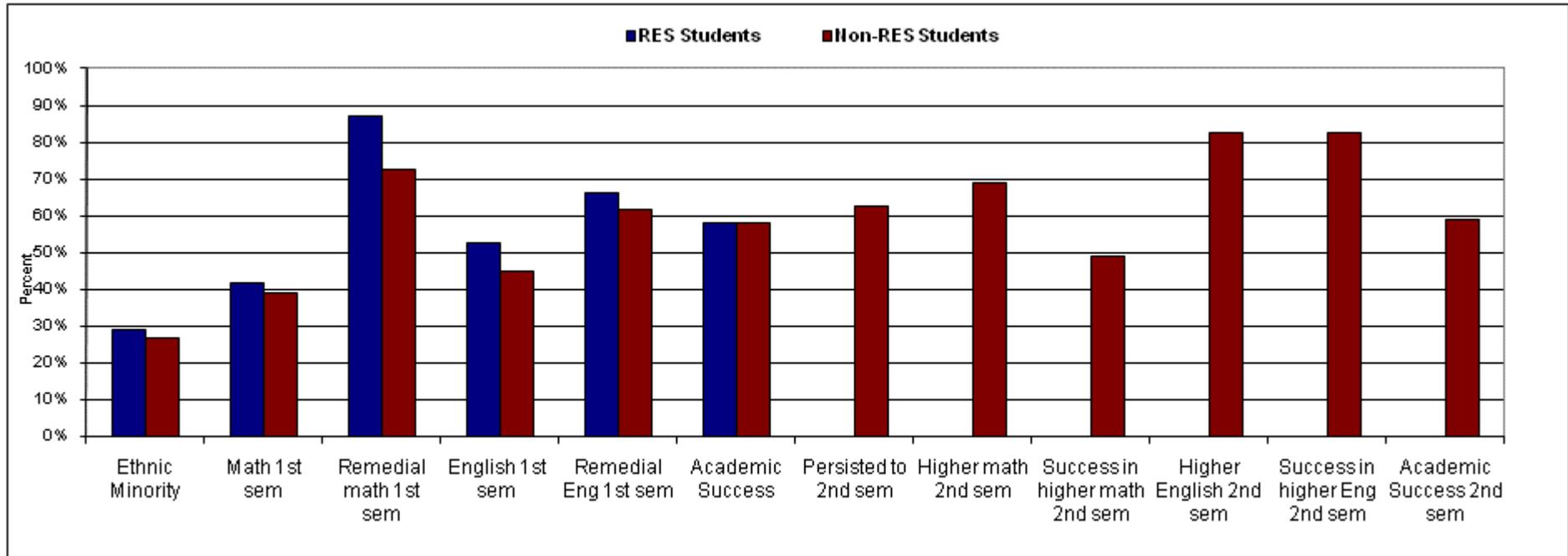
2009 Spring Cohort

Section B – Standard Three
 Appendices



2009 Fall Cohort

Section B – Standard Three
 Appendices



2010 Spring Cohort



FY 2008-09 Academic Salary Schedule for Community Colleges

STEP	CATEGORY									
	ONE		TWO		THREE		FOUR		FIVE	
	INSTR	PROF	INSTR	PROF	INSTR	PROF	INSTR	PROF	INSTR	PROF
	< B.S.		A.S. + 60		B.S. + 30		B.S. + 60		PH.D.	
		B.S.		M.S.		M.S. + 30				
30	68,611	70,327	75,473	77,359	85,764	87,908	96,056	98,457	102,917	105,490
29	66,938	68,611	73,632	75,473	83,672	85,764	93,713	96,056	100,407	102,917
28	65,305	66,938	71,836	73,632	81,632	83,672	91,427	93,713	97,958	100,407
27	63,713	65,305	70,084	71,836	79,641	81,632	89,198	91,427	95,569	97,958
26	62,159	63,713	68,374	70,084	77,698	79,641	87,022	89,198	93,238	95,569
25	60,643	62,159	66,707	68,374	75,803	77,698	84,900	87,022	90,964	93,238
24	59,163	60,643	65,080	66,707	73,954	75,803	82,829	84,900	88,745	90,964
23	57,720	59,163	63,492	65,080	72,151	73,954	80,809	82,829	86,581	88,745
22	56,313	57,720	61,944	63,492	70,391	72,151	78,838	80,809	84,469	86,581
21	54,939	56,313	60,433	61,944	68,674	70,391	76,915	78,838	82,409	84,469
20	53,599	54,939	58,959	60,433	66,999	68,674	75,039	76,915	80,399	82,409
19	52,292	53,599	57,521	58,959	65,365	66,999	73,209	75,039	78,438	80,399
18	51,016	52,292	56,118	57,521	63,771	65,365	71,423	73,209	76,525	78,438
17	49,772	51,016	54,749	56,118	62,215	63,771	69,681	71,423	74,658	76,525
16	48,558	49,772	53,414	54,749	60,698	62,215	67,981	69,681	72,837	74,658
15	47,374	48,558	52,111	53,414	59,217	60,698	66,323	67,981	71,061	72,837
14	46,218	47,374	50,840	52,111	57,773	59,217	64,706	66,323	69,328	71,061
13	45,091	46,218	49,600	50,840	56,364	57,773	63,128	64,706	67,637	69,328
12	43,991	45,091	48,390	49,600	54,989	56,364	61,588	63,128	65,987	67,637
11	42,918	43,991	47,210	48,390	53,648	54,989	60,086	61,588	64,378	65,987
10	41,872	42,918	46,059	47,210	52,339	53,648	58,620	60,086	62,807	64,378
9	40,850	41,872	44,935	46,059	51,063	52,339	57,190	58,620	61,275	62,807
8	39,854	40,850	43,839	44,935	49,817	51,063	55,796	57,190	59,781	61,275
7	38,882	39,854	42,770	43,839	48,602	49,817	54,435	55,796	58,323	59,781
6	37,934	38,882	41,727	42,770	47,417	48,602	53,107	54,435	56,900	58,323
5	37,008	37,934	40,709	41,727	46,260	47,417	51,812	53,107	55,513	56,900
4	36,106	37,008	39,716	40,709	45,132	46,260	50,548	51,812	54,159	55,513
3	35,225	36,106	38,748	39,716	44,031	45,132	49,315	50,548	52,838	54,159
2	34,366	35,225	37,803	38,748	42,957	44,031	48,112	49,315	51,549	52,838
1	33,528	34,366	36,881	37,803	41,910	42,957	46,939	48,112	50,292	51,549
0	32,710	33,528	35,981	36,881	40,888	41,910	45,794	46,939	49,065	50,292

NOTE: Some tenured faculty will have other titles as provided in NSHE Code, Title 2, Chapter 5.

TMCC is an EEO/AA (equal opportunity/affirmative action) institution and does not discriminate on the basis of sex, age, race, color, religion, disability, national origin or sexual orientation in the programs or activities which it operates.

Section B – Standard Seven
Appendices



Truckee Meadows Community College
Registration Fee Trends

Fees per credit hour:	Fund	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13
General Fund	7104	\$ 38.50	\$ 39.25	\$ 39.50	\$ 39.75	\$ 41.46	\$ 43.36	\$ 45.45	\$ 47.73	\$ 53.98	\$ 53.98
Student Access	7278	0.50	1.00	1.75	2.50	2.75	3.00	3.10	3.25	3.25	3.25
General Improvement	7272	3.75	4.25	5.00	5.75	6.04	6.39	6.69	6.99	6.99	6.99
Capital Improvement	7882	4.00	4.00	4.00	4.00	4.00	4.00	4.26	4.53	4.53	4.53
ASTM	7276	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50	0.50
Subtotal		47.25	49.00	50.75	52.50	54.75	57.25	60.00	63.00	69.25	69.25
Tech Fee	7273	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Tech Fee / iNtegrate	7273							1.50	1.50	1.50	1.50
Surcharge							2.75	3.00 *	6.25		
TOTAL		\$ 51.25	\$ 53.00	\$ 54.75	\$ 56.50	\$ 58.75	\$ 64.00	\$ 68.50	\$ 74.75	\$ 74.75	\$ 74.75
								* FY10 Surcharge - Spring only			
Summer School (incl. Tech Fee)		54.25	56.00	57.75	59.50	61.75	64.25	71.50	\$ 77.75		
Student FTE		5,523 Actual	5,845 Actual	6,026 Actual	6,160 Actual	6,479 Actual	6,796 Actual	7,307 Actual	6,802 Plan		
Non-Resident Tuition in addition to registration fees:											
Full Time (7 or more credits)		\$ 4,507	\$ 4,662	\$ 4,915	\$ 4,962	\$ 5,385	\$ 5,709	\$ 6,188	\$ 6,347	\$ 6,495	\$ 6,645
Part Time		52.00	54.00	55.75	57.75	60.25	63.00	66.00	69.25	76.25	76.25
Good Neighbor		28.50	29.50	30.50	31.50	32.75	34.25	36.00	37.75	41.50	41.50
Non-Resident Distance Ed		23.50	24.50	25.50	26.25	27.50	28.50	30.00	31.50	34.75	34.75

6/28/2010

Truckee Meadows Community College
Outside Compensation
Conflict-of-Interest and Conflict-of-Commitment Report
Pursuant to NSHE Code, Title 4, Chapter 3, Section 8

Employee Name: _____ Reporting Period (Semester): _____

Outside professional or scholarly service by faculty members within their subject matter field and for compensation is recognized as a legitimate activity unless specifically prohibited by the employee's contract with the institution. (NSHE Code, Title 4, Chapter 3, Section 8, Paragraph 1. Emphasis added.)

Under the above referenced section of the NSHE Code (check one of the following):

1. I am not engaged in activities *in my area of expertise* that provide outside compensation
2. I am engaged in activities *in my area of expertise* that provide outside compensation

If engaged in outside compensated activities, complete the following:

Name of Employer: _____

Does this employment create an outside activity or interest that may adversely affect, compromise or be incompatible with your primary obligations, *including your full-time commitment*, to TMCC? Yes* No

Is there any situation **known to me** whereby improper benefits known to me may accrue to individuals in my household, persons to whom I am related by blood, adoption or marriage within three degrees of consanguinity, or persons with whom I have substantial and continuing outside business relationships? Yes* No

Is the employment related to research you are doing within your primary field? Yes No

Check the source of funding listed below for the outside employment:

Business Government Academic Institution Other *specify* _____

Faculty Member Date

Department Chair/Program Coordinator/Discipline Coordinator Date

* If you answer yes to this question, the form will be forwarded to your academic dean and vice president who will work with you on the resolution of the conflict.

